

E-ISSN: 2147-1185

İNSAN VE TOPLUM BİLİMLERİ ARAŞTIRMALARI DERGİSİ

JOURNAL OF THE HUMAN AND
SOCIAL SCIENCE RESEARCHES



itobiad



YIL- YEAR: 2023

Cilt-Volume : 12

Sayı- Issue : 3

Temmuz – Ağustos – Eylül

July - August- September

İSTANBUL / TÜRKİYE

Since 2012 -12 th Years

İnsan ve Toplum Bilimleri Araştırmaları Dergisi

Journal of the Human and Social Science Researches
itobiad

Cilt/Volume:12 Sayı/ Issue: 3

Temmuz–Ağustos-Eylül / July-August-September 2023

e-ISSN: 2147-1185

www.itobiad.com & https://dergipark.org.tr/en/pub/itobiad

Yayıncı / Publisher

Mustafa Süleyman ÖZCAN- publisher@itobiad.com

itobiadmuhasabe@gmail.com

 0000-0003-1091-6314

Eyüp-İstanbul

www.itobiad.com

Yazı İşleri Müdürü/Managing Editor

Assoc. Prof. Dr. Mustafa YİĞİTOĞLU itobiad@itobiad.com

mustafayigitoglu@ibu.edu.tr-www.mustafayigitoglu.com

 0000-0001-6308-1475

Bolu Abant İzzet Baysal University, Faculty of Theology,
Bolu-TURKIYE

Baş Editör/ Editor in Chief

Assoc. Prof. Dr. Mustafa YİĞİTOĞLU -

itobiad@itobiad.com , mustafayigitoglu@ibu.edu.tr

 0000-0001-6308-1475

Address: Bolu Abant İzzet Baysal University, Faculty of
Theology, Bolu-TURKIYE

Address: Bolu Abant İzzet Baysal University, Prof. Dr. Fuat
Sezgin Library, Scientific Publications and Journals
Coordinatorship / **Coordinator**

3rd Floor, Room 220

Golkoy, 4030, Bolu / TURKIYE

Editör Yardımcısı/Editorial Assistant

Prof. Dr. Serkan DİLEK- serkand1975@yandex.com,

 0000-0002-0393-4509

Kastamonu University, Economics and Administrative
Sciences Faculty, Bolu-TURKIYE

Editör Yardımcısı/Editorial Assistant

Assoc. Prof. Dr. Erhan TECİM – erhantecim@gmail.com

 0000-0001-6578-5150

Selcuk University, Sociology, Konya- TURKIYE

Veri Girişi/Data Entry

Mehmet ÖZGÜN- mehmet_1296_@hotmail.com

Yazım Desteği Akademik Yayın ve Danışmanlık-TURKIYE

E-Yayın/Electronic Publication

30.09.2023

https://dergipark.org.tr/en/pub/itobiad

Yönetim Yer /Executive Office

Yeşil Pınar Mah. Ruzgarlı Sokak. No:8/10 Eyup
Sultan -İSTANBUL

publisher@itobiad.com ; itobiad@itobiad.com

www.itobiad.com

Dizinlenme Bilgileri / Abstracting And Indexing Services

[itobiad] Tubitak-Ulakbim **TR Dizin**, **EBSCO**, , Index Islamicus, **Modern Language Association (MLA)**, Education Full Text (H. W. Wilson) Database Coverage List, **DOAJ: Directory of Open Access Journals**, IPSA, **CNKI**: China National Knowledge Infrastructure, **Index Copernicus**, Erih Plus, **The Belt and Road Initiative Reference Source (Ebsco)**, RILM Abstracts of Music Literature (EBSCO) For detailed information, please click here: <https://dergipark.org.tr/en/pub/itobiad>

Digital Platforms

ULRICH'S (Proquest), JGate, Academic Journal Database, Asos, SJournals, Academic Journals Database, Türk Eğitim İndeksi (TEİ), EuroPub, İlahiyat Atıf Dizi (Davet), Sobiad **For detailed information, please click here:** <https://dergipark.org.tr/en/pub/itobiad>

İktisadi İdari Bilimler Editörleri / Economic Administrative Sciences Editors

Prof. Dr. Serkan DİLEK- serkand1975@yandex.com,

 0000-0002-0393-4509

Kastamonu University, Economics and Administrative Sciences Faculty, Bolu-TURKIYE

Prof. Dr. Saim KAYADİBİ- saimkayabidi@karabuk.edu.tr

 0000-0002-4753-4216

Karabuk University Faculty of Business Administration, Karabuk- TURKIYE

Dr. Samet YÜCE- syuce@kastamonu.edu.tr

 0000-0002-9975-4739

Kastamonu University School of Foreign Languages, Kastamonu-TURKIYE

Prof. Dr. Norma Md SAAD -norma@iium.edu.my

International Islamic University Malaysia, Kulliyah of Economics and Management Sciences

 0000-0002-2455-904X

Islamic Economy

Kuala Lumpur / Malasia

Assoc. Prof. Dr. Dzuljastri Abdul RAZAK-

dzuljastri@iium.edu.my

International Islamic University Malaysia, Kulliyah of Economics and Management Sciences

 0000-0002-2455-904X

Islamic Economy

Kuala Lumpur / Malasia

Dr. Khoirul UMAM- khoirulumam@unida.gontor.ac.id

University Darussalam Gontor (unida),

 0000-0002-5530-8884

Indonesia

Assoc. Prof. Dr. Siti Zubaidah ISMAIL- szubaida@um.edu.my

University of Malaya- Malaysia

 0000-0003-3381-4943

Siyaset Bilim Editörü/ Editor of Political Science

Dr. Oğuz ÖZCAN- oguzozcan@ticaret.edu.tr

İstanbul Ticaret University

 0000-0003-4031-615X

Eğitim Editörleri / Educaciton Editors

Asist Prof. Dr. Cennet GÖLOĞLU DEMİR –

gologlu.cennet@gmail.com, Bahkesir- TURKIYE

 0000-0002-8770-6107

Bandırma Onyedi Eylül University

Dr. Macario G. GAYETA-doc.aiyo@gmail.com

 0000-0001-8183-5234

University of the East, University of the East Caloocan Campus, PHILIPPINES

Felsefe ve Dini Araştırmalar Editörleri / Philosophy and Religious Studies Editors

Assoc. Prof. Dr. Ömer Faruk HABERGETİREN-

ofhabergetiren@hotmail.com

 0000-0001-9304-6726

Karabuk University, Faculty of Islamic Sciences, Karabuk-TURKIYE

Assoc. Prof. Dr. Erhan TECİM – erhantecim@gmail.com

 0000-0001-6578-5150

Selcuk University, Sociology, Konya- TURKIYE

Asist Prof. Dr. Ali YILDIRIM – oklubali@hotmail.com

 0000-0003-1687-993X

Tokat Gaziosmanpaşa University, Faculty of Theology, Tokat-TURKEY

Assoc. Prof. Dr. Şükrü MADEN –

sukrumaden@karabuk.edu.tr

 0000-0002-7165-6299

Karabuk University, Faculty of Theology, Karabuk- TURKIYE

Asist Prof. Dr. Mehmet HABERLİ –

mehmethaberli@gmail.com

 0000-0001-9942-6527

Bilecik Şeyh Edebali University, Faculty of Islamic Science, Bilecik- TURKIYE

Nelofar ARA- nelofarara2017@gmail.com

 0000-0003-1366-1505

Lovely Professional University, Pencap-INDIA

Assist Prof. Dr. Ahmad ALI- ahmadali.pak@yandex.com

 0000-0001-6739-9384

Abdul Wali Khan University-Pakistan

Tarih Kültür Sanat Editörleri / History, Culture and Arts Editors

Prof.Dr. Gülçin YAHYA KAÇAR-gulcin.yahya@hbv.edu.tr>

 0000-0001-6056-2564

Ankara Hacı Bayram Veli University State Conservatory of Turkish Music Instrument Education Department

Ankara-TURKIYE

Assoc. Prof. Dr. Aşkın ÇELİK- a_celik36@hotmail.com

 0000-0003-4056-0371

Manisa Celal Bayar University, Faculty of Education, Manisa-TURKIYE

Assist Prof. Dr. Can DOĞAN- can.dogan@ibu.edu.tr,

 0000-0001-9165-4381

Bolu Abant İzzet Baysal University, Faculty of Fine Arts, Bolu-TURKIYE

İngilizce Dil Editörü / English Language Editor

Prof. Dr. Saim KAYADİBİ- saimkayabidi@karabuk.edu.tr

 0000-0002-4753-4216

Karabuk University Faculty of Business Administration, Karabuk- TURKIYE

Assoc. Prof. Dr. Fatma DEMİRAY AKBULUT-

demiray_f@ibu.edu.tr

 0000-0003-0689-8483

Bolu Abant İzzet Baysal University, School of Foreign Languages, Bolu- TURKIYE

Dr. Samet YÜCE- syuce@kastamonu.edu.tr

 0000-0002-9975-4739

Kastamonu University School of Foreign Languages, Kastamonu-TURKIYE

Fransızca Dil Editörü / French Language Editor

Instructor Zeynep BÜYÜKSARAC-

zeynepbuyuksarac@ibu.edu.tr

 0000-0001-7683-0965

Bolu Abant İzzet Baysal University, School of Foreign Languages, Bolu- TURKIYE

Rusça Dil Editörü / Russian Language Editor

Asst. Prof. Dr. Gulzira ZHAXYGULOVA-

gulzirazhaxygulovala@ibu.edu.tr

 0000-0002-3797-6803

BOLU ABANT IZZET BAYSAL UNIVERSIT- Bolu-TURKIYE

Almanca Dil Editörü / German Language Editor

Dr. Muhammet Ali CAN muhammetalican@gmail.com

 0000-0001-8781-0812

Çanakkale Onsekiz Mart University, Theology Faculty, Çanakkale- TURKIYE

Yayın Kurulu / Editorial Board

Prof. Dr. Serkan DİLEK- serkand1975@yandex.com,

 0000-0002-0393-4509

Kastamonu University, Economics and Administrative Sciences Faculty, Bolu-TURKIYE

Prof. Dr. Saim KAYADİBİ- saimkayabidi@karabuk.edu.tr

 0000-0002-4753-4216

Karabuk University Faculty of Business Administration, Karabuk- TURKIYE

Doç. Dr. Hanudin AMİN- hanudin@ums.edu.my

 0000-0003-3645-287X

Universiti Malaysia Sabah- Malasia

Dr. Maciej MILCZANOWSKI – macm@poczta.onet.pl

 0000-0002-2322-2074

Rzeszow University-POLAND

Dr. Muhammad Uhaib AS'AD-uhaibm@yahoo.com

 0000-0003-3645-2706

Islamic University of Kalimantan-INDONESIA

Assoc. Prof. Dr. Tetiana KUSHNAREVA –

kushnareva_t@mail.ru

Vernadsky Federal University-RUSSIA

Assoc. Prof. Dr. Şükrü MADEN –

sukrumaden@karabuk.edu.tr

 0000-0002-7165-6299

Karabuk University, Faculty of Theology, Karabuk- TURKIYE

Assoc. Prof. Dr. Ömer Faruk HABERGETİREN-

ofhabergetiren@hotmail.com

 0000-0001-9304-6726

Karabuk University, Faculty of Theology, Karabuk- TURKIYE

Prof. Dr. Esmail ABOUNOORİ-

esmaiel.abounoori@semnan.ac.ir

 0000-0003-4168-7163

Semran University-IRAN

Asist Prof. Dr. Ali YILDIRIM – oklubali@hotmail.com

 0000-0003-1687-993X

Tokat Gaziosmanpasa University, Faculty of Theology, Tokat-TURKEY

Asist Prof. Dr. Mehmet HABERLİ –

mehmethaberli@gmail.com

 0000-0001-9942-6527

Bilecik Şeyh Edebalı University, Faculty of Islamic Science

Bilecik- TURKIYE

Dr. Maksym DOICHYK- maksvdoc@ukr.net

 0000-0001-5081-1336

Vasyl Stefanyk Precarpathian National University, UKRAINE

Asist Prof. Dr. Ahmad ALI- ahmadali.pak@yandex.com

 0000-0001-6739-9384

Abdul Wali Khan University-Pakistan

Bolu Abant İzzet Baysal University, Faculty of Fine Arts,

Bolu-TURKIYE

Asist Prof. Dr. Cennet GÖLOĞLU DEMİR –

Dr. Macario G. GAYETA-doc.aiyo@gmail.com

 0000-0001-8183-5234

University of the East Caloocan, PHILIPPINES

Dr. Nagmi AİMER-najmimuftah@gmail.com

 0000-0003-1739-2509

Higher Institute of Marine Sciences Techniques,
SabrathaLIBYA

Prof. Dr. Ihor HURAK-ihorhurak@gmail.com

Vasyl Stefanyk Precarpathian National University, Ivano-
Frankivsk- UKRAINE

 0000-0003-1739-2509

Dr. Amina OMRANE -amina.omrane@yahoo.fr

UNİVERSİTY OF SFAX

 :0000-0001-9057-5307

Tunus

gologlu.cennet@gmail.com, Balıkesir- TURKIYE

 0000-0002-8770-6107

Bandırma Onyedli Eylül University

Assoc. Prof. Dr. Erhan TECİM – erhantecim@gmail.com

 0000-0001-6578-5150

Selcuk University, Sociology Konya-TURKEY

Prof. Dr. Norma Md SAAD -norma@iiium.edu.my

International Islamic University Malaysia, Kulliyah of
Economics and Management Sciences

 0000-0002-2455-904X

Islamic Economy

Kuala Lumpur / Malasia

İndeks Editörü & Index Editor

Havva ÖZGÜN- info@yazimdestegi.com

 0000-0002-2905-5326

Yazım Desteği Akademik Yayın ve Danışmanlık-TURKIYE

<https://yazimdestegi.com/>

Hakem Kurulu / Referee Board

İnsan ve Toplum Bilimleri Araştırmaları Dergisi [itobiad], en az iki hakemin görev aldığı çift taraflı kör hakemlik sistemi kullanmaktadır. Hakem isimleri gizli tutulmakta ve yayımlanmamaktadır. / **Bu konuda genel bilgi için** www.itobiad.com **Journal of the Human and Social Science Researches [itobiad]** uses double-blind review fulfilled by at least two reviewers. Referee names are kept strictly confidential. **For detailed information, please click here:** <https://dergipark.org.tr/en/pub/itobiad>

Telif Hakları/Copyrights

Dergide yayınlanan çalışmalarının telif hakları yazarlara aittir ve çalışmaları [Creative Commons Attribution-NonCommercial 4.0 International](https://creativecommons.org/licenses/by-nc/4.0/) (CC BY-NC 4.0) kapsamında lisanslanmıştır.

Authors own the copyright to their work published in the journal and their work is licensed under [Creative Commons Attribution-NonCommercial 4.0 International](https://creativecommons.org/licenses/by-nc/4.0/) (CC BY-NC 4.0)

İçindekiler/Contents

i/x | Jenerik/Generic

Araştırma Makaleleri/ Research Articles

- 1396/1411 | Cansu ŞAHİN KÖLEMEN
The Effect of Distance Education on Lifelong Learning
Uzaktan Eğitimin Yaşam Boyu Öğrenmeye Etkisi
- 1412/1434 | Ayşe ÖZTÜRK SAMUR & Paulette LUFF
Views of Teachers and Headteachers about Outdoor Learning in Pre-School Education Institutions in Turkey and England
Türkiye ve İngiltere'deki Okul Öncesi Eğitim Kurumlarında Açık Alanda Öğrenmeye İlişkin Öğretmen ve Okul Müdürlerinin Görüşleri
- 1435/1473 | Zeynep ERGÜN & Nurgün GENÇEL & Esra KABATAŞ MEMİŞ
The Sustainability Trend In Education in All Its Aspects: A Meta-Synthesis Investigation of Studies In Turkey
Tüm Yönleriyle Eğitimde Sürdürülebilirlik Eğilimi: Türkiye'deki Çalışmalara Dair Bir Meta-Sentez Çalışması
- 1474/1501 | Ertuğrul GÜLER & Mustafa ÖZGENEL
The Pattern of Relationships Between School Size, School Culture, and Teachers' Organizational Commitment and Students' Academic
Okul Büyüklüğü, Okul Kültürü ve Öğretmenlerin Örgütsel Bağlılıkları ile Öğrencilerin Akademik Başarıları Arasındaki İlişkiler Örüntüsü
- 1502/1519 | Nurgül ERGÜL GÜVENDİ
Commodification of the Subject in Presentations of Virtual Sexual Identity
Sanal Cinsel Kimlik Sunumlarında Öznenin Metalaştırılması
- 1520/1545 | Fatmanur AKSÖZ & Baran ARSLAN
Toplumsal Cinsiyet Sarmalında Güneydoğu Anadolu Bölgesi'nde Kadın Olmak: Şanlıurfa İlindeki Kadınların Toplumsal Tükenmişlik Düzeyleri
Being a Woman in the Southeastern Anatolia Region in the Gender Spiral: Social Burnout Levels of Women in Sanliurfa Province
- 1546/1575 | Serkan ÖKTEN
Dürtme Teorisi Çerçevesinde Türk Yükseköğretiminde Göç Eğitimi: Politika, Müfredat ve Kurumsal Gelişim
Migration Education in Turkish Higher Education in the Framework of Nudge Theory: Policy, Curriculum and Institutional Development

- 1576/1595 | Gülin YAKIT & Meltem YALIN UÇAR
Analysing the Level and Relation between the Reasoning Ways, the Social Problem Solving, the Rational and Intuitive Decision Making Skills of in-Service and Pre-Service Teachers
Öğretmen ve Öğretmen Adaylarının Akıl Yürütme Yolları, Sosyal Sorun Çözme, Akılcı ve Sezgisel Karar Verme Becerileri Düzeyi ve Aralarındaki İlişki
- 1596/1618 | Deniz KOYUNCUOĞLU & Mehmet ETLİOĞLU & A. Selçuk KÖYLÜOĞLU
Bütüncül Kanal Pazarlama Yaklaşımında Dijital Dönüşümün Geleceği: Yükseköğretime Yönelik Kavramsal Bir Araştırma
The Future of Digital Transformation in Omnichannel Marketing Approach: A Conceptual Study for Higher Education
- 1619/1658 | Ahmet ÇABUK & Serap TEPE & Bülent MERTOĞLU
Yükseköğretim Kurumlarında Çalışan Öğretim Elemanlarını Etkileyen Psikososyal Risklerin Belirlenmesi
Identification of Psychosocial Risks Affecting Academic Staff in Higher Education Institutions
- 1659/1684 | Murat TOPCU
Hisse Senedi Getirilerinin Belirleyicileri: BİST Bankacılık Sektörü Üzerine Bir İnceleme
Determinants of Stock Returns: An Analysis of the BIST Banking Sector
- 1685/1709 | Ahmet ULUSOY & Serkan DEMİREL & Gökhan ÖZBİLGE
Türkiye’de Bankacılık Sektörü Performansının Finansal Gelişmişlik Üzerine Etkileri
The Effects of Banking Sector Performance on Financial Development in Turkey
- 1710/1726 | Hülya ER & Ahmet GÜLMEZ
Asimetrik Bilgi Çerçevesinde Mevduat ve Katılım Bankalarının Finansal Performanslarının Değerlendirilmesi
Evaluation of Financial Performances of Deposit and Participation Banks within the Framework of Asymmetric Information
- 1727/1744 | Görkem ERDOĞAN
Akıllı Telefonlarda Marka Değişirme Niyetinin Öncüllerinin İtme-Çekme-Bağlama Modeli Çerçevesinde İncelenmesi
Understanding the Factors of Brand Switching Intention in Smartphones by Framework of the Push-Pull-Mooring Model
- 1745/1767 | Özgür TÜRKOĞLU
Darülfünun’dan İstanbul Üniversitesine Osmanlı’da İlk Üniversitenin Tarihi
From Darülfünun to Istanbul University the History of the First University in Ottoman

- 1768/1790 | Azime CANTAŞ & İhsan KOLUAÇIK
Üçüncü Sinema Estetiği ve Yavuz Özkan Filmlerindeki Görünümü
Third Cinema Aesthetics and Its Appearance in Yavuz Özkan Movies
- 1791/1809 | Tarkan YAZICI & Soner OKAN
Online Çalgı Eğitiminde Değerlendirme
Evaluation in Online Instrument Education
- 1810/1828 | Ayşe ARSLAN ÇAVUŞOĞLU
Inhaltanalyse der Nachrichten über die Deutsche Sprache in Türkischen Zeitungen
Türk Gazetelerinde Alman Diline Dair Haberlerin İçerik Analizi
- 1829/1854 | Sema MERCANOĞLU ERİN & Hande AYHAN GÖKCEK
The Effect of Death Anxiety on Hedonistic and Utilitarian Consumer Behaviours During the Covid-19 Pandemic
Covid-19 Pandemi Sürecinde Ölüm Kaygısının Hedonik ve Faydacı Tüketici Davranışlarına Etkisi
- 1855/1873 | Hüseyin ASLAN & Ümit DOĞAN & Ezgi AKBULUT
Examining The Effect of School Principals' Democratic Attitudes On Teachers' Perceptions of Organizational Alineation
Okul Müdürlerinin Demokratik Tutumlarının Öğretmenlerin Örgütsel Yabancılaşma Algıları Üzerindeki Etkisinin İncelenmesi
- 1874/1903 | Cemal GÜMÜŞ & Selda FINDIKLI & Emine Pınar SAYGIN
Behavioral Intentions of Customers Under the Technology Acceptance Model (TAM): Example of Migros Jet Kasa
Müşterilerin Teknoloji Kabul Modeli (TAM) Kapsamında Davranışsal Niyetleri: Migros Jet Kasa Örneği
- 1904/1923 | Fadime İŞCEN KARASU & Didem KAYAHAN YÜKSEL & Cem GÖKMEN
Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeğinin Geliştirilmesi: Geçerlilik ve Güvenirlilik Çalışması
Developing the Self-Efficacy Scale for Using New Behavior Acquisition Strategies: A Validity and Reliability Study
- 1924/1947 | Eşref NAS
Ebeveynlik Tutumuna Yeni Bir Bakış: Merhametli Ebeveynlik
A New Perspective to Parenting Attitude: Compassionate Parenting
- 1948/1964 | Göksel MARŞAP
Evrensel Etik Değerler Işığında Anadolu'da Ahilik Anlayışı ve Stratejik Liderlik Yaklaşımı
In the Light of Universal Ethical Values Akhism and Strategic Leadership Approach in Anatolia Abstract

1965/1988	Esra YILDIZ Şer‘iyye Sicillerinin Serlevhaları -İstanbul Kadılığı Şer‘iyye Sicilleri Özelinde- Sharia Registers’ Sarlawhas - Within the Scope of Istanbul Qadi Sharia Registers -
1989/2008	Hüsnü ERGÜN Birlik ve Rodop Rüzgârı Haberlerinde Batı Trakya Türklerinin Eğitim Sorunları Educational Problems of Western Thrace Turks in the News of Birlik and Rodop Rüzgârı
2009/2029	Yusuf AYDIN & Yakup ÜZÜM Okul Psikolojik Danışmanlarının Manevi Danışmanlık ve Rehberlik Hizmetlerine Yönelik Görüşleri Opinions of School Psychological Counselors on Spiritual Counseling and Guidance Services
2030/2055	Gül Fahriye EVREN & Özgül GÖK AKÇAKOYUNLUOĞLU A Systematical Evaluation on the Leyla Gencer Voice Competition Leyla Gencer Şan Yarışması Üzerine Sistemantik Bir Değerlendirme
2056/2077	Ayşe Meriç YAZICI A Bibliometric Analysis of Research on Climate and Change Business Enterprises İklim Değişikliği ve İşletmeler Üzerine Yapılan Araştırmaların Bibliyometrik Bir Analizi
2078/2099	Ayşe ŞİMŞEK İslam’dan Önce Hayber’de Ticari Zirai ve Askeri Hayat Commercial Agricultural and Military Life in Khaybar Before
2100/2127	Arzu DENİZ ÇAKIROĞLU Genç Tüketicilerin Ekolojik Zekasının Ekolojik Ayak İzi Farkındalıkları Üzerindeki Etkisi: İstanbul İlinde Bir Uygulama The Effect of Young Consumers’ Ecological Intelligence on Their Ecological Footprint: A Study in Istanbul
2128/2141	Yağmur KERSE The Effect of Customer Empowerment on Corporate Reputation Perception Müşteri Güçlendirmesinin Kurumsal İtibar Algısı Üzerindeki Etkisi

2142/2162	Sefa ERKUŞ & Burak Kağan DEMİRTAŞ Deneysel İktisadın Tarihi The History of Experimental Economics
2163/2186	Adnan DOĞRUYOL Osmanlı Mali Sayımları - Temettüat Vergisi (1840/1841): Bolvadin Örneği Ottoman Financial Census- Temettüat Registers (1840/1841): The Case of Bolvadin
2187/2209	İsmail Fatih CEYHAN Finans Alanında Makine ve Derin Öğrenmenin Kullanılması: Lisansüstü Tezlerde Sistemik Literatür Taraması Using Machine and Deep Learning in Finance: A Systematic Literature Review of Graduate Theses
2210/2234	Aysel KURNAZ Impact of Voluntary Simple Lifestyle and Conspicuous Consumption on Happiness Gönüllü Sade Yaşam Tarzı ve Gösterişçi Tüketimin Mutluluk Üzerindeki Etkisi
2235/2257	Erdal ULUDAĞ Tarihi Bir Türkü: Avşar Beyleri Avshar Beyleri: A Historical Turkish Folk Song
2258/2278	Hande ÇİL & Mustafa Hikmet AYDINGÜLER & Burak BOYRAZ Yves Klein: An Actual Review of His Anthropometries and Monochromes Yves Klein: Antropometrileri ve Monokromları Üzerine Güncel Bir İnceleme
2279/2289	Ezgi ÖREN Utopia Now and Forever: A Discussion on the Perpetuity of Utopia Ütopya Şimdi ve Daima: Ütopyanın Daimiliği Üzerine Bir Tartışma



Investigating the Effects of Climate Policy Uncertainty on the Volatility of the U.S. Real Estate Markets

Mustafa Hasan HAMAD AMEEN¹ Aslı AFŞAR²

Abstract

As climate change worsens, dangerous weather events are becoming more frequent or severe: Even the world's wealthiest nations could not put out large-scale fires, which are raging in the world. The rise of sea levels, the deadly floods, the imbalances between the temperatures, and the uncertainty in climate policy has raised many eyebrows in the last few years. Although climate change influences many sectors including real estate markets, information regarding the impacts of climate policy uncertainty on these markets remains poor. In order to analyze the impacts of climate change uncertainty on the real estate markets in the USA. We use the Climate Policy Uncertainty (CPU) index and the Volatility of the Real Estate Markets (REMV) index based on monthly data which starts in January-2000 and ends in March-2021. This study utilized the VAR model to analyze the collected data. Surprisingly, the results of the Granger causality test show no G-causality between the CPU index and the REMV index. This means that there is no statistically significant causal relationship between these two variables in the dataset used. Further, according to the results of the Impulse response test, the variables react to the shocks which come to themselves positively and provide a meaningless result to the reactions between the variables. In other words, the shocks or disturbances within the variables do not lead to predictable or significant effects on the other variable. Lastly, the Variance decomposition test results show that the variables lagged by 99% of their dynamics and lagged by 1% of the other variables' dynamics. Generally, no negative connection can be observed between the two variables in the dataset used.

Keywords: CPU index, REMV index, VAR model, U.S. Real estate Markets, Climate Policy Uncertainty

Hamad Ameen, M. & Afşar, A. (2023). Investigating the Effects of Climate Policy Uncertainty on the Volatility of the U.S. Real Estate Markets . *Journal of the Human and Social Science Researches* , 12 (3) , 1255-1270 . <https://doi.org/10.15869/itobiad.1258345>

Date of Submission	01.03.2023
Date of Acceptance	10.07.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Ph.D. Candidate, Anadolu University, Faculty of Business Administration, Department of Finance, Eskisehir, Türkiye/ mustafahasan957@gmail.com / ORCID: 0000-0001-7797-5779

² Prof. Dr. Foreign Trade Program, Eskisehir VHS, Anadolu University, Eskisehir, Türkiye/ aafsar@anadolu.edu.tr ORCID: 0000-0001-7031-1419



İklim Politikası Belirsizliğinin ABD Gayrimenkul Piyasalarının Oynaklığı Üzerindeki Etkilerinin İncelenmesi

Mustafa Hasan HAMAD AMEEN¹ Aslı AFŞAR²

Öz

İklim değişikliği kötüleştikçe, tehlikeli hava olayları daha sık veya şiddetli hale geliyor. Dünyanın en zengin ülkeleri bile dünyayı kasıp kavuran büyük çaplı yangınları söndüremedi. Deniz seviyelerinin yükselmesi, ölümcül seller, sıcaklıklar arasındaki dengesizlikler ve iklim politikasındaki belirsizlik, son yıllarda pek çok kişinin dikkatini çekmektedir. İklim değişikliği, gayrimenkul da dahil olmak üzere birçok sektörü etkilese de iklim politikası belirsizliğinin bu piyasalar üzerindeki etkilerine ilişkin bilgiler yetersiz kalmaya devam etmektedir. Bu çalışmada, iklim değişikliği belirsizliğinin ABD'deki gayrimenkul piyasaları üzerindeki etkilerini analiz etmek için Ocak 2000'de başlayan ve Mart 2021'de sona eren aylık verilere dayanan İklim Politikası Belirsizlik (CPU) Endeksi ve gayrimenkul piyasalarının oynaklığı (REMV) endeksi kullanılmıştır. Toplanan verileri analiz etmek için VAR modeli kullanılmıştır. Şaşırtıcı bir şekilde, Granger nedensellik testinin sonuçları, CPU endeksi ile REMV endeksi arasında Granger nedensellik olmadığını göstermektedir. Bu da kullanılan veri setinde bu iki değişken arasında istatistiksel olarak anlamlı bir nedensellik ilişkisi olmadığı anlamına gelir. Ayrıca, etki (dürtü)-tepki analizi sonuçlarına göre değişkenler kendilerine gelen şoklara olumlu tepki vermekte ve değişkenler arasındaki tepkilere anlamsız bir sonuç vermektedir. Diğer bir deyişle, değişkenlerdeki şoklar veya bozulmalar diğer değişken üzerinde öngörülebilir veya anlamlı etkilere yol açmaz. Son olarak, varyans ayrıştırma testi sonuçları, değişkenlerin dinamiklerinin %99'u kadar, diğer değişkenlerin dinamiklerinin ise %1'i kadar geciktiğini göstermektedir. Kullanılan veri setinde genellikle iki değişken arasında negatif bir bağlantı gözlemlenmemektedir.

Anahtar Kelimeler: CPU Endeksi, PEMV Endeksi, VAR modeli, ABD Emlak Piyasaları, İklim Politikası Belirsizliği

Hamad Ameen, M. & Afşar, A. (2023). İklim Politikası Belirsizliğinin ABD Gayrimenkul Piyasalarının Oynaklığı Üzerindeki Etkilerinin İncelenmesi . *İnsan ve Toplum Bilimleri Araştırmaları Dergisi* , 12 (3) , 1255-1270 . <https://doi.org/10.15869/itobiad.1258345>

Geliş Tarihi	01.03.2023
Kabul Tarihi	10.07.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makedir.	

¹ Dr. Öğrencisi, Anadolu Üniversitesi, İşletme Fakültesi, Maliye Bölümü, Türkiye / mustafahasan957@gmail.com / ORCID: 0000-0001-7797-5779

² Prof. Dr., Anadolu Üniversitesi, Dış Ticaret Programı, Eskişehir MYO, Türkiye / aafsar@anadolu.edu.tr ORCID: 0000-0001-7031-1419

Introduction

The uncertainty of climate change policy is the topic of many conferences, debates, and research papers Yohe & Oppenheimer, 2011; Painter, 2011; Adler & Hadron, 2014 The cause for that is the prevalence of a significant degree of uncertainty in climate change which appears to be a source of concern for many climate experts (Meah, 2019). Climate skeptic lobbyists' favorite primary message is that the science of climate change is ambiguous or unverified (Lawson, 2011). Many people around the world are suffering from climate change and their lives are under threat due to natural disasters such as tsunamis, wildfires, earthquakes, floods, and the rise of sea levels. The recent extreme weather headlines seem like something out of a science fiction novel: Even the world's wealthiest nations could not put out large-scale fires, which are raging in the world. In July 2021, deadly flooding in Germany and Belgium entirely wiped away buildings and cars, leaving over 1,000 people missing. Hundreds of people died as a result of flooding in China. The Pacific Northwest of the United States, which is famed for its cold environment, had temperatures of over (100 degrees Fahrenheit) for many days. In addition, between June and mid-July 2021, the arctic lost an area of sea ice the size of Florida (Levin et al., 2021).

We hear all the time after a huge flood catastrophe that people say, we have been living here for 30 years and it is never flooded! But the rapid changes in air pollution and the rise of climate change risks such as the rise of sea levels and carbon emissions double the risks and the real estate sector is one of the major sectors which reacts to the changes that come to the climate. If we go back in time to the 1950s and 1960s, insurers in the U.S. were unable to effectively comprehend the flood risk associated with specific properties, and they began to withdraw from the market. As a result, the federal government stepped in to create the national flood insurance program in order to safeguard the most susceptible households. They effectively chose a 100-year flood zone with a 1% annual chance of flooding as a sort of baseline, assuming that it would be relatively infrequent throughout a 30-year mortgage (Botts, 2021). So it is a 100-year flood zone, and nothing can be guaranteed. On the other side, while the United States does not have a nationwide carbon tax, there is general recognition that such a policy may be implemented in the future. The potential of a future carbon price raises the risk of investing in the capital that will be utilized in conjunction with fossil fuels (Fried et al., 2021).

Certainly, the climate has altered continuously throughout the planet's history; 12,000 years ago, sea levels were about (400 feet) lower than they are today. When cities were not built along the coast, though, sea level rises were not an issue. So, one of the most important aspects of climate change is that we have constructed a lot of cities, infrastructure, and houses in locations where climate change is extremely severe. The broad view among scientists is that we have substantially accelerated this over the last few centuries by releasing massive volumes of carbon dioxide and other greenhouse gases. On the other hand, real estate is one of the most significant sources of carbon emissions, and as such, it has the potential to make a significant contribution to climate change mitigation. There are social and private benefits to sustainable real estate. In many circumstances, improvements to a building's energy efficiency pay off rapidly in the form of higher rents, which in turn generate asset value. A strong drive to internalize the social cost associated with a building's carbon footprint, such as via

carbon taxes, will further strengthen the case for sustainable real estate.

These uncertainties in climate change have raised many eyebrows in the last three decades. Many researchers believe that these uncertainties can influence the investors' decisions in the real estate markets. Therefore, climate risks must be understood and assessed so that they may be handled and managed to minimize the negative effects on value and profit. As we look at the VIX index in the U.S. markets, we can see that the index is intended to indicate investors' expectations for future US stock market volatility, or how much the S&P 500 Index will change over the following 30 days. The index also known as the market's "fear gauge," is a tool that investors use to assess market risk, dread, and stress before making investment choices. When the VIX rises, it indicates that traders in the S&P 500 options market expect market volatility to rise. In this manner, we aim to determine the interactions between the two indices in the U.S. market in order to give a clear understanding of the climate change risks to the fluctuations in the real estate markets. This paper answers the questions of real estate agents, investors, insurance companies, and portfolio managers and assists them to make better decisions in their investments and assess the climate risks in the market.

Therefore, we use the U.S. Climate Policy Uncertainty (CPU) index and the volatility of the real estate markets data in the Equity Market Volatility (EMV) index in the same country. It is necessary to mention that the CPU index is a newly constructed index that has recently been created by (Gavriilidis, 2021). Gavriilidis constructs this index based on the Economic Policy Uncertainty (CPU) index's theory. He gathers all the articles regarding the uncertainty and the topics related to climate change in eight different major newspapers in the U.S.A. from January 2000 till March 2021. Then, he compares the number of relevant articles per month to the total number of articles in the same month for each newspaper. The eight series are then standardized to a unit standard deviation and averaged across newspapers by month. Finally, over the period 2000: M1-2021: M3, the averaged series are normalized to a mean value of 100 (EPU, 2021). Our study is divided into five different parts. It starts with the introduction in the first phase and provides literature in the second part. The third one includes the data and methodology used in the process and the fourth part contains the data analysis and findings in the fifth section. Finally, we conclude the study in the fifth section.

Literature Review

According to a study conducted by the California Climate Change Center, the rise of sea levels is estimated by a 4.6-foot rise that threatens the 100-year flood event or damages 3,500 roadway miles and nearly 30 wastewater treatment plants. Moreover, new guidance estimates that the global sea levels might increase twice as much. As sea levels rise, not only will roads and highways along the coast be flooded, but they will also act as barriers to the inland migration of wetlands, beaches, and other coastal resources (Heberger et al., 2009). A report conducted by Dieter et al., in 2015 shows that Fannie Mae understands that constructing and powering homes has an environmental impact. In fact, private families are responsible for nearly 20% of U.S. greenhouse gas emissions and consume 9.7 trillion gallons of water per year (Dieter et al., 2015). Strauss et al., (2015) investigate the carbon choices impact on US cities by the rise of sea levels in the future. They discover that territory that is home to more than 20 million people is entangled in unabated climate change and that it is broadly spread among different

states and coasts. The overall area contains 1,185–1,825 municipalities with land that is home to more than half of the existing population, including at least 21 cities with populations exceeding 100,000 people. If the West Antarctic Ice Sheet remains stable, more than half of these communities would be able to avoid this commitment under substantial carbon reductions. Similarly, more than half of the threatened territory in the United States might be spared (Straussa et al., 2015). Bienert in a report in 2016 examines the impacts of climate change on the real estate sector in different regions around the globe. It includes Asia, Africa, North America, Central, and South America, Europe, and Australasia. It forecasts a variety of climate-related changes that could result in property damage and loss. Sea level rise, growing urban floods in riverine and coastal areas, and a predicted increase in forest fires due to an increase in the number and intensity of drought seasons, as well as rising temperatures, are among them in North America and Northern Europe (Bienert, 2016). South America and Southern Europe, on the other hand, are threatened by water stress due to the rise of temperature and irregular occurrences of heavy rain in the future which can be a cause for property damage. Moreover, fires during hot, dry, and windy summers can cause substantial property damage in Australia (Bienert, 2016). Shahid et al., examine the impact of climate change and the Malaysian real estate sector in 2017. They found that the climate change risks will increase property lifecycle costs and increase the chance of property destruction. Furthermore, the government's aim of reducing GHG emissions by up to 45 percent by 2030 may have an impact on property prices and the sector's overall growth in Malaysia. Moreover, the results show that in the short term, the adoption of GHG emission reduction policies will have the greatest impact on Malaysia's property sector, while in the long term, the physical danger posed by variable climate and related extremes will have the greatest impact (Shahid, Pour, Wang, Shourav, Minhans, & Ismail, 2017). A research carried out by Myers et al., examines the implications of future sea-level rise using a variety of data sources in order to better comprehend the dangers. The study indicates that the financial consequences for local governments will be a loss of rates connected with total property loss and value decreases in the USA (Myers, et al., 2018). Semenenko et al, in 2019 examined the relationship between climate change and real estate prices. They believe that weather patterns have a direct correlation with real estate returns. According to their study, the changes in daily temperature volatility are inversely connected to direct real estate returns (Semenenko & Yoo, 2019).

Barnett et al., (2020) surveyed the pricing uncertainty contains by climate change. According to the results of the survey, in general, it shows that investors regard climate threats as significant investment hazards. While some investors have begun to include climate risks in their investment procedures, the industry as a whole is still in the early stages of doing so. Many investors, for example, are still oblivious to the basics of identifying and managing carbon and stranded asset risks. Long-term and larger investors, in general, appear to be better equipped for the transition to a low-carbon economy (Barnett et al., 2020). Moreover, according to a growing body of evidence, a lack of transparency and rising flood risk due to climate change are causing millions of Americans to jeopardize their safety and financial prospects (Hersher, 2020). Tiwari et al., (2020) conducted a study regarding how climate change affects the real estate market. According to their analysis, climate change will put a significant strain on economies, wreaking havoc on real estate (property) in both the short and long term. Moreover, they prove that climate change provides five major difficulties to the sector

(Tiwari & Hurlimann, 2020). Baldauf et al, also suggest that house prices reflect differing perspectives on long-term climate change threats (Baldauf et al., 2020).

The First Street Foundation in a report illustrates the highest and lowest flood risk states in the USA. The results show that West Virginia (24.4 percent), Louisiana (21.1 percent), Florida (20.5 percent), Idaho (14.8 percent), and Montana (14.2 percent) are the top five states with the highest proportion of properties at risk, whereas Arizona (3.7 percent), Nevada (3.7 percent), Washington, D.C. (5.3 percent), Colorado (5.7 percent), and Maryland (6.2 percent) have the lowest proportion of properties at risk (FSF, 2020). Moreover, the foundation issues new data which reveals the flood risk of every home in the United States (FSF, 2020). In America, real estate companies and investors concern more about the climate change risks. Relator.com has become the first website to reveal information on a home's flood risk, as well as how climate change may raise that risk in the coming decades, perhaps signifying a big shift in customers' access to climate-related information (Realtor.com, 2020; Hersher & Sommer, 2020). Nevertheless, Refdin.com (2021) and Estately.com (2021) in cooperation with the Flood Factor website provide data and information regarding the flood risks in the U.S. (Floodfactor, 2021).

It has been illustrated by He (2021) in a survey that climate change has a negative impact on housing prices. Essentially, this means that places in riskier locations are cheaper or significantly less expensive (He, 2021). Botts gives Miami Beach region as an example of the affected areas by the sea level. He mentions that the neighborhoods in the region look like Venice in Italy when they get king tide or high tides and the streets get flooded (Botts, 2021). Moreover, he adds that many residences were constructed just outside the 100-year flood zone and there is a rising awareness that these residences are not safe if you are just outside of them. As a result, everyone is looking very closely.

Halary et al., believe that Buildings that are subjected to climate change may lose value. Not only will the expenses of heating, cooling, and protecting high-risk buildings begin to climb, but older, less energy-efficient structures may fail to meet local carbon emission limits, leaving them stranded in the future. Tenant demand and rental revenue will certainly decline over time as businesses with their utility expenses and ESG goals look for greener pastures (Halary & Bonifacio , 2021). The situation in California State is abnormal as well. The cost of modifying the state's coastal infrastructure is anticipated to be in the billions, if not trillions of dollars over time (Armao, 2021). Sadasivam argues the harmful impacts of Hurricane Harvey which happened in 2017 in Texas that cost millions of dollars to the mortgage markets and thousands of families faced financial hardships due to the storm. This also affected the property prices and the insurers (Sadasivam, 2021). As we look at Hawaii, weather whiplash has taken on a whole new meaning in December 2021 in the state (Brooker, 2021). Furthermore, the weather is strange everywhere around the country. The rainiest fall on record in parts of the Pacific Northwest and British Columbia caused catastrophic flooding and mudslides with more than 2 feet of rain forecast, Hawaii's blizzard warning transformed into catastrophic floods, prompting officials to declare a state of emergency. At the beginning of December 2021, 65 meteorological stations from Virginia to Wyoming set records for high temperatures. In certain parts of Alaska November was the coldest on record (Brooker, 2021). The ocean has always been fundamental to the U.S. vision of infrastructure. Presently, ocean-based climate solutions have the potential to generate up to one-fifth of the global greenhouse gas (GHG) emission reductions required to

keep global warming to 1.5 degrees Celsius, which scientists think is necessary to mitigate climate change concerns (Meyers, Carter, & Goldstein, 2021). In addition, more than ever, the state of Florida requires future-ready community development and infrastructure projects to mitigate the effects of extreme weather and flooding, reduce local air pollution, lower family and business energy bills, and increase economic mobility (Majumder et al., 2021).

Addoum et al., show that New York commercial properties exposed to flood risk trade at a huge persistent discount following Hurricane Sandy's landfall by using a thorough property-level transaction record. Furthermore, despite mostly avoiding direct hurricane-related damage, commercial properties in Boston are nonetheless suffering from post-Sandy price penalties. Property prices in Chicago, on the other hand, remain unaffected by the storm. These findings are consistent with a continuous shift in the importance of flood risk throughout the northeastern seaboard in the aftermath of Sandy's landfall and reflect hurricanes' northward movement caused by climate change (Addoum et al., 2021). According to a study conducted by the Union of Concerned Scientists, climate change and the rise of sea levels can impact the U.S. real estate markets in different ways. What they discovered via their investigation was that the sea levels rise had a huge influence across the country. As a result, by 2045, within the usual 30-year mortgage provided now, there will be over 300,000 houses in jeopardy across the country, and by 2100 the number will rise to 2.4 million (Cleetus, 2021). Climate risk also impacts the mortgage credits and the price of mortgage guarantees (Ouazad, 2021). Meanwhile, Segal displays that climate change will hurt markets, but it has not yet been priced into all asset classes, securities, or nations, leaving chances for active managers with possibilities. Moreover, institutional investors have differing opinions on how climate change will affect their investments. Climate change creates an investment risk for real estate, according to 48% of institutional investors polled in the PGIM research, while 38% see it as an opportunity. Infrastructure is viewed as a danger by 41% of respondents, while it is viewed as an investment opportunity by 67% (Segal, 2021). Furthermore, Graig believes that floods are dangerous risks to the mortgages and real estate markets in the U.S.A. (Craig, 2021). In another study conducted by Stanford University, uninformed purchasers and insufficient disclosure laws increase financial risks, which could disrupt the real estate market. As climate change causes more frequent extreme weather, the hazard is likely to grow (Hino & Burke, 2021). In some areas, such as Florida, one out of every six houses is located in a floodplain. Flooding damage prices have increased as more people build homes in places vulnerable to cyclones, sea-level rise, and other inundation dangers. Overall flood damages in the United States have tripled since 2000 (Jordan, 2021).

Data and Methodology

In order to analyze the impact of climate change uncertainty on the volatility of the real estate markets in the USA. We use the Climate Policy Uncertainty (CPU) index and the real estate markets EMV index based on monthly data which starts from Jan-2000 and ends in Mar-2021. The CPU index is a newly launched index by (Gavriilidis, 2021) and the data for both indices are gathered on the (PU Indices, 2021) website. We used the Vector Autoregression (VAR) model in (Eviews) program to examine the collected data.

We provide a descriptive statistics table first which contains the nature of the data and

the results are shown in the Appendix-1 table. Second, we employ the ADF unit root test (Dickey & Fuller, 1979) to determine the stationary status of the data. And then, we apply the Heteroskedasticity, Autocorrelation, and AR graph tests, respectively. Finally, we apply the Granger causality test (Granger, 1987), Impulse response test, and variance decomposition test respectively to determine the interactions between the two variables.

Data analysis and Findings

The results of the descriptive statistics which are shown in table 1 conclude the statistical status of the data. As we look at the CPU index has an average value of the mean of 6.51, a Standard deviation of 0.74, with a normal Skewness because it has a zero skew 0.21 and the distribution is symmetric around its mean, its Kurtosis is a mesokurtic normal distribution with a kurtosis 0.98 and the Jarque-bera is 43.60. On the other hand, the average value of mean for REMV is 0.74, the Standard deviation is 4.25, a long-right tail positive Skewness because the 3.27 is higher than three, with a leptokurtic high Kurtosis which is 17.21 and the Jarque-bera is constrained normally 2591.303.

Table 1: Descriptive Statistics

	Mean	Std.Dev	Skewness	Kurtosis	Jarque_bera
CPU	6.519640	0.743132	0.210947	0.985543	43.60733
REMV	0.743132	4.259876	3.274649	17.21119	2591.303*

The table 2 provides the result of the ADF unit root test. The outcomes illustrate that the data is stationary for both Intercept and Trend-intercept.

Table 2: ADF Unit Root Test

ADF UNIT ROOT TEST	Intercept	Trend& Intercept
CPU	<0.01	<0.01
REMV	<0.01	<0.01

And also, the table 3 table shows that the Heteroskedasticity exists between the data. This can be helpful to run our model.

Table 3: Heteroskedasticity Test

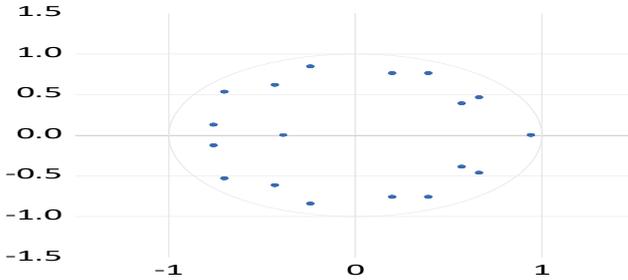
Heteroskedasticity test result	
Prob.	0.3006

According to table 4, the data is stationary given that all the variables are greater than 10%. Hence, we can say that the data is constrained. This would be another sign that the data is healthy.

Table 4: Autocorrelation LM Test

	Prob.
	0.4455
	0.4546
	0.4677
	0.2678
	0.5449
	0.1431
	0.8626
	0.8503
	0.4600
	0.9553

The last section in the roots test will be the AR roots graph as shown in the graph below:

Inverse Roots of AR Characteristic Polynomial**Graph 1:** AR Roots Graph

We can see that all the roots are located inside the cycle. This tells us that the data is ready now to be utilized by other tests. Our VAR model was created at 9 and the number of roots is doubled in the cycle above.

Table 5: Granger Causality Test

	Granger Causality	
CPU \neq > REMV	0.5299	Accept
REMV \neq > CPU	0.2450	Accept

The results of the Granger causality test show no G-causality cause between the CPU index and REMV index. In other words, there is no G-causality between the two indices.

- "CPU \neq > REMV" indicates that the null hypothesis of "CPU does not Granger cause REMV" cannot be rejected, as the p-value (0.5299) is greater than the threshold of significance (0.05).
- "REMV \neq > CPU" suggests that the null hypothesis of "REMV does not Granger cause CPU" also cannot be rejected, as the p-value (0.2450) is again greater than the significance threshold.

Based on the provided results, there is no significant evidence to conclude that either “CPU” Granger causes “REMV” or “REMV” Granger causes “CPU” in the analyzed data. This means that the changes in CPU cannot determine or predict the real estate market's direction in the future. And the changes in the real estate market cannot be used to predict the future changes of climate change in the U.S.A.

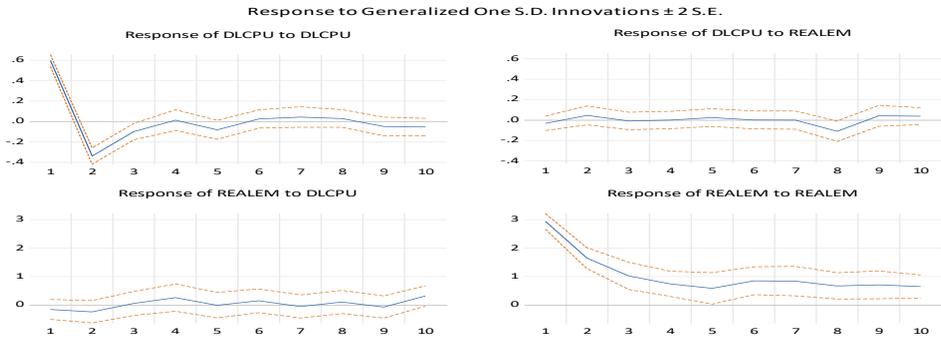


Figure 1: Impulse Response Test Another important test in our model is the Impulse response test. This can help us to determine the reactions of each shock come to the indices. As we look at the first figure on the left hand, it shows the reactions that come to the CPU index as a result of its shocks. The CPU index positively reacts to each shock that comes to itself for two periods positively. The second and third figures provide no meaning between the indices. The last figure shows the reaction of the REMV index to the shocks that come to the index. As can be seen here, it shows a five-month positive impact on the shocks that come to the real estate markets. These results support the outcomes of the Granger causality test.

Table 6: Variance Decomposition

CPU	
CPU Dynamics	REMV Dynamics
100.0000	0.000000
99.89924	0.150765
99.80448	0.195519
99.80454	0.195455
99.73012	0.269877
99.72979	0.270214
99.73047	0.269532
97.37328	2.626720
97.10099	2.899011
96.89292	3.107080

The Variance decomposition test is important to determine the connection between the two variables. In this test, the CPU index lagged about 99% by its dynamics while lagged only 1% by the dynamics of the REMV index. This is when the CPU index is a dependent variable. The results of this test show how one variable is affected by the

other one. The percentage of the lagged variable is the sign of the percentage of affection. In the table above, in the short run, shocks of REMV do not cause the CPU. However, in the long run, that is quarter 8, an innovation or shock to CPU accounts for 97.37 percent variation of the fluctuation in CPU, and a shock to REMV can cause 2.63 percent fluctuation in CPU.

Table 7: Variance Decomposition

REMV	
REMV Dynamics	CPU Dynamics
0.292783	99.70722
0.734706	99.26529
0.695532	99.30447
1.170320	98.82968
1.141195	98.85881
1.232165	98.76783
1.193990	98.80601
1.226174	98.77383
1.220044	98.77998
1.785892	98.21411

As we look at the REMV data which it is dependent in the table above. It shows that the REMV is lagged by approximately 2% by the dynamics of the CPU index and lagged by 98% of its dynamics. It means that, in the short run which is determined as quarter 3 here, the real estate market is only caused by its shocks. Meanwhile, in the long run, that is quarter 10, a shock to the CPU can cause a 1.79 percent fluctuation in REMV. The results of this test also support the results of the Granger causality test results.

Conclusion

In conclusion, our study examined the relationship between climate policy uncertainty and the volatility of U.S. real estate markets using the Climate Policy Uncertainty (CPU) index and the U.S. real estate markets EMV index. The results from the VAR model indicated no significant correlation between the two indices, suggesting that climate policy uncertainty cannot be used to predict the volatility of U.S. real estate markets.

Despite the lack of direct association found in our analysis, it is important to acknowledge that previous literature has consistently demonstrated the environmental and financial risks posed by climate change on the U.S. real estate markets. Therefore, it is crucial for stakeholders to recognize and address these risks despite the absence of a strong relationship with policy uncertainties in the dataset used for our study.

Our research contributes to the existing literature by employing a comprehensive twenty-year dataset that analyzes climate and real estate market indices separately. Additionally, we utilized three different tests to determine the correlation between these indices, further strengthening the validity of our findings. Our results align with the claim made by Segal (2021) that real estate investors perceive climate change as an opportunity for increased investments and financial gains.

However, we emphasize the importance of real estate agents, insurance companies, and policymakers taking climate risks seriously. While our study suggests that the risks in U.S. real estate markets are currently low, it is imperative to remain vigilant and proactive in addressing potential future challenges arising from climate change.

For investors, real estate agents, and portfolio managers, our results indicate that the level of risk and stress in the market is currently low, presenting opportunities for capital growth. Therefore, we recommend these stakeholders to feel more confident in their decision-making processes regarding the risks and uncertainties associated with climate change and its impact on the real estate markets.

Furthermore, we encourage researchers to explore alternative methodologies using the same dataset, as it may yield different outcomes and provide valuable insights. By applying different analytical approaches to determine the relationship between climate and real estate market indices, researchers can further enrich our understanding of the reactions and interactions between these factors.

Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%50), 2. Author (%50) Data Acquisition: 1. Author (%60), 2. Author (%40) Data Analysis: 1. Author (%60), 2. Author (%40) Writing up: 1. Author (%60), 2. Author (%40) Submission and Revision: 1. Author (%80), 2. Author (%20)

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%50), 2. Yazar (%50) Veri Toplanması: 1. Yazar (%60), 2. Yazar (%40) Veri Analizi: 1. Yazar (%60), 2. Yazar (%40) Makalenin Yazımı: 1. Yazar (%60), 2. Yazar (%40) Makale Gönderimi ve Revizyonu: 1. Yazar (%80), 2. Yazar (%20)

References / Kaynakça

Addoum, J. M., Eichholtz, P., Steiner, E., & Yönder, E. (2021). Climate Change and Commercial Real Estate: Evidence from Hurricane Sandy. *SRPN: Other Built Environment (Topic)*, 1-46.

Adler, C. E., & Hadorn, G. H. (2014). The IPCC and treatment of uncertainties: topics and sources of dissensus. *WIREs Clim Change* 5, 663–676.

Armao, M. (2021, November 15). *Coastal Californians, prepare for the ocean to rise 10 feet by century's end*. Retrieved from Grist.org: <https://grist.org/climate/california-coast-towns-warned-of-rising-seal-level/>

Barnett, M., Brock, W., & Hansen, L. P. (2020). Pricing Uncertainty Induced by Climate. *The Review of Financial Studies*, 1025-1066.

Botts, H. (2021). How Is Climate Change Affecting Real Estate? (M. B. Smith, Interviewer)

Brooker, J. (2021). *Blizzard warnings in Hawaii, no snow in Denver: What's behind this month's wild weather?* Retrieved from Grist.org: <https://grist.org/climate/blizzard-warnings-in-hawaii-no-snow-in-denver-whats-behind-this-months-wild-weather/>

Baldauf, M., Garlappi, L., & Yann, C. (2020). Does Climate Change Affect Real Estate Prices? Only If You Believe In It. *Review of Financial Studies*, 33, 1256-1295.

Bienert, S. (2016). Climate Change Implications for Real Estate Portfolio Allocation. *The Urban Land Institute*, 1-23.

Craig, M. (2021). Climate Natural Disaster Risk Listening Session. (H. Reza, Interviewer) www.fhfa.gov.

Heberger, M., Cooley, H., Herrera, P., Gleick, P. H., & Moore, E. (2009). *The Impacts of Sea Level Rise on the California Coast*. California: California Climate Change Center.

Hino, M., & Burke, M. (2021). The effect of information about climate risk on property values. *Proceedings of the National Academies of Sciences*, 1-9.

Painter, J. (2011). *The international reporting of climate scepticism*. University of Oxford, UK: The Reuters Institute for the Study of Journalism.

Segal, J. (2021). If There Were a VIX for Weather, It Would Be Off the Charts. *institutional Investor*, 4.

Cleetus, R. (2021, March 4). Climate Natural Disaster Risk Listening Session. (H. Reza, Interviewer) www.fhfa.gov.

Dickey, D. A., & Fuller, W. A. (1979). Distribution of the Estimators for Autoregressive Time Series With a Unit Root. *Journal of American Statistical Association*, 427-431.

Dieter , C. A., Maupin, M. A., & Caldow, R. R. (2015). *ESG Environmental*. U.S. Department of the Interior: www.fanniemae.com.

EPU. (2021). Retrieved from Climate Policy Uncertainty Index: https://www.policyuncertainty.com/climate_uncertainty.html

Fried, S., Novan, K., & Peterman, W. B. (2021). *The Macro Effects of Climate Policy Uncertainty*. Washington, D.C.: Finance and Economics Discussion Series, Divisions of Research & Statistics and Monetary Affairs, Federal Reserve Board.

FSF. (2020). *First Street Foundation releases new data disclosing the flood risk of every home in the contiguous U.S.* United States of America: First Street Foundation .

FSF. (2020). *The First National Flood Risk Assessment: Defining America's Growing Risk*. United States of America: The First Street Foundation.

Gavriilidis, K. (2021). Measuring Climate Policy Uncertainty. <https://ssrn.com/abstract=3847388>, 1-9.

Granger, C. W. (1987). Co-Integration and Error Correction: Representaion, Estamation, and Testing. *The Econometric Society*, 251-276.

Halary, B., & Bonifacio , P. (2021). Zero carbon, a critical ESG challenge for the Real Estate sector. <https://gresb.com/nl-en/zero-carbon-a-critical-esg-challenge-for-the-real-estate-sector/>.

He, B. (2021). House prices rising at fastest pace in 32 years as listings can't keep up with demand: CoreLogic. (S. Chalmers, Interviewer) <https://www.abc.net.au/news/2021-04-01/home-prices-rise-at-fastest-pace-in-2-years-in-march-corelogic/100043190>.

Hersher, R. (2020). *Living In Harm's Way: Why Most Flood Risk Is Not Disclosed*. Virginia: www.npr.org.

Hersher, R., & Sommer, L. (2020). *Major Real Estate Website Now Shows Flood Risk. Should They All?* California: NPR.com.

Jordan , R. (2021). *Stanford researchers reveal that homes in floodplains are overvalued by nearly \$44 billion*. Stanford: Stanford Woods Institute for the Environment.

Lawson, N. (2011). *Uncertainty in climate science*. Retrieved from <https://www.carbonbrief.org/uncertainty-in-climate-science>

Levin, K., Waskow, D., & Gerholdt, R. (2021, August 9). *5 Big Findings from the IPCC's 2021 Climate Report*. Retrieved from World Resources Institute: <https://www.wri.org/insights/ipcc-climate-report>

Majumder, B., Kelly, C., Garcia, S., Erwin, K., & Rocha, Y. A. (2021). *Securing a Safe, Just, and Climate-Ready Future for Florida*. Florida: www.americanprogress.org.

Meah, N. (2019). Climate uncertainty and policy making—what do policy makers. *Regional Environmental Change*, 1611–1621.

Meyers, R., Carter, A., & Goldstein, M. (2021). *How Infrastructure Reform Can Prioritize Ocean Climate Action*. California: www.americanprogress.org.

Myers, G. W., Aschwanden, G., Fuerst, F., & Krause, A. (2018). Estimating the Potential Risks of Sea Level Rise for Public and Private Property Ownership, Occupation and Management. *Risks*, 2-21.

Ouazad, A. (2021, March 4). Climate Natural Disaster Risk. (H. Reza, Interviewer) www.fhfa.gov.

PU Indices. (2021, December 1). *Policy Uncertainty Indices*. Retrieved from <https://www.policyuncertainty.com/>

Realtor.com. (2020). Retrieved from Realtor.com: <https://www.npr.org/2020/08/26/905551631/major-real-estate-website-now-shows-flood-risk-should-they-all>

Refdin.com. (2021). Retrieved from <https://www.redfin.com/>

Sadasivam, N. (2021). *How homeowners of color are threatened by climate change and climate policy*. Texas: hgrist.org.

Semenenko, I., & Yoo, J. (2019). Climate Change and Real Estate Prices. *International Journal of Economics and Finance*, 11, 1-11.

Shahid, S., Pour, S. H., Wang, X., Shourav, S. A., Minhans, A., & Ismail, T. (2017). Impacts and adaptation to climate change in Malaysian real estate. *International Journal of Climate Change Strategies and Management*, 9, 87-103.

Straussa, B. H., Kulpa, S., & Levermann, A. (2015). Carbon choices determine US cities committed to futures below sea level. *Proceedings of the National Academy of Science of the United States of America*, 112, 13508-13513.

Tiwari, P., & Hurlimann, A. C. (2020). Climate change and risk to real estate.

VAR. (n.d.). *Vector Autoregressions (VARs)*. Retrieved from [http://www.eviews.com/help/helpintro.html#page/content/VAR-Vector_Autoregressions_\(VARs\).html](http://www.eviews.com/help/helpintro.html#page/content/VAR-Vector_Autoregressions_(VARs).html)

Yohe, G., & Oppenheimer, M. (2011). Evaluation, characterization, and communication of uncertainty by the intergovernmental panel on climate change—an introductory essay. *Climatic Change*, 629–639.

Online Resources:

Estatly.com. (2021). Retrieved from <https://www.estatly.com/>

Eviews. (n.d.). *eviews.com*. Retrieved from <http://www.eviews.com/home.html>

Floodfactor. (2021). Retrieved from floodfactor.com: <https://floodfactor.com>



2023, 12 (3), 1271-1291 | Research Article

The Effect of Innovation on Employment in Türkiye

Hakkı Kutay BOLKOL¹

Ece Handan GÜLERYÜZ²

Abstract

This study examines the impact of innovation on employment in the Turkish labor market between the years 1991-2021, using monthly patent grants and annual R&D expenditure statistics. As for empirical technique, ARDL (autoregressive distributed lag) approach is used. The reason for choosing this approach is that it separates the long-term and short-term results and gives better results in analysis with a lower number of observations than other methods. The difference between the results of this study from the literature is that the analysis was performed in two different time periods, with two different proxy variables, and they gave the same result as proof of the robustness of the results. When the long-run model and the short-run model are investigated separately, it is found that while the effect of innovation on employment is negative in the short-run, it turns out to be positive in the long-run. Thus, during the period 1991-2021 in the Turkish labor market, while innovation might negatively affect employment levels to some extent in the short run, innovation could exert a more structural and sustainable positive impact on employment levels in the long run. In the short-run, the negative effect of innovation on employment can be seen as a kind of creative destruction, but in the long-run, the positive effect of innovation supports the hypothesis that the increase in the education and training levels of workers along with the profit and productivity provided by innovation increases employment by adapting workers to innovation. The aim of this study is to make an inference with macro data sets but, using micro-level, firm data may provide significant results on the effect of innovation on employment.

Keywords: ARDL Approach, Innovation, Patent grants, R&D expenditures, Employment, Türkiye

Bolkol, H. K. & Güleriyüz, E. H. (2023). The Effect of Innovation on Employment in Türkiye . *Journal of the Human and Social Science Researches* , 12 (3) , 1271-1291 . <https://doi.org/10.15869/itobiad.1270057>

Date of Submission	23.03.2023
Date of Acceptance	29.07.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Asst. Prof., Marmara University, Faculty of Economics, Department of Economics, Istanbul, Türkiye, kutay.bolkol@marmara.edu.tr, ORCID: 0000-0002-8979-4462

² Assoc. Prof., Marmara University, Faculty of Economics, Department of Economics, Istanbul, Türkiye, ece.guleryuz@marmara.edu.tr, ORCID: 0000-0003-0692-9112



2023, 12 (3), 1271-1291 | Araştırma Makalesi

Türkiye’de İnovasyonun İstihdama Etkisi

Hakkı Kutay BOLKOL¹ Ece Handan GÜLERYÜZ²

Öz

Bu makale 1991-2021 yılları arasında Türkiye işgücü piyasasında inovasyonun istihdam üzerindeki etkisini aylık patent tescilleri ve yıllık AR-GE harcamaları istatistiklerini kullanarak incelemektedir. Ampirik teknik olarak ARDL yaklaşımı kullanılmıştır. Bu yaklaşımın tercih edilmesinin nedeni bu yöntemin uzun dönem ve kısa dönem sonuçlarını ayırması ve diğer yöntemlere göre daha az gözlem sayısı ile analizlerde daha iyi sonuçlar vermesidir. Bu çalışmanın sonuçlarının literatürden farklılığı analizin iki farklı zaman diliminde, iki farklı temsili değişken ile yapılması ve sonuçlarının sağlamlılığının kanıtı olarak bunların aynı sonucu vermesidir. Uzun dönem modeli ve kısa dönem modeli ayrı ayrı incelendiğinde inovasyonun istihdam üzerindeki etkisinin kısa dönemde negatif olduğu, uzun dönemde ise pozitif olduğu görülmektedir. Böylece, 1991-2021 döneminde Türkiye işgücü piyasasında inovasyon kısa vadede istihdam düzeylerini bir ölçüde olumsuz etkileyebilirken, uzun vadede inovasyon istihdam düzeyleri üzerinde daha yapısal ve sürdürülebilir bir pozitif etki gösterebilecektir. Kısa dönemde inovasyonun istihdama negatif etkisi bir nevi yaratıcı yıkım gibi karşılanabilir ancak uzun dönemde etkinin pozitif dönmeye inovasyonun sağladığı kar ve verimlilikle birlikte işçilerin eğitim ve öğretim seviyelerindeki artışın onları inovasyona adapte ederek istihdamın arttığı hipotezini desteklemektedir. Bu çalışmanın amacı makro veri setleri ile çıkarım yapmaktır ancak mikro düzeyde firma verileri kullanılarak inovasyonun istihdam üzerindeki etkisine ilişkin önemli sonuçlar elde edilebilir.

Anahtar Kelimeler: ARDL Yaklaşımı, İnovasyon, Patent tescilleri, AR-GE harcamaları, İstihdam, Türkiye

Bolkol, H. K. & Güleriyüz, E. H. (2023). Türkiye’de İnovasyonun İstihdama Etkisi . *İnsan ve Toplum Bilimleri Araştırmaları Dergisi* , 12 (3) , 1271-1291 . <https://doi.org/10.15869/itobiad.1270057>

Geliş Tarihi	23.03.2023
Kabul Tarihi	29.07.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, Marmara Üniversitesi, İktisat Fakültesi, İktisat (İngilizce) Bölümü, İstanbul, Türkiye, kutay.bolkol@marmara.edu.tr, ORCID: 0000-0002-8979-4462

² Doç. Dr., Marmara Üniversitesi, İktisat Fakültesi, İktisat (İngilizce) Bölümü, İstanbul, Türkiye, ece.guleryuz@marmara.edu.tr, ORCID: 0000-0003-0692-9112

Introduction

Innovation is broadly acknowledged as one of the main catalyzers for economic growth. Increases in Research and Development (R&D) and different forms of innovation are found to push up countries' technology frontiers, boost up firms' productivity and profits, and increase national aggregate output. Innovation and R&D can help a country get out of an economic rut and middle-income trap, lay the foundation for necessary structural changes, and achieve long run and sustainable economic growth. Therefore, in recent decades innovation and R&D have been crucial especially for emerging economies' development.

Nevertheless, innovation and employment which is also significant and required for economic growth can have a complex nexus. In the related literature, there are studies which find opposing influences of innovation on employment. In some countries, innovation and R&D may have a labor-supporting impact on employment, whereas in other countries innovation and R&D may exert a labor-saving impact on employment, and so disrupt employment levels.

This paper examines the impact of innovation on employment in the Turkish labor market between 1991 and 2021 by using monthly patent grants statistics and annual R&D expenditure statistics. ARDL (autoregressive distributed lag) approach is employed to carry out the empirical analysis.

There are mixed results in the related literature due to the country-specific cases, different time periods, different empirical methodologies, different proxies for innovation etc. In Germany and Italy, respectively, Lachenmaier and Rottmann (2011) and Piva and Vivarelli (2005) find a favorable correlation between innovation and employment. The majority of jobs in the economy are created by innovation followers in the EU, not modest innovators, according to Kanacs and Siliverstovs (2020). According to studies, product innovation may not result in job loss but rather a polarization of employment, according to Dosi and Mohnen (2019).

As of 2018, the direct government funding and government tax support for business R&D in Türkiye, as a percentage of GDP was close to the European Union, and a little bit below the OECD averages. Moreover, between 2000 and 2018 the gross domestic expenditure on R&D showed increasing trends in the U.S., China, and European Union's 28 countries. Over the last two decades, the OECD countries' average for gross domestic spending on R&D has been recorded as 2% (OECD, 2021). By 2020, Asia is the leading world region with 66.6% share in patent applications with North America following with only 19.3% (ECLAC, 2022). During 2007-2017 upper middle-income countries maintained 10.2% average annual growth rate in R&D expenditures. According to the Global Innovation Index 2020 report the top three leading countries in innovation are Switzerland, Sweden, and the United States. In the same report Türkiye's ranking is 51, and it is one of the top performers in upper-middle income countries (Soumitra et al., 2020). The study includes the following sections: Literature Review, Data, Methodology, Results, and Conclusion.

Literature Review

Using a Revised Pavitt taxonomy, Bogliacino and Pianta (2010) investigate the

relationship between innovation and employment in eight European nations from 1994 to 2004. They discover that technical and cost competitiveness strategies, when combined with demand, pay, and industry dynamics, explain for changes in employee and hour work. Using a large international panel data set from the EU Industrial R&D Investment Scoreboard and flexible semi-parametric approaches - the generalized propensity score - Kancs and Siliverstovs (2020) estimate and decompose the employment effect of innovation by R&D intensity levels. Their findings indicate that small innovators may not create employment and may possibly destroy them by increasing their R&D expenses. The majority of jobs in the economy are produced by innovators: raising innovation by 1% can increase employment by up to 0.7%. The positive employment benefit of innovation peaks when R&D intensity is near 100% of total capital expenditure, after which it falls and becomes statistically insignificant. Innovation leaders do not create jobs by raising their already massive R&D expenses.

Dosi and Mohnen (2019) discuss in a brief related literature survey that there are studies that suggest that product innovation does not lead to job destruction, but rather to job polarization. Furthermore, a significant negative effect of process innovation on employment is frequently absent at the firm level. This does not, however, rule out the possibility of industry-wide labor cuts. Lachenmaier and Rottmann (2011) use a long innovation panel data set of German manufacturing firms spanning more than 20 years to investigate the effect of innovation on employment at the firm level. They can tell the difference between product and process innovations, as well as innovation inputs and outputs. They discover positive effects of innovation on employment using dynamic panel GMM system estimation. This result is resistant to the use of product and process innovations, as well as input and output from innovation.

Crespi and Taisir (2011) examine the relationship between process and product innovation and employment growth in four Latin American countries, using microdata from innovation surveys. They link employment growth to process innovation and separately to sales growth due to innovation and unchanged products. The results demonstrate that compensation effects are widespread, and the adoption of new products is linked to employment growth at the company level. In particular, they find that, for the manufacturing firms in Argentina, the adoption of process innovations only impacts employment growth in the country, whereas in Chile, there is no evidence of displacement due to the adoption of product innovations. The observed compensation effects result in employment growth, even when taking into account replacement of old products.

Piva and Vivarelli (2005) look at whether technological change have a positive impact on jobs at the company level in an environment where intermediate technologies are mainly implemented through gross innovative investments like in Italian manufacturing. They use GMM -SYS to add to the employment equation when it comes to technology and use a special longitudinal dataset from 575 Italian manufacturing companies over the 1992-1997 period. They find a strong - though small - positive correlation between innovation and jobs. Sales and wages have all the signs and are significant, but the job-creating impact of innovation is strong when you factor in time, industry, size, and geographic fixed effects.

Riddel and Schwer (2003) find evidence of endogeneity between employment growth and innovative capacity in a study covering the U.S. states by identifying wages and patenting activity in high-tech industries as leading causes for high-tech labor demand. In a generalized two-stage random effects model, they find out that high-tech workforce size, human capital accumulation, knowledge stock, and industry R&D expenditures significantly affect innovation rate among the U.S. states during the 1990s. In another study done for the U.S. labor market during 1990-1999 Kirchoff et al. (2007) find out that an increase in university R&D expenditures can lead to a rise in new firm formations which then can cause an increase in employment and economic growth levels within regions. On the contrary, Miguel Benavente (2006) uses a structural model with asymptotic least squares and find that in Chile R&D expenditure and innovation do not significantly impact firms' productivity and innovation sales in the short run.

Bogliacino and Vivarelli (2012) examine R&D expenditures' job creation effect with an over 2000-observations sample for 25 sectors between 1996 and 2005 in 15 European countries. They employ a model of GMM-SYS panel estimations of a demand-for-labor equation augmented with technology. They argue that the R&D expenditure, through supporting product innovation may generate a job-creating effect in the labor market, and this positive influence is observed in both the flow and stock specifications. Evangelista and Savona (2002) find that innovation has a negative effect on employment in the short run in Italy's aggregate service sector by using the 1993-1995 Italian innovation survey. This negative impact which is observed in financial sectors, large firms and capital-intensive industries can be linked to the high usage of Information and Communication Technologies (ICTs) that crowds out low skilled workers. On the other hand, innovation has a positive impact on employment among small firms where there are strong scientific and technological environment.

In another study, Wallsten (2000) uses U.S. firm-level data, OLS, three stage least squares models. He argues that government-industry commercial R&D grants do not appear to show a statistically significant effect on employment. On the other hand, Coccia (2013) finds statistically significant positive influences of public expenditure on education and R&D intensity on employment rate, and a negative influence of general government consolidated gross debt on employment rate by using a dataset covering 27 European countries between 1995 and 2009 and applying multiple regression analysis.

Goel and Nelson (2022) analyze firm level data from 125 countries and argue that both R&D and innovation boost employment growth which indicates that innovation is either capital-saving or labor has strong complementarities with other inputs, and also contracting firms benefit from innovation but not from R&D. Moutinho et al. (2015) find out that governmental R&D employment does not pave the way to wide spread employment, on the other hand it is effective in reducing youth unemployment. University R&D employment and technological capacity enhancement turn out to be important in reducing youth unemployment. In another study focusing on Finland's economy, Aldieri et al. (2021) explore positive employment effects from local innovation activities and knowledge spillovers from other regions only on the demand for high-skilled workers. On the contrary, for low-skilled workers, the employment effects of local innovation activities are significantly negative, while there is no impact from knowledge spillovers from other regions. During 1999-2005 period in German regions Buerger et al. (2012) observe that an increase in patents is associated with subsequent

growth of employment in the medical and optical equipment, and electrics and electronics industries. The growth of patents is also associated with subsequent growth of R&D. In a multi-industry work done for Japanese economy, Shah et al. (2022) argue that employment gains are associated with innovation, both at the aggregate level and within groups of major industries, with the positive impact of technological progress being more highlighted in the manufacturing sector.

Pellegrino et al. (2019) and Barbieri et al. (2019) investigate the nexus between innovation and employment for Spanish and Italian firms, respectively. They find a positive relationship between R&D expenditures and employment in high-tech firms, and a negative relationship between embodied technological change and job creation in small and medium enterprises. Destefanis and Rehman (2023), in a study for NUTS 2 European regions, find that the more that European regions shift closer to the world's technology frontier, the more that R&D expenditure, rather than physical capital investment, is capable of generating positive employment externalities. In India's manufacturing sector, Mitra (2020) finds a weakly positive correlation between innovation and employment. In another study on Taiwan's economy, Yang and Lin (2008) argue that innovations, unmeasured by R&D investments or patent counts, have a positive impact on employment. Nevertheless, technological innovations are found to be non-neutral in the way that they cause a shift in labor composition in favor of skilled and more educated workers.

It is important to mention the studies on Türkiye to compare the results of our study with them. However, there are very limited studies that investigate the effect of innovation on employment with macro-level data. The Turkish literature on this subject has been increasing recently. In this context, Acar and Sever (2022) discovered that the number of domestic patent applications appears to have a negative impact on employment, while exports of high-tech goods, R&D expenditures, and changes in the number of firms appear to have a positive impact. Doğaner (2022) also investigates the effect of R&D expenditures and number of patents on employment in Türkiye. According to findings of this study, R&D expenditures have a negative impact on employment, patents have a positive effect on employment. Bayar and Öztürk (2021) investigate the effect of technology on employment on Türkiye. According to results of this study, it was stated that both R&D expenditures and patent applications have a positive impact on employment.

There are also some studies that investigate the effect of innovation on economic growth (e.g., see İğdeli 2019; Uçak et al. 2018; Türedi 2016). This issue is also important since it has indirect effect on employment. İğdeli (2019) analyzed the impact of R&D and education expenditures on economic growth in Türkiye. According to the findings of the analysis, R&D and education expenditures are found to have a positive effect on economic growth. R&D expenditures and economic growth relation on Türkiye was also analyzed by Uçak et al. (2018). According to this study it is found that R&D expenditures have a positive effect on economic growth in the long-run. Türedi (2016), on the other hand, investigates the relationship between R&D expenditures, patent applications and economic growth in OECD countries. According to findings of this study, while there is bi-directional causality between R&D expenditures and economic growth, there is uni-directional causality running from patent applications to economic growth. The effects of both patent applications and R&D expenditure on economic

growth is positive.

Apart from R&D expenditures, some studies also use education expenditures on Türkiye (e.g., see Akçacı 2013; Akıncı 2017). Akçacı (2013) found that there is uni-directional causality running from education expenditures to economic growth. Akıncı (2017) also states that education expenditures have a positive impact on economic growth both in the short and the long run.

Data

The data for employment is obtained from TURKSTAT (Turkish Statistical Institute). It is a seasonally adjusted monthly employment rate. Patent grants are used as a proxy for innovation. This data is taken from the Turkish Patent and Trademark Office. This data is also monthly data and only valid for the period between 2009 and 2016. In order to eliminate potential seasonal effects, Seasonal and Trend Decomposition Using Loess (STL) decomposition methodology is applied to the patent grants data. Due to the data limitations on the patent grants side, the time period of this analysis is 2009M01-2016M12.

In order to carry out a more up-to-date alternative analysis on the effects of innovation on employment in Türkiye, R&D expenditure is used in place of patent grants. R&D expenditure data is obtained from TURKSTAT and this yearly data is valid for the period between 1990 and 2021. The employment data is obtained from the World Bank Statistics. This data is only valid for the period between 1991 and 2021. Consequently, the time period of the alternative analysis becomes the years between 1991 and 2021.

The R&D expenditure data is in nominal terms in its original form, so that by dividing it by the GDP deflator obtained from the World Bank Statistics, it is converted into real terms. Using R&D expenditure in place of patent grants is the best alternative since the correlation between them is 0.9755 and when one period lag of R&D expenditure is used the correlation between them remains almost the same, which is 0.9790.

Methodology

ARDL (Autoregressive Distributed Lag) approach is used as the empirical methodology. The first reason for using this approach is that it is more effective in analyzing with a relatively low number of observations. Secondly, with the ability to give different optimal lag lengths for different variables, this approach eliminates the potential endogeneity and autocorrelation problems. The Akaike Information Criterion (AIC) is used in model selection since, according to Liew (2004) when the number of observations is relatively low (less than 120) Akaike information criterion gives the best results according to simulations. After defining the integration order of the variables using the Augmented Dickey Fuller (ADF) and Phillips Perron (PP) unit root tests, a cointegration analysis is done by the ARDL Bound Test. Unlike other cointegration tests, ARDL Bound Test can be applied both to the variables that are integrated of order one and an integrated of order zero, or a mixture of them. However, it is not suitable for use in cases where the variables are second or higher order stationary. Lastly, the ARDL approach produces the long-run and short-run models separately, which can be seen as another advantage of this methodology. This adopted version of the methodology for this study can be reviewed in the results section.

Results

Firstly, monthly patent grants statistics are used as a proxy for innovation so as to analyze the effects of innovation on employment. The time period of this analysis is 2009M01-2016M12.

Since both variables are integrated of order one (see Table 1), the ARDL approach can be applied in this analysis. The variables LEMP and LPAT stand for natural logarithm of the employment rate and natural logarithm of the patent grants, respectively.

Table 1. Unit Root Tests

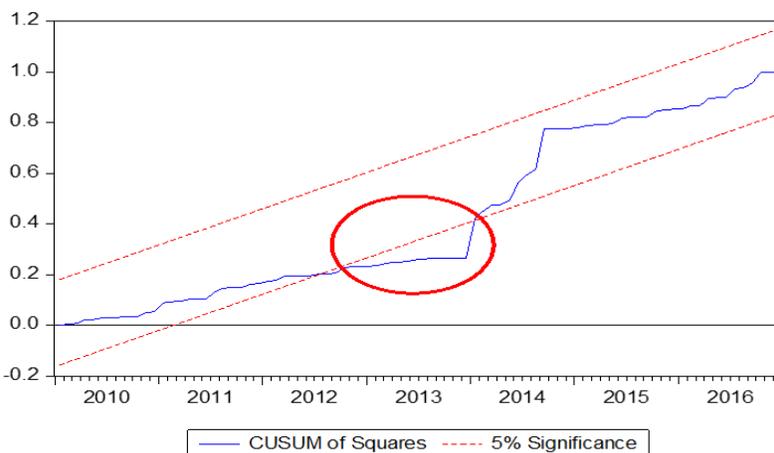
Variable Note: D(.) stands for First Difference	ADF Test Probability Values			PP Test Probability Values			Decision
	Intercept	Trend and Intercept	None	Intercept	Trend and Intercept	None	
LEMP	0.1462	0.0256**	0.9967	0.5209	0.3977	0.9968	I (1)
D(LEMP)	0.0001***	0.0002***	0.0001***	0.0000***	0.0000***	0.0000***	
LPAT	0.5876	0.0000***	0.9193	0.0000***	0.0000***	0.7503	I (1)
D(LPAT)	0.0000***	0.0000***	0.0000***	0.0001***	0.0001***	0.0000***	

In the ADF unit root test, the lag length is automatically selected according to the Akaike Information Criterion. In the PP unit root test, the Newey-West Bandwidth is automatically selected using the Barlett Kernel method.

*** Stationary at 1% significance level, ** Stationary at 5% significance level, * Stationary at 10% statistical significance level.

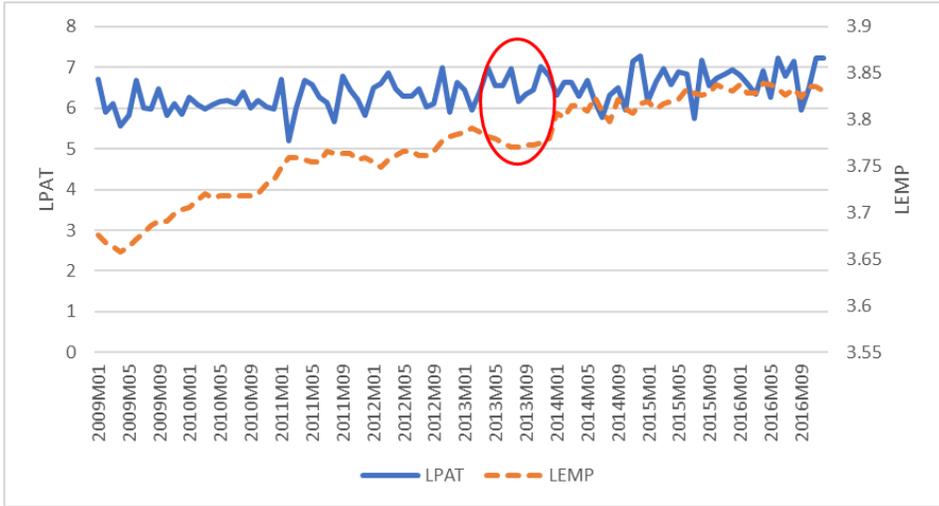
According to the CUSUM (cumulative sum) of squares graph in which the stability of the model parameters is examined, the residuals of the model are not completely within the confidence interval, which is an indication of a structural break during the analysis period (see Figure 1).

Figure 1. CUSUM of Squares



By using a dummy variable for the year 2013 (2013M02 – 2013M11), the break is controlled. When the break period is analyzed (shown in a circle in Figure 2), it is captured that while there is a convergence (in general, it can be captured that the growth rate of LEMP is higher than the growth rate of LPAT) in the trend of these variables, in the break period, this convergence becomes reversed for a while. In other words, while the trend of LPAT is relatively stable, in the break period, there is a kind of V-shaped trend in LEMP.

Figure 2. Analyzing Break Period



According to the ARDL Bound Test equation, which is adapted to this study, the long-term relationship (cointegration relation) is determined in the model by examining the effect of innovation on employment. The equation (ARDL (5,6)) is given below:

$$\Delta LEMP_t = \sum_{i=1}^5 \beta_{1i} \Delta LEMP_{t-i} + \sum_{i=0}^6 \beta_{2i} \Delta LPAT_{t-i} + \delta_1 LEMP_{t-1} + \delta_2 LPAT_{t-1} + \gamma_1 dummy + constant + u_t \tag{1}$$

Note: Δ : first difference $H_0: \delta_1 = \delta_2 = 0; H_A: \delta_1 \neq \delta_2 \neq 0$

According to the results, the null hypothesis is rejected and the alternative hypothesis is accepted. This result indicates that the existence of a long-run relationship in the model. In Table 2, the F-stat appears to be bigger than the upper bound, which indicates that the null hypothesis is rejected which means that there is a cointegration relationship.

Table 2. ARDL Bound Test

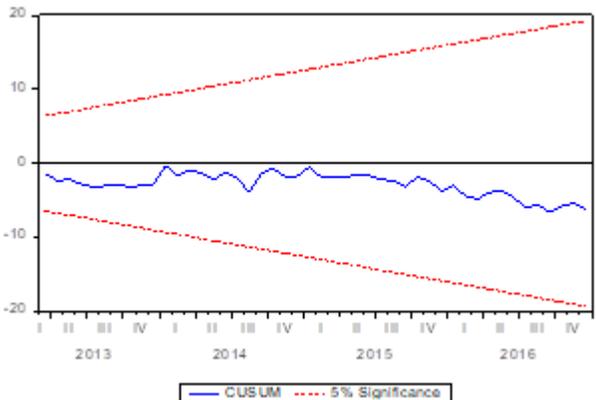
		Critical Values					
		Lower Bound			Upper Bound		
F-stat	k	%1	%5	%10	%1	%5	%10
6.098112	1	4.94	3.62	3.02	5.58	4.16	3.51

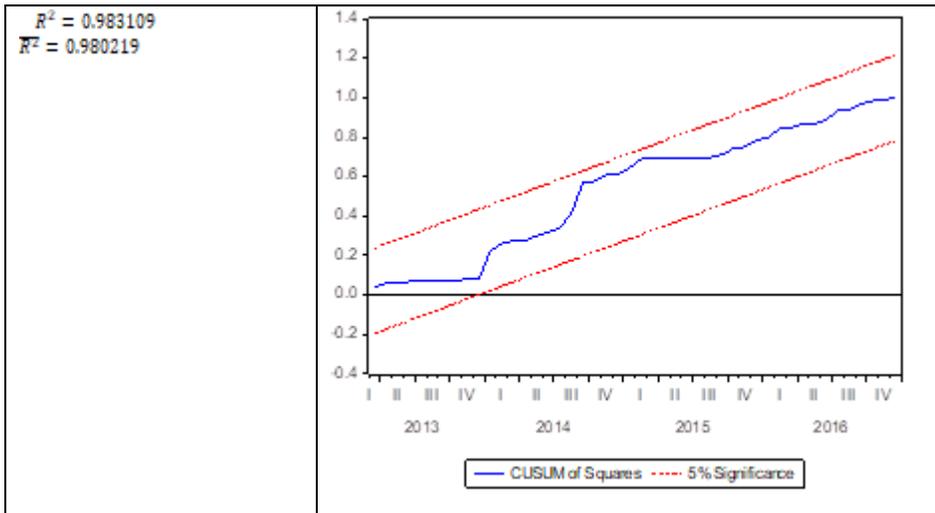
When the long-run model and the short-run model given below are analyzed separately, it is found that while the effect of innovation on employment is negative in the short-run, it turns out to be positive in the long-run.

The long-run ARDL model results are given in the table below, along with the diagnostic test results. The model has passed all the diagnostic tests showing that the model is unbiased and consistent. To summarize these results briefly, there is no serial correlation or heteroskedasticity problems in the correctly constructed model (The Ramsey Reset Test results provide the information that the model is correctly constructed. In other words, the model is not misspecified.). Also, according to the CUSUM and CUSUM of Squares (more sensitive than CUSUM) graphs, where the stability of the model parameters is examined, the residuals of the model lie within the confidence interval. It shows that the parameters of the model are stable and that there is no structural break in the model, and that if it exists it is controlled, as in our case. The long-run model and related results are given below.

$$LEMP_t = \sum_{i=1}^5 \beta_{1i} LEMP_{t-i} + \sum_{i=0}^6 \beta_{2i} LPAT_{t-i} + \gamma_2 dummy + constant + u_t \tag{2}$$

Table 3. ARDL Long-run Model Results

Dependent Variable: LEMP		
Variable	Coefficient	Diagnostic Tests
LEMP(-1)	0.802775*** (0.108297)	Serial Correlation Test Breusch-Godfrey LM Test Chi-square (2) Prob. Value: 0.2761
LEMP(-2)	-0.006371 (0.136786)	
LEMP(-3)	0.403958*** (0.133009)	Heteroskedasticity Test Breusch-Pagan-Godfrey Chi-square (13) Prob. Value: 0.5555
LEMP(-4)	-0.500563*** (0.144304)	Regression Specification Error Test (RESET) Ramsey Reset Test [1] Prob. Value: 0.1342
LEMP(-5)	0.207656** (0.108433)	Cusum & Cusum of Squares Test 
LPAT	-0.000895 (0.002125)	
LPAT(-1)	0.002144 (0.002034)	
LPAT(-2)	0.004741** (0.002084)	
LPAT(-3)	-0.000471 (0.002094)	
LPAT(-4)	0.003478** (0.002016)	
LPAT(-5)	-0.000828 (0.002023)	
LPAT(-6)	0.005165*** (0.001997)	
DUMMY	-0.004302** (0.002210)	
CONSTANT	0.266625*** (0.084205)	



Note: Values in parentheses below the coefficients indicate standard errors. *** indicates statistical significance at 1%, ** at 5%, * at 10% levels.

The long-term coefficient of the patent variable, whose standard errors are calculated using the delta method as in Pesaran and Shin (1998), using the long-term model is given in the Table 4. The long-term coefficients are obtained by dividing the sum of the coefficients of the independent variable to one minus the sum of the coefficients of the dependent variable (Gujarati, 1999: 58). The normally distributed standard errors cannot be obtained due to the presence of non-stationary variables in the model. In this case, the inferences made using t-statistics are not valid. For this reason, the standard error of the long-term coefficient of the patent variable is calculated using the delta method. The specified calculations are made automatically by the EVIEWS 10 program.

Table 4. ARDL Long-run Coefficients

Dependent Variable: LEMP	
Variable	Coefficient
LPAT	0.144065*** (0.032505)

Note: Values in parentheses below the coefficients indicate standard errors. *** indicates statistical significance at 1%, ** at 5%, * at 10% levels.

As it can be seen in Table 4, patent grants which is used as a proxy for innovation is found to affect employment positively in the long run.

However, according to the short-run model, the impact of innovation on employment appears to be negative in the short-run (see Table 5: D(LPAT(-1)), D(LPAT(-2)), D(LPAT(-3)), D(LPAT(-5)) are statistically significant and negative). The Error Correction Term (ECT) indicates that there is a short-run adjustment to the long-run equilibrium, and it turns out to be statistically significant and negative. This means that any disturbance that causes a deviation from the long-run equilibrium which originates from the employment side (dependent variable side) is corrected by 9% (coefficient value of ECT) in the next period. The short-run model and its results are given below.

$$\Delta LEMP_t = \sum_{i=1}^5 \beta_{1i} \Delta LEMP_{t-i} + \sum_{i=0}^6 \beta_{2i} \Delta LPAT_{t-i} + \gamma_2 dummy + \lambda ECT_{t-1} + u_t \quad (3)$$

Table 5. ARDL Short-run Model Results

Dependent Variable: LEMP	
Variable	Coefficient
D(LEMP(-1))	-0.104681 (0.113561)
D(LEMP(-1))	-0.111052 (0.000099)
D(LEMP(-1))	0.292907*** (0.087189)
D(LEMP(-1))	-0.207656** (0.113561)
D(LPAT)	-0.000895 (0.000099)
D(LPAT(-1))	-0.012084*** (0.087189)
D(LPAT(-2))	-0.007343** (0.113561)
D(LPAT(-3))	-0.007815** (0.000099)
D(LPAT(-4))	-0.004337 (0.087189)
D(LPAT(-5))	-0.005165*** (0.113561)
DUMMY	-0.004302** (0.000099)
ECT(-1)	-0.092545*** (0.087189)
$R^2 = 0.357442$ $\bar{R}^2 = 0.266825$	

Note: Values in parentheses below the coefficients indicate standard errors. *** indicates statistical significance at 1%, ** at 5%, * at 10% levels.

Secondly, the annual R&D expenditure statistics are used as a proxy for innovation to investigate the effect of innovation on employment. The time period of this analysis is the years between 1991 and 2021.

Since both variables are integrated of order one (see Table 1), the ARDL approach is applicable for this analysis. LEMP stands for natural logarithm of the employment rate, and LRND stands for natural logarithm of the R&D expenditures.

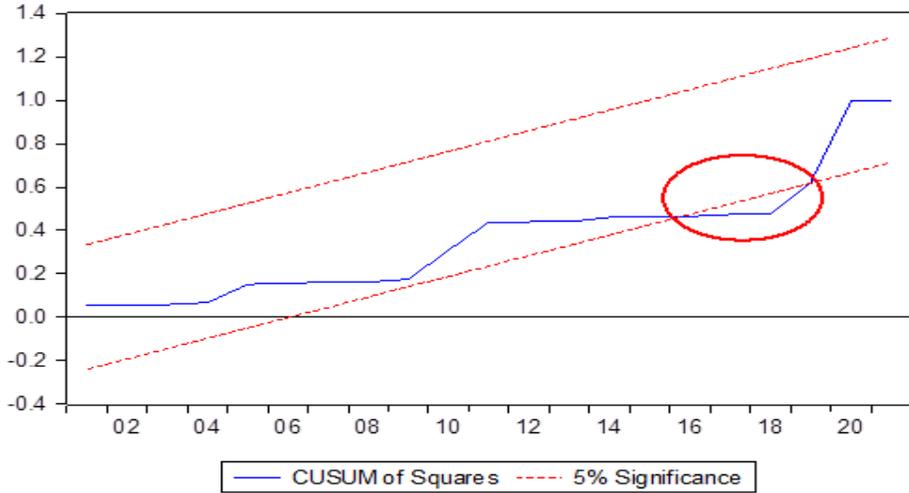
Table 6. Unit Root Tests

Variable Note: D() stands for First Difference	ADF Test Probability Values			PP Test Probability Values			Decisi on
	Intercept	Trend and Intercept	None	Intercept	Trend and Intercept	None	
LEMP	0.0889*	0.0234**	0.3327	0.2951	0.7052	0.2308	I (1)
D(LEMP)	0.0012***	0.0058***	0.0001***	0.0012***	0.0060***	0.0001***	
LRND	0.9899	0.0503**	0.9992	0.9999	0.0007***	0.9999	I (1)
D(LRND)	0.0000***	0.0002***	0.5413	0.0000***	0.0000***	0.0001***	
In the ADF unit root test, the lag length is automatically selected according to the Akaike Information criterion. In the PP unit root test, the Newey-West bandwidth is automatically selected using the Barlett kernel method.							

*** Stationary at 1% significance level, ** Stationary at 5% significance level, * Stationary at 10% statistical significance level.

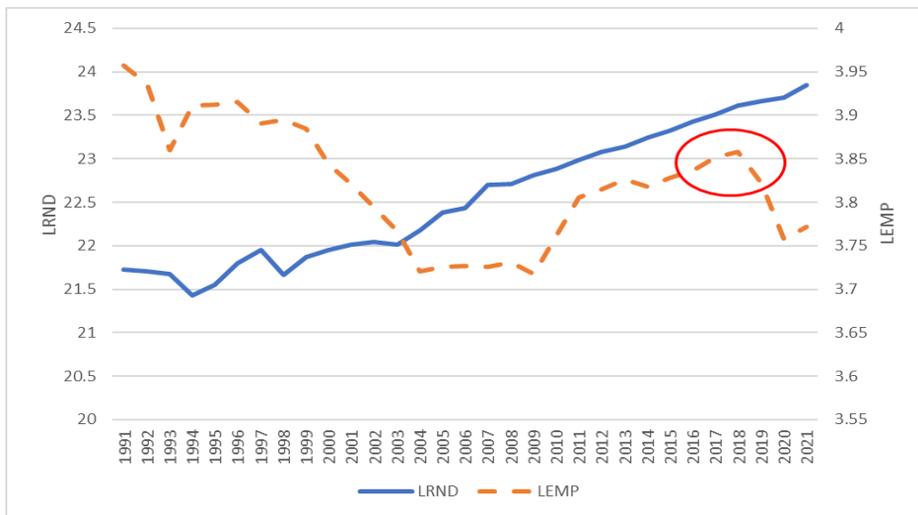
According to the CUSUM (cumulative sum) of squares test result, there is a structural break in the analysis (see Figure 3).

Figure 1. CUSUM of Squares



Using a dummy variable for the indicated break period, 2016-2019, in Figure 3, eliminates the structural break problem in the data. When the break period is analyzed (shown in a circle in Figure 4), it can be captured that, there is a kind of inverted V-shaped trend in LEMP while LRND is relatively stable during that period.

Figure 2. Analyzing Break Period



It is found that the alternative model has a trend as it enters the model statistically significantly. According to the ARDL Bound Test equation, which is adapted to this study, the long-term relationship (cointegration relation) is determined in the model by examining the effect of innovation on employment. The equation (ARDL (1,3)) is given below.

$$\Delta LEMP_t = \sum_{i=1}^1 \beta_{1i} \Delta LEMP_{t-i} + \sum_{i=0}^3 \beta_{2i} \Delta LRND_{t-i} + \delta_1 LEMP_{t-1} + \delta_2 LRND_{t-1} + \gamma_1 dummy + constant + trend + u_t \tag{4}$$

Note: Δ : first difference $H_0: \delta_1 = \delta_2 = 0; H_A: \delta_1 \neq \delta_2 \neq 0$

According to the analysis results, the null hypothesis is rejected and the alternative hypothesis is accepted. This result indicates the existence of a long-run relationship in the model. See Table 7, the F-stat is bigger than the upper bound, which indicates that the null hypothesis is rejected which indicates that there is a cointegration relationship.

Table 7. ARDL Bound Test

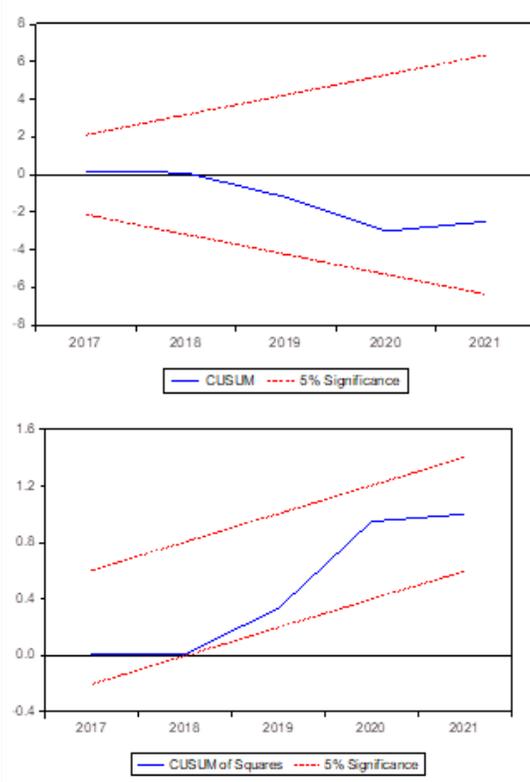
		Critical Values					
		Lower Bound			Upper Bound		
F-stat	k	%1	%5	%10	%1	%5	%10
11.278691	1	8.74	6.56	5.59	9.63	7.3	6.26

When the long-run model and the short-run model given below are analyzed separately, like the results of the previous analysis, it is found that while the effect of innovation on employment is negative in the short-run, it turns out to be positive in the long-run.

The long-run ARDL model and its results are given in the table below, along with the diagnostic test results. The model has passed all the diagnostic tests showing that the model is unbiased and consistent.

$$LEMP_t = \sum_{i=1}^1 \beta_{1i} LEMP_{t-i} + \sum_{i=0}^3 \beta_{2i} LRND_{t-i} + \gamma_2 dummy + constant + trend + u_t \tag{5}$$

Table 8. ARDL Long-run Model Results

Dependent Variable: LEMP		
Variable	Coefficient	Diagnostic Tests
LEMP(-1)	0.661777*** (0.090915)	Serial Correlation Test Breusch-Godfrey LM Test Chi-square (2) Prob. Value: 0.3062
LRND	0.068788 (0.048175)	
LRND(-1)	0.075230 (0.046501)	Heteroskedasticity Test Breusch-Pagan-Godfrey Chi-square (7) Prob. Value: 0.3751
LRND(-2)	0.043955 (0.047066)	Regression Specification Error Test (RESET) Ramsey Reset Test [1] Prob. Value: 0.5650
LRND(-3)	0.061229 (0.037998)	Cusum & Cusum of Squares Test 
DUMMY	0.017300 (0.015008)	
CONSTANT	-3.957504*** (1.144994)	
TREND	-0.022646*** (0.005290)	
$R^2 = 0.920604$ $\bar{R}^2 = 0.892815$		

Note: Values in parentheses below the coefficients indicate standard errors. *** indicates statistical significance at 1%, ** at 5%, * at 10% levels.

The long-term coefficient of the R&D expenditures is given in Table 9.

Table 9. ARDL Long-run Coefficients

Dependent Variable: LEMP	
Variable	Coefficient
LPAT	0.736798*** (0.202189)

Note: Values in parentheses below the coefficients indicate standard errors. *** indicates statistical significance at 1%, ** at 5%, * at 10%.

As it can be captured from Table 9, the R&D expenditures, which is adopted as a proxy for innovation, affects employment positively in the long run.

The short-run model and its results are given below. According to the short-run model, the impact of innovation on employment is negative in the short-run (see table 10: D(LRND(-1)) and D(LRND(-2)) are statistically significant and negative). As in the previous analysis where patent grants are used, the ECT is statistically significant and negative which indicate that there is a short-run adjustment to the long-run equilibrium. In other words, any deviation from the long-run equilibrium which emerges from the employment side (dependent variable side) will be corrected by approximately 34% in the next period.

$$\Delta LEMP_t = \sum_{i=1}^1 \beta_{1i} \Delta LEMP_{t-i} + \sum_{i=0}^2 \beta_{2i} \Delta LRND_{t-i} + \gamma_2 \text{dummy} + \lambda ECT_{t-1} + \text{trend} + \text{constant} + u_t \quad (6)$$

Table 10. ARDL Short-run Model Results

Dependent Variable: LEMP	
Variable	Coefficient
D(LRND)	0.068788 (0.042717)
D(LRND(-1))	-0.105184*** (0.040083)
D(LRND(-2))	-0.061229* (0.036579)
DUMMY	0.017300 (0.013368)
CONSTANT	-3.957504*** (0.812863)
ECT(-1)	-0.338223*** (0.069497)
$R^2 = 0.547786$ $\bar{R}^2 = 0.418582$	

Note: Values in parentheses below the coefficients indicate standard errors. *** indicates statistical significance at 1%, ** at 5%, * at 10% levels.

The results obtained from the second analysis are very consistent with the first analysis, which indicates that although the effect of innovation on employment in the short-run is negative, the long-run impact turns out to be positive.

Conclusion

This study examines the effect of innovation on employment between 1991 and 2021 in the Turkish labor market. ARDL methodology is adopted, and R&D expenditure and patent grants are used as proxy variables for innovation. When the long-run model and the short-run model given above are analyzed separately, it is found that the influence of innovation on employment is negative in the short-run. This outcome is similar to what Evangelista and Savona (2002) find during the period 1993-1995 in Italy's aggregate service sector. In the second part of the analysis, it is found that innovation has a positive effect on employment, and this result is in line with some other studies' findings (Lachenmaier and Rottmann (2011), Piva and Vivarelli (2005), Acar and Sever (2022), Kancs and Siliverstovs (2020), Kirchhoff et al. (2007), Bogliacino and Vivarelli (2012), and Coccia (2013)).

In the short run, R&D and innovation can generate a creative destruction effect, and crowd out low-skilled workers out of the labor market, therefore causing a reduction in the employment level. In the long run, firms' profit and productivity levels increase. Furthermore, the labor force's education and training levels rise, so the workers become sufficiently adapted to the R&D and innovation, and they complement each other. Therefore, during the period 1991-2021 in the Turkish labor market, while innovation might negatively affect employment levels to some extent in the short run, innovation could exert a more structural and sustainable positive impact on employment levels in the long run.

There are very limited empirical studies that investigate the effect of innovation on employment in Türkiye with macro-level data. Generally, this issue is empirically investigated with firm level data. This study also provides a contribution to the literature in this respect. Like Acar and Sever (2022) found, R&D expenditures were found to affect employment positively (in the long run) in the results of this study. However, when it comes to patent data, Acar and Sever (2022) found that patent applications have a negative impact on employment. On the other hand, in this study, patent grants are preferred rather than patent applications in order to use a more certain and accurate proxy for innovation. Like R&D expenditures, it was found that patent grants also affect employment negatively in the short-run but positively in the long-run. Moreover, similar to this study, Doğaner (2022) also found that patents have a positive impact on employment. However, she also found that R&D expenditures have a negative impact on employment. On the other hand, Bayar and Öztürk (2021) found that both patent applications and R&D expenditures have a positive impact on employment in Türkiye. As it can be captured, the results of empirical studies on Türkiye differ. At this point, it is beneficial to state that converting nominal variables into real terms and using both long-term and short-term models give a wider view to this subject. This is actually the main contribution to this study.

The most important limitation of this study is not having large data sets to be used for innovation. This situation has been tried to be solved by using more than one proxy variable for innovation. Furthermore, analyzing the effect of innovation on employment by using firm level micro data sets may provide significant results, yet, it is not in the scope of this study.

Peer-Review	Double anonymized - Two External
Ethical Statement	<p>* This article is the revised and developed version of the conference presentation entitled “The Effect of Innovation on Employment in Türkiye”, orally delivered at the ICE-TEA2022 8th International Conference on Economics and at the 36th Annual MEEA (Middle East Economic Association) Meeting.</p> <p>* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.</p>
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	<p>Design of Study: 1. Author (%50), 2. Author (%50)</p> <p>Data Acquisition: 1. Author (%50), 2. Author (%50)</p> <p>Data Analysis: 1. Author (%50), 2. Author (%50)</p> <p>Writing up: 1. Author (%50), 2. Author (%50)</p> <p>Submission and Revision: 1. Author (%50), 2. Author (%50)</p>

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	<p>* Bu makale, ICE-TEA2022 8. Uluslararası Ekonomi Konferansı'nda ve 36. Yıllık MEEA toplantısında sözlü olarak sunulan “The Effect of Innovation on Employment in Türkiye” adlı tebliğin içeriği geliştirilerek ve kısmen değiştirilerek üretilmiş hâlidir.</p> <p>* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.</p>
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	<p>Çalışmanın Tasarlanması: 1. Yazar (%50), 2. Yazar (%50)</p> <p>Veri Toplanması: 1. Yazar (%50), 2. Yazar (%50)</p> <p>Veri Analizi: 1. Yazar (%50), 2. Yazar (%50)</p> <p>Makalenin Yazımı: 1. Yazar (%50), 2. Yazar (%50)</p> <p>Makale Gönderimi ve Revizyonu: 1. Yazar (%50), 2. Yazar (%50)</p>

References / Kaynakça

- Acar, M., & Sever, E. (2022). The Effect of Innovation on Employment: An ARDL Bounds Testing Approach for Turkey 1. *Sosyoekonomi*, 30(51), 33-52. <https://doi.org/10.17233/sosyoekonomi.2022.01.02>
- Akçacı, T. (2013). Eğitim harcamalarının iktisadi büyümeye etkisi. *Kafkas Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 4(5), 65-79.
- Akıncı, A. (2017). Türkiye'de Eğitim Harcamalarının Ekonomik Büyüme Üzerindeki Etkisi. *Maliye Dergisi*, 173, 387-397.
- Aldieri, L., Makkonen, T., & Vinci, C. P. (2021). Spoils of innovation? Employment effects of R&D and knowledge spillovers in Finland. *Economics of Innovation and New Technology*, 30(4), 356-370. <https://doi.org/10.1080/10438599.2019.1703754>
- Barbieri, L., Piva, M., & Vivarelli, M. (2019). R&D, embodied technological change, and employment: Evidence from Italian microdata. *Industrial and Corporate Change*, 28(1), 203-218. <https://doi.org/10.1093/icc/dty001>
- Bayar, H. T., & Öztürk, M. (2021). Teknolojinin istihdam üzerine etkisi: VAR analizi. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 26(2), 119-127.
- Bogliacino, F., & Pianta, M. (2010). Innovation and employment: a reinvestigation using revised Pavitt classes. *Research Policy*, 39(6), 799-809. <https://doi.org/10.1016/j.respol.2010.02.017>
- Bogliacino, F., & Vivarelli, M. (2012). The job creation effect of R&D expenditures. *Australian Economic Papers*, 51(2), 96-113. <https://doi.org/10.1111/j.1467-8454.2012.00425.x>
- Buerger, M., Broekel, T., & Coad, A. (2012). Regional dynamics of innovation: Investigating the co-evolution of patents, research and development (R&D), and employment. *Regional Studies*, 46(5), 565-582. <https://doi.org/10.1080/00343404.2010.520693>
- Coccia, M. (2013). What are the likely interactions among innovation, government debt, and employment?. *Innovation: The European Journal of Social Science Research*, 26(4), 456-471. <https://doi.org/10.1080/13511610.2013.863704>
- Crespi, G., & Tacsir, E. (2011, September). *Effects of innovation on employment in Latin America*. In 2011 Atlanta conference on science and innovation policy (pp. 1-11). IEEE. <https://doi.org/10.1109/ACSIP.2011.6064465>
- Destefanis, S., & Rehman, N. U. (2023). Investment, innovation activities and employment across European regions. *Structural Change and Economic Dynamics*, 65, 474-490. <https://doi.org/10.1016/j.strueco.2023.03.013>
- Doğaner, A. (2022). The Effect of R&D Expenditures and Number of Patents on Employment in Türkiye: An Evaluation with the ARDL Analysis. *Kırklareli Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 11(2), 351-365.
- Dosi, G., & Mohnen, P. (2019). Innovation and employment: an introduction. *Industrial and Corporate Change*, 28(1), 45-49. <https://doi.org/10.1093/icc/dty064>

Economic Commission for Latin America and the Caribbean (ECLAC), Innovation for development: the key to a transformative recovery in Latin America and the Caribbean (LC/CCITIC.3/3), Santiago, 2022.

Evangelista, R., & Savona, M. (2002). The impact of innovation on employment in services: Evidence from Italy. *International Review of Applied Economics*, 16(3), 309-318. <https://doi.org/10.1080/02692170210136136>

Goel, R. K., & Nelson, M. A. (2022). Employment effects of R&D and process innovation: Evidence from small and medium-sized firms in emerging markets. *Eurasian Business Review*, 12(1), 97-123. <https://doi.org/10.1007/s40821-022-00203-6>

Gujarati, D. (1999). Basic Econometrics, Fourth Edition. McGraw, Hill.

İğdeli, A. (2019). AR-GE ve eğitim harcamalarının ekonomik büyüme üzerindeki etkisi: Türkiye örneği. *Manas Sosyal Araştırmalar Dergisi*, 8(3), 2517-2538. <https://doi.org/10.33206/mjss.520848>

Kancs, D. A., & Siliverstovs, B. (2020). Employment effect of innovation. *Empirical Economics*, 59(3), 1373-1391. <https://doi.org/10.1007/s00181-019-01712-6>

Kirchhoff, B. A., Newbert, S. L., Hasan, I., & Armington, C. (2007). The influence of university R & D expenditures on new business formations and employment growth. *Entrepreneurship theory and practice*, 31(4), 543-559. <https://doi.org/10.1111/j.1540-6520.2007.00187.x>

Lachenmaier, S., & Rottmann, H. (2011). Effects of innovation on employment: A dynamic panel analysis. *International journal of industrial organization*, 29(2), 210-220. <https://doi.org/10.1016/j.ijindorg.2010.05.004>

Liew, V. K. S. (2004), Which lag length selection criteria should we employ?. *Economics bulletin*, 3(33), 1-9.

Miguel Benavente, J. (2006). The role of research and innovation in promoting productivity in Chile. *Economics of innovation and New Technology*, 15(4-5), 301-315. <https://doi.org/10.1080/10438590500512794>

Mitra, A. (2020). Technological progress, innovation and employment: firm-level evidence from India's manufacturing sector. *Innovation and Development*, 10(3), 451-465. <https://doi.org/10.1080/2157930X.2019.1689614>

Moutinho, R., Au-Yong-Oliveira, M., Coelho, A., & Manso, J. P. (2015). Beyond the "Innovation's Black-Box": Translating R&D outlays into employment and economic growth. *Socio-Economic Planning Sciences*, 50, 45-58. <https://doi.org/10.1016/j.seps.2015.04.001>

Opportunity, O. E. C. D. (2021). OECD Science, Technology and Innovation Outlook 2021.

Pellegrino, G., Piva, M., & Vivarelli, M. (2019). Beyond R&D: the role of embodied technological change in affecting employment. *Journal of Evolutionary Economics*, 29, 1151-1171. <https://doi.org/10.1007/s00191-019-00635-w>

Pesaran, H. H., & Shin, Y. (1998). Generalized impulse response analysis in linear multivariate models. *Economics letters*, 58(1), 17-29. [https://doi.org/10.1016/S0165-1765\(97\)00214-0](https://doi.org/10.1016/S0165-1765(97)00214-0)

Piva, M., & Vivarelli, M. (2005). Innovation and employment: Evidence from Italian microdata. *Journal of economics*, 86(1), 65-83. <https://doi.org/10.1007/s00712-005-0140-z>

Riddel, M., & Schwer, R. K. (2003). Regional innovative capacity with endogenous employment: empirical evidence from the US. *Review of Regional Studies*, 33(1), 73-84. <https://doi.org/10.52324/001c.8414>

Shah, I. H., Kollydas, K., Lee, P. Y., Malki, I., & Chu, C. (2022). Does R&D investment drive employment growth? Empirical evidence at industry level from Japan. *International Journal of Finance & Economics*. <https://doi.org/10.1002/ijfe.2677>

Soumitra, D., Lanvin, B., & Wunsch-Vincent, S. (Eds.). (2020). Global innovation index 2020: who will finance innovation?. WIPO.

Türedi, S. (2016). The relationship between R&D expenditures, patent applications and growth: a dynamic panel causality analysis for OECD countries. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 16(1), 39-48.

Wallsten, S. J. (2000). The effects of government-industry R&D programs on private R&D: the case of the Small Business Innovation Research program. *The RAND Journal of Economics*, 82-100. <https://doi.org/10.2307/2601030>

Uçak, S., Kuvat, Ö., & Aytekin, A. (2018). Türkiye'de Arge Harcamaları- Büyüme ilişkisi: ARDL Yöntemi. *Manisa Celal Bayar Üniversitesi Sosyal Bilimler Dergisi*, 16(2), 129-160.

Yang, C. H., & Lin, C. H. A. (2008). Developing employment effects of innovations: microeconomic evidence from Taiwan. *The Developing Economies*, 46(2), 109-134. <https://doi.org/10.1111/j.1746-1049.2008.00059.x>



2023, 12 (3), 1292-1309 | Research Article

Reflections of Geopolitical Risk on Foreign Direct Investments: The Case of Türkiye

Ali ALTINER ¹

Eda BOZKURT ²

Abstract

A way to achieve sustainable economic growth in developing countries is to increase investments with domestic savings. However, not every country has an equal opportunity in terms of domestic savings. The desired level of investment expenditures cannot be reached in countries with a savings gap. In this case, foreign direct investment (FDI) becomes more valuable in meeting countries' investment needs. Nevertheless, companies may not behave very bravely in their investment actions in other countries. There is a considerable risk and uncertainty avoidance in the nature of investment because uncertainty and risk are accepted as harbingers of instability for a country. Since the main goal of companies is to make a profit, they may start thinking that they will not have the opportunity to make a profit in an unstable economy. Hence, the risk perception in the investment environment must be low for developing countries to become attractive for FDI inflows. Geopolitical risks, as well as economic, political, and strategic risks that countries will be exposed to, are important indicators considered in FDI inflows. Literature research shows that investors are aggressive in investing with a profit appetite and, with exceptions, are sensitive to geopolitical risks. In other words, FDI decreases in countries where geopolitical risks tend to increase. The present study tested the validity of this assumption in the literature for Türkiye. The impact of geopolitical risks on FDI was analyzed with the ARDL Boundary Test Approach for the period 1985-2020. FDI inflows were used as the dependent variable, and the Geopolitical Risk (GPR) Index, a measure of geopolitical risk, was used as the independent variable. Moreover, growth, globalization, and inflation are the other independent variables analyzed. The test results demonstrated the negative effect of the increase in the GPR index on FDI inflows. In terms of the results obtained, the study provides an important perspective on the prioritization of the geopolitical risk factor in the evaluation of foreign investment performance.

Keywords: ARDL Boundary Test, Foreign Direct Investment, Economic Growth, Geopolitical Risk, Turkish Economy.

Altiner, A. & Bozkurt, E. (2023). Reflections of Geopolitical Risk on Foreign Direct Investments: The Case of Türkiye. Journal of the Human and Social Science Researches, 12 (3), 1292-1309. <https://doi.org/10.15869/itobiad.1271884>

Date of Submission	27.03.2023
Date of Acceptance	18.08.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Assoc. Prof, Recep Tayyip Erdogan University, Faculty of Economics and Administrative Sciences, Department of Economics, Rize, ali.altiner@erdogan.edu.tr, ORCID: 0000-0001-7362-8198

² Assoc. Prof, Atatürk University, Faculty of Open and Distance Education, Department of Foreign Trade, Erzurum, edabozkurt@atauni.edu.tr, ORCID: 0000-0001-7158-8049



2023, 12 (3), 1292-1309 | Araştırma Makalesi

Jeopolitik Riskin Doğrudan Yabancı Sermaye Yatırımları Üzerine Yansımaları: Türkiye Örneği

Ali ALTINER ¹

Eda BOZKURT ²

Öz

Gelişmekte olan ülkelerde sürdürülebilir iktisadi büyümeyi sağlamanın bir yolu yurtiçi tasarruflarla yatırımları artırmaktır. Fakat her ülke yurtiçi tasarruflar açısından eşit şansa sahip değildir. Tasarruf açığı olan ülkelerde özel yatırım harcamaları istenilen düzeye ulaşamamaktadır. Bu durumda ülkelerin yatırım ihtiyacını karşılamada doğrudan yabancı sermaye yatırımları (FDI) daha kıymetli hale gelmektedir. Fakat firmalar başka ülkelere yatırım aksiyonlarında çok cesur davranamayabilirler. Yatırımın doğasında önemli ölçüde risk ve belirsizlikten kaçınma bulunmaktadır. Çünkü belirsizlik ve risk bir ülke için istikrarsızlığın habercisi olarak kabul edilmektedir. Firmaların ana amacı kar elde etmek olduğundan, istikrarsız bir ekonomide kar elde etme olanaklarının olmayacağı fikrine kapılabilirler. Bu sebeple gelişmekte olan ülkelerin, FDI girişleri için çekici hale gelmelerinde yatırım ortamında risk algısının düşük olması gerekmektedir. Ülkelerin maruz kalacağı ekonomik, politik ve stratejik riskler kadar jeopolitik riskler de FDI girişlerinde dikkate alınan önemli bir göstergedir. Literatür araştırmaları kar iştahıyla yatırım yapma konusunda agresif ve istisna olanlar dışında yatırımcıların jeopolitik risklere duyarlı olduğunu göstermektedir. Yani jeopolitik risklerin artış eğilimi gösterdiği ülkelerde FDI azalmaktadır. Bu çalışmada literatürdeki bu varsayımın Türkiye açısından geçerliliği test edilmiştir. Jeopolitik risklerin FDI üzerindeki etkisi 1985-2020 dönemi için ARDL Sınır Testi Yaklaşımı ile analiz edilmiştir. Bağımlı değişken olarak FDI girişleri, bağımsız değişken olarak jeopolitik riskin bir ölçüsü olan Jeopolitik Risk (GPR) endeksi kullanılmıştır. Ayrıca büyüme, küreselleşme ve enflasyon analiz edilen diğer bağımsız değişkenlerdir. Test sonuçları, GPR endeksindeki yükselişin FDI girişleri üzerinde negatif etkili olduğunu göstermiştir. Çalışma elde edilen sonuçlar itibarıyla, yabancı yatırım performansının değerlendirilmesinde jeopolitik risk faktörünün önceliklendirilmesi hususunda önemli bir bakış açısı sunmaktadır.

Anahtar Kelimeler: ARDL Sınır Testi, Doğrudan Yabancı Sermaye Yatırımları, Ekonomik Büyüme, Jeopolitik Risk, Türkiye Ekonomisi.

Altiner, A. & Bozkurt, E. (2023). Reflections of Geopolitical Risk on Foreign Direct Investments: The Case of Türkiye. İnsan ve Toplum Bilimleri Araştırmaları Dergisi, 12 (3), 1292-1309. <https://doi.org/10.15869/itobiad.1271884>

Geliş Tarihi	27.03.2023
Kabul Tarihi	18.08.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Doç. Dr., Recep Tayyip Erdoğan Üniversitesi, İktisadi ve İdari Bilimler Fakültesi, İktisat Bölümü, Rize, Türkiye, ali.altiner@erdogan.edu.tr, ORCID: 0000-0001-7362-8198

² Doç. Dr., Atatürk Üniversitesi, Açık ve Uzaktan Öğretim Fakültesi, Dış Ticaret Bölümü, Erzurum, Türkiye, edabozkurt@atauni.edu.tr, ORCID: 0000-0001-7158-8049

Introduction

Recently, there has been a significant increase in the analysis of the situation and developments in the world in terms of political, economic and social aspects. Analyses are considered valuable tools, especially in societies that are heavily exposed to the effects of globalization and have difficulty maintaining control in their own fields in the face of crises. In these analyses, it is becoming increasingly common to identify, list, and examine the impacts of geopolitical risks (Suárez-de Vivero and Mateos, 2017, p.19). Thus, many researchers associate the term economics with geopolitics because they think that economics is often the key to understanding many geopolitical situations. For example, it is known that the desire to take control of oil resources and fertile lands affected the American interventions in the Gulf in 1992 and Iraq in 2003 (Giblin, 2013, p.1).

“Geo” is related to land in a broad sense, and nowadays, it brings to mind land, sea, air, and space. In a narrower sense, it includes regulating raw materials to transform terrestrial areas into a politically controlled territory. On the other hand, it encompasses broader socio-spatial connotations since the world has become more integrated. Here, “politics” is used to describe actions based on the regionalization of political power. Geopolitics describes an objective reality, first; a series of political imaginations, second; a discipline examining this objective reality and political imaginations, third; and a concept including real-world applications, fourth. Geopolitics researches the political aspects of land ownership and management (Jessop and Sum, 2018, p. 474-475). While the term geopolitics is developing in the literature, it is very challenging to mention a generally agreed definition. As stated earlier, although geopolitics was associated with land and sea in early studies, it is regarded as a broader phenomenon nowadays. While Dalby (2013) and Overland (2015) indicated the need for climate change in their studies on geopolitics, Caldara and Iacoviello (2022) argued that geopolitics encompassed a wide variety of geo-events, such as financial crises and even Brexit. Many notable overt or more implicit geopolitical events have occurred, such as the South China Sea conflict, Brexit, the China-US trade war, and the Russia-Ukraine crisis, over the past decade. Geopolitical issues bring about risks for many economic actors in the global market (Lu and Liu, 2022, p.1-3). In addition to these examples of geopolitical risks in the world, it is also known that Turkey carries some unique geopolitical risks. Turkey is located in one of the most risky geographical locations in the world. The Middle East is an important geopolitical risk region due to its rich oil resources. In this region, the risk of conflict at the international level, the collapse of national governments, crises, terrorist attacks and even the presence of weapons of mass destruction pose a significant threat. Turkey's proximity to such a turbulent land imposes a significant cost on the country's economy, especially due to the transfer of immigrants. On the other hand, Türkiye is a peninsula located at the intersection of three continents. It has highly mobile straits and waterways. In addition, being on the Silk Road route in trade and transportation is seen as another geopolitical risk. The increased risk perception reduces investment appetite by creating a disadvantage for large projects from the stock market to international companies and even banks. Here, understanding and ranking geopolitical risks is very important for repositioning in the changing global market environment.

Geopolitical risk is associated with wars and military conflicts. Apart from this traditional approach, although the periods and types of geopolitical risk are very

diverse, it refers to instability and uncertainties associated with a region, even specific to it. In other words, it includes vulnerability and exposure to different types of risks (Suárez-de Vivero and Mateos, 2017, p.19). In general, geopolitical risk covers actions in three dimensions: political (social unrest, war, religious conflicts, etc.), economic (trade frictions, protectionism, anti-globalization, etc.), and natural events (drought, earthquake, tsunami, etc.) (Yu and Wang, 2023, p.14). Different institutions develop various measurement methods regarding geopolitical risks and how they can be expressed. Suárez-de Vivero and Mateos (2017) presented a comparative analysis of reports and studies addressing geopolitical risks and trends. Despite numerous measurement methods, GPR is one of the most remarkable researches measuring geopolitical risks. The index, developed by Dario Caldara and Matteo Iacoviello, includes eight categories. These categories are as follows: Category 1 - War Threats, Category 2 - Peace Threats, Category 3 - Military Buildups, Category 4 - Nuclear Threats, Category 5 - Terror Threats, Category 6 - Beginning of War, Category 7 - Escalation of War, Category 8 - Terror Acts. Furthermore, the Geopolitical Threats (GPRT) index and the Geopolitical Actions (GPRA) index are two sub-indices including categories 1 to 5 and categories 6 to 8, respectively (Economic Policy Uncertainty, 2023; Caldara and Iacoviello, 2022, p.1199). Caldara and Iacoviello (2022) created the GPR index based on newspaper reports. They addressed the events suitable for the definition of global and country-specific geopolitical risk in 11 major newspapers on a daily and monthly basis. The index, which addresses the events in 25 million newspaper news from 1900 to the present, provides data since 1985. In the study, a new index was created by defining geopolitical risk as the threat, realization, and escalation of adverse events related to wars, terrorism, and all kinds of tensions between states and political actors that impact the peaceful course of international relations. Moreover, the researchers examined the effects of a shock concerning geopolitical risk on investment, employment, and stock prices using econometric methods in a country-specific manner. They found that higher GPR values indicated a higher probability of economic disaster and lower expected GDP growth. Additionally, the study showed that firms in sectors exposed to high geopolitical risk exhibited low investment using firm-level data (Caldara and Iacoviello, 2022, p.1195-1196). The fact that high geopolitical risk means low investment capability for domestic firms has a similar effect for foreign direct investments. According to UNCTAD (2021), the World Investment Report, international direct investment flows in 2020 decreased from 1.5 trillion dollars to 1 trillion dollars compared to 2019, in other words, there was a decrease of about 35%. This decrease is almost 20% more than the financial crisis in 2009. Upon analyzing these years, many geopolitical events have occurred in the world. These shocks have created uncertainty in the global political economy and caused fragility in international relations with new geopolitical tensions and, thus, led to the emergence of global economic recession concerns. Uncertainty in the economic environment of a country in which investments are traditionally made constitutes a potential source of economic costs. When multinational companies face such risks, they either postpone their investments or redistribute their investments to places they regard to have lower risks. Hence, higher political and economic risks may prevent FDI inflows. The limited political and economic knowledge of foreign investors about the country in which they will invest causes them to be more sensitive to geopolitical risks in comparison with domestic investors. Since investors act with the risk aversion behavior, international investments

shift from places with high geopolitical risk to places with low risk (Yu and Wang, 2023, p.1-3; Lu and Liu, 2022, p.6-7).

Investigating whether geopolitical risks have a deterrent effect on FDI and, if so, the magnitude of this effect provides important information about countries' investment environments. Therefore, the study addressed how much geopolitical changes in Turkey impacted FDI performance. There were two important motives to conduct the study. First, Turkey is one of the countries most affected by the events occurring due to geopolitical risks because of its geographical location. The ongoing uncertainties on Turkey's southern borders, particularly in Syria, the tensions in the Middle East, the Russia-Ukraine war lasting more than a year, and finally, two major earthquakes in Kahramanmaraş increase geopolitical tensions. For Turkey to transform its current position into an opportunity and become a regional power, it should establish the correct link between geopolitical risk and political economy. Therefore, it is important to determine the impact of geopolitics in Turkey in terms of FDI. Second, as stated in the literature section, there are relatively few studies investigating the relationship between geopolitical risk and FDI. Hence, it is thought that a new study will contribute to providing an idea to researchers who are curious about geopolitical risk and FDI.

In the study examining Turkey's 1985-2020 period, the analysis was conducted based on the ARDL Boundary Test Approach. Within this framework, the study plan was created as a summary of the literature, the introduction of the analysis method, the presentation of the findings, and listing the policy recommendations after the introduction section.

Literature Review

The impact of the risk factor on FDI movements has been the focus of various studies in the fields of international economy, finance, and politics. There are also studies considering geopolitical risk as a type of risk. However, in general, the link between FDI and geopolitical risk has been overshadowed by the search for FDI determinants in the literature. In other words, whereas researchers were attempting to reveal the variables, the determinants of FDI, they added the geopolitical risk variable to their studies. Therefore, as seen in the studies listed below, there are fewer studies specifically addressing the FDI-geopolitical risk link, which reveals the gap in the relevant field in the literature. Another issue related to the literature is that geopolitical risks are accepted as a parameter that causes negative results for FDI. In terms of the results of the studies, there was a negative correlation between FDI and geopolitical risk in general, while De Angelo et al. (2010), Rauf et al. (2016), Zeng and Li (2019), Asaad et al. (2020), Afşar et al. (2021), Ayten (2021), Caldara and Iacoviello (2022), Carpenter (2022), Özşahin et al. (2022) are studies conducted on a single country. Articles with a large number of cross-section units, such as many countries or companies, are reported by Chanegriha et al. (2017), Dissanayakea et al. (2018), Arslan (2019), Dedeoğlu et al. (2019), Kim et al. (2019), Wang et al. (2019), Fania et al. (2020), Le and Tran (2021), Luo (2021), Ceyhan and Gulcan (2022), Dastan et al. (2022), Li et al. (2022), Lu and Liu (2022), Nhuyen et al. (2022), Thakkar and Ayub (2022), Busy and Zheng (2023), Feng et al. (2023), Yu and Wang (2023). The selected literature summary from these studies is given below:

De Angelo et al. (2010) performed an analysis on the determinants of FDI in Brazil. In the research conducted by creating 3 different models, foreign exchange rate variables

were used as an indicator of international sales and country risk. In the study, in which two-stage least squares regression analysis was used, it was concluded that the increase in country risk had negative effects on FDI.

Rauf et al. (2016) examined the effects of terrorism and political stability variables, which they used as indicators of country risk in Pakistan, on FDI inflow. In addition, the OLS method was used in the study, which covers the period 1970-2013, including GDP and trade openness variables. The results showed that the increase in terrorism has a negative effect on FDI.

Chanegriha et al. (2017) investigated the interaction between FDI and geographic, economic, and political phenomena through the extreme Bounds Analysis in 168 countries between 1970 and 2006. The results showed that the variables posing geopolitical risk were adversely correlated with FDI inflows.

Dissanayakea et al. (2018) conducted an Industry Analysis for 500,219 companies with quarterly data for the period January 1985-December 2019. The results of the analysis are that firms with higher cash holdings drastically reduce investments during periods of high uncertainty.

Arslan (2019) studied the relationship between FDI and geopolitical risk based on static panel data analysis in 18 developing countries using the data covering the period 1985-2017. The findings demonstrated that geopolitical risk had a negative and significant effect on FDI.

Dedeoğlu et al. (2019) analyzed the impact of geopolitical risk and management quality on FDI in 18 developing countries between 1996 and 2016 with GMM-based estimates, considering some other control variables. According to the study, good governance has a positive effect on FDI, while geopolitical risk has a negative effect on FDI.

Kim et al. (2019) examined the impact of geopolitical risk for different investors in North Korea. The sampling period was January 1, 2015 - December 31, 2017, and 505 companies were considered. Baseline Regression Model results showed that foreign investments decreased and domestic investments increased as geopolitical risk increased in North Korea due to increasing information asymmetry.

Wang et al. (2019) researched the relationship between investments and GPR in 9088 companies with baseline regression analysis using the TCRSP/Compustat Merged Database data for the period 1987Q1-2016Q4. The researchers found that when the GPR index doubled, the next-quarter investment decreased by 14% of the sample average.

Zeng and Li (2019) discussed whether FDI preferences and US threat perception were related using the survey method in China. The results indicated that the perception of geopolitical risk adversely affected FDI inflows by disrupting bilateral relations.

Asaad et al. (2020) investigated the effects of geopolitical risk and human capital on FDI in Iraq. In their study on the period 2004-2018, they emphasized the importance of improving stability and security conditions in the country, as risk factors have negative effects on FDI.

Fania et al. (2020) determined the impacts of geopolitical risk, political risk, macroeconomic risk, and its components on FDI in 16 countries in Africa during the

period 2011-2017 with GLS. The results showed that despite the effect of geopolitical risk on FDI, it affected the components at a different level.

Afşar et al. (2021) tested whether geopolitical risk affected FDI using some other variables with the ARDL Boundary Test and Granger-Causality analysis in Turkey between 1994 and 2018. The analysis results revealed that geopolitical risk had a negative effect on FDI in Turkey and there was a unidirectional causality from geopolitical risk to FDI.

Ayten (2021) investigated the effect of geopolitical risk in his study on the determinants of foreign direct investments in Turkey. In this context, as a result of the ARDL analysis applied for the period of 2006-2020, it was found that the geopolitical risk factor had a negative effect on FDI in the long run.

Le and Tran (2021) identified the effect of geopolitical risk on institutional investments in developing Asian countries during the period 1995-2018 with the GMM analysis. The effect of geopolitical risk on firm investments is negative, and the negative effect is less for firms with more cash.

Luo (2021) aimed to find the effects of geopolitical risk on FDI in various regional economies such as Europe, South Asia and Latin America during the period 2010-2019. In the study, which used economic growth and 12 political risk variables, it was determined that there was no negative relationship between geopolitical risk and FDI in all countries.

Caldara and Iacoviello (2022) investigated the impact of a geopolitical risk shock on employment, investment, and stock markets with the VAR model between 1985 and 2019. Furthermore, they provided information about the investment effects of geopolitical risk with industry and company data. The researchers revealed that high geopolitical risk was a harbinger of low investments.

Ceyhan and Gulcan (2022) researched the effect of geopolitical risk on financial development and FDI in the G8 countries between 1985 and 2020. The Kónya causality test results showed that there was a causality from geopolitical risk to FDI and financial development variables.

According to Dastan et al. (2022) determined that economic/political and geopolitical risk had a deterrent effect on FDI in G20 countries in the 1996-2018 period, using Panel ARDL and causality methods.

Within the framework of the Belt and Road Initiative, Li et al. (2022) examined the effect of geopolitics on FDI inflows with Poisson Pseudo Maximum Likelihood regressions. The study stressed the importance of associating FDI and geopolitics. It was revealed that the relative bargaining power of the host countries was impacted depending on the importance of geopolitical risk.

Lu and Liu (2022) examined how FDI outflows from China to 154 countries in 2003-2020 were impacted by geopolitical risk. The findings demonstrated that extensive geopolitical risk negatively impacted FDI outflows. The energy sector was the most affected by this negativity.

In the study conducted by Marangoz (2022) to investigate the effect of economic, political and geopolitical risk on FDI in Turkey, the period of 1996-2019 was discussed.

As a result of the empirical analysis carried out within the scope of the MS-VAR model, it has been determined that geopolitical uncertainties have deterrent effects on foreign direct investments.

Nhuyen et al. (2022) assessed the effect of geopolitical risk on total factor productivity and FDI inflows in 18 developing economies during the 1985-2019 period using the SUR model and the Granger causality test. They determined that GPR had a negative impact on total factor productivity and FDI.

Özşahin et al. (2022) investigated the relationship between geopolitical risk and corruption with FDI in Turkey with some other independent variables using quarterly data covering the 2013-2020 period. The ARDL findings revealed that corruption control positively affected FDI inflows, whereas geopolitical risk adversely affected them.

Thakkar and Ayub (2022) examined how geopolitical risk affects globalization using an unbalanced panel dataset for 189 countries. In the analysis they carried out using annual data for the period 1948-2019, they took FDI as the globalization variable and also benefited from the per capita income variable. As a result of the analysis they carried out using the PPML (Pseudo - Poisson Maximum Likelihood) method, they determined that geopolitical risk is in a negative relationship with FDI.

Busy and Zheng (2023) investigated the effect of geopolitical risk on FDI in 19 emerging market economies between 2003 and 2019 using monthly data. In this context, they analyzed the impact of economic growth and various risk variables on FDI, as well as a number of technology and governance variables. According to the results obtained, they found that geopolitical risk has a negative effect on FDI.

Feng et al. (2023) determined that GMM and geopolitical risks significantly reduced FDI inflows in 45 countries during the period 2005-2019.

Yu and Wang (2023) examined the impacts of geopolitical risks on FDI flows in 41 countries between 2003 and 2020, considering market, strategic, and natural resources with the Fixed Effects Model. The test results showed that geopolitical risk could significantly impede FDI flows and this impact would differ according to development levels.

Empirical Analysis

Data Set

The current study investigated the effect of geopolitical risk on FDI with annual data for the period 1985-2020 in Turkey. In the econometric analysis applied to this end, foreign direct investment (LFDI) was accepted as the dependent variable, and geopolitical risk (GPR), economic growth (GDP), globalization (GLO), and inflation (INF) series were accepted as the independent variables. The econometric model created in line with this information is presented below;

$$LFDI = \beta_0 + \beta_1 GPR_t + \beta_2 GDP_t + \beta_3 GLO_t + \beta_4 INF_t + e_t \quad (1)$$

In equation (1), t refers to the time, and e_t refers to the error term. For the dependent variable LFDI, net foreign direct investment inflows in dollars were used and included in the analysis by taking the natural logarithm. The geopolitical risk index, prepared by Caldara and Iacoviello (2022), was used for the GPR variable constituting the basis of

the study. Data on the annual rate of change in real GDP were taken to represent the GDP variable. The general globalization index created by the Swiss Institute of Economics (KOF) was used for the GLO variable. Finally, the INF variable is the annual inflation rate computed according to the GDP deflator. Data on the LFDI, GDP, and INF variables were obtained from the World Bank database.

Econometric Method and Findings

In the empirical analysis section, first, the Augmented Dickey-Fuller (ADF) and Phillips-Perron (PP) unit root test were used to research the stationarity of the series. Afterward, in accordance with the results of the stationarity tests, the long-run relationship was examined using the ARDL (the Autoregressive Distributed Lag) method, and then the short and long-run coefficient estimates were made.

Unit Root Analysis

It is known that economic variables face short or long term shocks and the effects of shocks are permanent. This contradicts the assumption that the series exhibit a stationary character around a trend. The trend created by permanent shocks prevents the series from approaching a certain value. Therefore, before estimating a time series, it is necessary to examine whether the series is stationary or not. When analysis is made with non-stationary series, it causes a spurious relationship to emerge and causes R2 to be high. It is understood whether a series is stationary or not by performing unit root tests. The most basic tests applied for this purpose are ADF and PP tests.

The ADF test hypotheses of Dickey-Fuller (1981) are given below:

H0: The series contains a unit root.

Ha: The series does not contain a unit root.

Estimates were made using the intercept and trend+intercept models in equations (2) and (3) below.

$$X_t = \beta_0 + \beta_1 X_{t-1} + \sum_{i=1}^k \gamma_i X_{t-i} + u_t \quad (2)$$

$$X_t = \beta_0 + \beta_1 X_{t-1} + \beta_2 trend + \sum_{i=1}^k \gamma_i X_{t-i} + u_t \quad (3)$$

Phillips and Perron (1988) prepared a test to overcome the shortcomings of the ADF test, considering possible variance and autocorrelation problems between the error terms. The PP test is expressed with the following equations (Phillips and Perron, 1988, p.338):

$$y_t = \hat{\mu} + \hat{\alpha} y_{t-1} + \hat{u}_t \quad (4)$$

$$y_t = \tilde{\mu} + \tilde{\beta} \left(t - \frac{1}{2} \lambda \right) + \tilde{\alpha} y_{t-1} + \tilde{u}_t \quad (5)$$

In both the ADF and PP tests, the fact that the statistical values calculated are larger than the critical values means that the series is stationary. Table 1 contains the results of the tests.

Table 1. ADF and PP Unit Root Test Results

Variables	ADF		PP	
	Intercept	Intercept+Trend	Intercept	Intercept+Trend
LFDI	-1.924 (0.318)	-1.780 (0.693)	-1.945 (0.309)	-1.855 (0.656)
ΔLFDI	-5.607 ^a (0.000)	-5.798 ^a (0.000)	-5.602 ^a (0.000)	-5.893 ^a (0.000)
GPR	-3.573 ^b (0.012)	-3.841 ^b (0.026)	-3.482 ^b (0.014)	-3.576 ^b (0.047)
GDP	-6.128 ^a (0.000)	-6.032 ^a (0.000)	-6.253 ^a (0.000)	-6.135 ^a (0.000)
GLO	-2.451 (0.136)	-1.395 (0.845)	-2.689 ^c (0.086)	-1.395 (0.845)
ΔGLO	-5.584 ^a (0.000)	-6.210 ^a (0.000)	-	-6.415 ^a (0.000)
INF	-1.867 (0.343)	-2.809 (0.204)	-1.709 (0.418)	-2.633 (0.269)
ΔINF	-7.818 ^a (0.000)	-6.045 ^a (0.000)	-8.359 ^a (0.000)	-8.279 (0.000)

Note: The letters a, b and c denote 1%, 5% and 10% significance levels, respectively. The Δ difference and the values in parentheses indicate the probability value.

Upon examining the unit root test results, it was found that the LFDI and INF variables had a unit root at the level according to both models and became stationary when the first difference was taken. According to the ADF test, the GLO variable becomes stationary when its first difference is taken in both the intercept and intercept+trend models. In accordance with the PP test, it is stationary at the level in the intercept model, whereas it is stationary at the first difference in the intercept+trend model. The GPR and GDP variables are stationary at level values according to both tests and both models. Accordingly, GPR and GDP variables have I(0) feature; It was determined that LFDI, INF and GLO variables have I(1) feature.

ARDL Analysis

The boundary test, which was developed by Pesaran et al. (2001) and can be used when variables are stationary at different degrees, is applied to test the presence of a long-run relationship between variables. If the presence of cointegration is detected by the boundary test, long- and short-run coefficient estimates are made depending on the ARDL (Autoregressive Distributed Lag) approach. According to the boundary test approach, the equation below was used to test the cointegration relationship:

$$\begin{aligned} \Delta LFDI = & \beta_0 + \sum_{i=1}^m \beta_{1i} \Delta LFDI_{t-1} + \beta_2 GPR_{t-1} + \beta_3 GDP_{t-1} + \beta_4 GLO_{t-1} + \beta_5 INF_{t-1} \\ & + \sum_{i=\frac{n}{m}}^m \beta_{6i} \Delta GPR_{t-1} + \sum_{i=\frac{n}{m}}^m \beta_{7i} \Delta GDP_{t-1} \\ & + \sum_{i=0}^m \beta_{8i} \Delta GLO_{t-1} + \sum_{i=0}^m \beta_{9i} \Delta INF_{t-1} + trend + u_t \end{aligned} \tag{6}$$

Equation (6) contains the difference (Δ) of the lags of the dependent and independent variables and the one-lagged values of the independent variables. Δ indicates the short-run dynamics and expresses the possible changes in the dependent variable (Süslü and Bekmez, 2010, p.99; Akel and Gazel, 2004, p.33). To investigate the cointegration relationship in the model, the appropriate lag length was determined as 4 according to the Schwarz information criterion.

Based on the information above, a boundary test is conducted to investigate the presence of a cointegration relationship. In the boundary test, while the basic hypothesis (H_0) is “There is no cointegration between the series.”, the alternative hypothesis (H_a) is “There is cointegration between the series.” If the F statistic obtained as a result of the boundary test is greater than the upper limit of the critical value, hypothesis H_0 is rejected, and the presence of a cointegration relationship is proven. Otherwise, it is accepted that there is no cointegration relationship. Table 2 contains the results of the boundary test.

Table 2. Boundary Test Results

	Value	Significance	Lower Limit	Upper Limit
F-statistic	11.147	10%	3.03	4.06
	4	5%	3.47	4.57
		1%	4.40	5.72

Note: k represents the number of independent variables. Critical values showing the lower and upper limit is taken from Table CI(V) in Pesaran (2001)’s article.

In accordance with the boundary test results, the F statistical value is greater than the upper limit critical value at the 5% significance level. Hence, hypothesis H_0 , indicating that there is no cointegration relationship, was rejected, and it was proven that there was a long-run relationship between the variables.

The ARDL model created to estimate the long-run relationship is given below:

$$LFDI_t = \beta_0 + \beta_1 t + \sum_{i=1}^m \beta_{2i} LFDI_{t-1} + \sum_{i=1}^m \beta_{3i} GPR_{t-1} + \sum_{i=1}^m \beta_{4i} GDP_{t-1} + \sum_{i=1}^m \beta_{5i} GLO_{t-1} + \sum_{i=1}^m \beta_{6i} INF_{t-1} + u_t \tag{7}$$

The model to be estimated in the long run was determined as ARDL(1,4,4,3). Table 3 contains the results of the long-run coefficients estimated on the basis of this information.

Table 3. ARDL(1,4,4,4,3) Long-Run Results

Dependent Variable: FDI				
Variables	Coefficient	Std. Error	t-stat	Prob.
GPR	-0.808 ^c	0.385	-2.098	0.062
GDP	0.086 ^a	0.015	5.637	0.000
GLO	0.038 ^c	0.018	2.170	0.055
INF	-0.009 ^a	0.002	-5.259	0.000

Note: The letters a, b and c denote 1%, 5% and 10% significance levels, respectively.

The long-run coefficient estimation results demonstrated that the GPR variable, which formed the basis of the study and represented geopolitical risk, had negative and statistically significant effects on foreign direct investments in line with expectations. Accordingly, a 1% increase in GPR reduces foreign direct investments by -0.808%. The impact of the GDP variable, representing economic growth, on foreign direct investments is positive and statistically significant. A 1% increase in GDP increases foreign direct investment inflows by 0.086%. Likewise, it was seen that the GLO variable included in the model as the representative of globalization also had positive impacts. It was revealed that a one-unit increase in the GLO variable increased foreign direct investment inflows by 0.038 units. Finally, it was found that the INF variable, indicating the inflation rate, had a negative impact on the dependent variable. Accordingly, a 1% increase in INF reduces foreign direct investment inflows by -0.009%. This result showed that inflation had a very low effect.

Table 4 contains the short-run coefficients calculated with the error correction model based on the ARDL approach.

Table 4. ARDL(1,4,4,4,3) Short-Run Results

Variable	Coefficient	Std. Error	t-stat	Probability
LFDI(-1)*	-0.893	0.153	-5.797	0.000
GPR(-1)	-0.721	0.349	-2.064	0.065
GDP(-1)	0.076	0.013	5.759	0.000
GLO(-1)	0.034	0.015	2.195	0.052
INF(-1)	-0.008	0.001	-4.872	0.000
D(GPR)	0.106	0.251	0.421	0.682
D(GPR(-1))	0.836	0.433	1.931	0.082
D(GPR(-2))	0.085	0.294	0.289	0.778
D(GPR(-3))	-0.663	0.229	-2.884	0.016
D(GDP)	0.024	0.005	4.516	0.001
D(GDP(-1))	-0.039	0.009	-4.143	0.002
D(GDP(-2))	-0.039	0.008	-4.759	0.000

D(GDP(-3))	-0.023	0.006	-3.548	0.005
D(GLO)	0.066	0.018	3.542	0.005
D(GLO(-1))	0.064	0.030	2.127	0.059
D(GLO(-2))	-0.015	0.033	-0.449	0.662
D(GLO(-3))	-0.092	0.030	-3.026	0.012
D(INF)	-0.001	0.001	-0.826	0.428
D(INF(-1))	0.003	0.001	2.091	0.062
D(INF(-2))	-0.002	0.001	-1.833	0.096
@TREND	0.004	0.018	0.198	0.846
C	7.709	1.702	4.528	0.001
CointEq(-1)	-0.893	0.101	-8.833	0.000

The error correction coefficient is statistically significant and negative, as expected, which indicates that the error correction mechanism works. The estimated value of the coefficient is -0.893. According to this result, it is said that approximately 0.893 of the short-run deviations in foreign direct investments disappear every year. In other words, since the adaptation coefficient is very close to 1, the long-run equilibrium can be regained in a short time of one period. Using the diagnostic tests, it was researched whether there was a normal distribution, heteroscedasticity, autocorrelation, and model-specification in the model. Table 5 contains the results.

Table 5. Diagnostic Test Results

Tests	X^2_{NORM}	X^2_{BG}	X^2_{WHITE}	X^2_{RAMSEY}
Statistics	0.411 (0.813)	1.009 (0.341)	1.005 (0.522)	0.301 (0.770)

Note: X^2_{NORM} , X^2_{BG} , X^2_{WHITE} , X^2_{RAMSEY} are Jarque-Bera normal distribution, Breusch-Godfrey autocorrelation test, Breusch-Pagan-Godfrey heteroscedasticity test and Ramsey Reset model-specification test, respectively.

The ARDL estimation results showed that the model did not have heteroscedasticity and autocorrelation problems and the error term was normally distributed. Furthermore, the Ramsey Reset test results indicated that there was no model-specification error. Additionally, CUSUM and CUSUMSQ graphs, which use the squares of the reversible error terms, were utilized to examine the model's stability, in other words, to investigate whether there was a structural break in the variables. Figure 1 presents the relevant test results to determine the model's stability.

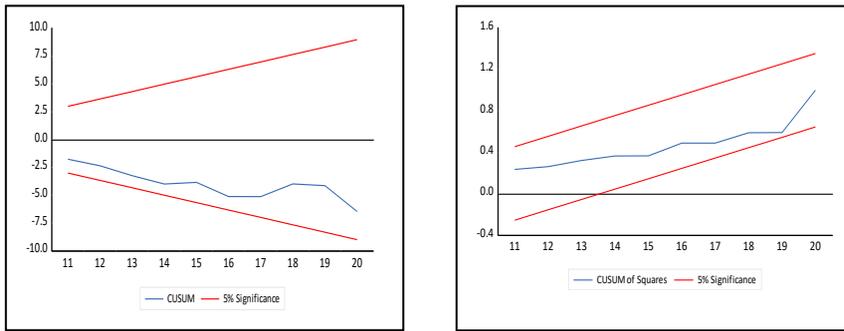


Figure 1. CUSUM and CUSUMSQ Graphs

If the statistics of the CUSUM and CUSUMSQ tests are within the critical limits at the 5% significance level, all coefficients in the error correction model are accepted as stable. In other words, the established ARDL model has a stable structure. With the graphs, it was determined that there was no structural break in the variables and, therefore, the model had a stable structure.

Discussion and Conclusion

It is accepted that foreign direct investments have critical importance in a country's sustainable economic growth and development since they reduce the problem of capital insufficiency, increase production and employment, and reduce the foreign exchange gap. Therefore, countries have entered into a race with each other to attract the maximum level of FDI and make many regulations in political, legal, and economic fields. Studies in this field reveal that, in addition to the economic, political, and legal factors influencing the inflow of FDI in the country, geographical characteristics such as proximity to the market and raw materials and the international cyclical situation are also effective.

The study investigated the effect of geopolitical risk, which has been frequently examined recently, on FDI in Turkey. In this respect, the ARDL method, one of the time series techniques, was applied using annual data for the period 1985-2020. The empirical analysis results demonstrated the significant effects of geopolitical risk on FDI. Accordingly, in line with other studies in the literature, it was revealed that increased geopolitical risk reduced FDI inflows. Furthermore, it was determined that inflation, which was added to the analysis as a control variable, negatively affected FDI. It was observed that the increased levels of economic growth and globalization increased FDI. These findings revealed that Turkey, which faces high geopolitical risks due to its geographical location, should behave more sensitively in its economic and political relations, especially with neighboring countries and EU countries. In addition, Central Asian Turkic Republics, which gained their independence after the collapse of the Soviet Union, are regions with raw material resources in energy and foreign direct investments are concentrated in this area. In other words, they can be considered geopolitical risk. As stated before, Arab countries in the Middle East and the Russia-Ukraine War in the north cause the risk to affect Turkey. As a result, implementing

policies that reduce the level of geopolitical risk in international relations will ensure a stable and safe environment for foreign investors and accelerate FDI inflows.

Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%50), 2. Author (%50) Data Acquisition: 1. Author (%60), 2. Author (%40) Data Analysis: 1. Author (%60), 2. Author (%40) Writing up: 1. Author (%50), 2. Author (%50) Submission and Revision: 1. Author (%50), 2. Author (%50)

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%50), 2. Yazar (%50) Veri Toplanması: 1. Yazar (%60), 2. Yazar (%40) Veri Analizi: 1. Yazar (%60), 2. Yazar (%40) Makalenin Yazımı: 1. Yazar (%50), 2. Yazar (%50) Makale Gönderimi ve Revizyonu: 1. Yazar (%50), 2. Yazar (%50)

References / Kaynakça

- Afşar, M., Doğan, E. and Doğan, B. Ö. (2021). Does higher geopolitical risk limits Turkish foreign direct investments?, *Mehmet Akif Ersoy Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 8(3), 1456-1475.
- Akel, V. and Gazel, S. (2014). Döviz kurları ile BIST sanayi endeksi arasındaki eşbütünleşme ilişkisi: Bir ARDL sınır testi yaklaşımı [The cointegration linkages between exchange rates and BIST industrial index: An ARDL bound testing approach], *Erciyes Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 44: 23-41.
- Arslan, C. K. (2019). Jeopolitik riskin doğrudan yabancı yatırımlar üzerindeki etkisi [The effect of geopolitical risk on foreign direct investments]. *Avrasya Sosyal ve Ekonomi Araştırmaları Dergisi (ASEAD)*, 6(6):435-441.
- Asaad, Z. A., Marane, M. O., and Mustafa, H. M. (2020). The impact of Geopolitical Risks and the Human Development on Foreign Direct Investment Inflows in Iraq for the Period (2004-2018). *Global Journal of Business and Economics*, 9(1), 37-54.
- Ayten, E. C. (2021). Doğrudan yabancı yatırımların belirleyicilerine ilişkin ekonometrik bir analiz: Türkiye örneği. Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Yayınlanmamış Yüksek Lisans Tezi, Ankara.
- Bussy, A. and Zheng, H. (2023). Responses of FDI to geopolitical risks: The role of governance, information, and technology. *International Business Review*, 102136, 1-15.
- Caldara, D. and Iacoviello, M. (2022). Measuring geopolitical risk. *American Economic Review*, 112(4), 1194-1225. <https://dx.doi.org/10.1257/aer.20191823>.
- Ceyhan, T. and Gulcan, N. (2022). Jeopolitik risk ile doğrudan yabancı yatırımlar ve finansal gelişmişlik arasındaki ilişki: Konya panel nedensellik analizi [The relationship between geopolitical risk and foreign direct investments and financial development: Konya panel causality analysis]. *Business and Economics Research Journal*, 13(4), 625-637.
- Chanegriha, M., Stewart, C. and Tsoukis, C. (2017). Identifying the robust economic, geographical and political determinants of FDI: An extreme bounds analysis. *Empirical Economics*, 52, 759-776.
- Dalby, S. 2013. The Geopolitics of climate change. *Political Geography*, 37, 38-47. doi:10.1016/j.polgeo.2013.09.004.
- Daştan, M., Karabulut, K. and Yalçınkaya, Ö. (2022). The nexus between uncertainty and foreign direct investment flows to G20 member countries. *Ekonomski Pregled*, 73(5), 717-738.
- De Angelo, C. F., Eunni, R. V. and Fouto, N. M. M. D. (2010). Determinants of FDI in emerging markets: evidence from Brazil. *International Journal of Commerce and Management*. 20 (3), 203-216.
- Dedeoğlu, D., Öğüt, K. and Pişkin, A. (2019). Yönetişim kalitesi, jeopolitik risk ve doğrudan yabancı yatırım ilişkisi: Gelişmekte olan ülkeler örneği [Governance quality, geopolitical risk and foreign direct investment: Evidence from developing countries]. *Finans Politik & Ekonomik Yorumlar*, 650 Aralık, 51-69.

Dickey, D. A. and Fuller, W.A. (1981). Likelihood ratio statistics for autoregressive time series with a unit root. *Econometrica: Journal of the Econometric Society*, 1057-1072.

Dissanayake, R., Mehrotra, V. and Wu, Y. (2018). Geopolitical risk, financial slack and capital investments. *Financial Slack and Capital Investments* (July 29, 2018). Available at SSRN: <https://ssrn.com/abstract=3222198> or <http://dx.doi.org/10.2139/ssrn.3222198>.

Economic Policy Uncertainty (2023). <https://www.policyuncertainty.com/gpr.html>. Date Accessed: 25.02.2023.

Fania, N., Yan, C., Kuyon, J. B. and Djeri, S. (2020). Geopolitical risks (GPRs) and foreign direct investments: A business risk approach. *Global Journal of Management and Business Research*, 20(B1), 1-8.

Feng, C., Han, L., Vigne, S. and Xu, Y. (2023). Geopolitical risk and the dynamics of international capital flows. *Journal of International Financial Markets, Institutions and Money*, 82, 101693.

Giblin, B. (2013). Economics and geopolitics: A relationship worth (re) considering. *Hérodote*, 151(4), 3-11. <http://dx.doi.org/10.3917/her.151.0003>.

Jessop, B. and Sum, N. L. (2018). Geopolitics: Putting geopolitics in its place in cultural political economy. *Environment and Planning A: Economy and Space*, 50(2), 474-478. <http://dx.doi.org/10.1177/0308518X17731106>.

Kim, Y. S., Park, K. J. and Kwon, O. B. (2019). Geopolitical risk and trading patterns of foreign and domestic investors: Evidence from Korea. *Asia-Pacific Journal of Financial Studies*, 48(2), 269-298.

KOF Swiss Economic Institute (2023). <https://kof.ethz.ch/en/forecasts-and-indicators/indicators/kof-globalisation-index.html>, Date Accessed: 25.02.2023.

Li, J., Van Assche, A., Li, L. and Qian, G. (2022). Foreign direct investment along the Belt and Road: A political economy perspective. *Journal of International Business Studies*, 53(5), 902-919.

Le, A. T. and Tran, T. P. (2021). Does geopolitical risk matter for corporate investment? Evidence from emerging countries in Asia. *Journal of Multinational Financial Management*, 62, 100703. <https://dx.doi.org/10.1016/j.mulfin.2021.100703>.

Lu, B. and Liu, W. (2022). Does comprehensive geopolitical risk deter FDI Outflows: Evidence from China. *Defence and Peace Economics*, 1-17. <http://dx.doi.org/10.1080/10242694.2022.2160140>.

Luo, D. Y. (2021). Make Money Move: Understanding the Nexus Between Geopolitical Risk and Foreign Direct Investment. Undergraduate Honours Thesis, The University of British Columbia.

Marangoz, C. (2022). Ekonomik, politik ve jeopolitik belirsizliklerin Türkiye'ye gelen doğrudan yabancı yatırımlar üzerindeki etkileri: MS-VAR modelinden kanıtlar. Nevşehir Hacı Bektaş Veli Üniversitesi, Yayınlanmamış Doktora Tezi, Sosyal Bilimler Enstitüsü.

Nguyen, T. T. T., Pham, B. T. and Sala, H. (2022). Being an emerging economy: To what extent do geopolitical risks hamper technology and FDI inflows?. *Economic Analysis and Policy*, 74, 728-746.

Overland, I. (2015). Future petroleum geopolitics: Consequences of climate policy and unconventional oil and gas. *Handbook of Clean Energy Systems*, Jun 4, 1–29 doi:10.1002/9781118991978.hces203.

Özşahin, Ş., Üçler, G. and Uysal, D. (2022). Jeopolitik risk ve yolsuzluğun doğrudan yabancı yatırımlar için önemi: Türkiye için ampirik bulgular [The importance of geopolitical risk and corruption for foreign direct investments: Empirical findings for Turkey]. *Bingöl Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 6(2), 257-286.

Pesaran, M.H., Shin, Y. and Smith, R.J. (2001). Bounds testing approaches to the analysis of level relationships, *Journal of Applied Econometrics*, 16: 289–326.

Phillips, P.C.B. and Perron, P. (1988). Testing for a unit root in time series regression, *Biometrika*, 75(2): 335–346.

Rauf, S., Mehmood, R., Rauf, A. and Mehmood, S. (2016). Integrated model to measure the impact of terrorism and political stability on FDI inflows: empirical study of Pakistan. *International journal of Economics and Finance*, 8(4), 1-7.

Suárez-de Vivero, J. L. and Mateos, J. C. R. (2017). Forecasting geopolitical risks: Oceans as source of instability. *Marine Policy*, 75, 19-28. <http://dx.doi.org/10.1016/j.marpol.2016.10.009>.

Süslü, B. and Bekmez, S. (2010). Türkiye’de zaman tutarsızlığının ARDL yöntemi ile incelenmesi [An analysis of time inconsistency in Turkey with ARDL method], *BDDK Bankacılık ve Finansal Piyasalar*, 4(2): 85-110.

Thakkar, N. and Ayub, K. A. (2022). Geopolitical Risk and Globalization. *The Journal of Applied Business and Economics*, 24(3), 140-150.

Wang, X., Wu, Y. and Xu, W. (2019). Geopolitical Risk and investment. *Journal of Money, Credit and Banking*, Forthcoming.

World Bank, World Development Indicators. (2023). <https://databank.worldbank.org/source/world-development-indicators>, Date Accessed: 25.02.2023.

Yu, M. and Wang, N. (2023). The influence of geopolitical risk on international direct investment and its countermeasures. *Sustainability*, 15, 2522. <http://dx.doi.org/10.3390/su15032522>.

Zeng, K. and Li, X. (2019). Geopolitics, nationalism, and foreign direct investment: Perceptions of the China threat and American public attitudes toward Chinese FDI. *The Chinese Journal of International Politics*, 12(4), 495-518.



2023, 12 (3), 1310-1330 | Research Article

Practices in Natural History and Science Museums in Türkiye for the Combat with Environmental Challenges in the Center of Climate Change

Gizem SİVRİKAYA ¹

Ceren GÜNERÖZ ²

Abstract

In this article, environmental and climate practices in science and natural history museums in Türkiye are presented and discussed. While environmental and climate problems are global issues, they have local roots. As environmental issues are related to human activities and museums play a societal role, it is important to examine practices and approaches of museums in relation to the environment. Operations and practices of natural history and science museums in Türkiye, including educational activities, are important elements in communicating the risks of vulnerable environmental issue. This study outlines the environmental practices of the science and natural history museums of Türkiye which are commonly accepted as reliable providers of information to engage with audiences for action towards environmental challenges. Documentary research was conducted for the study. When the environmental practices and approaches are reviewed, it is seen that natural history museums function basically as research areas. Still, they have public education roles and organize educational activities about natural history, biodiversity and environment. While public education is one of the roles of natural history museums besides their conventional functions like collecting, conserving, researching and exhibiting, science centers are institutions dedicated to public education. Since science centers are mostly supported by municipalities, it can be said that they operate in a more sustainable and holistic way. Also, it is seen that their environmental reach-out programs offer a wider range. Based on data, we claim that collaboration with municipalities has an effect on the environmental activities and perspectives of museums. Also, climate-context works encourage museum community to make interdisciplinary works across the world. By presenting the current environmental and climate practices in natural history and science museums in Türkiye, it is aimed that the article can provide collaboration among institutions and advance the discussions among museums in the context of environment and climate.

Keywords: Climate Change, Environmental Issues, Natural History Museum, Science Museum, Science Center, Museum-Municipality Collaborations, Museums in Türkiye

Sivrikaya, G. & Güneröz, C. (2023). Practices in Natural History and Science Museums in Türkiye for the Combat with Environmental Challenges in the Center of Climate Change . Journal of the Human and Social Science Researches , 12 (3) , 1310-1330 . <https://doi.org/10.15869/itobiad.1278607>

Date of Submission	06.04.2023
Date of Acceptance	08.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Res. Asst., Ankara University, Faculty of Fine Arts, Department of Basic Art Education, Ankara, Turkey, gsivrikaya@ankara.edu.tr, ORCID: 0000-0002-5923-785X

² Assoc. Prof. Dr., Ankara University, Faculty of Fine Arts, Department of Museology, Ankara, Turkey, ckaradeniz@ankara.edu.tr, ORCID: 0000-0001-5773-8557



2023, 12 (3), 1310-1330 | Araştırma Makalesi

İklim Değişikliği Odağındaki Çevresel Sorunlarla Mücadelede Türkiye’de Bulunan Doğa Tarihi ve Bilim Müzelerinin Uygulamaları

Gizem SİVRİKAYA³

Ceren GÜNERÖZ⁴

Öz

Bu makalede, Türkiye’de bulunan bilim ve doğa tarihi müzelerinde çevre ve iklimle ilgili yapılan çalışmalar sunulup tartışılmaktadır. Çevre ve iklim sorunları küresel meseleler olmakla birlikte, bu sorunların yerel yaşantıyla ve beşeri faaliyetlerle ilişkili kaynakları vardır. Müzelerin toplumu yönlendiren rolü göz önüne alındığında, müzelerin çevre ile ilgili uygulama ve yaklaşımlarını incelemek önem kazanmaktadır. Eğitim faaliyetleri de dahil olmak üzere, Türkiye’deki doğa tarihi ve bilim müzelerinin faaliyetleri çevre sorunlarına ilişkin risklerin gündeme gelmesinde önemli unsurlardır. Dolayısıyla bu çalışmada Türkiye’deki bilim ve doğa tarihi müzelerinin çevreye ilişkin faaliyetlerinin ortaya konması amaçlanmaktadır. Belirtilen amaç doğrultusunda doküman incelemesi yapılmıştır. Müzelerin uygulama ve yaklaşımları incelendiğinde, doğa tarihi müzelerinin temel olarak araştırma alanı işlevi gördüğü görülmektedir. Bununla birlikte toplum eğitime yönelik çalışmalar yaptıkları; doğal tarih, biyoçeşitlilik ve çevre hakkında eğitim faaliyetleri düzenledikleri görülmektedir. Doğa tarihi müzelerinin asıl olarak toplama, koruma, araştırma ve sergileme işlevlerini yerine getirdikleri, eğitim işlevini belirtilen işlevlerin yanı sıra gerçekleştirdikleri görülmektedir. Diğer yandan bilim merkezlerinin çoğunlukla eğitim ve toplumsal işlev rolüne yönelik çalışmalar yaptığı gözlemlenmektedir. Böyle bir zeminde, bilim merkezleri çoğunlukla belediyeler tarafından desteklendiği için çevreye ilişkin çalışmalarının daha bütünsel ve sürdürülebilir şekilde çalıştığı görülmektedir. Ayrıca, topluma yönelik çevre programlarının daha geniş bir yelpaze sunduğu izlenmektedir. Bu makalede, doküman incelemelerine dayanarak, müzelerin belediyelerle yaptığı işbirliğinin müzelerin çevreye ilişkin faaliyetlerine ve bakış açlarına etkisi olduğu öne sürülmektedir. Ayrıca dünya ölçeğinde bakıldığında, iklim bağlamında yapılan çalışmaların, müze camiasını disiplinler arası çalışmalar yapmaya yönlendirdiği gözlemlenmektedir. Türkiye’deki doğa tarihi ve bilim müzelerindeki güncel çevre ve iklim uygulamalarını ortaya koyan bu makale ile çevre ve iklim problemlerine yönelik kurumlar arası işbirliğinin sağlanması ve müzeler arası tartışmaların genişletilmesi amaçlanmaktadır.

Anahtar Kelimeler: İklim Değişikliği, Çevresel Problemler, Doğa Tarihi Müzesi, Bilim Müzesi, Bilim Merkezi, Müze-Belediye İşbirliği, Türkiye’deki Müzeler

Sivrikaya, G. & Güneröz, C. (2023). İklim Değişikliği Odağındaki Çevresel Sorunlarla Mücadelede Türkiye’de Bulunan Doğa Tarihi ve Bilim Müzelerinin Uygulamaları . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1310-1330 . <https://doi.org/10.15869/itobiad.1278607>

Geliş Tarihi	06.04.2023
Kabul Tarihi	08.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

³ Arş. Gör., Ankara Üniversitesi, Güzel Sanatlar Fakültesi, Temel Sanat Eğitimi Bölümü, Ankara, Türkiye, gsivrikaya@ankara.edu.tr, ORCID: 0000-0002-5923-785X

⁴ Doç. Dr., Ankara Üniversitesi, Güzel Sanatlar Fakültesi, Müzecilik Bölümü, Ankara, Türkiye, ckaradeniz@ankara.edu.tr, ORCID: 0000-0001-5773-8557

Introduction to Environmental Issues and Museums

Environmental issues are problems or concerns one can relate to the environment, including the elements such as natural resources, living organisms, and the courses that add up to them such as climate change, pollution, loss of biodiversity, deforestation, as well as overconsumption of natural resources. These can have significant impacts on the planet and the people living on it. A healthy environment is necessary for the survival and prosperity of people, as well as for the preservation of the planet's biodiversity.

When international political actions are considered, the Stockholm Conference is the first international conference of United Nations in terms of environment, which was held in 1972. At the conference educational, informational, social and cultural aspects of environmental problems were on the agenda. In its action plan, the conference recommended (*Recommendation 96/1*) that UNESCO should take steps necessary to educate about the environment both in school and informal learning environments. With this, the public at all ages was instructed to manage the environment more carefully (United Nations, 1973). While public awareness was always an important aspect for the conferences, McGhie (2020) highlights that the Paris Agreement, which was recognized in 2015, is important for climate action addressing museums as key actors, which legitimates the societal role of the museums. Additionally, researchers have identified climate change as one of the most significant threats to society, including its posing considerable risks on cultural heritage, which increases the responsibility of museums (García, 2019; Jigyasu, 2019). It is also emphasized that the mutually positive interaction between Sustainable Development Goals, which is a call adopted by United Nations for prosperity, and by museums. Moreover, he underlines that UNESCO's 'Recommendation concerning the protection and promotion of museums and collections, their diversity and their role in society' describes climate change as a threat although it hadn't been particularly mentioned in the Recommendation before. It has been pointed out in Parker et al. (2019)'s study examining climate change communication in a museum context, uncertainties remain among the public-at-large about the scientific facts, causes and effects of climate change and the impact of human actions. Thus, museums both serve a function for public awareness to remove the uncertainty and have an active role to sustain themselves due to climate change.

At this point, it is appropriate to acknowledge the transformation in museums' relationship with society. In her work, Hooper Greenhill (1992, p. 26) emphasizes that paradigm shifts have occurred in the field of museology much like many other social institutions. Among these changes is the transition from a 'collection-oriented' museology approach to 'visitor-centered' strategies (Reussner, 2003, p. 97, Sandell & Janes, 2007, p. 14; Ross, 2004 p. 85; McCall & Gray, 2014, p. 33, Spalding, 2002, p. 114). Concepts such as the 'responsive museum' (Lang, Reeve & Woolard, 2006, as cited in Stuedahl, 2015), the 'inclusive museum' (Black 2005, as cited in Stuedahl, 2015), and the 'participatory museum' (Simon, 2010, as cited in Stuedahl, 2015) support the shift of focus within museums from the collection to the role of the public in societal development, communication, education, and the inclusion of communities (Stuedahl, 2015, p. 31).

Hooper Greenhill envisions the museum of the future 'as a process or an experience' rather than a mere building, and seeks for the museum to move 'as a set of processes

into the spaces, the concerns and the ambitions of communities' (2000, p. 152-153). Additionally, museums 'can impact positively on the lives of disadvantaged or marginalized individuals, act as a catalyst of social regeneration and as a vehicle for empowerment with specific communities and also contribute towards the creation of more equitable societies as cultural institutions' (Sandell, 2002, p. 4). These cultural institutions can fulfil their social duties and responsibilities by encouraging and supporting their employees, visitors and the public-at-large in evidence-based and informed discussion on environmental challenges confronting societies today. There is an increased focus on their role as "meeting places" and arenas for civic engagement and community involvement on societal issues (Bikovska & Liew, 2022; Johnston & Liew, 2020). That is why museums can capitalize on the cultural shift occurring in which people demand museums to recognize and value the general common sense of local communities in regards to natural issues, climate change and etc., rather than just serving as authorities that provide content to their community. Increasingly, museums and science centers have also become key agents in the representation, speculation and simulation of possible futures, from the utopian to the dystopic. Salazar (2011, p. 130) states that there is significant potential for the museum sector to develop programming that communicates the human dimensions of climate change, while not only expressing basic scientific facts.

Sutton (2020, pp. 620-627) comments on climate practices and approaches in museums. The practices every museum should consider are as follows: Sustainable building design, sustainable-story-materials collection through different disciplines, energy-efficient collection and conservation care with display practices, exhibitions and public programs encouraging audiences to act, and visitor operations like waste management and public transportation. Here, sustainable building design operations and some examples around the world are substantial practices. For the sustainable design of buildings, some green building certificate systems exist like LEED (Leadership in Energy and Environmental Design), BREEAM (Building Research Establishment's Environmental Assessment Method), and DGNB (Deutsche Gesellschaft für Nachhaltiges Bauen [German Sustainable Building Council]). In these programs, through criteria requirements, buildings can be certificated according to their environmentally friendly decisions.

Besides, defending and corroborating the resilience of the museums against natural disasters; empowering and educating the communities against environmental issues are additional steps for the museums. Designing exhibitions and planning educational practices for the society are basic methods, as museums are key sites for formal and informal education for technology, sciences, arts, humanities and many more popular topics such as migration, economic crisis, the pandemic, biodiversity and climate change (Kristinsdóttir, 2016). Particularly, the environmental issues are the up-to-the minute topics for the museums in order to catch the society through education of late years. While some museums have been designed based on environmentally friendly criteria from the beginning, others have increased their public activities concerning climate change.

In this article, we show the environmental practices of science and natural history museums in Türkiye. Based on the picture in Türkiye, we have two claims in this article. Firstly, we claim that collaboration with municipalities and developing policies about

climate change are essential parts of sustainable actions of science and natural history museums in Türkiye. While science centers are supported by the municipalities and natural history museums are mainly research centers, science centers have more emphasis on climate change. We think that it is because municipalities are expected to be more responsive to current issues and science centers that they support are channels to show it. Our second claim is that climate change has an impact on the museum community in ways like interdisciplinary and climate-context work, which may be a shift point in museum area. After discussing our claims depending on practices in Türkiye and the literature, we have some suggestions for science and natural history museums in Türkiye to support their societal roles in a holistic way.

Museums in Türkiye and Environmental Issues: Natural History and Science Museums

The first Natural History Museum in Türkiye was established in İstanbul in 1839 at Mekteb-i Tıbbiye-i Şahane. This collection contained a large number of specimens brought from Europe. The herbarium of the Medical School was established in 1844, when the German pharmacist Friedrich Wilhelm Noë (1798-1858) was put in charge of the school's Botanical Garden. In the Republican Era, the institute of Mineral Research and Exploration (MTA) established the first natural history museum of Türkiye in 1968. MTA Natural History Museum collections contain paleoanthropological, mineralogical, petrographic and prehistoric archeology and fauna-flora of Türkiye. Ege University Faculty of Science operated a natural history museum in 1967 in İzmir. As a scientific and educational institution that covers all phases of earth sciences, it focused on promoting materials at home and abroad. The institute also opened an energy park in the same museum campus. In Erzincan city, Ali Demirsoy Natural History Museum was established in 2006 (Dilli, 2015). It is seen that natural history and environmental issues are generally handled by natural history museums opened within universities. The latest natural history museum of Türkiye, which was created by the restoration of Kavaklı Greek Church building opened in 2016 in the city of Burdur.

Many of the pioneer examples of natural history museums design environmental education activities for different segments of society. The aim of these museums is helping to develop the knowledge, skills, attitudes, and values that are necessary for responsible environmental stewardship.

The MTA Natural History Museum has a very rich collection in parallel with its researcher identity as the general directorate of mineral research and exploration. Animal and plant species, fossils, mineral samples and rocks from Türkiye and various parts of the world are exhibited in the museum. All kinds of energy sources are presented in the Energy Park as well under the same body of the campus (Türkiye Kültür Portalı n.d.). The education department was opened in 2012 in order to make the educational role more efficient to promote environmental awareness and understanding in Türkiye through national curriculum. The museum has an education room for children (Maden Tetkik Arama n.d.a). In the education department, children have the opportunity to study the selected samples such as minerals, rocks, and plant and animal fossils in hands-on activities. In addition to learning by touching the samples, the learning process is enriched by other educational materials prepared for different age groups. The museum also has a planetarium room and shows documentaries about the environment including issues like climate crises, which can be seen on the globe in the

room. Moreover, the ground floor of the museum is designed for visually impaired people. The displays have touchable and audible elements and the labels are written in the Braille alphabet as well. Also, museum guides are trained in order to guide visually impaired people. On this floor, there are fossils and mounted animals, footprints of man, which is one of the masterpieces of the museum, prehistoric stone tools and old mining equipment. The museum has also designed a "museum at the classroom" program which includes pre-museum information by the museum staff through museum and school collaboration. The museum takes part in EU and TÜBİTAK (Scientific and Technological Research Council of Türkiye) projects, and has partnerships with universities in Türkiye. Due to the researcher identity of the museum, some national and international research projects are also conducted there. For example, Paleogene Fossils, Stratigraphy and Paleogeography of Türkiye, Archaeogemology of the Ancient Gemstones, Development and Application of Energy Technologies, Historical Development of Mining in Anatolia, Gemstone Potential of Türkiye and Museum Preliminary Studies are conducted by the museum (Maden Tetkik Arama n.d.b). The projects also play an educational role as numerous activities for secondary and high school students are conducted by the museum. The MTA Natural History Museum has prepared a teaching kit for preschool students and teachers, as well as informational and artistic books about dinosaurs, elephants and energy sources that visitors can obtain.

A university-centered natural history museum, *The Natural History Museum of Ege University* is associated with the Natural History Research Center whose board consists of the faculty members. The exhibition consists of 400 items. Exhibiting items are classified as paleontology, rocks and minerals, birds, fauna of Türkiye, general zoology, osteology and evolution. The museum can basically be seen as an institute for university students and researchers. Still, primary and secondary school students often visit the museum for educational purposes as a supplementary activity for the school curriculum of science. Besides the environmental conferences and film shows are organized; on-site educational practices which aim to teach the complex and interconnected systems of the natural world, as well as the impacts that humans have on it are operated by the university members for the public (Ege Üniversitesi Tabiat Tarihi Uygulama ve Araştırma Merkezi, n.d.).

Ali Demirsoy Natural History Museum is located on the campus of Hacı Ali Akın Multi-Program High School in the Kemaliye district of Erzincan Province. The collection of the museum was primarily created by the project, 'Investigation of Kemaliye and Its Surroundings in Terms of Biodiversity', which included 48 scientists from 10 different universities. The collection includes natural history specimens, including various minerals and rocks, single-cell organisms (shown under microscope), some invertebrates, herbarium and insects on panels, fishes in alcohol, amphibians in alcohol, venomous snakes and other reptiles in formaldehyde and alcohol, birds in formaldehyde and alcohol and examples of mounted mammals such as bears, wolves, wildcats, martens, mountain goats, badgers, squirrels, rodents, etc. Also, it should be added that the museum is supported by The Scientific and Technological Research Council of Türkiye and is a partner of several European Union research projects (Doğa Müzesi n.d.a). Thus, the museum partially functions as a research center. Besides its collection and research function, the museum emphasizes the educational role of museums for the public. Primary and secondary school students visit the

museum in the context of science and environmental education and the museum develops learning activities through its collection. The museum enables student groups to investigate nature by touch and observe using scientific devices. Museum helps to engage university students of region and local communities in local environmental issues like science in agriculture, biodiversity of Erzincan and etc., and encourages them to take action to protect and preserve the natural environment of the city. (Doğa Müzesi n.d.b, Doğa Müzesi n.d.c).

The Burdur Natural History Museum contains rock samples and fossils of animals that roamed the region over 2 million years ago. The museum is often visited by groups for educational purposes for Life Sciences and Science class curriculum (Burdur Valiliği n.d.; Kültür Portalı n.d.).

Table 1. List of Main Natural History Museums and Their Approach for Environmental Issues through Education and Public Programs

Museum	Environmental Issue	Educational Practice through the Collection	Supporter Institutions or Organizations
MTA Natural History Museum (Ankara)	Natural history Biodiversity Flora and Fauna of Türkiye Mining	Hands-on activities Museum at the classroom pre-museum activity Scientific guided tours Thematic workshops Conferences	The Institute of Mineral Research and Exploration
Ege University Faculty of Science (İzmir)	Natural history Biodiversity Flora and Fauna of Türkiye	Scientific guided tours Thematic workshops Conferences	Ege University
Ali Demirsoy Natural History Museum (Erzincan)	Natural history Biodiversity Flora and Fauna of Türkiye	Scientific guided tours Thematic workshops Conferences	TÜBİTAK
The Burdur Natural History Museum (Burdur)	Natural history Biodiversity	Scientific guided tours Thematic workshops Conferences	The Ministry of Culture and Tourism

Science centers also carry out certain environmental practices specific to the local context. The ones with such specific practices are Bursa Science and Technology Center (2014), Konya Science Center and Tropical Butterfly Garden (2014), Kocaeli Science Center (2015), İstanbul Sancaktepe Science Center (2014), İstanbul Sultanbeyli Science Center (2019), Eskişehir Science and Experiment Center (2012), and Şanlıurfa STEM Center (2015).

The Bursa Science and Technology Center is a project of Bursa Metropolitan Municipality to increase children's interest in science and to contribute to the skilled labor force of Türkiye. The center contains 135 different settings and a planetarium. The center also organizes science shows, workshops for school and family groups, night events and festivals (Bursa Bilim ve Teknoloji Merkezi n.d.). The center plays an active role in the public events of the municipality, as well as environmental events. For example, it is one of the partners of events conducted by the municipality, for example World

Environment Day (Türkiye Sağlıklı Kentler Birliği 2018). Another one is municipality-science center and industry partnership. In an event with the families of an industrial firm, the families were informed about how to cultivate previously uncultivated land, as well as how to make use of seed bombs. Moreover, families have seen a documentary about global warming and climate crises at the planetarium of the center (Türkiye Sağlıklı Kentler Birliği, 2019). In addition to industry partnerships, the center takes part in UN projects. During a UN project called 'Green Energy-Clean Energy', the center reached out to hundreds of underprivileged elementary school students. The project included topics like climate change, energy saving and renewable energy. Workshops, science shows and planetarium shows were organized for the duration of the project (Bursa Bilim ve Teknoloji Merkezi, 2018). Thus, with its different activities and projects, the Center aims to create a more environmentally literate and responsible society, which is essential for the protection and preservation of the natural world and the sustainability of the planet.

The Konya Science Center was planned as a large complex consisting of walking trails, green areas, open air exhibitions, conference rooms, laboratories, a library, an observation tower and a planetarium in addition to the confined space that includes its main exhibitions. It is the first and only science center to achieve a LEED Gold NC label in Türkiye, meaning it is a model to other institutions, as well as the public with its environmental responsibility in the center's operation. To follow the same track, some of the green features of the center will now be outlined. In Türkiye, the most popular certificate system is LEED (Green Building Information Gateway, n.d.). Museums that have been certified by LEED are the Konya Science Center and the Butterfly Garden and Insect Museum, Konya. Also, it should be mentioned that Sakıp Sabancı Museum, İstanbul, is in the certification process. When certification systems are reviewed, some may see that the buildings are not green. On the contrary, the building and the environment should be considered together as an ecosystem which encourages the public to participate in sustainable practices. Therefore, creating consciousness of the site in terms of climate, flora and fauna, energy sources, material sources, and transportation system is of high importance. Moreover, collection conservation and display practices should also be organized sustainably and efficiently. Thus, the features of the site, museological activities and other operations need a coherent organization and a holistic approach for a long-term sustainability.

Konya Science Center was constructed near public transport on the way of the airport, the high-speed train station, and urban public transportation roads, so it provides easy access for both domestic and foreign audiences. As the site of the Konya Science Center is located on an organized industrial site, a conscious decision was made to use green areas (Erdoğan, 2015; Yanar, 2017). Also, the architecture of the center was designed in consideration of the heat-island effect, so sun-reflecting materials were used for the siding of the center. What is more, the center has a rainwater harvesting system. However, the center does not have management and quality control mechanisms for rainwater (The U.S. Green Building Council, n.d.; Yanar, 2017). Having solar panels and a wind power plant decreases the energy consumption of the center significantly (Erdoğan, 2015). Thus, the Konya Science Center can be seen as an inspiration for widespread audiences, as well as for other institutions in terms of its environmentally-conscious design. To add to its ecologically mindful organization, the Konya Science Center also has two main exhibitions focusing on the environment: (1) Energy Sources

and (2) Anatolia's Flora and Fauna. After some thorough paleontological research that found fossils around Konya, the 'Fossil-Rock-Mineral' exhibition was also designed for the center (Erdoğan, 2015; Konya Bilim Merkezi, n.d.b). Moreover, the center has enjoyed some partnerships with the municipality for events regarding the environment like Zero Waste Day, Sustainable Design Hackathon, and Camping in Nature (Konya Büyükşehir Belediyesi, 2021). Besides its environmental exhibitions and events, a planetarium show about climate change has also been presented at the center.

The Kocaeli Science Center is called an industrial transformation project. The building of the center belonged to a paper mill which was founded in 1934. After restoring the building, it was turned into two museums, which are the Kocaeli Science Center and the Seka Paper Museum (Kocaeli Bilim Merkezi, n.d.a). The exhibitions of the center are primarily based on the field of Physics. Still, the center has many different activities and one of them is 'The Underwater Voyage' which is for primary and elementary school students. In the course of this activity, children discover marine species using technical devices and they are informed about marine pollution (Kocaeli Bilim Merkezi, n.d.b). The center is part of the 'Greenhouse Gas Inventory and Climate Change Initiative' project whose parties are the Kocaeli Metropolitan Municipality and the Ministry of Education, and they are responsible for training teachers in robotics and coding in the context of climate change (TÜBİTAK Bilim Merkezleri, 2018).

The Sancaktepe Science Center is an institution which was founded by the district municipality. The aim of the center is to dispense scientific and technological knowledge among the public (Sancaktepe Bilim Deney Merkezi, n.d.a). The center has two focuses in regards to energy, which are the use wind power and energy efficiency as it owns an area where visitors can compare the energy consumption of different kinds of lightbulbs (Sancaktepe Bilim Deney Merkezi, n.d.b; n.d.c). The context of these settings are not directly related to environmental issues. A regular event of the center in regards to climate change is a planetarium show. Also, the center has a project, named 'Climate Change and Antarctica', focusing on a conversation with a scientist and the public (Sancaktepe Bilim Deney Merkezi, n.d.d).

The Sultanbeyli Science Center is a project of the Sultanbeyli District Municipality and the İstanbul Development Agency. The center mostly has exhibitions explaining physical phenomena and nature laws. However, the center has other events including arts and crafts workshops. One of the workshops of the center is about botany (Sultanbeyli Gençlik Eğitim Merkezleri, n.d.). It is seen that the center has also played a role in an environmental festival where the climate crisis was specifically emphasized by the mayor of the district municipality (Sultanbeyli Belediyesi, 2021).

The Eskişehir Science Experiment Center is founded by the Eskişehir Metropolitan Municipality. The settings of the exhibitions are based on different disciplines, for example chemistry, physics, engineering, and paleontology. When the center is reviewed in terms of environmental practice, renewable energy has an important section in the center (Eskişehir Bilim Deney Merkezi, n.d.). Also, supplementary materials for teachers are presented on the website as open source. For climate practices, a conversation with a scientist series were organized regularly. During these conversations, global warming and climate change, their effects on life, future scenarios regarding these issues and possible solution recommendations are mentioned and discussed.

The *Şanlıurfa STEM Center* has a special place in terms of environmental activities. What makes it special is its regional support program, the Southeastern Anatolia Region Project (GAP). GAP, started in 1989, is a sustainable development plan including nine provinces located in the Euphrates-Tigris Basin and the upper Mesopotamia plains. The region is approached holistically, in the sense that environmental issues are also covered in the project (GAP, n.d.). Thus, it is inevitable that the science center is not indifferent to the environmental issues. The center organizes the GAP Green Innovation Project Competition for middle schools, high schools and universities in partnership of other government agencies including the GAP team (Şanlıurfa STEM ve Bilim Merkezi, n.d.a).

Table 2. List of Main Science Centers and Their Approach for Environmental Issues through Education and Public Programs

Science Center	Focused Environmental Issue	Educational Practice through the Collection	Supporter Institutions or Organizations
The Bursa Science and Technology Center	Energy Biodiversity Sustainability Climate Crisis	Scientific guided tours Science shows Workshops for school and family groups Night events and festivals Conferences	Bursa Metropolitan Municipality
The Konya Science Center	Universe Planet Earth Biodiversity Life Laboratory Robotics and the Future Sustainability Climate Crisis Global Warming	Scientific guided tours Conferences Workshops for school and family groups Night events and festivals Science camps	Konya Metropolitan Municipality, Konya Chamber of Industry, Konya Organized Industrial Zone, Selcuk University, Provincial Directorate of National Education, Provincial Directorate of Culture and Tourism, Konya Chamber of Commerce, Konya Commodity Exchange Konya Water and Sewerage Administration, TÜBİTAK
The Kocaeli Science Center	Physics Greenhouse Robotics Coding Climate Crisis	Scientific guided tours Conferences Workshops for school and family groups Night events and festivals Science camps	Kocaeli Metropolitan Municipality, TÜBİTAK
The Sancaktepe Science Center	Energy Biodiversity Climate Crisis	Scientific guided tours Thematic workshops Science shows	Sancaktepe District Municipality
The Sultanbeyli Science Center	Physical Phenomena and Laws Botany Climate Crisis	Scientific guided tours Environmental festival Thematic workshops	Sultanbeyli District Municipality, İstanbul Development Agency
The Eskişehir Science Experiment Center	Chemistry Physics Engineering Paleontology Renewable Energy Global Warming Climate change	Scientific guided tours Conversation with a Scientist Series Thematic workshops	Eskişehir District Municipality, Bursa Eskişehir Bilecik Development Agency, Anadolu University, and support of some brands
The Şanlıurfa STEM Center	Green Innovation Energy Agriculture	Scientific guided tours GAP Green Innovation Project Competition Thematic workshops	EU (via ERASMUS+ Project), Provincial Directorate of National Education, The Ministry of Industry and Technology, Şanlıurfa R&D,

These centers also collaborate with city planners, architects, artists, scientists, and policy makers to create scenarios, bring them to life via design charrettes and exhibits, and invite the public to use these designs to help envision the future they want to build for their community. Therefore, they are considered as the future projections of environmental studies in Türkiye.

One of the environmentally-sensitive museum opened in İstanbul in 2022 under the name of *Museum Gazhane*. Museum was opened as a climate museum but the building was built in 1892 as an industrial facility that produces gas from coal as fossil fuel. However, it has been transformed into a climate museum in order to avoid all agendas in Türkiye (Museum Gazhane, 2022). The climate museum is a good example of post-disciplinary approach of climate-contexted museums. The museum does not define itself as a science or technology center, on the contrary it is called as a “creative space”. The activities of the museum varies from art classes including different disciplines like drama, dance and sculpture to artistic events like concerts and movies. Moreover, the creative space was also a part of 17th İstanbul Biennale. Besides its scientific, technological and artistic approach, the museum hosts speakers from disciplines like communication or psychology. In addition to Museum Gazhane, the latest natural history museum opened in Türkiye is Hacettepe University Biodiversity Museum (Biyosfer Müze). The museum, which opened its doors to visitors on May 22, 2023, on World Biodiversity Day, promises to be a new meeting point with the community through its extensive collection and a scientific illustration exhibition organized in collaboration with the Graphic Design Department shortly after its opening.

Discussion

Natural history museums and science centers in Türkiye take environmental and climate issues seriously, and intend on serving as providers of environmental education. First of all, natural history museums in Türkiye are directly connected to research centers and their academic staff. Therefore, their main museological activities are collecting, conserving, researching, exhibiting and interpreting objects. Moreover, they aim to spread knowledge about natural history, biodiversity and the environment within their public education activities. Thus, building on previous writings, natural history museums in Türkiye conduct activities directly related to the climate crisis. At this point, the perspectival difference between natural history museums and science museums can also be mentioned by referring to Rader and Cain’s (2008) example of the Boston Science Museum. It is said in their work that the Boston Natural History Museum changed its name to the Boston Science Museum, with the aim to make the museum be based on living materials, rather than the dead ones (Rader & Cain, 2008 p. 156). Here, the history of natural history museums in the US can be matched with today’s natural history museums in Türkiye. Natural history museums in Türkiye are not disposed to current issues as much as science centers are, as natural history museums are involved in activities like creating and maintaining inventories and training students which can be considered as the conventional roles of natural history museums.

On the other hand, science centers in Türkiye work more like public education areas. Friedman (2010) indicates that they generally do not have collections and their primary function is focused more on public education, when compared to earlier forms of science museums, which makes the museum's public activities more comprehensive. When science center practices in Türkiye are reviewed, it reflects the same situation. They organize environmental events about seed bombs, planting, marine pollution, waste management, and at the same time present ideas about climate issues. Also, all science centers in Türkiye have been founded mainly on municipality support. Moreover, the websites of them are situated as a sub-directory of municipality' official websites, which may also explain the public communication function of science centers in Türkiye. At this point, we claim that science centers are inherently part of environmental or climate practices because municipalities share their responsibility in relation to sustainability issues.

If climate practices and approaches in natural history and science museums in Türkiye are examined using Sutton's (2020, pp. 620-627) perspective on climate practices in museums, we also argue that sustainable building designs (Konya Science Center), exhibitions and public programs (all-natural history and science museums mentioned in the article), and visitor operations (Konya Science Center) reflect environmental and climate practices. On the other hand, collecting different sustainable-story-materials through different disciplines, which will be discussed in the following lines, and energy-efficient collection and conservation care with display practices have not been considered carefully enough in the literature.

When science centers' other environmental practices are surveyed, it can be observed that their exhibitions generally focus on the biodiversity of the district, energy sources, energy consumption and renewable energy. Climate practices are focused on planetarium shows, various projects, and science talks. İKSV [İstanbul Foundation for Culture and Arts] 2021, June) shares that terminology in regards to climate and ecological practices has been transformed into the terms 'climate crisis'/ 'ecological crisis', which highlights the need to take urgent action. When practices in Türkiye science and natural history museums are reviewed in terms of terminology, while 'climate crisis' is rarely used, 'global warming' and 'climate change' are commonly seen during out-reach activities. However, it should be said that while the climate crisis is a global issue, deforestation, decreasing water sources, air, sea and soil pollution and waste issues are just other faces of environmental problems in Türkiye, which have become more observable in recent years. For example, sea snots in the Sea of Marmara and the drought of the Salt Lake area are just two examples among many. Therefore, while importantly apparent environmental problems are increasing in Türkiye, science and natural history museums focused on events related to 'global warming' or 'climate crisis' to catch current global issues and its relationship with the local environmental problems.

Karaman (2021), in his interview with scientists from Türkiye, indicates two reasons for environmental problems in Türkiye: lack of environmental education and citizens not knowing their own power. Thus, all environmental and climate practices in science and natural history museums are able to have some kind of noteworthy impact. When analyzing the bulk of environmental and climate practice matters, the value of a holistic approach should also be highlighted. In Türkiye, the Konya Science Center can be called

as a symbol of an integrated approach. With the building and its environmentally oriented design and operations, the Konya Science Center was intended to be organized sustainably. Here, its support from trade areas like the Konya Chamber of Industry, the Konya Organized Industrial Zone, the Konya Chamber of Commerce and the Konya Commodity Exchange can also be seen as practices focused on sustainability. Moreover, the Şanlıurfa STEM Center should also be highlighted because of its partnership with several governmental institutions for its region-specific decision-making activities, which enables the region to develop a more sustainable atmosphere in terms of practical issues and environmental awareness.

While environmental and climate practices are important, the personal and societal levels should also be given attention. In 2002, the ASTC (Association of Science-Technology Centers) and ECSITE (The European Network of Science Centers and Museums) carried out an analysis of the impact of science museums on their local community of interests. When focusing on the research dimension, the impact of science museums was classified into four categories: personal, societal, political and economic. The results of the study showed that the major impact (87%) of science museums lies in the personal category (science learning, changed attitudes towards science, social experience, career directions formed, increased professional expertise, and personal enjoyment). Personal impact is followed by societal impact whose proportion is 9%. Thus, while the educational role of science museums was saturated to some degree, the societal role of museums remained in the background (ECSITE, 2002). From then until now, we observe that recent museological approaches and practices emphasize the societal dimension of museums due to today's issues including environmental issues and the climate crisis. For example, the ASTC and the ECSITE, aim not only to enhance scientific literacy, but also to highlight the climate crisis and to emphasize equity and social justice for essential values (ASTC, n.d.; ECSITE, n.d.). Here, it should be emphasized that social justice and the climate crisis are connected topics because climate change impacts people with a low-social status disproportionately. Thus, societal role of science and natural history museums highlights the importance of collaboration with municipalities and developing policies about climate change. Turkish branch of Museums for Future states that if the museums in Türkiye, which are tasked with protecting and transferring the cultural heritage, do not take a role in the fight against the climate crisis, there will be no legacy for them to transfer to the future. That's why Museum for Future Türkiye supports climate strikes, informs the Turkish society about the national and global effects of the climate crisis, pioneers in transforming institutions and provides information about the role of museums on environmental issues to all decision makers in Türkiye (Museum for Future Türkiye, 2022).

According to Pedretti and Iannini (2020, p. 63), two critical features of emerging science museums are to work collaboratively with other disciplines and to aim for social change. Moreover, it is possible to say that the borders between museum types and the disciplines can be bent and museums can be encouraged to collaborate together to keep up to date. Fehlhammer and Fuessl (2000, p. 520) present a similar idea, namely *transmusealisation*. Beyond *transmusealisation*, which means the mixing of the primary collection with collections in other types of museums. For example, a science museum can host an art collection and therefore contextual museums have emerged. As previously mentioned, climate museums are one of the distinct examples of mixing museum orientations. In the Bremerhaven Declaration, it is stated that 'Climate change

requires radical creativity and radical collaboration', so experts from science, arts and humanities and communities can collaborate for climate action under the same roof (Klimahaus Bremerhaven, n.d.). Museum Gazhane in İstanbul is an example of a collaborative attitude. Their 'creative space' opens its doors to any activities encourages society through science, technology, arts and humanities, which represents their post-disciplinary approach. This brings us to our second claim that museums, which were basically founded to put in order the things of the chaotic world of the cabinets, undergo a transformation depending on societal crises of our age, which lead them to create social and environmental contexts including different ranges of collections and approaches. In a similar vein, while McKenzie (2020, pp. 676-679) shares the principles of Climate Museum UK, she postulates that the climate crisis is not separated from other issues and it is also a systemic judiciary issue, which reflects social and environmental context-based approach of museum area.

At this point, environmental and climate practices oriented towards the public among the science and natural history museums of Türkiye are generally based on school group activities. Also, some projects like 'Green Energy-Clean Energy', organized by the Bursa Science and Technology Center, can be seen as an example of intending to reach out to underprivileged schools. While acknowledging such outreach projects, environmental education in the museums of Türkiye can also be considered within a community-centered context. In this context, the implementation of environmental and climate education should be locally relevant and culturally appropriate.

Conclusion

Based on our discussion, we have five suggestions for natural history and science museums in Türkiye. We suggest that natural history and science museums in Türkiye should have some regulations for their policies and physical environment. In line with those regulations, their exhibitional approach, educational activities and evaluation processes can be enhanced.

- Policy regulations: A climate change preparedness should be enacted by the government. While museum regulations mention natural disasters as safety issues (Vakıflar Genel Müdürlüğü [General Directorate for Foundations], n.d.), legal regulations should be updated in terms of climate change and its social context in order to make these actions more sustainable in the long term. The plan should outline the actions that the museum will take in order to protect its collections, facilities, and staff in the case of extreme weather events or other climate-related disasters. During policy regulations, government, professional museum organizations and municipalities should pioneer together.
- Regulations for physical environment: Using sustainable materials in construction and exhibit design, as well as choosing materials that are less damaging to the environment during production and disposal can be important steps to make museums sustainable. Also, energy-efficient systems like energy-efficient lighting and water conservation systems can help to reduce the museums' carbon footprint and lower its energy costs. Moreover, transportation to the museums should be considered and museums should have collaborative relationships with municipalities.

- **Exhibitional approach:** An interdisciplinary approach can also be implemented in science and natural history museums in terms of environmental and climate practices. Especially, artists working on environmental issues and traditional approaches to environmental sustainability can enrich science and natural history museums' work in Türkiye. In this way, the societal dimension and an interdisciplinary approach can be implemented in locally relevant and culturally appropriate ways.
- **Educational activities:** Natural history and science museums in Türkiye can work with local organizations and communities, which empowers their educational activities with its societal emphasis. This can be more effective to reach out vulnerable groups.
- **Evaluation processes:** Museums should continuously monitor and assess their vulnerability to the impacts of climate change and adjust their preparedness plans accordingly. This process provides natural history and science museums in Türkiye to demonstrate their accountability.

Our suggestions for natural history and science museums in Türkiye are aimed to benefit from their full potential as strong partners in Türkiye's sustainable, fair and green change.

Sonuç

Araştırma sonuçlarına dayanarak yaptığımız tartışmalardan yola çıkarak Türkiye'deki doğa tarihi ve bilim müzeleri için bazı önerilerimiz bulunmaktadır. Öncelikle bu tür müzelerin fiziksel çevreleri de dahil olmak üzere bazı yasal düzenlemelerinin olması uygun görülmektedir. Yapılan düzenlemelerle ilişkili olarak sergi yaklaşımlarının, eğitim etkinliklerinin ve değerlendirme süreçlerinin geliştirilebileceği düşünülmektedir.

- **Yasal düzenlemeler:** Müze yönetmelikleri doğal afetleri güvenlik sorunu olarak ele alırken (Vakıflar Genel Müdürlüğü, t.y.), bu eylemlerin daha sürdürülebilir olması için yasal düzenlemelerin iklim değişikliği ve sosyal bağlamı açısından güncellenmesi gerekmektedir. Plan, doğal afetler veya iklimle ilgili diğer felaketler durumunda müzelerin koleksiyonlarını, kurumlarını ve personellerini korumak için alacağı eylemleri özetlemelidir. Politika düzenlemeleri sırasında, profesyonel müze kuruluşları ve belediyelerle de iş birliği yapılmalıdır.
- **Fiziksel çevreye ilişkin düzenlemeler:** Müzenin yapımı ve sergileme tasarımında sürdürülebilir malzemelerin kullanılması, üretim ve imha sırasında çevreye daha az zarar veren malzemelerin seçilmesi müzelerin sürdürülebilir olması için önemli adımlar olabilir. Ayrıca, enerji tasarruflu aydınlatma ve su koruma sistemleri gibi enerji tasarruflu sistemler, müzelerin karbon ayak izini azaltmaya ve enerji maliyetlerini düşürmeye yardımcı olabilir. Ayrıca ziyaretçilerin müzelere ulaşımı göz önünde bulundurulmalı ve müzeler belediyelerle iş birliğine dayalı ilişkiler içinde olmalıdır.
- **Sergileme yaklaşımı:** Bilim ve doğa tarihi müzelerinde çevre ve iklim uygulamaları açısından disiplinler arası bir yaklaşım da uygulanabilir. Özellikle bölgeye özgü geleneksel uygulamalar ile çevresel sürdürülebilirliğe yönelik çalışan sanatçılar Türkiye'deki bilim ve doğa tarihi müzelerinin çalışmalarını zenginleştirebilir. Disiplinler arası yaklaşım ve müzenin sosyal

bağlamı sayesinde müze uygulamaları kültürel ve yerel unsurları anlamlı bir şekilde sahiplenebilir.

- Eğitim etkinlikleri: Türkiye'deki doğa tarihi ve bilim müzeleri, eğitim faaliyetlerini toplumsal vurgu ile güçlendiren yerel kuruluşlar ve topluluklarla çalışabilir. Bu yaklaşım, kırılğan gruplara ulaşmak için daha etkili olabilir.
- Değerlendirme süreçleri: Müzeler, iklim değişikliğinin etkilerine karşı hassasiyetlerini sürekli olarak izleyip değerlendirmeli ve hazırlık planlarını buna göre düzenlemelidir. Bu süreç, Türkiye'deki doğa tarihi ve bilim müzelerinin toplumsal sorumluluklarını ve hesap verebilirliklerini göstermelerini sağlar.

Türkiye'deki doğa tarihi ve bilim müzelerine yönelik sunduğumuz öneriler, Türkiye'nin sürdürülebilir, adil ve yeşil değişiminin güçlü ortakları olarak potansiyellerinden tam olarak yararlanmalarını amaçlamaktadır.

Peer-Review	Double anonymized - Two External
Ethical Statement	* This article is the revised and developed version of the unpublished conference presentation entitled "What about Environmental Issues? Approaches of Turkish Museums" orally delivered at the CIMUSET Tehran 2021: Museums & Environmental Concerns – New Insights Symposium. * It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%30), 2. Author (%70) Data Acquisition: 1. Author (%50), 2. Author (%50) Data Analysis: 1. Author (%50), 2. Author (%50) Writing up: 1. Author (%70), 2. Author (%30) Submission and Revision: 1. Author (%70), 2. Author (%30)

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	* Bu makale, CIMUSET Tehran 2021: Museums & Environmental Concerns – New Insights Symposium'da sözlü olarak sunulan ancak tam metni yayımlanmayan "What about Environmental Issues? Approaches of Turkish Museums" adlı tebliğin içeriği çoğunlukla değiştirilerek ve geliştirilerek üretilmiş hâlidir. *Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%30), 2. Yazar (%70) Veri Toplanması: 1. Yazar (%50), 2. Yazar (%50) Veri Analizi: 1. Yazar (%50), 2. Yazar (%50) Makalenin Yazımı: 1. Yazar (%70), 2. Yazar (%30) Makale Gönderimi ve Revizyonu: 1. Yazar (%70), 2. Yazar (%30)

References / Kaynakça

ASTC (Association of Science and Technology Centers). (n.d.). *ASTC's strategic direction*<https://www.astc.org/about/strategy/> (accessed 21 February 2022).

Bikovska, Dragana, and Liew, Li Chern. (2022). Museums and communicating climate change-related issues on facebook platforms. *Online Information Review*. doi: 10.1108/OIR-05- 2022-0255

Black, G. (2005). *The engaging museum. Developing museums for visitor involvement*. New York: Routledge.

Burdur Valiliği [Governorship of Burdur]. (n.d.) *Müzeler [Museums]* <http://www.burdur.gov.tr/muzelerr> (accessed 2 February 2022.)

Bursa Bilim ve Teknoloji Merkezi [Bursa Science and Technology Center]. (2018). *Bilimacıları iklim değişikliğine dikkat çekti [Science hunters draw attention to climate change]*. <http://www.bursabilimmerkezi.org/bilim-avcilari-iklim-degisikligine-dikkat-cekti-976/> (accessed 28 February 2022)

Bursa Bilim ve Teknoloji Merkezi [Bursa Science and Technology Center]. (n.d.). *Biz Kimiz [Who Are We]*. <http://www.bursabilimmerkezi.org/hakkimizda-514/> (accessed 28 February 2022).

Dilli, R. (2015). Doğa tarihi müzelerinin eğitimdeki rolü [The roles of natural history museums in education]. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, 40, 85-96.

Doğa Müzesi [Museum of Nature]. (n.d.a). *Müze hakkında [About the museum]* <http://www.dogamuzesi.net/muzehakkinda/> (accessed 2 February 2022).

Doğa Müzesi [Museum of Nature]. (n.d.b). *Proje hakkında [About the project]* <http://www.dogamuzesi.net/projehakkinda/> (accessed 2 February 2022).

Doğa Müzesi [Museum of Nature]. (n.d.c). *Etkinlikler [Activities]* <http://www.dogamuzesi.net/etkinlik/> (accessed 2 February 2022).

ECSITE (The European Network of Science Centers and Museums). (2002). *The impact of science centers/museums on their surrounding communities: Summary report*. https://www.ecsite.eu/sites/default/files/impact_study02.pdf

ECSITE (The European Network of Science Centres and Museums). (n.d.). *Mission*. <https://www.ecsite.eu/about/mission> (accessed 22 February 2022).

Ege Üniversitesi Tabiat Tarihi Uygulama ve Araştırma Merkezi [Ege University Natural History Application and Research Centre]. (n.d.). *Hakkımızda [About Us]*. <https://tabiattarihi.ege.edu.tr/tr-5172/.html> (accessed 1 February 2022).

Erdoğan, S. (2015). Konya bilim merkezi [Konya science center]. *Mimaran*, 12, 52-61.

Eskişehir Bilim Deney Merkezi [Eskişehir Science Experiment Center]. (n.d.). *Deneyler [Experiments]*. <http://www.eskisehirbilimdeneymerkezi.com/deneyler/> (accessed 9 February 2022).

Friedman, A. J. (2010). The evolution of the science museum. *Physics Today*, 63(10), 45-51. DOI:10.1063/1.3502548

GAP (Güneydoğu Anadolu Projesi [The Southeastern Anatolia Project]). (n.d.) *What's GAP?*. <http://www.gap.gov.tr/en/> (accessed 28 April 2022).

García, B. M. (2019). Resilient cultural heritage for a future of climate change. *Journal of International Affairs*, 73(1), 101-120.

Green Building Information Gateway. (n.d.). *Türkiye*. <http://www.gbig.org/places/899> (accessed 31 March 2022).

Hooper-Greenhill, E. (1992). *Museums and the shaping of knowledge*. United Kingdom: Routledge.

Hooper-Greenhill, E. (2000). Communication and communities: Changing paradigms in museum pedagogy. S. Lindqvist (Ed.), In *Museums of Modern Science: Nobel Symposium 112* (pp. 179-88). Massachusetts: Science History Publications

İKSV (İstanbul Kültür Sanat Vakfı [İstanbul Foundation for Culture and Arts]). (2021, June). *Dünyalılar! Sanat gezegeni iyileştirebilir mi? [Earthlings! Can art heal the planet?]* [Audio podcast]. <https://www.spotify.com>

Jigyasu, R. (2019). Managing cultural heritage in the face of climate change. *Journal of International Affairs*, 73(1), 87-100.

Karaman, E. (2021). Dünya çevre günü: Türkiye’de çevre sorunlarının çözümünü zorlaştıran 4 neden [World environment day: 4 reasons that complicate the solution of environmental problems in Türkiye]. *BBC News*. <https://www.bbc.com/turkce/haberler-turkiye-57365058>

Klimahaus Bremerhaven. (n.d.). *Bremerhaven Declaration on the role of museums in addressing the climate crisis*. https://www.klimahaus-bremerhaven.de/fileadmin/Veranstaltungen/Internationales_Symposium_2020/Bremerhaven_Declaration.pdf

Kocaeli Bilim Merkezi [Kocaeli Science Center]. (n.d.a). *Hakkımızda [About Us]*. <http://www.kocaelibilimmerkezi.com/hakkimizda> (accessed 11 February 2022).

Kocaeli Bilim Merkezi [Kocaeli Science Center]. (n.d.b). *Bilim Merkezi’nde ‘Su Altına Yolculuk’ [Underwater Journey at the Science Center]*. <http://www.kocaelibilimmerkezi.com/Content/ContentDetail/3711> (accessed 11 February 2022)

Konya Bilim Merkezi [Konya Science Center]. (n.d.). *Biz kimiz? [Who are we?]*. <https://www.kbm.org.tr/Default/PageDetails/11cdbc68-55cb-e611-80e9-005056950aeb> (accessed 9 February 2022).

Konya Bilim Merkezi [Konya Science Center]. (n.d.b). Fossil sergisi [Fossil exhibition]. <https://kbm.org.tr/Default/PageDetails2/afd2e048-d45e-48c1-9e97-f54e0fb9e953/cc9810ad-3400-41ee-aaca-0639dd429d9e> (accessed 10 February 2022).

Konya Büyükşehir Belediyesi [Konya Metropolitan Municipality]. (2021). *Başkan Altay: ‘Konya Bilim Merkezi’nde Bir Yılda 380 Bin Ziyaretçi Ağırladık’ [President Altay: ‘We Hosted 380 Thousand Visitors in Konya Science Center in a Year’]*. December 17. <https://www.konya.bel.tr/haberayrinti.php?haberID=8302>.

Kristinsdóttir, A. (2016). Toward sustainable museum education practices: confronting challenges and uncertainties. *Museum Management and Curatorship*, 32(5), 424-439.

Kültür Portalı [Culture Portal]. (n.d.). *Doğa tarihi müzesi-Burdur [Natural history museum-Burdur]*. <https://www.kulturportali.gov.tr/turkiye/burdur/gezilecekkyer/doga-tarihi-muzesi> (accessed 2 February 2022).

Lang, C., Reeve, J. & Woolard, V. (2006). *The responsive museum: Working with audiences in the twentyfirst century*. Burlington and Hampshire: Asgate.

Liew, C. L., & Chowdhury, G. (2016). Digital cultural heritage and social sustainability. *The Journal of Community Informatics*, 12(3), 173-196.

Maden Tetkik Arama [Mineral Exploration and Research]. (n.d.a). *Education unit*. <https://www.mta.gov.tr/en/muze/education-unit> (accessed 1 February 2022).

Maden Tetkik Arama [Mineral Research and Exploration]. (n.d.b). *Museum research*. <https://www.mta.gov.tr/en/arastirmalar/muze-arastirmalari> (accessed 1 February 2022).

McCall, V. & Clive, G. (2014). Museums and the new museology: theory, practice and organisational change. *Museum Management and Curatorsip*, 29(1), 19-35.

McGhie, H. (2020). Evolving climate change policy and museums. *Museum Management and Curatorship*, 35(6), 653-662.

Museum for Future Türkiye. (2022). *Museum for future bildirisi*.<http://museumsforfuture.org/mff-turkiye> (accessed 22 December 2022).

Museum Gazhane. (2022). *İklim müzesi [Climate museum]*. <https://muzegazhane.istanbul/meکانlar/iklim-muzesi/> (accessed 22 December 2022).

Parker, C. T., Cockerham, D., & Foss, A. W. (2019). Communicating climate change: Lessons learned from a researcher-museum collaboration. *Journal of Microbiology and Biology Education*, 19(1), 1-5. doi: 10.1128/jmbe.v19i1.1499

Pedretti, E., & Navas Iannini, A. M. (2020). *Controversy in science museums: Reimagining exhibition spaces and practice*. Routledge: London.

Rader, K. A., & Cain, V. E. M. (2008). From natural history museums to science. *Museum and Society*, 6(2), 152-171. ISSN 1479-8360.

Reussner, M. E. (2003). Strategic management for visitor-oriented museums: a change of focus. *International Journal of Cultural Policy*, 9(1), 95-108.

Ross, M. (2004). Interpreting the new museology. *Museum and Society*, 2(2), 84-103.

Salazar, J. F. (2011). The mediations of climate change: Museums as citizens media. *Museum and Society*, 9(2), 123-135.

Sancaktepe Bilim Deney Merkezi [Sancaktepe Science Experiment Center]. (n.d.a). *Hakkımızda [About us]*. <http://www.sabidem.org/detay.aspx?dil=tr&dt=hakkimizda> (accessed 15 February 2022).

Sancaktepe Bilim Deney Merkezi [Sancaktepe Science Experiment Center]. (n.d.b). *Aerogenerator*. <http://www.sabidem.org/deney-detay.aspx?dt=deney-setleri-detay&id=96>

(accessed 15 February 2022).

Sancaktepe Bilim Deneş Merkezi [Sancaktepe Science Experiment Center]. (n.d.c). *Lambalar düzeneęi [Lamps]*. <http://www.sabidem.org/deney-detay.aspx?dt=deney-setleri-detay&id=92> (accessed 15 February 2022).

Sancaktepe Bilim Deneş Merkezi [Sancaktepe Science Experiment Center]. (n.d.d). *İklim deęişikliği ve Antrarktika sohbeti [Climate change and Antarctic conversation]*. <http://www.sabidem.org/detay.aspx?dt=ara-detay&id=313> (accessed 15 February 2022).

Sandell, R. & Janes, R. R. (2007). Museums and change. R. Sandell & R. R. Janes (Eds.), *In Museum Management and Marketing*. United Kingdom: Routledge

Sandell, R. (2002). Museums and the combating of social inequality: Roles, responsibilities, resistance. In R. Sandell (Ed.), *Museums, Society, Inequality*, (pp. 3-25). London: Routledge.

Simon, N. (2010). *The participatory museum*. USA: Museum 2.0.

Spalding, J. (2002). *The poetic museum: reviving historical collections*. New York: Prestel.

Stuedahl, D. (2015). *The connective museum* [Position paper]. DREAM Conference: Museum Communication; Prospects and Perspectives. International Research Conference, Copenhagen. https://www.researchgate.net/publication/282076177_The_Connective_Museum

Sultanbeyli Belediyesi [Sultanbeyli District Municipality]. (2021). *Festivalde canlı yayımla gençler fidan dikiyor [Young people planting saplings with live broadcast at the festival]*. <https://www.sultanbeyli.bel.tr/haber/festivalde-canli-yayinla-gencler-fidan-dikiyor/> (accessed 19 November 2021).

Sultanbeyli Gençlik Eğitim Merkezleri [Sultanbeyli Youth Education Centres]. (n.d.). *Atölye etkinlikleri [Workshop activities]*. <https://sugem.net/bilim-merkezi/atolye-etkinlikleri/> (accessed 16 February 2022).

Sutton, S. (2020). The evolving responsibility of museum work in the time of climate change. *Museum Management and Curatorship*, 35(6), 618-635.

Şanlıurfa STEM ve Bilim Merkezi [Şanlıurfa STEM and Science Center]. (n.d.a). *Ana sayfa. [Main page]*. <https://www.urfastem.gov.tr/> (accessed 5 May 2022).

Şanlıurfa STEM ve Bilim Merkezi [Şanlıurfa STEM and Science Center]. (n.d.b). *Kitaplarımız [Books]*. <https://www.urfastem.gov.tr/kitaplarimiz> (accessed 5 May 2022).

The U.S. Green Building Council. (n.d.). *Konya science center*. <https://www.usgbc.org/projects/konya-science-center?view=scorecard> (accessed 10 February 2022).

TÜBİTAK Bilim Merkezleri [TÜBİTAK Science Centers]. (2018). *'Robotic coding' training for teachers in science center*. <https://bilimmerkezleri.tubitak.gov.tr/kayseribilimmerkezi/Haber/bilim-merkezinde-ogretmenlere-robotik-kodlama-egitimi-40?bmid=3> (accessed 26 November 2022).

Türkiye Kültür Portalı [Türkiye Culture Portal]. (n.d.). *Maden tetkik arama şehit Cuma Dağ tabiat tarihi müzesi – Ankara [General Directorate for Foundations]*.

<https://www.kulturportali.gov.tr/turkiye/ankara/gezilecekyer/mta-tabat-tarh-muzes#:~:text=T%C3%BCrkiye'nin%20ilk%20ve%20en,binas%C4%B1nda%20hizmet%20overmeye%20devam%20etmektedir> (accessed 1 February 2022).

Türkiye Sağlıklı Kentler Birliği [Türkiye Association of Healthy Towns]. (2018). *Bursa'da 'çevre günü' etkinlikleri* [Environment day' activities in Bursa]. <https://www.skb.gov.tr/bursada-cevre-gunu-etkinlikleri-s27761k/> (accessed 1 March 2022).

Türkiye Sağlıklı Kentler Birliği [Türkiye Association of Healthy Towns]. (2019). *Çevre duyarlılığına bilimsel yaklaşım* [Scientific approach to environmental awareness]. <https://www.skb.gov.tr/bursada-cevre-gunu-etkinlikleri-s27761k/> (accessed 1 March 2022).

United Nations. (1973). *Report of the united nations conference on the human environment Stockholm, 5-16 June 1972*. <http://undocs.org/en/A/CONF.48/14/Rev.1> (accessed 29 March 2022).

Vakıflar Genel Müdürlüğü [General Directorate for Foundations]. (n.d.). *Vakıflar genel müdürlüğü müzeler yönetmeliği* [Museum regulations of general directorate for foundations]. [https://www.mevzuat.gov.tr/anasayfa/MevzuatFihristDetayIframe?MevzuatTur=7&MevzuatNo=11076&MevzuatTertip=5#:~:text=MADDE%201%20%E2%80%93%20\(1%20Bu,i lgili%20usul%20ve%20esaslar%C4%B1%20d%C3%BCzenlemektir](https://www.mevzuat.gov.tr/anasayfa/MevzuatFihristDetayIframe?MevzuatTur=7&MevzuatNo=11076&MevzuatTertip=5#:~:text=MADDE%201%20%E2%80%93%20(1%20Bu,i lgili%20usul%20ve%20esaslar%C4%B1%20d%C3%BCzenlemektir).

Yanar, N. (2017). *Mimari tasarımda sürdürülebilirlik ve ekoloji anlayışının Konya bağlamında incelenmesi*. (MSc. diss.). Selçuk University, Konya.



2023, 12 (3), 1331-1352 | Research Article

A Content Analysis of Mathematics Self-Efficacy Themed Articles Published in Türkiye

Özge NURLU ÜSTÜN¹

Abstract

Self-efficacy belief, which can affect the performance of individuals by determining their approach to goals, tasks and difficulties, has been the subject of numerous studies in different disciplines. Mathematics self-efficacy has become the focus of researchers all over the world, especially because of its strong impact on achievement in educational research. In Turkey, studies conducted with different variables and research designs on the theme of mathematics self-efficacy add richness to the literature, but make it difficult to reveal the current situation of this theme. This study aimed to investigate mathematics self-efficacy themed articles in terms of the field, subject, study group/sampling, applied method, data collection tools, analysis techniques, and publishing language in Turkey. The study was designed as a descriptive content analysis. 101 articles published between 2010 and 2022 were included in the study. Data were analysed by using the MAXQDA 2022 qualitative analysis program. The analysis of the data was based on the code and category list designed by Baş and Özturan Sağırılı (2017). The research concluded that the number of mathematics self-efficacy themed articles in Turkey has increased with fluctuations over the years, but there has been a significant decrease in recent years and these articles focused on the fields of mathematics and geometry education and the subject matter of mathematics self-efficacy, mathematical literacy self-efficacy, and mathematics teaching self-efficacy. In addition, it was determined that the most frequently used methods are surveys and scale development studies. These are followed by experimental design and mixed method studies. Accordingly, it has been concluded that data is often collected through scales/surveys, and very few studies apply qualitative data collection techniques. Moreover, the most used analysis techniques were correlation, t-test and ANOVA. It was determined that the most frequently studied group consists of middle school students and prospective teachers. Most of mathematics self-efficacy themed articles in Turkey were published in Turkish.

Keywords: Mathematics Self-Efficacy, Mathematics Literacy Self-Efficacy, Mathematics Teaching Self-Efficacy, Self-Efficacy, Descriptive Content Analysis.

Nurlu Üstün, Ö. (2023). A Content Analysis of Mathematics Self-Efficacy Themed Articles Published in Türkiye . Journal of the Human and Social Science Researches , 12 (3) , 1331-1352 . <https://doi.org/10.15869/itobiad.1250293>

Date of Submission	12.02.2023
Date of Acceptance	21.07.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Dr., Erzincan Binali Yıldırım University, Education Faculty, Elementary Education Department, Erzincan, Türkiye, ozge.nurlu@erzincan.edu.tr, ORCID:0000-0002-3429-8162



2023, 12 (3), 1331-1352 | Araştırma Makalesi

Türkiye’de Yayınlanan Matematik Öz-Yeterlik Temalı Makalelere Yönelik Bir İçerik Analizi

Özge NURLU ÜSTÜN¹

Öz

Bireylerin amaçlara, görevlere ve zorluklara yaklaşımını belirleyerek performansına etki edebilen öz-yeterlik inancı, farklı disiplinlerde çok sayıda araştırmaya konu olmuştur. Eğitim araştırmaları içinde özellikle başarı üzerindeki güçlü etkisi sebebi ile matematik öz-yeterliği tüm dünyada araştırmacıların odak noktası haline gelmiştir. Türkiye’de ise matematik öz-yeterliği temasında farklı değişkenlerle ve araştırma desenleri ile yapılan çalışmalar alan yazını zenginleştirmekle birlikte bu temaya dair var olan durumun anlaşılmasını zorlaştırmaktadır. Bu çalışma, Türkiye’de yapılan matematik öz-yeterliği temalı makalelerin çalışıldıkları alanları, konuları, örneklemeleri, kullanılan yöntem, veri toplama aracı ve veri analiz tekniklerini ve yayımlandıkları dilleri incelemeyi amaçlamaktadır. Çalışma, betimsel içerik analizi yöntemi ile tasarlanmıştır. Çalışmaya 2010-2022 yılları arasında yayınlanmış olan 101 makale dâhil edilmiştir. Çalışma verileri, MAXQDA 2022 nitel analiz programı kullanılarak analiz edilmiştir. Verilerin analizinde Baş ve Özturan Sağırlı (2017) tarafından tasarlanmış olan kod ve kategori listesi temel alınmıştır. Araştırma, Türkiye’de matematik öz-yeterliği temalı makale sayısının yıllar içinde dalgalı bir seyir ile arttığı ancak son yıllarda belirgin bir düşüş yaşandığı; makalelerin matematik ve geometri eğitimi alanlarında ve matematik öz-yeterliği, matematik okuryazarlığı öz-yeterliği, matematik öğretimi öz-yeterliği konularında yoğunlaştığı sonuçlarına ulaşmıştır. Bununla birlikte, en sık kullanılan yöntemlerin tarama ve ölçek geliştirme çalışmaları olduğu bunları deneysel desen ve karma yöntem araştırmalarının takip ettiği; buna bağlı olarak sıklıkla ölçek/anket aracılığı ile veri toplandığı sadece birkaç çalışmada gözlem ve görüşme gibi nitel araştırma yöntemlerine ait veri toplama tekniklerinden faydalandığı ve korelasyon, t-testi ve ANOVA gibi parametrik veri analizi tekniklerinin sıklıkla kullanıldığı tespit edilmiştir. En sık çalışılan grubunun ortaokul öğrencileri ve aday öğretmenler olduğu belirlenmiştir. Ayrıca söz konusu makalelerin büyük çoğunluğunun Türkçe olarak yazıldığı sonucuna ulaşılmıştır.

Anahtar Kelimeler: Matematik Öz-Yeterliği, Matematik Okuryazarlığı Öz-Yeterliği, Matematik Öğretimi Öz-Yeterliği, Öz-yeterlik, Betimsel İçerik Analizi

Nurlu Üstün, Ö. (2023). Türkiye’de Yayınlanan Matematik Öz-Yeterlik Temalı Makalelere Yönelik Bir İçerik Analizi . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1331-1352 . <https://doi.org/10.15869/itobiad.1250293>

Geliş Tarihi	12.02.2023
Kabul Tarihi	21.07.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, Erzincan Binali Yıldırım Üniversitesi, Eğitim Fakültesi, Sınıf Eğitimi Anabilim Dalı, Erzincan, Türkiye, ozge.nurlu@erzincan.edu.tr, ORCID:0000-0002-3429-8162

Introduction

Social cognitive theory suggests that much human learning and behaviour are shaped by social environments, including the reactions and approval of others. As observing and interacting within social and cultural contexts, people could get knowledge, rules, skills, strategies, attitudes and beliefs. Additionally, people develop ideas about the usefulness, appropriateness, and consequences of modelled behaviours. They then act according to their beliefs regarding their abilities and the expected consequences of their actions (Schunk, 2012). Therefore, social cognitive theory proposes a triadic reciprocal causation model, which argues that the interactions among cognitive and other personal factors, behaviour, and social/environmental events influence human agency (Bandura, 1986). Each of the major factors in the triadic structure constitutes an important component in the dynamic environment. Self-efficacy belief, personal goal setting, and quality of analytic thinking are regarded as main cognitive factors.

Bandura defines self-efficacy as “the belief in one’s capabilities to organize and execute the courses of action required to manage prospective situations” (1999, pp. 2). Self-efficacy belief can be described as a person’s “I can” or “I cannot” belief. According to Bandura (1999), all people have goals they would like to succeed in, things they want to change and things they want to accomplish. Nonetheless, putting these plans into action is not easy for many people. Self-efficacy beliefs have an impact on shaping the approach to goals, tasks, and challenges. People having high sense of self-efficacy are good at viewing challenging problems as tasks to be solved not threats to be avoided, effectively develop deeper interest in the activities in which they join, feel a stronger sense of commitment to tough tasks, and effectively overcome any setbacks and disappointments encountered. Conversely, people having a weak sense of self-efficacy think that their capabilities are not sufficient to overcome difficult tasks and situations. They have poor commitment to their goals, when they faced with tough tasks, they dwell on their personal failures and all sorts of negative outcomes instead of focusing on how to succeed.

Similarly, Albayrak (2008) states that individuals with strong self-efficacy belief set themselves challenging tasks and persistently try to cope with failure to rise the possibility of success, while individuals who have low self-efficacy prefer to avoid challenging goals and are not able to concentrate on how struggle against difficulties. In other words, individuals with a weak sense of self-efficacy think that the problems they must deal with are more challenging than they really are. Additionally, these people have limited viewpoints from which to evaluate events. On the contrary, people having high self-efficacy feel themselves to be more relaxed and assertive when compared with people who have low self-efficacy, even when coping with difficult jobs (Kiremit, 2006). Therefore, it is possible to say perceived self-efficacy has an effect on outcomes before the relevant action has even occurred.

As Maddux (2002) states, self-efficacy is a belief that develops throughout life, rather than being a personal trait. To clarify the way of developing sense of self-efficacy, Bandura (1997) states, four principles: mastery experiences, vicarious experiences, social persuasion, and physiological and emotional states.

Mastery experience, refers to one’s own previous attainments. Mastery experiences are regarded as the most powerful source of self-efficacy because of providing the most

authentic evidence of success (Bandura, 1997). Successful attempts at a particular task in the past have the potential to strengthen one's sense of self-efficacy in future tasks (Maddux, 2002). This is about to one's long-term memory of success or failure. As the old adage states, "Nothing breeds success like success".

Vicarious experiences are the second source supporting people's beliefs about success. This source relates to observing the success or failure of people similar to oneself in a particular task. In other words, others' success or failure effectively creates a social model. According to Schunk (1989), observing others' similar performances provides an opportunity for one to make a judgement about one's own ability. Siegle et al. (2007) indicate that in contrast to self-efficacy belief derived from past performance, self-efficacy based on observing others is less stable. In this sense, Schunk (1989) states that one's own personal achievement is the best ground for developing self-efficacy and occasional failures might not have negative effects; however, perceived self-efficacy gained through observation weakens quickly if observers are subsequently unsuccessful in their own experiences.

Social (verbal) persuasion, and relates to others' persuasive messages about one having the necessary capability to succeed in the given task. Although 'You can do this!' messages from social environments such as parents, peers or teachers are important to rise students' sense of self-efficacy. Social (verbal) persuasion have a less effect on enduring change in self-efficacy than mastery or vicarious experiences. Persuasion alone is not enough to promote adoptive behaviour (Bandura, 1986). Even so, people's self-efficacy beliefs do increase when they are told they have the capacity to do a task by someone they really trust (Siegle et al., 2007).

Emotional and physiological states effect sense of self-efficacy when people attribute failure to unpleasant physiological arousal and achievement to pleasant feelings. Therefore, when a person is aware of aversive physiological state, the person is probably doubt his/her competence compare to the physiological arousal is pleasant or neutral. These physiological states have the potential to undermine people's confidence in accomplishing a particular task. Conversely, feeling comfortable before a new task probably increases people's self-efficacy belief (Maddux, 2002).

As mentioned, self-efficacy, as a motivational construct and a predictor of behaviour, is people's belief in their ability to succeed in specific tasks (Bandura, 1986). It plays a role in shaping people's approach to goals, tasks and challenges. In this sense, self-efficacy belief is an influential variable in shaping people's performance and achievement even before the action occurs. With this in mind, among the many self-conceptions in people's, self-efficacy can be regarded as the most effective. Therefore, since the publication of Albert Bandura's 1977 article titled "Self-Efficacy: Toward a Unifying Theory of Behavior Change", the concept of self-efficacy has presented in several disciplines. For instance, the term of self-efficacy has been the focus of scientific research in many disciplines, especially psychology (Davis & Yates, 1982), and in sub-branches of psychology such as social psychology (Bandura, 1983; Manning & Wring, 1983), clinical psychology (Garcia, Smith & Doerfler, 1990), and sports psychology (Lee, 1982). Besides, self-efficacy has been frequently studies in health sciences such as oncology (Lev, 1997), sports branches such as wrestling (Treasure, Monson & Lox, 1996) and educational sciences (Devonport & Lane, 2006; Hwang, Choi, Lee, Culver & Hutchison, 2016; Kim, Wang, Ahn & Bong, 2015; Lane, Lane & Kypriabou, 2004). Since the 1980s an increasing

attention has been paid within educational research to self-efficacy. In examining the application of self-efficacy theory to educational attainment, the relationship between mathematics education and self-efficacy has attracted great interest all over the world (Hackett & Betz, 1989). Mathematical self-efficacy is defined as an individual's beliefs or perceptions regarding their abilities in mathematics (Bandura, 1997). In other words, an individual's mathematical self-efficacy is their confidence in completing various tasks, such as understanding concepts and solving problems, in mathematics. It is evident that mathematics holds a significant place in the academic curriculum and that academic success in this subject is crucial in the rapidly advancing scientific and technological age. Therefore, the concept of mathematics self-efficacy is important as a determinant of performance (Sewell & George, 2000; Reçber, 2011).

The concept of self-efficacy in mathematics education in Turkey has a history of about 20 years. Correlational studies have been conducted on various samples in Turkey that reveal the relationship between some variables such as mathematical resilience (Önsöz, 2021), mathematics achievement (Çağlayan, 2019; Delioğlu, 2017; Öztürk & Kurtuluş, 2017; Özüdoğru & Bümen, 2016), reflective thinking skills (Sevgi & Zihar, 2020), motivation, anxiety, (Özdemir, 2021) self-regulation skills (İpek, 2019), attitude towards mathematics (Çavdar, 2019) and mathematical self-efficacy. Besides, it is seen that the focus is on experimental studies examining the effects of variables such as cooperative learning approach (Tuğran, 2015), realistic mathematics education (Demir, 2017), problem-based learning (Usta, 2013), inquiry-based teaching (Kandil, 2016) on mathematical self-efficacy. Studies conducted with different variables on the theme of self-efficacy in mathematics education add richness to the literature, but also make it difficult to determine the current situation of this theme. It is believed that conducting comprehensive analyses of studies on mathematics self-efficacy can provide a holistic understanding and contribute to the field by offering valuable insights for practical applications.

In addition to providing researchers with information about the current situation (Ulutaş & Ubuz, 2008) and promising avenues for future research (Klassen & Usher, 2010), it may be beneficial to systematically evaluate and combine research in a particular field in order to shed light on scientific debates for educators, teachers and students (Çiltaş, Güler & Sözbilir, 2012), and to shape future research, policies, practices and public perception (Suri & Clarke, 2009). Therefore, this study aims to explore the current place of the mathematics self-efficacy themed articles in Turkey between 2010 and 2022. In order to answer this question, the following research questions will be addressed:

1. What is the distribution of mathematics self-efficacy themed articles published in Turkey across the years?
2. What is the distribution of mathematics self-efficacy themed articles published in Turkey regarding to their fields?
3. What is the distribution of mathematics self-efficacy themed articles published in Turkey regarding to their subject matters?
4. What is the distribution of mathematics self-efficacy themed articles published in Turkey regarding to their research methods/design?

5. What is the distribution of mathematics self-efficacy themed articles published in Turkey regarding to their samples?
6. What is the distribution of mathematics self-efficacy themed articles published in Turkey regarding to their data collection tools?
7. What is the distribution of mathematics self-efficacy themed articles published in Turkey regarding to their data analyses methods?
8. What is the distribution of mathematical self-efficacy themed articles published in Turkey by publication languages?

Method

The research aims to investigate in detail the trends of mathematics self-efficacy themed articles in journals that publish research in Turkey. Therefore, descriptive content analysis method which is defined as the assessment of general trends and research results by compiling qualitative and quantitative studies independently of each other on a particular subject (Çalık & Sözbilir, 2014) was used in this study.

Data source

Two sampling strategies were applied in the study: convenience sampling and criterion sampling strategy (Cohen et al. 2005). First of all, the articles were scanned based on the archive pages of the mentioned journals on the internet. Since the previous issues and volumes of some journals are not available on the internet, convenience sampling strategy was used. In addition, criteria such as year, subject and country were also taken into account. For example, to provide a more up-to-date perspective, the study was limited to the issues of the aforementioned journals from January 2010 until October 2022. Since the research aims to present a holistic picture of the mathematics self-efficacy themed articles published in Turkey, the articles whose sample is not in Turkey were excluded. Moreover, all articles containing the words self-efficacy, self efficacy, and selfefficacy in the title were primarily archived. Then those articles examined whether they were related to mathematics self-efficacy and articles examining topics such as general self-efficacy belief, science teaching or foreign language speaking self-efficacy has been excluded from the study. Therefore, criterion sampling strategy was also adopted in the study. Finally, 101 articles that were decided to be studied were archived and prepared for analysis.

Ethical Consideration

In this study, all the rules determined in the "Higher Education Institutions Scientific Research and Publication Ethics Directive" were followed. Besides, none of the "Actions Contrary to Scientific Research and Publication Ethics" were carried out. Published and copyrighted articles belonging to the mentioned journals were included in the research. For this reason, it has been decided that the study is not required by the ethics committee document determined by ULAKBİM. Therefore, it was not necessary to obtain the permission of the ethics committee in order to carry out the study.

Data Analysis

The research followed a code and category list developed by Baş and Özturan Sağırlı (2017). The code and category list used for analysing each articles are presented in Figure 1 below.



Figure 1. Codes and Categories

The list presented in Figure 1 is concerned with eight categories: field, subject matters, method, sample, data collection tools, data analysis methods, year and language. The analyses of the data were conducted with MAXQDA 22 program. The coding process on the basis of categories was carried out as follows:

Field: This category was analysed by considering which subject area the article was conducted, applied or related to. For example, a study aims to "examine pre-service teachers' mathematics self-efficacy beliefs in science teaching", the field was coded as science. Another study which aims to examine "investigation of the relationship between primary school 4th grade students' mathematics anxiety and their mathematics self-efficacy perceptions", was coded as mathematics.

Subject matters: In the analysis of this category, the subject matter section of the code and category list developed by Baş and Özturan Sağırlı (2017) was reorganised for the concept of mathematics self-efficacy. In this process, the problems, sub-problems and purpose parts of the mathematics self-efficacy themed articles included in the study were read several times to define codes and categories. The subject matters of studies were assigned with some codes such as gender, achievement, attitude, cooperative learning, geometry self-efficacy. Then, it was realized that these titles, which were determined as drafts, were studied within the scope of different purposes, and it was decided that this relationship should be stated. For example, some relations emerged such as the effect of the cooperative learning environment on mathematics self-efficacy or whether the perception of mathematics self-efficacy differs according to gender. In the final form has 17 different categories. Besides, only self-efficacy themed problem statements or aims of the studies were evaluated. For example;

- 1- What is the level of self-efficacy and attitudes of secondary school students towards geometry?
- 2- Is there a significant mean difference in the attitudes towards geometry of girls and boys attending secondary school?
- 3- Is there a relationship between secondary school students' attitude towards geometry and self-efficacy?
- 4- Is there a significant mean difference in terms of self-efficacy level of geometry of middle school students at different grade levels?

From the study that included the sub-problems given below, only sub-problems one, three, and four were analysed within the 'subject matter' category.

Method: Regarding the research methods, each paper was categorised based on the code and category list. In approximately 2% of the examined research studies, the method utilized was not explicitly specified. In such instances, the researcher assigned an appropriate code by taking into account subject matters, data, sample, data tools and analysis process.

Sample: The samples used in the research were examine under nine titles as: Regardless of grade, early childhood, primary, secondary, high school, undergraduate, graduate education, teachers, school administrator and parents.

Data Collection Tools: In the analysis of this category, tools directly related to the word self-efficacy were taken into account. For instance, a research aims to examine the relationship between attitude towards geometry and geometry self-efficacy. The tool used in the research to determine attitude towards geometry was not included in the analysis. However, the tool used to measure geometry self-efficacy was examined under the category of open-ended questionnaire/scale/test.

Data Analysis Methods: In this category, only the data analysis methods used in the analysis of self-efficacy themed data were included.

Language: This category was decided by looking at the language in which the studies were written.

Findings

This section presents the findings of each research questions by using tables, charts and graphs for better clarification.

Findings of the distribution of mathematics self-efficacy themed articles published in Turkey across the years

Figure 2 provides details about the distribution of examined articles across the years.

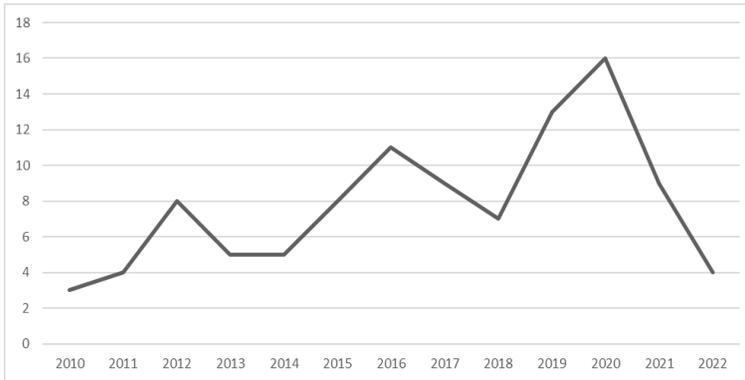


Figure 2. Mathematics self-efficacy themed articles across years

It is immediately apparent that mathematics self-efficacy themed articles were fluctuated years between 2010 to 2020, but the trend was upward. However, it is seen that number of published articles on the topic declined dramatically from 2020 to 2022.

Findings of the distribution of mathematics self-efficacy themed articles published in Turkey regarding to field

Figure 3 illustrates the details of the distribution of the examined articles by disciplines they were conducted on.

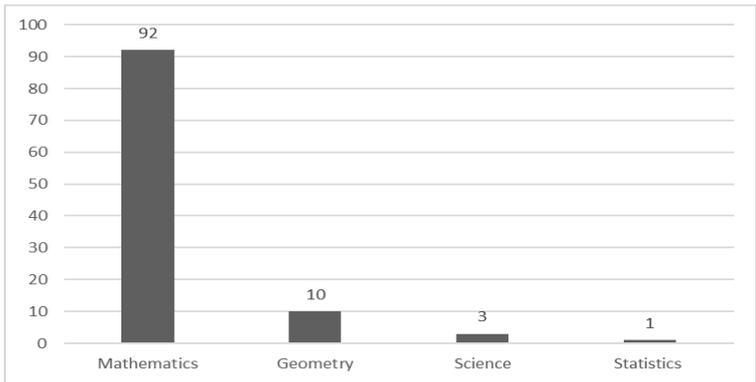


Figure 3. Mathematics self-efficacy themed articles by disciplines

The figure indicates that overwhelming majority of mathematics self-efficacy themed articles was published in the field of mathematics. Mathematics was followed by geometry, which is a field closely related to mathematics. As can be seen from the graph, the least research on mathematics self-efficacy was done in the disciplines of science and statistics.

Findings of the distribution of mathematics self-efficacy themed articles published in Turkey regarding to subject matters

Figure 4 shows findings of the distribution of the subject matters covered in the reviewed articles.

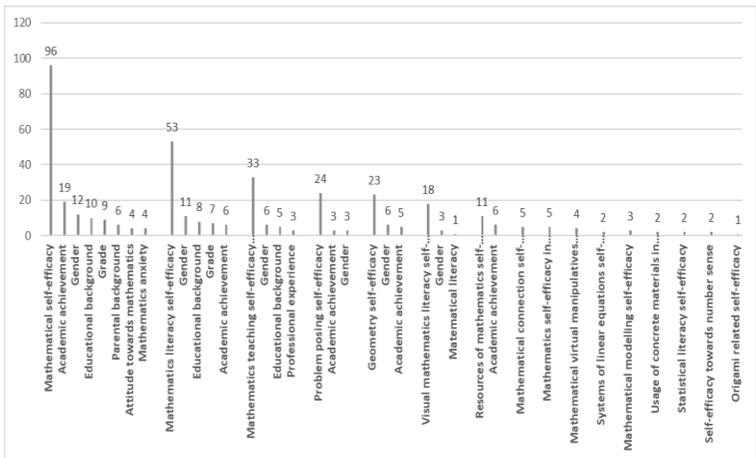


Figure 4. Subject matters of mathematics self-efficacy themed articles

As shown in Figure 4, the most studied subject matters in mathematics self-efficacy themed studies was mathematical self-efficacy. Mathematics self-efficacy is followed by mathematics literacy self-efficacy, mathematics teaching self-efficacy, geometry self-efficacy, problem posing self-efficacy, visual mathematics literacy self-efficacy, resources of mathematics self-efficacy, mathematical connection self-efficacy, mathematical virtual manipulatives self-efficacy, mathematical modelling self-efficacy, systems of linear equations self-efficacy, self-efficacy towards number sense, statistical literacy self-efficacy, mathematical reasoning self-efficacy, usage of concrete materials in

mathematics education self-efficacy, origami related self-efficacy, mathematics self-efficacy in science education subject matters, respectively. The most studied sub-subject matters under the mathematics self-efficacy title are academic achievement, gender, and educational background. The most studied sub-subjects under the mathematics literacy self-efficacy title are gender, educational background, and grade. Gender, educational background and professional experience are the most frequently studied sub-subject matters under the title of mathematics teaching self-efficacy. Academic achievement and gender are the most studied sub-subject matters under the title of problem posing self-efficacy and geometry self-efficacy. Besides, academic achievement is studied as the only sub-subject matter of resources of mathematics self-efficacy title. As it is clear, there are no sub-titles in the studies investigating science and statistics.

Findings of the distribution of mathematics self-efficacy themed articles published in Turkey regarding to research methods/design

Figure 5 shows the findings regarding the distribution of research methods/design used in the reviewed articles.

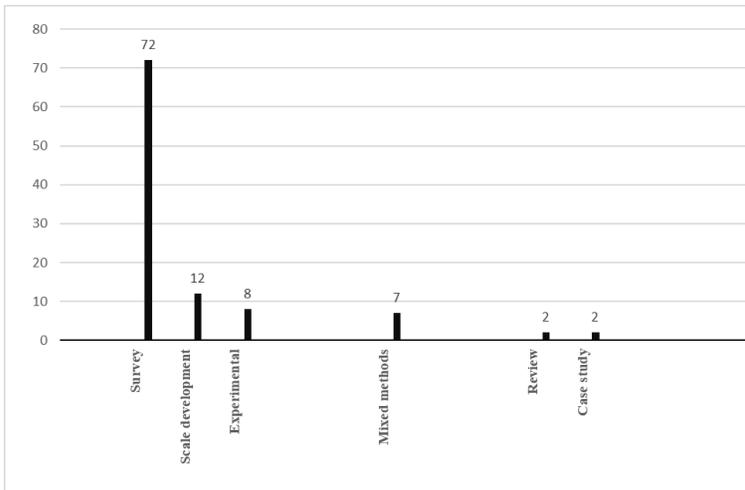


Figure 5. Used methods in mathematics self-efficacy themed articles

As presented in Figure 5, mathematics self-efficacy themed studies were mostly designed as survey study and scale development. These methods were followed by experimental and mixed method research, respectively. Review and case studies were the least used methods.

Findings of the distribution of mathematics self-efficacy themed articles published in Turkey regarding to sample

Figure 6 shows findings of the distribution of the samples studied in the reviewed articles.

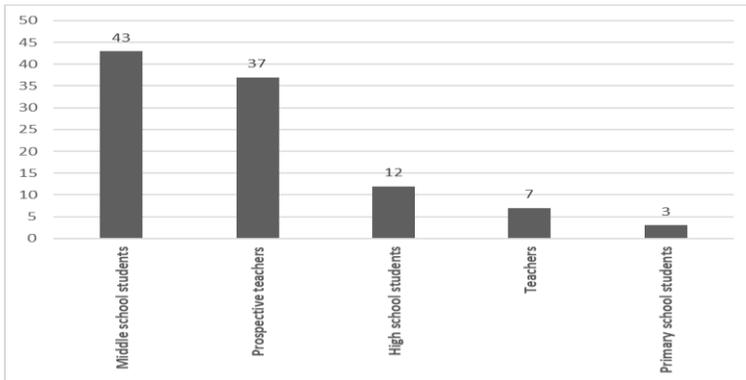


Figure 6. Studied samples in mathematics self-efficacy themed articles

Figure 6 shows that the data of mathematics self-efficacy themed articles were mostly collected from secondary school students and prospective teachers. There were also studies focusing on high school students and teachers. However, little studies were conducted with primary school students.

Findings of the distribution of mathematics self-efficacy themed articles published in Turkey regarding to data collection tools

Figure 7 demonstrates that the distribution of data collection tools used in mathematics self-efficacy themed articles in Turkey.

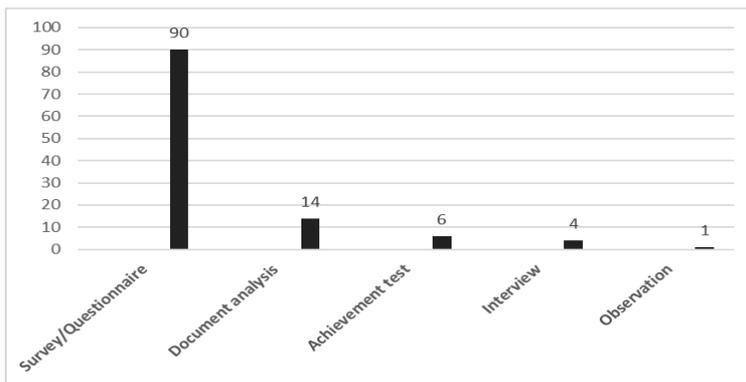


Figure 7. Data collection tools used in mathematics self-efficacy themed articles

As presented in Figure 7, the most common data collection tool was survey/questionnaire in mathematics self-efficacy themed articles in Turkey. Documents and achievement tests were also widely used. Parallel with the findings of research methods/design, few studies used interviews and observations.

Findings of the distribution of mathematics self-efficacy themed articles published in Turkey regarding to data analysis methods

Figure 8 demonstrates that the distribution of data analysis methods used in mathematics self-efficacy themed articles in Turkey.

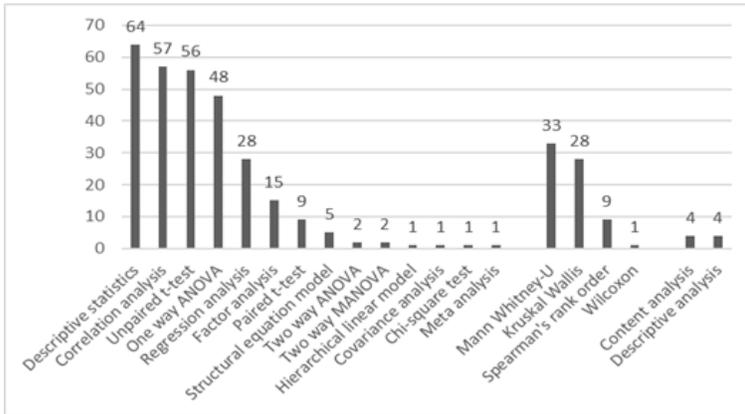


Figure 8. Data analysis methods applied in mathematics self-efficacy themed articles

A variety of data analysis methods were applied in mathematics self-efficacy themed articles. As seen from the figure, the most frequently used data analysis method was descriptive analysis. Amongst the inferential methods the most common ones were correlation, unpaired t-test, one-way ANOVA, Mann Whitney-U, Kruskal Wallis, regression, factor analysis, paired t-test and Sperman's rank order, respectively. It is also seen that structural equation model, two-way ANOVA, two way MANOVA, hierarchical linear model, covariance analysis, chi-square test, meta-analysis and Wilcoxon test were used in mathematics self-efficacy themed research articles. Descriptive analysis and content analysis were the only data analysis methods used in qualitative studies.

Findings of the distribution of mathematics self-efficacy themed articles published in Turkey regarding to languages

Figure 9 shows findings of the distribution of languages used in the reviewed articles.

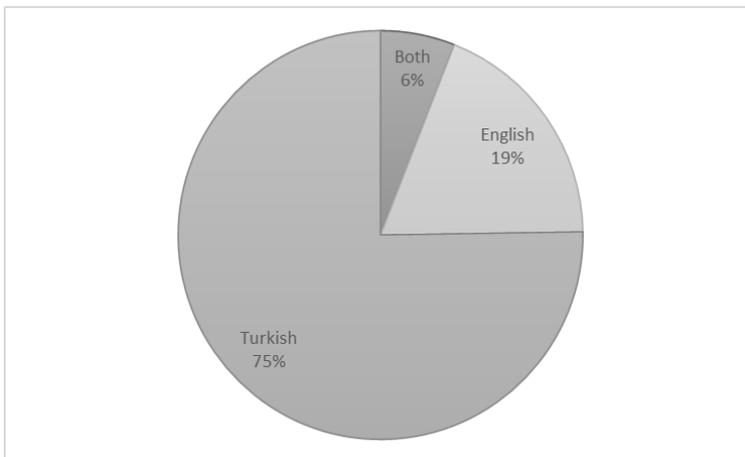


Figure 9. Languages used in mathematics self-efficacy themed articles

As can be seen in Figure 9, most of mathematics self-efficacy themed articles were published in Turkish. This is followed by articles in English. However, it has been determined that very few studies have been published in both English and Turkish.

Discussion and Conclusion

The following results were reached in this research, which purposes to determine the distribution of articles on mathematics self-efficacy in Turkey by years, fields, subjects, study groups, methods, data collection tools, data analysis methods and publication languages, in detail.

A fluctuating increase is observed in the number of articles on mathematics self-efficacy between 2010 and 2020. The scales adapted to Turkish (Yurt & Sünbül, 2014) or developed (Baypınar & Tarım, 2019; Göloğlu Demir & Çetin, 2010) and the new dimensions of mathematics self-efficacy have begun to be investigated such as origami related self-efficacy in mathematics education (Arslan & Işıksal Bostan, 2016), self-Efficacy in the usage thereof in mathematics education (Aydoğdu İskenderoğlu, Türk & İskenderoğlu, 2016) could explain the increase. However, it is seen that there is a sharp decline in the number of publications after 2020. It is possible to attribute this to the difficulties of data collection during the COVID-19 pandemic.

The research shows that studies mostly belong to disciplines of mathematics education. It is also evident that research studies on geometry education are represented by published articles on mathematics self-efficacy themed. The reason for the predominance of mathematics education and as a very close discipline geometry education research articles would be the fact that the scope of this research is mathematics self-efficacy. It is also seen that mathematics self-efficacy themed papers on Science education are investigated. Considering that mathematics is the scientific language of science, it would not be surprising that mathematics self-efficacy themed articles are studied on science education. Besides, interdisciplinary studies have increased with the changing science education curriculum (Şen, 2013).

This research shows that most of the mathematics self-efficacy themed articles are related with mathematics self-efficacy, mathematics literacy self-efficacy, mathematics teaching self-efficacy, geometry self-efficacy, problem posing self-efficacy, visual mathematics literacy self-efficacy and resources of mathematics self-efficacy. These results are parallel to literature (Gerez Cantimer & Şengül, 2020; Kıran, 2018). It is actually supported by Bandura (1997) to study mathematical self-efficacy themed articles towards such sub-fields. Because, Bandura (1997) indicates that self-efficacy is domain-specific. For instance, preservice teachers may exhibit high levels of confidence in their capacity to solve mathematical problems accurately, while simultaneously experiencing a lack of confidence in their ability to effectively teach mathematics. Consequently, requesting preservice teachers to provide a general assessment of their overall confidence in mathematics could yield responses that may be misleading. A wholesale approach to self-efficacy may not yield accurate results. Also, new topics such as mathematical connection self-efficacy, mathematical virtual manipulatives self-efficacy, mathematical modelling self-efficacy, systems of linear equations self-efficacy, self-efficacy towards number sense, statistical literacy self-efficacy, mathematical reasoning self-efficacy, usage of concrete materials in mathematics education self-efficacy, origami related self-efficacy, mathematics self-efficacy in science education are

studied subject matters in mathematics self-efficacy themed articles. As mentioned above, the study of the concept of self-efficacy in more specific areas confirms Bandura's (1997) argument in our country, as well.

Regarding to research methods, it is found out that quantitative methods are prominent in mathematics self-efficacy themed studies. Mixed methods and qualitative studies are less frequently chosen. This result is also supported by earlier thematic analysis research on mathematics self-efficacy (Gerez Cantimer & Şengül, 2020; Kıran, 2018), and other education fields (Göktaş, Hasançebi et al., 2012; Gül & Sözbilir, 2015; Özturan Sağrılı & Baş, 2020), as well. The vast majority of studies using quantitative research methods may derive from some of the strengths of the quantitative method. For example, the quantitative findings are able to be generalised to a whole population or a sub-population because the findings are relevant to the large samples which is randomly selected (Carr, 1994). Data collection and analysis of quantitative studies require less time and money as it could use online forms and surveys or the statistical soft wares. Besides the advantages of quantitative research methods, Ekiz (2004) attributed less preference of qualitative research methods in educational research to most of the academicians educated in the field of education has had science background in our country. The general assumption of these scientists is that research results should be expressed with statistical values, generalizations should be made and research should be conducted with a traditional approach. Similarly, Yıldırım and Şimşek (2013) state that at least some of these scientists trained in the positivist tradition do not accept qualitative research methods that are not suitable for a positivist paradigm or method as science. These scientists, who have a voice in universities, directly or indirectly has prevented the development and spread of qualitative research methods in educational studies in Turkey (Ekiz, 2004). Therefore, researchers do not have sufficient knowledge and skills on qualitative research methodology (Gül & Sözbilir, 2015).

When the quantitative studies are investigated in detail, the majority of them are carried out with descriptive methods such as survey. Survey is followed by scale development studies. However, it is seen that there is a little research employed experimental research design. According to Gül and Sözbilir (2015), the existence of small number of experimental research could come from the many features of the design. For instance, in experimental studies, at least two groups should be formed as experimental and control groups; the implementation needs more time and the data analysis process may be more complex than descriptive research. This result indicates that researchers tend to investigate mathematics self-efficacy mostly prefer to focus on identifying existing situations rather than developing solutions them or determining the cause-effect relationship between variables. Similarly, descriptive studies are dominant in qualitative research, as well. It was found that the qualitative studies carried out were only reviews and case studies. Action research, phenomenological research or grounded theory as qualitative research design were not encountered.

The most frequently studied samples are secondary school student in the mathematics self-efficacy themed articles. However, in very little research, the samples consisted of primary school students. The reason for this is that secondary school students can better understand their feelings, evaluate and reflect their own characteristics about an affective variable such as mathematics self-efficacy. Additionally, when examined in detail, it is seen that there is a shortage of mathematics self-efficacy scale toward

primary school students in Turkish. Given the Turkish researchers' tendency to conduct quantitative studies by using questionnaires and tests, the finding may not be surprising. Another sample group studied most frequently is prospective teachers. Gerez Cantimer and Şengül (2020) state that the reason of studying with prospective teachers frequently may stem from the importance of determining the profile of the future teachers and their reflections on students. On the other hand, according to Gül and Sözbilir (2015), the sample of prospective teachers is frequently studied because it is more accessible.

Regarding data collection tools used, most of the mathematics self-efficacy themed research papers are based on data collected through questionnaires, achievement and attitude tests. Interviews and observations are rarely applied in these studies. Similar results may be found in the earlier research aimed to analyse mathematics self-efficacy themed articles (Gerez Cantimer & Şengül, 2020; Kıran, 2018). It is possible to think that surveys are often preferred because the data obtained by surveys are more quality, anonymous, honest and intimate, and have well response rates than for instance interviews. Besides questionnaires can provide more data in the shortest time and minimum amount of money (Marshall, 2005).

Research articles on mathematics self-efficacy in Turkey mainly include descriptive and inferential statistical methods. This finding is not surprising given that analysis methods should be compatible with research methods. Among those methods usage of frequencies, percentages, means and standard deviation tables, graphs together with correlation, regression, t-test, and ANOVA are the most commons. These results are supported by earlier research (Kıran, 2018). Chin and Lee (2008) state that parametric tests are more powerful than non-parametric tests. Thus, the good thing is that parametric tests are applied more often than non-parametric tests in articles with the theme of mathematics self-efficacy. Conversely, the small number of research articles on mathematics self-efficacy use advanced statistical techniques like MANOVA, hierarchical linear model and covariance. As Gül and Sözbilir (2015) indicate that this finding likely means that advanced statistical techniques are not well known by researchers. Besides, the limited number of research applied qualitative analysis methods such as content or descriptive analysis. However, in-depth information can be collected and interpreted with qualitative analysis for variables that include the affective dimension like self-efficacy.

The comprehensive content analysis of mathematics self-efficacy themed articles determines that the most research is published in Turkish. In the study, this finding is expected, since mathematics self-efficacy themed articles are selected within the journals published in our country. It is also understandable that Turkish academics generally publish in Turkish, given that their foreign language is not good enough (Göktaş, Küçük et al., 2012) and employment and academic promotion are heavily dependent on the quantity of articles published (Gül & Sözbilir, 2012).

To conclude, this study provides a guide for researchers who study and tend to study mathematics self-efficacy research and educators by considering the following points.

Studies on mathematics self-efficacy are mostly investigated in mathematics and related fields such as geometry and science education. In this respect, multidisciplinary research can be designed in which mathematics self-efficacy and Turkish or social studies education can study together.

New topics such as origami use in mathematics education related to mathematics self-efficacy were examined. Considering the domain-specific nature of self-efficacy (Bandura, 1997), subject matters that reveals different aspects of mathematics self-efficacy can be studied.

The majority of mathematics self-efficacy themed research papers in Turkey are produced by using quantitative methods, its data collection tools and analysis. Therefore, it is necessary to conduct qualitative and mixed method studies in order to obtain a deeper understanding of the concept of mathematics self-efficacy.

Future mathematics self-efficacy themed research should study with different sample groups, especially teachers and primary school students. Teachers should be an important sample group for the future mathematics self-efficacy themed studies because of the greatest influence of teacher quality on students' achievement (Stronge 2010). Besides, the mathematics self-efficacy of primary school students should be investigated. Since mathematics is a cumulative discipline, it is important to build mathematics instruction in primary school on solid foundations (Önal & Aydın, 2018).

Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

References / Kaynakça

- Albayrak, O. (2008). Effects of history of mathematics integrated instruction on mathematics self-efficacy and achievement (Master's thesis). Boğaziçi University, İstanbul, Turkey.
- Arslan, O., & Işıksal Bostan, M. (2016). Turkish prospective secondary school mathematics teachers' beliefs and perceived self-efficacy beliefs regarding the use of origami in mathematics education. *Eurasia Journal of Mathematics Science and Technology education*, 12(6), 1533-1548. doi: 10.12973/eurasia.2016.1243a
- Aydoğdu İskenderoğlu, T., Türk, Y., & İskenderoğlu, M. (2016). Pre-service elementary mathematics teachers' awareness of ability to use concrete materials and their self-efficacy in the useage thereof in mathematics education. *Journal of Mehmet Akif Ersoy University Faculty of Education*, 1(39), 1-15. doi: 10.21764/efd.29539
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Eaglewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1994) Self-efficacy. In: V. S. Ramachaudran, (Ed.), *Encyclopedia of human behaviour* (pp. 71-81). New York: Academic Press.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.
- Bandura, A. (1999). *Self-efficacy in changing societies*. Cambridge, UK: Cambridge University Press.
- Bandura, A., (1977). Self-efficacy: Toward a unifying theory of behavioural change, *Psychological Review*, 84(2), 191-215. doi:10.1037/0033-295X.84.2.191
- Bandura, A., (1983). Self-efficacy determinants of anticipated fears and calamities', *Journal of Personality and Social Psychology*, 45(2), 464-469. doi:10.1037/0022-3514.45.2.464
- Baş, F., & Özturan Sağırlı, M. (2017). A content analysis of the articles on metacognition in education in Turkey. *Education and Science.*, 42(192), 1-3. doi:10.15390/EB.2017.7115
- Baypınar, K., & Tarım, K. (2019). The development of mathematical literacy self-efficacy scale for secondary school: a reliability and validity study. *Cukurova University Faculty of Education Journal*, 48(1), 878-909. doi:10.14812/cufej.415291
- Çağlayan, N. (2019). An investigation of mathematics achievement among secondary school students (Master's thesis) Kırşehir Ahi Evran University, Kırşehir, Turkey.
- Çalık, M. & Sözbilir, M. (2014). Parameters of Content Analysis. *Education and Science*, 39(174), 33-38. doi:10.15390/EB.2014.3412
- Carr, L. T. (1994). The strengths and weaknesses of quantitative and qualitative research: what method for nursing?. *Journal of advanced nursing*, 20(4), 716-721. doi:10.1046/j.1365-2648.1994.20040716.x
- Çavdar, D. (2019). Analysis of relationship between academic success in maths, self-sufficiency and attitude to maths lesson (Master's thesis). Balıkesir University, Balıkesir, Turkey.
- Chin, R., & Lee, B. Y. (2008). Analysis of data. In R. Chin & B. Y. Lee (Eds.), *Principles and practice of clinical trial medicine* (pp. 325-359). London, Uk: Elsevier.

Çiltaş, A., Güler, G., & Sözbilir, M. (2012). Mathematics education research in turkey: a contentanalysis study. *Educational Sciences: Theory & Practice*, 12(1), 565-580. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ978459.pdf>

Cohen, L., Manion, L. & Morrison, K. (2005). *Research methods in education*, (5th edition), London, UK: Routledge.

Davis, F. W., & Yates, B. T., (1982). Self-efficacy expectancies versus outcome expectancies as determinants of performance deficits and depressive affect. *Cognitive Therapy and Research*, 6(1), 23-35. doi: 10.1007/BF01185724

Delioğlu, H. N. (2017). 8th grade students of success of mathematics and test and mathematics anxiety, mathematics self efficacy of investigation (Master's thesis). Adnan Menderes University, Aydın, Turkey.

Demir, G. (2017). The effect of realistic mathematics education approach on mathematical anxiety, mathematical self-efficacy perceptions and achievement of vocational high school students (Master's thesis). Adnan Menderes University, Aydın, Turkey.

Devonport, T. J., & Lane, A. M. (2006). Relationships between self-efficacy, coping and student retention. *Social Behavior and Personality: an international journal*, 34(2), 127-138. doi:10.2224/sbp.2006.34.2.127

Durmuş, E. (2004). Examination of the educational world with a qualitative research paradigm: Natural or artificial. *The Journal of Turkish Educational Sciences*, 2(4), 415-439. Retrieved from <https://dergipark.org.tr/en/pub/tebd/issue/26126/275205>

Garcia, M. E., Schmitz, J. M., & Doerfler, L. A., (1990). A fine-grained analysis of the role of self-efficacy in self-initiated attempts to quit smoking. *Journal of Consulting and Clinical Psychology*, 58(3), 317-322. doi:10.1037/0022-006X.58.3.317

Gerez Cantimer, G., Şengül, S., & Akcin, F (2020). Self-Efficacy Perceptions of Special Education Teachers Regarding Teaching Mathematics. *Hacettepe University Journal of Education*, 35(2), 306-319. doi: 10.16986/HUJE.2019052312

Göktaş, Y., Hasaңebi, F., Varışoğlu, B., Akçay, A., Bayrak, N., Baran, M., & Sözbilir, M. (2012). Trends in educational research in turkey: a content analysis. *Educational Sciences: Theory & Practice*, 12(1), 443-460. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ978453.pdf>

Göktaş, Y., Küçük, S., Aydemir, M., Telli, E., Arpacık, Ö., Yıldırım, G.,& Reisoğlu, İ. (2012). Educational technology research trends in Turkey: A content analysis of the 2000-2009 decade. *Educational Sciences: Theory & Practice*, 12(1), 177-199. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ978439.pdf>

Göloğlu Demir, C. & Çetin, Ş. (2010). Establishment of the pre-sevice mathematics teachers' self efficacy beliefs toward mathematics teaching scale (the study for validity and confidence). *Journal of Commerce & Tourism Education Faculty* (1), 164-175. Retrieved from: <https://dergipark.org.tr/tr/download/article-file/842591>

Gül, S., & Sözbilir, M. (2015). Biology education research trends in Turkey. *EURASIA Journal of Mathematics, Science and Technology Education*, 11(1), 93-109. doi:10.12973/eurasia.2015.1309a

Hackett, G., & Betz, N. E. (1989). An exploration of the mathematics self-efficacy/mathematics performance correspondence. *Journal for Research in Mathematics Education*, 20(3), 261-273. doi:10.2307/749515

Hwang, M. H., Choi, H. C., Lee, A., Culver, J. D., & Hutchison, B. (2016). The relationship between self-efficacy and academic achievement: A 5-year panel analysis. *The Asia-Pacific Education Researcher*, 25(1), 89-98. doi: 10.1007/s40299-015-0236-3

Kim, D. H., Wang, C., Ahn, H. S., & Bong, M. (2015). English language learners' self-efficacy profiles and relationship with self-regulated learning strategies. *Learning and individual differences*, 38, 136-142. doi:10.1016/j.lindif.2015.01.016

Kiremit, H. Ö. (2006). Preservice science teachers' self-efficacy beliefs in teaching biology (Doctoral dissertation). Dokuz Eylül University, İzmir, Turkey.

İpek, H. (2019). Investigation of middle school students' mathematics anxiety mathematics self efficacy beliefs and self regulation skills toward mathematics course (Master's thesis). Marmara University, İstanbul, Turkey.

Kandil, S. (2016). An investigation of the effect of inquiry-based instruction enriched with origami activities on the 7th grade students' reflection symmetry achievement, attitudes towards geometry and self-efficacy in geometry (Master's thesis). Middle East Technical University, Ankara, Turkey.

Kıran, D. (2018). Self-efficacy studies in national science and mathematics education conferences: a content analysis. *YYU Journal of Education Faculty*, 15(1), 417-443. doi:10.23891/efdyyu.2018.74

Klassen, R. M., & Usher, E. L. (2010). Self-efficacy in educational settings: Recent research and emerging directions. In T. C. Urdan & S. S. Karabenick (Eds.), *The decade ahead: Theoretical perspectives on motivation and achievement*, (pp. 1-33). Bingley, UK: Emerald Group.

Lane, J., Lane, A. M., & Kyprianou, A. (2004). Self-efficacy, self-esteem and their impact on academic performance. *Social Behavior and Personality: an international journal*, 32(3), 247-256. doi: 10.2224/sbp.2004.32.3.247

Lee, C. (1982). Self-efficacy as a predictor of performance in competitive gymnastics. *Journal of Sport Psychology*, 4(4), 405-409. doi:10.1123/jsp.4.4.405

Lev, E. L. (1997). Bandura's theory of self-efficacy: applications to oncology. *Scholarly inquiry for nursing practice*, 11(1), 21-37. Retrieved from: <https://www.proquest.com/openview/672d800df49bd2784ab5e5536883b7ae/1?pq-origsite=gscholar&cbl=28849>

Maddux, J. E. (2002). Self-efficacy. In C. R. Snyder & S. J. Lopez (Eds.), *Handbook of positive psychology*, (pp. 277-287). New York: Oxford University Press.

Manning, M. M., & Wright, T. L. (1983). Self-efficacy expectancies, outcome expectancies, and the persistence of pain control in childbirth. *Journal of Personality and Social Psychology*, 45(2), 421-431. doi: 10.1037/0022-3514.45.2.421

Marshall, G. (2005). The purpose, design and administration of a questionnaire for data collection. *Radiography*, 11(2), 131-136. doi:10.1016/j.radi.2004.09.002

Moe, K. O., & Zeiss, A. M. (1982). Measuring self-efficacy expectations for social skills: A methodological inquiry. *Cognitive Therapy and Research*, 6(2), 191-205. doi:10.1007/BF01183892

O'Leary, A. (1985). Self-efficacy and health. *Behavior Research and Therapy*. 23(4), 437-451. doi: 10.1016/0005-7967(85)90172-X

Önal, H., & Aydın, O. (2018). Misconceptions and error patterns mathematics lesson in primary school. *Journal of Educational Theory and Practice Research*, 4(2), 1-9. Retrieved from: <https://dergipark.org.tr/tr/download/article-file/504818>

Önsöz, Ş. (2021). The effect of mathematical self-efficiency, mathematical resilience and answering duration on test scores (Master's thesis). Hasan Kalyoncu University, Gaziantep, Turkey.

Özdemir, Ş. N. (2021). Investigation of the relationship between 8th grade students' perceptions of mathematics self efficacy and their motivation and anxiety levels (Master's thesis). Siirt University, Siirt, Turkey.

Sağırılı Özturan, M., & Baş, F. (2020). A content analysis of the problem-themed articles published in Turkey. *Journal of Gazi University Gazi Education Faculty*, 40(3), 1105-1135. doi:10.17152/gefad.565265

Öztürk, B., & Kurtuluş, A. (2017). The Analysis Of The Effect Of Metacognitive Awareness And Mathematics Self-Efficacy Perceptions On Mathematics Achievement Of Middle School Students. *Dicle University Journal of Ziya Gökalp Faculty of Education*, 31, 762-778. doi: 10.14582/DUZGEF.1840

Özüdoğru, M., & Bümen, N. (2016). Predicting 9th grade students' mathematics achievements according to various variables. *Ege Journal of Education*, 17(2), 377-398. doi: 10.12984/egeefd.280749

Pajares, F. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research*. 66(4), 543-578. doi: 10.3102/00346543066004543

Reçber, Ş. (2011). An investigation of the relationship among the seventh grade students' mathematics self-efficacy, mathematics anxiety, attitudes towards mathematics and mathematics achievement regarding gender and school type (Master's thesis). Middle East Technical University, Ankara, Turkey.

Schunk, D. H. (1989). Self-efficacy and cognitive achievement: Implications for students with learning problems. *Journal of Learning Disabilities*, 22, 14-22. doi: 10.1177/002221948902200103

Schunk, D. H. (2012). *Learning theories an educational perspective*. Boston: Pearson Education.

Şen, C. (2013). The investigation of preservice teachers about factors for the use of mathematics in science education (Master's thesis). İstanbul University, İstanbul, Turkey.

Sevgi, S., & Zihar, M. (2020). Analyzing the effective thinking skills and mathematical self-efficacy perceptions of middle school students with respect to some variables. *Kastamonu Education Journal*, 28(6), 2331-2345. doi:10.24106/kefdergi.700428

Sewell, A., & George, A. S. (2000). Developing efficacy beliefs in the classroom. *Journal of Educational Enquiry*, 1(2), 58-71. Retrieved from: <https://ojs.unisa.edu.au/index.php/EDEQ/article/view/576>

Siegle, D., & McCoach, D. B. (2007). Increasing student mathematics self-efficacy through teacher training. *Journal of Advanced Academics*, 18(2), 278-312. doi:10.4219/jaa-2007-353

Stronge, J. H. (2010). *Effective teachers=Student achievement, what the research says*. New York, USA: Routledge.

Suri, H. & Clarke, D. (2009). Advancements in research synthesis methods: From a methodologically inclusive perspective. *Review of Educational Research*, 79(1), 395-430. doi: 10.3102/0034654308326349

Treasure, D. C., Monson, J., & Lox, C. L. (1996). Relationship between self-efficacy, wrestling performance, and affect prior to competition. *The Sport Psychologist*, 10(1), 73-83. Retrieved from: <https://www.cabdirect.org/cabdirect/abstract/19961805374>

Tuğran, Z. (2015). The effects of cooperative learning on high school students perception of self - efficacy and mathematics achievement (Master's thesis). Çanakkale Onsekiz Mart University, Çanakkale, Turkey.

Ulutaş, F., & Ubuz, B. (2008). Research and trends in mathematics education: 2000 to 2006. *Elementary Education Online*, 7(3), 614-626. Retrieved from: <https://dergipark.org.tr/tr/download/article-file/90923>

Usta, N. (2013). The effectiveness of the problem based learning method on secondary school students' mathematics achievement, mathematics self efficacy and problem solving skills (Doctoral dissertation). Gazi University, Ankara, Turkey.

Yıldırım, A. & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri [Qualitative research methods in the social sciences]*. (9. Edition). Ankara: Seçkin Yayıncılık

Yurt, E., & Sünbül, A. M. (2014). The Adaptation of the Sources of Mathematics Self-Efficacy Scale for Turkish Context. *Education and Science*, 39(176), 145-157. doi: 10.15390/EB.2014.3442



Views of Middle School Students on the Effectiveness of Science Courses Conducted with Biomimicry

Betül AYDIN¹

Fitnat KAPTAN²

Abstract

This study investigated the views of middle school students on the effectiveness of science courses conducted with biomimicry. To this end, phenomenological design, one of the qualitative research methods, was used. The study group consisted of 10 students in grades 5 and 7 who continued their education in a middle school located in the central district of Ankara province in the 2021-2022 academic year. Participants were determined through criterion sampling. The data collected through semi-structured interviews were analyzed using descriptive analysis. Based on the findings, codes and themes were created. According to the results of the study, students emphasized that science courses conducted with biomimicry activities increased their motivation and contributed to their academic and social development, as well as improving their creativity. In addition, due to the permanence of knowledge and the fun nature of the lessons, students also want to use biomimicry-based activities in other courses. In the study, how students overcame the challenges they faced was also examined. In this context, student responses indicated that the activities took too much time, they had difficulty deciding on the organism to be inspired by, and that a lot of thinking was required. Providing options for students to conduct biomimicry activities in areas of their interest will encourage greater participation. It is recommended to conduct more comprehensive studies on integrating biomimicry into science courses using different measurement tools and different study groups. It is thought that the widespread use of biomimicry activities will have a positive impact on students' motivation and academic achievement.

Keywords: Science Education, Qualitative Research, Biomimicry, Primary Education, Design

Aydın, B. & Kaptan, D. F. (2023). Views of Middle School Students on the Effectiveness of Science Courses Conducted with Biomimicry . Journal of the Human and Social Science Researches , 12 (3) , 1353-1374 . <https://doi.org/10.15869/itobiad.1257205>

Date of Submission	01.03.2023
Date of Acceptance	14.08.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Betül AYDIN, Hacettepe University, Institute of Educational Sciences, Department of Mathematics and Science Education, Ankara, Türkiye, betul_aydin@hacettepe.edu.tr ORCID: 0000-0002-1922-099X

² Prof. Dr. Fitnat KAPTAN, Hacettepe University, Faculty of Education, Department of Mathematics and Science Education, Department of Science Education, Ankara, Türkiye, fitnat@hacettepe.edu.tr ORCID: 0000-0002-8498-729X



2023, 12 (3), 1353-1374 | Araştırma Makalesi

Ortaokul Öğrencilerinin Biyomimikri ile Yürütülen Fen Derslerinin Etkililiğine İlişkin Görüşleri

Betül AYDIN³

Fitnat KAPTAN⁴

Öz

Bu çalışmada biyomimikri ile yürütülen fen derslerinin etkililiğine ilişkin ortaokul öğrencilerinin görüşleri araştırılmıştır. Bu amaç doğrultusunda nitel araştırma yöntemlerinden fenomenolojik (olgubilim) desen kullanılmıştır. Araştırmanın çalışma grubunu 2021-2022 eğitim öğretim yılında Ankara ilinin merkez ilçesinde bulunan bir ortaokulda 5. ve 7. sınıflarda eğitime devam eden 10 öğrenci oluşturmaktadır. Katılımcılar gönüllülük esasına dayalı olarak ölçüt örnekleme yöntemi ile araştırmaya dahil edilmiş ve yarı yapılandırılmış görüşmelerle veriler toplanmıştır. Elde edilen veriler betimsel analiz yöntemiyle analiz edilmiştir. Görüşmelerden elde edilen bulgular doğrultusunda uzman görüşüne başvurulmuş kodlar ve temalar oluşturulmuştur. Araştırmanın sonuçlarına göre öğrenciler, biyomimikri etkinlikleri ile yürütülen fen bilimleri derslerinin eğlendirici olduğunu, anlamlı öğrenmelerini ve motivasyonlarını artırdığını, akademik ve sosyal açıdan katkılar sağlamanın yanında yaratıcılıklarını geliştirdiğini vurgulamışlardır. İlave olarak öğrencilerin bilgilerde kalıcılık sağlması ve derslerin daha eğlenceli olması sebebiyle diğer derslerde de biyomimikri odaklı etkinlikler kullanmak istedikleri sonucuna ulaşılmıştır. Biyomimikri uygulamaları okul dersleri ile doğa arasındaki bağlantıyı göstererek öğrencilerin okula daha yakın hissetmelerine neden olmuştur. Bu sayede öğrenciler farklı bir bakış açısı ile doğayı gözlemlemeyi öğrenmiş, yeni ve benzersiz fikirler üretebileceklerini düşünmüşlerdir. Araştırmada, öğrencilerin öğrenme deneyimleri, yaşadıkları zorluklar ve bu zorlukların üstesinden nasıl geldikleri de incelenmiştir. Bu kapsamda öğrenci yanıtları etkinliklerin çok zaman aldığı, ilham alınan organizmaya karar vermede zorlandıkları ve çok düşünmek gerektiği yönünde olmuştur. Fen eğitiminde biyomimikri konusu genellikle çok fazla kavram bilgisi gerektirmektedir. Biyomimikri kavramını anlamaları ve canlı organizmaların özelliklerini öğrenmeleri, onların kendi tasarımlarını oluşturma konusunda motivasyon kazanmalarına yardımcı olacaktır. Biyomimikri etkinlikleri gerçekleştiren öğrencilerin kişisel ilgi alanlarının da dikkate alınması önemlidir. Öğrencilere ilgi duydukları alanlarda biyomimikri etkinlikleri gerçekleştirmeleri için seçenekler sunulması, öğrencilerin etkinliklere daha fazla katılım göstermelerini sağlar. Biyomimikri etkinliklerinin yaygınlaştırılmasının öğrencilerin motivasyonunu ve akademik başarılarını olumlu yönde etkileyeceği düşünülmektedir.

Anahtar Kelimeler: Fen Eğitimi, Nitel Araştırma, Biyomimikri, İlköğretim, Tasarım

Aydın, B. & Kaptan, D. F. (2023). Ortaokul Öğrencilerinin Biyomimikri ile Yürütülen Fen Derslerinin Etkililiğine İlişkin Görüşleri . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1353-1374 .
<https://doi.org/10.15869/itobiad.1257205>

Geliş Tarihi	01.03.2023
Kabul Tarihi	14.08.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

³ Betül AYDIN, Hacettepe Üniversitesi, Eğitim Bilimleri Enstitüsü, Matematik ve Fen Bilimleri Eğitimi Ana Bilim Dalı, Ankara, Türkiye, betul_aydin@hacettepe.edu.tr ORCID: 0000-0002-1922-099X

⁴ Prof. Dr. Fitnat KAPTAN, Hacettepe Üniversitesi, Eğitim Fakültesi, Matematik ve Fen Bilimleri Eğitimi Ana Bilim Dalı, Ankara, Türkiye, fitnat@hacettepe.edu.tr ORCID: 0000-0002-8498-729X

Introduction

For centuries, people have tried different ways to overcome difficulties. Engineers and scientists have been working to improve their design skills and solve design problems (Ceschin & Gaziulusoy, 2016; Gencer et al., 2020; Grant, 2012; Kelley et al., 2021; Lebdioui, 2022; Stevens et al., 2021). Nature has been a source of inspiration for scientists, engineers, and artists since the existence of humankind. This is because many of the problems we are trying to solve today have already been solved by nature. To effectively use materials, resources, and energy while solving problems, it is important to carefully observe nature (Altun, 2019; Benyus, 2002). Designs inspired by nature through biomimicry have been the focus of international interest for a long time, and many prestigious universities have established biomimicry research centers. For example, at Harvard University's Institute of Engineering Inspired by Biology, researchers' study how biological systems can be applied to engineering practices. The Biomimicry Center at Arizona State University research how problems solved by natural systems can be applied to engineering and technology fields. The center also examines ways to use various mechanisms in biological systems in areas such as production, energy, health, and the environment (Arizona State University, 2023). Similarly, the Biological Inspired Design Center at the Georgia Institute of Technology, the Interdisciplinary Biological Inspiration Center for Education and Research at the University of California, and the Biomimicry Research and Innovation Center at Akron University are leading biomimicry research fields affiliated with universities (CBID, 2023; CIBER, 2023; UA, 2023). These centers also offer various programs to educate students and equip them with knowledge and skills in the field of biological inspiration.

Science Education and Biomimicry

The starting point for integrating biomimicry into educational processes is to question how nature addresses the difficulties that humans face (Benyus, 2002). This requires students to observe nature with curiosity and to see it as a teacher, to understand how living things overcome challenges such as feeding, sheltering, and living in communities (Benyus, 2002; Collins, 2016). This can only be achieved by incorporating biomimicry into science courses that are carried out in a planned manner (Avci, 2019; Staples, 2005). Integrating biomimetic applications into topics in the science curriculum viewed through the lens of biomimicry will inspire students to emulate the functionality of nature in solving problems they encounter or will encounter in their daily lives (Çoban, 2019). The curriculum incorporating biomimicry will help teachers fulfill their teaching requirements in the classroom while emphasizing what students can learn outside the classroom (Say & Yıldırım, 2021). Interacting with nature in informal learning environments, such as hiking or spending time by a lake, naturally leads to curiosity, which prompts children to ask questions and develop creative ideas through their experimentation (Tisza et al., 2019). Additionally, interacting with living things helps students develop the ability to create sustainable designs and solutions (Eshach, 2007). There are many benefits to incorporating biomimicry into the science education curriculum, such as allowing students to make discoveries, providing a unique STEM (Science, Technology, Engineering, Mathematics) experience for students working in teams, encouraging students to design solutions for encountered challenges, developing skills in sustainability and creative thinking, and gaining different perspectives (Biomimicry Institute, 2006). Science classes that use biomimicry help

students understand the mechanisms of nature's wealth of solutions and how they can use them to solve problems while learning how nature can inspire innovative and sustainable design (Biomimicry Institute, 2006; Dilaver Türe, 2023).

In academic language, biomimicry is defined as a library where only successful solutions that have evolved over centuries are kept in nature (Biomimicry for Entrepreneurs, 2018). If students use biomimicry principles during learning from nature, the designed products will be environmentally sustainable products with high energy efficiency (Victoria & Krista, 2012). Integrating biomimicry into science classes can contribute to sustainability goals for our planet by creating interdisciplinary collaborations that can lead to new ideas (Jacobs, 2014; Jacobs et al., 2022; Linder & Huang, 2022; Staples, 2005). In short, biomimicry is a concept that helps in learning technologies developed by taking inspiration from nature and is therefore important in science education. According to Ersanlı (2016), students often question "why they need the information" and "where they will use what they learned" regarding physics topics. These questions indicate that students want to know how the information they learned can be applied in daily life. Answers to these questions can help clarify the importance and application fields of the topics, making the courses more meaningful and interesting. Biomimicry aims to teach students how natural systems work and their technological applications (Lebdioui, 2022; Lurie-Luke, 2014). This demonstrates to students how different branches of science, such as physics, chemistry, and biology, are related and how technology can be developed in these fields. Additionally, biomimicry teaches students to discover solutions available in nature and to develop new technological solutions through application. This helps students acquire problem-solving skills and gives them opportunities to understand nature and technology better (Ersanlı, 2016; Fried et al., 2020). The scientific disciplines supporting this goal are physics and the concept of biomimicry. By integrating topics such as how technologies developed from nature into physics education, courses can be made more meaningful and interesting. If students perceive that the knowledge of science has a direct connection to their experiences, their interest and attitude towards the subject will increase. For these reasons, it is important to understand what challenges students face in the implementation of biomimicry, which is a concept that adopts the idea of learning from nature, and what gaps exist in adapting this concept to science education.

When the literature is reviewed, it can be observed that the use of the term biomimicry has been increasing in different fields such as engineering, architecture, product design, etc. since the 1990s, and the number of studies investigating its position and importance in science education has also increased in recent years (Alemdar et al., 2021; Cakir, 2019; Canbazoğlu Bilici et al., 2021; Eagle-Malone, 2021; Kelley et al., 2021; Lebdioui, 2022; Mirici et al., 2021; Speck & Speck, 2021; Stevens et al., 2021; Sumrall et al., 2018). It can be observed that most of the research in this field is conducted at the undergraduate level with pre-service teachers (Cakir, 2019; Kandemir, Değirmenci & Coşgun, 2022; Kaya, 2022; Qureshi, 2022). Studies examining the opinions of science teacher candidates regarding biomimicry applications can also be found in the literature (Yıldırım, 2019). At the elementary level, studies have been conducted on the development of biomimicry instructional design within the scope of middle school Science Applications courses (Alperen, 2020), as well as on introducing the concept of biomimicry to first-grade students (Sumrall et al., 2018). It is observed that an integrated STEM lesson with biomimicry enables students to acquire knowledge about biomimicry

and science while developing language skills, logical reasoning, and mathematical thinking foundations (Dilaver Türe, 2023; Gould et al., 2021). Furthermore, biomimicry, due to its interdisciplinary nature, provides a significant positive contribution to students' learning in mathematics and science curricula (Karlı & Kurt, 2021). The use of biomimicry in science education provides an interdisciplinary approach that includes STEM education (Canbazoğlu Bilici et al., 2021; Kelley et al., 2021; Snell-Rood et al., 2021). Through this approach, students learn how to work across different disciplines and develop their creative thinking skills. Therefore, in order to achieve the goal of enriched science education with biomimicry activities, it is necessary to understand the thoughts of the target audience, namely students, regarding biomimicry education. This study aims to determine the positive and negative views of students regarding science courses conducted with biomimicry activities and their perceptions of the contribution of biomimicry-focused activities to their learning. Additionally, the study aims to identify the difficulties students face during biomimicry activities and their coping strategies. This study will serve as a reference for future similar studies and guide researchers working in this field. Considering all these reasons, the obtained data are expected to be meaningful and valuable in terms of literature. Within the context of this general aim, the following questions were addressed in this study:

Research Question:

What are the views of middle school students on the implementation process of biomimicry activities in science classes?

Sub-problems:

- What are the positive and negative opinions of middle school students about the implementation of biomimicry activities in science classes?
- What are the opinions of middle school students regarding the difficulties they experience during the implementation of biomimicry activities in science classes?
- What are the opinions of middle school students regarding the contribution of biomimicry activities in science classes to their development?
- What are the opinions of middle school students regarding the implementation of biomimicry activities in other subjects besides science classes?

Method

Design of the Research

Phenomenology is a design that focuses on individuals' daily life and social actions, providing an opportunity for the emergence of insights into the nature of reality (Merriam, 2013). This design is centered on phenomena that we are aware of but lack a detailed and comprehensive understanding (Yıldırım & Şimşek, 2011). Therefore, what holds significance in the phenomenology design is individuals' experiences and their experiences related to the phenomenon (Creswell, 2009). This study aims to deeply examine students' thoughts regarding biomimicry activities. For all these reasons, the phenomenology design, which aligns with the research objectives, has been chosen as the qualitative research method for this study.

Ethical permission

The ethical suitability of the research has been determined by the decision of the Hacettepe University Ethics Committee dated 22/03/2022 and numbered E-35853172-399-00002111660 within the scope of the study.

Research Group

In studies designed with the phenomenology design, it is crucial to work with individuals who can contribute to the understanding of the phenomenon (Creswell, 2009). In this study, purposive sampling method of criterion sampling was preferred. In qualitative research, purposive sampling is recognized as a useful method for explaining and exploring phenomena (Merriam, 2013; Yıldırım & Şimşek, 2011). Criterion sampling involves selecting cases that meet specific criteria as determined by the researcher (Yıldırım & Şimşek, 2011). 8th-grade students are subjected to a centralized exam called the High School Entrance Exam (LGS), which creates pressure and stress on students (Atay, 2021; Kızılkapan & Nacaroglu, 2019; Şad & Şahiner, 2016). Due to the potential negative impact on the general psychological state, motivation, and participation of students involved in the research process, the study was not conducted on 8th-grade students. Karaman and Karaman (2016) stated in their study that the curriculum is intensive for 6th graders and considering that these factors could affect the results of the research and reduce the reliability of the findings, 6th graders were not included in the study. With the support of the school administration, the study was conducted with 5th and 7th-grade students, as they assisted in facilitating the implementation of the research at those levels. Therefore, for this study, a group of 10 students attending a middle school in Ankara during the 2021-2022 academic year was selected. The criterion used in the selection of the study group was their participation in biomimicry activities conducted within the scope of science classes. Ten students who volunteered to participate in the interviews were coded as S1, S2, S3, S4, S5, S6, S7, S8, S9, and S10. Descriptive information about the participants is given in Table 1.

Table 1. *Demographic Characteristics of Participants*

Student Code	Gender	Age	Grade
S1	Male	13	7
S2	Female	12	7
S3	Female	12	7
S4	Female	10	5
S5	Male	10	5
S6	Male	11	5
S7	Male	12	5
S8	Female	11	5
S9	Male	11	5
S10	Female	12	5

Data Collection Tool

A semi-structured interview was used as the data collection tool. In the semi-structured interview form, the researcher's questions are pre-prepared, but the order or details of the questions may change during the interview (Glesne, 2010). This allows the researcher to address new topics that may arise from the participant's responses.

The interview form questions were developed by relying on field notes. The prepared interview form was presented to an academician in the field of education and a science teacher specializing in the field of natural sciences, and opinions were obtained from these two experts. Based on the data gathered from expert opinions, the questions included in the interview form were evaluated in terms of comprehensibility, suitability, and adequacy, and necessary adjustments were made. For instance, to obtain more in-depth information regarding the challenges faced during the process of creating designs inspired by nature, sub-questions such as "What are the challenges you encounter in terms of time, environmental and economy?" were added. The interview form consists of two sections. In the first section, questions related to the participants' characteristics are asked, and in the second section, the participants' opinions on the implementation and effectiveness of biomimicry activities in the science of science are obtained.

Data Collection Process

The data for the research was collected in May 2022. Participants were informed about the purpose of the research and consent forms were obtained from them and their parents. Information was provided that audio recording would be conducted to ensure uninterrupted interviews, and the interviews lasted for 25 minutes. Information was also provided that all recorded data would only be used for scientific purposes and not for any other purpose and that a nickname would be used instead of the student's name. To increase internal validity, the interviews were conducted in a quiet environment and recorded using a sound recording device. The developed interview form was presented to an expert for their review, and necessary adjustments were made. In the findings section, participants' statements were presented through direct quotations to enhance internal validity. The characteristics of the participants in the study, the research methodology, the reasons for using this method, and the data were presented in detail to attempt to increase external validity. The findings were presented without interpretation, relying on direct quotes, and the generated codes-themes were adjusted based on expert input to enhance internal reliability. To ascertain the appropriateness of the research's results and findings, these two sections were presented to two expert science educators to seek external reliability.

Data Analysis

Descriptive analysis was used in data analysis. Descriptive analysis involves the description of data and the interpretation of these descriptions (Yıldırım & Şimşek, 2011). The aim here is to examine and understand the content of participants' responses after the interviews, as well as to classify the interview data into meaningful categories (Fraenkel & Wallen, 2011; Yıldırım & Şimşek, 2011). The data were separately examined by two different researchers, and codes were assigned based solely on participant responses. After the coding process, the researchers came together and, through iterative discussions and examinations, reached a consensus to create themes that encompassed the codes and organized the data into tables (Creswell, 2009). In the

created tables, sections were formed for participants, responses, codes, and themes to facilitate a detailed analysis of the data. Furthermore, to enhance internal validity, the researchers presented participants' views directly through quotations in order to interpret the findings.

Findings

The responses obtained from the questions asked to the participants were examined, and the codes and themes created accordingly were presented in tabular form.

Findings related to the 1st sub-problem

The codes obtained on the positive and negative thoughts of the students regarding science classes carried out through biomimicry activities were grouped under three themes and are presented in Table 2.

Table 2. *Perceptions Regarding the Incorporation of Biomimicry-Focused Activities in Science Classes*

SAMPLE RESPONSES	CODE	THEME
Instructive	Learning	Cognitive
Many people will invent	Acquiring knowledge	
Generate different ideas	Design	
Contributes to the lessons	Retention	
We get more information	New ideas	
What we learned stays in our heads	Creativity	
There are more inventions	Discovery	
Our inventions increase	Teaching	
Permanence	Contribution to classes	
Teaches new things	Quick understanding	
Contributes to us		Emotional
Stays permanently in our minds	Entertainment	
Foreseeing ability	Feeling good	
We learn faster	Foresight	
Enhances our imagination	Excitement	
Discover new inventions	Enthusiasm	
Come up with new ideas	Imagination	
Creative thinking	Freedom of thought	
Excitement of inventing	Having fun	
Desire to prepare		
Freedom of thought has increased		Negative
My imagination has increased	Demanding	
A fun activity	Time-consuming	
The lessons are entertaining	Requiring a lot of thought	
Science is better received		
Entertaining		
Thought of applying to real life		
Takes time		
Demanding		
Needs to be thought about		

Students were asked, "What are your positive and negative thoughts about the science class conducted with biomimicry activities?" When Table 2 is analyzed, a large portion of student responses contain answers that the science class conducted with biomimicry-focused activities makes learning easier, they learn by having fun, the information is lasting, and they have more confidence in design making at the end of the process. The student with code S6 mentioned that the class is entertaining and interactive, which provides a chance for lasting learning, and they positively find the idea of applying the designs in real life. The same student also mentioned that they should think more about converting the knowledge about nature into design and therefore wanted the classes to continue for a longer time. The student with code S10 stated that the classes are interesting and entertaining, and this could have a positive effect on many people's creative thinking skills by saying, "The classes are fun and maybe this will cause many people to invent things in the future." The student with code S3 expressed both positive and negative opinions about the classes conducted with biomimicry as "positively, the things we do are staying in my head. It's staying in my head because it's a bit of fun. Negatively, it's very tiring."

It appears that the majority of participants believe that science courses conducted using biomimicry have contributed to their knowledge acquisition and development of creativity. Students S2, S5, and S7 expressed their thoughts as follows:

The student with the code S2: "I already love to invent. This way I get more excited. I've been eager to prepare constantly since you mentioned it last week, so I see this as very positive."

The student with the code S5: "I think it made a big contribution. I mean, how to say creative thinking? Generating new ideas, producing different ideas, discovering new inventions, having a sense of foresight, creativity, and such things."

The student with the code S7: "In our country or the world, new things are produced by taking inspiration from nature."

Findings related to the 2nd sub-problem

The students were asked about the difficulties they faced in creating a design by taking inspiration from nature. The codes obtained for the difficulties encountered by the students were grouped under five themes and are given in Table-3.

Table 3. *Difficulties encountered in the design process.*

SAMPLE ANSWERS	CODE	THEME
Drawing problems	Drawing	
Disagreements	Information Access	
Access to materials	Decision Making	Cognitive
Lack of permission to use certain materials	Idea Generation	
No problem	Excessive Thinking	
Difficulty in obtaining information	Research	
Decision making	Disagreement	
Fear of making mistakes	Fear of Making Mistakes	Emotional
Microscopes, electrical tools, and batteries are not available in the class	Lack of Time	Time
Idea generation		
Experiment equipment is a bit expensive	Lack of Material	
Lack of information	Lack of Laboratory	Physical/
Overthinking	Noise	Environmental
Difficulty in thinking		
Research	Access to materials	Economic
Insufficient time	Expensiveness	
Stationeries are too expensive		
A place with materials		
The laboratory is larger and more inspiring		
The laboratory inspires me		
A quieter place could be better		
Classroom		

The theme that students considered to have the most negative impact on their design creation process was identified as "time". Most students expressed this theme as "not enough time" and "lack of time". The student with the code S5 faced difficulties while searching for animals to take inspiration from and finding their applications, as stated below:

"..first we identified several animals, I can't remember them now, it feels like I only remember what I'm doing now. Now we are identifying the animal, but we can't find its application. Or we say let's find one application or we can't find it, we can't find

which animal it is. I looked at a couple of them, one of the two worked but it wasn't very useful. In the end, we found what we considered to be the most appropriate."

During the interviews, the laboratories were described by students as inspirational and encouraging places where they can find the materials they need. The lack of a laboratory was identified as a challenge in the design creation process. The statements from students highlighting this issue are as follows:

"The laboratory comes to mind first as a wider and more inspiring place. The classroom is just a normal one, but when you go to the laboratory, it feels like you're doing something other than just having a lesson and it gives more inspiration." (student with code S5)

"Because in our classroom, as you know, there are no microscopes, electrical equipment, batteries, etc. We can find what we need in the laboratory." (student with code S6)

The student with code S8: ... the classroom is not very suitable, it's more suitable in the laboratory.

Researcher: *Why?*

The student with code S8: Because more objects meet our needs there."

"...yes, I don't think it was very suitable to be done in the classroom because there was not much material in the classroom and I think it would be easier if it was done in the laboratory because there was more material there." (student with code S9)

"... for example, there could be a place like a laboratory, with more books, a quieter place." (student with code S2) Another challenge faced by students during the design process has been identified as the "economy" theme. Students with the codes S3 and S6 have reported difficulties related to this theme. An explanatory example is given below:

".. so I didn't do anything because we didn't implement it. But another friend of ours could face an economic challenge because the experiment materials are a bit expensive right now" (student with code S6).

Findings related to the 3rd sub-problem

Another research problem, *"What are the contributions of biomimicry applications in science class to students?"* was directed to the students. The codes obtained from interviews regarding the contributions of biomimicry-focused activities to students were grouped under three themes, as shown in Table 4.

Table 4. Contributions of Biomimicry Applications to Students.

SAMPLE ANSWERS	CODE	THEME
My research interest increased	Beneficial for exams	
My drawing ability improved	Generation of new ideas	
It facilitated our socializing	Learning	
We can invent more	Planning	Academic
It contributes to our minds	Retention	
Positive from academic, social, and creative aspects	Teachability	
It strengthened our friendship relationships	Scientific mindset	
	Experimentation	
We can develop inventions		
Expanded our imagination	Enthusiasm	Social
We acted like scientists	Socialization	
Expanded our minds	Strengthening relationships	
Our thinking improved		
My imagination increased	Imagination	
We made plans	Ability to design	Creativity
Learned what we didn't know	Drawing ability	
Classes were memorable	Thinking	
Learned through experimentation	Better designs	
Beneficial for exams	Innovation improvement	
Informs people		
Can achieve better designs		

When Table 4 is analyzed, the contributions provided by biomimicry activities are examined based on the views of the students under the themes of academic, social, and creativity. Academically, a student with code S1 described the contribution of the activities as *"because it opens the mind"*. The student with code S5 stated that reviewing data, researching, and designing processes enhances thinking skills and expands their knowledge. They stated *"We re-examine what we know in our brain through the activity. If we don't find something appropriate, we start the research process. After that, we think about what materials we can use, and how we can use them, and we go through that process. In the end, when we start making, something different comes up, and we try to make that, and in this way, we expand our minds. We may also learn some new things we don't know about."* In terms of creativity, student with code S10 said that the activities could have an impact, increase the research desire, and improve drawing skills if working on drawing. However, the student who is identified by the code S3, stated that they did not experience a change in their creativity as follows:

A student with code S3: *"So, we are all still creative, no change.*

Researcher: *You consider yourself to be creative before.*

A student with code S3: *Yes, we just put it into practice, so to speak."*

A student with code S4 student stated that in science classes conducted with biomimicry activities, they work like a scientist who *"invented the telephone,"* and emphasized the need for observation, planning, and prediction during the design process, in other words, using scientific process skills.

A student with code S6 student, who emphasizes the permanence of the information obtained in science class and believes that this leads to more effective learning and increased academic success, said, *"As I mentioned earlier, it helps the class stay in your mind. We don't have any difficulties in exams or oral exams."*

When the contribution of biomimicry-focused activities in science classes is investigated under the theme of "social," the student perspectives explaining this situation are given below:

S9: *"Positive from a social aspect, like group work. If it was individual work, maybe you know something that the other side doesn't. You'll learn that. Or the other side knows something you don't. This way, in group work, two, three, or four of us come together and it becomes better."*

S6: *"I think it has no or little contribution (from a social aspect). Because we're trying to reach a common path with our friends. That's what contributes from a social aspect."*

When the contribution of biomimicry activities under the theme of "creativity" is analyzed, the S9 expresses their opinion as follows: *"It promotes our socialization... and also expands our freedom of imagination, and especially when our imagination is wider, we can invent even more."* The same student was asked, *"Do you think it has a contribution from a creativity aspect?"* and responded, *"Of course, it does. Because an experiment is essentially about creativity."* These statements indicate the students' belief that their creativity has developed.

"Yes, before, I couldn't do certain things, but now with biomimicry, I can obtain better designs." (Student with code S7)

"In my opinion, creativity will be the most significant thing. Especially in terms of design. Now, we first think about what to do with a model, whether to draw a picture or describe it. Now, while reviewing these three, I think about how I can make the model, what do I need? How can I draw, what do I need? How can I write, how can I describe? That's why we choose the best one for us, and we can create a beautiful structure from here, in my opinion, that's why it's useful." (Student with code S5)

Findings related to sub-problem 4

The codes obtained from the students' opinions regarding the effectiveness of biomimicry applications in other subjects are gathered under three themes and presented in Table 5.

Table 5. *Use of Biomimicry in Other Subjects*

SAMPLE ANSWERS	CODE	THEME
"Yes, because it contributes to our love for classes"	Class enjoyment	Emotional
"Yes, because classes become more fun"	Finding the classes fun	
"Yes, because we become more active"	Permanent retention of information	Cognitive
"Yes, because our grades go up a little bit"	Active learning	
"Yes, because it's better retained in our minds"	Boredom	Negative
"Yes, because classes sink in better in our minds"	Not appropriate	
"In Turkish, Social Studies, Mathematics, all subjects"		
"No, because it would be boring in every class"		
"No, because the subjects like the universe and animals do not exist in other classes"		
"No, because this topic is specific to Science class."		

Students were asked if they would like to apply biomimicry-focused teaching in other lessons, and codes and themes were created based on the responses received. According to Table 5, students want biomimicry activities to be implemented in other lessons under 'cognitive' and 'sensory' themes. Students with codes S6 and S7 expressed their opinions in Turkish class, students with codes S10 and S7 expressed their opinions in the Social course, S2 expressed their opinions in the Mathematic course, and student with code S5 expressed their opinions for all courses to include biomimicry activities. They stated that they want this to happen because they want the topics to be more lasting and to improve their grades. S2 explained his opinion by saying, *"I think that if biomimicry is applied in the classes we don't like, it will contribute to our liking those classes because it is such a fun topic."*

S7: *"Because biomimicry brings to life in my mind better and sticks better in my brain, I would like it to be applied in other subjects...for example, Turkish. Turkish and Social studies.*

Researcher: *Why did you want it to be in those subjects?*

S7: *Because, as I stated, I have difficulties with those subjects, so I would like biomimicry to be applied so that I can understand the subjects more easily.*" The student states that they find it easier to understand the course topics they have difficulty expressing in words with biomimicry activities.

S3, a student identified with the code S3, explains that they do not want the same approach used in every class, unlike other students:

S3: *"No, I don't want it to stay that way if it's just in one class."*

Researcher: *"Why is that?"*

S3: *"Because I think one class is enough... I don't know, maybe it gets repetitive."*

A student identified with the code S6 thinks that using biomimicry-focused teaching in other subjects doesn't make sense because they only see it as related to science classes:

Researcher: *"Would you like biomimicry-focused teaching to be applied in other subjects?"*

S6: *"Honestly, I think it's a bit silly to do a bit of biomimicry in other classes as well because it's related to science. For example, Turkish, Turkish words, grammar, and stuff like that, but in science, we understand the whole universe, and we can invent. We are inspired by animals, we see animals."*

Discussion

This study investigated the views of middle school students on the use of biomimicry activities in science courses. In this context, students' perceptions of science classes conducted with biomimicry activities and the effectiveness of the implementation, as well as the difficulties they encountered during the implementation and whether biomimicry-focused activities contributed to them, were attempted to be revealed.

In the first sub problem, students were asked to express their general opinions on the implementation of biomimicry activities. The responses obtained from the students' opinions were coded and grouped under 'cognitive, emotional, and negative themes. Most students stated that science classes that focus on biomimicry activities are entertaining and that their confidence in design increased at the end of the process. Participants frequently mentioned that they could generate new ideas and that their creativity had improved. Similarly, Gencer et al. (2020) conducted a study with 21 students who were in the 5th grade of a state middle school. They asked the students to identify a problem and develop a possible solution using biomimicry as part of STEM applications. When the results of the study were analyzed, the students stated that even though they faced some difficulties in the biomimicry design process, they liked everything about the activity. According to the participants' opinions, the classes that were described as fun were also more memorable. The results obtained support the literature that states that making a class fun facilitates learning (Dönel Akgül & Kiliç, 2023; Karamustafaoglu et al., 2016) and that activities in science classes contribute to students' creative thinking skills (Özkale et al., 2020).

Some participants emphasize that biomimicry activities require a lot of time and energy, making them challenging. Although practical skills are given to students, activities that they may have to do in biomimicry activities include analyzing natural systems or

organisms, designing, or producing. Therefore, despite the students being informed about biomimicry, it is still possible to find studies where they do not use or do not want to use this method in their designs, similar to participants who describe the activities as challenging (Boga & Timur, 2016). The contribution of biomimicry to education should not be limited to improving teamwork, and social, and personal skills. Again, upon examination of the literature, some studies indicate that it allows learning to have a more positive response when encountering difficulties or negative results during the design creation process (Speck & Speck, 2021). Personal skills such as patience and understanding can also be developed in the event of failure, thereby preserving motivation and achieving a better result by trying again, which are also among the outputs of the process.

Another sub-problem of the study is concerned with the difficulties encountered during activities. The responses obtained from the students' opinions were coded and grouped under cognitive, emotional, time, physical/environmental, economic themes. Most participants mentioned time constraints as the main difficulty, followed by a lack of materials and issues related to the environment such as noise. Similar findings were found in previous studies, for example, insufficient time allotted for activities (Şahna & Başbay, 2013) and noisy environments and fear of failure during structured activities (Biyikli & Yagci, 2014) were common challenges. Most students also indicated that they prefer to conduct biomimicry activities in the laboratory to have easy access to the materials they need. The study by Swarat, Ortony, & Revelle (2012) aimed to address the lack of information on what makes science courses interesting for students. Interviews were conducted with 10 students to better understand the impact of learning environment elements (topic, activity, and learning goals) on students' interests. The study found that activities that are practical and allow interaction with technology tend to generate more interest among students. Emphasizing the role of activities in creating engaging learning environments can help develop students' interest in science. Biomimicry activities allow students to actively participate in the learning process and can increase their motivation by providing hands-on experience and gaining knowledge. Biyikli & Yagci (2014) stated that material-related problems encourage students to collaborate and share, leading to the development of different skills.

The third sub-problem of the research was to gather opinions on the contribution of biomimicry activities to students. The responses obtained from the students' opinions were coded and grouped under academic, social and creativity themes. A large majority of students stated that their creative skills, such as imagination and ability to design and invent, have improved under the theme of "creativity". Similarly, literature in the field also suggests that widespread implementation of biomimicry design works at all education levels will enhance problem-solving, design skills, collaboration, and analysis, as well as increase research curiosity and imagination among students (Avci, 2019; Gencer et al., 2020; Gould et al., 2021; Grant, 2012; Jacobs et al., 2022; Kelley et al., 2021; Nicholas & Peterson, 2015; Staples, 2005; Stevens et al., 2021; Williams et al., 2019;). Participants also emphasized that courses based on biomimicry activities increased their research needs and imagination, leading to better designs.

Finally, opinions on the effectiveness of biomimicry applications in other courses were collected during the research process. The responses obtained from the students' opinions were coded and grouped under emotional, cognitive negative themes.

Students have indicated that they would like to use biomimicry in other courses because it makes classes more fun, they are more active, they achieve academic success, and it helps retain information. Student responses were concentrated on Turkish, Social Studies, and Math classes. However, opinions were also gathered from participants who believed that biomimicry could not be used in subjects other than science. Biomimicry is an approach that uses the designs and functions of nature in human-made systems. Biomimicry can be applied in subjects other than science. For example, in Turkish classes, biomimicry allows students to examine natural language usage and understand the design of natural language. By using biomimicry in Turkish classes, students' sensory experiences in learning the language can also be increased. For example, by taking inspiration from bird species that learn sounds by recognizing and imitating them (such as crows and nightingales), sound examples can be shared with students, encouraging them to recognize and imitate sounds. In math classes, biomimicry allows students to examine the mathematical laws of natural events and apply them. Similarly, by taking examples of spiral structures in nature, geometric structures and their properties like spirals can be shared with students in mathematics. In social sciences, biomimicry allows students to examine the structure and functioning of natural societies and question whether these structures and functioning can be applied to human-made societies.

Based on the findings of the study, it has been observed that biomimicry activities are positively received by students, and participants have indicated that these activities make science classes more enjoyable and contribute to the development of students' creativity and problem-solving skills. Biomimicry activities have instilled confidence in students to generate new ideas and engage in design processes, allowing them to experience scientific procedures. Furthermore, it has been emphasized that biomimicry activities can be applied in other subjects as well, offering students a fun and effective learning experience in diverse disciplines. These findings shed light on the potential impact of biomimicry in education, making them a valuable reference for educators and researchers.

Conclusion

As science and technology rapidly advance, individuals must be open to innovation. Therefore, it is of great importance to educate individuals who can keep up with changing technology and contribute to its development. This is where biomimicry comes in, where we can look to nature as a research and development laboratory. Observing how nature uses renewable resources, limits waste production, and maintains products without polluting the environment will inspire us to design with a low ecological footprint.

Biomimicry-based education is not only a great way to engage students with real-world environmental literacy problems, but it also provides them with applicable solutions and a hopeful outlook for the future of our planet (Biomimicry Institute, 2006). Therefore, incorporating the study of the ways of life and models of nature in science classes and questioning how nature copes with challenges can create a new understanding in education.

This study is limited to ten secondary school students trained in biomimicry activities. In future studies, the effectiveness of the education can be more clearly demonstrated

through an experimental study by including student groups and teachers from different grade levels. The results of this study are limited to ten middle school students and the semi-structured interviews conducted with them. To examine whether the data varies based on different demographic characteristics of students, quantitative studies covering the entire class can also be considered. Additionally, it is considered beneficial for the field literature to conduct a different qualitative study that involves a long-term observation of teachers' instructional practices through an action research approach, which would provide more in-depth data.

Peer-Review	Double anonymized - Two External
Ethical Statement	* This study has been generated from the data of the thesis titled " The Effect of Teaching Biomimicry Approach in Science Education On Students' 21st Century Skills And Creativity" authored by the first author. It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited. * (Hacettepe University Rectorate, Hacettepe University Ethics Committee Decision was taken with the decision dated 22.03.2022, numbered E-35853172-399-00002111660 of the Presidency of the Publication Ethics Committee.)
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%50), 2. Author (%50) Data Acquisition: 1. Author (%50), 2. Author (%50) Data Analysis: 1. Author (%50), 2. Author (%50) Writing up: 1. Author (%50), 2. Author (%50) Submission and Revision: 1. Author (%50), 2. Author (%50)

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	* Bu çalışma birinci yazarın "Fen Eğitiminde Biyomimikri Öğretim Yaklaşımının Öğrencilerin 21.yüzyıl Becerilerine ve Yaratıcılıklarına Etkisi" başlıklı tezinin verilerinden üretilmiştir. Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur. * (Hacettepe Üniversitesi Rektörlüğü, Hacettepe Üniversitesi Yayın Etiği Kurulu Başkanlığının 22.03.2022 Tarih, E-35853172-399-00002111660 Nolu kararı ile Etik Kurul Kararı alınmıştır.)
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%50), 2. Yazar (%50) Veri Toplanması: 1. Yazar (%50), 2. Yazar (%50) Veri Analizi: 1. Yazar (%50), 2. Yazar (%50) Makalenin Yazımı: 1. Yazar (%50), 2. Yazar (%50) Makale Gönderimi ve Revizyonu: 1. Yazar (%50), 2. Yazar (%50)

References / Kaynakça

- Altun, Ş. (2019) *Doğanın İnovasyonu: Yenilik İçin Doğadan İlham Al*. Hümanist Kitap.
- Alemdar, M., Ehsan, H., Cappelli, C., Kim, E., Moore, R., Helms, M., Weissburg, M. (2021, July). Biologically Inspired Design for Engineering Education: Online Teacher Professional Learning (Evaluation). *Paper presented at 2021 ASEE Virtual Annual Conference Content Access, Virtual Conference*. <https://doi.org/10.18260/1-2--36749>
- Alperen, N. F. (2020) *A Stem-Based Instructional Design for The Middle School 5th Grade Science Applications Course: Technologies Inspired By Nature*. Master Thesis. Recep Tayyip Erdogan University, Rize.
- Arizona State University (2023, July 15). *About The Biomimicry Center*. <https://biomimicry.asu.edu/about-us/>
- Atay, S. N. (2021). *Teachers' Opinions On Skill-Based Questions In 8th Grade Turkish And Revolution History And Kemalism Courses*. Master Thesis. Amasya University, Amasya.
- Avcı, F. (2019). Nature and innovation: biomimicry in schools. *Anatolian Journal of Teacher*, 3(2), 214-233. <https://doi.org/10.35346/aod.604872>
- Benyus, J. M. (2002). *Biomimicry: Innovation inspired by nature*. New York: Harper Collins
- Biyikli, C., & Yagci, E. (2014). Description of Education Situations Designed According to 5E Learning Model. *Elementary Education Online*, 13(3), 1075-1097.
- Biomimicry for Entrepreneurs (2018). December 15, 2020, <http://biomimicryfe.org/>
- Biomimicry Institute (2006) December 15, 2020, <https://asknature.org/about/>
- Boga, M. A., & Timur, S. O. (2016). Exploring Biomimicry in the Students' Design Process. *Design and Technology Education: An International Journal*, (21)1, 21-31.
- Cakir, A. (2019). Biology Teacher Candidates' Awareness About Biomimicry [Questioning of Changes in Education: Looking for Priorities in Education]. *Education, Society, and Reform Conference (EDUSREF)*. Ankara, Turkey, 28-29 June 2019., 27.
- Canbazoğlu Bilici, S., Küpeli, M. A., & Guzey, S. S. (2021). Inspired by nature: an engineering design-based biomimicry activity. *Science Activities*, 58(2), 77-88. <https://doi.org/10.1080/00368121.2021.1918049>
- CBID (2023, July 14). *Center for Biologically Inspired Design- Integrative Education and Research Training: CBID at Georgia Tech*. <https://cbid.gatech.edu/professional-ecosystem/>
- Ceschin, F., & Gaziulusoy, I. (2016). Evolution of design for sustainability: From product design to design for system innovations and transitions. *Design Studies*, 47, 118-163. <https://doi.org/https://doi.org/10.1016/j.destud.2016.09.002>
- CIBER (2023, July, 15). *The Center for Interdisciplinary Biological Inspiration in Education and Research*. <https://www.cibercenter.net/>
- Collins, K. (2016). *Nature of Investing: Resilient Investment Strategies Through Biomimicry*. Routledge.
- Creswell, J. W. (2009). *Research design, qualitative, quantitative, and mixed methods approaches* (3rd ed.). California: SAGE Publications.

Çoban, M. (2019). *Integration of Biomimicry into Science Education*. MSc. Thesis, Yildiz Technical University, Istanbul.

Dilaver Türe, D. (2023). *Designing biomimicry and reverse engineering-based stem activities, implementation in chemistry lessons and evaluation of their effectiveness*. Doctoral Dissertation. Marmara University, Istanbul. <https://hdl.handle.net/11424/289227>

Dönel Akgül, G., & Kiliç, M. (2023). Preservice Science Teachers' Views on Educational Digital Games and KODU Implementations. *Fen Bilimleri Öğretimi Dergisi*, 8(2), 101-120. <https://doi.org/https://dergipark.org.tr/en/pub/fbod/issue/71992/1158003>

Eagle-Malone, R. S. (2021). Biomimicry outside the Classroom. *The American Biology Teacher*, 83(2), 120-124. <https://doi.org/10.1525/abt.2021.83.2.120>

Ersanlı, C. (2016). The Significance and Place of Biomimicry Data in Physics Education. *5th International Vocational Schools Symposium – Prizren*, 18-20 May 2016.

Eshach, H. (2007). Bridging in-school and out-of-school learning: Formal, non-formal, and informal education. *Journal of Science Education and Technology*, 16(2), 171-190.

Fraenkel, J. R. , & Wallen, N. E. (2011). *Educational research: A guide to the process*. Routledge.

Fried, E., Martin, A., Esler, A., Tran, A., & Corwin, L. (2020). Design-based learning for a sustainable future: student outcomes resulting from a biomimicry curriculum in an evolution course. *Evolution: Education and Outreach*, 13(1), 1-22. <https://doi.org/10.1186/s12052-020-00136-6>

Gencer, A. S., Doğan, H., & Bilen, K. (2020). Developing Biomimicry STEM Activity by Querying The Relationship Between Structure And Function In Organisms [Journal Article]. *Turkish Journal of Education*, 9(1), 64-105. <https://doi.org/10.19128/turje.643785>

Glesne, C. (2010). *Becoming qualitative researchers: An introduction* (4th ed.). Pearson Publication. USA.

Gould, D., Knowlton, K., & R., W. (2021). My Robot Can Fly! National Science Teaching Association (NSTA) *Science & Children*, 58(5), 24-29.

Grant, E. G. (2012). Using Biomimicry to Engage Students in a Design-Based Learning Activity. *The American Biology Teacher*, 74(3), 182-184. <https://doi.org/10.1525/abt.2012.74.3.10>

Jacobs, S. (2014). Biomimetics: A Simple foundation will lead to new insight about process. *International Journal of Design & Nature and Ecodynamics*, 9(2), 83-94. <https://doi.org/10.2495/DNE-V9-N2-83-94>

Jacobs, S., Eggermont, M., Helms, M., & Waniecek, K. (2022). The Education pipeline of biomimetics and its challenges. *Biomimetics*, 7(3), 1-19. <https://doi.org/https://doi.org/10.3390/biomimetics7030093>

Kandemir, N. , Değirmenci, S. & Coşgun, M. A. (2022). Investigation Of Science Teacher Candidates Skills in Associating Biomimicry Examples with Physics Concepts And Daily Life. *Turkish Journal of Primary Education*, 7(1) , 25-43. DOI:10.52797/tujped.1093614

Karaman, P., Karaman, A., (2016). Opinions of Science Teachers about the Revised Science Education Program. *Faculty of Education Journal*, 18(1), 243-269.

Karamustafaoglu, O., Sontay, G., & Tutar, M. (2016). "Student Views About "Science Teaching With Outdoor Learning Environments": Planetarium Tour. *Journal of Research in Informal Environments (JRINEN)*, 1(1), 1- 24. <https://doi.org/https://dergipark.org.tr/en/pub/jrinen/issue/26875/263991>

Karslı, G., & Kurt, M. (2021). Fen Öğretiminde Biyomimikri. In S. Say & F. S. Yıldırım (Eds.), *Fen Öğretiminde Yeni Yaklaşımlar - II*. Ankara: Pegem Akademi.

Kaya, Ş. (2022). *Investigation Of the Effects Of Stem Educational Activities Using Biomimicry Implication On The Preservice Science Teachers' Environmental Literacy Skills*. Master Thesis. Cukurova University, Adana.

Kelley, T., Knowles, J. G., Han, J., & N., T. A. (2021). Integrated STEM models of implementation. *Journal of STEM Education*, 22(1), 34-45. <http://orcid.org/0000-0002-3620-7017>

Kızıkan, O., & Nacaroglu, O. (2019). Science Teachers' Opinions About Central Exams (LGS). *Nevehir Hacı Bektas Veli University SBE Journal*, 9(2), 701-719.

Lebdioui, A. (2022). Nature-inspired innovation policy: Biomimicry as a pathway to leverage biodiversity for economic development. *Ecological Economics*, 202, 107585. <https://doi.org/https://doi.org/10.1016/j.ecolecon.2022.107585>

Linder, B., & Huang, J. (2022). Beyond Structure-Function: Getting at Sustainability within Biomimicry Pedagogy. *Biomimetics*, 7(3), 1-12. <https://doi.org/10.3390/biomimetics7030090>

Lurie-Luke, E. (2014). Product and technology innovation: What can biomimicry inspire? *Biotechnology Advances*, 32(8), 1494-1505. <https://doi.org/https://doi.org/10.1016/j.biotechadv.2014.10.002>

Merriam, S. B. (2013). *Qualitative research (Second edition)*. San Francisco: Jossey-Bass.

Mirici, S., Tanalp, D. T., Tuysuz, M., & Tuzun, U. N. (2021). An enrichment implementation in the education of gifted students: biomimicry with the macro, micro, and submicro nature of freshwater creatures. *International Online Journal of Education and Teaching (IOJET)*, 8(2), 604-621. <https://eric.ed.gov/?id=EJ1294315>

Nicholas, C., & Peterson, J. (2015). BIOMIMICRY: The "Natural" Intersection of Biology and Engineering. *Science Scope*, 38(7), 18-24. <http://www.jstor.org/stable/43691248>

Özkale, U., Kiliç, F., & Yelken, T. Y. (2020). According to the Views of Primary School Students Investigation of the Activities Performed in the Science Course in Terms of Creative Thinking Skills. *Turkish Journal of Educational Studies*, 7(3), 139-168. <https://doi.org/https://dergipark.org.tr/en/pub/turkjes/issue/57942/753115>

Qureshi, S. (2022). How students engage in biomimicry. *Journal of Biological Education*, 56(4), 450-464. <https://doi.org/10.1080/00219266.2020.1841668>

Say, S. & Yıldırım, F. S. (Eds.) (2021) *Fen öğretiminde yeni yaklaşımlar. Fen öğretiminde biyomimikri- Okul dışı öğrenme ortamlarında biyomimikri*. Pegem Akademi

Snell-Rood, E. C., Smirnoff, D., Cantrell, H., Chapman, K., Kirscht, E., & Stretch, E. (2021). Bioinspiration as a method of problem-based STEM education: A case study with a class structured around the COVID-19 crisis. *Ecology And Evolution*, 11(23), 16374-16386. <https://doi.org/10.1002/ece3.8044>

Speck, O., & Speck, T. (2021). Biomimetics and education in europe: Challenges, opportunities, and variety. *Biomimetics*, 6(3), 49. <https://doi.org/10.3390/biomimetics6030049>

Staples, H. (2005). The Integration of Biomimicry as a Solution-Oriented Approach to the Environmental Science Curriculum for High School Students. *Biomimicry in Environmental Education*, 1-72.

Stevens, L., Kopnina, H., Mulder, K., & De Vries, M. (2021). Biomimicry design thinking education: a base-line exercise in preconceptions of biological analogies. *International Journal of Technology and Design Education*, 31(4), 797-814. <https://doi.org/10.1007/s10798-020-09574-1>

Sumrall, W. J., Sumrall, K. M., & Robinson, H. A. (2018). Using Biomimicry to Meet NGSS in the Lower Grades. *Science Activities*, 55(3-4), 115-126. <https://doi.org/10.1080/00368121.2018.1563041>

Swarat, S., Ortony, A., & Revelle, W. (2012). Activity matters: Understanding student interest in school science. *Journal of research in science teaching*, 49(4), 515-537.

Şad, S. N. & Şahiner, Y. K. (2016). Students' Teachers' and Parents' Views about Transition from Basic Education to Secondary Education (BESE) System. *Elementary Education Online*, 15(1), 0-0. DOI: 10.17051/io.2016.78720

Şahna, S., & Başbay, A. (2013). The Problems Encountered in Information Technology Courses at Primary Schools. *Elementary Education Online*, 12(2), 367-382. <https://doi.org/https://dergipark.org.tr/en/pub/ilkonline/issue/8585/106647>

UA (2023, June 15). *The University of Akron- Biomimicry Research and Innovation Center*. <https://www.uakron.edu/bric/>

Tisza, G., Papavlasopoulou, S., Christidou, D., Voulgari, I., Iivari, N., Giannakos, M. N., & Markopoulos, P. (2019, May). The role of age and gender on implementing informal and non-formal science learning activities for children. In *Proceedings of the Fab Learn Europe 2019 Conference* (pp. 1-9)

Victoria, D., & Krista, L. (2012). Biophilic Boulder: Children's Environments That Foster Connections to Nature. *Children, Youth and Environments*, 22(2), 112-143. <https://doi.org/10.7721/chilyoutenvi.22.2.0112>

Williams, D., Barber, A., & Sheppard, P. (2019). Making Inspired by Nature: Engaging Preservice Elementary Teachers and Children in Maker-centered Learning and Biomimicry. In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1660-1665). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE). Retrieved February 1, 2023 from <https://www.learntechlib.org/primary/p/207866/>.

Yıldırım, B. (2019). The Opinions of Pre-service Science Teachers about Biomimicry Practices in STEM Education. *Journal of Gazi University Gazi Education Faculty*, 39(1), 63-90. <https://doi.org/https://dergipark.org.tr/en/pub/gefad/issue/43993/361834>

Yıldırım, A. & Şimşek, H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri (Sekizinci basım)*. Ankara: Seçkin Yayıncılık.



The Concept of Hygiene of Primary School Students in the Scope of Social Studies Teaching

Özcan PALAVAN¹

Abstract

The aim of this study is to determine the perceptions of Turkish Cypriot students about "hygiene", which is an important subject in the learning field of My Health, within the scope of Life Studies (1st, 2nd and 3rd Grade) course in primary schools. It is to evaluate and offer suggestions according to the situation that will arise. In this context, the study group of the research consists of 4th grade students in the 2019-2020 academic year whose Life Studies program has been completed. This study has been carried out using the phenomenological research design, one of the qualitative research designs. The sample of this study was formed using the convenience sampling method. Accordingly, a total of 185 4th grade students enrolled in the elementary schools located in TRNC comprised the study sample. Of these students, 107, 47 and 31 students were enrolled in the elementary schools located in Kyrenia, Nicosia and Morfou districts of TRNC, respectively. Content analysis of the answers given by the 185 students revealed that students used a total of 58 valid metaphors for the concept of "Hygiene" in different frequencies. These 58 metaphors were categorized into 8 themes of Cleaning, Cleaning Materials, Living Things, Family, Health, Non-Living Things, Abstract Things and Germs. Students were found to have used cleaning (f=65) the most, followed by broom (f=9), mother (f=8), white (f=8), water (f=8) and medication (f=6), as the metaphors to explain their hygiene perceptions. A review of the frequencies of the metaphors put forward by the students regarding the theme of family within the scope of this study gave rise to the question of whether there are sufficient role models in terms of hygiene in students' environments, within their families in particular. Further studies are needed to find an answer to this question.

Keywords: Hygiene, Metaphor, Elementary School, Student, Teacher, Family

Palavan, O. (2023). The Concept of Hygiene of Primary School Students in the Scope of Social Studies Teaching . Journal of the Human and Social Science Researches , 12 (3) , 1375-1395 . <https://doi.org/10.15869/itobiad.1257595>

Date of Submission	28.02.2023
Date of Acceptance	18.07.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Assoc. Prof. Dr, European University of Lefke, Dr. Fazıl Küçük Faculty of Education, Classroom Teaching, Lefke, KKTC, Mersin 10 Türkiye, opalavan@eul.edu.tr, ORCID: 0000-0002-5830-0212



Hayat Bilgisi Öğretimi Çerçevesinde İlkokul Öğrencilerinde Hijyen Kavramı

Özcan PALAVAN²

Öz

Bu çalışmanın amacı KKTC’de öğrenim gören ilkökul öğrencilerinin Hayat Bilgisi (1.,2. Ve 3. Sınıf) dersi “Sağlığım” öğrenme alanı çerçevesinde öğrendikleri “Hijyen” konusunda düşüncelerinin ortaya konulmasıdır. Bu çerçevede Hayat Bilgisi programını tamamlamış ve 4. Sınıfa geçmiş öğrencilerle çalışma gerçekleştirilmiştir. Nitel araştırma desenlerinden fenomenoloji deseni kullanılarak gerçekleşen bu çalışmada örnekleme Girne (n = 107), Lefkoşa (n = 47) ve Güzelyurt (n = 31) ilçelerinden seçilen ve dördüncü sınıfta öğrenim gören 185 öğrenci oluşturmaktadır. Örneklem seçiminde uygun örnekleme kullanılmıştır. 185 öğrencinin verdiği cevaplar analiz edildiğinde “Hijyen” kavramına yönelik farklı frekanslara sahip toplam 58 geçerli metafor belirlenmiştir. Metaforlar özellikleri bakımından incelendiğinde sekiz temada toplanmıştır. Bu temalar Temizlik, Temizlik Malzemesi, Canlı Varlık, Aile, Sağlık, Cansız Varlık, Manevi Boyut, Mikrop olarak isimlendirilmiştir. Metaforlar frekans olarak sıralandığında Temizlik (f=65), süpürge (f=9), anne (f=8), beyaz (f=8), su (f=8) ilaç (f=6) en çok geliştirilen metaforlar olarak belirlenmiştir. Çalışma verileri neticesinde hijyen konusunda öğrenciler önemli bir oranının temizlik ile hijyeni bağdaştırmıştır olduğunu söyleyebiliriz. Burada belli ölçüde bir dil birlikteliği sağlanması birbirlerini anlamada daha faydalı olabilir. Hijyen türleri konusunda da detaylı bir bilgilerinin olduğuna yönelik sonuç elde edilememiştir. Temizlik noktasında çevrenin rol model alındığını ve onların hijyen oluşturmak için yaptıklarının zihinlerde yer ettiğini görmekteyiz. Temizliğin nasıl yapıldığı noktasında derinlemesine inceleme yapmaları hatta laboratuvar deneyimleri ile durumu tespit etmeleri yararlı olacaktır. Burada eksik kalan noktalardan birisi hijyenin sadece köpüren malzemelerle sağlanmadığı noktasının açıklığa kavuşması gerektiğidir. Öğrencilerin ortaya koyduğu ifadelerden hijyen konusunda belli orada bilgi sahibi oldukları belirlenmiştir. Fakat hijyen türleri konusunda detaylı bir bilgilendirme yapılması gerekmekte olup bu noktada bir eğitim faydalı olacaktır. Ayrıca doğru ve yeterli temizliğin nasıl yapılacağına yönelik uygulamalara ihtiyaçları olduğu söylenebilir. Bu çerçevede hijyen uygulamalarına yönelik uzun vadeli çalışmalar yapılmalıdır.

Anahtar Kelimeler: Hijyen, Metafor, İlkokul, Öğrenci, Öğretmen, Aile

Palavan, O. (2023). Hayat Bilgisi Öğretimi Çerçevesinde İlkokul Öğrencilerinde Hijyen Kavramı . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1375-1395 . <https://doi.org/10.15869/itobiad.1257595>

Geliş Tarihi	28.02.2023
Kabul Tarihi	18.07.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

² Doç. Dr. Lefke Avrupa Üniversitesi, Dr. Fazıl Küçük Eğitim Fakültesi, Sınıf Öğretmenliği Anabilim Dalı, Lefke, KKTC, Mersin 10 Türkiye, opalavan@eu.edu.tr, ORCID: 0000-0002-5830-0212

Introduction

Hygiene is generally perceived as a comprehensive term to include all practices aimed at protecting health. The concept of hygiene is an old concept that pertains to personal and professional care as well as medicine (Nurudeen & Toyin, 2020). Hygiene is essential for the protection of personal and social health (Ural, 2007). When it comes to hygiene, the first thing that comes to mind is cleanliness. We may think that we provide hygiene when we wash our hands with water or wipe the dining table with a cloth, but in fact, we do not provide hygiene by doing so (Parlak, 2020; Kahveci & Demirtas, 2012). As a reason, hygiene can only be achieved by cleaning many microorganisms that are too small to be seen with the naked eye. Undoubtedly, the most important of these practices is personal hygiene, as it is key to preventing many health problems. The COVID-19 pandemic revealed once more that insufficient personal hygiene puts not just the personal health but also the public health at risk. Therefore, it is crucial to teach the necessity as well as the importance of hygiene. Personal hygiene usually brings to mind especially hand, foot, nail, face, eye and ear hygiene, hair care and cleansing, oral and dental care, regular bathing, using soap and water in cleaning processes and using clean laundry (Kaya et al., 2006, Aslan et al., 2006; Onsuz_&_Hidiroglu, 2008; Ozkal, 2020). It is also important that the tools to be used in these cleaning works are used personally and cleanly. The COVID-19 pandemic revealed the vital role of cleaning and personal hygiene once more (Ozkal, 2020). Hygiene is not just about personal hygiene. Among other components of hygiene are food hygiene, home hygiene and general hygiene (Stevenson et al., 2009). It is obvious that attention should be paid also to food and home hygiene in the fight against the pandemics.

In a study conducted in the United States, it was estimated that poor hand hygiene and inadequate hand washing resulted in approximately 1 million cases of gastrointestinal diseases, of which 250 cases were mortal. It was also estimated that the associated treatment expenses reached 400 million USD treatment as of the time of the study (Wenzel, 1995). The earlier, consistent and healthy the studies on hygiene are, the more beneficial will be the respective reflections on the economic activity. From this point of view, it is essential to assist children in comprehending the concept of hygiene and adopting the hygienic behaviours, as appropriate. Based on the studies it has conducted, the WHO (World Health Organization) considers inadequate hygiene as an important problem in terms of lifelong disease burden, especially in the developing countries, where inadequate hygiene is one of the first ten most important health issues(2002).

It is easier to transform knowledge and skill into the targeted habitual behavior at elementary school ages (Can et al., 2004). Besides, the stronger the foundation laid at school, the more the future health of the person will be protected (Cetinkaya et al., 2005). Wide usage of social networks in today's world can be utilized to create a ripple effect in spreading the good hygiene behaviors exhibited by conscious individuals to the general population. Thus, it is probably more possible today than ever to create a healthy society.

In daily life, all individuals must wash their hands using soap and water when they wake up, after using the toilet, before and after meals, after contact with genital and anal areas, animals and dirty surfaces and substances (Handwashing Liaison Group, 1999). Children take the first step towards becoming a healthy individual by adding

what they learned at school on top of the health information they learned from their parents. It has been reported that the level of awareness about hygiene behaviors is high in families with high socioeconomic status, and that there are deficiencies in hygiene behaviors in families with low socioeconomic status (Onsuz & Hidiroglu, 2008; Ulukanligil & Seyrek, 2003). Children take the first step towards becoming a healthy individual by adding what they learned at school to the health information they learned from their parents. Acquisition of the personal hygiene habits correctly at school age will directly affect the health of the person in the following years (Aslan et al., 2006; Cetinkaya et al., 2005). In particular, hand washing is accepted as the first condition of preventing infectious diseases and the most effective way of contagion control (Dennehy, 2000; Wong & Wai-san Tam, 2005). It has been reported in many studies that infections and hygiene habits are related, and infections increase in case of lack of hygiene habits (Mbakaya et al., 2019).

As the institutions where the individuals learn about their duties and responsibilities, schools are key to the formation of a hygiene culture in the society (Kanatli & Schreglmann, 2017). In this context, it is important first to know about what students think of, and imagine about, "hygiene", before taking any step in that regard. As was the case from past to present, the issue of hygiene will maintain its place without losing its importance for human health in the future, as well. For this reason, it is necessary for the states to implement long-term solutions in accordance with the existing needs instead of day-to-day solutions. Every country has to provide its citizens with the necessary knowledge, skills and attitudes about cleanliness and hygiene via education in schools (Ozkal, 2020). Studies have shown that hygiene education has a positive effect on children's school success (Mermer et al., 2016). In this context, revealing the perceptions of children towards "hygiene" in the first step of the education level, the results of this study can assist in the clarification of what has been gained positively, what has gone wrong, and what needs to be addressed with respect to the concept of hygiene.

Objective of the Study

Text It has been reported in a study that a review of health reports of the children who receive basic education revealed that children most frequently experience infectious diseases (Kitis & Bilgili, 2011). On the other hand, it has been reported by the World Health Organization that it is possible to prevent many infectious diseases and reduce the related mortality rates by getting individuals adopt the habit of cleaning and hygiene (WHO, 2009). In this context, the aim of this study is to determine the perceptions of Turkish Cypriot students about "hygiene", which is an important subject in the learning field of My Health, within the scope of Life Studies (1st, 2nd and 3rd Grade) course in primary schools. It is to evaluate and offer suggestions according to the situation that will arise. In this context, the study group of the research consists of 4th grade students in the 2019-2020 academic year whose Life Studies program has been completed. In line with the above-mentioned objective, answers to the following questions were sought:

- 1- Which metaphors do the elementary school students in TRNC use to explain their perceptions towards the concept of hygiene?
- 2- Which groups can these metaphors be categorized into on the basis of their common characteristics?

Material and Method

Research Design

This study has been conducted as qualitative research utilizing the “phenomenological research design”, a research design that focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding. Phenomenology constitutes a suitable research ground for studies that aim to investigate phenomena that are not completely foreign to us however that we cannot fully comprehend (Yildirim & Simsek, 2016).

Study Group

The study group of the research comprised 183 students who completed the Life Studies program enrolled in the 4th grade level during the 2019-2020 academic year in the elementary schools located in the Nicosia, Kyrenia and Morfou districts of the Turkish Republic of Northern Cyprus (TRNC). Selection of the schools and students included in the study group was made using the convenience sampling method. Convenience sampling is defined as a sampling method in which easily accessible and appropriate subjects are selected, taking into account the limitations with respect to time, financial and manpower (Büyüköztürk, 2012).

Table 1. Distribution of the students participated in the study

Districts	Number of Students		
	Female	Male	Total
Nicosia	24	23	47
Kyrenia	59	48	107
Morfou	16	15	31
Total	99	86	185

Data Collection

In order to collect the research data, students were given the following statement which includes blanks for the students to fill in: “I compare hygiene to Because”. Students were then asked to fill in the blanks in the statement using metaphors and to provide their reasoning for the choice of the metaphors they used to explain their perception of hygiene. Students were given sufficient time to fill out the forms they were provided.

Data Analysis

Content analysis method was used to analyze the collected research data. Content analysis aims to define the data and reveal the facts that may be hidden in the data (Yildirim & Simsek, 2016). In this context, in this study, first, the metaphors provided by the students on the concept of “hygiene” were listed according to their frequencies. Secondly, the metaphors provided by the students were evaluated together with the

justifications provided by the students for using these metaphors. Answers, in which both metaphor and justification parts were missing, answers in which either the metaphor or justification part was missing, and answers in which the metaphor and the justification are not relevant, were not taken into consideration. Consequentially, 185 of the 230 forms were deemed to fit for purpose and taken into consideration as the main data source to be analyzed within the scope of this study. Information about which district student produced the metaphor expressions is given in parentheses by coding. Letter codes were used to indicate the district in which the student's school was located. Accordingly, letter 'L' was used to indicate Nicosia ("Lefkosa" in Turkish), letter 'G' was used to indicate Kyrenia ("Girne" in Turkish), and letters GY were used to indicate Morfou ("Guzelyurt" in Turkish). In addition, numbers were used to indicate the rank of the students in the list. Hence L34 for instance indicated that the student's school is in Nicosia and he/she is number 34 in the list.

The metaphors provided by the students were categorized under certain themes based on the justifications provided for the choice of the respective metaphors. Accordingly, a total of 8 different themes were created regarding the concept of hygiene: *Cleaning, Cleaning Materials, Living Things, Family, Health, Non-Living Things, Abstract Things and Germs*.

Validity and Reliability

After the research data were categorized under themes, a checklist was created for the metaphors produced by the students and the justifications thereof. The checklist was sent to an expert in the field and was then revised based on the comments of the expert. The reliability of the study was calculated by using the formula "Reliability = (number of 'agreements' between the researcher and the expert on the checklist / number of 'agreements' between the researcher and the expert on the checklist + number of 'disagreements' between the researcher and the expert on the checklist) x 100" (Miles & Hubermann, 1994). Consequentially, the reliability of the study was calculated as 0.88.

Conclusion

Text In this section, the metaphors developed by the students participated in the study on the concept of "hygiene", and the categories under which these metaphors were grouped, are given. Codes were used instead of students' names.

Table 2. Metaphors developed by students on the concept of "hygiene"

Metaphor	F	Metaphor	F	Metaphor	F	Metaphor	F
Cleaning	65	Soap	3	Flower	2	Domestos*	1
Broom	9	Cleaning Product	3	Cat	2	Beauty	1
Mother	8	Tree	2	Protector	1	Taking Out The Trash	1
White	8	Oxygen	2	Cloud	1	Housewife	1

Water	8	Mirror	2	Tongs	1	Tidying Up The Surroundings	1
Medication	6	Game	2	Boat	1	Love	1
Meticulousness	6	Health	2	Snowflake	1	Magic	1
Life	5	Maternal Grandmother	2	Hospital	1	Angel	1
Dust	5	Self	2	Maternal Aunt	1	Death Of The Germs	1
Bee	5	Granny	2	Paternal Aunt	1	Avoiding Germs	1
Dishwashing	4	Orderliness	2	Paternal Grandmother	1	Clean Living Things	1
Germs	4	The Antonym Of Dirty	2	Friend	1	Woman	1
Air	3	Housekeeper	2	Foam	1	Little Pinwheel-Eyed Thing	1
Dust Cloth	3	Teacher	2	Cleaner	1		
Shininess	3	Human	2	Shiner	1	<i>No Idea</i>	9
Total number of metaphors		58		Total frequency		213	

* a bleach brand

Students developed a total of 58 different metaphors on the concept of “hygiene”. The metaphor developed the most by the students was cleaning (f=65). Other metaphors and the frequencies thereof were as follows; broom (f=9), mother (f=8), white (f=8), water (f=8), medication (f=6), meticulousness (f=6), life (f=5), dust (f=5), bee (f=5), dishwashing (f=4), germs (f=4), air (f=3), dust cloth (f=3), soap (f=3), cleaning product (f=3) and shininess (f=3). Each of the metaphors of oxygen, mirror, game, health, maternal grandmother, self, granny, orderliness, the antonym of dirty, housekeeper, teacher, human, flower, cat and tree were developed twice (f=2), whereas each of the metaphors of cloud, tongs, boat, snowflake, hospital, maternal aunt, paternal aunt, paternal grandmother, foam, cleaner, shiner, Domestos, beauty, taking out the trash, tidying up the surroundings, love, magic, angel, death of the germs, avoiding germs, clean living things, woman, housewife, protector and little pinwheel-eyed thing were developed once (f=1). Nine students stated that they have “no idea” about hygiene.

Distribution of the Metaphors Developed on the Concept of “Hygiene” by Themes

The metaphors developed by the students on the concept of “Hygiene” were reviewed and categorized under eight themes of “*Cleaning, Cleaning Materials, Living Things, Family, Health, Non-Living Things, Abstract Things and Germs*”.

Table 3. Distribution of the themes created to categorize the metaphors developed by the students on the concept of “hygiene” by the frequencies of these metaphors

Themes	Metaphors	Number of Metaphors	Frequencies of Metaphors	Percentage* (%)
Cleaning	Cleaning(f=65), White(f=8), Meticulousness(f=6), Dishwashing (f=4), Shininess(f=3), Orderliness(f=2), The antonym of dirty (f=2), Beauty (f=1), Taking out the trash(f=1), Tidying up the surroundings(f=1)	10	93	44,13
Cleaning Materials	Broom(f=9), Water(f=8), Dust cloth(f=3), Soap(f=3), Cleaning product(f=3), Foam(f=1), Cleaner(f=1), Shiner(f=1), Domestos(f=1),	9	30	13,62
Living Things	Bee(f=5),Housekeeper(f=2), Teacher(f=2), Human(f=2), Flower(f=2), Cat(f=2), Tree(f=2), Clean living-things (f=1), Woman (f=1), Housewife (f=1), Friend (f=1), Protector (f=1), Little pinwheel-eyed thing (f=1)	13	23	10,80
Family	Mother (f=8), Maternal grandmother (f=2), Self (f=2), Granny (f=2), Maternal aunt (f=1), Paternal aunt (f=1), Paternal grandmother (f=1)	7	17	7,98
Health	Medication (f=6), Life (f=5), Health (f=2), Hospital (f=1)	4	14	6,57
Non-living Things	Air (f=3), Oxygen (f=2), Mirror (f=2), Game (f=2), Cloud (f=1), Tongs (f=1), Boat (f=1), Snowflake (f=1)	8	13	6,10
Abstract Things	Love (f=1), Magic (f=1), Angel (f=1)	3	3	1,40
Germs	Dust (f=5), Germs (f=4), Death of the germs (f=1), Avoiding germs (f=1)	4	11	5,17
Students with no idea on “hygiene”		1	9	4,23
Total		59*	213	100

* Percentage ratio of the total frequencies of the metaphors included in the respective theme to the total frequencies of the metaphors included in the study

**The total number of metaphors are 58, yet it is given above as 59, with the addition of the students with no idea on “hygiene” as another group of metaphor.

As can be seen in Table 3, from among the 58 metaphors developed for the concept of “hygiene”, 10 metaphors, which were expressed a total of 93 times by different students participated in the study, were grouped under the theme of Cleaning, 9 metaphors, which were expressed a total of 30 times by different students participated in the study, were grouped under the theme of Cleaning Materials, 13 metaphors, which were expressed a total of 23 times by different students participated in the study, were grouped under the theme of Living Things, 7 metaphors, which were expressed a total of 17 times by different students participated in the study, were grouped under the theme of Family, 4 metaphors, which were expressed a total of 14 times by different students participated in the study, were grouped under the theme of Health, 8 metaphors, which were expressed a total of 13 times by different students participated in the study, were grouped under the theme of Non-Living Things, 3 metaphors, which were expressed a total of 3 times by different students participated in the study, were grouped under the theme of Abstract Things, and 4 metaphors, which were expressed a total of 11 times by different students participated in the study, were grouped under the theme of Germs. There were also 9 students who stated that they do not know anything about the concept of “hygiene” and did not develop any metaphors in relation thereto.

Theme of Cleaning

Examples to the metaphors and the justifications thereof expressed by the students, and were categorized under the theme of “cleaning”, are as follows:

I compare hygiene to cleaning. Because hygiene means cleanliness and cleanliness means saying goodbye to dusts. (G3)

I compare hygiene more to cleaning. Because hygiene cleanses. (G11)

I compare hygiene to cleaning up. Because that comes to my mind when cleaning the floor or the environment. (L8)

I compare hygiene to the antonym of dirty. Because hygiene means cleanliness, and cleanliness is the antonym of dirty. (G35)

I compare hygiene to meticulousness. Because my mother does cleaning everyday (G38).

I compare hygiene to cleaning. Because they always mention of hygiene whenever talking about cleaning, and that's how it stuck with me. (GY22)

I compare hygiene to shininess. Because wherever hygiene is, it will be clean and bright. (G53)

I compare hygiene to tidying up the surroundings. Because things like environmental pollution, etc. make me think that way. (G90)

Analysis of the expressions of the students reveals that “cleanliness” is in the foreground. Routine and visible tasks such as taking out the trash, tidying up the surroundings, and dishwashing were developed as the metaphors to explain hygiene. These are the tasks that are often met in daily life, some of which are personally

attended by students. Further analysis of the expressions of the students indicates that a majority of the students are aware that the completion of such tasks results in tidiness and order in their environment. This status of tidiness and orderliness is perceived by these students as shininess and beauty. On the other hand, lack of hygiene, that is lack of tidiness and orderliness, is perceived by them as dirtiness.

Theme of Cleaning Materials

Initially, the theme of cleaning materials was not created as a separate theme and planned to be incorporated into the theme of cleaning. Nevertheless, after the analysis of the students' expressions thereof revealed that it would be more appropriate to create a separate theme for cleaning materials. It was observed that students mostly mentioned the metaphors of broom and water under this theme. In addition, other metaphors such as dust cloth, soap, cleaning product, cleaner, foam and shiner were also used by the students. Furthermore, a well-known cleaning product brand was also mentioned by one student (G50). Analysis of the expression in question revealed how effective the advertisements are on students. Sharings on social media during the COVID-19 period had positive effects on gaining the habits of cleaning and hygiene, and hand hygiene in particular (Ugurlu et al., 2020). This suggests that the appropriate use of mass media can be beneficial in ensuring hygiene. Use of cleaning materials that create foam as metaphors by students to express hygiene was noteworthy as that it may refer to the need to inform the students and the society that it is not only the foaming materials that are effective in hygiene, but also the non-foaming materials such as disinfectants and cologne.

Considering that there would be no cleaning without cleaning materials, it could have been expected of the students to have developed a higher number of metaphors on cleaning materials than the number of metaphors they actually have developed. Examples to the metaphors and the justifications thereof expressed by the students, and were categorized under the theme of "cleaning materials", are as follows:

I compare hygiene to a broom. Because every Monday my mom cleans and sweeps the floors with a broom and I help out my mom with a dust cloth (G1).

I compare hygiene to a vacuum cleaner. Because the vacuum cleaner does the cleaning (L13).

I compare hygiene to a soap. Because hygiene means cleanliness, and cleaning is done with soap, which is why I compare hygiene to soap (G22).

I compare hygiene to Domestos. Because there is hygiene in Domestos (G50).

I compare hygiene to freshwater. Because I think clean freshwater, which is like shining light, would describe cleaning the best (G73).

I compare hygiene to cleaning materials. Because cleaning materials keep our house hygienic (L9).

Theme of Living Things

The metaphors students developed for the concept of "hygiene" under this theme included bee, housekeeper, teacher, human, flower, cat, tree, clean living-things, woman, housewife, friend, protector and little pinwheel-eyed thing. Students developed metaphors such as bee, cat and little pinwheel-eyed thing from among the animalistic characteristics that represent vitality, in addition to flower and tree from

among the herbal characteristics that also represent vitality. It can be inferred that they point out to the refer to the vital importance of hygiene by referring to diligence in bees, cleanliness in cats, and oxygen in flowers and trees. Additionally, it is observed that they have developed metaphors for hygiene by using human characteristics such as housekeeper, woman and housewife, putting forward their thoughts about the people who do the cleaning. Accordingly, it can be inferred that they refer to the importance of individual work in providing hygiene. The use of the teacher metaphor under this theme is particularly striking, since it implies that students take the teacher as a role model. It can be inferred from the related expressions of students that the positive features they perceive in their teachers evoke hygiene, that they explain hygiene with clean living-things, and that they perceive hygiene as a friend and protector. Examples to the metaphors and the justifications thereof expressed by the students, and were categorized under the theme of “living things”, are as follows:

I compare hygiene to a little pinwheel-eyed thing. Because I think they're like microbes (G28).

I compare hygiene to a cat. Because cats awash up every minute and are very clean (L18).

I compare hygiene to bees. Because bees work a lot and regularly (G29).

I compare hygiene to the clean trees in a forest. Because a tree with hygiene is very clean. Hygiene means cleanliness (G67).

I compare hygiene to the trees in a forest. Because if it would not be for the trees in the forest, the whole world would be without oxygen (L32).

I compare hygiene to teacher Hakan. Because teacher Hakan is a very clean person (G82).

I compare hygiene to a flower. Because hygiene is like the pollen of a flower (L12).

I compare hygiene to a friend. Because a friend always helps us, as does hygiene (L45).

Theme of Family

Review of the metaphors developed by the students under the theme of family indicates that the students relate the concept of hygiene to the people who do the cleaning work around them and with whom they have blood ties. It can be inferred that the students, who tried to explain the concept of hygiene with a metaphor under the theme of family, take these relatives, with whom they are in constant communication, as role models, and that they look up to these relatives in hygiene education even more so than they look up to others. It can be deduced from the expressions of these students that they constantly observe these relatives and that what these relatives do leave a mark on these students. The information acquired by children in the family may be forgotten in time, especially when the parents and teachers have no oversight of the children anymore. In addition, not every child can acquire enough cleaning and hygiene knowledge or practice in their family (Ozkal, 2020). The analysis of the students' expressions reveal that the students are aware of the fact that cleaning should be done in order to ensure hygiene and that it should be done every day. However, it could not be inferred from students' expressions that whether they have enough information on how cleaning is done. Examples to the metaphors and the justifications thereof expressed by the students, and were categorized under the theme of “family”, are as follows:

I compare hygiene to my mother who does the housework at home. Because my mom loves to

clean (GY20).

I compare hygiene to my mother. Because she thinks that she has to do cleaning every day (G92).

I compare hygiene to my maternal grandmother. Because there is not even a single day that my maternal grandmother does not do cleaning (L16).

I compare hygiene to my granny. Because my granny always thinks and cares about hygiene, just like me (G96).

I compare hygiene to my maternal aunt. Because my maternal aunt has a cleaning obsession, and she cannot feel good unless she does cleaning (G98).

I compare hygiene to my paternal grandmother. Because she is always clean and takes a shower every day (G103).

I compare hygiene to my paternal aunt. Because as soon as she comes home, she washes her socks, clothes, etc. (L2).

Theme of Health

The fact that the metaphors developed by the students categorized under the theme of health are generally related to medical terminology including hospital and medication is noteworthy. It can be inferred that students who developed these metaphors had the idea that hospital is a place where hygiene exist or can be obtained from. In addition, it is seen that some students considered that the use of medication is necessary to ensure hygiene, that otherwise there would not be any hygiene, and that there will be no life without hygiene. It is seen that the situations that occur when hygiene is not provided shapes their ideas on hygiene. They think that germs come when there is no hygiene, that their health deteriorates subsequently, and that they are obliged to go to the hospital and get some medication. Examples to the metaphors and the justifications thereof expressed by the students, and were categorized under the theme of “health”, are as follows:

I compare hygiene to health. Because life without hygiene means germs, which is why I compare hygiene to health (G7).

I compare hygiene to life. Because there would not be any life without hygiene and we cannot continue our future without hygiene (GY30).

I compare hygiene to medication and shiner. Because there is hygiene in medications and shiners (L43).

I compare hygiene to hospital. Because hospitals, as the places where we recover, are clean (L22).

Theme of Non-Living Things

The metaphors created by the students categorized under the theme of non-living things relate to any object or description. For instance, in the metaphors of air and oxygen, life is at the forefront. Among other metaphors included under this theme were mirror, game, cloud, tongs, boat and snowflake. The boat metaphor has been expressed in a remarkable way. Other examples to the metaphors and the justifications thereof expressed by the students, and were categorized under the theme of “non-living things”, are as follows:

I compare hygiene to oxygen. Because hygiene is very similar to oxygen in that there would not

be any life without either one of them (GY6).

I compare hygiene to game. Because cleaning is like a game (GY16).

I compare hygiene to mirror. Because the mirror shines brightly (G99).

I compare hygiene to a boat. Because hygiene is like a boat sailing on clean waters (L32).

Theme of Abstract Things

The metaphors developed by the students categorized under this theme relate mostly to things that are intangible and invisible such as love, angels, and magic. Examples to the metaphors and the justifications thereof expressed by the students, and were categorized under the theme of “abstract things”, are as follows:

I compare hygiene to magic. Because when there is hygiene, everywhere shines as if they are magical (G69).

I compare hygiene to angels. Because angels are very clean (GY2).

Theme of Germs

The metaphors developed by the students under this theme relate to the presence or absence of germs. It is seen that they have a brief and concise perception about germs in that if there is hygiene, there will be no germs, if there is no hygiene, there will be germs. However, as seen in the statements of some students, e.g. in the expression of the student coded G33, the fact that hygiene was considered to be the equivalent of germ may suggest that some students might actually be confused about what hygiene really means. In-depth research is required to determine the knowledge level of students on hygiene. Examples to the metaphors and the justifications thereof expressed by the students, and were categorized under the theme of “germs”, are as follows:

I compare hygiene to germs. Because each of them is a little hygiene (G33).

I compare hygiene to germs. Because germs come when we do not wash our hands (L7).

I compare hygiene to the death of the germs and to the clean of the clean. Because hygiene is more more than cleanliness (GY19).

Discussion and Conclusion

Analysis of the answers provided by the 185 students revealed that students used a total of 58 valid metaphors for the concept of “Hygiene” in different frequencies. There were 9 students who stated that they do not know anything about the concept of “hygiene” and did not develop any metaphors in relation thereto. The said 58 metaphors were categorized into 8 themes of *Cleaning, Cleaning Materials, Living Things, Family, Health, Non-Living Things, Abstract Things* and *Germs*. Students were found to have used cleaning (f=65) the most, followed by broom (f=9), mother (f=8), white (f=8), water (f=8), medication (f=6), meticulousness (f=6), life (f=5), dust (f=5), bee (f=5), dishwashing (f=4), germs (f=4), air (f=3), dust cloth (f=3), soap (f=3), cleaning product (f=3) and shininess (f=3), as the metaphors to explain their hygiene perceptions. Each of the metaphors of oxygen, mirror, game, health, maternal grandmother, self, granny, orderliness, the antonym of dirty, housekeeper, teacher, human, flower, cat and tree were developed twice (f=2), whereas each of the metaphors of cloud, tongs, boat, snowflake, hospital,

maternal aunt, paternal aunt, paternal grandmother, foam, cleaner, shiner, Domestos, beauty, taking out the trash, tidying up the surroundings, love, magic, angel, death of the germs, avoiding germs, clean living things, woman, housewife, protector and little pinwheel-eyed thing were developed once ($f=1$).

It is important that the metaphor of cleaning was produced the most for the concept of “hygiene”. Cleaning is an indispensable element of living in a society and is what the individual and social health is based upon (Onsuz & Hidiroglu, 2008). In today’s world, personal hygiene habits are considered as one of the basic measures of the level of a civilization. Cleanliness of the body and clothing, which are necessary components of human health, are deemed as indicators of civilization (Can et al., 2004). However, being knowledgeable about cleanliness and hygiene alone is not enough for behavioral change. The practice of hygiene is equally important (Kandemir et al., 2016). As a reason, knowledge alone may not be enough to prompt exhibiting the required behaviours in practice. Hence, it is necessary to know what tools & materials are needed to do cleaning in order to ensure hygiene as a result. This is one of the reasons why metaphors developed on cleaning materials have been addressed under a separate theme in this study.

It was observed that students mentioned the metaphors of broom, water, dust cloth, soap, cleaning product and cleaner under this theme. Use of cleaning materials that create foam as metaphors by students to express hygiene was noteworthy as that it may imply the need to inform the students and the society that it is not only the foaming materials that are effective in hygiene, but also the non-foaming materials such as disinfectants and cologne. Furthermore, it was remarkable to see that products seen in the media were identified with the concept of hygiene, albeit not in a high frequency. Parlak (2020) stated that the media has a positive effect on raising awareness about hygiene. These findings clearly suggest that the appropriate use of mass media can be beneficial in ensuring hygiene.

It can be deduced from the collected data that students are good observers, that their observations are relevant to hygiene, and that they take their teachers, mothers, fathers, aunts, etc. as their role models. Additionally, it was found that students observed the behaviors of non-human creatures such as bees in the context of hygiene. The results of the study conducted by Onsuz & Hidiroglu (2008) support the results of this study, as that they reported that the hand hygiene habits of the elementary school students in regions with low socio-economic levels were insufficient (46.6%), and that the proficiencies of the students in respect of hand hygiene varied in line with socio-economic level. The characteristics of the environment that the students are in seem to be extremely effective in shaping their hygiene habits. In this context, it is necessary first to make an assessment of the environment of the students, and then take steps in that directions.

Based on the findings of this study, it can be inferred that the knowledge and behavior of parents are effective in shaping the hygiene habits of the children, in respect of handwashing in particular. The analysis of the metaphors categorized under the theme of family revealed that students take their family members as role models in respect of hygiene behaviors. However, the low frequencies of such metaphors suggest that the students do not acquire the hygiene behaviours from the family at the desired level. Hence, it is necessary first to determine students’ level in that respect, and then to

improve their levels via the health education to be provided at school (Yaramis et al., 2005). From this point of view, communication and cooperation with families on hygiene emerge as an important matter. If students do not receive adequate education, do not give importance to individual hygiene, and do not comply with environmental hygiene rules, parasitic diseases will inevitably pose a greater risk, for children in particular (Borekci & Uzel, 2009). There are studies, in which the hygiene behavior levels of high school students, and of university students even, were found to be highly inadequate (Kirim & Hirca, 2015; Taskiran, Khorshid & Sarı, 2019). Studies conducted during the COVID-19 pandemic process revealed that individuals' hand hygiene is insufficient (Ugurlu et al., 2020).

Considering the society as a whole body which consists of individuals, it is inevitable that the incidences of parasites, viruses, etc. in public places will be high if adequate and necessary hygiene cannot be achieved on an individual scale (Daldal et al., 2007; Ince & Ince, 2002; Sasmaz et al., 2000). Students were found to be aware of this fact to a certain extent. As a matter of fact, a number of metaphors created by the students were categorized under the theme of "germs".

A review of the medical reports obtained in Turkey revealed that the children of basic education age undergo infectious diseases the most (Kitis & Bilgili, 2011). The results of the studies available in the literature support the hypothesis that the prevalence of infections are related to hygiene habits (Mbakaya et al., 2019). The fact that some of the students included in this study developed metaphors such as medication, life, health, and hospital reveal this said relationship. Some students seem to have the opinion that hygiene is something that can be regained from health institutions in case of any disease. The metaphors developed by the students categorized under this theme relate mostly to non-living things that are invisible such as air and oxygen. Use of hygiene in the sense of cleanliness and its identification with air or oxygen, presence of expressions which imply that there would not be any life without hygiene, can be interpreted to suggest that students perceive hygiene as a concept that involves environmental sensitivity.

WHO states that providing individuals with the right habits of cleaning and hygiene is effective in preventing many infectious diseases such as diarrhea, typhoid fever, dysentery and hepatitis A, and reducing mortality rates (WHO, 2009). It has been stated that the transmission of nearly 50 diseases can be prevented by improving personal hygiene through trainings (Greene, 2001). Today, we experience in person in the context of COVID-19 pandemic how measures such as hygiene, mask and social distancing are effective on the fight against COVID-19. Regardless of the fact that some hygiene practices may differ individually, it is obvious that it is necessary to wash hands especially after contact with any person, surface and object, after using the restrooms and before eating in particular (Guler, 2004). In the study carried out by Vivas et al. (2010), it was concluded that hygiene education prevents students from getting sick to a certain extent. In addition, personal hygiene practices develop significantly in line with the beliefs, values and habits of the person. Cultural, social, familial factors and the individual's knowledge and perception of health and hygiene affect this situation (Yavuz, 2000; Cetinkaya et al., 2005). From this point of view, it is extremely important to identify deficiencies in hygiene and to provide correct information. In conclusion, it can be said that many problems will be eliminated in the life of the individual and

society, if the necessary hygiene education is provided correctly.

The results of this study indicated that a significant proportion of the students associated cleaning with hygiene. This result suggests that a certain level of linguistic unity between the terms of cleaning and hygiene may be more beneficial in ensuring that the understanding of hygiene is at the desired level. On the other hand, there was no finding in this study that indicate that students have detailed information about types of hygiene. It was observed that the students take the adult figures in their environments as their role models and that they adopt the things which these adult figures do to ensure hygiene. It was also determined that a clean and good appearance supports high self-esteem (Arat et al., 2014; Uzunçakmak, 2012). According to Onsuz & Hidiroglu (2008), hand hygiene improves as the socioeconomic level increases, and the education and income level of the family are closely related to ensuring hygiene. The high level of education of parents, especially the mother, can be effective in the behavior of children. Kaya et al. (2006) reported that the hygiene scores of the students with mothers who had higher education levels were higher. Based on the results of this study, it can be concluded that carrying out in-depth activities on how cleaning is done, which even include laboratory experiences in relation thereto would be useful to ensure the desired level of hygiene in students. Providing a hygiene education as such would also clarify students' confusion on the materials that provide hygiene, so that they can overcome the misconception that hygiene is possible only with foaming materials.

Recommendations

The findings of this study indicated that students had a rough idea about hygiene. Nevertheless, they should have some detailed information about the types of hygiene, as well. A hygiene education would be useful in that respect. In addition, based on the findings of this study, it can be also said that students need to practice on how to do cleaning correctly and at adequate level. In this context, long-term studies on hygiene practices should be carried out. It would be also beneficial to incorporate laboratory work in these studies. It should be considered that elementary school students are generally in the concrete operational stage, hence it would be appropriate to use drama education and similar methods that are effective in retaining knowledge.

Attention should be paid to avoiding situations that may lead students to perceive concepts differently than what they are which may lead to misconceptions as a result, and to have a language unity thereof. Care should be taken to use the values that are deemed to be common for a concept. It should be checked whether students have any misconceptions in respect thereof.

Taking into consideration the effects of mass media on individuals and society, various social responsibility studies can be carried out within the framework of cooperation between school and media on hygiene.

Studies indicate that children are affected by what they see around them. Therefore, families should be involved in hygiene teaching. As a matter of fact, some of the articles included in the school-family cooperation regulation introduce several provisions to that effect (Ministry of National Education Regulation on School-Parent Association, 2012).

A review of the frequencies of the metaphors put forward by the students regarding the

theme of family within the scope of this study gave rise to the question of whether there are sufficient role models in terms of hygiene in students' environments, within their families in particular. Further studies are needed to find an answer to this question.

It is a professional obligation of the teachers first to internalize the concepts and values that they will try to teach students, and then to set an example regarding these concepts and values by acting in accordance with their students and the conditions and environment thereof. In this context, it would be helpful to conduct studies to determine the extent which the teachers act with this awareness.

Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited. * (An Ethics Committee Decision was taken with the decision of the Turkish Republic of Northern Cyprus, Ministry of National Education and Culture, Department of Education and Discipline, dated 11.10.2019, numbered TTD.0.00-006-19/E.1985.)
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur. * (Kuzey Kıbrıs Türk Cumhuriyeti Milli Eğitim ve Kültür Bakanlığı Talim ve Terbiye Daire Müdürlüğü'nün , 11.10.2019 Tarih, TTD.0.00-006-19/E.1985 Nolu kararı ile Etik Kurul Kararı alınmıştır.)
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

References / Kaynakça

- Arat, A., Şimşek, I., & Koç Erdamar, G. (2014). Yatılı ilköğretim okulu ikinci kademe öğrencilerinin kişisel hijyen uygulamaları [Personal hygiene practices of boarding primary school second grade students.]. *Gazi Üniversitesi Endüstriyel Sanatlar Eğitim Fakültesi Dergisi*, 33, 58-72.
- Aslan, D., Mermerkaya, M. U., Kaya, F. E., Kaya, H., Esen E., Koban Y. & Pekcan H. (2006). Ankara'da bir ilköğretim okulunda el yıkama konusunda yapılmış olan bir müdahale çalışması [An intervention study on hand washing in a primary school in Ankara.]. *Türkiye Klinikleri J Med Sci*, 26, 157-62.
- Borekci, G. & Uzel, A. (2009). Mersin İli Sosyal Hizmetler Çocuk Yuvası ve Yetiştirme Yurdundaki Çocuklarda Bağırsak Parazitleri, Fiziksel Büyüme ve Hijyen Alışkanlıklarının Belirlenmesi [Determination of Intestinal Parasites, Physical Growth and Hygiene Habits in Children in Mersin Social Services Nursery and Orphanage]. *Türkiye Parazitoloji Dergisi*, 33 (1), 63 – 72.
- Buyukozturk, S. (2012). *Manual of data analysis for social sciences*. Ankara, TR: Pegem Academi Publishing.
- Can, G., Topbas, M. & Kapucu, M. (2004). Trabzon'da iki farklı yerleşim yerindeki ilköğretim öğrencilerinin kişisel hijyen alışkanlıkları [Personal hygiene habits of primary school students in two different settlements in Trabzon]. *TSK Koruyucu Hekimlik Bülteni*, 3(8), 170-7.
- Cetinkaya, S., Arslan, S., Nur, N., Demir, O.F., Ozdemir, L. & Sumer, H. (2005). Sivas İl Merkezi'nde sosyoekonomik düzeyi farklı üç ilköğretim okulu öğrencilerinde kişisel hijyen alışkanlıkları [Personal hygiene habits of three primary school students from different socioeconomic levels in Sivas City Center]. *Sted* 14(10), 229-36.
- Daldal, N., Karaman, U., Aycan, O.M., Colak, C., Miman, O., Celik, T. & Atambay, M., (2007). Çocuk yuvası ve yetiştirme yurdundaki çocuklarda bağırsak parazitleri yaygınlığının incelenmesi [Investigation of the prevalence of intestinal parasites in children in kindergarten and orphanage]. *İnönü Üniv Tıp Fakültesi Dergisi*, 14 (4), 231-235.
- Dennehy, P.H. (2000). Effect of handwashing with soap on diarrhea risk in community. *Pediatr Infect Dis Journal*, 19, 103, 5. 13.
- Güler, C. (2004). Kişisel Hijyen [Personal Hygiene]. *TSK Koruyucu Hekimlik Bülteni*, 3(6), 119-132.
- Greene VW. (2001). Personal hygiene and life expectancy improvements since 1850: Historic and epidemiologic associations. *Am J Infect Control*, 29, 203-6.
- Handwashing Liaison Group. (1999) Handwashinga modest measure with a big effect. *BMJ*, 318, 686.
- Ince, N. & Ince, H., (2002). İlkokul çocuklarında bağırsak parazit infeksiyonları prevalansı, etkileyen faktörler ve büyümeye etkisi [Prevalence of intestinal parasitic infections in primary school children, influencing factors and effect on growth]. *Türk Mikrobiyoloji Cemiyeti Dergisi*, 32(1-2), 106-111.

Kahveci, G. ve Demirtaş, Z. (2012). İlköğretim Okulu 6., 7. ve 8. sınıf öğrencilerinin temizlik ve hijyen algıları [Cleaning and hygiene perceptions of 6th, 7th and 8th grade primary school students]. *Pegem Eğitim ve Öğretim Dergisi*, 2(2), 51-61.

Kanatli, F. & Schreglmann, S. (2017). Metaphoric Perceptions of Primary and Secondary School Students towards the Concepts of War and Peace. *Mustafa Kemal University Journal of Social Sciences Institute*, 14 (37), 127-146.

Kandemir, B., Durduran, Y., Pekcan, S. & Duman, Ç.S. (2016). Çocuk polikliniğine başvuran ilköğretim öğrencilerinde el yıkama uygulamalarının gözlemlenmesi [Observation of handwashing practices in primary school students who applied to the pediatric outpatient clinic.]. *KSU Tıp Fakültesi Dergisi*, 11(1), 32-36.

Kaya, M., Buyukserbetçi, M., Meriç, M.B., Celebi, A.E., Boybeyi, Ö., Isık, A., Bozkurt, İ.H., Vaizoglu, S.A. & Guler, Ç. (2006). Ankara'da bir lisenin 9. ve 10. sınıf öğrencilerinin kişisel hijyen konusunda davranışlarının belirlenmesi [Determination of personal hygiene behaviors of 9th and 10th grade students of a high school in Ankara.]. *Sted*, 15(10), 179-83.

Kirim, C. & Hirca, N. (2015). Lise öğrencilerinin kişisel hijyen ve temizlik alışkanlıklarının fen okur-yazarlığına göre değerlendirilmesi [Evaluation of high school students' personal hygiene and cleaning habits according to science literacy]. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 4(2), 790-802. doi: 10.14686/buefad.v4i2.5000138700

Kitis, Y. & Bilgili, N. (2011). İlköğretim öğrencilerinde el hijyeni ve el hijyeni eğitiminin etkinliğinin değerlendirilmesi [Evaluation of the effectiveness of hand hygiene and hand hygiene education in primary school students]. *Maltepe Üniversitesi Hemşirelik Bilim ve Sanat Dergisi*, 4(1), 93-102.

Mbakaya, B.C., Lee, P.H. & Lee, R.L.T. (2019). Effect of a school-based hand hygiene program for Malawian children: A cluster randomized controlled trial. *American Journal of Infection Control*, 47(12), 1460-1464. doi: 10.1016/j.ajic.2019.06.009

Mermer, G., Durusoy, R., Turk M. & Coyle, SB. (2016). Hijyen eğitiminin öğrencilerin bilgi düzeyine ve okul devamsızlığına etkisi [The effect of hygiene education on students' knowledge level and school absenteeism]. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 9(1), 16-22.

MEB, (2012). *Okul-Aile Birliği Yonetmeliği [School-Parent Association Regulation]*. <http://mevzuat.meb.gov.tr/dosyalar/1532.pdf> (20/11/2012-28473) Date of Access: 16.04.2021

Miles, M. B. & Huberman, M. A. (1994). *An expanded source book qualitative data analysis*. London, UK: Sage.

Nurudeen, A., & Toyin, A. (2020). Knowledge of Personal Hygiene among Undergraduates. *JHE (Journal of Health Education)*, 5(2), 66-71.

Onsuz, M. F. & Hidiroglu, S. (2008). İstanbul'da farklı iki ilköğretim okulundaki öğrencilerin kişisel hijyen alışkanlıklarının belirlenmesi [Determination of personal hygiene habits of students in two different primary schools in Istanbul.]. *Adnan Menderes Üniversitesi Tıp Fakültesi Dergisi*, 9 (1), 9-17.

Ozkal, N. (2020). Okulöncesinden Liseye Öğretim Programlarında Temizlik ve Hijyen: Türkiye Örneği [Cleaning and Hygiene in Curriculums from Pre-school to High School: The Case of Turkey] . *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi*, (50), 191-206. Retrieved from <https://dergipark.org.tr/en/pub/deubefd/issue/58469/797808>

Parlak, T. (2020). Gıda ürünleri üretiminde hijyen kavramına farklı bir bakış [a different view on the concept of hygiene in the production of food products] . *Ohs Academy* , 3 (2) , 73-101 . [doi: 10.38213/ohsacademy.740235](https://doi.org/10.38213/ohsacademy.740235)

Stevenson, R.J., Case, T.I., Hodgson, D., Porzig-Drummond, R., Barouei, J. & Oaten, M.J. (2009). A scale for measuring hygiene behaviour: Development, reliability and validity. *American Journal Infection Control*, 37(7), 557-564. [doi:10.1016/j.ajic.2009.01.003](https://doi.org/10.1016/j.ajic.2009.01.003)

Sasmaz, T., Karaomerlioglu, O., Demirhindi, H., Aytac, N. & Akbaba, M. (2000). Doğankent Celilçavuşoğlu ilköğretim okulunda öğrenim gören öğrencilerde bağırsak parazitlerinin araştırılması [Investigation of intestinal parasites in students studying at Doğankent Celilçavuşoğlu primary school.]. *Türkiye Parazitoloji Dergisi*, 24(4): 391-394.

Taskiran, N., Khorshid, L. & Sarı, D. (2019) Üniversite öğrencilerinin hijyen davranışlarının karşılaştırılması [Comparison of hygiene behaviors of university students]. *Sağlık ve Toplum*, 29(2), 65-78.

Ugurlu, Y. K., Durgun, H., Nemutlu, E. & Kurd, O. (2020). COVID-19 salgını sırasında bireylerin sosyal el yıkama bilgi ve tutumunun değerlendirilmesi: Türkiye örneği [Evaluation of social handwashing knowledge and attitude of individuals during the COVID-19 epidemic: The case of Turkey]. *Journal Of Contemporary Medicine*,10, 1-8. [doi: 10.16899/jcm.745349](https://doi.org/10.16899/jcm.745349)

Ulukanligil M, Seyrek A. (2003). Demographic and parasitic infection status of schoolchildren and sanitary conditions of schools in Sanliurfa, Turkey. *BMC Public Health*, 3: 29.

Ural, D. (2007). *Konaklama işletmelerinde çalışan personelin kişisel hijyen bilgileri ve uygulamaları üzerine bir araştırma* [A research on personal hygiene knowledge and practices of personnel working in accommodation establishments] (Unpublished Mastes Thesis). Ankara, Gazi Üniversitesi Eğitim Bilimleri Enstitüsü.

Uzunçakmak, T. (2012). *Ergenlerde öz bakım eğitiminin öz bakım gücüne etkisi* [The effect of self-care education on self-care power in adolescents]. (Unpublished Master Thesis), Kayseri, Erciyes Üniversitesi.

Wenzel, R.P. (1995). The economic of nasocomial infections. *J Hosp Infect*; 31: 79-87.

WHO. (2002). *Control of Chagas disease: second report of the WHO expert committee* World Health Organization.

WHO. (2009). *Diarrhoea: why children are still dying and what can be done*. Geneva:UNICEF/WHO.https://www.who.int/maternal_child_adolescent/documents/9789241598415/en/ [Date of Access: 16.04.2021]

Wong, T.W. & Wai-San Tam, W. (2005). Handwashing practice and the use of personal protective equipment among medical students after the SARS epidemic in Hong Kong. *Am J Infect Control*; 33: 580-6. doi: [10.1016/j.ajic.2005.05.025](https://doi.org/10.1016/j.ajic.2005.05.025).

Vivas, A., Gelaye, B., Aboset, N., Kumie, A., Berhane, Y. & Williams, M.A. (2010). Knowledge, attitudes, and practices (KAP) of hygiene among school children in angolela, ethiopia. *Journal of Preventive Medicine and Hygiene*, 51(2), 73-90.

Yaramis, N., Karatas, N. & Ekti, F. (2005). Nevşehir il merkezinde bulunan ilköğretim çağındaki çocukların ağız sağlığı durumu ve alışkanlıklarının belirlenmesi [Determination of oral health status and habits of primary school children in Nevşehir city center]. *Sted* 14(12): 256- 259.

Yavuz, S., (2000). *Özel ve Devlet Okullarında Kişisel Hijyen Alışkanlıkları [Personal Hygiene Habits in Private and Public Schools]*. Sağlık Eğitim Fakültesi [Bitirme Tezi]. İstanbul, Marmara Üniversitesi

Yildirim, A. & Simsek, H. (2016). *Qualitative research methods in social sciences*. Ankara, TR: Seçkin Publishing.

For info: http://www.tk.org.tr/APA/apa_2.pdf



2023, 12 (3), 1396-1411 | Research Article

The Effect of Distance Education on Lifelong Learning

Cansu ŞAHİN KÖLEMEN¹

Abstract

Today's technological developments are effective in all areas of social life. One of the fields where technological developments are involved is education. With the inclusion of information and communication technologies in education and training processes, one of the concepts discussed is distance education. Since the learning process with distance education is independent of time and space, it has given birth to the concept of lifelong learning. Lifelong learning is expressed as the realization of learning wherever the individual is without any restrictions. The most important point that lifelong learning affects is equality of opportunity in education. Because lifelong learning puts the individual in the center. Therefore, by changing the role of the school, it gives importance to out-of-school learning. Thus, it supports the personal development of the learner. However, it provides benefits to society in terms of economic growth. It also emphasizes that education should not be subject to a certain time interval. Considering the advantages it provides, this skill should be included in the education system. Based on the reasons stated, in this study, the effect of distance education students on the lifelong learning tendency was examined. Quantitative research method was preferred in the study. Quasi-experimental research, which is one of the quantitative research methods, was used. Convenience sampling method was used in the research. A total of 251 participants were reached for this study with the convenient sampling method. The "Lifelong Learning Tendency" scale, which was developed in 2015, was used as a data collection tool in the research. In the analysis of the data, the independent t-test (unpaired t-test) was used to determine the differences in the pre-test and post-test scores between the groups. In line with the findings obtained as a result of the research, it was determined that the group who received education with distance education had a higher tendency to lifelong learning than the group who did not receive education with distance education. Suggestions were made in line with the results obtained.

Keywords: Distance Education, Lifelong Learning Tendency, Educational Technology, Experimental Study, 21st Century Skill

Şahin Kölemen, C. (2023). The Effect of Distance Education on Lifelong Learning . Journal of the Human and Social Science Researches , 12 (3) , 1396-1411 . <https://doi.org/10.15869/itobiad.1259139>

Date of Submission	02.03.2023
Date of Acceptance	22.08.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	



2023, 12 (3), 1396-1411 | Araştırma Makalesi

Uzaktan Eğitimin Yaşam Boyu Öğrenmeye Etkisi

Cansu ŞAHİN KÖLEMEN¹

Öz

Günümüzde yaşanan teknolojik gelişmeler toplumsal yaşamın her alanında etkili olmaktadır. Teknolojik gelişmelerin dahil olduğu alanlardan biri de eğitimidir. Bilgi ve iletişim teknolojilerinin eğitim-öğretim süreçlerine dahil olmasıyla birlikte konuşulan kavramlardan biri uzaktan eğitimidir. Uzaktan eğitim ile öğrenme süreci zaman ve mekândan bağımsız olmasından dolayı yaşam boyu öğrenme kavramını doğurmuştur. Yaşam boyu öğrenme herhangi bir kısıtlama olmaksızın bireyin bulunduğu her yerde öğrenmenin gerçekleşmesi olarak ifade edilmektedir. Yaşam boyu öğrenmenin etkilediği en önemli nokta eğitimde fırsat eşitliğidir. Çünkü yaşam boyu öğrenme bireyi merkeze almaktadır. Bundan dolayı okulun rolünü değiştirerek, okul dışı öğrenmeye önem vermektedir. Böylece öğrenenin kişisel gelişimini desteklemektedir. Bununla birlikte topluma ekonomik büyümeye açıdan yarar sağlamaktadır. Ayrıca eğitimin belli bir zaman aralığına tabii tutulmaması gerektiğini vurgulamaktadır. Sağladığı avantajlar göz önünde bulundurularak eğitim sistemi içerisinde de bu beceriye yer verilmesi gerekmektedir. İfade edilen sebeplerden yola çıkarak bu çalışmada uzaktan eğitimle öğrenim gören öğrencilerin yaşam boyu öğrenme eğilimine etkisi incelenmiştir. Çalışmada nicel araştırma yöntemi tercih edilmiştir. Nicel araştırma yöntemlerinden yarı deneysel araştırma deseni kullanılmıştır. Araştırma da uygun örneklem yöntemi kullanılmıştır. Uygun örneklem yöntemi ile bu çalışma için toplamda 251 katılımcıya ulaşılmıştır. Çalışmada veri toplama aracı olarak 2015 yılında geliştirilen “Yaşam Boyu Öğrenme Eğilim” ölçeği kullanılmıştır. Verilerin analizinde gruplar arası ön-test ve son-test puanlarına ilişkin farklılıkları belirlemek için gruplar arası bağımsız t-testi kullanılmıştır. Araştırma sonucunda elde edilen bulgular doğrultusunda uzaktan eğitim ile öğrenim gören grubun uzaktan eğitim ile öğrenim görmeyen gruba göre yaşam boyu öğrenmeye eğilimlerinin daha yüksek olduğu tespit edilmiştir. Elde edilen sonuçlar doğrultusunda önerilerde bulunulmuştur.

Anahtar Kelimeler: Uzaktan Eğitim, Yaşam Boyu Öğrenme Eğilimi, Eğitim Teknolojisi, Deneysel Çalışma, 21. Yüzyıl Becerisi

Şahin Kölemen, C. (2023). Uzaktan Eğitimin Yaşam Boyu Öğrenmeye Etkisi . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1396-1411 . <https://doi.org/10.15869/itobiad.1259139>

Geliş Tarihi	02.03.2023
Kabul Tarihi	22.08.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, Beykoz Üniversitesi, Meslek Yüksekokulu, Bilgisayar Teknolojileri, İstanbul, Türkiye, cansusahinkolemen@beykoz.edu.tr, ORCID: 0000-0003-2376-7899

Introduction

Fast pace developments in technology and science prove that individuals may face substantial challenges and changes throughout their lives. In turn, comes the fact that any acquired existing education of the individual may turn to be insufficient due to such changes. Thus, the education is now required to be transformed to a lifelong research process by the individual (Akbaş and Özdemir, 2002; Beşkaya, Çelik and Yılmaz, 2015). This is because the aforementioned developments being experienced in daily life challenge the individual to adapt itself in its (social/economic) habitat (Uysal, 2020). Whereas, the individuals attempt to obtain new skills and accordingly accelerate their adaptation processes. The basic factor which supports the adaptation of the individual to its surrounding environment is the concept of education. Since the education enables the development of the societies (Karaman and Aydoğmuş, 2018), the individual's acquiring new skills and information within its surrounding society, i.e. adaptation to its existing age, relatedly requires the concept of "lifelong learning. The concept is defined as any sort of learning activity carried out by the individual all through his/her lifetime under the purpose of progressing the individual information, skills and/or competencies (Millî Eğitim Bakanlığı, 2018). The lifelong learning concept is being assisted by the distant education thanks to the respective new information and communication technologies.

The progress of the informatics and communication technologies in our age has caused social, economic and scientific transformations. In parallel with such progress of the technology, our age/period is designated as the age of information composed of the network society. The education processes are also undergoing changes in parallel with the age of information. Thus, the distance education has become a sine qua non component of the present day. The distance education addresses any age and any profession. Non-existence of any space and time limitation is understood as a great advantage. In addition to that, the distance education is also distinguished since it may be designed/shaped in line with the individual's specific learning needs and happens to be in compatible with the multimedia tools (Karakuş, Ucuzsatar, Karacaoğlu, Esendemir and Bayraktar, 2020).

Literature

Distance Education

With the inclusion of the technology, the practice of education is now fully included in the everlasting changing process. The information and communication technologies are effective in any area of life as basing on the advanced present technology whereas also push the concept of lifelong learning to a prioritized status. And, one of the tools assisting the lifelong learning is the distance education.

The concept "distance education" has been introduced for the first time in the 1892-year catalogue of Wisconsin University. Thereafter, the concept has been used in a wording written by William Lighty in 1906. Following, the concept of distance education is started to be discussed by Otto Peters through 1960s Germany (Verduin and Clark, 1994). The first practice of distance education in the world had been realized with the "stenography trainings" of Boston newspaper in 1728. In 19th century, in Switzerland, the women had been provided "composition lectures through letters". In the year 1843, in parallel with now more a common acceptance of the distance education, the

University Correspondence College and some other institutions have started the education through letters. Soon after, for the individuals who could not continue their conventional educations due to several reasons, the University of Letter Education has been established. Then the first educational radio broadcasting has been realized in United States of America in the year 1920. Through the years 1392-1937, the educational television broadcasts were practiced in USA. In 1960, the “British Open University” has been founded in the United Kingdom (Uşun, 2006).

We may say four stages have been experienced in Turkey in relation with the distance education (Bozkurt, 2017). Between the years 1923-1955 i.e. 1st Stage; conceptual discussions and suggestions, between the years 1956-1975 2nd Stage; learning through letters, between the years 1976-1995 3rd Stage; radio and television visual and audio tools, and after 1996 4th Stage; informatics based learning era. No practice of distance learning could be commenced in Turkey till the year 1956 (Kaya and Odabaşı, 1996). The “Center of Learning with Letters” has been founded in the year 1960 (Özarslan and Ozan, 2014). In the year 1968, TRT has broadcasted education programs. In addition to that, the television has also produced certain educations in 1973 (İşman, 2008). The Ministry of National Education, in 1978, has suggested the establishment of an “Open University” aiming to construct distance education practices (Gelişli, 2015). The open education high schools and primary schools are started after 1990s (Demiray ve Adıyaman, 2002). In the present day, the distance education is preferred by many universities, public enterprises and private businesses. The universities grant certificates, vocational two-year degrees, bachelor licenses and master degrees. While distance education methods are complemented by various materials, exams are conducted in two ways, including computer-assisted tests and traditional face exams. Moreover, the students may easily access to the recorded course videos and digital course contents through internet. The Ministry of National Education has established the Education Informatics Web (EBA) under the Initiative of Procuring and Operating the Educational e-contents (Özbay, 2015).

The distance education is out of the classic practices of conventional learning institutionalization whereas brings out an innovative approach. The features of such innovative approach are given below (Holmberg, 1989):

- The formation of the learning processes adaptable to the information level of the student
- Enrichening of the learning methods
- Providing means both for mass and individual learning
- Economical learning
- Non-existence of geographical limitations, school inception and ending dates etc. limitations of formal/conventional education

Özer, Gür and Küçükcan (2010) designate the features of distance learning as follows:

- Existence of the teacher and the student in different environments
- Offering new and different learning options to the learner
- Providing independent or integrated learning environments
- Granting opportunities for the students who may not adapt in conventional education
- Rapid and effective feedback in online learning environments
- Being more economical when compared to the other education forms

As may be seen from the aforementioned characteristics, the distance education enables the learner to compose a learning environment tailored to its own personal conditions. The distance education also reduces the high costs of the education system. Besides, to the contrary of the formal education, a group of learners free of classroom and number of students limitations may be educated. When the distance education process is designed in an effective manner and supported with the efficient use of the information and communication technologies, the student-teacher interaction is possible. Moreover, a learning process enhanced visually thanks to the several media tools is another advantage (Odabaş, 2003). The other benefits of the distance education may be named as; providing different learning options to the learners free from formal education, provision of opportunity equality education, easing the mass education, standardization of the education programs, increasing the quality of the education, offering a richer learning environment to the student, supporting the individual learning, granting an independent learning environment, granting the self-arrangement skills to the individuals, assuring to obtain information from the original sources and allowing more students to favor the specialists of the subject matter of the course (Hızal, 1983). Naturally, all these processes are prepared/formed by making use of the learning management systems.

According to Moore and Kearsley (2005), the distance education is a planned and regulated arrangement under which the learner and the teacher exist in different environments however making use of differentiated course designs, specific teaching methods and advanced technologies. Kaya (2002) defines the distance learning as a process where the stakeholders enjoy a two-way communication through information technologies in cases when required a re-construction or re-assistance of the learning process due to the impossibility of the physical communication of the learner and the teacher. İşman (2008) designates the concept as the realization of learning acts through the utilization of information and communication technologies by the teachers and learners in different spatial environments. Uşun (2006) addresses the distance education as a planned and systematical education technology application under which the source and the receiver exist in different physical environments whereas providing many flexibilities, individualism and independence to the receiver thanks to the interactive information technologies. Considering the aforementioned definitions, it can be said that the objective of the distance education is to enable the masses to enjoy the required educations without a limitation of space and time. EADTU (2013) has defined four major characteristics for the distance education and targeted to develop the same. These characteristics are: (1) Accessibility, (2) Flexibility, (3) Interaction and (4) Personalization. Considering the equality principle for the education; the learning environment and process have to be accessible. The distance education should grant flexibility to the individual with regards to the space, time and learning schedule. The interaction is required to be two-way. And finally, the learning-teaching actions should be decided by the learner (Demir, 2014).

Lifelong Learning

The concept has been expressed for the first time in 1960 under a conference organized by UNESCO (Öhidy, 2008). Due to the various problems experienced in education-learning system in 1980s, the educational processes have undergone again a re-assessment path. Such re-assessing discussions have focused on the concept of lifelong learning. Jarvis (2004) defines the lifelong learning as uniting the corporate and

individual learning branches all together. Holmes (2002) expresses the concept of lifelong learning as discipline and approach. Holmes emphasizes that lifelong learning is not the same as simply attending a course or enrolling in a training course. Because Holmes sees lifelong learning as a personal development with a planned or unplanned approach. Kulich (1982) has described the lifelong learning as the provision of education to the individual all through his/her lifetime. White (1982), in turn, claims that the lifelong learning is the preparation made by the individuals as to manage their own lives.

The lifelong learning aims to restructure the continuing education system and seeks to find answers to the differing education needs of the individuals which may not be sufficed by the formal education. In other words, the concept of lifelong learning targets to establish an equality of opportunity in learning process; which then will (i) enable a permanent personal development of individuals, (ii) contribute to the economic growth and (iii) integrate the society. Considering the aforementioned objectives, it has been understood that the conventional education systems had been insufficient whereas the meaning attributed to the schools had been attempted to be evolved. The lifelong learning promotes an approach which centralizes the individual. Moreover, it changes the role of the school as transferring the focus on learning out of the school. Besides, the concept requires that the education should be limited with a designated time period (Güleç, Çelik and Demirhan, 2014).

UNESCO explains the characteristics of the lifelong learning concept as follows in its report:

- Freeing the education from the school age limitations
- Increasing the life quality of the individual thanks to the underlining educational benefits
- Developing the educational titles in line with the needs of the daily life
- Maintaining the participation of the employees, families and society to the decisions related to the education
- Expressing the need for having a free-opinion through the planning, target-decision and management processes.

Karen (1979) has defined the necessity of the lifelong learning as:

“The Faure Report has built up for the first time a philosophy related to the lifelong learning which includes the human, education and society references. This report has formed an optimistic point of view on human nature and the power of the education capable of evolving the society. The will to learn has a rooted place in human nature and if the limitations arising from the external factors are eliminated then such instinct will provide the required motif for the lifelong learning necessity. The future society shall be the learning society whereas the culture of the same will be the ‘scientific humanism’. The report claims that the lifelong learning has the capacity, but if organized rationally as it needs to be, to ensure each individual to fully participate in the future scientific-technologic evolution. The lifelong learning is the democratic education and is a pre-condition of a democratic society. (Akkuş, 2008).

The lifelong learning concept has been started to be discussed since 2000s in Turkey. After the commencement of the discussions related to the concept, the Lifelong Learning General Directorate has been established as to act under the Ministry of

National Education. The lifelong learning center has been a must since the formal education had been inadequate and could have not sufficed the needs of the industries in the desired levels (Güleç, Çelik and Demirhan, 2014). Thus, the lifelong learning supports also the training for vocational skills as well as assisting the conventional and formal education of the individuals. That is because the dimension where the information turns to concrete practice is the real life (Günüç, Odabaşı and Kuzu, 2012).

Moreover, the education is probable in school, house or work without regarding the age, title or education level of the individual (Aksoy, 2008). The investment is made in information thanks to the lifelong learning and all the individuals accordingly may equally and freely access the high-quality learning opportunities (Turan, 2005).

The lifelong learning consists of three main frames which are: (1) Personal context lifelong learning, (2) social context lifelong learning and (3) vocational context lifelong learning. The individuals may support their requiring social, professional and private processes through lifelong learning. The private context lifelong learning means the personable (i) to have more information in the area it shows interest, (ii) to demonstrate more performance and (iii) to assist its own personal development better. In line with such purposes, the individual faces the physical, sociologic and psychological factors. The social context lifelong learning means a certain group sharing information in accordance with a determine common purpose or developing the existing information related to such a purpose. The persons develop their social skills throughout this process and communicate with the other individuals in the group. Finally, the vocational context lifelong learning should be understood as the person improving owned functional information for the sake of performing better in its profession. For such a purpose, the respective industries and the universities should act in cooperation (Dowling et.al., 2004).

It is thought that the characteristics of the learning environment offered to individuals in online learning environments will meet the lifelong learning needs (Derrick, 2003). When the literature is examined, it is seen that students have difficulties in carrying out lifelong learning processes (Diker-Çoşkun & Demirel, 2012; Scheuch, Shouping & Gaston, 2009; Kara & Kürüm, 2007). It is thought that the literature, which states that individuals' lifelong learning skills are lacking, will contribute to the literature by revealing the relationship between lifelong learning and distance education. When considered all such opportunities offered by the lifelong learning to the individual, we may emphasize the object of this study as to establish the impacts of the distance education on the lifelong learning skills of the students. Thus, this study has researched the answers of the following questions:

1. Is there a statistically significant difference between the pre-test points of the experimental group and control group?
2. Is there a statistically significant difference between the post-test points of the experimental group and control group?

Method

Research Model

This study has preferred quantitative method. The quantitative researches examine the correlations between the variables that are measured numerically and focus on the quantities. The experimental procedures are used as sub-tools of the quantitative

research method. The experimental procedures are defined as the processes under which the data, which suit with the applicable criteria required to express the cause-consequence relations, being produced and assessed under the control of the researcher and through which the variables are designed (Karasar, 2007). Among the experimental research models; this study has preferred quasi-experimental design and unpaired comparable group pattern. The quasi-experimental researches are favored when the groups may not be formed neutrally or the experiment environment may not be designed unbiased. The unpaired comparable group pattern is the application of the post-test control group pattern in an unbiased manner as without any selection (Büyükoztürk, Çakmak, Akgün, Karadeniz and Demirel, 2017). The process conducted is shown under Table 1.

Table 1. Unpaired Comparable Group Model

Groups	Pre-test	Factor Variable	Post-test
Experimental Group	x	Lifelong learning	X
Control Group	X	Lifelong learning	X

Study Group

The study has preferred the convenience sampling method. The reason for such choice was to accelerate the research. Under the convenience sampling method, the researcher selects a situation close or easy to access (Kılıç, 2013). This study included 131 students studying through distance education and 120 students through formal education both groups in the same private university. Experimental and control groups consist of students from associate degree programs of computer technologies department. These programs are Information security technology and computer programming. The gender distribution of the participants is in Table 2; Experimental and control group reproduction distribution starts in Table 3.

Table 2. Research Sample

Groups	N	%
Experimental Group	131	%52
Control Group	120	%48
Total	251	100

Table 3. Gender Distribution of The Experimental Group and Control Group

	Experimental Group Gender f	Experimental Group Gender %	Control Group Gender f	Control Group Gender %
Female	57	43,5	51	42,5
Male	74	56,5	69	57,5

Data Gathering Method

The study has utilized the “Lifelong Learning Tendency” scale which has been developed by Gür-Erdoğan and Arsal, 2016).

Validity and Reliability of the Scale

Lifelong Learning Tendency Scale comprises of 17 articles. The scale has two different dimensions. (1) Willingness to learn and (2) Openness to Improvement. The articles of the scale are positive sentences. The Lifelong Learning Tendency Scale has been prepared as five option Likert approach. The options are (1) I definitely do not agree, (2) I do not agree, (3) I am neutral, (4) I agree and (5) I definitely agree. The parameter validity of the scale has been computed as .71.

The Cronbach’s alpha internal consistency coefficient related to the reliability of the scale is .86. In addition, test repetition reliability coefficient is calculated as .76. These coefficients show that the scale is sufficiently valid and reliable to measure the lifelong learning tendency (Erdoğan an Arslan, 2015).

Data Gathering Process

Initially, the pre-test has been applied both for the experimental and control group. Following, the experimental group has studied through distance education for 4 weeks. The control group also has studied face to face for 4 weeks. Sectoral Solutions with distance education to the experimental group; Computer networks course was given to the control group. The purpose of these two trainings is that the theoretical courses do not have practical courses. A directional measure of the effects of life learning length. It is equal in terms of aspects that will affect the lifelong learning process. These two courses were given by the same faculty member. By the end of the process, both groups are subjected to post-tests. Before the responses of the participants to the scale are received, they have been generally informed about the objectives of the study. The scales are delivered to the participants as an online form. The researchers have informed the participants about the importance of realistic responses which would contribute to the scientific development. The completion of the responses has lasted 10 minutes averagely. All the participants have joined the study as volunteers.

Analysis of the Data

In the first place, it has been analyzed if the study data had met the normality hypothesis. The kurtosis and skewness coefficients are considered for the normal distribution test. The normality test conducted has given kurtosis and skewness coefficients between +/-1.0 whereas the distribution is understood to not extremely deviate from the normal. The independent t-test (unpaired t-test) has been performed to calculate the differences of the pre-test and post-test points of the groups.

Findings

This study has established the lifelong learning tendencies of the students studying and not studying through distance education. The obtained data has been tabulated in line with the sub-problems.

1. *The Findings related to the Lifelong Learning Pre-Test Points of the Experimental and Control Group Participants*

An unpaired t-test has been conducted to establish the pre-test point differentiation of Experimental and Control groups in relation with their lifelong learning tendencies. The results are given under Table 4. The pre-test and post-test scores of the experimental group regarding lifelong learning are given in table 5.

Table 4. The results of the conducted unpaired t-test to establish the pre-test point differentiation of Experimental and Control group participants in relation with their lifelong learning tendencies.

Group	N	\bar{x}	Sd	sd	t	p
Experimental Group	131	2,36	,29			
Control Group	120	2,49	,33	249	,87	,38

Table 5. Pre-Test And Post-Test Scores of The Experimental Group on Lifelong Learning

Experimental Group	N	\bar{x}	sd	df	t	p
Pre-Test		2,36	,29			
Post-Test	131	3,23	,79	130	-11,71	,000

When examined the Table 4, it may be seen that the point of the control group ($\bar{x}=2,49$) is higher than the point of the experimental group ($\bar{x}=2,36$). However a statistically significant difference between the pre-test points of the experimental and control groups, which have been conducted before the study in relation with their lifelong learning tendencies, could have not been spotted [$t(249)=,87$; $p>.05$]. It can be claimed that no statistically significant difference has emerged between the experimental and control group since an unbiased appointment procedure had been observed. Moreover, when examined the Table 5 the absence of such a difference between the pre-test points may be related to the fact that both groups had not experienced any distance education beforehand. A significant difference was found between the pre-test and post-test scores of the experimental group regarding lifelong learning skills.

2. The Findings related to the Lifelong Learning Post-test Points of the Experimental and Control Group Participants

An unpaired t-test has been conducted to establish the post-test point differentiation of Experimental I and Control I groups in relation with their lifelong learning tendencies. The results are given under Table 6. The pre-test and post-test scores of the control group regarding lifelong learning are given in Table 7.

Table 6. The results of the conducted unpaired t-test to establish the post-test point differentiation of Experimental and Control group participants in relation with their lifelong learning tendencies

Group	N	\bar{x}	Sd	Sd	t	p
Experimental Group	131	3,23	,79	249	11,17	,00
Control Group	120	2,32	,42			

Table 7. Pre-Test And Post-Test Scores of The Control Group on Lifelong Learning

Control Group	N	\bar{x}	sd	df	t	p
Pre-Test		2,36	43			
	120			119	,334	,739
Post-Test		2,32	,42			

When examined the Table 7, a statistically significant difference has been seen between the post-test points of the experimental and control groups related to their lifelong learning tendencies [$t(249)=11,17; p>.05$]. In line with the obtained data, it may be seen the point of the experimental group ($\bar{x}=3,23$) is higher than the point of the control group ($\bar{x}=2,32$) by the end of the study. A significant difference was found between the pre-test and post-test scores of the experimental group regarding lifelong learning skills. It can be said that the digital literacy abilities of the experimental group have also strengthened thanks to the distance education process of eight weeks. That is to say, the experimental group participants might have become more aware that the education may be realized also in different modes. Accordingly, the experimental group may be claimed to be inclined for lifelong learning.

Considering the several articles of the scale; it has been understood that the participants had (i) been in need of establishing their learning strategies, (ii) become aware of their self-responsibility for the learning process, (iii) perceived the capability of internet to recognize the different cultures and (iv) required to receive training/education for the titles they have been showing interest or feeling inadequate.

Discussion, Conclusion and Future Directions

The object of this study is to establish the impacts of the distance education on the lifelong learning tendencies of the students. It is critical for the individual to transfer the skills, information and experiences received through their education to the real life. The distance education offers the opportunity to learn at any time and without a regard to the space, time and age. In addition to that, the flexibility benefit of the distance education makes it also support the education of the masses (Bozkaya, 2006). At the same time, the distance education gifts a new dimension to the education of the adults i.e. focuses on the concept of the lifelong learning. That is because; for the individuals who may not continue their conventional/formal education due to several possible reasons, the distance education gains importance (Akyürek, 2020).

A difference could not be spotted between the pre-test points of the experimental and

control groups related to the lifelong learning tendencies thereof. However, the experimental group participants have undergone a 4 weeks of distance education and they have demonstrated a significant difference in the post-test points. Thus, they have tended to improve themselves for lifelong learning inclinations. In the research results of Diker-Coşkun, Demirel (2010), it was determined that the lifelong learning tendencies of university students are low. Demirel (2009) claims that in this age of information each individual may have the skill to learn how to learn; whereas, in other words, may use the existing technology to effectively access the ever-updating information from different sources and, finally, acquire the skills of interpreting the accordingly accessed information. It is also claimed that the individuals with lifelong learning tendency have been favoring self-organization skills, high level of thinking abilities, problem solving capabilities as holding a control over informatics technologies and the distance education assists the lifelong learning (Yıldız, 2020). The distance education enables the learners to proceed in line with their own learning pace; i.e. canalizing the learners to a lifelong learning tendency.

The post-test points have shown that the experimental group had developed and focused on certain tendencies such as establishing their own targets, needing to access the required sources, determining for learning strategies, showing an interest for learning new things, being able to self-organization and problem solution which all such tendencies known to support the lifelong learning. Polat and Odabaş (2008) have proved that the individual tending to lifelong learning had been holding capabilities to reach the key information to solve a faced new problem, to adapt themselves for novel situations and to update the acquired data in time. Moreover, the individuals tending to lifelong learning have been seen to hold the skills required for planning and regulating their own learning processes (Knapper and Cropley, 2021). In addition, according to Diker Coşkun and Demirel (2012), lifelong learning may not be realized without a wish to learn. In the study of Arugaslan and Çivril (2022), students obtained results that the distance education process increases the quality of lifelong learning activities and contributes to their personal development. Çavuşoğlu and Acar (2020) investigated the relationship between students' views on distance education and their lifelong learning levels. As a result of the study, it was seen that there was a positive relationship between the distance education and lifelong learning scores of the students.

Consequently, the study has shown that the individuals who understand the nature of the distance education and join such process had had lifelong learning tendencies. Expressing the importance of the distance education for the development of lifelong learning skills and inclusion of the former to the existing learning processes should be understood as a critical contribution to the lifelong learning concept.

In line with such conclusions, the following recommendations are made.

- Besides the distance education perceptions of the learner, the improvement of the digital literacy skills will also contribute to the lifelong learning process. Accordingly, the curriculums should include the digital literacy courses since a concrete need of our age.

Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited. Beykoz University Rectorate, Scientific Research and Publication Ethics Committee Decision was taken with the decision dated 09.01.2023, numbered 2 of the Presidency of the Publication Ethics Committee
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Değerlendirme	İki Dış Hakem / Çift Taraflı Köreleme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur. Beykoz Üniversitesi Rektörlüğü, Bilimsel Araştırma ve Yayın Etiği Kurulu Başkanlığının 09.01.2023 Tarih, 2 Nolu kararı ile Etik Kurul Kararı alınmıştır.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

References / Kaynakça

- Akbaş, O., & Özdemir, S. M. (2002). Avrupa Birliğinde yaşam boyu öğrenme. *Milli Eğitim Dergisi*, 155(156), 112-126.
- Akkuş, N. (2008). *PISA sonuçlarının Türkiye için yaşam boyu öğrenme becerilerinin bir göstergesi olarak değerlendirilmesi*. (Yayımlanmamış yüksek lisans tezi). Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü: Ankara.
- Aksoy, M. (2008). *Hayat boyu öğrenme ilkelerinin ve kariyer rehberliğinin istihdam potansiyelleri üzerindeki etkileri. Otel işletmelerine ilişkin uygulamalı bir vaka*. (Yayımlanmamış doktora tezi). Gazi Üniversitesi Eğitim Bilimleri Enstitüsü: Ankara.
- Akyürek, M. İ. (2020). Uzaktan eğitim: Literatür taraması. *Journal of Civilization Educational Research*, 4(1), 1-9.
- Aruğaslan, E., & Çivril, H. (2022). Uzaktan eğitim öğrencilerinin hayat boyu öğrenme çerçevesinde uzaktan eğitime yönelik tutumlarının incelenmesi. *Türkiye Eğitim Dergisi*, 7(2), 335-344.
- Beşkaya, M., Çelik, İ., & Yılmaz, R. (Mayıs 2015). Sınıf öğretmenlerinin inovasyona ilişkin görüşlerinin incelenmesi. *14. Uluslararası Katılımlı Sınıf Öğretmenliği Eğitimi Sempozyumu*, Bartın Üniversitesi, Bartın.
- Bozkaya, M. (2006). Televizyonun uzaktan eğitimde kullanımı. *Selçuk İletişim*, 4(3), 146-158.
- Bozkurt, A. (2017). The past, present and future of the distance education in Turkey. *Açıköğretim Uygulamaları ve Araştırmaları Dergisi*, 3(2), 85-124.
- Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş. & Demirel, F. (2017). *Eğitimde Bilimsel Araştırma Yöntemleri*. Ankara: Pegem Yayıncılık.
- Çavuşoğlu, G., & Acar, K. (2020). Üniversite öğrencilerinin uzaktan eğitime yönelik görüşleri ile yaşam boyu öğrenme düzeyleri arasındaki ilişki. *Spor ve Performans Araştırmaları Dergisi*, 11(3), 207-220.
- Demir, E. (2014). A general evaluation of distance education. *Dumlupınar University Journal of Social Sciences*, 39, 203-212.
- Demiray, U., & Adıyaman, Z. (2002). *The literature summary for the open high school by their 10th anniversary*. Eskişehir. TR: Turkish Republic, Ministry of National Education, General Directorate of Educational Technologies. Retrieved from http://www.midasebook.com/dosyalar/AOLING_PDF.pdf
- Demirel, M. (2009, May). *Lifelong learning and technology*. In 9th International Educational Technology Conference (IETC2009) sunulan bildiri, Ankara.
- Derrick, M. G. (2003). Creating environments conducive for lifelong learning. *New directions for adult and continuing education*, 2003(100), 5-18.
- Diker Coşkun, Y. & Demirel, M. (2010). Lifelong learning tendency scale: the study of validity and reliability. *Procedia Social and Behavioral Sciences*, 5, 2343-2350.
- Dowling, D., Dowling, S., Dowling, C., Fisser, P., Grabowska, A., Hezemans, M.,

Kendall, M. & others. (2004). Lifelong learning in the digital age (Focus group report). IFIP International Federation for Information Processing, 137, 1-49.

Gelişli, Y. (2015). Uzaktan eğitimde öğretmen yetiştirme uygulamaları: Tarihçe ve Gelişim. *Eğitim ve Öğretim Araştırmaları Dergisi*, 4(3), 313-321.

Güleç, İ., Çelik, S., & Demirhan, B. (2012). Yaşam boyu öğrenme nedir? Kavram ve kapsamı üzerine bir değerlendirme. *Sakarya University Journal of Education*, 2(3), 34-48.

Gür-Erdogan, D., & Arsal, Z. (2016). The development of lifelong learning trends scale. *Sakarya University Journal of Education*, 6(1), 114-122.

Hızal, A. (1983). *Uzaktan eğitim süreçleri ve yazılı gereçler*. Ankara: Ankara Üniversitesi Eğitim Bilimleri Fakültesi.

Holmberg, B. (1989). *Theory and practice of distance education*. London New York: Rodledge.

Holmes, A. (2002). *Lifelong learning*. Oxford: Capstone Publishing.

İşman, A. (2008). *Lifelong learning*. Pegem Akademi.

Jarvis, P. (2004). *Adult education and lifelong learning: Theory and practice*. London: Routledge Falmer

Kara-Atik, D. & Kürüm, D. (2007). Sınıf öğretmeni adaylarının yaşam boyu öğrenme kavramına yükledikleri anlam (Anadolu Üniversitesi Eğitim Fakültesi Örneği). 16. *Ulusal Eğitim Bilimleri Kongresi Bildiri Kitabı*, 1-13.

Karakuş, N., Ucuzsatar, N., Karacaoğlu, M. Ö., Esendemir, N., & Bayraktar, D. (2020). The opinions of the Turkish language teacher candidates on distance education. *Rumelian Journal of Language and Literature Studies*, (19), 220-241.

Karaman, D., & Aydoğmuş, U. (2018). Üniversite öğrencilerinin yaşam boyu öğrenme eğilimleri uşak üniversitesi eşme MYO'da bir uygulama. *Neşehir Hacı Bektaş Veli Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 8(1), 23-44.

Karasar, N. (2007). *Bilimsel araştırma yöntemleri*. Ankara: Nobel Yayıncılık.

Kaya, Z. (2002). *Uzaktan eğitim*. Ankara: Pegem Yayıncılık.

Kaya, Z., & Odabaşı, F. (1996). Türkiye'de uzaktan eğitimin gelişimi. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi*, 6(1), 29-41.

Kılıç, S. (2013). Örneklemeye yöntemleri. *Journal of Mood Disorders*, 3(1), 44.

Knapper, C. K. & Cropley, A. J. (2021). *Lifelong learning in higher education*. Psychology Press.

Kulich, J. (1982) Lifelong education and the universities: A Canadian perspective. *International Journal of Lifelong Education*, 1(2), 123-142.

MEB. (2018). *Education vision 2023*. <http://2023vizyonu.meb.gov.tr> accessed on 05.01.2023.

Moore, M. G. & Kearsley, G. (2005). *Distance education: A systems view*, Belmont, CA: Wadsworth.

- Odabaş, H. (2003). İnternet tabanlı uzaktan eğitim ve bilgi ve belge yönetimi. *Türk Kütüphaneciliği*, 17(1), 22-36.
- Odabaş, H., Odabaş, Z. Y., & Polat, C. (2008). Üniversite öğrencilerinin okuma alışkanlığı: Ankara Üniversitesi örneği. *Bilgi Dünyası*, 9(2), 431-465.
- Ohidy, A. (2008). *Lifelong learning: Interpretations of an education policy in Europe*. Wiesbaden: VS Verlag für Sozialwissenschaften.
- Özbay, Ö. (2015). Dünyada ve Türkiye’de uzaktan eğitimin güncel durumu. *Uluslararası Eğitim Bilimleri Dergisi*, 2(5), 376-394.
- Özer, M., Gür, B. S., & Küçükcan, T. (2010). Quality assurance in higher education. *Ankara: Foundation for Political, Economic and Social Research*.
- Scheuch, K., Shouping, H. & Gaston, G. J. (2009). The influences of faculty on undergraduate student participation in research and creative activities. *Innovative Higher Education*, 34(3), 173-183.
- Turan, S. (2005). Öğrenen toplumlara doğru Avrupa birliği eğitim politikalarında yaşam boyu öğrenme. *Ankara Avrupa Çalışmaları Dergisi*, 5(1), 87-98.
- Uşun, S. (2006). *Uzaktan eğitim*. Ankara: Nobel yayıncılık.
- Uysal, M. T. (2020). Yaşlı bireylerin sosyalleşmesinde dijital teknolojinin rolü: dijital yaşlılar üzerine bir çalışma. *Süleyman Demirel Üniversitesi Fen-Edebiyat Fakültesi Sosyal Bilimler Dergisi*, (50), 43-59.
- Verduin, J. R., & Clark Jr. T.A. (1994). *Uzaktan eğitim: Etkin uygulama esasları* (Çev: İ. Maviş), Eskişehir: Anadolu Üniversitesi Basımevi.
- White, J.P. (1982). *The aims of education re-stated*. London: Routledge and Kegan Paul.
- Yıldız, E. (2020). Çevrimiçi öğrenme ortamlarında uzaktan eğitim öğrencilerinin topluluk hissine etki eden faktörlerin incelenmesi. *Eğitimde Nitel Araştırmalar Dergisi*, 8(1), 180-205.



2023, 12 (3), 1412-1434 | Research Article

Views of Teachers and Headteachers about Outdoor Learning in Pre-School Education Institutions in Turkey and England

Ayşe ÖZTÜRK SAMUR ¹

Paulette LUFF ²

Abstract

In the study, it is aimed to determine the views and experiences in outdoor learning of preschool teachers and headteachers in preschool institutions in Turkey and England with phenomenological research. The data was collected by interview forms which consisted of open-ended questions. Teachers, and head teachers in preschool institutions were interviewed both in Turkey and England. The study group determined 9 headteachers and 9 teachers from 6 school in Turkey and England.

As a result, according to views of headteachers and teachers school gardens, equipment, and spent time outside are insufficient in Turkey unlike in England. It is seen that family participation in outdoor learning is more common in Turkey. However, in Turkey, teachers and headteachers feel more family pressure. These pressures arise from situations such as the safety of their children, the fact that they are sick and their clothes are dirty. The fact that teachers are alone in the classroom without help also makes teachers feel anxious about the safety of children in outdoor learning activities. Teachers in both countries emphasized the positive effects of outdoor learning in terms of learning, children and teachers. On the other hand, teachers and headteachers in Turkey also mentioned the negative effects of outdoor learning in the context of child, teacher and program. It is seen that the subject of outdoor learning is not sufficiently included in vocational education and in-service trainings in both countries.

Physical facilities can be developed in Turkey. Parent's education, teacher assistant, and economic supports will be effective in overcoming the obstacles with outdoor learning in Turkey. In both countries, teacher training programs should more include outdoor learning topics and teachers should be supported with in-service training.

Keywords: Outdoor Learning, Intercultural Comparison, Teacher and Headteacher's Views, Pre-School Education, Learning

Öztürk Samur, A. & Luff, P. (2023). Views of Teachers and Headteachers about Outdoor Learning in Pre-School Education Institutions in Turkey and England . Journal of the Human and Social Science Researches , 12 (3) , 1412-1434 . <https://doi.org/10.15869/itobiad.1268058>

Date of Submission	20.03.2023
Date of Acceptance	18.07.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Doç. Dr., Aydın Adnan Menderes University, Education Faculty, Department of Primary Education, Aydın, Türkiye, ayseozturksamur@yahoo.com, ORCID: 0000-0003-1976-3078

² Senior Lecturer, Anglia Ruskin University, Faculty of Health, Education, Medicine and Social Care, Early Childhood Education, Chelmsford, England, paulette.luff@aru.ac.uk, ORCID: 0000-0002-5211-1162



2023, 12 (3), 1412-1434 | Araştırma Makalesi

Türkiye ve İngiltere'deki Okul Öncesi Eğitim Kurumlarında Açık Alanda Öğrenmeye İlişkin Öğretmen ve Okul Müdürlerinin Görüşleri

Ayşe ÖZTÜRK SAMUR ¹

Paulette LUFF ²

Öz

Araştırmada, Türkiye ve İngiltere'deki okul öncesi kurumlarda görev yapan okul öncesi öğretmenlerinin ve okul müdürlerinin açık alanda öğrenme konusundaki görüş ve deneyimlerinin fenomenolojik araştırma ile belirlenmesi amaçlanmıştır. Veriler, açık uçlu sorulardan oluşan görüşme formları ile toplanmıştır. Türkiye'de ve İngiltere'de okul öncesi eğitim kurumlarında görev yapan öğretmenler ve okul müdürleri ile görüşmeler yapılmıştır. Çalışma grubunu, Türkiye ve İngiltere'deki 6 okuldan, 9 okul müdürü ve 9 öğretmen oluşturmuştur.

Sonuç olarak, okul müdürleri ve öğretmenlerin görüşlerine göre Türkiye'de İngiltere'den farklı olarak okul bahçeleri, araç-gereçler ve dışarıda geçirilen zaman yetersizdir. Türkiye'de açık alan etkinliklerine aile katılımının daha çok olduğu görülmektedir. Ancak Türkiye'de öğretmen ve okul müdürleri aile baskısını daha çok hissetmektedirler. Bu baskılar, çocuklarının güvenliği, hasta olmaları ve üstlerinin kirlenmeleri gibi durumlardan kaynaklanmaktadır. Öğretmenlerin sınıfta yalnız ve yardımsız olması, okul dışı öğrenme etkinliklerinde çocukların güvenliği konusunda öğretmenlerin kaygı duymasına neden olmaktadır. Her iki ülkedeki öğretmenler açık alan etkinliklerinin öğrenme, çocuk ve öğretmen bağlamında olumlu etkilerine vurgu yapmışlardır. Ancak Türkiye'deki öğretmen ve müdürler açık alan etkinliklerinin çocuk, öğretmen ve program bağlamında olumsuz etkilerine de değinmişlerdir. Her iki ülkedeki mesleki eğitim ve hizmet içi eğitimlerde açık alanda öğrenme konusuna yeterince yer verilmediği görülmektedir.

Türkiye'de fiziki imkanlar geliştirilebilir. Türkiye'de açık alanda öğrenme ile engellerin aşılmasında veli eğitimi, öğretmen yardımcısı ve ekonomik destekler etkili olacaktır. Her iki ülkede öğretmen yetiştirme programlarında açık alanda öğrenme konularına daha fazla yer verilmeli ve öğretmenler hizmet içi eğitimlerle desteklenmelidir.

Anahtar Kelimeler: Açık Alanda Öğrenme, Kültürlerarası Karşılaştırma, Öğretmen ve Okul Müdürü Görüşleri, Okul Öncesi Eğitim, Öğrenme

Öztürk Samur, A. & Luff, P. (2023). Türkiye ve İngiltere'deki Okul Öncesi Eğitim Kurumlarında Açık Alanda Öğrenmeye İlişkin Öğretmen ve Okul Müdürlerinin Görüşleri . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1412-1434 . <https://doi.org/10.15869/itobiad.1268058>

Geliş Tarihi	20.03.2023
Kabul Tarihi	18.07.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Doç. Dr., Aydın Adnan Menderes Üniversitesi, Eğitim Fakültesi, Temel Eğitim Bölümü, Aydın, Türkiye, ayseozturksamur@yahoo.com, ORCID: 0000-0003-1976-3078

² Senior Lecturer, Anglia Ruskin Üniversitesi, Sağlık, Sosyal Hizmet ve Eğitim Fakültesi, Erken Çocukluk Eğitimi, Chelmsford, İngiltere, paulette.luff@aru.ac.uk, ORCID: 0000-0002-5211-1162

Introduction

Outdoor Learning in The Schools

Considering the changing living conditions, the increase in urbanization, the decrease in green areas, and the time children spend in schools, the importance of outdoor learning activities in schools is constantly increasing. Outdoor learning activities, away from the restrictions of the classroom environment, allowing teachers and students to interact freely, it is the learning process in which the child takes initiative, providing rich experience to the child and the environment, allowing the development of knowledge, skills and attitudes (Bailey, 2003; Ford, 1981; Ouvry, 2003; Perry, 2001; White, 2008). In this process, the child can choose the learning environment, create a new learning environment, and change the existing learning environment. In this way, they can freely discover themselves and their abilities by reaching the highest level of creativity and understanding in a flexible learning field, with activities based on experimentation and research (Ouvry, 2003; Studer, 1998). It allows them to face problems by handling them on their own (White, 2004). Cognitive skills of children, such as reasoning, inference, decision making, planning; engine such as attention, coordination, endurance, balance and flexibility; language skills such as expressing oneself and emotions; personal skills such as concentration, autonomy and self-discipline develop. Children's antisocial behaviour, sharing, cooperation, conflict resolution, reconciliation increase (Bilton, 2004; Burdette & Whitaker, 2005). It allows the child and the adult to play together, allowing the adult and the child to bond (Bilton, 2004; Dillon, Morris, O'Donnell, Rickinson & Scott, 2005). Thanks to the quality activities performed in the outdoor, it is observed that teachers interact with children more and exhibit more facilitating and supportive attitudes in children's experiences (Wilson, 2008). But national regulations and decisions effect on outdoor practices in the school. Also, cultural and social rules, values, beliefs and practices of the adults around the child (family members, teacher, head teacher, caregiver, decision makers etc.) create different effects on outdoor practices. So, these practices can chance from society to society, in different cultures, in family and school. Especially, in preschool education institutions, teachers and headteachers play an important role in creating outdoor opportunities (Davies, 1996).

Teachers and Headteachers as Stakeholders

As education leaders, teachers and headteachers are responsible for planning, implementing and evaluating activities according to the needs of children, preparing the indoor and outdoor environment, and guiding families. Although headteachers and teachers generally have a positive perspective on outdoor learning, there are differences according to teachers' confidence in outdoor learning (O'Donnell, Morris & Wilson, 2006), time allocated to outdoor activities (Mart & Bilton, 2014), the perspective on outdoor equipment (Davies, 1996), and the interaction with children in the outdoor (Chakravarthi, Hatfield & Hestenes, 2009; Davies, 1996).

O'Brien and Murray (2007) state that some teachers are unfamiliar with teaching children outdoors and are nervous. Leather (2018) emphasized that it is easier to adopt outdoor learning as a place of learning for teachers, whom he describes as outdoor natives, and that teachers, whom she describes as outdoor immigrants, are less likely to feel comfortable in natural environments. Maynard and Waters (2007), on the other hand, mention cultural difference and emphasize that the external environment is not a central

feature of British cultural identity and, consequently, for some teachers, the idea of being out for a long time may have been anathema. On the other hand, it is revealed that the views of headteachers about outdoor practices also affect the amount of outdoor activity addressed by teachers (O'Donnell, Morris & Wilson, 2006).

In the light of these research, we can say that teachers and headteachers' views on outdoor are effective in outdoor activities, and headteachers and teachers play a key role in outdoor activities at school. In addition, cultural differences are thought to affect outdoor activities.

The Present Study

Supportive education policies are observed in England regarding outdoor learning (EYFS, 2012; DCELLS, 2008; DCSF, 2008; OFSTED, 2004). In Turkey, the preschool education curriculum that has been currently implemented emphasizes the importance of outdoor activities and encourages teachers to conduct activities outside as much as possible (The Ministry of National Education [MoNE], 2013). Further, Provincial Directorates of National Education in different cities have recently published the "Outdoor Learning Environment Guide", an important framework about outdoor learning. However, these supportive approaches cannot prevent differences between educational policies and educational practices. One of the sources of this difference is the beliefs and attitudes of education leaders. Early childhood institutions can provide important opportunities for children for outdoor learning. If this opportunity is not taken into consideration by teachers and headteachers, children will spend less time outside (Blanchet Cohen & Elliot, 2011; Dowdell, Gray & Malone, 2011). There are studies compared outdoor learning practices in England and Turkey (Mart & Bilton, 2014), However, this study did not aim to determine the beliefs and attitudes of key teachers and headteachers and to reveal cultural differences and similarities by comparing these views.

In this study, teachers and headteacher's in England and Turkey views on outdoor learning will put forward. The views of educators who play a key role in children's learning and development will provide insight into the planning and implementation of outdoor learning activities in schools, and a cross-cultural comparison will help to identify the differences between these practices, good practices, and find answers to the question of what we can do to develop and disseminate outdoor learning activities. Presenting these views can provide information for the development and quality of outdoor learning practices.

Aim of Study

The aim of this study can be stated as to determine the opinions of the education leaders regarding outdoor learning in both countries based on the interviews of teachers and headteachers. In accordance with this aim, the following question will be tried to be answered.

1)What are the ideas of teachers and headteachers about outdoor learning in England and Turkey context?

Methods

Research Design

The research was designed in accordance with the pattern of phenomenology from qualitative research methods. The purpose of phenomenology, to elucidate a particular situation, to reveal the qualitative differences in the experiences, conceptualizations, perceptions and perceptions of people about events and events in their environment. In phenomenological studies, many methods such as interviews, focus group interviews, participant observation and personal text analysis are used (Lester, 1999; Marton, 2001). In the research, data will collect by semi structured interview technique.

Study Group

Easily accessible situation sampling, which is one of the purposeful sampling methods, was used in the study. In Turkey, 6 headteachers and 6 teachers who work in three schools in the Aegean region in Turkey participated to the study. In England, 3 headteachers and 3 teachers from 3 primary schools in the Essex region participated to the study. Preschool educational institutions where data is collected in Turkey are the only providing education for children between 3-6 years. All three schools have a garden.

Schools included in the study group in England provide education from Reception class to year six. Children in the reception class are 4-5 years old. Reception class have independent gardens, and they can also use the public-school garden. In addition, there is a forest school area in one of the schools. There is a teacher and an assistant teacher in reception class where the interviews are held in England. Reception classes range from 25 to 32. In Turkey, 20-29 children are in each class and teacher assistant is not available.

Data Collection Tools

In this research, developed by the researcher teacher and head teacher interview form will be used.

Data Collection Process

After receiving the necessary permission to carry out the research from Provincial National Education Directorate in Turkey, the contact established with the telephone with school headteachers about study, has requested an appointment for an interview. In this first meeting, headteachers and teachers were also informed about the research, and two volunteer teachers from each school were included in the study group. Interviews with the teachers and headteachers were carried out by the first researcher on the day and time they wanted, in a suitable room of the school (guidance room, interview room and headteacher's room).

10 schools in England were contacted by invitation letters, email and phone to work, appointments were made from these schools that accepted to study, and meetings were held with headteachers and teachers on the specified days and hours. These interviews were conducted by the first researcher in individual meeting rooms, support classes, and the headteacher's office.

All interviewers were informed about the study and their consent was obtained for the audio recordings. The duration of the meeting lasted between 10 and 25 minutes on average.

Data Analysis

In phenomenology research, it is aimed to conceptualize the data with content analysis and to reveal the themes that can define the phenomenon. While the results are presented in a descriptive manner are frequently used. Semi-structured interviews were written and subjected to content analysis by the researchers. Based on the data, themes and sub-themes containing the main themes were created. The data were encoded in accordance with the created categories.

Ethical Permissions

This study has been approved by the Faculty of Health, Education, Medicine and Social Care Research Ethics Panel (FREP) under the terms of Anglia Ruskin University Research Ethics Policy and Ethical approval is given.

Validity and Reliability

Participants were given an information form to increase the internal validity of the research. In this information form, it was emphasized that the anonymity of participants and their answers will be guaranteed, and they can withdraw from the study at any stage until the study is ready to be published, and that they can contact the researchers if they have such a request and their consent were taken. The interview questions were prepared in line with the conceptual framework, and subjects were asked whether there were any other matters they would like to add on the subject apart from these questions. The researcher read and reviewed the obtained data several times. For external validity, the entire research process was explained in a way that the readers could understand, to create a similar, if not identical, understanding.

To increase the consistency of the research, two researchers coded separately on the obtained data, and the consistency ratio was calculated by comparing the coding. To ensure the verification of the research, the work done in the process was explained in detail, and the obtained data and coding were stored so that they can be examined later.

Findings

The findings of general views of headteachers and teachers about outdoor learning in Table 1., the findings of time allocated to outdoor learning at school according to the views of headteachers and teachers in Table 2., the findings of headteacher and teacher's views on the factors affecting outdoor learning are shown.

Table 1. *General views of headteachers and teachers about outdoor learning*

Themes	Sub-Themes	Headteacher		Teachers			
		Codes	TR	EN	Codes	TR	EN
Positive effects	In terms of learning	It is the most enjoyable way to learn.	+		Activities are more interesting.	+	
		It provides a social learning environment.	+		Learnings are more effective and permanent	+	
		It provides the opportunity to learn by doing.	+	+	Children learn with fun.	+	+
		It provides opportunities for environmental	+	+	It supports the development of children	+	+

		activities.				
		It provides a learning space that encourages children.	+	An essential part of learning in school.		+
		It takes learning beyond the walls of the classroom.	+			
		Children are happier.	+	They are more active outside		+
		It reduces stress.	+	Children like to be outside more.		+
		It allows them to act independently and spontaneously.	+	They spend their energy.		+
In terms of child		It allows them to set up different plays.	+	They learn to be able to act spontaneously.		+
		They spend their energy.	+	Children enjoy working with natural and natural materials		+
		It increases their desire to explore.	+	Be independent		+
		They take advantage of the sun.	+	Experiencing things that he cannot experience in the classroom		+
		Their healthy development is supported.	+			
		Supports the development of children	+			
		It calms the children.	+			
		It is beneficial for mental health.	+			
		It helps better self-expression.	+			
		It provides experiences they cannot get with the book.	+			
		It enables them to connect with the outside world and explore the environment and nature.	+			
		It reduces stress on the teacher.	+	Outdoor sounds good.		+
In terms of teacher		It improves the creativity of the teacher.	+	Being outside makes me feel happy.		+
		The role of the teacher decreases, he becomes less active.	+	It is relaxing and calming.		+
		It affects the teacher in a positive way.	+	Good for my mental health.		+
		It makes them happy.	+			
		It provides the opportunity to see children from a different perspective.	+			
Negative	In terms	Children face risky	+			

effects of child teacher	of child	situations.			
		There is a risk of injury.	+		
		Children get dirty.	+		
	In terms of	It is tiring.	+	Having to control the kids more outside	+
	teacher	Outdoor activities can be difficult for teachers.	+	Difficulty doing activities outside the play	+
In terms of program		They feel anxious about children's safety and cleanliness.	+		
				Don't think that gains and indicators are missing	+
				Having activities to do in the classroom	+

Positive and negative effects, at the end of the analyses, headteachers and teachers in both countries expressed positive opinions about outdoor learning in terms of learning, children and teachers. Teachers in England emphasized that learning in outdoor learning is an important part of learning at school. Teachers in Turkey in terms of children's learning, the teacher in England talked about the benefits for themselves.

However, headteachers and teachers in Turkey also emphasized the negative side of outdoor learning especially due to parent pressure. Except for a school head teacher, they also stated that because of encountering risky situations, getting injured and dirty, outdoor learning activities creates pressure on the teacher due to safety and cleaning reasons. Teachers in Turkey mentioned that they forced children to check out, gains and indicators remains incomplete because of time spent outdoors. This situation may cause the teacher to be unwilling to plan activities in outdoors.

Teachers in Turkey stated outdoor activities done in the school as sporting activities and games in the school garden activities they do in Turkey in the outdoor, storytelling, artwork, flower and vegetable cultivation and picnics with family outside the school, that the investigation insects with a magnifying glass. The children brought bicycles and scooters to school on the outdoor classroom day (one-day activity). Teachers in England stated that they use the garden as a continuation of classroom practices and that there are discovery centres outside.

In terms of learning, headteachers stated that outdoor learning is the most enjoyable way of learning, it carries learning beyond the walls of the classroom, it provides one of the best environments for children to learn by saving education from boredom, children learn by doing and living, that they can acquire skills they cannot gain in the classroom and with books, especially important for children who do not want to learn on paper. Briefly, they stated that it enriches the learning environment.

In terms of child, headteachers talked about a lot than teachers. They stated that outdoor activities make children happier, enable the child to connect with the outside world, explore the environment and nature, spend their energy in the outside, reduce stress, increase their desire to explore, develop their ability to move independently and spontaneously, establish different plays, benefit from the sun and develop healthily. They

also underlined the importance of its holistic development (designing new things, creativity, communication and friendship, sharing, psychomotor skills, observation skills, scientific process skills, problem solving, endurance, ability to act independently, and mental resilience of children)

In terms of the teacher, headteachers stated that outdoor learning has positive effects on teachers as it reduces the stress of the teacher and gives the teacher the opportunity to look at children from a different perspective. On the other hand, three headteachers in Turkey stressed that outdoor learning activities are more strenuous and challenging for traditionalists teachers who do not like discovering and researching. One teacher in Turkey talked about positive effect on herself other teachers talked about its difficulties.

Table 2. Time allocated to outdoor learning at school according to the views of headteachers and teachers

Themes	Headteachers		Teachers			
	Codes	TR	EN	Codes	TR	EN
Time spent outside at school	One day per week	2		Half an hour 1-3 days a week, except on cold days in winter	3	
	A few times a week	2		Half an hour 1-3 days a week, except in winter	1	
	15-25 minutes every day	1		We cannot go out (because of cold and hot)	1	
	1 hour every day	1		We stay 45 minutes-1 hour every day in April and May.	1	
	2.5-3 hours every day		3	Every morning and afternoon		3
Adequacy of time	Adequate	1	3	Adequate		3
	Inadequate	5	-	Inadequate	6	-

When the table is examined, it is seen that time spent outside at school varies considerably between the two countries. Head teachers in England stated that they allocate 2.5-3 hours a day for outdoor learning and this time is adequate. However, they stated that adequate time was not allocated in other primary school levels.

In Turkey, head teachers stated that's they have enough time for outdoor learning, but the day and time spent going out is not enough. Also, they stated that time spent outside varies from teacher to teacher. It can be said children in Turkey spent less time than children in England.

Teachers in Turkey stated that climatic conditions affect the time spend outside, and limited spent time in the garden because of hot in summer and cold in winter. On the other hand, they are aware that the time is inadequate.

Teachers in England stated that they have morning and afternoon out routines every day. In addition, a teacher said that they use the outdoors a lot, but they always want to be outside more, go out whenever they want, the weather conditions do not affect them, they are only careful because things can fly in windy weather.

Table 3. Headteacher and teacher's views on the factors affecting outdoor learning

Themes	Headteachers			Teachers		
	Codes	TR	EN	Codes	TR	EN
Physical facilities	Resources are insufficient	+		Equipment problem	+	
	School garden is suitable		+	School garden is suitable		+
Teacher training	Vocational education		1	Vocational education		
	In-service training		+	In-service training		+
Parent attitude	Parents' participation	Yes (6)	Yes (1) Rare (1) No (1)	Parents' participation	+	+
	Parent pressure	+		Parent pressure	+	
In terms of child	The time families spend outside is insufficient.	5	3	The time families spend outside is insufficient.	+	
	Being vulnerable to microbes	+		Children having trouble obeying the rules	+	
	Getting sick often	+		Number of children in classes	+	
In terms of teacher	Being afraid of not having control alone	+		Difficulty controlling children	+	
	Anxiety about child safe	+				
Assistant Planning				Lack of assistant	+	
				Ready plan usage	+	
				Planning for weekly outdoor learning		+
Economic Legal procedures				Lack of time	+	
				Paid events	+	
				Family leave requirement	+	
Weather conditions	Sunny and rainy days	+				
	It is preferred in October and April	+				
Administrative reasons				Support is sufficient	+	+
				Importance to its visuality than its functionality.	+	
				Adaptation period	+	
Plans for development	There are planning but economic resources are insufficient	2	2	Garden arrangement recommendations	+	
	There are planning but to change the school garden is very difficult	1		Teacher training		+

There are and they collect	1	Encouraging children to go outside	+
To plan improvements in the program	1		
Parent education	1		
There are and new equipment selected	1		

Head teachers and teachers in England stated that reception classes have good resources for outdoor learning. They stated that children have a special area where they can find everything they need and where they can do many things. However, headteachers stated that there is not enough equipment and resources for other classes (from year 1 to year 6) and that starting from year 1, the curriculum puts pressure on teachers, and they do not have enough time for outdoor learning activities due to national assessment requirements.

According to headteachers in the England, only the reception and nursery teacher training program emphasizes outdoor learning activities. It is emphasized truly little on other levels. They also stated that trainee teachers in reception classes can gain a lot of experience in outdoor learning activities, but other teacher candidates could not gain this experience. Especially one headteacher stated that newly graduated teachers (in the last 2-3 years) are extremely interested in outdoor learning activities and they support them in this regard. But teachers in England stated that outdoor learning is not included in teacher training. Regarding in-service training, the headteacher of the two schools stated that two teachers had received forest school education and the teachers were very enthusiastic and encouraged children to learn outside. In Turkey, teachers stated that some lecturers gave information about the importance of outdoor and playing in outdoor, but this is not enough and none of the teachers received in-service training on outdoor learning.

One of headteachers in England stated that parents did not participate in outdoor learning activities at school, other head teacher reported that they rarely participated, the other one (no forest school) stated they did 10-session forest school practice in their gardens with parents once a week outside during summer term. He mentioned that they learned how to light fire and make shelter with children. A teacher stated that when they go out-of-school trips several times, although not often, they receive parent support whenever they need, and another teacher invites parents to an activity called discovery cafes. All teachers and headteachers stated that it is a good idea to have parents participate more in outdoor activities and they can do this more.

All headteachers and teachers in Turkey indicated that they give importance to family participation and they garden for some of the activities. They stated that they did different outdoor activities such as out artwork in the garden, parkour games, morning gymnastics, changing car tires in outdoors, according to the parents' professions, caressing and milking a goat, orientation with a cartographic engineer, traffic rules with the traffic police, and examining the engine used by the traffic police. On the other hand, all school headteachers stated that parents used the school garden after school, and families participated in trekking and picnics organized by school.

Headteachers and teachers in Turkey stated that parents put pressure on them. They

indicated that parents have overprotective attitudes, and they have a worrywart attitude as the child might sweat, feel cold, gets sick, fall and hurt, get dirty. In addition, a teacher stated that some families do not send their children on field trips for safety reasons. None of the headteachers in England stated negative attitudes or pressure of parents in outdoor learning activities within the scope of the school program.

The majority of headteachers in each country evaluated the families' time spent outside as insufficient. One headteacher in England especially stated that this is a typical problem, and families do not try to go out and do something, and they prefer playing video games and watching TV. In Turkey, headteachers stated that families do not spare enough time outdoor, families prefer to spend more time in shopping centres, also they stated that the city hasn't got convenient area to spent time outside. Teachers in England stated that the spent time outside varies from family to family, and teachers in Turkey are at a minimal level.

Headteachers in Turkey stated that children who vulnerable to microbes, frequent illness, fear and anxiety of the teacher to control the outside environment, weather condition effect on outdoor learning. Teachers reported that the number of children affected outdoor learning activities. One teacher said that they had difficulties because they did not have any assistant staff and that they could go out more easily if there were students. Three teachers stated the school's first 1-2 months of being with the children in outdoor that is very difficult, the children find difficult to comply with the rules. A teacher mentioned that ready plans do not include enough outdoor activities. Two teachers mentioned the lack of time. Two teachers said that they did not have much time for outdoor learning because of not being able to train the achievements in the program and one teacher because of the work to be done in the classroom. Teachers in Turkey except of these obstacles, have stated that parental permission is required upon leaving the school garden as a hindrance. A teacher said that some trips outside the school, shuttle, or ticket fees, etc. She mentioned that some families had difficulties due to some reasons and therefore she could not plan often.

Teachers in England and Turkey stated that headteachers support outdoor learning activities. However, one teacher in Turkey stated that the headteacher attaches more importance to visual beauty than to being functional, while another stated that the headteachers has suggested that children should not go out during the adaptation process.

A teacher in England stated that if the number of children in the classrooms is too little or too much, it may affect some things, when the number of children is high, children cannot use every field, and when they are less, it will affect learning from each other. The other two teachers stated that they do not think that the number of children influences outdoor learning. A teacher stated that they were lucky to have a large enough area, that they would plan in the same way, and that they would plan activities according to the needs of the group, not the group size. The other teacher stated that the large number of groups would require not only one but two adults outside, but it would not have any other effect, and that there was enough staff. Teachers regarding planning stated that they plan the outdoor space on a weekly basis, and they try to change every week that they are based on the needs of the children and the inside subject while doing this planning. One teacher emphasized that children are always with technology at home, they are stuck at home, so they should give children outdoor and first-hand experiences at school as

much as possible. Teachers stated that the door is open all day, and the time they do not go out is only the reading time. They really allocate enough time for the children to go out.

Two headteachers in England stated that the Forest School program could be implemented to improve outdoor learning activities, but their budgets were insufficient to provide resources for this. A headteacher, who has a forest school in their school, stated that they have the necessary space to develop outdoor learning activities and they are raising money to develop the forest school. A teacher in the England stated that teachers should first receive training to use outdoor learning as a learning tool, understand and make sure they are doing, and then only allow children to experience it. Another teacher said that they had appropriate and enough space, and the next step would be to encourage some children who do not want to be outside to go out.

Two headteachers in Turkey mentioned that they are aware of the problems in their garden, and they have plans to improve but they have economic hardship. One of these headteachers stated that although they have plans for improvement, it is difficult for them to make the changes they want because the school garden is concrete. A headteacher highlighted the program and stated that they are trying to develop a routine of going outdoors for at least one hour every day. She also emphasized that to increase outdoor learning activities, it is necessary to start with educating parents. Teachers in Turkey has made recommendations to improve the school yard, but there are no plans for it.

Results and Discussion

Headteachers and teachers in both countries emphasized the positive effects of outdoor learning on children, teachers, and learning. As education leader, the positive views of their on the subject are valuable for both countries for the development of outdoor learning in the pre-school education. But it is seen that there are differences in practice in Turkey. The practices are mostly limited to private schools and the financial opportunities of the educators. In this study, which is conducted in public schools, it is expected that the level of awareness and positive attitude of headteachers will be effective in overcoming the obstacles with outdoor learning and in spreading the practices. Because in England, two headteachers stated that they supported their teachers to get forest school education and it was seen that they designed a pond, wildlife, and environmental area in this school.

Besides the positive opinion of the headteachers and teachers in Turkey; they stated that risks may arise for the child, children getting dirty; so that teachers are experiencing difficulties because of safety and cleanliness. Similarly, it was found that teachers experienced similar concerns expressed by headteachers (Ihmeideh & Al-Qaryouti, 2016; Kos & Jerman, 2013; McClintic & Petty, 2015; Yalçın & Tantekin Erden, 2021). These situations cause teachers to be reluctant to plan outdoor activities. In studies, it is seen that children are mostly warned by their families and teachers about the dangers that may occur in outdoors (Sicim Sevim & Bapoğlu Dümenci, 2019). Teachers in Turkey reported that outdoor plays were risky (Güler & Demir, 2016; Güngör & Göloğlu Demir, 2022). As a result, the teacher's risk perception may influence the child, the family's risk perception and attitude may influence the teacher and the child. These findings reveal the necessity of making efforts to change the attitudes and behaviours of adults towards outdoor learning and the concept of risk in Turkey.

Children usually do not wear uniforms in pre-school educational institutions in Turkey. In fact, especially girls are sent to school in fancy clothes and often this is supported by adults with reinforcing expressions. Some families expect to receive cleanly their children who come to school in this way. Also, some teachers may prefer unsuitable clothing for outdoor activities. Children and teacher should wear comfortable clothes that will not cause any difficulty while accompanying the children in all kinds of activities at school. In addition, for some families, buying a new one instead of torn and worn-out clothes and sending the child who is dirty every day to school with suitable clothes again creates economic pressure. However, in England, children wear school uniforms, and school uniforms are available at reasonably cheap prices in every market. Also, the materials such as boots, raincoats etc. that children use at school are available at prices accessible to every family. In addition, another striking situation is that the use of second-hand goods is not an indication of poverty, so people from all socio-economic levels are open to second-hand goods and they can also access second-hand items. When a child gets dirty, injured, or falls that may culturally create pressure on mothers and teachers to be labelled as “uninterested mother” and the “uninterested teacher” respectively. The mother, who is seen as the person responsible for the child’s care, may also be reflecting this pressure to the teacher. Risk and outdoor activities can also be considered in the context of social discourses about “good motherhood” (Allin, West & Curry; 2014).

The time spent outside at school varies considerably between countries. Teachers and headteachers in England stated that children stay outside for 2.5-3 hours a day in a standard way, and they find that sufficient. Although the weather conditions are generally rainy, it is especially important that this standard has been reached. Rain and cold are perceived as a part of life and do not constitute an obstacle to go outside. One teacher emphasized that we have to make sure that the time children spend outdoors at school is sufficient, because we do not know whether every child goes out enough outside school. The research conducted by Berland (2016) confirms the teacher’s opinion. His research on more than 12,000 families in the UK shows that 1 out of 10 children never play outside, and 80% of their children prefer to do virtual sports on computer screens compared to real life (Berland, 2016). This result reveals how important it is to plan outdoor activities at school.

The preschool education program in Turkey is game-based and child-centred. Learning through play is seen as an integral part of the program and pre-school education. Play in the classroom and in the outdoor is emphasized in the program. All attainment indicators in the pre-school education program can be accessed through outdoor activities. The important thing is to offer children a stimulating environment that will support their learning experience and to change this environment in a planned way. School gardens can offer these experiences to children with qualified arrangements. But there are no official guidelines regarding the frequency of outdoor learning or the content that children should experience during such learning. It is stated in the curriculum that teachers should guide the development of children and create a supportive environment for them. Therefore, each teacher can use their own judgement as to how often to engage children in outdoor learning.

The time spent by teachers in England, the time they spend in the outdoor, their evaluation of outdoor learning as a part of learning at school, and their allocation of sufficient time show that they believe in the power of outdoor and play. This point of

view has resulted in the proper arrangement of the school gardens and the provision of the necessary equipment. Teachers in England also emphasized the positive effects on them more than teachers in Turkey. Gardens are organized as a learning centre, as a continuation of the classroom, and enough time is allocated for outdoor activities. The first step to developing outdoor learning activities is to believe in the power and value of these activities (Maxwell, Mitchell & Evans, 2008; Perry, 2001; Thomas & Harding, 2011), enjoyable experience extended by the teacher's genuine interest and enthusiasm (Kernan, 2010; Waller, 2011).

In Turkey, time spent in outdoors at the school, varies from school to school, from class to class, from every day to one hour in a day per week. As reported by previous studies the time spent outdoors in preschool education institutions in Turkey is sometimes limited to 10 minutes during the winter months, (Güler & Demir, 2016; Mart & Bilton, 2014; Erdem, 2018). While Turkish teachers allocate 1.5-6 hours for outdoor activities per week, British teachers allocate 15-25 hours per week (Mart & Bilton, 2014). Although in preschool education program in Turkey it is suggested that time for outdoor activities should be allocated practices have shown that allocated time is limited, and a certain standard could not be achieved. Except for one of the headteachers they are aware that the time spent outdoors is not enough.

Headteachers and teachers emphasized unsuitability of equipment and school garden in Turkey. Unfortunately, numerous research reveals that the school gardens are not appropriate (Alat, Akgümüş & Cavali 2012; Çelik, 2012; Erdem, 2018; Karaküçük, 2008; Karatekin & Çetinkaya, 2013; Şişman & Gültük, 2011; Özdemir & Yılmaz, 2009; Yılmaz, 1995). However, it can be asserted that attempts to improve school gardens are incomplete due to both economic reasons and the thought of being difficult. Schools are designed with a centralized approach in Turkey, education stakeholders are not included in the design process. After the schools are built, it is exceedingly difficult to make changes. Preschool building was built as still multi-storey concrete garden. In England, it is striking that the schools are designed horizontally, each class is opened to the school garden and the gardens are very wide, with different ground features such as asphalt, grass and soil. It is hoped that in the design of schools and gardens in Turkey, it is expected to benefit from good examples. Teachers and headteachers can carry out important studies to improve school gardens through families, local administrations, and benefactors. There are similar examples abroad (Bradley, 1995) Encouraging teachers, headteachers and families with such examples will be an important step towards change. High family participation in preschool education in Turkey will facilitate the improvement of school gardens.

It can be asserted that outdoor learning activities in teacher training program is an important deficiency in both countries. Although it is seen that teachers in England overcome this deficiency with in-service trainings, outdoor learning should be included more in teacher education programs. In training program, not only does it create awareness, but also how to implement outdoor activities, how to make landscaping, how to plan, what principles to pay attention to during implementation should be discussed in detail. Teacher training programs in Turkey were updated in 2018, and "Out-of-School Learning Environments" were recommended as an elective course (yok.gov.tr). However, the environmental education module in teacher training courses has been removed in most UK colleges (Higgins & Nicol, 2002; National Association for

Environmental Education UK). This situation shows that in every country, there should be more place for outdoor learning topic for teacher training.

Parental involvement activities are different held in the school gardens. Two school headteachers in England stated that families do not or rarely participate in outdoor learning activities, but this is a particularly good idea, and they should do so. On the other hand, unlike England school gardens in Turkey are used by families before and after school. Parental involvement activities during pre-school period are especially highlighted in Turkey. It aims to support the participation of parent in the education process of their children and expand participation. The preschool education program, which was last updated in 2013, also includes the "MEB Preschool Program Integrated Family Support Education Guide (OBADER). This guide includes the importance, purpose, and principles of family participation. According to the views of headteachers and teachers, parent participant includes outdoor activities. But these activities have a rich content, it is thought that they are not sustainable and common practices.

Headteachers in both countries have the opinion that the time families spend in outdoors is not sufficient. They reported that families spend more time at home in front of screens in the England. Headteachers in Turkey reported that families prefer spending time in shopping malls. Teachers in England stated that the spent time outside varies from family to family, and teachers in Turkey are at a minimal level. This view may reveal that in both countries, families are moving away from outdoors for different reasons. This increasingly widespread problem brings with it disconnection from nature. Sometimes busy work life, sometimes laziness of the family, sometimes not knowing what to do with your child outdoors can be seen among the reasons for this situation.

Teachers in Turkey stated that they have difficulties in controlling children outside, doing different activities except of the game, and there is no time for class activities, so the gains in the program are incomplete. These results show that teachers cannot use outdoor and play activities effectively. It can be said that teachers have the idea that rather than learning by doing in school gardens, the skills can be gained through the activities initiated and directed by the teacher in the classroom environment by writing, telling, and watching at the desk. In the research, the most discussed activity in preschool classrooms is mostly art activities performed at the desk (Özkan & Girgin, 2014; Ünal, 2018; Ayvalı & Şimşek, 2020). It is seen that class activities are used more than outside activities (Davies, 1996; Renick, 2009; Wellhousen, 2002). Families also seem to support especially teacher-led outdoor activities (Hunter, Syversen, Graves & Bodensteiner, 2020). This situation may have affected the teachers' preferring the activities.

As a result of the research, it was found that the lack of physical facilities, parents' attitude, teacher training, lack of teacher assistant, number of children, difficulties of teachers in controlling children outside, lack of outdoor activities in planning, economic reasons, legal procedures and administrative reasons, climate conditions (Whereas the climate in the city where the research was conducted is mild.) were effective on outdoor learning in Turkey. Unlike teachers and headteachers in Turkey, in England did not mention these obstacles. It can be said that there are countries with similar characteristics in perception of barriers, as well as countries with different characteristics. Studies conducted in different countries have also revealed that teachers believe in the benefits of outdoor activities, but they see factors such as weather conditions, family, space characteristics, lack of equipment and laziness, number of children in classrooms, lack of

time, teachers' lack of knowledge and experience, and security problems (Ernst, 2014; McClintic & Petty, 2015; Tuuling & Ugaste, 2019).

However, studies show that children who spend time outdoors have less absenteeism due to illness, that children are more resilient, and allergies are reduced (Fjørtoft, 2001; Hendricks, 2001). It can be said that just as rain and cold are a part of culture in England, rain has not become a part of culture in Turkey. The lack of natural and artificial shaded areas in school gardens, the absence of covered sheltered areas, and the lack of appropriate clothing for children may be another reason for this concern. It is quite right for the teacher to be concerned about classroom control.

The biggest disadvantage of a teachers in Turkey working with 20-25 children in city centres is the lack of assistant staff. Moreover, the unsuitable garden conditions and the lack of sufficient material to the children, can make the control of class for the teacher difficult. Especially considering the conditions of the school gardens, the lack of areas that children can explore individually or in small groups makes the control more difficult for the teacher. In England, assistant teachers in the classes are a big advantage to do outdoor activities. An adult always accompanies the children inside and outside. Learning centres have also been established in school gardens as learning centres, class doors is open at the invitation time. Teachers' use of ready-made plans is not an approved situation, but it is a common situation. The notion that outdoor activities are not included in ready plans is simply adding on the wrong thing. The teacher must plan according to the needs of his / her students and the conditions of the educational environment.

It is important to inform the families and obtain written permission in every situation that will go outside the school boundaries. It is protective for both the teacher and headteacher in any adverse situation. Therefore, it should not be considered as an obstacle. However, by informing the families, permits for field trips to nearby places can be withdrawn at the beginning of the year.

It is thought that some headteachers attach importance to the visuality of the school garden being clean and tidy, as the family has the idea that my child will get dirty. It can be said that the understanding of cleanliness and order is far ahead of the useful and beneficial understanding for the development of the child. A teacher expressed this situation as "I want to do activities with the children, I cannot find a stone, a leaf or a stick in the garden." This point of view can be changed by considering the best interests of the child by sharing information and experiences with families.

It is seen that both countries have an effort to improve outdoor learning activities, but that economic resources are an obstacle to this, and they think that the idea of changing the school garden is difficult. In Turkey changes planned in the program, parent education can be regarded as significant efforts. Also, the purchase of new equipment in one school in each country and the effort to raise money are important steps.

Limitations

The observation of outdoor learning activities, which was planned within the scope of the research, was incomplete because of the constraints arising from the pandemic. Researchers may also be advised to add the observation dimension to increase the variety of data in their studies.

Conclusion and Suggestions

The results of the research show that according to the opinions of teachers and headteachers in England, the time allocated for outdoor learning activities is sufficient, but the time spent by children in Turkey in outdoor at school should be increased. Especially the pandemic process experienced has once again shown that, in addition to the many benefits it provides for children, outdoor are safer than closed areas. Outdoor activities in schools are too important to be left to individual choices and practices. Interviews with headteachers and teachers in Turkey show that although they are aware of the shortcomings in this regard and offer suggestions, there are almost no plans to improve learning in the outdoor.

Headteachers in both countries mentioned the economic conditions for the development of school gardens. Schools and teachers should not be left alone, national, and local support should be provided for the improvement of school gardens. Businesspeople, local governments, charitable people can provide economic support in improving garden conditions. Relevant teacher training programs of universities may offer in-service training.

In each country, courses for outdoor learning can gave teacher training. On-duty teachers can be supported by in-service training. It is seen that these trainings in the England are especially Forest School-based and long-term. In-service trainings to be held in Turkey should not be limited to only a few hours of seminars, comprehensive information and examples from theory to practice should be presented, how to organize outdoor and how to develop activities should be presented to teachers. Planning can be developed so that forest school practices in schools in England can be a part of the program throughout the year.

In both countries, headteachers, teachers and families can carry out joint studies in the design of school buildings and gardens, from headteachers to teachers, from families to children, educators, landscape architects and local administrations. Especially in Turkey, school gardens should be designed as a continuation of the classroom.

Considering the concerns of families in Turkey on teachers, the time they spend outside with their children, families should increase their awareness and level of knowledge about the benefits of outdoor learning, how they can spend time outside of school with their children. "Getting dirty is good", which is frequently emphasized in Turkey, should be the main emphasis of these trainings that the benefit of the child should be ahead of everything, without staying only in advertising campaigns. As stated by a headteachers, the education of families and the establishment of a routine to go out every day regardless of climate conditions will be important steps in the development of outdoor activities. In addition, comfortable and economical clothes that are accessible to every family (tracksuits or shorts and t-shirts) can be offered to preschool children in Turkey as a uniform.

In each country, local and national campaigns and special days can be organized to encourage families to spend time outside with their children. In both countries, gardening activities can be expanded within the scope of family participation activities.

Resources should be created for the implementation of assistant teacher who graduated from high school and degree child development programs for each class in Turkey.

Peer-Review	Double anonymized - Two External
Ethical Statement	*This study was supported by TÜBİTAK 2219 Post-Doctoral Research Program (Project number:1059B191801123). It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited. *Anglia Ruskin University, Faculty of Health, Education, Medicine and Social Care Research Ethics Panel (FREP) was taken with the decision dated 13 December 2019, numbered 19/20/009 of the Presidency of the Publication Ethics Committee.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%70), 2. Author (%30) Data Acquisition: 1. Author (%80), 2. Author (%20) Data Analysis: 1. Author (%50), 2. Author (%50) Writing up: 1. Author (%60), 2. Author (%40) Submission and Revision: 1. Author (%60), 2. Author (%40)

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	* Bu çalışma TÜBİTAK 2219 Doktora Sonrası Araştırma Burs Programı kapsamında desteklenmiştir (Proje Numarası: 1059B191801123). Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanan tüm çalışmaların kaynakçada belirtildiği beyan olunur. * Anglia Ruskin Üniversitesi Sağlık Fakültesi Eğitim, Tıp ve Sosyal Bakım Araştırmaları Etik Paneli (FREP) Yayın Etiği Kurulu Başkanlığı'nın 13 Aralık 2019 tarih ve 19/20/009 sayılı kararı ile alınmıştır.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%70), 2. Yazar (%30) Veri Toplanması: 1. Yazar (%80), 2. Yazar (%20) Veri Analizi: 1. Yazar (%50), 2. Yazar (%50) Makalenin Yazımı: 1. Yazar (%60), 2. Yazar (%40) Makale Gönderimi ve Revizyonu: 1. Yazar (%60), 2. Yazar (%40)

References / Kaynakça

- Alat, Z., Akgümüş, Ö., & Cavali, D. (2012). Outdoor activities: Early childhood teachers' beliefs and practices", *Mersin University Journal of the Faculty of Education*, 8(3), 47-62.
- Allin, L., West, A., & Curry, S. (2014). Mother and child constructions of risk in outdoor play. *Leisure Studies*, 33(6), 644-657.
- Ayvallı, M., & Şimşek, E. E. (2020). Okul öncesi öğretmen adaylarının sınıf içi uygulamalarında yer verdikleri etkinlik türlerinin sıralama yargıları kanunıyla ölçeklenmesi. [To scale with rank-order judgements of the types of activities planned by pre-school teacher candidates in the scope of in-class practices] *Eğitim ve Yeni Yaklaşımlar Dergisi*, 3(1), 1-15.
- Bailey, R.E. (2003). Evaluating the relationship between physical education, sport and social inclusion, *Educational Review*, 57(1), 71-90.
- Berland, E. (2016). *Dirt is good*. Unilever.
- Bilton, H. (2004). *Playing outside: Activities, ideas and inspiration for the early years*. London: David Fulton Publishers.
- Blanchet-Cohen, N., & Elliot, E. (2011). Young children and educators engagement and learning outdoors: A basis for rights-based programming. *Early Education & Development*, 22(5), 757-777.
- Burdette, H. L., & Whitaker, R. C. (2005). Resurrecting free play in young children: Looking beyond fitness and fatness to attention, affiliation, and affect. *Archives of Pediatrics and Adolescent Medicine*, 159, 46-50.
- Bradley, L. K. (1995). Tierra Buena: The creation of an urban wildlife habitat in an elementary school in the inner city. *Children's Environments*, 245-249.
- Chakravarthi, S., Hatfield, B., & Hestenes, L. (2009). *Preschool teachers' beliefs of outdoor play and outdoor environments: preliminary psychometric properties and implications for practice*. In Poster presentation at the 2009 American Educational Research Association Annual Meeting, San Diego, CA.
- Çelik, A. (2012). Okul öncesi eğitim kurumlarında açık alan kullanımı: Kocaeli örneği. [The Use of open space in the preschool education institutions: Kocaeli sample] *Atatürk Üniversitesi Ziraat Fakültesi Dergisi*, 43(1), 79-88.
- Davies, M. M. (1996). Outdoors: An important context for young children's development, *Early Child Development & Care*, 115, 37-49.
- Dowdell, K., Gray, T., & Malone, K. (2011). Nature and its influence on children's outdoor play. *Journal of Outdoor and Environmental Education*, 15(2), 24-35.
- DCSF (2008). *Statutory framework for the early years foundation stage*. Nottingham: Department Children Schools and Families.
- DCELLS (2008). Foundation phase: Framework for children's learning for 3- to 7-year-olds in Wales. <http://gov.wales/docs/dcells/publications/141111-framework-for-childrens-learning-for-3-to-7-year-olds-en.pdf>.

Dillon, J., Morris, M., O'Donnell, L., Rickinson, M., & Scott, W. (2005). *Engaging and learning with the outdoors*. National Foundation for Educational Research. <https://www.nfer.ac.uk/publications/OCR01/OCR01.pdf>.

Early Years Foundation Stage (EFYS). 2012. Getting ready for the revised eyfs-learning environment. <https://www.foundationyears.org.uk/2012/03/getting-ready-for-the-revised-eyfs-learning-environment/>.

Erdem, D. (2018). Kindergarten teachers' views about outdoor activities. *Journal of education and learning*, 7(3), 203-218.

Ernst, J. (2014). Early childhood educators' use of natural outdoor settings as learning environments: an exploratory study of beliefs, practices, and barriers. *Environmental Education Research*, 20(6), 735-752.

Fjørtoft, I. (2001). The natural environment as a playground for children: the impact of outdoor play activities in pre-primary school children. *Early Childhood Education Journal*, 29(2), 111-117.

Ford, P. (1986). *Outdoor education: Definition and philosophy*. Retrieved from <https://files.eric.ed.gov/fulltext/ED267941.pdf>

Güler, B. İ., & Demir, E. (2016). Okul öncesi öğretmenlerinin riskli oyunlara yönelik görüş ve algıları. [Opinions and perceptions of preschool teachers towards risky play] *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 17(02), 97-118.

Güngör, C. , & Göloğlu Demir, C. (2022). Okul öncesi öğretmenlerinin okul dışı öğrenme faaliyetlerine yönelik görüşlerinin incelenmesi. *Afyon Kocatepe Üniversitesi Sosyal Bilimler Dergisi*, 24(1), 15-30.

Higgins, P., & Nicol, R. (2002). Outdoor learning in theory and practice. *Outdoor Education*, 3.

Hunter, J., Syversen, K. B., Graves, C., & Bodensteiner, A. (2020). Balancing outdoor learning and play: Adult perspectives of teacher roles and practice in an outdoor classroom. *International Journal of Early Childhood Environmental Education*, 7(2), 34-50.

Ihmeideh, F. M., & Al-Qaryouti, I. A. (2016). Exploring kindergarten teachers' views and roles regarding children's outdoor play environments in Oman. *Early Years*, 36(1), 81-96.

NAEE (2021). National association for environmental education (UK). *Environmental Education*, 127.

Karaküçük, S. A. (2008). Okul öncesi eğitim kurumlarında fiziksel/mekansal koşulların incelenmesi: Sivas ili örneği. *Journal of Social Sciences*, 32(2).

Karatekin, K., & Çetinkaya, G. (2013). Okul bahçelerinin çevre eğitimi açısından değerlendirilmesi (Manisa ili örneği). [Evaluation of school gardens in terms of environmental education (Manisa province sample)] *Journal of International Social Research*, 6(27).

Kernan, M. (2010). Space and place as a source of belonging and participation in urban environments: Considering the role of early childhood education and care settings. *European Early Childhood Education Research Journal*, 18(2), 199-213.

Kos, M., & Jerman, J. (2013). Provisions for outdoor play and learning in Slovene preschools. *Journal of Adventure Education & Outdoor Learning*, 13(3), 189-205.

Leather, M. (2018). *Outdoor education in the national curriculum: The shifting sands in formal education*. In P. Becker, C. Loynes, B. Humberstone, & J. Schirp (Ed.), *The changing world of the outdoors* (pp. 179–193). Oxford: Routledge.

Lester, S. (1999). *An Introduction to Phenomenological Research*. Taunton UK, Stan Lester Developments. www.sld.demon.co.uk/resmethy.pdf.

Mart, M., & Bilton, H. (2014). A comparison of the perceptions of English and Turkish early years/kindergarten teachers to outdoor learning. *The Black Sea Journal of Social Science*, 6 (10), 289-308.

Marton, F. (2001). *Phenomenography: A research approach to investigating different understandings of reality*. In Sherman, R. R., Webb, R. B (Ed.) *Qualitative Research in Education: Focus and Methods* (pp. 141- 161) London: Routledge.

Maynard, T., & Waters, J. (2007). Learning in the outdoor environment: A missed opportunity?. *Early years*, 27(3), 255-265.

Maxwell, L. E., Mitchell, M. R., & Evans, G. W. (2008). Effects of play equipment and loose parts on preschool children's outdoor play behavior: An observational study and design intervention. *Children Youth and Environments*, 18(2), 36-63.

McClintic, S., & Petty, K. (2015). Exploring early childhood teachers' beliefs and practices about preschool outdoor play: A qualitative study. *Journal of early childhood teacher education*, 36(1), 24-43.

Ministry of National Education (MoNE) (2013). Pre-school education programme. Retrieved from <http://tegm.meb.gov.tr/dosya/okuloncesi/ooproram.pdf>

O'Brien, L., & Murray, R. (2007). Forest School and its impacts on young children: Case studies in Britain. *Urban Forestry & Urban Greening*, 6(4), 249-265.

O'Donnell, L., Morris, M., & Wilson, R. (2006). *Education outside the classroom: An assessment of activity and practice in schools and local authorities*. Nottingham: Department for Education and Skills.

Office for Standards in Education (OFSTED) 2004. Outdoor Education: Aspects of Good Practice. Retrieved from http://www.docs.hss.ed.ac.uk/education/outdoored/ofsted_oe_report_2004.pdf

Ouvry, M. (2003). *Exercising muscles and minds: Outdoor play and the early years curriculum*. London: National Children's Bureau.

Özdemir, A., & Yılmaz, O. (2009). İlköğretim okulları bahçelerinin çocuk gelişimi ve sağlıklı yaşam üzerine etkilerinin incelenmesi [Investigation of the effects of primary school gardens on child development and healthy living] *Milli Eğitim*, 38(181), 121-130.

Özkan, B., & Girgin, F. (2014). Okul öncesi öğretmenlerinin görsel sanat etkinliği uygulamalarını değerlendirmesi. *Electronic Journal of Vocational Colleges*, 4(4), 79-85.

Perry, J. P. (2001). *Outdoor Play: Teaching Strategies with Young Children*. New York: Teachers College Press.

Renick, S. E. (2009). *Exploring early childhood teachers' beliefs and practices about preschool outdoor play: A case study* (Doctoral dissertation). Retrieved from <https://www.proquest.com/openview/c1c63bdc4ffb17445717acbf1702721d/1?pq-origsite=gscholar&cbl=18750>

Sicim Sevim B., & Bapoğlu Dümenci S.S., (2020). Çocukların riskli oyunla ilgili algıları ile ebeveyn tutumları arasındaki ilişkinin incelenmesi [Exploring relationship between children's perception of risky play and parents' attitudes] *Uluslararası Erken Çocukluk Eğitimi Çalışmaları Dergisi*,5(1), 1-15.

Studer, M. L. (1998). Developing on outdoor classroom: Blending classroom curriculum & outdoor play space. *Texas Child Care*, 12-19.

Şişman, E. E., & Gültürk, P. (2011). İlköğretim okul bahçelerinin peyzaj planlama ve tasarım ilkeleri açısından incelenmesi: Tekirdağ örneği [A research on primary schoolyards in terms of landscape planing and design: tekirdag] *Tekirdağ Ziraat Fakültesi Dergisi*, 8(3), 53-60.

Thomas, F., & Harding, S. (2011). The role of play: Play outdoors as the medium and mechanism for well-being, learning and development. In J. White (Ed.), *Outdoor provision in the early years* (pp. 12-22). London, England: Sage.

Tuuling, L., Õun, T., & Ugaste, A. (2019). Teachers' opinions on utilizing outdoor learning in the preschools of Estonia. *Journal of Adventure Education and Outdoor Learning*, 19(4), 358-370.

Ünal, F. (2018). Okul öncesi öğretmenlerinin çocukların sanat çalışmalarını değerlendirmesi [Assessment of children's artworks by preschool teachers] *Uluslararası Disiplinlerarası ve Kültürlerarası Sanat*, 3(4).

Waller, T. (Ed.). (2009). *Outdoor play and learning. An Introduction to Early Childhood*. London: SAGE Publications Ltd.

Wellhousen, K. (2002). *Outdoor play, every day: Innovative play concepts for early childhood*. Albany, NY: Delmar/Thomson Learning.

White, R. (2004). *Young children's relationship with nature: Its importance to children's development & the earth's future*. White Hutchinson Leisure & Learning Group. <http://www.whitehutchinson.com/children/articles/childreennature.shtml>.

White, J. (2008). *Playing and Learning Outdoors: Making Provision for High-Quality Experiences in the Outdoor Environment*. New York: Routledge.

Wilson, R. (2008). *Nature and Young Children: Encouraging Creative Play and Learning in Natural Environments*. New York: Routledge.

Yalçın, F., & Erden, F. T. (2021). A cross-cultural study on outdoor play: teachers' beliefs and practices. *Eğitim ve Bilim*, 46(206).

Yılmaz, S., (1995). Erzurum kenti okul bahçelerinin peyzaj mimarlığı ilkeleri yönünden incelenmesi [A research on the school gardens Erzurum in terms of principles of landscape architecture] *Atatürk Üniversitesi. Ziraat Fakültesi Dergisi*, 26, 537-547.



2023, 12 (3), 1435-1473 | Research Article

The Sustainability Trend In Education in All Its Aspects: A Meta-Synthesis Investigation of Studies In Turkey

Zeynep ERGÜN¹

Nurgün GENÇEL²

Esra KABATAŞ MEMİŞ³

Abstract

In this study, which aims to examine all of the articles and theses in the field of education in Turkey on the basis of the concepts of sustainability, environmental sustainability and sustainable development, and to address sustainability in all its dimensions, the data were analyzed by meta-synthesis (thematic content analysis). Within the scope of the research, 232 study and education subject areas accessed from the Turkish Higher Education Institution National Thesis Center and DergiPark databases were discussed in the context of the key concepts of "sustainability, sustainability, sustainable development, sustainable environment, environmental sustainability". In the data analysis process, the subject of the research, its method, data collection tools, sample, data analysis, results and suggestions were examined. In most of the studies examined, it is aimed to measure attitudes, perception, awareness and competence towards sustainability and it is seen that the most quantitative method is preferred. While the most educators are selected as the sample group, the size of the study group is between 301 and 1000. Likert-type questionnaires were used in quantitative research and semi-structured interviews were used in qualitative research. While inferential analyzes were preferred the most from quantitative analyzes, content analysis was preferred from qualitative analyzes. It has been observed that there are many studies that increase belief, attitude, perception, awareness, value and tendency in studies where trainings are given within the scope of sustainability. It is seen that there are themes such as curriculum review, scale development and institution review. Recommendations are grouped and presented to researchers, educators, politicians and parents. Based on these results, it can be said that the studies are trying to measure the awareness and awareness of educators and prospective educators about sustainability and to reveal to what extent they can transfer this to future generations.

Keywords: Sustainable, Sustainability, Sustainable Development, Sustainable Environment, Environmental Sustainability, Meta-synthesis, Education.

Ergün, Z., Gencil, N. & Kabataş Memiş, E. (2023). The Sustainability Trend In Education in All Its Aspects: A Meta-Synthesis Investigation of Studies In Turkey. Journal of the Human and Social Science Researches, 12 (3), 1435-1473. <https://doi.org/10.15869/itobiad.1288310>

Date of Submission	26.04.2023
Date of Acceptance	04.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ PhD Stud., Kastamonu University, Science Education, Institute of Science, Kastamonu, Türkiye, zynpcgl57@gmail.com, ORCID:0000-0003-2790-9508

² PhD Stud., Bartın University, Science Education, Institute of Science, Bartın, Türkiye, nurgungencil@gmail.com, ORCID:0000-0002-8574-445X

³ Assoc. Prof. Dr., Kastamonu University, Science Education, Institute of Science, Kastamonu, Türkiye, ekmemis@kastamonu.edu.tr, ORCID:0000-0002-8272-0516



2023, 12 (3), 1435-1473 | Araştırma Makalesi
Tüm Yönleriyle Eğitimde Sürdürülebilirlik Eğilimi: Türkiye'deki
Çalışmalara Dair Bir Meta-Sentez Çalışması

Zeynep ERGÜN⁴ Nurgün GENÇEL⁵ Esra KABATAŞ MEMİŞ⁶

Öz

Türkiye'de eğitim alanında yapılan makale ve tezlerin tamamının sürdürülebilirlik, çevresel sürdürülebilirlik ve sürdürülebilir kalkınma kavramları temel alınarak incelenmesi, sürdürülebilirliğin tüm boyutlarıyla ele alınmasının amaçlandığı bu çalışmada veriler meta sentez (tematik içerik analizi) ile analiz edilmiştir. Araştırma kapsamında eğitim öğretim konu alanında, "sürdürülebilir, sürdürülebilirlik, sürdürülebilir kalkınma, sürdürülebilir çevre, çevresel sürdürülebilirlik" anahtar kavramları bağlamında Yüksek Öğretim Kurumu Ulusal Tez Merkezi ve DergiPark veri tabanlarından ulaşılan 232 çalışma ele alınmıştır. Verilerin analizi sürecinde kodlama yapılırken çalışmanın konusu, yöntemi, veri toplama araçları, örneklemi, veri analizi teknikleri, sonuç ve önerileri incelenmiştir. İncelenen çalışmaların büyük çoğunluğunda amaçların sürdürülebilirlik konusunda tutum, algı, farkındalık ve yeterliliğinin ölçülmesi hedeflenmiş, en çok nicel yöntemin tercih edildiği görülmektedir. En çok eğitimciler örneklem grubu olarak seçilirken, 301 ila 1000 arası çalışma grubu boyutuyla çalışılmıştır. İncelenen nicel çalışmalarda en çok likert tipi anket, nitel araştırmalarda da yarı yapılandırılmış görüşmeler kullanılmıştır. Nicel analizlerden en fazla çıkarımsal analizler tercih edilirken, nitel analizlerden de içerik analizi tercih edilmiştir. Çalışmalara etki eden değişkenler incelendiğinde en fazla cinsiyet ve akademik başarı, etkisiz değişkenlerde ise cinsiyet tespit edilmiştir. Sürdürülebilirlik içeriğinde eğitimler verilen çalışmalarda ise inanç, tutum, algı, farkındalık, değer ve eğilimde artış olan oldukça fazla çalışma olduğu gözlemlenmiştir. Müfredat inceleme, ölçek geliştirme, kurum inceleme gibi temalarda oluştuğu görülmektedir. Öneriler araştırmacılara, eğitimcilere, politikaçılara ve velilere yönelik olacak şekilde gruplandırılarak sunulmuştur. Çıkan bu sonuçlardan yola çıkılarak çalışmaların eğitimcilerin ve eğitimci olmaya aday bireylerin sürdürülebilirlik bilinç ve farkındalığını ölçerek bunu gelecek nesillere ne dereceli aktarabileceklerini ortaya çıkarmaya çalıştığı söylemek mümkündür.

Anahtar Kelimeler: Sürdürülebilir, Sürdürülebilirlik, Sürdürülebilir Kalkınma, Sürdürülebilir Çevre, Çevresel Sürdürülebilirlik, Meta-sentez, Eğitim-Öğretimç

Ergün, Z. , Gencil, N. & Kabataş Memiş, E. (2023). Tüm Yönleriyle Eğitimde Sürdürülebilirlik Eğilimi: Türkiye'deki Çalışmalara Dair Bir Meta-Sentez Çalışması . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1435-1473 . <https://doi.org/10.15869/itobiad.1288310>

Geliş Tarihi	26.04.2023
Kabul Tarihi	04.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

⁴ Dr. Öğrencisi, Kastamonu Üniversitesi, Fen Bilimleri Enstitüsü, Fen Bilgisi Eğitimi, Kastamonu, Türkiye, zynpclgl57@gmail.com, ORCID:0000-0003-2790-9508

⁵ Unvan, Bartın Üniversite Fen Bilimleri Enstitüsü, Fen Bilgisi Eğitimi, Bartın, Türkiye, nurgungencil@gmail.com, ORCID:0000-0002-8574-445X

⁶ Doç. Dr., Kastamonu Üniversitesi, Fen Bilimleri Enstitüsü, Fen Bilgisi Eğitimi, Kastamonu, Türkiye, ekmemis@kastamonu.edu.tr, ORCID:0000-0002-8272-0516

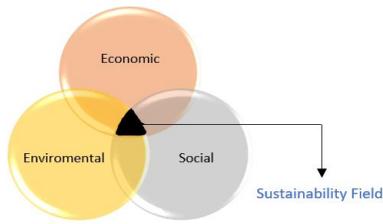
Introduction

Since the existence of the world, the ecological system has been acting in an orderly manner. Since human existence, it has kept up with this system and continued its life for generations. However, over time, the increase in the number of people and the consequent increase in consumption has disrupted the balance of the ecological system (Bengtsson, et al., 2018). There are many studies that think that it is possible for the ecosystem is sustainable (Blasiak, et al., 2017; Reed, et al., 2013). Therefore, at the beginning of the concepts that affect the vital future of both the world and people in the current century; sustainable environment and sustainable development (Harris, 2000). Even if the most common use in the vital sense is emphasized by these two concepts, the word sustainability is pronounced in many areas today.

Sustainability literally means "being permanent" (Wikipedia, 2023). In the Brundtland Report (1987) published by the United Nations (UN), it is stated that today's people can meet their own needs without consuming the resources of future people. Over time, the use of different concepts (sustainable environment, sustainable development, sustainable education, etc.) has become widespread. This is due to the fact that sustainability is not just a term related to the environment. In other words, sustainability is not just environmentalism. Embedded in most definitions of sustainability are social equity and economic development (McGill, 2023). In this context, when looking at the starting point of sustainability, it is possible to go up to the transition periods to the industrial society.

Although the exact date is not clear, there is a general opinion that the history of sustainability dates back to the 1700s (Yalçıntaş, Gülmez & Özeltürkay, 2021). There are opinions that the idea of sustainability dates back to the Middle Ages (Campbell, 1996) and goes further and is found in Greek mythology (Bozdoğan, 2005). However, official records first drew attention to environmental sustainability by pointing out the links between the conservation of natural resources, social welfare and economic growth with the UN Declaration at the end of the Stockholm Conference in 1972 (Rotondo, Giovanelli & Ezza, 2023). (The concept of sustainable development was mentioned in the Brundtland Report (United Nations, 1987) which was prepared by the UN Commission on World Environment and Development in 1987. In this report, which is called "Our Common Future", it is mentioned that poverty can be eliminated by achieving the future goals of all humanity with sustainable development. In the next 20 years, many countries could not meet their own needs and started to import resources from other countries. Despite this negative trend, public awareness has led to more sustainable living options and the introduction of the first alternative renewable energy sources such as wind turbines, hydroelectricity, solar and wind power plants have gained importance (Future Learn, 2023). In 2016, the UN published 17 sustainable development goals (United Nations, 2016). These 17 sustainable development goals include many important elements for societies, from environmental problems to social and economic equality.

Sustainability has three dimensions: environmental, economic and social (Harris, 2000; Holmberg & Sandbrook, 1992; Islam, Munasinghe & Clarke, 2003; Kaypak, 2011) as given in Figure 1. Three dimensions are related to each other in terms of both environmental, economic and social aspects. For example, the realization of economic sustainability will be possible by ensuring environmental and social sustainability. Each dimension is related to other dimensions in this way, and the intersection point in its three dimensions is sustainability (Hermans & Reid, 2002).

Figure 1 *The three dimensions of sustainability (Hermans & Reid, 2002)*

Considering that sustainable development is a phenomenon that can be taught in a social perspective, it is possible to say that education is at its center. For example, higher education is very important for societies to adopt the principles of sustainable development and to create the necessary awareness and for each individual to internalize this concept (Rotondo, Giovanelli & Ezza, 2023). Similarly, starting from preschool, which is the first stage of education, it is of great importance to establish this awareness. Therefore, it may be possible to have a short and lasting impact on the sustainable economy by touching national education policies. For this reason, UN heads of government and senior officials and civil society representatives came together in September 2015 to adopt the Sustainable Development Goals for the education of future generations (UNESCO, 2023). These goals are designed to ensure the development of society through a sustainable development programme (UNESCO, 2023). In the Sustainable Development Goals published by the UN in 2016, Article 4 includes education for sustainable development. In general, this article states that education is inclusive of everyone and that everyone should be given the right to lifelong education (United Nations, 2016). At the basis of sustainability are the goals of future generations in the studies carried out for their own vital activities. In order for these goals to become widespread, it is necessary to reach today's young generations in the first place.

In recent years, educational activities have gained momentum in the name of environmental sustainability. The main reason behind it is that it seems as important that education is the only way out in order to end the environmental disasters caused by people with changes in their behaviors and attitudes (Özdemir, 2007). UNESCO declared 2005-2014 as the "Decade of Education for Sustainable Development" in order for countries to spread sustainability education at all levels (Alkış & Öztürk, 2007). Recognizing this, as a result of the importance of sustainability, many countries have gone the way of making innovations in their education systems (Laurie et al., 2016; Mula et al., 2017; Sarabhai, 2015; UNESCO, 2020). In Turkey, on the other hand, sustainability is taught in environmental awareness courses in primary school and biology, geography and science courses in middle school and high school. In higher education, more than half of the universities have a study on environmental sustainability (Tanç et al., 2022). However, sustainable education emphasizes a systemic change beyond environmental education (Yalçın, 2022). In this context, it is important to raise awareness of sustainability not only in educational institutions but also in all institutions and organizations through studies in this direction (Atmaca, 2018). In order to direct these activities, scientific studies on sustainability have visibly increased in recent years. With the increase in studies carried out on the theme of sustainability, some meta-synthesis studies published in

Turkey also contribute to the literature. As a result of the examinations, analysis studies examining different dimensions of sustainability in the field of education were reached. Yıldırım (2020) reached 39 theses and 32 articles with the keyword "sustainable" and carried out a descriptive analysis of these studies. Öney (2022) examined 24 master's and doctoral theses on environmental literacy by associating them with sustainability and including the results and recommendations of the studies. More explanation is needed as to how the current study is broader than the existing studies (Yıldırım, 2020; Öney, 2022) cited in the text. For this reason, in this meta-synthesis research, all of the articles and theses made in the field of education in Turkey were examined on the basis of the concepts of sustainability, environmental sustainability and sustainable development and the following questions were answered.

Studies based on sustainability, environmental sustainability and sustainable development carried out in the field of education in Turkey;

1. How was the distribution by year?
2. What are the research aims or objectives?
3. What methods were used?
4. What are the sample group characteristics and sizes?
5. What data collection tools were used?
6. What are the quantitative and qualitative results obtained?
7. What are the recommendations made as a result?

Method

In this study, the data were analyzed by meta-synthesis (thematic content analysis). Meta-synthesis is a methodological approach that enables interpretive analyses of findings from qualitative research and the development of new knowledge (Aspfors & Fransson, 2015). Meta-synthesis studies can be defined as the evaluation of evaluation (Patton, 2014). Meta-synthesis is a type of integration study in which qualitative research findings are combined (Sandelowski & Barroso, 2003). Meta-synthesis researches are studies that aim to interpret and evaluate the qualitative findings of the studies carried out in a certain field, to reveal similar and different aspects and to make new inferences (Polat & Ay, 2016). In this study, the thesis conducted by the researchers in Turkey on the subject of sustainability and the articles published in the DergiPark database were analyzed with qualitative methods to determine the trend in the field literature.

Data Collection and Inclusion Criteria in the Research

Within the scope of this research, certain keywords were used for screening in the field of education and training. These keywords are: "sustainable, sustainability, sustainable development, sustainable environment, environmental sustainability". The studies to be included in the research were accessed from the National Thesis Center of the Higher Education Institution and the databases of DergiPark. As a result of the search in the database of YÖK National Thesis Center, 197 theses were reached (as of 05.12.2022). Within the scope of the research, 186 permissioned theses were included in the study. 2 theses without access permission and 9 theses that do not comply with the scope of the study but include the words specified in the key concept are not included in the scope of the study. In addition, as a result of the search in the DergiPark database, 50 articles were

reached (as of 27.01.2023). 4 articles that were reached during the search but did not comply with the purpose and scope of the study were not examined. A total of 232 studies were considered in this study.

Validity and Reliability of the Research

In order to avoid any errors during coding, the studies were analyzed within 1 month after being downloaded from the YÖK thesis center and DergiPark database. Then, in line with the research questions, an Excel table was produced and codings were performed. In order to be reliable for the codes, another researcher simultaneously reanalyzed a certain number of studies and then determined that the codes were consistent with each other.

Analysis of Data

In the process of analyzing the data, the studies to be examined first have been downloaded and made ready for examination. The relevant sections of each thesis and article included in the research were examined in detail and recorded in computer environment. During coding, the subject, method, data collection tools, sample, data analysis, results and suggestions of the study were examined. The theses and articles examined within the scope of this research are presented in the form of tables or graphs in accordance with the purpose of the themes. By presenting the data in this way, it is aimed to ensure that readers have a comprehensive idea about the studies. Statistically, only frequencies are included in the tables and graphs. After a general explanation is made under each table or graphic, the remarkable parts of the thesis studies are explained.

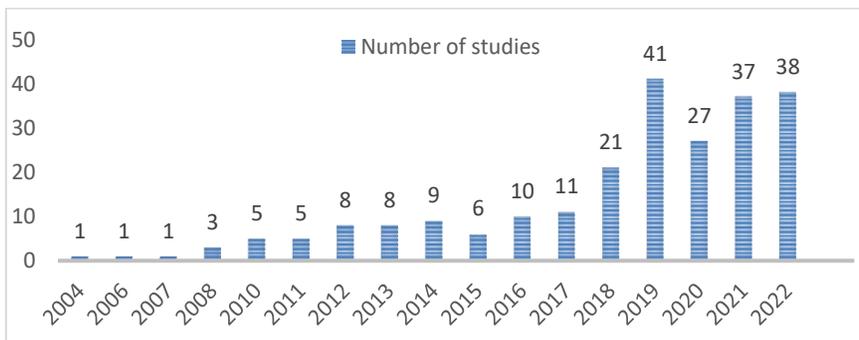
Results

The studies were examined in the context of sustainable development, sustainability and environmental sustainability and it was seen that the studies on sustainable development were more. However, in order to ensure data integrity, the studies on the three subjects were examined together. In this section, the findings obtained as a result of the analysis of the data are presented under separate headings according to each sub-problem.

1. Distribution of studies by year

The distribution of the studies according to years is presented in Figure 2. When the graph is examined, it is seen that the studies show an increasing process starting from 2004 and most studies were done in 2019. It is followed by 2022, 2021 and 2020. In short, it is noticeable that the number of studies on sustainability has increased after 2019.

Figure 2 *Distribution of Studies by Year*



2. Objectives of the Studies Examined

The aims of the studies examined within the scope of the research were examined and themes and sub-themes were created. The findings are presented in Table 1.

Table 1 Findings Regarding the Objectives of the Examined Studies

Theme	Sub-theme	Frequency
Attitude/ Perception Awareness Behavior Competence studies		80
Teaching	Attitude, perception, awareness, consciousness, motivation	41
	Success	9
	Method	5
	Problem-solving skills, high-level thinking skills, social skills, critical thinking skills	4
	Development towards sustainable development	3
	Pedagogical field knowledge	2
	Level of environmental citizenship	1
	Sustainable attention	1
Opinion determination		19
Review a curriculum		16
Learning	Learning style	8
	Success	7
	Ecological footprint calculation	1
Eco school/Institution review		10
Scale development		9
Sustainable leadership, Sustainable management and Organizational sustainability		7
Research method development		4
Type of field scan		4
Sustainability of Teacher Education and Professional Development		4
Material Study		3
Sustainable school mental perception and Sustainable school-family collaboration		2
Education in the context of sustainable growth / Sustainable education		2
General educational problems		2
International document and policy review		2
To determine the level of system literacy and systemic thinking skills withi scope of sustainable development		2
Concept analysis		1
Analysis of theses written in the field		1
Environmental literacy		1
Sustained attention		1
Sustainable responsibility		1

When the objectives of the examined studies are analyzed, it is seen that the most studies are directed towards attitude, perception, awareness, behavior and competence. The fact that the number of studies in this field is quite high compared to others shows that sustainability and sustainable development studies are especially focused on attitude, perception and awareness. Based on this focus, studies on the effect of any teaching, method, technique and training processes on attitude, perception and awareness are also quite high. In these studies, it is seen that attitude, perception, awareness, consciousness and motivation as well as the effect of teaching on success, thinking skills and pedagogical field knowledge are examined. At the same time, it is seen that the studies in the field of sustainability, environmental sustainability and sustainable development are aimed at determining opinions. It is seen that the schools where educational activities are carried out in our country and the curriculum used in these schools are examined in terms of sustainability. It can be said that studies for sustainability are handled in a multidimensional manner. In addition, there are scale development studies for the scales that are thought to be deficient in the literature.

3. Methods used in studies

The findings regarding the methods of the studies examined within the scope of the research are given in Table 2.

Table 2 *Data on the Methods of the Examined Studies*

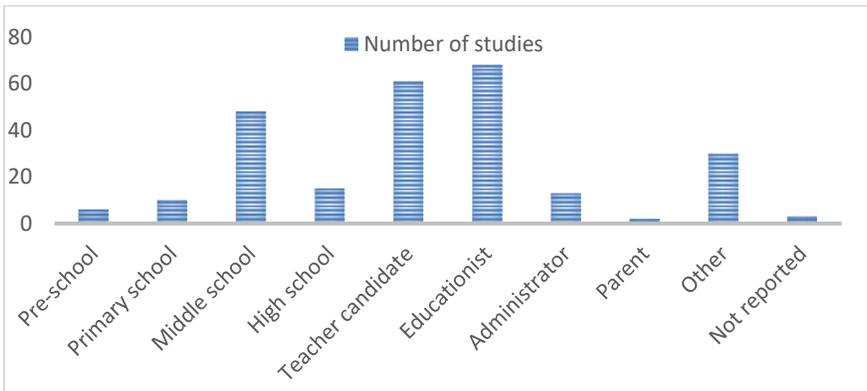
Method	f	
Quantitative (107)	Survey	83
	Experimental	24
	Case study	26
	Phenomenology	21
	Qualitative scanning	14
Qualitative (81)	Document analysis	6
	Meta-synthesis	5
	Conceptual analysis	2
	Other	2
	Action research	3
	Ethnography	2
Mixed	46	
Other	3	
Not reported	14	

In the studies examined, it is seen that quantitative approaches are taken as the basis. The most quantitative methods were screened studies. Here, it is seen that screening studies aimed at determining the attitudes, perceptions, beliefs, values and competencies of any sample towards sustainable development are predominant. Following quantitative approaches, the number of qualitative studies in which opinion determination studies for sustainability or sustainable development are intensive is also quite high. Comprehensive studies on sustainability were carried out by conducting studies in which both qualitative and quantitative methods were considered together. In addition, it is seen that the number of quantitative and qualitative methods is close to each other.

4. The working group in which the studies examined are carried out and its size

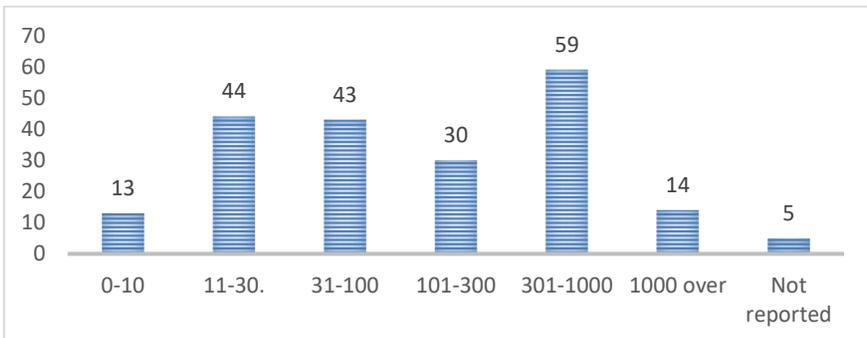
The majority of the studies examined within the scope of the research were carried out with educators. Data for the working group are given in Figure 3. When the Figure 3 is examined, it is seen that the studies are carried out mostly with educators, teacher candidates and secondary school students. Due to the fact that different sample groups are included together in some studies, the total number of studies in the graph is more than the number of studies.

Figure 3 Working Group



In addition to the teaching level of the study group, the dimensions of the study group were also evaluated. The size of the working group was coded separately as 0-10 people, 11-30 people, 31-100 people, 101-300 people and 301-1000 people. The findings regarding the size of the study group are presented in Figure 4.

Figure 4 Workgroup Size



When the data are examined, it is seen that the size of the study group in which the most of studies are carried out is in the range of 301-1000 people. It can be said that the large number of screening studies has an effect on the selection of the working group in large size.

5. Data collection tools used in the studies examined

Information on the data collection tools used in the theses examined within the scope of the research is given in Table 3. When the data collection tools used are examined, it is seen that the scales of attitude, perception, value, belief and awareness, etc. are used the most. In addition, it is seen that interviews and surveys are also used. It was aimed to determine the opinions regarding the education and training process carried out for sustainability by conducting interviews.

Table 3 *Data Collection Tools Used*

Data collection tool	Frequency(f)	
Survey (110)	Likert	79
	Open-ended	14
	Multiple choice	14
	Other	3
Achievement test (36)	Multiple choice	18
	Other	10
	Open-ended	8
Scales (180)	Scale of attitude, perception, value, belief, awareness, etc.	120
	Behavior scale	15
	Other	10
	Environmental awareness scale	8
	Qualification scale	5
	Organizational sustainability, identification and fairness scale	4
	Leadership scale	4
	Skill scale	3
	Environmental literacy scale	3
	Scale of familiarity and understanding	2
	Interest scale	1
	Motivation scale	2
	Metaphor	2
	Trend scale	1
	Scale of sustainable school-family cooperation teachers' expectations from parents	1
	Learning organizations survey	1
	Environmental education survey	1
	Inventory of multiple intelligences	1
	Survey of factors affecting the use of teacher research in professional development	1
	Ecological footprint calculation questionnaire	1
Carbon footprint calculation questionnaire	1	
Interviewing (83)	Structured	6
	Semi-structured	63

Focus group	7
Other	7
Documents	48
Observation	24
Alternative Assessment tools (student diary, concept map, self-assessment form, opinion form)	9
Cleaning information form	1
Drawing	9
Other	6
Video and audio recording	4
Web-based tools and tests (ecological footprint calculation machine)	3
Story	1
Word attribution test	1

6. Data analysis techniques used in the studies examined

The data analysis techniques used in the studies examined are given in Table 4. In the studies examined, it is seen that inferential statistics are used the most. It is seen that the most inferential statistics are used in analyses such as t test, ANOVA, factor analysis.

Table 4 Data analysis techniques

Data analysis technique	Frequency	
Descriptive Statistics (93)	Frequency-percentage table	60
	Central trend measures	22
	Chart-table	10
	Frequency analysis	1
Inferential statistics (241)	t test	79
	ANOVA/ANCOVA	52
	Correlation	32
	Factor analysis	28
	Non-parametric	27
	Regression	12
	MANOVA/MANCOVA	7
	SWOT analysis	2
	Chi-square test/ YEM analysis	1
	Qualitative analysis (133)	Content analysis
Descriptive analysis		34
Swot analysis/ Inductive analysis		2
Difference analysis / Systematic analysis // needs analysis / Document analysis / Frequency analysis / pattern coding		1
Unspecified		3
Other analytics	5	

7. Results obtained in the examined theses

In the results of the studies examined, there are many results such as positive effects on the results of education and training, and the scale has been successfully developed as a result of scale development studies. The results obtained are presented in detail in Table 5.

Table 5 *Results*

Theme	Sub-theme	Result	f
Faith/ attitude/ value/ perception/ awareness	Leveling	High	18
		Sufficient/Positive	9
		Insufficient/Negative	9
		Miscarriage	7
		Middle	5
	Affecting variables	Gender	20
		Level/Academic level	13
		Take an environmental class/follow an environmental broadcast	6
		Membership in an environmental organization	5
		Age	4
		Seniority year/length of service	4
		Branch factor	4
		Department/university/program of study	3
		Father's education level	2
		Place of residence/level of development of the city where you live	2
	Ineffective variables	Parental education level/ Environmental sensitivity/ Income level/ Interest in plants and animals in childhood	1
		Gender	15
		Family monthly income	7
		Faculty graduated	5
		Level/academic level	5
Maternal education level		4	
Parental education level		4	
Place of residence/region of duty		4	
Seniority		3	
Department/department of study		3	
	Branch factor	2	
	Education / training status	2	
	Father's education level	2	
	Autobiographical/demographic factors	2	

	Marital status	2
	School type/ School service area	2
	Follow publications about the environment / become a member of an environmental organization	2
	Taking an undergraduate environmental science course/in-service training	2
	Hand-face washing and bathing frequency	1
Training provided	Increase in belief/attitude/awareness/perception/consciousness/tendency	64
	Increase in level of knowledge/conceptual comprehension/academic achievement	11
	Increase in behavior	4
	Positive increase in the view towards sustainable development	2
	Increased motivation	2
	Increase in self-sufficiency/ Decrease in ecological footprint/ Increase in the level of global citizenship/ Development in high-level skills/ Ensuring the sustainability of education	1
Related studies	Attitude-competence/self-efficacy/awareness/belief/behavior relationship	7
	Perception-belief/organizational sustainability level/productivity/professional development relationship	4
	Attitude, behavior, awareness score-carbon footprint total score/ Attitude-parent education level/ Attitude-academic success/ Belief-perception relationship/ Environmental literacy-socio-demographic knowledge relationship/ Attitude-socio-demographic knowledge relationship/ Intelligence field-attitude/ Number of courses taken about the environment-level of matching sustainable development indicators/ Department-academic success/ Branch-sustainable development association/ Competence-knowledge relationship	1
	Alignment of goals/achievements	4
	Program is inadequate/needs to be improved	2
Review a curriculum	Giving more weight to some dimensions of sustainable development/ Differences in the distribution of goals on a class-by-class basis/ Not giving enough space to sustainable development in the aims and content of the course/ Providing learning opportunities/ Course duration is insufficient/ Unbalanced distribution of goals/ Not giving sufficient intensity to skills/ Not containing specific concepts	1
	To provide more sustainability environment/practices in private schools	2
Institution review	Shared leadership/ Ensuring physical sustainability/ Emergence of different leadership qualities/ Belief in the importance of sustainable development education	1
Scale development	Develop a valid and reliable scaling tool	9
Analysis of theses	Maximum number of interview forms/documents as a data collection tool	2
	Working with the most higher education students/teacher candidates/ Highest use of the mixed approach	1

In the studies carried out, it is seen that beliefs, attitudes, perceptions, values, awareness and tendencies are determined for sustainable development, sustainability and environmental sustainability. In the placement studies, high level results were mostly reached. Variables that are effective and not effective in belief, attitude, perception, value, awareness studies are discussed. Effective variables include gender, academic level/level, taking environmental courses/following a publication about the environment. When the ineffective variables are examined, gender, family monthly income, faculty and academic level come first. It is noteworthy here that gender comes first in both influential factors and non-influencing factors. Another theme is the application, method, technique and results of the training provided. In these studies, the number of studies in which an increase in beliefs, attitudes, perceptions, awareness, values and tendencies is mostly discussed is quite high. In addition, the training provided increased the level of knowledge, conceptual understanding and academic success of the working group. Another theme is associated work. In the studies on this theme, the relationship between different variables is examined. Here, the most focus is on the relationship between attitude and competence, self-efficacy, awareness, belief. Then come the studies that examine the relationship between perception and belief, organizational sustainability, productivity and professional development.

Another theme reached in the studies examined is the theme of curriculum review. In this theme, the curriculum, achievements, in short, the studies in which the curriculum is examined. Here, it was concluded that the sustainable development goals and the achievements in the program were compatible with each other but still insufficient. Then, according to the results obtained in the studies where environment-based schools such as eco schools and any institution were examined in terms of sustainability, it was concluded that leadership was shared in institutions and physical sustainability was ensured. In addition, it has been concluded that practices and environments related to sustainability in private schools have been put into more services. The last themes are scale development and studies in which theses are examined. In the theme of the analysis of theses, where the validity and reliability studies of the scale developed in the scale development studies are carried out, the most used method, study group and data collection tools are included.

8. Recommendations made in the studies examined

The recommendations made in the study results examined are grouped for educators, researchers and politicians and presented in Table 6.

Table 6

Recommendations

Recommendations for researchers	Working with different samples	75
	Increase sample size	44
	Working with different variables	37
	Application of different research methods	33
	Use of different data collection tools	21
	In different schools	12
	More in-depth research	7

	Longer-term studies	7
	Interdisciplinary studies	6
	Repeating the work with different participants in different contexts	6
	Application in different units	5
	Measurement tool should be developed and used in different studies	4
	More work	3
	In different cultures	1
Recommendations for educators	Conferences, trainings, seminars, information activities and in-service trainings	77
	Enrichment of the educational environment	37
	Information studies on the basis of university	6
	Increasing the activities of environmental clubs in schools	4
	Expansion of the course scope	3
	Creation of out-of-school learning environments	3
	Out-of-class apps	2
Recommendations for politicians	Motivate students	1
	Adjustments to curriculum/curriculum and textbooks	71
	Creation of practical trainings	36
	Addition of sustainable development to the curriculum as a compulsory or elective course	29
	Holistic consideration of the social, economic and environmental dimensions of sustainable development	9
	Ensuring teacher qualification	8
	Developing a sustainability-oriented education policy	6
	Increasing the number of science course hours	2
	Making sustainable development a state policy	2
	Developing and implementing awareness projects for sustainable development	1
Recommendations for parents	Adding gains towards sustainability	1
	Increasing the number of eco-schools	1
	Parent involvement	21
	Ensuring school-family cooperation	7
	Public information	7
Other	Digital resource development	6
		2

When the suggestions are evaluated, it is recommended to use different research methods and data collection tools by considering different variables, increasing the sample size with different samples. It is recommended to implement conferences, seminars, in-service trainings for educators and to enrich the educational environment. For politicians, it is recommended to make arrangements in the curriculum, curriculum, textbooks, to create practical trainings, and to add sustainable development to the curriculum as a compulsory or d elective course. For parents, the school is in the direction of providing family cooperation and parent participation.

Conclusion and Discussion

In parallel with the increase in the world population, the encounter of environmental problems has pushed humanity to look for solutions in this regard. There are many studies on sustainability, which is one of these solutions, in a wide variety of sectors. The aim of this study is to create a perspective for national educational sustainability by examining the studies carried out in the field of education on sustainability, sustainable development and environmental sustainability by considering the three dimensions of sustainability. As a result of the examination carried out between 2004-2022, it can be said that the number of studies in the field of "Sustainable Development and Education" in Turkey has increased in Turkey as well as in the world (Hallinger & Chatpinyakooop, 2019). Although there is a decline in 2020, it is thought that this is due to the global pandemic period. In this study, data were evaluated in the context of sustainable development, sustainability and environmental sustainability. In our country, when it comes to sustainable education, environmental education comes to mind first, but as a result of the examination, it is seen that the number of sustainable development studies is higher. Many international analysis studies are consistent with this conclusion (Bornmann et al., 2019; Huang, Wu & Chiu, 2015; Ramayah, Yeap & Ignatius, 2017;).

In the majority of the studies examined, it was observed that the objectives were aimed at measuring attitude, perception, awareness and adequacy of sustainability in terms of sustainability. Apart from this, most of the participants are the studies on determining their opinions on the subject, examining the sustainability situations of existing institutions and sustainability issues in training programs. There are also scale development studies on the subject. In the light of these findings, it can be said that sustainability will be realized not only by using existing technologies but also by changing the perspectives of societies on the subject and even shaping their lives accordingly, and the majority of the studies are carried out on attitude, perception and awareness issues for this reason. The results of the analysis study conducted by Rodríguez Aboytes and Barth (2020) support the findings of our study and in both studies, the most common goal of the studies in the field of sustainability was determined as students' understanding of sustainability.

In the studies examined, it is seen that the most quantitative method is preferred. Quantitative methods were also preferred the most screening method. Since sustainability is a broad concept, quantitative methods are thought to be more effective in terms of data collection, data analysis and reporting of results. In the studies, the most educators were selected as the sample group.

This result is consistent with Yıldırım's (2020) study. This is followed by teacher candidates and secondary school students respectively.

In general, 30 were studied with a working group size of 1 to 1000. In the quantitative studies examined, the Likert type questionnaire was used as a data collection tool. Among the scales, the most attitudes are perception, value, belief, awareness, etc. scale, followed by the behavior scale. As a qualitative data collection tool, the most semi-structured interviews were conducted. Secondly, the number of incoming document analysis studies is also quite high. In the studies examined, inferential statistical methods of quantitative analysis were mostly used. It can be said that this is due to the evaluation of scales in case studies. Later, it is seen that the frequency-percentage table, one of the descriptive statistical methods, is in the content of the study. In qualitative analyses, it was revealed that descriptive analysis was used the most content. When the results of the studies were examined, it was found that positive effects were seen in general and the studies to develop scales resulted in success.

When the variables affecting the studies were examined, it was observed that gender and academic success were affected. When the ineffective variables were examined, gender was determined as the most ineffective variable. In this case, gender has been identified as both an effective and an ineffective variable.

According to the purpose of this research, gender may be effective in some cases but may be ineffective in others, that is, the effect on behaviors or attitudes related to sustainability issues may vary depending on individual factors and environmental conditions. In the studies where trainings were given in the context of sustainability, it was observed that there were quite a lot of studies with an increase in belief, attitude, perception, awareness, value and tendency. In addition, the training provided increased the level of knowledge, conceptual understanding and academic success of the working group.

In the studies where the relationships of different variables on sustainability are examined, the relationship between attitude and competence, self-efficacy, awareness and belief is mostly focused. Another theme that draws attention in the studies examined is the theme of curriculum review. In these studies, which aim to make sustainability education more accurate and comprehensive, results such as the compatibility of achievements and the inadequacy of the program have emerged. In addition, it was concluded that the achievements of the sustainable development goals and the program were compatible with each other but still insufficient. Another theme found in the study is institutional review.

Institutions were examined on sustainable leadership or sustainability of the corporate environment and it was determined that leadership was shared in institutions and physical sustainability was achieved.

In the studies conducting a sustainable environment review, it was concluded that the practices and environments related to sustainability of private schools were offered to more services. This can be explained by the fact that private schools have a larger budget and can allocate more resources. It can also allow them to develop more customized and effective programs on sustainability, as their student numbers are smaller.

Another result of the studies examined is that the validity and reliability studies of the developed scales were carried out, and in the theses analyzed, the interview form was used as the maximum data collection tool. When the results are examined, it is stated that the researcher should work with different samples, increasing the sample size and different variables. For educators, there are suggestions that training, seminars, information activities should be carried out mostly for students and in-service training activities should be carried out for teachers. Secondly, the most repeated proposal is to enrich educational environments.

There is a suggestion for politicians that education programs should be regulated the most. In addition, there are many suggestions for giving it as practical training. In the suggestions for parents, it was reiterated that cooperation should be made with the school the most. Based on these results, it is possible to say that the studies try to determine the degree to which educators and individuals who are candidates to become educators can measure sustainability awareness and awareness and how much they can transfer this to future generations. These studies support UNESCO's (2023) sustainable education plans. In particular, the degree to which sustainable awareness, attitude and awareness can be increased thanks to the training to be given systematically with the situation studies and scales used has been revealed.

Suggestions

As a result of the analysis work carried out, the following suggestions can be made;

- Although there are many studies that analyze sustainability studies, the number of those who examine them in terms of results and recommendations is insufficient. In this context, the number of studies should be increased.
- Many of the theses participating in the study are master's theses. In this context, the number of doctoral theses should be increased.
- This study includes an evaluation in which Turkish articles and theses are examined in the criteria of Turkey. A more comprehensive screening should be carried out in future studies.
- In future studies, the number of studies that perform in-depth examination should be increased by using the qualitative method in addition to the quantitative method.
- In particular, the number of sustainability studies on preschool students has been insufficient. The number of studies for this group and other educational students should be increased.

Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%40), 2. Author (%30), 3. Author (%30) Data Acquisition: 1. Author (%40), 2. Author (%30), 3. Author (%30) Data Analysis: 1. Author (%40), 2. Author (%30), 3. Author (%30) Writing up: 1. Author (%40), 2. Author (%30), 3. Author (%30) Submission and Revision: 1. Author (%40), 2. Author (%30), 3. Author (%30)

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanan tüm çalışmaların kaynakçada belirtildiği beyan olunur. *(Şirnak Üniversitesi Etik Kurulu Başkanlığının 26.05.2022 Tarih , 2022/86 Nolu kararı ile Etik Kurul Kararı alınmıştır.)
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Veri Toplanması: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Veri Analizi: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Makalenin Yazımı: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Makale Gönderimi ve Revizyonu: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30)

References / Kaynakça

Alkış, S., & Öztürk, M., (2007). Sustainable development in opinions of primary student teachers and pre-service teacher education in Turkey. *Geographie didaktische Forschungen*, 42, 134-143.

Aspfors, J., & Fransson, G. (2015). Research on mentor education for mentors of newly qualified teachers: A qualitative meta-synthesis. *Teaching and Teacher Education*, 48, 75-86.

Atmaca, A. C. (2018). *Determination of sustainable development awareness of science teacher candidates* [Unpublished Master's thesis. Necmettin Erbakan University.]

Bengtsson, M., Alfredsson, E., Cohen, M., Lorek, S. & Schroeder, P., (2018). Transforming systems of consumption and production for achieving the sustainable development goals: moving beyond efficiency. *Sustain. Sci.* 13 (6), 1533–1547. <https://doi.org/10.1007/s11625-018-0582-1>.

Blasiak, R., Spijkers, J., Tokunaga, K., Pittman, J., Yagi, N., & Österblom, H. (2017). Climate change and marine fisheries: Least developed countries top global index of vulnerability. *PloS one*, 12(6), e0179632. <https://doi.org/10.1371/journal.pone.0179632>

Bornmann, L., Mutz, R., Hug, S. E., & Daniel, H. D. (2019). A multilevel meta-analysis of studies reporting correlations between the h-Index and 37 different field- and citation-based metrics. *Journal of Informetrics*, 13(1), 326-356.

Bozlağan, R. (2005). The historical background of the idea of sustainable development. In *Journal of Social Policy Conferences* (No. 50, pp. 1011-1028).

Campbell, S. (1996). Green cities, growing cities, just cities? Urban planning and the contradictions of sustainable development. *Journal of the American Planning Association*, 62 (3), Summer, ss. 296-311.

Future Learn, 2023. Brief history of sustainability. Accessed to: <https://www.futurelearn.com/info/courses/sustainable-practices-in-food-service/0/steps/232799> .2023

Hallinger, P. & Chatpinyakoo, C. (2019). A bibliometric review of research on higher education for sustainable development, 1998–2018. *Sustainability*, 11, 2401; doi:10.3390/su11082401.

Harris, J. M. (2000). Basic principles of sustainable development. Global Development and Environment Institute Working Paper: 00-04, Tufts University, USA.

Hermans, I. M., Reid, R. E., 2002. Developing awerness of the sustainability concept. *The Journal of Environmental Education*, 34(1), 16-20. DOI: 10.1080/00958960209603477

Holmberg, J. & Sandbrook, R. (1992). *Sustainable development: what is to be done? Making development sustainable: redefining institutions, policy, and economics*. (Ed. J. Holmberg). International Institute for Environment and Development, s.19-38, Washington, D. C. Island Press.

Huang, L., Wu, W. W., & Chiu, A. (2015). Bibliometric Analysis of Sustainable Development in Construction. *Journal of Cleaner Production*, 109, 201-210.

Islam, S. M. N., Munasinghe, M. & Clarke, M. (2003). Making long-term economic growth more sustainable: evaluating the costs and benefits. *Ecological Economics*, 47(2-3), 1-19.

Kaypak, S. (2011). A sustainable environment for sustainable development in the process of globalization. *KMU Journal of Social and Economic Research*, 13(20), 19-33.

Laurie, R., Nonoyama-Tarumi, Y., Mckeown, R., Hopkins, C., 2016. Contributions of education for sustainable development (ESD) to quality education: a synthesis of research. *Journal of Education for Sustainable Development* 10 (2), 226–242. <https://doi.org/10.1177/0973408216661442>.

Mcgill, 2023. What is sustainability?. Accessed to: <https://www.mcgill.ca/sustainability/files/sustainability/what-is-sustainability.pdf>.2023

Mula, I., Tilbury, D., Ryan, A., Mader, M., Dlouhá, J., Mader, C., ... & Alba, D. (2017). Catalysing change in higher education for sustainable development: A review of professional development initiatives for university educators. *International Journal of Sustainability in Higher Education*, 18(5), 798-820.

Oney, H. (2022). *A descriptive study of qualitative research studies on environmental literacy* [Unpublished Master's Thesis]. Gazi University.

Ozdemir, A. (2007). Urban sustainability and open space networks. *Journal of Applied Sciences*, 7(23), 3713-3720.

Patton, M. Q. (2014). *Qualitative research and evaluation methods* (1. Edition). M. Bütün and S. Beşir Demir (Translated by Edt.). Mainland: Pegem Academy.

Polat, S., Ay, O. (2016). Meta-synthesis: A conceptual analysis. *Journal of Qualitative Research in Education*, 4(1), 52-64. [Online]: <http://www.enadonline.com> <http://dx.doi.org/10.14689/issn.2148-2624.1.4c2s3m>

Ramayah, T., Yeap, J. A., & Ignatius, J. (2017). Sustainable Development: A Bibliometric Analysis. *Journal of Cleaner Production*, 156, 141-157.

Reed, M. S., Kenter, J., Bonn, A., Broad, K., Burt, T. P., Fazey, I. R., ... & Ravera, F. (2013). Participatory scenario development for environmental management: A methodological framework illustrated with experience from the UK uplands. *Journal of environmental management*, 128, 345-362. <https://doi.org/10.1016/j.jenvman.2013.05.016>

Rodríguez Aboytes, J. G., & Barth, M. (2020). Transformative learning in the field of sustainability: a systematic literature review (1999-2019). *International Journal of Sustainability in Higher Education*, 21(5), 993-1013. DOI 10.1108/IJSHE-05-2019-0168

Rotondo, F., Giovanelli, L., & Ezza, A. (2023). Implementing sustainable innovation in state universities: Process and tools. *Journal of Cleaner Production*, 136163.

Sandelowski, M., ve Barroso, J. (2003). Classifying the findings in qualitative studies. *Qualitative Health Research*, 13(7), 905-923.

Sarabhai, K.V., 2015. ESD for sustainable development goals (SDGs). *Journal of Education for Sustainable Development*, 9 (2), 121–123. <https://doi.org/10.1177/0973408215600601>.

Tanç, G., Tanç , Ş., ÇardakA. &Yağlı, İ. (2022). Examination of sustainability studies of universities in Turkey. *Journal of Accounting and Auditing Outlook*, 66, 83-100, <https://doi.org/10.55322/mbbakis.1063261>

UNESCO Digital Library (2020). the United Nations Educational, Scientific and Cultural Organization. <https://unesdoc.unesco.org/ark:/48223/pf0000192183>.

UNESCO, 2023. UNESCO and Sustainable Development Goals. 01/02/2023 tarihinde <https://en.unesco.org/sustainabledevelopmentgoals> web adresinden erişim sağlanmıştır. United Nations (1987). Report of the World Commission on Environment and Development. General Assembly Resolution 42/187, Accessed to:<https://sustainabledevelopment.un.org/content/documents/5987our-common-future.pdf> .2023

United Nations (2016). The Sustainable Development Goals Report 2016. 06/02/2023 tarihinde <https://unstats.un.org/sdgs/report/2016/the%20sustainable%20development%20goals%20report%202016.pdf> web adresinden erişilmiştir.

Wikipedia, (2023). Sürdürülebilirlik. Accessed to: <https://tr.wikipedia.org/wiki/Sürdürülebilirlik> .2023

Yalçın, A. (2022). Sustainable development goals in the 21st century: As structural examination of the social studies course curriculum in Turkey. *Harran Educational Journal*, 7(1), 117-149. <https://doi.org/10.22596/hej.1103130>

Yalçıntaş, D., Gülmez, M. & Yaşa Özeltürkay, E. (2021). Examination of graduate theses on sustainability in Turkey with content analysis. *Studies on Marketing Insight*, 5(2), 50-58. <https://dergipark.org.tr/en/pub/somi/issue/67396/1022163>

Yıldırım, G. (2020). Thematic review of educational research on sustainability. *Mediterranean Journal of Educational Research*, 14 (33),70-106 <https://doi.org/10.29329/mjer.2020.272.4>

Reviewed Studies

*Acar, H. (2021). *Sustainable development education proposal for social studies teacher candidates*[Unpublished Master's thesis]. Akdeniz University.

*Acar Ünal, M. (2021). *Teachers' expectations of parents in the creation of a sustainable school-*

family cooperation [Unpublished Master's thesis]. Ankara University.

*Adıyaman, H. (2022). *Examination of the effects of accreditation in terms of system elements*. [Unpublished doctoral dissertation]. Gaziantep University

*Ağar Ozturk, H. (2016). *Creating sustainable environmental awareness in primary school students* [Unpublished master's thesis]. Istanbul Aydın University

*Akbulut, G. (2009). Tourism in Turkey in the process of globalization. *Erzincan University Journal of Faculty of Education*, 11 (1), 201-220. Retrieved from <https://dergipark.org.tr/tr/pub/erziefd/issue/6002/80046>

*Akgül, F. A. (2020). *The impact of genealogical subject-supported science teaching on 8th grade students' awareness levels towards sustainable development*[Unpublished PhD thesis]. Gazi University.

*Akgül, F. A. & Aydogdu, M. (2020). Development of awareness scale for sustainable living for secondary school students. *Trakya Journal of Education*, 10 (2) , 378-393. DOI: 10.24315/tred.633081

*Akgün, S. (2021). *Examination of 8th grade students' perceptions of renewable energy sources and the concept of sustainability*[Unpublished Master's thesis]. Sakarya University.

Akkaya, F. (2013). *Primary school teachers' views on sustainable development education*. [Unpublished Master's Thesis]. Ataturk University.

*Akkaya, I. (2013). *Examination of public primary and secondary school administrators' perceptions of social responsibility* [Unpublished Master's thesis. Marmara University.]

*Akkaya Alıcı , Y. (2021). Sustainability education integrated with e-book for preschool children. [Unpublished master's thesis]. Cukurova University

*Akpınar, P. (2011). *Views of primary school heads on education for sustainable development* [Unpublished Master's thesis]. Hacettepe University

*Aksan, Z. (2016). *Training of science teacher candidates on recycling of waste for sustainable development and raising awareness*[Unpublished PhD thesis]. Ondokuz Mayıs University.

*Aktaş, F. (2019). *Examination of primary education programs in terms of sustainable development goals, environmental education and climate change dimension*[Unpublished Master's thesis]. Hacettepe University.

*Aktaş, E. (2021). *Examination of the impact of the concept map and station technique on the knowledge of science teacher candidates about heavy metal pollution in water and soil and their attitudes towards the sustainable environment*[Unpublished PhD thesis]. Kastamonu University.

*Akyüz, A. (2019). *Integrating global citizenship education into English teacher education*

pedagogy: With reference to The United Nations Sustainable Development goals [Unpublished Master's thesis]. Bahcesehir University.

*Alan, H. A. (2015). *Sustainable actions in picture storybooks for 4-to-6-year-olds: A content analysis study with respect to 7R* [Unpublished Master's thesis. Middle East Technical University.]

*Alıcı, Ş. (2018). *Investigating the impact of professional development on Turkish early childhood teachers' professional growth about education for sustainable development through critical media Literacy* [Unpublished PhD thesis. Middle East Technical University.]

*Alpak Tunç, G. (2015). *Examination of science teacher candidates' ethical approaches to the environment and their attitudes towards a sustainable environment* [Unpublished master's thesis]. Adnan Menderes University

*Altuntas, M. (2019). *Determination of the awareness of teacher candidates according to the green consumption approach* [Unpublished master's thesis]. On Dokuz Mayıs University.

*Alpak, G. (2016). *Examination of science teacher candidates' ethical approaches towards the environment and their attitudes towards sustainable environment*[Unpublished Master's thesis. Adnan Menderes University.]

*Arik, A. (2014). *Examining 7th grade turkish eco-school students' mental models of greenhouse effect* [Unpublished Master's thesis. Middle East Technical University.]

*Arslan, S. Y. (2021). *STEM approach to achieving sustainable development goals: Policy proposal for the Turkish education system*[Unpublished PhD thesis]. Hacettepe University.

*Atabek Yiğit, E. & Balkan Kıyıcı, F. (2022). The environmental awareness in the context of sustainable development: a scale development and reliability study. *Sakarya University Journal of Education*, 12 (3) , 646-665. DOI: 10.19126/suje.1167444

*Ateş, H. & Sungur Gül, K. (2022). Determination of sustainable consumption behaviors of pre-service science teachers using the theory of planned behavior: A case of fast-food. *Anadolu University Journal of Education Faculty*, 6 (4) , 355-382. Retrieved from <https://dergipark.org.tr/tr/pub/aujef/issue/73090/1097318>

*Atmaca, A. C. (2018). *Determination of sustainable development awareness of science teacher candidates* [Unpublished Master's thesis. Necmettin Erbakan University.]

*Aydin, D. (2019). *Development of awareness levels of vocational high school students for sustainable development* [Unpublished PhD thesis. Trabzon University.]

*Aydin,E. (2021). *Determination of the sustainable environmental attitudes of secondary school students and science teachers and the learning levels of students on environmental issues*[Unpublished PhD thesis. Gazi University.]

*Aydoğan, A. (2010). *Social studies teachers' views on the teaching of achievements related to*

the topic of sustainable development [Unpublished Master's thesis. Nigde University.]

*Aydoğan, Z. (2021). *Classroom teachers' views on sustainable development in the life science program, perceptions of competence and their practices* [Unpublished Master's thesis. Hacettepe University.]

*Aytar, A. (2016). *The impact of interdisciplinary science teaching on the development of 7th grade students on sustainable development*[Unpublished PhD thesis. Karadeniz Technical University.]

*Ayyildiz, M. (2015). *Sustainability education in primary schools: a qualitative study* [Unpublished Master's thesis]. Muğla Sıtkı Koçman University.

*Ayyildiz, T. (2015). *The role of civil initiatives in the conservation and sustainable evaluation of natural resources* [Unpublished Master's thesis. Muğla Sıtkı Koçman University.]

*Azrak, Y. (2022). *Sustainable development in social studies course: Views of social studies teachers and middle school students*[Unpublished PhD thesis. Anadolu University.]

*Azrak, Y. (2022). Sustainable development in social studies class: views of social studies teachers and middle school students. *e-Kafkas Journal of Educational Research*, 9 (3) , 792-835. DOI: 10.30900/kafkasegt.1108869

*Bağcı, B. (2020). *A qualitative research on distributive leadership in eco-schools* [Unpublished Master's thesis. Middle East Technical University]

*Bastı, K. (2010). *Examination of the awareness levels of primary school 4th, 5th and 6th grade students on biodiversity according to various variables: The case of Bolu province*[Unpublished Master's thesis]. Abant İzzet Baysal University.

*Başgelen Akkaş, L. (2019). *Document analysis of educational research on sustainable development* [Unpublished Master's thesis. Kastamonu University.]

*Bayar, N. (2017). *Examination of primary school students' perceptions towards sustainability education and their level of environmental awareness.* [Unpublished Master's thesis]. Selcuk University.

*Bekdaş, U. (2019). *Examination of "environment" achievements in the Ministry of National Education high school and secondary school 2018 course curricula* [Unpublished Master's thesis]. Necmettin Erbakan University.

*Bayram, M. (2022). *Determination of the awareness levels of the ecological footprint of Social Studies and Turkish teacher candidates*[Unpublished Master's thesis]. Euphrates University.

*Belen, B. (2020). *Determination of secondary school students' knowledge, attitudes and behaviors about sustainable environment* [Unpublished Master's thesis]. Gazi University.

*Benli Özdemir, E. & Arık, S. (2018). *Examination of children's metacognitive awareness*

and attitudes towards sustainable development. *Eskişehir Osmangazi University Turkish World Application and Research Center Journal of Education*, 3 (1) , 1-22. Retrieved from <https://dergipark.org.tr/tr/pub/estudamegitim/issue/40296/481242>

*Benli Özdemir, E. & Kashot, N. (2015). Comparison of the self-esteem levels and attitudes of 6th, 7th and 8th grade students of Turkish and Turkish Northern Cyprus Republics towards sustainable environment in terms of some variables. *Journal of Science Education*, 3 (1) , 16-39. Retrieved from <https://dergipark.org.tr/tr/pub/fbod/issue/71983/1157961>

*Biçer, R. (2021). *The place and importance of sustainable development education in teacher education*[Unpublished Master's thesis Firat University.]

*Bilgin, M. Y. & Topal, A. (2021). The role and importance of the declaration of the talloires in the creation of sustainable higher education institutions. *Journal of Higher Education and Science*, 11 (2) , 417-424. Retrieved from <https://dergipark.org.tr/tr/pub/higheredusci/issue/64749/889580>

*Bilim, İ. (2012). *Determination of environmental literacy levels of students of the Faculty of Education in terms of sustainable environment*[Unpublished Master's thesis]. Euphrates University.

*Bolcal, G. (2017). *Efl instructors' self-efficacy about sustaining professional development engagement*[Yayınlanmamış Yüksek Lisans tezi. Bahçeşehir Üniversitesi.]

*Boncukçu, G. (2020). *The effect of problem-based learning model on sustainable development on environmental literacy, problem-solving and self-regulation skills of secondary school 8th grade students*[Unpublished Master's thesis. Mersin University.]

*Bulut, S. & Şahin, G. (2020). Examination of water consumption behaviors and water footprints of pedagogical formation students. *Akdeniz University Journal of Faculty of Education*, 3 (2), 53-70. Retrieved from <https://dergipark.org.tr/tr/pub/akuned/issue/56976/690021>

*Burkaz Ekinci, S. (2021). *Work on developing a module for sustainable development education for secondary school students* [Unpublished PhD thesis]. Recep Tayyip Erdoğan University.

*Caner, Ö. (2019). *Attitudes of teacher candidates towards sustainable environmental education in out-of-school learning environments* [Unpublished Master's thesis]. Akdeniz University

*Caner, M. (2019). *Application of Sustainability Principles in Schoolyard Design* [Unpublished Master's Thesis]. Marmara University.

*Cengizoğlu, S. (2013). *Investigating potential of education for sustainable development program on preschool children's perceptions about human-environment interrelationship* [Unpublished Master's thesis]. Middle East Technical University.

*Coşanay, F. (2018). *Social communication and relations in sustainable education* [Unpublished Master's Thesis]. Ege University.

*Coşkun, I. (2013). *Determination of the ecological footprint awareness levels of classroom teacher candidates* [Unpublished Master's Thesis]. Gazi University

*Çalışkan Tüylü, G. (2022). *The relationship between school principals' shared leadership approach and organizational sustainability in schools*[Unpublished Master's thesis]. Dokuz Eylül University.

*Çağlar Kabacık, S. & Deretarla Gül, E. (2021). Preschool education and permaculture. *OPUS International Journal of Society Researches, Special Issue of Educational Sciences*, 5140-5156. DOI: 10.26466/opus.910266

*Çankaya, C. (2014). *Development of awareness of science teacher candidates on sustainable water use* [Unpublished Master's thesis]. Eskişehir Osmangazi University.

*Çelik, M. (2019). *Study on the awareness of science teacher candidates towards sustainable development and their behavior towards environmental problems*[Unpublished Master's thesis]. Akdeniz University.

*Çetin, F. A. (2015). *The effect of ecological footprint education on the level of attitudes, awareness and behavior of 8th grade students towards sustainable living* [Unpublished Master's thesis. Gazi University.]

*Çetin, M. & Bas, S. (2021). Sustainable leadership in maintaining corporate culture. *OPUS International Journal of Society Researches*, 18 (44) , 8232-8260. DOI: 10.26466/opus.910771.

*Çimen, H. (2019). *Examination of science and classroom teacher candidates' attitudes towards sustainable environment* [Unpublished Master's thesis. Gazi University.]

*Çolak, C. (2012). Unpublished Master's thesis *on the views of primary-high school teachers and students on sustainable development and biodiversity*[. Karadeniz Technical University.]

*Dağ, (2022). Sustainability of the impact of the Covid-19 pandemic on education on Preschool administrators and teachers [Unpublished Master's Thesis, Institute of Educational Sciences]. Üsküdar University.

*Dağdeviren Ertaş, B. (2020). *Examination of the relationship between sustainable leadership and the learning organization*[Unpublished PhD thesis. Hacettepe University.]

*Dağhan, G. (2014). *Testing the intention of continuous use in sustainability online with a model* [Unpublished Doctoral Thesis]. Hacettepe University.

*Dal, S. (2020). *Determination of science teachers' awareness and views on sustainable development* [Unpublished Master's thesis. Agri Ibrahim Chechen University.]

*Dal, S. & Okur Akçay, N. (2021). Determination of sustainable development awareness of science teachers. *Journal of Dicle University Ziya Gökalp Faculty of Education*, 1 (40) , 45-

55. Retrieved from <https://dergipark.org.tr/tr/pub/zgefd/issue/66186/792812>

*Das, B. , Aslan, A. & Yadigaroglu, E. (2021). The effects of out-of-school learning environments on the health, development and sustainable development awareness of children aged 4-6 years. *Journal of Research in Informal Settings*, 6 (1) , 87-124. Retrieved from <https://dergipark.org.tr/tr/pub/jrinen/issue/63074/807463>

*Dedeler, P. (2004). *Environmental public awareness and environmental education in the European Union* [Unpublished PhD thesis. Istanbul University.]

*Demir, C. (2011). *Space management in educational institutions* [Unpublished Master's Thesis] Firat University

*Demir, S. (2020). *The effect of cleaning habits of secondary school students on environmental knowledge and attitudes towards the environment* [Unpublished Master's thesis]. Agri İbrahim Çeçen University.

*Demir, Y. & Atasoy, E. (2021). Examination of secondary school students' perceptions towards sustainable development. *Trakya Journal of Education*, 11 (3) , 1688-1702. DOI: 10.24315/tred.878404

*Demirbilek, M. (2021). *Mixed method study on the mediating effect of sustainable management behaviors on the impact of school principals' entrepreneurial competencies on productive leadership skills* [Unpublished PhD thesis]. Marmara University.

*Demirbilek, M. (2022). An examination of school principals' views on financial sustainability of primary schools using delphi technique. *Education & Youth Research*, 2 (1) , 9-23. Retrieved from <https://dergipark.org.tr/tr/pub/eyor/issue/71463/1064806>

*Demirbilek, M. & Cetin, M. (2021). Sustainable management behaviors scale development study. *Journal of Educational Theory and Practice Research*, 7 (2) , 180-209. Retrieved from <https://dergipark.org.tr/tr/pub/ekvad/issue/64722/989049>

*Demirdirek, M. (2019). *The effect of student-centered environmental education supported by extracurricular activities on the environmental literacy of 7th grade students* [Master's Thesis]. Aksaray University

*Demirci, S. (2014). *Development and validation of human population growth scale in the context of sustainability* [Yayınlanmamış Yüksek Lisans tezi]. Orta Doğu Teknik Üniversitesi.

*Demirci, S. (2021). *Exploring middle school students' systems literacy within the context of water system* [Yayınlanmamış Doktora tezi. Orta Doğu Teknik Üniversitesi.]

*Demirci, (2014). Development and validity of the scale of human population growth within the framework of sustainability [Unpublished Master's Thesis] Middle East Technical University

*Demirer, T. (2021). *The effect of scientific scenario-based ecological footprint activities on the*

environmental citizenship levels of 8th grade students [Unpublished Master's Thesis]. Manisa Celal Bayar University

*Demirtaş, F. (2016). *Examination Of Sustainable Environmental Attitudes With Ecological Footprints Of 8th Grade Students In Terms Of Various Variables*[Unpublished Master's thesis]. Adiyaman University.

*Denizli, E. (2022). *Preschool teachers' perception of sustainable health: a phenomenological study* [Unpublished Master's Thesis] Ege University

*Denkci Akkaş, F. & Aksu, A. (2022). Sustainable educational leadership: a scale-building exercise. *Dokuz Eylül University Buca Journal of Education Faculty* , (54) , 1480-1497. DOI: 10.53444/deubefd.1195693

*Derebasoğlu, M. (2013). Examination of the views of the students of the Faculty of Education on the future of the environment *within the scope of the international sustainable environment index*. [Unpublished Master's Thesis] Adnan Menderes University

*Derman, I. (2013). The relationship between *ecosystem learning levels and sustainable environmental awareness of 9th and 12th grade students in schools of different achievement levels*[Unpublished Master's thesis. Hacettepe University.]

*Dezaj Tekeh, S. K. (2010). *The importance of education for mass communication and the environment in the process of globalization in terms of environmental problems* [Unpublished Doctoral thesis. Ankara University.]

*Dikmentepe, E. (2020). *Where does the city of Muğla stand in terms of sustainability in terms of environmental education?: The case of Menteşe* [Unpublished Doctoral Thesis]. Muğla Sitki Kocman University

*Dinçol Özgür, S. (2020). Examination of teacher candidates' recycling awareness in terms of various variables. *Erzincan University Journal of Faculty of Education*, 22 (3) , 837-856. DOI: 10.17556/erziefd.749431

*Doğrubak, A. (2017). *Assessing teacher education students' behaviors and internal locus of control pertinent to sustainable diets* [Unpublished Master's thesis]. Middle East Technical University.

*Duran, M. & Bozok, Ş. (2021). Views of pre-school teacher candidates on sustainable development. *Journal Of Individual Differences In Education*, 3 (2) , 44-59. DOI: 10.47156/jide.1031352

*Durgun, (2022). *Examination of the relationship between environmental ethics approaches and economic citizenship levels of classroom teacher candidates*. [Unpublished Master's Thesis]. Firat University

*Dursun, B. (2022). *The effect of teaching the 8th grade science course sustainable development unit with the creative drama method on the development of students' science attitude and social*

skills[Unpublished Master's thesis. Bartın University.]

*Duygukuloğlu, A. (2022). *Evaluation of data-driven management practices in education* [Unpublished Doctoral Thesis]. Gazi University

*Elgin, I. (2012). *Training for sustainability, alternative training methods, problems and practical considerations.* [Unpublished PhD Thesis]. Ankara University

*Engin, H. (2010). *Acquisition of sustainable development, sustainability education and environmental education in geography education* [Unpublished Doctoral Thesis]. Marmara University.

*Erdem, Z. (2017). *Examination of the relationship between eighth-grade students' multiple intelligence areas and sustainable environmental attitudes*[Unpublished Master's thesis. Adiyaman University]

*Erikan, D. (2020). *An action research in the context of visual culture theory and sustainable development education in arts education*[Unpublished Master's thesis]. Pamukkale University.

*Erkol, M. (2019). *Examination of the impact of the learning environment supported by different teaching activities on the issue of sustainable development* [Unpublished Master's thesis]. Van Yüzüncü Yıl University.

*Erkol, M., Artun, H. , Temur, A. & Okur, M. (2022). The impact of the 3E, 5E and STEM supported learning environment on sustainable development. *Journal of Computer and Education Research*, 10 (19) , 73-102. DOI: 10.18009/jcer.1002914

*Erökten, S. (2006). *Various assessments of the teaching of the topic "green chemistry" in chemistry education*[Unpublished Doctoral thesis]. Hacettepe University.

*Ersan, M. (2021). *Upcycling as a sustainable alternative in packaging design.* *Journal of Educational Sciences and Social Research in Education and Society in the 21st Century*, 10 (30) , 679-692. Retrieved from <https://dergipark.org.tr/tr/pub/egitimvetoplum/issue/68196/1059950>

*Ertekin, P. (2012). *The impact of environmental education practices on sustainable resource use on the awareness of primary school students about carbon footprint*[Unpublished Master's thesis]. Muğla Sıtkı Koçman University.

*Feriver Gezer, S. (2010). *Integrating sustainability into pre-school education with in-service education* [Unpublished master's thesis]. Middle East Technical University.

*Fırtına Ürgül, D. (2018). *Examination of the knowledge, values, tendencies and behaviors of secondary school students towards the environment*. [Unpublished Master's thesis] Middle East Technical University

*Gökmen, A. (2014). *Education for sustainable development: factors that are associated with the attitudes of teacher candidates (the example of Gazi Faculty of Education)* [Unpublished PhD

thesis]. Gazi University.

*Gülçiçek, T. (2021). The relationship between pre-service early childhood teachers' environmental education self-efficacy beliefs and their attitudes towards sustainable environment. *Academia Eğitim Araştırmaları Dergisi*, 6 (2) , 431-441. DOI: 10.53506/egitim.901759

*Güleç, S. (2022). *The impact of 5E Learning Model applications on secondary school students' academic achievement, ecological footprint awareness and attitudes towards sustainable environment*[Unpublished Master's thesis. Sivas Cumhuriyet University.]

*Güleç, S. & Orhan, A. T. (2022). The impact of 5E learning model applications on secondary school students' academic achievement, ecological footprint awareness and attitudes towards sustainable environment. *Journal of Educational Science and Research*, 3 (2) , 410-441. DOI: 10.54637/ebad.1163567

*Güngör, H. (2019). *Development of sustainable living opportunities through ecological footprint practices in a preschool educational institution* [Unpublished Doctoral Thesis]. Pamukkale University.

*Gürbüz, A. (2020). *Determination of classroom teachers' self-efficacy beliefs and views towards education for sustainable development*[Unpublished Master's thesis. Euphrates University.]

*Güvenen, E. (2019). *The effective of communication skills on education* [Unpublished Master's thesis] Yeditepe University

*Harman, G. & Çelikler, D. (2018). The opinions of elementary science teacher candidates regarding the collection, separation and recycling of solid wastes. *Kastamonu Eğitim Dergisi*, 26 (3) , 813-822. DOI: 10.24106/kefdergi.413329

*Ilgaz, H. (2013). *Effect of sustained attention level and contextual cue use on implicit memory performance for e-learning environments*[Unpublished PhD thesis. Hacettepe University.]

*Kahrıman, D. (2016). *Comparison of early childhood education educators' education for sustainable development practices across eco versus ordinary preschools* [Unpublished PhD thesis]. Middle East Technical University.

*Kahrıman Pamuk, D. (2019). Examination of the attitudes of preschool teacher candidates towards sustainable development. *Turkish Journal of Primary Education*, 4 (2) , 72-84. Retrieved from <https://dergipark.org.tr/tr/pub/tujped/issue/50537/642065>

*Kahrıman Pamuk, D. & Olgan, R. (2018). Teacher practices and preschool physical environment for education for sustainable development: eco vs ordinary preschools. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 14 (2) , 669-683. DOI: 10.17860/mersinefd.391312

*Kamaraj, I. , Celik, B. , Origin, C. & Yagbasan, S. (2019). An examination of the inclusion

of child participation in the projects of local administrations for children for sustainable cities: The case of the province of Istanbul. *Journal of Educational Theory and Practice Research*, 5(3) , 295-306. Retrieved from <https://dergipark.org.tr/tr/pub/ekvad/issue/51148/666644>

*Kandilli, E. (2019). *An investigation of teaching prisms in 5th grades supported by education for sustainable development*[Unpublished Master's thesis. Middle East Technical University.]

*Kanmaz, D. (2019). *Attitudes of 7th and 8th grade students towards sustainable development and factors associated with attitudes* [Unpublished Master's thesis. Yildiz Technical University.]

*Karahan Aydin, B. (2019). *Perceptions of preschool teachers towards sustainable environmental education* [Unpublished Master's thesis]. Kocaeli University.

*Karaismailoğlu, E.S. (2018). *Determination of teachers' level of environmental awareness - The case of Ankara Etimesgut* [Unpublished Master's Thesis]. Hacettepe University

*Karakaya, C. (2016). *The effect of out-of-class teaching practice for the human and peripheral unit on environmental literacy* [Unpublished Doctoral Thesis]. On Dokuz Mayıs University

*Karakaya, M. & Gulcan, B. (2022). The critical role of recreational games in preschool education programs in the sustainability of intangible cultural heritage. *International Journal of Contemporary Educational Research*, 8 (1) , 215-230. Retrieved from <https://dergipark.org.tr/tr/pub/intjces/issue/72200/1015942>

*Karatekin, E. (2021). Global citizenship and Turkey in the 2030 Sustainable Development Agenda. *Turkish Journal of Scientific Research*, 6 (1) , 57-66. Retrieved from <https://dergipark.org.tr/tr/pub/tubad/issue/62625/935045>

*Karatekin, E. (2022). 1998 Review of social studies textbooks in terms of UNESCO's global citizenship education paradigm. *International Journal of Social Science Education*, 8 (1) , 156-186. DOI: 10.47615/issej.110252.

*Keles, D. (2007). *Implementation and evaluation of the ecological footprint as an environmental education tool for sustainable living*[Unpublished PhD thesis. Gazi University.]

*Kılıç, M. (2020). Evaluation of the attitudes of teachers working in primary schools towards the environment in terms of sociodemographic characteristics: The case of Düzce province [Unpublished Master's thesis. Çanakkale Onsekiz Mart University.]

*Kirişçi, H. B. & Arslan, H. D. (2022). Energy efficiency analysis of an educational structure with the designbuilder program. *Aegean Journal of Educational Technologies*, 6 (1) , 1-16. Retrieved from <https://dergipark.org.tr/tr/pub/eetd/issue/70271/825412>

*Koçulu, A. (2018). *Examination of the relationship between science teacher candidates' awareness of sustainable development and their attitudes and behaviors towards environmental*

problems [Unpublished Master's thesis. Akdeniz University.]

*Korkmaz, A. (2014). *Evaluation of pre-school educational institutions implementing the eco-school program in terms of education for sustainable development*. [Unpublished Master's Thesis]. Hacettepe University

*Korkmaz, A. (2020). *The effect of drama education program for sustainability on the theory of mind and empathic skills of children aged 48-60 months* [Unpublished PhD Thesis] Hacettepe University

*Korkmaz, G. (2020). Examination of renewed teacher training degree programs in the context of education for sustainable development. *Journal of Advanced Education Studies*, 2 (2) , 111-132. Retrieved from <https://dergipark.org.tr/tr/pub/ejaes/issue/56678/742200>

*Kosan, Y. (2021). *Examination of the reflections of the teacher education program for sustainable development developed according to pedagogical systems theory* [Unpublished PhD Thesis] Hacettepe University

*Koyuncu, D. (2019). *The place and importance of international organizations in national culture and education: The case of UNESCO in Turkey* [Unpublished Master's thesis. Istanbul Yeni Yüzyıl University.]

*Köklü, H. (2018). *Investigating pre-service early childhood teachers' self-efficacy beliefs regarding education for sustainable development teaching* [Unpublished Master's thesis]. Middle East Technical University.

*Kurt, P. (2020). *Due diligence on ecological footprint and carbon footprint issues at the level of 7th and 8th grade of secondary school: The case of Bayramiç district* [Unpublished Master's thesis]. Çanakkale On Sekiz Mart University.

*Kurtuldu, A. (2019). *The effect of ecology-based education on the ecological footprint awareness of secondary school students* [Unpublished Master's Thesis]. Akdeniz University.

*Kutlu, Ö. , Babadoğan, M. C. , Kumandaş-öztürk, H. & Altıntaş, Ö. (2018). Determination of the Istanbul strait blue belt movement project effectiveness. *Turkish Journal of Education*, 7 (1) , 1-17. DOI: 10.19128/turje.180101

*Külegel, S. (2020). *Research on the development of 21st century skills of students with special abilities in science, technology, engineering, mathematics-based activities based on environmental education* [Unpublished Master's Thesis]. Yıldız Technical University.

*Lund, N. (2022). *Sustainable development goals in the IB primary years programme* [Unpublished Master's thesis]. İhsan Doğramacı Bilkent University.

*Mamur, N. (2017). Ecological art: The intersection of environmental education and art. *Mersin University Journal of Faculty of Education*, 13 (3) , 1000-1016. DOI: 10.17860/mersinefd.316297

*Memişoğlu, E. S. (2021). *Supporting environmental sustainability through activities in a 9th grade English class* [Unpublished Master's Thesis]. İhsan Doğramacı Bilkent University

*Mengi Us, F. (2019). *An action research aimed at developing environmental awareness and critical thinking skills in secondary school students through environmental education for sustainable development*[Unpublished PhD thesis. Çukurova University.]

*Muslu Kaygisiz, G. (2020a). The effect of active learning-based activities on classroom teacher candidates' attitudes, positive behaviors and environmental attitudes towards sustainable environment. *Turkish Journal of Educational Sciences*, 18 (1) , 185-200. DOI: 10.37217/tebd.679596

*Muslu Kaygisiz, G. (2020b). Metaphorical perceptions of classroom teacher candidates regarding the concept of sustainable development. *Journal of Research and Experience*, 5 (1) , 37-46. Retrieved from <https://dergipark.org.tr/pub/adeder/issue/55076/735402>

*Nacaroglu, O. , Saritaş, D. & Kızkapan, O. (2019). Comparison of teacher and expert evaluations for the science curriculum in terms of current trends. *OPUS International Journal of Society Researches*, 13 (19) , 116-145. DOI: 10.26466/opus.563758

*Okur, E. (2012). *Experiential teaching outside the classroom: The practice of ecology* [Unpublished PhD thesis]. Çanakkale Onsekiz Mart University.

*Oney, H. (2022). *A descriptive study of qualitative research studies on environmental literacy* [Unpublished Master's Thesis]. Gazi University.

*Özdemir Özden, D. (2011) *Environmental citizenship education in primary schools* [Unpublished PhD Thesis]. Marmara University.

*Özdemir, O. (2021). An example of an interdisciplinary analysis and activity for sustainability education: understanding human-nature existence in the light of entropy. *Anatolian Journal of Teachers*, 5 (2) , 362-379. DOI: 10.35346/aod.980508

*Özdemir, O. (2022). Crossroads in man's view of nature and sustainability education supported by nature literature. *Journal of Dokuz Eylül University Buca Faculty of Education* , (54) , 1425-1434. DOI: 10.53444/deubefd.1183373

*Özdiñç, F. (2014). *Modeling of socio-cognitive variables influencing the sustainability of participation in collaborative online environments*[Unpublished PhD thesis]. Hacettepe University.

*Özer, S. (2019). *Opinions of science teacher candidates on science-technology-society-environment relations* [Unpublished Master's thesis]. Necmettin Erbakan University.

*Özcan, E. (2019). *The effect of the socio-scientific argumentation method on students' level of relevance of knowledge to everyday life, their entrepreneurship and attitudes towards sustainable science* [Unpublished Doctoral thesis]. Dokuz Eylül University.

- *Özgökman, N. (2019). *Investigation of conscious water consumption behaviors of science teacher candidates* [Unpublished Master's Thesis]. Necmettin Erbakan University.
- *Özgül, T. (2022). *Representations of environmental literacy: A content analysis of picture storybooks for 48-72-month-old children* [Unpublished Master's Thesis]. Middle East Technical University
- *Özlü, Ö. (2011). *A study on sustainability education practices by distance education method* [Unpublished Master's Thesis]. Maltepe University.
- *Özsoy, R. (2019). *An investigation on the Turkish science teachers' views related to education for sustainable development* [Unpublished Master's thesis]. Middle East Technical University.
- *Özsoy, A. (2021). *Examination of teacher candidates' awareness of sustainable development* [Unpublished Master's thesis]. Euphrates University.
- *Öztas, M. (2018). *Assessing pre-service science teachers' systems thinking skills using real life scenarios* [Unpublished Master's thesis. Middle East Technical University.]
- *Öztoklu Durmuş, F. (2022). *The effect of the attention training program on the selective and sustained attention of children aged 60-72 months* [Unpublished PhD thesis. Selcuk University.]
- *Öztürk, A. (2013). *Research of an action aimed at developing the ability to argue with socio-scientific issues and attitudes towards human rights* [Unpublished Doctoral thesis]. Çukurova University.
- *Pamuk, S. , Öztürk, N. , Kahriman Pamuk, D. , Elmas, R. , Güler Yıldız, T. & Haktanır, G. (2021). A collaboration project on education for sustainability: Professional development needs of turkish preschool teachers. *Journal of Theoretical Educational Science*, 14 (4) , 586-604. DOI: 10.30831/akukeg.892384
- *Polat, S. (2022). *Examination of the relationship between sustainable leadership, organizational justice and organizational identification in educational institutions* [Unpublished Master's thesis]. Istanbul Kültür University.
- *Sağdıç, A. (2013). *A closer look into Turkish elementary teachers regarding education for sustainable development* [Unpublished Master's thesis. Middle East Technical University.]
- *Sakarkaya, V. (2019). *Examination of the use and sustainability of teacher research as a professional development tool in higher education* [Unpublished Master's thesis]. Ege University.
- *Samur, H. (2022). *Examination of environmental literacy levels of social studies teacher candidates in terms of various variables* [Unpublished Master's thesis]. Süleyman Demirel University.

*Sarı, F. (2020). *Determination of students' perceptions towards green chemistry and sustainable development*[Unpublished Master's thesis]. Ataturk University.

*Sarpaşar, E. (2017). *Model proposal within the scope of the application project course for the improvement of sustainable façade design education, ITU example* [Unpublished Master's thesis] Istanbul Technical University

*Selvi, M., Selvi, M., Güven Yıldırım, E. & Köklükaya, A. N. (2018). Teacher candidates' views on sustainable development. *Journal of Education and Society Research*, 5 (1) , 87-104. Retrieved from <https://dergipark.org.tr/tr/pub/etad/issue/37928/411078>

*Sezen-Gültekin, G. & Argon, T. (2020). Development of organizational sustainability scale. *Sakarya University Journal of Education*, 10 (3) , 507-531. DOI: 10.19126/suje.757529

*Somuncu Demir, N. (2012). *Evaluation of the model of agriculture-applied garden-based education carried out within the scope of sustainable environmental education*[Unpublished Master's thesis]. Gazi University.

*Sormaz, M. (2019). *Evaluation of geography education and training in Sweden in terms of curriculum, method and equipment* [Unpublished PhD thesis. Marmara University.]

*Soysal, N. (2016). *Pre-service classroom teachers' perceived competencies on education for sustainable development* [Unpublished PhD thesis]. Middle East Technical University.

*Soysal, C. (2017). *Examination of pre-service chemistry teachers' competency in the field of environmental education and sustainable development* [Unpublished Master's thesis]. Middle East Technical University.

*Soysal, N. & Ok, A. (2021). Attitudes of pre-service classroom teachers towards sustainable development. *Uluslararası Bilim ve Eğitim Dergisi*, 4 (1) , 28-42. DOI: 10.47477/ubed.831918

*Şahin, E. (2008). *An examination of indications for a green curriculum application towards sustainability* [Unpublished PhD thesis]. Middle East Technical University.

*Şeker, F. (2017). *Evaluation of the concept of sustainability in science education and creation of a model program* [Unpublished PhD thesis]. Kastamonu University.

*Şeker, F. & Aydınlı, B. (2021). Education and competencies for sustainable development from the perspective of science teachers. *e-Kafkas Journal of Educational Research*, 8 (3) , 460-479. DOI: 10.30900/kafkasegt.964116

*Şeker, S. (2018). *Attitudes and behaviors of primary school 7th-8th grade students towards sustainable development and climate change* [Unpublished Master's thesis]. Necmettin Erbakan University.

*Şener Kaya, N. (2021). *Sustainability of religious education in the family (A study on Süleyman Demirel University students)* [Unpublished Master's Thesis] Süleyman

Demirel University

*Tanış, A. (2022). *Ict-assisted project-based learning to promote l2 english learners' 21st century skills and productive skills* [Yayınlanmamış Doktora tezi. Bahçeşehir Üniversitesi.]

*Tamkan, R. (2008). "Sustainability of Turkey's Natural Wealth" and awareness in secondary school biology teachers [Unpublished PhD thesis]. Marmara University.

*Tarı, A. (2021). *Examination of Preschool teachers' views on environmental sustainability* [Unpublished Master's Thesis] On Dokuz Mayıs University

*Taş, H.U. (2012). *The place and importance of geography education in creating savings awareness* [Unpublished Master's Thesis]. Gazi University.

*Taşçı, B. G. (2014). *Evaluation of children's and architectural studies and proposal for a built environment education program for primary education (for a social studies course)* [Unpublished Doctoral Thesis]. Dokuz Eylül University.

*Tatliloğlu, E. (2019). *Analysis of science curriculum and textbooks in terms of sustainable development goals: A case study* [Unpublished Master's thesis]. Middle East Technical University.

*Tekin, Z. (2021). *Examination of teachers' values and beliefs towards education for sustainable development* [Unpublished Master's thesis]. Bursa Uludag University.

*Tekiroğlu, A. (2021). *Examination of the relationship between social studies teachers' awareness of environmental ethics and attitudes towards sustainable environment in terms of various variables* [Unpublished Master's thesis]. Yildiz Technical University.

*Temiz, N. (2020). *Multiple case study of classroom environmental sustainability practices of preschool teachers with different attitudes towards the environment* [Unpublished Master's thesis. Çukurova University.]

*Teoman, C. B. (2018). *Establishing a culture of environmental sustainability in a university: A case study of boğazici University* [Unpublished Master's thesis. Bogazici University.]

*Teoman, C.B. (2018). *Turning environmental sustainability into a culture at a university* [Unpublished Master's Thesis]. Bogazici University.

*Tigrel, (2017). *A comparative review of the role of analogical reasoning in sustainable problem solving* [Unpublished Master's Thesis]. İhsan Doğramacı Bilkent University.

*Tokur, F. (2019). *The effect of activities with an environmental emotion dimension on the environmental literacy and attitudes towards sustainable environment of science teacher candidates* [Unpublished PhD thesis. Adıyaman University.]

*Turgut, A. (2019). *Description of 8th grade students' mental perceptions of the concept of sustainable school* [Unpublished Master's thesis. Aksaray University.]

*Türe, Z. G. (2018). *The effect of the case study-supported station technique on the teaching of socioscientific topics* [Unpublished Master's thesis. Erzincan University.]

*Türk, M. S. (2022). *Examination of sustainable development awareness of preschool teacher candidates* [Unpublished Master's thesis. Kirsehir Ahi Evran University.]

Türer, B. (2010). *Determination of sustainable development awareness of science and social studies teacher candidates*[Unpublished Master's thesis. On Dokuz Mayıs University.]

*Türkmen, C. (2018). *An analysis of secondary school chemistry curriculum in terms of education for sustainable development: A case from Turkey* [Unpublished Master's thesis]. Middle East Technical University.

*Uğraş, M. & Zengin, E. (2019). Classroom teacher candidates' views on education for sustainable development. *Journal of Theoretical Educational Science*, 12 (1) , 298-315. DOI: 10.30831/akukeg.442751

*Uluşan, E. (2022). *Investigation of the relationship between environmental education self-efficacy and environmental attitude at the 4th grade level* [Unpublished Master's Thesis].Istanbul Aydın University.

*Umurhan, B. (2022). *Examination of teacher candidates' knowledge, attitudes and behaviors regarding global climate change* [Unpublished Master's Thesis]. Alanya Alaaddin Keykubat University.

*Ursavaş, N. & Aytar, A. (2018). Examining the development of water awareness and water literacy of preschool students: a project-based study. *Journal of Research in Informal Settings*, 3 (1) , 19-45. Retrieved from <https://dergipark.org.tr/tr/pub/jrinen/issue/39907/400194>

*Uyanık, S. (2021). *Examination of science and social studies teacher candidates' attitudes about sustainable environment*[Unpublished Master's thesis. Aydın Adnan Menderes University.]

*Uysal, C. & Karatekin, K. (2022). Determination of the ecological citizenship levels of classroom teacher candidates. *Turkish Journal of Scientific Research*, 7 (2) , 371-392. Retrieved from <https://dergipark.org.tr/tr/pub/tubad/issue/74645/1163113>

*Ünser, E. (2021). *Examination of the pedagogical field knowledge of preschool teachers in the context of environmental education: the effect of the epistemological profile* [Unpublished Master's Thesis]. Istanbul Aydın University.

*Varol, M. (2022). *8th grade students' environmental interests and awareness of sustainable living: The case of Ayyubiyah*[Unpublished PhD thesis]. Eskişehir Osmangazi University. Wikipedia, 2023. Sustainability. Accessed from <https://tr.wikipedia.org/wiki/S%C3%BCrd%C3%BCr%C3%BClebilirlik> web name on 05/02/2023.

*Yalcin, K. (2022). Student Perceptions of Sustainability and the Sustainable Education Program [Unpublished master's thesis]. Sivas Cumhuriyet University.

*Yaçınkaya, Ö. (2015). *Education in the context of sustainable growth: [An unpublished PhD thesis on a national and international assessment]* . Ataturk University.

*Yıldız, O. (2019). *Examination of the relationship between social studies teachers' level of environmental knowledge and sustainable environmental attitudes*[Unpublished Master's thesis]. Dumlupınar University.

*Yılmaz, O. (2019). *The necessity of environmental education at the primary school level in Turkey within the scope of sustainable development* [Unpublished Master's thesis]. Ankara Hacı Bayram Veli University.

*Yılmaz Yendi, B. (2019). *Experienced science teachers' subject matter knowledge and pedagogical content knowledge regarding biogeochemical cycles in the context of education for sustainable development* [Unpublished PhD thesis]. Middle East Technical University.

*Yıldız, S. (2011). *Conceptual understandings and attitudes of teachers, prospective teachers and students about sustainable environment* [Unpublished Master's Thesis]. Dokuz Eylül University.

*Yıldız, O. (2019). *Examination of the relationship between Social Studies teachers' level of environmental knowledge and sustainable environmental attitudes* [Unpublished Doctoral Thesis]. Dumlupınar University.

*Yiğit, K. (2019). *The impact of recycling education for sustainable living on the environmental awareness of 8th grade students* [Unpublished Master's thesis. Marmara University.]

*Yollu, S. (2017). *Levels of implementation of sustainable leadership strategies by school principals*[Unpublished Master's thesis]. Ankara University.

*Yüksel, Y. (2020). Comparison of uncertified schools with eco-schools and green flag eco-schools in terms of sustainability awareness. *Journal of Dicle University Ziya Gökalp Faculty of Education* , (36) , 50-62. Retrieved from <https://dergipark.org.tr/tr/pub/zgefd/issue/51749/642073>

*Yüksel, Y. & Yildiz, B. (2019a). Adaptation of the Sustainable Consciousness Scale into Turkish. *Erciyes Journal of Education*, 3 (1) , 16-36. DOI: 10.32433/eje.562622

*Yüksel, Y. & Yildiz, B. (2019b). Sustainability awareness in high school students. *Ihlara Journal of Educational Research*, 4 (2) , 222-243. Retrieved from <http://ihead.aksaray.edu.tr/tr/pub/issue/46867/584263>

*Yüzüak, A. V. (2017). *Evaluation of sustainable behaviors of science teacher candidates on the basis of planned behavior theory* [Unpublished PhD Thesis] Hacettepe University



2023, 12 (3), 1474-1501 | ResearchArticle

The Pattern of Relationships Between School Size, School Culture, and Teachers' Organizational Commitment and Students' Academic Success

Ertuğrul GÜLER¹

Mustafa ÖZGENEL²

Abstract

The main goal of schools is to establish students in cognitive, affective and physical areas. In general, the academic success of the students is taken into consideration as the cognitive domain output. This research sought to figure out whether there was a connection between the size of the school, the teachers' organizational commitment, the school culture, and the students' academic success. Additionally, it aims to figure out the impact of school culture, instructors' organizational commitment, and school size on secondary and highschool students' academic progress. The relational survey model was used to run the research. A total of 445 secondary and high school teachers made up the research's sample. The Teacher Information Form, Organizational Culture Scale, and Organizational Commitment Scale were used to gather data. The average scores on the High School Pass Test (HSPT [LGS]) for secondary school students and the Basic Talent Exam (BTE [TYT]) for high school students were used to measure academic success. The student size of the schools for which data was collected was taken as the size of the school. The data were analyzed by performing correlation and regression analysis. According to the findings, it has been determined that there is a significant relationship between school culture and teachers' organizational commitment, school size and academic success of students in different directions and levels. While teachers' organizational commitment is positively affected by the school culture, it is negatively affected by the size of the school. Although the effect of teachers' organizational commitment on students' academic success is positive, it is at a low level. School culture, teachers' organizational commitment and school size together significantly predict the academic success of students.

Keywords: School Culture, Organizational Culture, Organizational Commitment, Academic Success, School Size

Güler, E. & Özgenel, M. (2023). The Pattern of Relationships Between School Size, School Culture, and Teachers' Organizational Commitment and Students' Academic . Journal of the Human and Social Science Researches , 12 (3) , 1474-1501 . <https://doi.org/10.15869/itobiad.1270644>

Date of Submission	24.03.2023
Date of Acceptance	21.07.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹Deputy Principal, Ministry of National Education, İstanbul, Türkiye, ertugultugrul@hotmail.com, ORCID: 0000-0002-6434-2814

²Assoc. Prof., Istanbul Sabahattin Zaim University, Faculty of Education, Istanbul, Türkiye, mustafa.ozgenel@izu.edu.tr, ORCID: 0000-0002-7276-4865



Okul Büyüklüğü, Okul Kültürü ve Öğretmenlerin Örgütsel Bağlılıkları ile Öğrencilerin Akademik Başarıları Arasındaki İlişkiler Örüntüsü

Ertuğrul GÜLER¹

Mustafa ÖZGENEL²

Öz

Okulların temel amacı, öğrencileri bilişsel, duyuşsal ve fiziksel alanlarda geliştirmektir. Genel olarak bilişsel alan çıktısı olarak öğrencilerin akademik başarıları dikkate alınmaktadır. Bu araştırmada da okul büyüklüğü, öğretmenlerin örgütsel bağlılığı ve okul kültürü ile öğrencilerin akademik başarıları arasında ilişki olup olmadığı tespit edilmeye çalışılmıştır. Ayrıca okul kültürünün, öğretmenlerin örgütsel bağlılıklarının ve okul büyüklüğünün ortaokul ve lise öğrencilerinin akademik başarıları üzerindeki etkisinin belirlenmesi amaçlanmıştır. Araştırma, ilişkisel tarama modeline göre yürütülmüştür. Araştırmanın örneklemi ortaokul ve lise kademelerinde görev yapan 445 öğretmen oluşturmuştur. Veriler, Öğretmen Bilgi Formu, Örgüt Kültürü Ölçeği ve Örgütsel Bağlılık Ölçeği yardımıyla toplanmıştır. Akademik başarı olarak ortaokul öğrencilerinin Lise Geçiş Sınavı (LGS) ve lise öğrencilerinin Temel Yetenek Sınavı (TYT) sınav ortalamaları alınmıştır. Okul büyüklüğü olarak veri toplanan okulların öğrenci mevcudu alınmıştır. Veriler korelasyon ve regresyon analizleri yapılarak çözümlenmiştir. Bulgulara göre okul kültürü ile öğretmenlerin örgütsel bağlılıkları, okul büyüklüğü ve öğrencilerin akademik başarıları arasında farklı yönlerde ve düzeylerde anlamlı ilişki olduğu tespit edilmiştir. Öğretmenlerin örgütsel bağlılıkları, okul kültüründen olumlu etkilenirken, okul büyüklüğünden olumsuz etkilenmektedir. Öğretmenlerin örgütsel bağlılıklarının öğrencilerin akademik başarıları üzerindeki etkisi olumlu olmakla birlikte, bu etki düşük düzeydedir. Okul kültürü, öğretmenlerin örgütsel bağlılıkları ve okul büyüklüğü birlikte, öğrencilerin akademik başarılarını önemli ölçüde yordamaktadır.

Anahtar Kelimeler: Okul Kültürü, Örgüt Kültürü, Örgütsel Bağlılık, Akademik Başarı, Okul Büyüklüğü.

Güler, E. & Özgenel, M. (2023). Okul Büyüklüğü, Okul Kültürü ve Öğretmenlerin Örgütsel Bağlılıkları ile Öğrencilerin Akademik Başarıları Arasındaki İlişkiler Örüntüsü . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1474-1501 . <https://doi.org/10.15869/itobiad.1270644>

Geliş Tarihi	24.03.2023
Kabul Tarihi	21.07.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Müdür Yardımcısı, Milli Eğitim Bakanlığı, İstanbul, Türkiye, ertugultugrul@hotmail.com, ORCID: 0000-0002-6434-2814

² Doç. Dr., İstanbul Sabahattin Zaim Üniversitesi, İstanbul, Türkiye, mustafa.ozgenel@izu.edu.tr, ORCID: 0000-0002-7276-4865

Introduction

The major goal of all initiatives and reforms made to education systems and schools is to advance and enhance students' knowledge, talents, skills, attitudes, and beliefs in the realms of cognition, affect, social interaction, and psychomotor development. Reaching this objective is not easy due to the differences in factors including the ordinary student's intelligence, the socio-economic status of their families, and their psychological state. Via their educational institutions, states work to compensate these various traits and circumstances of pupils outside of the classroom. It doesn't seem possible to achieve this equality, though, because there are differences in the quality of the teachers, the social climate of the schools, the administrators' attitudes and behaviors, the physical capabilities of the schools, the climate and culture of the classrooms, the size of the school, and the number of students in each class. Moreover, international tests like PISA exam and educational research concentrate on the variables that affect student consequences (cognitive, affective, social and physical) and learning and seeking to identify the variables that affect student success and performance. This research also focused on the relationships between school size, school culture, teachers' organizational commitment, and students' academic success. It is thought that the research will contribute to the specification of the factors affecting the academic success of the students and the organizational commitment of the teachers and the school administrators to consider these factors in the practices they will make at the school level.

Academic Success

In the field of education, the concept of "academic success" is meant as the equivalent of the knowledge and skills learned in the lessons at school and determined by the grades given to the students by the teachers, and the exam notes, academic success plays a shaping role in students' having a profession and preparing for their future lives, and it is very important in this way (Sarier, 2016). Academic success is achieved by the evaluation of the students at the end of a one-year education, and whether the objectives have been achieved is determined by the academic success. Academic success is also an indicator of quality education.

Academic success is directly related to the student's own efforts, the influence of school, family and environment. Each factor affects success at different rates. Students' intelligence level, character, curiosity and interests, research habits, motivation level, interaction with the environment, self-confidence, learning strategies used by students to learn are the characteristics of students that affect academic success (Güven, 2019; Özkal & Çetingöz, 2006). The influence of parents is also important in academic success. The economic situation of the parents, the level of education, the time allocated to the child, their ideas about education, the research environment at home, the trust given to the child, the help in the lessons, the love and attention shown to the child positively affect the academic success (Güven, 2019; Yenidünya, 2005). In addition, teachers' professional competence, experience, organizational commitment, adoption of organizational culture, relations with colleagues, attitude towards students and parents are important in the academic success of students. Teachers have a high impact on increasing academic success (Yenidünya, 2005). The professional knowledge of the teacher, the support of the student and the love shown to the student are the factors that

increase success (Sarier, 2016). The teacher's adoption of the school culture, commitment to the school, professional competence, communication with the students, attitude towards the parents, controlling the students and giving feedback are indispensable for the student's love of the lessons and academic success. School management has the power to influence academic success with the opportunities it provides, the educational methods it adopts, and the leadership styles it displays (Güven, 2019; Sarier, 2016). Schools with strong organizational culture are effective in increasing academic success to the extent that they support students (Demirtaş, 2010). Studies to determine the variables that affect academic success, curricula and methods (Aktan, 2012; Kaya, 2011; Yabaş, 2008), personal characteristics of students and socio-economic levels of families (Güven, 2019; Keçeli-Kaysılı, 2008; Otrar, 2006) revealed that it affects the academic success of students.

Organizational commitment

Organizational commitment is the state of working for the success of the organization while fostering a sense of commitment and loyalty among staff members (Manyas, 2018). Meyer, Allen, and Smith (1993) defined organizational commitment as a psychological commitment that characterizes the employee's relationship with organization and that will influence the decision to continue or end membership in the organization. Organizational commitment is seen as the strong desire to be a member of the organization, making an effort and being willing for the organization, and believing in all the aims and values of the organization (Çetin Gürkan, 2006). Organizational commitment is examined by Allen and Meyer (1990) under three headings/dimensions and is seen as a psychological state between the employee and the organization. These are the three types of commitment: affective commitment, continuance commitment, and normative commitment (Meyer & Allen, 1991). The term "continuance commitment" describes a commitment made in light of the costs associated with quitting an organization (Allen & Meyer, 1990) The agreement between the employee and the company determines continuity commitment (Uzun, 2020). According to Allen and Meyer (1990), normative commitment is the duty of employees to stay with the company; it is viewed as morally required and places a strong emphasis on responsibility (Balay, 2014; Doğan, 2013).

Organizational commitment is considered by Etzioni as moral, glassy, and alienating in all three dimensions. According to Köse (2014) and Uzun (2020), moral commitment is the desire to work for and assimilate the organization's beliefs and goals. Profit is essential for measuring commitment between two parties in a trade (Bayram, 2005; Köse, 2014; Uzun, 2020). A hostile attitude toward the organization and the mission to stick with it characterizes alienating commitment (Balay, 2014; Bayram, 2005; Köse, 2014). Similar conclusions were reached by Penley and Gould (1988), however they disagreed with Etzioni's classification of commitment into moral, self-interested, and alienating types (Bozoğlu, 2011; Uzun, 2020). According to O'Reilly and Chatman (1986) organizational commitment is a psychological state that is investigated in three dimensions. The attitude of employees to gain prize or avoid punishment is explained as compliance, the adoption of organizational goals and objectives is identified as identification, and the complete harmony of the organization and the employee is explained as internalization. Kanter (1968) has examined organizational commitment in three dimensions: continuance, which means the self-sacrificing work of the employee

for the success of the organization, control, which means affirming and complying with the rules of the organization, and cohesiveness, which is to establish closeness with the organization and other members (Köse, 2014; Uzun, 2020). Becker examined organizational commitment behaviorally and formed it with the concept of "side bet" (Bozoğlu, 2011). According to the concept of side bet, employees are attached to the organization due to social expectations, bureaucratic regulations, social interaction and social role. They do not form an emotional bond with the organization and they are bound by the fear of losing what they have earned (Gökmen, 1996, as cited in Köse, 2014), and as the duration of stay in the organization increases, it becomes more difficult to leave the organization (Uzun, 2020).

The bond that the employees establish with the organization is indispensable for the success of the organization (Parseyhan, 2014). Organizational commitment minimizes negative consequences and increases organizational success (Bayram, 2005; Uzun, 2020). In cases where organizational commitment is low, negative situations such as unwillingness to work, not taking responsibility, avoiding work, unwillingness to work, and attendance problems occur (Bayram, 2005) and harm the organization. There are many factors that affect organizational commitment positively or negatively. Salary and education level (Çöl & Gül, 2005; Köse, 2014), the structure of the organization (Balay, 2014) and the leadership styles of managers (Bozoğlu, 2011) can be given as examples of these factors.

Organizational Culture

According to Şişman (2014), organizational culture is a element that influences how an organization functions, how its people act, and how they relate to one another. According to Schein (1990), organizational culture is a concept that workers must eventually absorb if they want their company to survive in its external environment and function accordingly. Organizational culture is, generally speaking, the beliefs, values, and behaviors that employees adopt. These beliefs, values, and behaviors shape the thoughts, feelings, and behaviors of the employees, give the organization a unique identity from other organizations, shape its internal and external relationships, and provide adaptability and integrity within the organization. Organizational culture is formed by the founder and leaders of the organization, but it fits and develops with the acceptance of its employees (Köse, 2014).

In general, organizational culture consists of elements such as "assumptions, beliefs and values, norms, symbols, language, ceremonies and meetings, stories and heroes" (Schein, 1990; Şişman, 2014). Organizational culture is not determined by written rules and norms, it is seen as repetitive behaviors. It is learned by new entrants through symbols, experiences, stories, and organizational language. (Arslan, 2014). The adoption, sharing and reinforcement of organizational culture by employees contributes to the formation and continuation of the culture (Güçlü, 2003). Common experiences are essential for the development of culture within the organization (Şişman, 2014; Tutar, 2017; Ünlü, 2019; Yılmaz, 2018). According to Cameron and Quinn (2021), organizational culture sets the rules for the functioning of the organization and the continuity of the employees, and provides an identity to the employees. Organizational culture facilitates the attachment of employees to the organization (Özcan, 2011). It provides communication, socialization and motivation of employees with the

organization and among themselves. It is effective in solving the problems that arise. It supports the adaptation of the organization to innovations and change, contributes to the efficient and effective work of the employees (Bozođlu, 2011). It keeps the employees together and ensures the continuation of the work in terms of management (Arslan, 2014). Various school culture models are encountered in the literature. For example, Deal and Kennedy (1982) focused on the effect of the environmental factor on the organization and suggested the tough man-macho culture type, work hard-play hard culture type, bet on the company culture type and process culture model (Bozođlu, 2011). Handy (1986) also discussed the organizational culture model in four dimensions. These are: power culture, role culture, duty culture and individual culture (Bozođlu, 2011; Özcan, 2011; Şişman, 2014; Tutar, 2017; Uzun, 2020). The Hofstede (1984) model also consists of four dimensions. These are power-gap, individualism-collectivism, avoiding uncertainty and masculine-femininity (Yahyagil, 2004). The Harrison and Handy organizational culture model gave service as an inspiration for the Pheysey model, that was built on four dimensions: power culture, role culture, success culture, and support culture (İra & Şahin, 2011). Four components of organizational culture are examined by Cameron and Quinn (2021): the clan-collaboration culture, the adocracy-creative culture, the hierarchy-control culture, and the market-competition culture. As the models are described and explained, it may be argued that although the proposed models have various names, they are comparable to one another. The suggested organizational models allow for all four dimensions to exist within a company, with some of them being more prominent than others or functioning equally well (Kayış & Gülcan, 2020).

When we think of organizational culture in terms of school, school culture refers to the primary ideas, values, norms, symbols, and practices that have been developed by school principals, teachers, students, staff members, and parents (Çevik & Köse, 2017). Academic success is highly influenced by teachers, particularly those who are dedicated to both the school and their career (Bozođlu, 2011). Teachers feel a sense of belonging to the school when they participate in decision-making. In this instance, it insures the development of a strong and good school culture while also bolstering the teacher's dedication to the institution. A strong and positive school culture prevails in schools where the integrity and harmony between stakeholders is high (Güçlü, Yıldırım, & Daşcı, 2016). A strong school culture is effective not only on the organizational commitment of teachers, but also on the academic success of students (Çevik & Köse, 2017). The cooperation of administration and teachers is effective in increasing success (Terzi, 2005).

School size

School size refers to the number of registered students researching at the school. The size of the school is of great importance in the planning of education. Because school size, undesirable student behaviors (Karakütük et al., 2014) affect students' cognitive, affective and social development areas (Öğülmüş & Özdemir, 1995). In addition, in big schools, that is, institutions with a high number of students, academic success can be attained more readily. Since there are probably many gifted and intellectual students in these schools. Yet, these schools' classrooms are overcrowded, management is compelling, and some students are hidden (Akkalkan, 2009; Kalfa, 2006; Özgüler, 2014). Students can engage in more activities, take on more responsibility, and show their

talents in small schools. The teachers' methods of instruction vary depending on the size of the school. In crowded classes at big schools, teachers will struggle to apportion enough time for every student (Öğülmüş & Özdemir, 1995). When comparing student attendance between big and small schools, big institutions are at a disadvantage.

Inconsistent findings have been found in studies examining the connection between school size and children's academic achievement. For instance, Nathan and Thao (2007) and Cotton (1996) found that small schools are more effective in promoting academic success than large schools, while Akkalkan (2009) claimed that kids attending large schools have worse academic success than those attending small schools. Crispin (2016), on the other hand, found that the relationship between academic success is high in the biggest and smallest schools. In contrast to previous indications, Reimer Jones and Eziefe (2011) didn't find any connection between the size of the school in their Canadian research and the academic progress of their students. The ideal school size has been the subject of studies on the subject. There are suggestions about the number of students that the ideal school should have. Although there is no concurrence on this issue, it is seen that the number of students between 300-1200 is ideal (Akkalkan, 2009; Karakütük & Tunç, 2004; Özgüler, 2019).

When the literature is examined, it is seen that the variables of school culture, school size, organizational commitment and academic achievement, which are the subject of this research, are considered together with their bilateral relations or different variables. For example, it is seen that there are many studies that show that organizational culture affects the organizational commitment of employees (Bozoğlu, 2011; Çeliktaş, 2019; Diker, 2014; Köse, 2014; Manyas, 2018; Türkkan, 2017; Uzun, 2020). On the other hand, *organizational culture* (Alireisoğlu, 2020; Aslan, 2014; Balçık, 2018; Karakoç, 2019; Köse, 2014; Negis Işık, 2010; Özgenel, Canpolat, & Yağan, 2020; Özkan, 2010; Öztürk, 2015; Şimşek, 2014), *organizational commitment* (Ağroğlu Bakır, 2013; Demirçelik, 2017; Erceylan, 2010; Olgungül, 2017; Özgan, Külekçi, & Özkan, 2012; Özkan, 2010; Orphan, 2015), *academic success* (Akay, 2017; Günel, 2014; Güven, 2019; Keçeli-Kaysılı, 2008; Otrar, 2006; Sarier, 2016; Suna et al., 2021; Yenidunya, 2005) and *school size* (Akkalkan, 2009; Kalfa, 2006; Özgüler, 2014) variables are examined with different variables. However, no study has been found that considers the relationship between school culture, school engagement, school size and academic achievement together. One may say that the statement of the correlations between these four variables will give suggestions, particularly to school officials and instructors, in terms of figuring out the elements influencing students' academic success and helping to foster it. For this reason, examining the relationship between organizational culture, teachers' organizational commitment, school size and students' academic achievement and the findings to be obtained can serve to determine the factors affecting teachers' organizational commitment and students' academic success. It can give ideas to teachers and school administrators who want to increase teachers' organizational commitment and students' academic success. Particularly, principals and vice principals involve teachers and students in the process of creating a positive school culture; It will be effective in the formation and management of a culture in the school, and the adoption of the formed culture by the teachers. The study is important in that it draws attention to the importance of the relationship between organizational culture, organizational commitment of teachers, school size and academic success of students. The

investigation of these concepts is expected to be a source for future studies. Hence, the research's objective is to identify the connections between student academic success, school size, school culture, and teachers' organizational commitment. In keeping with this fundamental goal, (i) Is there a strong correlation between student academic success and school size, culture, and teachers' organizational commitment? (ii) Is teachers' organizational commitment significantly influenced by school culture? (iii) Is teacher organizational commitment significantly influenced by school size? (iii) Do teachers' organizational commitment, school size, and school culture combined significantly predicts students' academic success?

Method

Research Model

Since the links between organizational culture, teachers' organizational commitment, school size, and students' academic success were investigated, the relational survey methodology was used in this research. For determining the relationship between at least two variables and the level of relationships among the research variables, the relational survey model is preferred (Büyükoztürk et al., 2019).

Population and Sampling

Teachers employed at secondary and high school levels in Tuzla city of Istanbul, during the academic year 2020–2021 make up the research's universe. The stratified sampling technique was used to choose the pattern. A sampling approach known as stratified sampling identifies subgroups in the population and represents them using their ratio within the population. According to the ratio of each layer in the universe, there are two approaches to do the research: either with sampling or without sampling (Özen & Gül, 2007). Schools were divided into secondary schools and high schools, and after these schools were divided into strata, schools were determined by simple random method and the teachers working in these schools were included in the research. In the 2020–2021 academic year, a total of 2907 teachers working in public secondary and high schools in Tuzla. The "Sample Size Calculator" program was used to determine the sample size. A sample size of at least 339 was determined as 95% confidence level and 5% acceptable error amount as criteria (<https://www.surveysystem.com>). 445 teachers voluntarily participated in the study. In this respect, it was decided that the sampling size represented the population.

294 (66.1%) of the participating teachers in the research were female and 151 (33.9%) of them were male, respectively. 341 (74.6%) of the professors who took part in the research were married, and 104 (23.4%) were not married. It can be seen that most of the professors which participated the research are married. Regarding the school type characteristics, 278 (62.5%) of the research participants are teachers, and 167 (37.5%) teach at high schools. The teachers who took part in the research were divided into 366 undergraduate graduates (82.2%) and 79 graduates (17.8%), according to the education level characteristics. It is noteworthy that most of the teachers participating in the research have undergraduate degrees. 44 (9.9%) of the instructors who took part in the research had been in the profession for 0–5 years, 115 (25.8%) 6–10 years, and 106 (23.6%) 11–15 years. A total of 74 of them (16.6%) fell between the ages of 16 and 20, 67 (15.1%) between 21 and 25, and 40 (9%) between the ages of 25 and above. When we

examine the age distribution of teachers, 72 (16.2%) are between the ages of 20 and 30; 196 (44%) are between the ages of 31 and 40; 146 (32.8%) are between the ages of 41 and 50; and 31 (7%) are age 51 or over.

Table 1. Frequency and Percentage Distribution of Participants on Demographic Characteristics

	Groups	f	%
Gender	Female	294	66,1
	Male	151	33,9
Marital status	Married	341	76,6
	Single	104	23,4
School type	Secondary school	278	62,5
	High school	167	37,5
Educational level	Undergraduate	366	82,2
	Graduate	79	17,8
Seniority	5 years and below	44	9,9
	6-10 years	115	25,8
	11-15 years	106	23,6
	16-20 years	74	16,6
	21-25 years	67	15,1
	25 years and above	40	9
Age group	30 years and under	72	16,2
	31-40 Ages	196	44
	41-50 Ages	146	32,8
	50 years and older	31	7

Data Collection Tools

In the research, data were collected using the Teacher Information Form, the Organizational Culture Scale and the Organizational Commitment Scale. The forms were distributed in print and collected after being filled by volunteer teachers.

Organizational Culture Scale is developed by Glaser et al. (1987) and adapted into Turkish by Öztürk (2015). The Scale consists of 6 sub-dimensions and 31 items. It was adapted in a five-point Likert type and Cronbach's alpha reliability coefficient was calculated as teamwork and conflict .86, school climate and morale 0.93, information flow 0.84, participation 0.90, supervision 0.94, and meetings 0.92. Organizational culture scale; It consists of six sub-dimensions as teamwork and conflict (-1-6), school climate and morale (7-11), information flow (12-15), participation (16-19), supervision (20-26), and meetings (27-31). In this study, confirmatory factor analysis (CFA) of the scale was performed and it was seen that the CFA values were among the acceptable values [$\chi^2/df=3.345$; GFI=.832; IFI=.915; CFI=.914; RMSEA=.073] (Bayram, 2010; Çokluk et al., 2012). Again for this research, the reliability values of the scale were teamwork and conflict 0.877, school climate and morale 0.924, information flow 0.826, participation 0.905, supervision 0.922, and meetings 0.906; overall reliability was calculated as 0.970.

The Organizational Commitment Scale was developed by Meyer, Allen, and Smith (1993) and adapted into Turkish by Dağlı, Erçiçek, and Han (2018). The Scale consists of 3 sub-dimensions and 18 items. It was adapted in a five-point Likert type and Cronbach's alpha reliability coefficient was calculated as .80 in the affective commitment sub-

dimension, .73 in the continuance commitment sub-dimension, .80 in the normative commitment sub-dimension, and .88 in the total scale. The scale includes affective commitment (1-6), continuance commitment (7-12), and normative commitment (13-18). Items 3, 4, 5 and 13 in the scale are reverse items and these items were reverse coded. In this study, confirmatory factor analysis (CFA) of the scale was performed and it was seen that the CFA values were among the acceptable values [$\chi^2/df=4.247$; GFI=.903; IFI=.905; CFI=.904; RMSEA=.086] (Bayram, 2010; Çokluk et al., 2012). Again for this research, the reliability values of the scale affective commitment 0.853, continuance commitment 0.779, and normative commitment 0.804; The overall reliability was calculated as 0.899. When the achieved values are evaluated together, it is understood that the organizational commitment scale used as a data collection tool in the research is a valid and reliable measurement tool. The closer and higher the Cronbach Alpha values are to 1, the more consistent the items in the scale are with each other and with items examining the same feature (Terzi, 2019). When the obtained values are evaluated together, it is understood that the organizational culture and organizational commitment scales used as data collection tools in the research are valid and reliable measurement tools.

In order to determine the school size, the total number of students of the schools where data was collected was taken. For the academic success criterion, High School Entrance Exam ([LGS] HSEE) exam averages of secondary school students and Basic Proficiency Test ([TYT] BPT) averages of high school students were taken. As a measure of academic success, the average of the scores of the students who took the HSEE exam from secondary schools participating in our research in the 2020-2021 academic year, and the average of the scores of the students who took the BPT exam from high schools were obtained from the school administration. In our study, the average scores of LGS (HSEE) of 10 secondary schools and TYT (BPT) of 7 high schools were taken as academic success. There are an average of 620 students in high schools and 725 students in secondary schools. While the BPT average of 7 high schools is approximately 259, the HSEE average of 10 secondary schools is approximately 294.

Analysis of Data

The descriptive, skewness and kurtosis values of organizational culture, organizational commitment, school size and academic success are given in Table 2 before the analyzes are made.

Table 2. Mean, Standard Deviation, Kurtosis and Skewness of Organizational Culture, Organizational Commitment, School Size and Academic Success

	M	sd	Skewness	Kurtosis
1-Teamwork	3.783	.747	-.431	.196
2-School climate and morale	4.052	.789	-.821	.298
3-Information flow	3.907	.705	-.408	-.072
4-Participation	4.061	.752	-.835	.704
5-Supervision	4.107	.686	-.666	.221
6-Meetings	3.850	.800	-.537	.027
7-Org. Culture total	3.962	.648	-.547	.079
8- Affective commitment	3.967	.761	-.589	-.270
9-Continuance commitment	3.554	.719	-.124	-.064
10-Normative commitment	3.369	.796	.014	-.346
11-Org. Com. total	3.630	.641	-.239	-.081
12-School Size	884	378.114	.557	-.816

13-Academic success	289.530	36.754	.044	-.588
---------------------	---------	--------	------	-------

N=445; df=444

Table 2 shows that the skewness and kurtosis values of the organizational culture and organizational commitment scales and school size and academic success are between ± 1 . It is stated that the data show a perfect distribution when the kurtosis and skewness values are within the range of ± 1 (George & Mallery, 2019). Accordingly, it is seen that the scores obtained from the scales show a normal distribution. For the data with a normal distribution, correlation, simple, multiple and hierarchical regression analyses were run. Simple, multiple and hierarchical regression analyzes were performed to determine the combined effects of the independent variables in the study on the dependent variables. Assumptions of regression analysis; (i) dependent variable should be equally spaced/proportionate and continuous variable, independent variable should be equally spaced/proportional/categorical, (ii) variables should have normal distribution, (iii) there should be linear relationship between dependent and independent variables, (iv) independent variables should be there should be no multicollinearity between them (v) there should be no extreme values in the observation values, (vi) the errors of the estimations should be normally distributed, (vii) the variables should be homoskedastic and (viii) the errors should be independent from each other (Büyüköztürk, 2011; Can, 2018). The variables in this study are equally spaced and continuous variables. The kurtosis and skewness values of the variables are between ± 1 and have a normal distribution. There is a linear relationship between the variables. There is no multicollinearity between independent variables ($r < .80$; $VIF < 10$; Table 3-4-5-6). Std. Residual values are between ± 3.29 and Cook's Distance minimum and maximum values are between ± 1 , indicating no extreme values. The errors of the estimations are normally distributed (See Appendix [Histogram Chart and P-P Plot Chart]). Variables are covariate (See Appendix [Scatterplots]). When Durbin Watson values are between 0 and 4, the errors are independent of each other (See Table 4-5-6).

Results

The results of the correlation analysis performed to determine the relationship between organizational culture, organizational commitment, academic success and school size are given in Table 3.

Table 3. Correlation Analysis between Organizational Culture, Organizational Commitment, School Size and Academic Success

	1	2	3	4	5	6	7	8	9	10	11	12	13
1-Teamwork	1												
2-School climate and morale	,701**	1											
3-Information flow	,655**	,745**	1										
4-Participation	,625**	,768**	,737**	1									
5-Supervision	,606**	,813**	,722**	,830**	1								
6-Meetings	,635**	,710**	,665**	,714**	,738**	1							
7-Org. Culture total	,818**	,908**	,848**	,884**	,907**	,857**	1						
8- Affective commitment	,433**	,600**	,506**	,530**	,543**	,503**	,595**	1					

9-Continuance commitment	,452**	,492**	,447**	,448**	,458**	,430**	,523**	,534**	1				
10-Normative commitment	,509**	,550**	,468**	,454**	,495**	,440**	,562**	,549**	,633**	1			
11-Org. Com. total	,551**	,649**	,560**	,565**	,590**	,542**	,663**	,822**	,847**	,867**	1		
12-School Size	-,097*	-,178**	-,105*	-,095*	-,045	-,112*	-,119*	-,210**	-,134**	-,122*	-,183**	1	
13-Academic success	-,065	,078	-,045	-,027	,069	,055	,018	,159**	-,038	-,092	,010	-,222**	1

*p<.05; **p<.01; Pearson correlation coefficient; “.01-.029= low level correlation; 0.30-0.70=moderate correlation; 0.71-0.99=high correlation; 1.00=perfect correlation” (Köklü et al., 2007).

Table 3 shows a positive and high-level relationship between school culture and "teachers' organizational commitment" (r=.663; p<.05). There is a positive and moderate correlation between organizational culture and teachers' organizational emotional (r=.595; p<.05), attendance (r=.523; p<.05) and normative commitments (r=.562; p<.05).

There is a high and positive relationship between teachers' organizational commitment and organizational culture (r=.663; p<.05) and "school climate and morale" (r=.649; p<.05), which are sub-dimensions of organizational culture, "team work and conflict (r=.551; p<.05)", "information flow" (r=.560; p<.05), "participation" (r=.565; p<.05), "control (r=.590; p<.05)" and "meetings (r=.542; p<.05)" were found to be positive and moderate. There is a significant and high level correlation between organizational culture total score and teachers' emotional (r=.822; p<.05), attendance (r=.847; p<.05) and normative commitment (r=.867; p<.05).

A negative and weak correlation was found between school size and organizational culture sub-dimensions and organizational commitment sub-dimensions (p<.05). However, no significant relationship was found between the size of the school and the supervision sub-dimension of the organizational culture (r=-.045; p>.05).

There is a positive and significant relationship between academic success and emotional commitment (r=.159; p<.05). Finally, a negative and significant relationship was found between school size and academic success (r=-.222; p<.05).

The regression results regarding the level of organizational culture predicting teachers' organizational commitment are shown in Table 4.

Table 4. Multiple Regression Analysis of Organizational Culture’s Predictions of Teachers’ Organizational Commitment

Independent Variable	B	Std. Error	(β)	t	p	Tolerance	VIF
Constant	1,345	,185		7,260	,000		
Teamwork and conflict	-,040	,057	-,040	-,703	,483	,446	2,241
School climate and morale	,387	,073	,404	5,326	,000	,244	4,094
Information flow	,073	,068	,068	1,065	,287	,352	2,841
Participation	,089	,075	,088	1,177	,240	,253	3,945
Supervision	,043	,089	,039	,487	,627	,218	4,590
Meetings	,099	,058	,105	1,706	,089	,378	2,647
Dependent Variable: Affective Commitment, R=.617; R ² = .380; Adj R ² = .372; F=44.785; p<.05;							
Std. Residual Min=-3.761, Max=2.345; Cook’ Distance Min= .000, Max=.178; Durbin Watson=1.859							
Constant	1,273	,190		6,700	,000		
Teamwork and conflict	,157	,059	,162	2,663	,008	,446	2,241
School climate and morale	,170	,075	,187	2,282	,023	,244	4,094
Information flow	,081	,070	,079	1,148	,252	,352	2,841
Participation	,044	,077	,046	,569	,569	,253	3,945
Supervision	,074	,091	,070	,811	,418	,218	4,590
Meetings	,051	,060	,057	,863	,389	,378	2,647

Dependent Variable: Continuance Commitment, R=.527; R ² =.278; Adj R ² = .268; F=28.103; p<.05							
Std. Residual Min=-3.152, Max=2.786; Cook' Distance Min= .000, Max=.046; Durbin Watson=1.890							
Constant	,655	,201		3,257	,001		
Teamwork and conflict	,248	,062	,232	3,977	,000	,446	2,241
School climate and morale	,289	,079	,287	3,662	,000	,244	4,094
Information flow	,054	,074	,048	,725	,469	,352	2,841
Participation	-,064	,082	-,061	-,788	,431	,253	3,945
Supervision	,160	,097	,138	1,655	,099	,218	4,590
Meetings	-,001	,063	-,001	-,009	,993	,378	2,647
Dependent Variable: Normative Commitment, R=.582; R ² =.339; Adj R ² = .330; F=37.385; p<.05							
Std. Residual Min=-3.105, Max=2.489; Cook' Distance Min= .000, Max=.066; Durbin Watson=1.821							

According to the regression analysis in Table 4, the "school climate and morale" sub-dimension of school culture significantly predicted teachers' emotional commitment (p<.05), while the other sub-dimensions of school culture (teamwork and conflict, information flow, participation, supervision and meetings) do not significantly predict teachers' emotional commitment (p>.05). It was determined that school climate and morale sub-dimension explained 37% of the total variance in teachers' emotional commitment (R=.617; R²=.380; Adj R²= .372; F=44.785; p<.05). School culture "teamwork and conflict" and "school climate and morale" sub-dimensions significantly predicted teachers' attendance commitment (p<.05); it was determined that other sub-dimensions (information flow, participation, supervision and meetings) did not predict significantly (p>.05). Teamwork and conflict and school climate and morale sub-dimensions of school culture were found to explain approximately 27% of the total variance in teachers' attendance commitment (R=.527; R²=.278; Adj R²= .268; F=28.103; p<.05). While school culture "teamwork and conflict" and "school climate and morale" sub-dimensions significantly predict teachers' normative commitment (p<.05), other sub-dimensions (information flow, participation, supervision and meetings) do not significantly (p>.05). It was determined that "teamwork and conflict" and "school climate and morale" sub-dimensions of school culture explained 33% of the total variance in teachers' normative commitment (R=.582; R²=.339; Adj R²= .330; F=37.385; p<.05). In other words, school culture that supports school climate and teamwork increases teachers' emotional, normative and attendance commitment to school by positively affecting them.

The results of simple regression analysis regarding the level of school size predicting teachers' organizational commitment are shown in Table 5.

Table 5. Simple Regression Analysis of School Size's Predictions of Teachers' Organizational Commitment

Independent Variable	B	Std. Error	(β)	t	P	Tolerance	VIF
Constant	4,322	,086		49,983	,000		
School size	,000	,000	-,210	-4,513	,000	1.000	1.000
Dependent Variable=Affective Commitment; R=.,210; R ² =.044; Adj R ² = .042; F=20.363; p<.05							
Std. Residual Min=-3.243, Max=1.757; Cook' Distance Min= .000, Max=.034; Durbin Watson=1.774							
Constant	3,766	,083		45,233	,000		
School size	,000	,000	-,134	-2,844	,005	1.000	1.000
Dependent Variable=Continuance Commitment; R=.,134; R ² =.018; Adj R ² = .016; F=8.091; p<.05							
Std. Residual Min=-3.167, Max=2.097; Cook' Distance Min= .000, Max=.027; Durbin Watson=1.826							
Constant	3,583	,092		38,840	,000		
School size	,000	,000	-,122	-2,579	,010	1.000	1.000
Dependent Variable=Normative Commitment; R=.,122; R ² =.015; Adj R ² = .013; F=6.653; p<.05							
Std. Residual Min=-3.077, Max=2.124; Cook' Distance Min= .000, Max=.019; Durbin Watson=1.635							

When Table 5 is examined, it is seen that school size significantly predicts teachers' emotional, attendance and normative commitments ($p < .05$). School size accounted for 4.4% of the total variance in teachers' affective commitment ($R = -.210$; $R^2 = .044$; $\text{Adj } R^2 = .042$; $F = 20.363$; $p < .05$); approximately 2% of the total variance in continuance commitment ($R = -.134$; $R^2 = .018$; $\text{Adj } R^2 = .016$; $F = 8.091$; $p < .05$) and 1.5% ($R = -.122$; $R^2 = .015$; $\text{Adj } R^2 = .013$; $F = 6.653$; $p < .05$). In other words, school size negatively affects teachers' emotional professional commitment to the school and causes a decrease in emotional commitment. As the number of students in the school increases, the decrease in emotional commitment is followed by attendance and normative commitment and is negatively affected by the size of the school.

The hierarchical analysis results of school size, school culture and teachers' organizational commitment to predict students' academic success are given in Table 6.

Table 6. Hierarchical Regression Analysis of School Size, Organizational Culture, and Teachers' Organizational Commitment Together Predicting Students' Academic Success

Model	Independent Variable	B	Std. Error	(β)	t	p	Tolerance	VIF
1	Constant	307,654	4,167		73,835	,000		
	School size	-,022	,004	-,222	-4,790	,000	1,000	1,000
	$R = -.222$; $R^2 = .049$; $\text{Adj } R^2 = .047$; $F = 22.943$; $p < .05$							
2	Constant	312,936	11,574		27,038	,000		
	School size	-,022	,005	-,223	-4,783	,000	,938	1,066
	Teamwork and conflict	-8,934	3,317	-,182	-2,693	,007	,445	2,246
	Cilmate	9,299	4,294	,201	2,165	,031	,235	4,262
	Information Flow	-8,861	3,956	-,170	-2,240	,026	,352	2,841
	Participation	-12,681	4,359	-,259	-2,909	,004	,253	3,950
	Supervision	14,232	5,235	,266	2,719	,007	,211	4,731
	Meetings	4,830	3,366	,105	1,435	,152	,377	2,655
$R = .340$; $R^2 = .116$; $\text{Adj } R^2 = .102$; $F = 8.177$; $p < .05$								
3	Constant	305,121	12,288		24,830	,000		
	School size	-,020	,004	-,206	-4,501	,000	,916	1,091
	Teamwork and conflict	-5,429	3,303	-,111	-1,643	,101	,424	2,361
	Cilmate	8,366	4,292	,181	1,949	,052	,222	4,510
	Information Flow	-8,970	3,853	-,172	-2,328	,020	,351	2,853
	Participation	-14,300	4,252	-,292	-3,363	,001	,251	3,978
	Supervision	15,274	5,107	,285	2,991	,003	,210	4,772
	Meetings	3,802	3,282	,083	1,158	,247	,374	2,674
	Affective Commitment	12,363	2,929	,256	4,221	,000	,518	1,929
	Continuance Com.	-2,673	3,045	-,053	-,878	,381	,537	1,862
Normative Commitment	-10,666	2,874	-,232	-3,712	,000	,494	2,025	
$R = .413$; $R^2 = .171$; $\text{Adj } R^2 = .152$; $F = 8.943$; $p < .05$								

Dependent Variable: Academic Success: Std. Residual Min=-2.172, Max=2.508; Cook' Distance Min= .000, Max=.042; Durbin Watson=2.027

When Model I given in Table 6 is examined, it is seen that school size predicts students' academic success negatively and significantly ($p < .05$). School size explains approximately 5% of the total variance in students' academic success ($R = -.222$; $R^2 = .049$; $\text{Adj } R^2 = .047$; $F = 22.943$; $p < .05$). In other words, as the number of students in the school increases, the academic success of the students is affected.

When Model II is examined, it is seen that school size and school culture's teamwork, school climate, information flow, participation and supervision sub-dimensions together significantly predict students' academic success ($p < .05$). School size and the teamwork, school climate, information flow, participation and supervision sub-

dimensions of school culture together explain 10% of the total variance in students' academic success ($R=.340$; $R^2=.116$; $\text{Adj } R^2=.102$; $F= 8.177$; $p<.05$). In other words, while school size and school culture's team and conflict, information flow and participation negatively affect students' academic success, the climate and control sub-dimensions of school culture positively affect them.

When Model III is examined, school size, information flow of school culture, participation and supervision sub-dimensions, and teachers' emotional and normative commitments together predict students' academic success in a meaningful way ($p<.05$). School size, information flow of school culture, participation and supervision sub-dimensions, and teachers' emotional and normative commitment together explain 17% of the total variance in students' academic success ($R=.413$; $R^2=.171$; $\text{Adj } R^2=.152$; $F=. 8.943$; $p<.05$). In other words, while the size of the school, the information flow and control sub-dimensions of the school culture and the normative commitment of the teachers negatively affect the academic success of the students, the supervision sub-dimension of the school culture and the emotional commitment of the teachers affect the students positively.

Discussion and Conclusion

In the research, teamwork, school climate, information flow, participation, supervision, and meeting sub-dimensions were found to have a negative and low level important relationship with school size. It has been found that the size of the school has a negative impact on the school culture (teamwork, school climate, information flow, participation, supervision and meeting). As the main reason for this situation, student-based undesirable behaviors are seen more in big schools compared to small schools (Karakütük, Tunç, Güngör, Bülbül, & Özdem, 2006). The research discovered a negative and weakly significant relationship between school size and school culture (teamwork, school climate, information flow, participation, supervision, and meeting sub-dimensions); it has been shown that school size has a negative impact on school culture (teamwork, school climate, information flow, participation, supervision and meeting) (Cotton, 1996). This provides a strong sense of belonging and acceptance, and facilitates the acceptance of new ideas by members of the community. School administrators find the opportunity to regularly visit classrooms and research education in order to spend more time with students and teachers, apart from administrative work. (Cited from Barker & Gump, 1964, Akkalkan, 2009). Small school sizes offer pupils a safer and more supportive environment, improved achievement and graduation rates, less behavioral issues, and a great deal more happiness for families, students, and instructors (Nathan & Thao, 2007). As more students are enrolled, it follows that the school's culture will suffer for the reasons already mentioned. Different numbers varying between 300-1200 are suggested for the ideal school size (Akkalkan, 2009; Karakütük & Tunç, 2004; Özgüler, 2019). However, the size of the school may be affected by factors such as the country's economic situation and education policies, the intense urbanization in some regions, geographical conditions, natural disasters and the education demand of the society.

According to the research, there is a substantial link between teachers' organizational commitment and school culture (teamwork and climate in the classroom). It has also been established that school culture has a big impact on instructors' emotional,

normative, and attendance commitments. There is a lot of evidence in the literature reporting that organizational/school culture affects the organizational commitment of education staff (Bozođlu, 2011; Gülençer, 2017; Köse, 2014; Manyas, 2018; Özgenel, Canpolat, & Yađan, 2020; Türkkkan, 2017). In addition, organizational culture reduces teachers' burnout (Elmas, 2019) and organizational alienation levels (Çevik, 2017), while improving organizational creativity (Meriç (2018), teachers' creative thinking dispositions (Ballı & Özgenel, 2021), school effectiveness, teachers' and administrators' performance) positively. It increases by affecting it (Özgenel, Dursun, Yıldız, & Mert, 2021). However, there are many factors that affect organizational commitment positively or negatively. Organizational commitment is affected by the image of the organization (Altun & Özgenel, 2021), the conflict resolution styles of the managers (Yüksel, Özgenel, & Bilgivar, 2022) and the quality of work life (Özgenel, 2021). In addition, as a result of the researches, organizational commitment is determined according to the professional experience (Altun & Özgenel, 2021; Bozođlu, 2011), age, education level (Özgenel, Parlar, Ataç, Ataç, & Ataç, 2021) and marital status (Altun & Özgenel, 2021) of the employees make significant differences. The structure and level of organizational culture affect teachers and students. In other words, school culture is an effective factor on school and student outcomes. Organizational commitment is influenced favorably by a good organizational culture. Including instructors in the creation and administration of company culture will boost organizational commitment. The stronger and more positive the organizational culture, the more emotionally attached the teachers are to the school.

When the impact of school size on teachers' organizational commitment is explored in the research, it is shown that the impact is little. The emotional involvement of teachers is badly impacted by the size of the school and declines as a result. Attendance and normative commitment follow, with the size of the school having a negative impact on each. In other words, as student enrollment grows, teachers' dedication to the institution declines. In their research, Karakütük et al. (2014) found that the sense of belonging is influenced by school size, and that it diminishes in large schools. Because there are less opportunities for interpersonal connections and group interactions, instructors' organizational commitment levels decline as the number of pupils in the school rises and unfavorable student behaviors become more common. Given that teachers' organizational commitment boosts academic achievement, it's crucial to maintain a specific level of school size in order to promote teachers' commitment.

One of the research's most significant findings showed that instructors' emotional and normative commitments, school size, and school culture (information flow, engagement, and supervision) together significantly and strongly impact students' academic success. To put it another way, while the size of the school, the information flow and control sub-dimensions of the school culture, and the normative commitment of the teachers all have a negative impact on the academic success of the students, the supervision sub-dimension of the school culture and the emotional commitment of the teachers have a positive impact. It is clear that research looking at the connection between school size and academic success have come to a variety of conclusions. According to Suna et al. (2021), the socioeconomic status of the student has the greatest influence on student achievement, followed by school and class size. According to Kalfa's (2006) findings, there are clear correlations between student academic

achievement and the size of the institution. Akay (2017), states that the effectiveness of the school, the socio-economic structure of the school, the awareness of the teachers and the parents are more effective on academic success than the size of the school. Akkalkan (2009) and Özgüler (2014) and Usta and Şimşek (2014), found similar results in their research: It is stated that the size of the school creates an effective environment for academic success and is advantageous in terms of activities and the richness of educational materials. The points where large schools cause negative results are shown as crowded classrooms, teachers' inability to know students adequately, and problems in discipline. In addition, McMillen (2004) found that the difference in achievement among students is higher in larger schools. According to Nathan and Thao (2007) and Cotton (1996), smaller schools are more conducive to the academic performance of their students. According to Reimer Jones and Eziefe (2011), there is no connection between overall student accomplishment and school size. Demirtaş (2010) and Gezer (2005) found that there was a significant correlation between students' academic success and school culture and that school culture had an impact on students' academic success when the studies done to determine the relationship between school culture and student success were examined. Students' school involvement influences their academic progress, and school culture also has an impact on this (Ceylan & Özgenel, 2021; Ergüç Şahan & Özgenel, 2021; Özgenel & Bozkurt, 2019; Pehlivan & Özgenel, 2020). School culture is created by the school community. This culture also affects the school community. For this reason, teachers are affected by the culture of the school in which they work and students are educated. The fact that school culture influences students' academic success, albeit at a low level, indicates to educators that there are many factors that affect students' academic success at school level, including school culture. School culture directs the behavior of administrators, teachers, students and other employees in a school, guides them on how to act within the school, and provides the socialization of a newly appointed teacher to the school. Teachers, who perceive and adopt the school culture positively, especially increase their emotional commitment to the school and willingly spend more effort to achieve the main goals of the school, thus improving school outcomes, that is, student learning/success. Studies on the relationship between teachers' organizational commitment and students' academic success have not been found. In the literature, it has been seen that there is a need for studies examining the relationship between these two variables. However, it is seen that organizational commitment predicts the performance of employees (Altun & Özgenel, 2021; Özgenel, 2019) and similarly, professional commitment predicts school effectiveness (Özgenel & Koç, 2020). These findings show that teachers' emotional commitment to school produces positive results at the classroom and school level. High emotional commitment of teachers means that they work more selflessly and with a sense of belonging in the schools where they work. For this reason, it allows them to embrace their work, establish more intimate bonds with other teachers, students, parents and administrators, and spend more time on school/class activities. Continuance commitment and normative commitment, on the other hand, prioritize obligation and formality, cause them to see the work done as a duty and to fulfill it. In other words, it can be inferred that teachers with high emotional commitment to school and their profession willingly perform educational activities for students at school and grade levels, perform more for student achievements, and ultimately improve/increase the academic success of students.

The high level of professional performance and success of teachers is closely related to the organizational commitment of teachers. Again, high organizational commitment is an indicator of the extent to which a positive and strong culture at school is internalized by teachers. School culture not only increases teachers' commitment, but also positively affects academic success. In this regard, school administrators need to create a positive and strong school culture and develop strategies to increase teachers' commitment to the school. School size emerges as a factor that negatively affects school culture, teachers' organizational commitment and students' academic success. It can be said that although the Ministry of National Education has built many schools in recent years, it is not enough and the ideal school size has not been reached. For this reason, the Ministry of National Education should produce new policies and initiatives. Since this research was conducted as a cross-sectional study in Tuzla, Istanbul, it limits the generalizability of the findings. For this reason, similar studies in different regions by adding different data collection tools and different variables at the school level will contribute to the expansion of the literature.

Peer-Review	Double anonymized - Two External
Ethical Statement	* This study was produced from Ertuğrul Güler's master's thesis conducted under the supervision of Mustafa Özgenel. A part of this study was presented as an oral presentation at the IZU Social Sciences Graduate Students Congress. * It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%60), 2. Author (%40) Data Acquisition: 1. Author (%100), 2. Author (%0) Data Analysis: 1. Author (%60), 2. Author (%40) Writing up: 1. Author (%60), 2. Author (%40) Submission and Revision: 1. Author (%60), 2. Author (%40)

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	* Bu çalışma, Ertuğrul Güler'in Doç. Dr. Mustafa Özgenel danışmanlığında yürütülen yüksek lisans tezinden üretilmiştir. Çalışmanın bir bölümü, İZU Sosyal Bilimler Lisansüstü Öğrenci Kongresi'nde sözlü bildiri olarak sunulmuştur. * Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı - Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%60), 2. Yazar (%40) Veri Toplanması: 1. Yazar (%100), 2. Yazar (%0) Veri Analizi: 1. Yazar (%60), 2. Yazar (%40) Makalenin Yazımı: 1. Yazar (%60), 2. Yazar (%40) Makale Gönderimi ve Revizyonu: 1. Yazar (%60), 2. Yazar (%40)

References / Kaynakça

Ağroğlu Bakır, A. (2013). *Öğretmenlerin paylaşılan liderlik ve örgütsel bağlılık algıları arasındaki ilişkinin analizi* (Analysis of the relationship between teachers' perceptions of shared leadership and organizational commitment) [Doktora tezi]. İnönü University, Malatya.

Akay, E. (2017). *Ortaokul öğrencilerinin TEOG başarısına etki eden faktörlerin çok düzeyli analizi* (Multilevel analysis of factors affecting secondary school students' TEOG success) [Doktora tezi]. Eskişehir Osmangazi University, Eskişehir.

Akkalkan, H. (2009). *Ankara ili Çankaya ilçesinde okul büyüklüğünün öğrencilerin akademik başarısı, okula devami ve disiplini ile ilişkisi* (The relationship between school size and students' academic success, school attendance and discipline in Çankaya district of Ankara province) [Yüksek lisans tezi]. Ankara University, Ankara.

Aktan, S. (2012). *Öğrencilerin akademik başarısı, öz düzenleme becerisi, motivasyonu ve öğretmenlerin öğretim stilleri arasındaki ilişki* (The relationship between students' academic achievement, self-regulation skills, motivation and teachers' teaching styles) [Doktora tezi]. Balıkesir University, Balıkesir.

Alireisoğlu, A. (2020). *Liderlik stiline ve liderlik yoğunluğunun örgüt kültürüne etkisinin incelenmesi* (Investigation of the effect of leadership style and leadership intensity on organizational culture) [Doktora tezi]. İstanbul Sabahattin Zaim Üniversitesi, İstanbul.

Allen, N. J., & Meyer, J. P. (1990). The measurement and antecedents of affective, continuance and normative commitment to the organization. *Journal of Occupational Psychology*, 63(1), 1-18.

Altun E., & Özgenel M. (2021). *Örgütsel imajın örgütsel bağlılığa ve performansa etkisi: Üniversite çalışanları üzerine bir inceleme* (The effect of organizational image on organizational commitment and performance: A study on university employees). *Yükseköğretim ve Bilim Dergisi/Journal of Higher Education and Science*, 11(2), 348-359.

Arslan, Ş. (2014). *Yönetici ve öğretmenlerin örgüt kültürünü algılama düzeyleri: Söke İlçesi örneği* [Yüksek lisans tezi]. Okan University, İzmir.

Balay, R. (2014). *Yönetici ve öğretmenlerde örgütsel bağlılık* (Organizational commitment in administrators and teachers). Pegem.

Balçık, E. (2018). *Örgüt kültürü, psikolojik güçlendirme ve örgütsel bağlılık arasındaki ilişkiler* (Relationships between organizational culture, psychological empowerment and organizational commitment) [Yüksek lisans tezi]. Pamukkale Üniversitesi, Denizli.

Ballı, A., & Özgenel, M. (2021). *Öğretmenlerin yaratıcı düşünme eğilimlerini etkileyen örgütsel bir faktör: Okul kültürü* (An organizational factor that affects teachers' creative thinking dispositions: School culture). *Akademik Sosyal Araştırmalar Dergisi*, 9(112), 36-50.

Bayram, L. (2005). *Yönetimde yeni bir paradigma: Örgütsel bağlılık* (A new paradigm in management: Organizational commitment). *Sayıştay Dergisi*, 59, 125-139.

Bayram, N. (2010). *Yapısal eşitlik modellemesine giriş* (Introduction to structural equation modeling). Ezgi.

Bozođlu, G. (2011). *Örgüt kültürü ve örgütsel bađlılık aısından eđitim sektöründe Yalova ilinde karřılařtırmalı bir arařtırma* (A comparative research in the education sector in Yalova province in terms of organizational culture and organizational commitment) [Yüksek lisans tezi]. Yalova University, Yalova.

Büyüköztürk ř. (2011). *Sosyal bilimler için veri analizi el kitabı* (Manual of data analysis for social sciences). Pegem.

Büyüköztürk, ř., Kılıç-Çakmak, E., Akgün, Ö., Karadeniz, ř., & Demirel, F. (2019). *Bilimsel arařtırma yöntemleri* (Scientific research methods). Pegem.

Cameron, K. S., & Quinn, R. E. (2021). *Örgüt kültürü örgütsel tanı ve deđişim rekabetçi deđerler modeli* (Organizational culture, organizational diagnosis and change competitive values model) (M. K. Gülcan and N. Cemalođlu, Trans. Ed.). Pegem.

Can, An. (2018). *SPSS ile bilimsel arařtırma sürecinde nicel veri analizi* (Quantitative data analysis in scientific research process with SPSS). Pegem.

Ceylan, H., & Özgenel, M. (2021). Ortaokul öđrencilerinin okula bađlılıklarında önemli bir faktör: Okul kültürü (An important factor in secondary school students' commitment to school: School culture). *Temel Eđitim Dergisi*, 13, 32-46.

Cotton, K. (1996). *School size, school climate, and student performance. School improvement research series (SIRS)*. Retrieved from <https://education.northwest.org/sites/default/files/SizeClimateandPerformance.pdf>

Crispin, L. M. (2016). School size and student achievement: Does one size fit all? *Eastern Economic Journal*, 42, 630-662.

Çeliktaş, Z. (2019). *Örgüt kültürü ve örgütsel bađlılık* (Organizational culture and organizational commitment) [Yüksek lisans tezi]. Beykent Üniversitesi, İstanbul.

Çetin Gürkan, G. (2006). *Örgütsel bađlılık: Örgütsel iklimin örgütsel bađlılık üzerindeki etkisi ve Trakya Üniversitesi'nde örgüt iklimi ile örgütsel bađlılık arasındaki ilişkinin arařtırılması* (Organizational commitment: The effect of organizational climate on organizational commitment and investigating the relationship between organizational climate and organizational commitment at Trakya University) [Yüksek lisans tezi]. Trakya University, Edirne.

Çevik, A. ve Köse, A. (2017). Öđretmenlerin okul kültürü algıları ile motivasyonları arasındaki ilişkinin incelenmesi. *İnsan ve Toplum Bilimleri Dergisi*, 6(2), 996-1014.

Çevik, M. S. (2017). *Örgüt kültürünün yabancılaşma üzerindeki etkisi* (The effect of organizational culture on alienation) [Yüksek lisans tezi]. Siirt University, Siirt.

Çokluk, Ö., řekerciođlu, G., & Büyüköztürk, ř. (2012). *Sosyal bilimler için çok deđişkenli istatistik SPSS ve LISREL uygulamaları* (SPSS and LISREL applications for multivariate statistics for social sciences). Pegem.

Çöl, G., & Gül, H. (2005). Kişisel özelliklerin örgütsel bađlılık üzerine etkileri ve kamu üniversitelerinde bir uygulama (The effects of personal characteristics on organizational commitment and an application in public universities). *Atatürk University İktisadi ve İdari Bilimler Dergisi* 19(1), 291-306.

Dağlı, A., Elçiçek, Z., & Han, B. (2019). Örgütsel bağlılık ölçeğinin Türkçeye uyarlanması: Geçerlik ve güvenilirlik çalışması (The effects of personal characteristics on organizational commitment and an application in public universities. Adaptation of the organizational commitment scale into Turkish: A validity and reliability study). *Elektronik Sosyal Bilimler Dergisi*, 17(68), 1765-1777.

Demirçelik, E. (2017). *Okul müdürlerinin liderlik stilleriyle öğretmenlerin örgütsel sinizm ve örgütsel bağlılık algıları arasındaki ilişki* (The relationship between school principals' leadership styles and teachers' perceptions of organizational cynicism and organizational commitment) [Doktora tezi]. Gazi Üniversitesi, Ankara.

Demirtaş, Z. (2010). Okul kültürü ve öğrenci başarısı arasındaki ilişki (The relationship between school culture and student achievement). *Eğitim ve Bilim*, 35(158), 3-13.

Diker, O. (2014). *Algılanan liderlik tarzları, örgüt kültürü ve örgütsel bağlılık ilişkisinin turizm endüstrisinde incelenmesi* (Examining the relationship between perceived leadership styles, organizational culture and organizational commitment in the tourism industry) [Doktora tezi]. Eskişehir Osmangazi Üniversitesi, Eskişehir.

Doğan, E. Ş. (2013). *Örgüt kültürü ve örgütsel bağlılık* (Organizational culture and organizational commitment). Türkmen Kitabevi.

Elmas, B. (2019). *Ortaokullarda görev yapan öğretmenlerin tükenmişlik düzeyi ile örgüt kültürü arasındaki ilişki: İstanbul İli Küçükçekmece ilçesi örneği* (The relationship between the burnout level of teachers working in secondary schools and organizational culture: The case of Küçükçekmece district of Istanbul) [Yüksek lisans tezi]. İstanbul Aydın University, İstanbul.

Erceylan, N. (2010). *Yöneticilerin liderlik davranışlarının çalışanların örgütsel bağlılıkları üzerindeki etkileri ve bir araştırma* (The effects of the leadership behaviors of the managers on the organizational commitment of the employees and a research) [Yüksek lisans tezi]. İnönü Üniversitesi, Malatya.

Ergüç Şahan, B., & Özgenel, M. (2021). Pattern of the relationships between second school students' engagement to school and academic achievements and school effectiveness. *The Journal of International EducationScience*, 27(8), 86-103.

George, D., & Mallery, P. (2016). *IBM SPSS Statistics 26 step by step: A simple guide and reference*. Routledge.

Gezer, B. (2005). *Okul kültürünün öğrenci başarısı üzerindeki etkileri* (Effects of school culture on student achievement) [Yüksek lisans tezi]. Fırat University, Elazığ.

Güçlü, N. (2003). Örgüt kültürü (Organization culture). *Gazi University Sosyal Bilimler Dergisi*, 23(2), 61-85.

Güçlü, N., Yıldırım, K., & Daşçı, E. (2016). Güçlü ve zayıf kültürel özellikler açısından okul kültürünün incelenmesi. *Uşak University Eğitim Araştırmaları Dergisi*, 2(3), 91-111.

Gülençer, M. (2017). *Örgüt kültürü ile örgütsel bağlılık ilişkisi: Osmangazi University sağlık uygulama ve araştırma hastanesinde bir araştırma* (The relationship between organizational culture and organizational commitment: A study in Osmangazi University health practice and research hospital) [Yüksek lisans tezi]. Bilecik Şeyh Edebali University,

Bilecik.

Günel, Y. (2014). *Etkili okul değişkenlerinin öğrenci başarısı ile ilişkisi ve okul hesap verebilirliği* (The relationship of effective school variables with student achievement and school accountability) [Yüksek lisans tezi]. Ankara Üniversitesi, Ankara.

Güven, P. (2019). *İlkokul ve ortaokul öğrencilerinin akademik başarılarının yordanmasında ana babanın akademik başarıya ilişkin beklentisi ve eğitime katılımının rolü* (The role of parents' expectations of academic success and participation in education in predicting the academic achievement of primary and secondary school students) [Yüksek lisans tezi]. Kastamonu University, Kastamonu.

İra, N. & Şahin, S. (2011). Örgüt kültürü ölçeğinin geçerlilik ve güvenilirlik çalışması (Validity and reliability study of organizational culture scale). *Sosyal Bilimler Dergisi*, 9(1), 1-14.

Kalfa, Y. (2006). *Okul büyüklüğünün kalite, verim ve öğrenci başarısına etkisi* (The effect of school size on quality, efficiency and student achievement) [Yüksek lisans tezi]. Marmara University, İstanbul.

Karakoç, S. (2019). *Örgüt kültürünün örgütsel bağlılığa etkisi: Çanakkale'deki mikro ve küçük ölçekli işletmeler üzerine bir araştırma* (The effect of organizational culture on organizational commitment: A research on micro and small scale enterprises in Çanakkale) [Yüksel lisans tezi]. On Sekiz Mart Üniversitesi, Çanakkale.

Karakütük, K., & Tunç, B. (2004). Okul büyüklüğü-sınıf büyüklüğü (School size-class size). *Akdeniz Üniversitesi Eğitim Fakültesi Dergisi*, 1(1), 9-22.

Karakütük, K., Tunc, B., Bülbül, T., Özdem, G., Tasdan, M., Çelikkaleli, Ö., & Bayram, A. (2014). Examining the relationship between school size and school climate in public high schools. *Eğitim ve Bilim*, 39(171), 304-316.

Karakütük, K., Tunç, B., Güngör, S., Bülbül, T., & Özdem, G. (2006). The effect of school size on the sense of belonging, attendance, discipline and communication in school. *International Perspectives on Education and Training*. Athens: Published by Athens Institute for Education and Research, 457-472.

Kaya, Z. (2011). *Koro eğitiminde yapılandırmacı yaklaşımın tutum, öz-yeterlik algısı ve akademik başarıya etkisi* (The effect of the constructivist approach on attitude, self-efficacy perception and academic achievement in choir education) [Doktora tezi]. İnönü University, Malatya.

Kayış, E., & Gülcan, M. K. (2020). Cameron-Quinn örgüt kültürü tipleri ile yenilikçilik arasındaki ilişkinin incelenmesi (Examining the relationship between Cameron-Quinn organizational culture types and innovation). *ResearchStudies Anatolia Journal*, 3(1), 95-106.

Keçeli-Kaysılı, B. (2008). Akademik başarının arttırılmasında aile katılımı (Family involvement in increasing academic success). *Ankara University Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 9(1),69-83.

Köklü, N., Büyüköztürk, Ş., & Çokluk-Bökeoğlu, Ö. (2007). *Sosyal bilimler için istatistik* (Statistics for the social sciences). Pegem.

Köse, O. (2014). *Örgüt kültürü ve örgütsel bağlılık arasındaki ilişkinin incelenmesi: Bir kamu kurumunda alan araştırması* (Examining the relationship between organizational culture and organizational commitment: A field study in a public institution) [Doktora tezi]. Sakarya University, Sakarya.

Manyas, S. (2018). *Örgüt kültürü ile örgütsel bağlılık arasındaki ilişki: İstanbul Üniversitesi çalışanları üzerine bir araştırma* (The relationship between organizational culture and organizational commitment: A research on Istanbul University employees) [Yüksek lisans tezi]. İstanbul Gelişim University, İstanbul.

McMillen, B. J. (2004). School size, achievement, and achievement gaps. *Education Policy Analysis Archives*, 12(58), 1-24.

Meriç, Ç. (2018). *İlkokullarda örgüt kültürü ve örgütsel yaratıcılık ilişkisinin yönetici ve öğretmen görüşlerine dayalı olarak değerlendirilmesi: Balıkesir ili örneği* (Evaluation of the relationship between organizational culture and organizational creativity in primary schools based on the opinions of administrators and teachers: The case of Balıkesir province) [Yüksek lisans tezi]. Balıkesir University, Balıkesir.

Meyer, J. P., & Allen, N. J. (1991). A Three-component conceptualization of organizational commitment. *Human Resource Management Review*, 1(1), 61-89.

Meyer, J. P., Allen, N. J., & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, 78(4), 538.

Nathan, J., & Thao, S. (2007). *Smaller, safer, saner successful schools*. National Clearing house for Educational Facilities. <https://files.eric.ed.gov/fulltext/ED539481.pdf>

Negis Işık, A. (2010). *Başarılı bir ilköğretim okulunda örgüt kültürü: Etnografik bir durum çalışması* (Organizational culture in a successful primary school: an ethnographic case study) [Doktora tezi]. Selçuk University, Konya.

Olgungül, F. K. (2017). *Örgütsel bağlılık ve çalışma süresi ilişkisi üzerine bir araştırma: Devlet ve özel ortaöğretim okullarında görev yapan öğretmenler örneği* (A research on the relationship between organizational commitment and working time: The sample of teachers working in public and private secondary schools) [Doktora tezi]. Gazi Üniversitesi, Ankara.

O'Reilly, C., & Chatman, J. (1986). Organizational commitment and psychological attachment: The effects of compliance, identification, and internalization on prosocial behavior. *Journal of Applied Psychology*, 71(3), 492-499.

Otrar, M. (2006). *Öğrenme stilleri ile yetenekler, akademik başarı ve ÖSS başarısı arasındaki ilişki* (The relationship between learning styles and abilities, academic achievement and OSS success) [Doktora tezi]. Marmara University, İstanbul.

Öğülmüş, S., & Özdemir, S. (1995). Sınıf ve okul büyüklüğünün öğrenciler üzerindeki etkisi (The effect of class and school size on students). *Eğitim Yönetimi*, 2(2), 261-273.

Özcan, B. (2011). *Örgüt kültürü ve örgütsel bağlılık ilişkisi: Bankacılık sektöründe bir araştırma* (The relationship between organizational culture and organizational commitment: A research in the banking sector) [Yüksek lisans tezi]. Pamukkale University, Denizli.

Özen, Y., & Gül, A. (2007). Sosyal ve eğitim bilimi arařtırmalarında evren örneklem sorunu (The population sampling problem in social and educational science research). *Atatürk University Kazım Karabekir Eğitim Fakültesi Dergisi*, 15, 394-422.

Özgan, H., Külekçi, E., & Özkan, M. (2012). Analyzing of the relationships between organizational cynicism and organizational commitment of teaching staff. *International Online Journal of Educational Sciences*, 4(1), 196-205.

Özgenel, M. (2019). An antecedent of teacher performance: Occupational commitment. *International Journal of Eurasian Education and Culture*, 7, 100-126.

Özgenel, M. (2021). The effect of quality of life work on organizational commitment: A comparative analysis on school administrators and teachers. *İlköğretim Online*, 20(1), 129-144.

Özgenel, M., & Bozkurt, B. N. (2019). Two factors predicting the academic success of high school students: Justice in classroom management and school engagement. *Kuram ve Uygulamada Eğitim Yönetimi*, 25(3), 621-662.

Özgenel, M., & Çetin, M. (2021). Effects of Organizational cynicism occupational commitment and Organizational dissent on knowled geinertia. *Kalem Eğitim ve İnsan Bilimleri Dergisi*, 11(2), 365-389.

Özgenel, M., & Koç, M. H. (2020). An investigation on the relationship between teachers' occupational commitment and school effectiveness. *International Journal of Eurasian Education and Culture*, 8, 494-530.

Özgenel, M., Canpolat, Ö., & Yağın, E. (2020). School culture as a tool for the development of occupational commitment. *İnsan ve Toplum*, 10(3), 28-56.

Özgenel, M., Dursun, I. E., Yıldız, B. B., & Mert, P. (2021). School culture's impact on school effectiveness and performance: Comparison of teachers' and administrators' views. *Eğitim ve İnsani Bilimler Dergisi: Teori ve Uygulama*, 12(24), 245-273.

Özgenel, M., Parlar, H., Ataç, M. Ataç, İ. & Ataç, H. D. (2021). Covid-19 sürecinde örgütsel bağıllık: Öğretmenler üzerine ilişkisel bir analiz (Organizational commitment in the covid-19 process: A relational analysis on teachers). *Batı Anadolu Eğitim Bilimleri Dergisi*, 12(2), 805-819.

Özgüler, N. (2014). İlk ve ortaokullarda okul büyüklüğünün bazı deęişkenler açısından incelenmesi (Examination of school size in terms of some variables in primary and secondary schools) [Yüksek lisans tezi]. Zirve University, Gaziantep.

Özgüler, N. (2019). Okul büyüklüğünün bazı deęişkenler açısından incelenmesi (Examination of school size in terms of some variables). *Journal of Institute of Economic Development and Social Researches*, 5(16), 21-32.

Özkal, N., & Çetingöz, D. (2006). Akademik başarı, cinsiyet, tutum ve öğrenme stratejilerinin kullanımı (Academic achievement, gender, attitude and use of learning strategies). *Kuram ve Uygulamada Eğitim Yönetimi*, 46, 259-275.

Özkan, S. (2010). İlköğretim okulu öğretmenlerinin örgütsel bağıllığı ve iş deęerleri (Organizational commitment and work values of primary school teachers) [Yüksek lisans tezi]. Mersin Üniversitesi, Mersin.

Öztürk, N. (2015). *Eğitim örgütlerinde örgüt kültürü ve öğretmen liderliği: Lider-üye etkileşiminin aracılık rolü* (Organizational culture and teacher leadership in educational organizations: The mediating role of leader-member interaction) [Doktora tezi]. Gaziantep University, Gaziantep.

Parseyhan, B. G. (2014). *Etkileşimci ve dönüşümcü liderlik davranışları ile örgütsel bağlılık ilişkisinde örgüt kültürünün rolü: Sağlık kuruluşunda bir uygulama* (The role of organizational culture in the relationship between transactional and transformational leadership behaviors and organizational commitment: An application in a health institution) [Doktora tezi]. İstanbul Aydın University, İstanbul.

Pehlivan, B., & Özgenel, M. (2020). Examination of the relationship between school climate perceptions of students in different high schools and their attachment to school and academic success. *TAY Journal*, 4(2), 152-166.

Reimer Jones, K., & Ezeife, A. N. (2011). School size as a factor in the academic achievement of elementary school students. *Psychology*, 2(8), 859-868

Sarıer, Y. (2016). Türkiye’de öğrencilerin akademik başarısını etkileyen faktörler: Bir meta-analiz çalışması (Factors affecting the academic success of students in Turkey: a meta-analysis study). *Hacettepe University Eğitim Fakültesi Dergisi*, 1-19.

Schein, H. E. (1990). Organizational culture. *American Psychologist*, 45(2), 109-119.

Suna, H. E., Özer, M., Şensoy, S., Gür, B. S., Gelbal, S., & Aşkar, P. (2021). Türkiye’de akademik başarının belirleyicileri. *Journal of Economy Culture and Society*, 64, 143-162.

Şimşek, A. (2014). Örgüt kültürü: Kuramsal bir bakış (Organizational culture: A theoretical perspective). *Çağdaş Yönetim Bilimleri Dergisi*, 1(1), 14-22.

Şişman, M. (2014). *Kültürler ve örgütler* (Cultures and organizations). Pegem.

Terzi, A. R. (2005). İlköğretim okullarında örgüt kültürü (Organizational culture in primary schools). *Kuram ve Uygulamada Eğitim Yönetimi*, 43, 423-442.

Terzi, Y. (2019). *Anket, güvenilirlik-geçerlilik analizi* (Survey, reliability-validity analysis). https://personel.omu.edu.tr/docs/ders_dokumanlari/1030_32625_1500.pdf

Tutar, H. (2017). *Örgüt kültürü* (Organization culture). Detay Yayıncılık.

Türkkan, E. (2017). *Örgüt kültürü ile örgütsel bağlılık arasındaki ilişkinin incelenmesi: İstanbul Ticaret Üniversitesi personeli örneği* (Examining the relationship between organizational culture and organizational commitment: The sample of Istanbul Commerce University staff) [Yüksek lisans tezi]. İstanbul Ticaret University, İstanbul.

Usta, G., & Şimşek, A. S. (2014). *Okul büyüklüğü ile öğrenci başarısı arasındaki ilişkide okul özelliklerinin aracılık etkisi: PISA 2012 Türkiye* (The mediating effect of school characteristics on the relationship between school size and student achievement: PISA 2012 Turkey). IV. Ulusal Eğitimde ve Psikolojide Ölçme ve Değerlendirme Kongresi.

Uzun, İ. (2020). *Büyükşehir belediye çalışanlarının örgüt kültürü ve örgütsel bağlılıklarının araştırılması: Karşılıklı bir analiz* (Investigation of organizational culture and organizational commitment of metropolitan municipality employees: A mutual analysis) [Yüksek lisans tezi]. Bandırma On Yedi Eylül University, Balıkesir.

Ünlü, U. (2019). *Örgüt kültürünün ve terfi uygulamalarının örgütsel bağlılık üzerindeki etkisi* (The effect of organizational culture and promotion practices on organizational commitment). Türkmen Kitabevi.

Yabaş, D. (2008). *Farklılaştırılmış öğretim tasarımının öğrencilerin özyeterlik algıları, bilişüstü becerileri ve akademik başarılarına etkisinin incelenmesi* (Investigation of the effect of differentiated instructional design on students' self-efficacy perceptions, metacognitive skills and academic achievement) [Yüksek lisans tezi]. Yıldız Teknik University, İstanbul.

Yahyagil, M. (2004). Denison örgüt kültürü ölçme aracının geçerlik ve güvenilirlik çalışması: Ampirik bir uygulama (Validity and reliability study of Denison organizational culture measurement tool: An empirical application). *Yönetim Dergisi*, 47, 53-76.

Yenidünya, A. (2005). *Lise öğrencilerinde rekabetçi tutum, benlik saygısı ve akademik başarı ilişkisi* (The relationship between competitive attitude, self-esteem and academic achievement in high school students) [Yüksek lisans tezi]. Marmara University, İstanbul.

Yetim, Z. (2015). *İlköğretim kurumlarında dağıtımcı liderlik ile örgütsel bağlılık arasındaki ilişki (Seydikemer örneği)* (The relationship between distributed leadership and organizational commitment in primary education institutions (Seydikemer example)) [Yüksek lisans tezi]. İstanbul Aydın Üniversitesi, İstanbul.

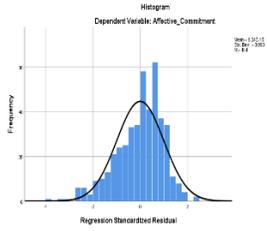
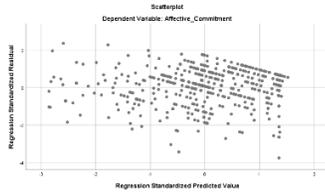
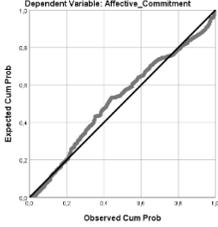
Yılmaz, Y. (2018). *Örgüt kültürü ve örgütsel bağlılık ilişkisinin kamu kurumlarında incelenmesi: İstanbul Vergi Dairesi Başkanlığı örneği* (Examining the relationship between organizational culture and organizational commitment in public institutions: The case of Istanbul Tax Office) [Yüksek lisans tezi]. Nişantaşı University, İstanbul.

Yüksel, S., Özgenel, M., & Bilgivar, O. O. (2022). Okul müdürlerinin kullandıkları çatışma çözme stratejileri ile öğretmenlerin motivasyonları ve örgütsel bağlılıkları arasındaki ilişkilerin incelenmesi (Examining the relationship between the conflict resolution strategies used by school principals and teachers' motivation and organizational commitment). *TEBD*, 20(3), 787-805. <https://doi.org/10.37217/tebd.1104856>

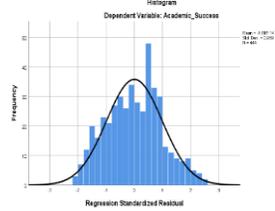
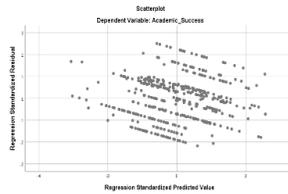
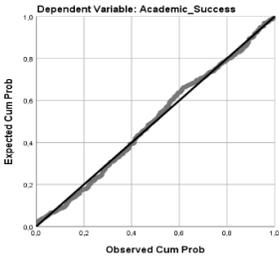
Appendix

Multiple Regression Analysis Charts

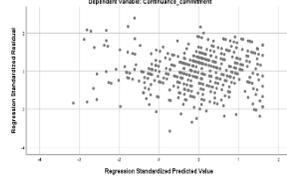
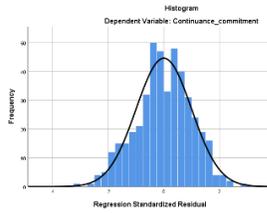
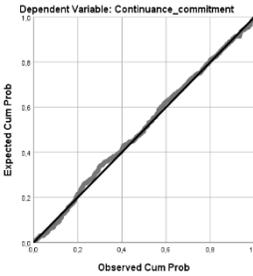
Normal P-P Plot of Regression Standardized Residual



Normal P-P Plot of Regression Standardized Residual

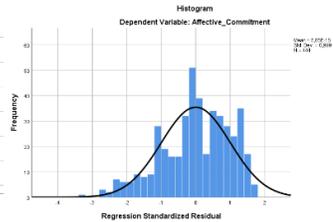
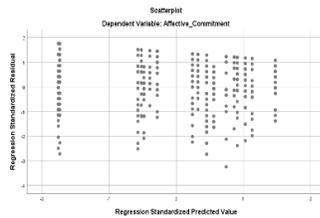
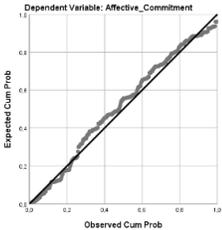


Normal P-P Plot of Regression Standardized Residual

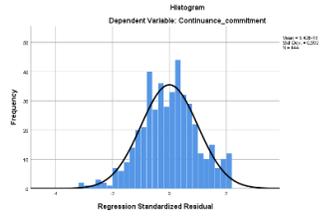
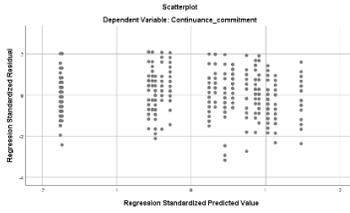
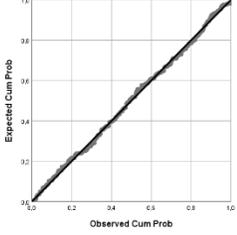


Simple Regression Analysis Charts

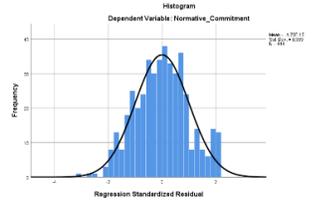
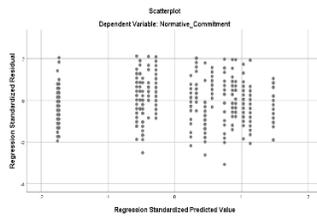
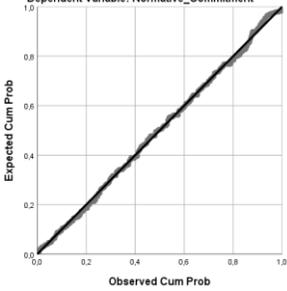
Normal P-P Plot of Regression Standardized Residual



Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Continuance_commitment

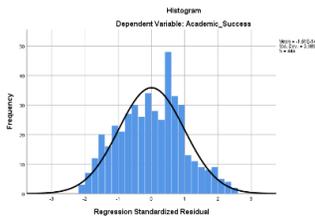
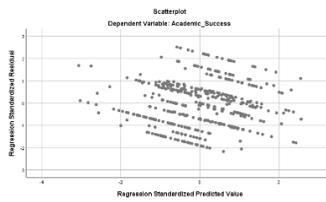
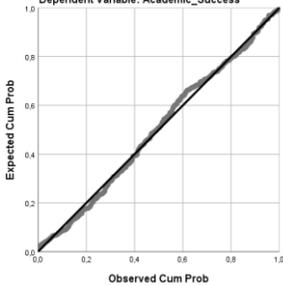


Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Normative_Commitment



Hierarchical Regression Analysis Charts

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Academic_Success





2023, 12 (3), 1502-1519 | Research Article

Commodification of the Subject in Presentations of Virtual Sexual Identity

Nurgül ERGÜL GÜVENDİ¹

Abstract

When the profiles created in social networks and the content produced are examined, the problem of commodification of the subject, especially in sexual identity presentations, draws attention. For this reason, in this study, emotions, thoughts, values and situations that cause objectification of people were investigated. This research has four aims: to create a conceptual framework regarding the sexuality perception of obscene content producers in social media, to investigate the motivations that cause people to create obscene content, to identify common points that affect the network preferences of content producers and to contribute to the literature on social media studies. For this purpose, case analysis method, one of the qualitative research methods, was used. The data were collected from social media applications named Instagram, Tender, Twitter by using purposeful criterion sampling method. Users who stand out with their sexual identity presentation on these platforms were asked questions in four different categories. These categories are users' opinions about the phenomenon of sexuality, the reasons for their social network preferences, why they prefer the presentation of sexual identity (common goals) and the problems they experience on these platforms. The findings of the research are as follows: The phenomenon of sexuality is seen as an escape from real life, freedom, pleasure, communication tools and discovery. The reasons why the participants prefer social networks are the ease of access, ease of sharing, the fact that these applications carry less risk than in real life, and the advantage of control. The common goals of users are economic freedom, recognition and self-realization. Problems arising from the presentation of sexual identity are disconnection from real life, exclusion, harassment and depression. Our results clearly show that sexual identity presentations created through social media applications commodify the individual and individual values. We think that our results will contribute to the current literature and will be good ground for new research to be conducted.

Keywords: Identity, Presentation of Sexual Identity, Production of Sexual Content, Commodification of the Subject, Social Media.

Ergül Güvendi, N. (2023). Commodification of the Subject in Presentations of Virtual Sexual Identity . Journal of the Human and Social Science Researches , 12 (3) , 1502-1519 . <https://doi.org/10.15869/itobiad.1257538>

Date of Submission	28.02.2023
Date of Acceptance	27.08.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹Dr, Sivas Cumhuriyet University, Marketing and Advertising, Sivas, Türkiye, nurgulergul@gmail.com, ORCID:0000-0002-9473-1474



Sanal Cinsel Kimlik Sunumlarında Öznenin Metalaştırılması

Nurgül ERGÜL GÜVENDİ¹

Öz

Sosyal ağlarda oluşturulan profiller ve üretilen içerikler incelendiğinde özellikle cinsel kimlik sunumlarında öznenin metalaşması sorunu dikkat çekmektedir. Bu nedenle bu çalışmada duygu, düşünce, değer ve kişilerin nesneleşmesine neden olan durumlar araştırılmıştır. Araştırmanın dört amacı bulunmaktadır. Sosyal medyada müstehcen içerik üreticilerinin cinsellik algısına ilişkin kavramsal bir çerçeve oluşturmak, kişilerin müstehcen içerik oluşturmalarına neden olan motivasyonları araştırmak, içerik üreticilerinin ağ tercihlerini etkileyen ortak noktaları belirlemek ve sosyal medya çalışmaları ile ilgili literatüre katkı sunmak. Bu amaçla nitel araştırma yöntemlerinden vaka analizi yöntemi kullanılmıştır. Veriler Instagram, Tender, Twitter isimli sosyal medya uygulamalarından amaçlı ölçüt örnekleme yöntemi kullanılarak toplanmıştır. Bu sosyal medya uygulamalarında cinsel kimlik sunumu ile öne öne çıkan kullanıcılara, dört farklı kategoride sorular sorulmuştur. Bu kategoriler, kullanıcıların cinsellik olgusu hakkındaki görüşleri, sosyal ağ tercihlerinin sebepleri, neden cinsel kimlik sunumunu tercih ettikleri (ortak hedefleri) ve bu platformlarda yaşadıkları sorunlardır. Araştırma sonucunda ulaşılan bulgular şu şekildedir: Cinsellik olgusu gerçek hayattan kaçış, özgürlük, zevk, iletişim aracı ve keşif olarak görülmektedir. Katılımcıların sosyal ağları tercih etme nedenleri, erişim kolaylığı, paylaşım kolaylığı, bu uygulamaların gerçek yaşamdakine oranla daha az risk taşımaya ve kontrol avantajıdır. Kullanıcıların ortak hedefleri ise ekonomik özgürlük, tanınma ve kendini gerçekleştirmedir. Cinsel kimlik sunumundan kaynaklanan sorunlar ise gerçek hayattan kopma, dışlanma, taciz ve depresyondur. Ulaşılan sonuçlar sosyal medya uygulamaları vasıtası ile oluşturulan cinsel kimlik sunumlarının birey ve bireye ait değerleri metalaştırdığını açıkça göstermektedir. Ulaşılan bulguların bundan sonraki çalışmalarda ilgili literatüre katkı sunacağı düşünülmektedir.

Anahtar Kelimeler: Kimlik, Cinsel Kimlik Sunumu, Cinsel İçerik Üretimi, Öznenin Metalaştırılması, Sosyal Medya

Ergül Güvendi, N. (2023). Sanal Cinsel Kimlik Sunumlarında Öznenin Metalaştırılması . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1502-1519 . <https://doi.org/10.15869/itobiad.1257538>

Geliş Tarihi	28.02.2023
Kabul Tarihi	27.08.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Öğr. Gör., Dr., Sivas Cumhuriyet Üniversitesi, Yıldızeli MYO, Pazarlama ve Reklamcılık, Sivas, Türkiye, nurgulergul@gmail.com, ORCID:0000-0002-9473-1474

Introduction

Identity is a concept that is defined in different ways in different areas and covers the physical, cognitive and social development processes of the individual. Basically, it is defined as an individual's answer to the question "who am I". Identity has two basic components: discovery and development process (Ericson, 1968). According to Erikson, the discovery process is the adolescence process. According to Arnett, identity discovery continues through adulthood (Arnett, 2000, p. 469-480). Individual identity is developed in three different areas in adulthood: work, love and worldview (Arnett, 2000, p. 469-480). Berzonsky proposed three types of identity styles: knowledge-oriented, norm-oriented, and avoidance-oriented (Berzonsky, 1992, p. 112-215). It is emphasized that information-oriented individuals consider many alternatives, norm-oriented individuals tend to conform to the expectations of society and family, and avoidance-oriented individuals prefer to avoid decisions about identity (Berzonsky, 1992, p. 112-215). The common point of these approaches is the question of how identity is formed. Identity formation is based on two basic approaches, the subjectivist and the objectivist approach. According to the subjectivist approach, identity is a true self (essence) that is consistent and more or less the same throughout life. This approach has been criticized for giving importance to the internal structure of the organism and ignoring its external environment and changes (Doğan, 2000, p. 21). According to the objectivist approach, identity is the integrity, consistency and continuity resulting from the interaction and communication of the organism with its entire external environment as well as its internal dynamics (Marshall, 2000, p. 9-12). According to Smith (2002, p. 139), the elements that make up identity are family, gender, class, religion, ethnicity and nation. These identities may change according to time and circumstances. The interaction of the person with the external environment is important in collective identities (Aşkın, 2007). For this reason, the age, society, values and personal needs of a person are the main variables that determine the formation of identity. Individual identity formation depends on interpersonal relations, and collective identity formation depends on intergroup relations (Bilgin 2007, p. 14). According to identity theories, the person treats himself/herself as an object and is in relation to other social categories (Aşkın, 2007). According to structuralism and poststructuralism, the formation of identity depends on language and representation. Michel Foucault (2003, p. 46-59) draws attention to the importance of discourse as well as language and representation in identity formation. According to Foucault, what constitutes the subject and its experience is discourse and objectification takes place in three ways. These are general grammar-philology, practical objectification and self-objectification. According to the self-objectification approach, the subject is constructed with body and identity features. What builds is the institutions of the age, the discourses of these institutions and the power relations (Foucault, 2003, p. 49-56). In general, identity formation and sexual identity formation, which is one of the important elements of identity, is complex and multi-component. Identity formation occurs as a result of the interaction of factors such as the individual's age, cultural environment, idioms and social interactions. Gender identity formation is related to how an individual defines his/her own gender. This includes elements such as biological gender, sexual orientation and gender. Personal experiences, cultural experiences, psychological differences and cultural differences are very important for the formation of general and sexual identity (Golombok et al. 2008; Cohen Kettenis and Gooren 1999; Zucker 2002). According to the discursive approach,

one of the important tools of identity formation is symbols and narrative (Özdemir, 2010, p. 18-19). In this construction process, the role of media and media tools is very important in terms of cultural and sociological impact. According to Baudrillard, media transforms individuals into objects of production. These individuals, designed by the media, are expressed as the commodification of the subject (Baudrillard, 2018). Media tools cause sociological changes on a national and global scale. These changes are image and representation, identification, social pressure, gender roles and reinforcement of common stereotypes. Recent research on public online communication shows that at least one in ten teens is involved in sexual self-presentation on social networking sites (Hall, West ve McIntyre, 2012, p. 76). Sexual behaviors can be shaped by many factors such as biological, social, psychological, cultural, political, economic and legality (Öz and Kisa, 2023). In addition, reasons such as attracting attention, communication, archiving, entertainment (Sung et al., 2016), self-affirmation, belonging and documentation are also effective in determining sexual behaviors (Etgar-Ami and chai-Hamburger, 2017; Seidman, 2013). The way people express their sexual preferences is one of the ways of presenting themselves. Self-presentation is actually an effort to control the impression one gives to others (Goffman, 2014, p. 33-59). Studies on self-presentation show that individuals perform these behaviors by taking on some roles and using social masks (Goffman, 2014, p. 56). Self-presentation strategies, on the other hand, refer to the reasons and ways of expressing information about oneself to others (Schwenker, 2003, p. 98). Self-presentation includes all behaviors that produce and maintain the desired self-image and motivation to manipulate the self-perception of others (Leary and Kowalski, 1990). According to the theory of self-perception (Bem, 1972, p. 67), the willingness of young people to share explicit photos on social networks and to participate in sexual messaging is closely related. According to this theory, people form an opinion about themselves and their behavior by observing themselves from the viewer's point of view (Bem, 1972, p. 8). As a result, when people present certain traits to others, these traits become more apparent to them and the likelihood that future behavior will be formed accordingly increases (Schlenker et al., 1994). Such motivations are associated with personality traits such as conscience, emotional stability, openness to experience, self-esteem (Etgar-Ami and chai-Hamburger, 2017; Seidman, 2013), and narcissism (Reed et al., 2018; Sung et al., 2016). One of the prominent elements in the identification and presentation process of individuals is the phenomenon of sexual identity. Social media applications where sexual content is widely shared are very important in terms of identity presentations. These applications are preferred because of their possibilities such as allowing people to be visible, creating the desired profile, and having unlimited interaction with others. The main point that makes social networks and the sexual identity presentations created in these networks important is that individuals present themselves as commodities in these networks (Debord, 1990, p. 13-17; Veblen, 2015). The most important point that draws attention to the problem of commodification is that the subject presents himself/herself as a parameter of change. "A commodity is an external object, something that satisfies human needs with its properties" (Marx, 2011, p. 49). Commodification, on the other hand, is the acquisition of a market (exchange) value for services, products, people or relationships that had no market value before. Commodification, the main criticism of Karl Marx's commodity theory, is the objectification of things for the purposes of the capitalist system (Marx, 2003). According to this approach, at the end of the

objectification process, commodities change their initial value and status. This change is called exchange value. According to Marx, the reason why commodities become fetish is that the basic quality of things is changed and gains an objective character. For Vincent, commodification is a secret social contract that transforms everything into a commodity to be bought and sold (Vincent, 2003). The most important result of this situation is the transformation of life, including human beings, into a commodity that can be bought and sold. Lukacs expands the framework of commodity fetishism and states that commodification is transformed into exchange value in all fields such as human, culture, art (Lukacs, 2006). The commodity has two separate qualities as use value and exchange value. For this reason, commodity is distinguished from utility, usefulness, use and exchange values. The distinction between exchange value and use value has led to the loss of originality and qualities (Marx, 2011). What qualities are destroyed? Is it only the qualities that are destroyed or is it the person himself/herself? These questions formed the main motivation of the research. This study has four aims: (a) investigating sexuality perceptions of people who produce obscene content on social media (b) investigating the motivations that cause people to create obscene content (c) investigation of the reasons affecting the network preferences of content producers (d) contributing to the current literature on identity presentation and social media studies. For these purposes, the relevant literature is included in the first part of the study. In the second part of the research (case study), open-ended questions asked to content producers were classified using semi-structured interview forms. In the third part, the findings were analyzed, and in the fourth and last part, the results were evaluated.

Sexual Identity

The gender characteristics of the individual and the whole personality are a whole, so the phenomenon of gender cannot be considered independently of the individual's personal characteristics. Gender identity is the identification of oneself with a specific biological gender. The term "sexual identity" was first used by Hooker and Stoller in the 1960s (Zucker, 2005, p. 65). Stoller (1964, p. 13) defined a child's basic belief that they belong to a gender as gender identity. Gender identity is the way an individual perceives and identifies with those with whom they feel romantic and sexually attracted (Reiter, 1989). Social gender is the determination of the gender roles of boys and girls by society. The basic features that determine gender roles such as privileges and limitations are determined according to the common acceptances of societies such as belief and tradition. The main difference of gender from sexual identity is that gender roles are classified according to social and psychological characteristics, unlike biological sex. In social gender, gender roles are determined as socio-culturally. Gender identity, once considered a dual demographic, is now recognized as a complex combination of male and female identities (Holt and Ellis, 1998, p. 66). In gender identity, the person does not have to be biologically male or female (Fraser, 2008, p. 22). In contrast, traditional gender norms are social constructs, so they change over time (Edwards and Jones, 2009, p. 51). Body and gender perceptions have changed with the effect of the period and cultural conditions. Transformations such as rationalism, modernity, and the medical revolution are some periods in which these changes are clearly seen (Öztürk, 2012, p. 1). These changes have been shaped by philosophical, social, political and ideological factors. Discussions about body and gender characteristics are based on gender roles, gender, gender inequalities and ideological differences. The presentation of sexual identity expresses the gender of the individual, how he/she expresses this gender and

how he/she behaves in society. This presentation includes the process of finding the balance between an individual's sexual identity and social expectations (Vatandaş, 2007). One of the important distinctions in this regard is the difference between the concepts of self and identity. The self is the potential wholeness that the human mind has shaped by social experiences. Identity, on the other hand, is the reflection of this socially shaped potential to the outside world with a conscious awareness (Kurtkan, 1982, p. 151). Therefore, individual identity depends on the presence of the other person. According to Goffman's Self-Presentation Theory, individuals try to influence the people they interact with and to control their impressions of themselves (Goffman, 2009). According to Mead's Theory of the Self, this results in the individual becoming an object in social life (Mead, 1972). In Rogers' Phenomenological Theory of Self, the individual is at the center of his/her own world (Rogers, 1902/1987). According to the Mirror Self Theory, it is the individual's view of himself/herself and his/her perception of how others see themselves, which determines the self-views of individuals (Cooley, 1902). According to Self-Perception Theory, when a game (action) is rewarded, it turns into behavior. According to the theory, this is an overjustification. According to the theory, people perform their actions because they like it (intrinsic motivation) or because they get rewards in return (extrinsic motivation). If an individual does something because he or she likes it and is rewarded in return, that action becomes an overly justified action (Bem, 1965/1972). Theories that deal with human actions in the context of 'self-presentation' are as follows: Self-Explanation, Dramaturgy, Self-Ascension Theory, Self-Expression and Image Theory. According to the Self-Explanation Theory, people act to confirm their positive or negative opinions (Deci and Ryan, 1985). According to Dramaturgy Theory, people think in terms of staging their interactions and relationships in social life. According to this theory, there are two different role classifications: what others see and what they see (Goffman, 1959). According to Self-Ascension Theory, people try to bring their positive features to the forefront in their relationships and try to minimize their negative features. According to this approach, the purpose of individuals is to gain the appreciation of others (Taylor, 1989). According to Self-Expression Theory, people believe that by sharing their emotional, private secrets with other people, they will create a positive impression (Altman and Taylor, 1973). According to Image Management Theory, people aim to create a positive impression on other people in their relationships. According to the theory, behavior is determined by how people want to be seen to others (Goffman, 1959). All these approaches are very important in terms of how people's self-perceptions are formed, revealing the factors that determine their attitudes and behaviors, and determining the effects of individual and social factors. These theories are very important for understanding the situations that cause people to commodify themselves, which is the main motivation of the research. For this reason, the reasons for presenting sexuality as a pure identity, the meanings attributed to the phenomenon of sexuality, the preferred social networks and the situations caused by these behaviors have been investigated within the scope of self-presentation theories that include psychological and sociological foundations.

Production of Sexually Implicit Content in Social Media

Gender identity is not visible or obvious in nature and can be shared or hidden in a variety of social settings. Sharing or not sharing a sexual identity depends on a

particular social situation or a particular person drawing attention to their identity (Doan and Mize, 2020, p. 11). Social networks allow the realization of purposes such as attracting attention, displaying oneself, and gaining appreciation. When people use social media platforms, they create "digital beacons" of their activity and identity (Hepekiz, 2019). These digital beacons offer a unique opportunity to analyze how, in the social context, they manage and disclose information about their lives, including their sexuality (Haimson and Hoffman, 2016, p. 55). In a place like the United States, sexuality is a central part of people's identities, influencing their worldview, life experience, and environment (Schnabel, 2018). People express their sexual identity online as digital social media often become key areas for self-expression and impression management. While online spaces were once more personal social spaces, they are increasingly integrated with offline social spaces (Boyd 2014; Jurgenson, 2011; Orne, 2017). Research into the impulsive use of internet pornography as a subfield of hypersexuality has become the focus of empirical research in recent years (Carol et al., 2008; Doring, 2009; Griffiths, 2012). The use of Internet pornography has become increasingly popular in Western culture (Caroll et al., 2008; Doring, 2009; Griffiths, 2012). Parallel to this increase, there has been a dramatic increase in the problematic use of internet pornography (Carol et al., 2008; Manning, 2006; Owens et al., 2012). CPUi has examined internet pornography use in three areas: (a) patterns of addiction associated with internet pornography use (b) feelings of guilt associated with internet pornography use (c) online social sexual behavior. Although the initial analyzes of the inventory were promising, the inventory was long (consisting of 32 items) and had not been tested with other measures of psychological performance. The Pornography Consumption Inventory (Reid et al., 2010) analyzes pornography use motivations and this inventory provides a model. There are many valuable tools that measure hypersexuality, online behavior, and attitudes towards pornography. However, content producers have different sources of motivation for the goals and results they want to achieve. Another important question is why sexual content producers prefer different social platforms. For this reason, it is necessary to investigate the meaning that sexual content producers attribute to the phenomenon of sexuality, the sources of motivation and the reasons for choosing the platform, to explain the causal relationships associated with the formation of sexual identity.

Methodology

The study examines the question of what active social media users think about the phenomenon of sexuality and production of sexual content by using the case study pattern, which is one of qualitative research methods. Qualitative research is analysis of findings regarding social events and phenomena. Case study is a type of qualitative research where the researcher extensively analyzes a case or a few cases and presents themes associated with these cases (Creswell, Hanson, Clark Plano, Morales, 2007). The study group of our research consists of 30 social media content producers who actively produce sexual content in social media. 11 of these content producers use Instagram, 10 use Tinder and 9 use Twitter. Out of 11 Instagram content producers, 8 are women and 3 are men; out of 10 Tinder content producers, 9 are women and 1 is man; and out of 9 Twitter content producers, 2 are women and 7 are men. The participants were determined from social media platform (nonrandom sampling) using the purposive sampling method by considering the criterion sampling criteria. Criterion sampling is

selection of the sample from individuals, incidents or objects that have specific features regarding the issue.

Data Collection and Sample

Data was collected using semi-structured interview forms. The questions in the interview form were determined using related literature research and scales. The form does not contain questions that include personal data, except age, because the research topic is within the scope of personal privacy. The questions in the interview form are as follows:

In your opinion, what is Sexuality?

“Why do you prefer virtual applications instead of real sexuality?”

“Why do you prefer this platform to produce content?”

“What are the goals you want to attain in your contents?”

“Does production of sexual content have any negative effects on you? If yes, please describe.”

Analysis of Data

Questions related to the phenomenon of virtual sexuality in the semi-structured interview forms consist of various themes. These themes are coded as sexuality perception, selection of the platform, goals that are targeted, and positive and negative outputs. The coded responses were interpreted using the content analysis method. Content analysis ensures that a. the judgements presented by the researcher are considered as a scientific report b. in the light of explicitly formulated rules c. to classify signs and b. assert which judgements these signs contain (Janis, 1949, s. 425). Content analysis is the impartial, systematic, and qualitative definition of the presented content of communication (Berelson, 1952, s. 17). We envisage to make an impartial, systematic, and qualitative definition of any symbolic behavior by using “content analysis” and “coding” interchangeably (Cartwright, 1953, s. 421). In the first part of the analysis, raw data was classified based on common themes that were determined. In the second part, irrelevant responses that did not fit the themes were taken out of the coding pool. In the third part, the intersection sets of obtained findings were determined and interpreted using the inductive method. In the last part, data was presented by taking into consideration the frequency, citation selection, variety, and extreme sample criteria (Carley, 1993).

Table 1. Opinions on the Definition of Sexuality

Categories	<i>f</i>
Escape	10
Freedom	7
Pleasure – Satisfaction	6
Building relations with the opposite sex	5
Self-exploration – Curiosity	2

It is seen in Table 1 that content producers define sexuality as an escape from the problems of real life ($f=12$). Sexuality is perceived as a form of freedom ($f=7$). Virtual sex is characterized as a tool of pleasure and satisfaction ($f=6$). In addition, it is thought that sexuality is influential in establishing communication with the opposite sex ($f=5$) and that subjects associated with sexual experience are influential in self-discovery ($f=2$). Some of the responses by content producers regarding the findings are as follows:

Content Creator 9. Sexuality: For me, sexuality is a free and personal experience that does not include third parties and pressure. It is an experience where I feel good, create unrestricted communication with my partner and get away from daily issues and problems.

Content Creator 13. Sexuality: Sexual experience involves experiences where limits are removed, where I meet people from various cultures, beliefs, and lifestyles, where I express myself better, where I am not judged, and where I constantly learn new things and take pleasure.

Table 2. Reasons for Production of Virtual Sexual Content

Categories	<i>f</i>
Convenience of access and control	13
Having less Risks	7
Being more profitable	6
Lack of restrictions	4

According to Table 2, sharing of sexually explicit content in virtual platforms is preferred for: Convenience of access to the target audience and convenience of control ($f=13$), having less risks compared to real experience ($f=7$), having higher level of financial and emotional satisfaction ($f=6$), having a larger area of freedom compared to real sexual experience ($f=4$).

Content Creator 11. Its facilities finding a partner suitable for my sexual preferences. I have the option to choose someone who is suitable to me, someone that like out of thousands of people. In social platforms, I do not worry about the risk of physical violence and being harassed afterwards unlike in real sex. I shoot and share my videos whenever I want. Everything is in my control, and it offers more financial gain based on being watched and liked.

Content Creator 2. I am the one who decides what to do and who to do it with. I can block disturbing followers. I keep earning money as my posts are viewed over time. I can decide with whom I will conduct sexual acts. Afterwards, I can easily reach people that I want. If I want to see my close followers, I earn more income by opening webcam privately or meeting their private demands.

Table 3. Reasons for Selection of social media Tools

Platform	Categories	<i>f</i>
All (30)	Convenience of Access to Target Audience	13
Instagram (11)	Convenience of accessing and sharing content	7

Tender (10)	Applications based on the type of posts	7
Twitter (9)	Opportunity to analyze the target audience	3

According to Table 3, the platforms preferred by the content producers vary based on their convenience to access the audience in accordance with the targeted features ($f=13$), offering the chance to share visual and instant content ($f=7$), providing features in line with the content of the shared posts ($f=7$), and giving the opportunity to analyze the target audience ($f=3$).

Some statements from content producers regarding the findings:

Content Creator 1. I can share my videos on Tinder whenever I want. If I want to share content, I can submit it only for those who want it. I can easily learn about what my followers want and what they like and produce content accordingly.

Content Creator 19. The reels video in Instagram is an amazing feature for my long posts. During the day, I arouse interest with short stories and have live chat with my followers when I want. It allows me to permanently share my favorite photos as posts and my liked recordings as reels video. I can analyze my most viewed posts and gain more views by adding them to my featured stories.

Content Creator 30. I think Twitter consists of more educated and tolerant people compared to other social media tools. Sexuality does not consist of visual contents such as photos and videos. It is possible to share small sex stories, fantasies, dreams and find people who are into them. I can create hashtags in my interest areas and meet my followers.

Table 4. Opinions on the Goal of Virtual Sexuality

Categories	f
Financial Freedom – Income	15
Recognition – Increasing the Target Audience	10
Indirect Gains (Being Validated Personal Satisfaction)	5

According to Table 4, virtual sexuality is preferred as it provides more financial income ($f=23$), increases the chances of being a celebrity in this field and increasing the target audience ($f=28$), offers indirect gains, helps build different relationships and connections, and provides personal satisfaction ($f=12$)

Some statements from content producers regarding the findings:

Content Creator 4. I make good money and my network is getting larger.

Content Creator 14. My self-confidence has increased, and I have met people with mutual interests. Then, I started to have fun and earn money from this, which is great.

Table 5. Opinions of the Participants on the Negative Results of the Production of Sexually Explicit Content

Categories	<i>f</i>
Detachment from real life unsociability	15
Exclusion from family and social circle	6
Being subject to public defamation, harassment	5
Mental fatigue – depression	4

According to Table 5, production of virtual sexually explicit content causes detachment from real life ($f=15$), exclusion from the family and social circle ($f=6$), being subject to severe verbal harassment ($f=5$), mental fatigue and depression ($f=4$).

Some statements from content producers regarding the findings:

Content Creator 5: After a while, I constantly wanted to try new things in front of the camera. I always kept track of how many likes my posts received and how much I was viewed. People both followed me and insulted me. Some of the people who like my videos also keep sending me harassment messages.

Content Creator 22: A while after I opened this account, my family decided to stop seeing me. I started to have communication problems with my close friends. While some of the people I know orally insulted me, some people physically harassed me. I feel overwhelmed as I need to update my account constantly.

Content Creator 17: Being involved in sexuality all the time is exhausting as much as it is fun. After a while, it has become very difficult to check posts and reply to the audience. I am used to being harassed by people I do not know; but it demoralizes me to get negative reactions from my close friends.

Result

We had four objectives in this research:

- (a) To create a conceptual framework for sexual content producers' perception of sexuality.
 - (b) To help explain the motivation for creating sexual content and to combine psychological literature and social theories within this framework.
 - (c) Identify common dynamics that influence content creators' social networking choices.
 - (d) To identify the negative experiences of content producers and to investigate the dynamics that lead to the instrumentalization of facts.
- (a) In order to create a conceptual framework for sexual content producers' perception of sexuality, participants were asked for their views on the phenomenon of sexuality.

“What is sexuality to you?” The answers given to the question are escape from real life (f10), freedom (f7), pleasure (f6), active communication (f5) and discovery-curiosity (f2). According to the findings, the phenomenon of sexuality is characterized as escape from real life, freedom and a form of communication. With the interaction of new media tools, the phenomenon of sexuality has started to be seen as a lifestyle (object) that offers indirect gains rather than an individual pleasure area (pleasure itself). The findings show that new media extensions change the perception of sexuality and confirm that a new conceptual framework should be created.

(b) The following questions were asked to help explain the motivations for creating sexual content and to combine psychological literature with social theories in this context.

1. “Why do you prefer virtual apps over real sexuality?”

Reasons for preferring virtual environments for sexual content: Ease of access (f13), low risk level (f7), economic advantages (f6), less restrictions (f4).

2. “What are the goals you want to achieve in your content?”

The reasons for the participants to form sexual identity are economic freedom (f15), recognition (f10) and indirect advantages-personal satisfaction (f5).

1. These channels are preferred because of their ease of access and control to the target audience, less risk compared to real experience, higher level of economic and emotional satisfaction, and a wider area of freedom compared to real sexual experience.

2. The objectives aimed with the presentation of sexual identity are as follows: More economic income, recognition and advantages related to the target audience, indirect gains such as admiration, approval and personal satisfaction, giving the opportunity to establish different relationships and connections. According to the findings, economic, psychological and cultural motivation sources come to the fore in the formation of sexual identity. The common denominator of these motivations is the economic and sociocultural contributions of the created sexual identities.

(a) The following questions were asked to the participants in order to identify the common motivational sources that affect the social networking preferences of content producers.

“Why do you prefer this platform to produce content?”

Platform selection criteria: Ease of access to the target audience (f13), sharing options (f7), availability of appropriate applications (f7), control advantage (f3).

When the participants were asked why and which social networks they prefer, they were asked to use Instagram, Tender, Twitter, etc. They responded by presenting features according to the content of the posts and providing the opportunity to analyze the target audience. The common point of the participants in the selection of social networks was stated as the ease of access to the target audience.

(a) Identifying the common negative experiences faced by virtual gender identity producers and investigating the dynamics that lead to the instrumentalization of phenomena.

It is stated that the production of content based on sexual identity causes problems such as disconnection from real life (f15), exclusion (f6), harassment (f5) and depression (f4).

Recommendations and Discussion

According to the results of the research, sexuality and the body are perceived as a tool for those who produce sexual content in social networks. According to psychological theories of self-presentation, people feel the need to create a positive self-image in the eyes of other people. For some people, this desire causes the person to present himself/herself as an object of display. According to psychological theories, the main reason for presenting oneself as a commodity is the need for validation. Personal sources of motivation are associated with the satisfaction experienced when such needs are met. According to the social theories developed on this subject, situations such as exhibition and self-presentation are social phenomena. In other words, while a person needs a community to present himself/herself, at the same time, he/she surrenders his/her individuality to the eyes of others with his/her private features in the social structure. The results we have reached have shown that the main reasons for using identities and bodies, which people commodify with their own will, are economic expectations. This situation shows that, contrary to psychological approaches, behaviors are not performed with the aim of psychological satisfaction, but with the expectation of economic welfare. Although economic welfare may be seen as psychological satisfaction, this does not change the fact that identities and bodies are used as tools for some purposes. In this case, economic gains (expectations) appear as a new and important parameter in identity formation. According to the results, individuals see sexual life and personal characteristics (body), which are among the most private areas, as a means of change. The main reason for this situation is economic expectations rather than psychological satisfaction. On the basis of making oneself a tool and legitimizing this situation, there is recognition, economic gain expected as a result of recognition, and the belief that life satisfaction will increase as a result of this gain. One of the most important results of the research is that sexuality is no longer an individual experience and the body is used as a change parameter against economic gains. Violation of respect, which is defined as knowing one's place in social life and acting accordingly, is a violation of fundamental rights. For Kant, who associates respect with the dignity of the person, this situation is violation of rights, disrespect and ultimately lack of dignity. In that case, the disrespect that a person has made to his or her autonomous existence, to the qualities that make this existence special, is not only a violation of rights, but also a matter of dignity. In this research, some situations that cause people to commodify themselves are examined in the context of platforms (social networks) that enable this. At the same time, the expansion of these contexts, which constitute the research constraints, the reasons for material gains to override moral values, identity, dignity problems, psychological, sociological and philosophical foundations should be investigated comprehensively. What are the situations that cause the individual to present himself/herself as a sexual object and the human body to be used as a marketing tool outside of social networks? Is there a relationship between the environments in which these behaviors are exhibited and the way they are exhibited and the people exhibiting them? What are the relations of these situations with facts such as personality and dignity? We think that the investigation of these questions, which constitute the limitations of this study, can contribute to the relevant literature in future.

Peer-Review	Double anonymized - Two External
Ethical Statement	* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

References / Kaynakça

- Altman, I. Ve Taylor, D. A. (1973). *Social Penetration: The Development of İnterpersonal Relationships*. Holt: Rinehart & Winston.
- Arnett, J.J. (2000). Emerging Adulthood: A Theory of Development From The Late Teens Through The Twenties. *American Psychologist*, 55, 469–480.
- Aşkın, M. (2007). Kimlik ve Giydirilmiş Kimlikler. *Atatürk University Journal of Graduate School Of Social Sciences*, Volume 10, No. 2.
- Baudrillard, J. (2018). *Kötülüğün Şeffaflığı*, (Çev. Işık Ergüden). Ayrıntı Yayınları, İstanbul.
- Baudrillard, J. (2018). *Tüketim Toplumu*, (Çev. Nilgün Tural & Ferda Keskin). Ayrıntı Yayınları, İstanbul.
- Bem, Dj. (1965). An Experimental Analysis Of Self-Persuasion. *Journal of Experimental Social Psychology*. (1) 199–218.
- Bem, Dj. (1972). Self-Perception Theory. In: Berkowitz L, Editor. *Advances in Experimental Social Psychology*. Vol. 6, Academic Press, 1–62, Ca: San Diego.
- Berzonsky, M. (1992). A Process Perspective on Identity and Stress Management. In G.R. Adams & R.M. Montemary (Eds). *Adolescent Identity Formation* (2nd. Ed., Pp.193- 215). Newbury Park: Sage Publication.
- Bilgin, N. (1999). *Kolektif Kimlik*. Sistem Yayıncılık, İstanbul.
- Bilgin, N. (2007). *Kimlik İnşası*. Ege Yayıncılık, İzmir.
- Boyd, D. (2014). *It's Complicated: The Social Lives of Networked Teens*. Yale University Press.
- Castells, M. (2006). *Kimliğin Gücü Enformasyon Çağı: Ekonomi, Toplum ve Kültür*. İkinci Cilt. İstanbul Bilgi Üniversitesi Yayınları, İstanbul.
- Cohen-Kettenis PT, Gooren LJ (1999) Transsexualism: a review of etiology, diagnosis and treatment. *J Psychosom Res* 46:315-333.
- Cooley, C.H. (1902). *Human Nature and the Social Order*. New York: Scribner's, 1902, 179-185.
- Debord, E. G. (2006). *Gösteri Toplumu* (2. Baskı) (Çev. A. Emekçi, O. Taşkent). Ayrıntı Yayınları, İstanbul.
- Deci, E. L., & Ryan, R. M. (1985). The General Causality Orientations Scale: Self-Determination in Personality. *Journal of Research in Personality*, 19(2), 109–134.
- Dereboy F, Dereboy Ç, Coşkun B, Coşkun A. (1994). Özdeğer Duygusu, Öz İmgesi ve Kimlik Duygusu. *Çocuk ve Ergen Ruh Sağlığı Dergisi*, 1:61-69.
- Doğan, E. (2000). *Kimlikler Kısacasında Ulusal Kişilik*. İmge Kitabevi, Ankara.
- Döring N. (2009). The Internet's İmpact on Sexuality. A Critical Review of 15 Years of Research. *Computers İn Human Behavior*, 25(5), 1089–1101.

Erikson, E. (1968). *Identity, Youth And Crisis*. New York: Norton.

Etgar, S., & Amichai-Hamburger, Y. (2017). Not All Selfies Took Alike: Distinct Selfie Motivations Are Related To Different Personality Characteristics. *Frontiers In Psychology*, 8, 842.

Foucault, M. (2003). *İktidarın Gözü*. (F. Keskin, Çev.). İstanbul: Ayrıntı Yayınları.

Goffman, E. (1959). *The Presentation of Self in Everyday Life*. Doubleday.

Goffman, E. (2009). *Günlük Yaşamda Benliğin Sunumu*. (B. Cezar, Çev.) İstanbul: Metis.

Golombok S, Rust J, Zervoulis K, Croudace T, Golding J, Hines M (2008) *Developmental trajectories of sex-typed behavior in boys and girls: a longitudinal general population study of children aged 2.5-8 years*. *Child Dev* 79:1583-1593.

Gözübüyük Tamer, M. (2014). Kimliklerin Seyrine Bir Keşif, *Folklor/Edebiyat*, 20 (77), 83-99.

Hall P. C., West J. H., Mcintyre E. (2012). Female Self-Sexualization İn Myspace.Com Personal Profile Photographs. *Sexuality & Culture*, 16, 1–16.

Hall, S. (1998). *Eski ve Yeni Kimlikler, Eski ve Yeni Etniklikler, Kültür, Küreselleşme ve Dünya Sistemi* (İçinde). Der: Anthony D. King, Çev: Gülcan Seçkin Ümit Hüsrev Yolsal. Bilim ve Sanat Yay, Ankara.

Hepekiz, İ. & Gökaliiler, E. (2019). Sosyal Medya Aracılığıyla Yaratılan Kişisel Markalar ve Benlik Sunumu. *Erciyes İletişim Dergisi*, 6 (1), 761-782.

Holt, Cl ve Ellis, Jb. (1998). Mevcut Geçerliliğin Değerlendirilmesi, Bem Cinsiyet Rolü Envanteri. *Seks Roller*, 39, 929–941

Kim, S., Thibodeau, R., & Jorgensen, R. S. (2011). Shame, Guilt, And Depressive Symptoms: A Meta-Analytic Review. *Psychological Bulletin*, 137(1), 68–96.

Kurtkan, A. (1982). *Genel Sosyoloji*, Divan Yayınları, İstanbul.

Kuss, D. J., & Griffiths, M. D. (2012). Internet Gaming Addiction: A Systematic Review of Empirical Research. *International Journal of Mental Health and Addiction*, 10(2), 278–296

Leary, M. R., & Kowalski, R. M. (1990). Impression Management: A Literature Review and Two-Component Model. *Psychological Bulletin*, 107(1), 34–47.

Luhmann, N. (1992). *What İs Communication? Communication Theory*, 2(3), 251-259.

Lukacs, G. (2006). *Tarih ve Sınıf Bilinci*. Çev. Yılmaz Öner, Belge Yayınları, İstanbul.

Luyckx, K., Schwartz, S.J., Berzonsky, M.D., Soenens, B., Vansteenkiste, M., Smits, I., & Goossens, L. (2008). Capturing Ruminative Exploration: Extending the Fourdimensional Model of Identity Formation in Late Adolescence. *Journal of Research in Personality*, 42, 58-82.

Manning, J. (2006) The Impact of Internet Pornography on Marriage and The Family: A Review of The Research. *Sexual Addiction & Compulsivity*, 13, 131-165.

Marcia J. (1993). *The Relational Roots of Identity*. In *Discussions on Ego Identity* (Ed J Kroger):34-65. Nj, Lawrence Erlbaum Associates. England.

- Marshall, G. (2000). *Sosyoloji Sözlüğü*, Bilim Sanat Yayınları, Ankara.
- Marx, K. (2003). *Kapital*, Cilt 2(5). (A. Bilgi Çev.), Kuban Matbaacılık, Sol Yayınları, Ankara.
- Marx, K. Ve Engels, F. (2011). *Alman İdeolojisi*. Belli, S. (Çev.). Sol Yayınları, Ankara.
- Mead, P. G., & Sampson, P. B. (1972). Hand Steadiness During Unrestricted Linear Arm Movements. *Human Factors*, 14(1), 45–50.
- O'brien, K. M., & Vincent, N. K. (2003). Psychiatric Comorbidity in Anorexia and Bulimia Nervosa: Nature, Prevalence and Causal Relationships. *Clinical Psychology Review*, 23(1), 57–74.
- Ong, E. Y. L., Et Al. (2011). Narcissism, Extraversion and Adolescents' Self-Presentation on Facebook, *Personality and Individual Differences*, 50 (2): 180-185.
- Owens, E. W., Behun, R. J., Manning, J. C., & Reid, R. C. (2012). The Impact Of İnternet Pornography On Adolescents: A Review of the Research. *Sexual Addiction & Compulsivity: The Journal of Treatment & Prevention*, 19(1-2), 99–122.
- Öz, M. & Kısa, C. (2023). Cinsellik ve Duygular: Bir Gözden Geçirme. *Habitus Toplum Bilim Dergisi*, 4 (4), 211-228.
- Özdemir, E. Ö. (2010), "Kimlik Kavramı ve Teorik Yaklaşımlar", *Eğitim, Bilim, Toplum*, 8 (32).
- Öztürk, N. (2012). *Bir Beden Sosyolojisi Problemi Olarak Namus Kavramı ve Kadın Bedeni*. Karaman: Karamanoğlu Mehmet Bey Üniversitesi Sosyal Bilimler Enstitüsü Kamu Yönetimi Anabilim Dalı.
- Reiter, L. (1989). Sexual Orientation, Sexual İdentity, and The Question of Choice. *Clin Soc Work J*, (17) 138–150.
- Ritzer, G. (2001). *Explorations in the Sociology of Consumption: Fast Food, Credit Cards and Casinos*, London, Gbr: Sage Publications Inc.
- Rogers, E. (1986). *Communication Technology*. New York: The Free Press
- Schnabel, L. (2018). *Sexual Orientation and Social Attitudes*. Socius, 4.
- Seidman, G. (2013). Self-Presentation and Belonging on Facebook: How Personality Influences Social Media Use and Motivations. *Personality and Individual Differences*, 54(3), 402–407
- Simpson, B., & Carroll, B. (2008). *Re-Viewing `Role' in Processes of Identity Construction*. *Organization*, 15(1), 29–50.
- Smith, A. (2002). *Küresel Çağda Milletler ve Milliyetçilik*. Çev.: D. Kömürcü. Everest Yay, İstanbul.
- Stoller, R. J. (1964). A Contribution to the Study of Gender İdentity. *The International Journal of Psychoanalysis*, 45(2-3), 220–226.
- Sung, Y., Lee, J.-A., Kim, E., And Choi, S. M. (2016). Why We Post Selfies: Understanding Motivations for Posting Pictures of Oneself, *Personality and Individual*

Differences, 97: 260-265.

Swansea, K. R. (2010). Finding Strategic Solutions to Reduce Truancy. *Research in Education*, 84(1), 1–18.

Taylor, S. E., & Schneider, S. K. (1989). Coping And The Simulation of Events. *Social Cognition*, 7(2), 174–194.

Türkbağ, A. U. (2003). *Kimlik, Hukuk ve Adalet Sorunu: Kimlikler*. Doğu Batı Düşünce Dergisi, Yıl: 6, Sayı: 23, Doğu Batı Yayınları, Ankara.

Uzun, T. (2003). Ulus, Milliyetçilik ve Kimlik Üzerine Bir Değerlendirme. *Kimlikler. Düşünce Dergisi*, Yıl: 6, Sayı: 23. Doğu Batı Yayınları, Ankara.

Vatandaş, D. D. C. (2007). Toplumsal Cinsiyet ve Cinsiyet Rollerinin Algılanışı. *Istanbul Journal of Sociological Studies*, 0 (35), 29-56.

Waterman, A. (1992). Identity as an Aspect of Optimal Psychological Functioning. G.R. Adams & R.M. Montemayor (Ed.), *Adolescent Identity Formation*. Newbury Park Sage Pub, S.51-72.

Zucker KJ (2002) *Gender Identity Disorders*. Child and Adolescent Psychiatry, A Comprehensive Textbook 3rd edition içinde. M Lewis (ed), Lippincott Williams and Wilkins, Philadelphia, s: 724-734.

Zucker, K. J. (2005). Gender Identity Disorder in Girls. In D. J. Bell, S. L. Foster, & E. J. Mash (Eds.), *Handbook of Behavioral and Emotional Problems in Girls* (285–319). Kluwer Academic/Plenum Publishers.



2023, 12 (3), 1520-1545 | Araştırma Makalesi

Toplumsal Cinsiyet Sarmalında Güneydoğu Anadolu Bölgesi'nde Kadın Olmak: Şanlıurfa İlindeki Kadınların Toplumsal Tükenmişlik Düzeyleri

Fatmanur AKSÖZ¹

Baran ARSLAN²

Öz

Toplumda kadın ve erkeklerin olanaklara, hak ve hizmetlere erişimi, toplumsal statüsü, toplumda görünürlüğü, toplumsal yaşama katılım biçimi toplumsal cinsiyetin yüzlerce yıllık kalıp yargılarına bağlı bir şekilde gerçekleşmektedir. Toplumsal cinsiyet rolleri gereği kamusal alanda eril hâkimiyet söz konusu iken kadınlar ikincil konumda kalmaktadır. Bu durumda kamusal alanda kadınların eğitim, ekonomik, sosyo-kültürel ve siyasi alanlarda erkeklere göre dezavantajlı konumda olması kaçınılmaz bir sonuç olmuştur. Ataerkil yapı sadece aile ile sınırlı kalmayıp kadının var olmaya çalıştığı her alanda varlığını sürdürmekte ve tüm bunların sonucunda cinsiyet ayrımcılığı evrensel bir gerçeklik haline gelmiştir. Cinsiyet ve bunun sonucunda ortaya çıkan cinsiyet ayrımcılığı başlı başına bir sorun olmakla kalmayıp kadınlar için çeşitli sorunların da temelini oluşturmaktadır. Dünyanın her yerinde kadın ile erkek arasındaki güç ilişkilerinde erkek lehine işleyen toplumsal cinsiyetin kadınların maruz kaldıkları çeşitli sorunların ana kaynağı olduğunu söylemek mümkündür. Oldukça kompleks bir yapıda olan sorunlar karşısında ise kadınların çeşitli stres faktörleriyle baş edememeleri ve toplumsal tükenmişlik sendromu yaşamaları oldukça muhtemel görünmektedir. Bu kapsamda çalışmada Şanlıurfa ilinde yaşayan kadınların demografik özellikleri açısından toplumsal tükenmişlik düzeylerinde bir farklılık olup olmadığının araştırılması amaçlanmıştır. Bu amaç doğrultusunda hazırlanan anket Şanlıurfa'da yaşayan 385 kadına gönüllük esasına göre uygulanmıştır. Araştırmada güvenilirlik analizi, faktör analizi, frekans analizleri ve normallik testi yapılmıştır. Kullanılan toplumsal tükenmişlik ölçeği yüksek derecede güvenilir çıkmıştır. Ankete katılan katılımcıların toplumsal tükenmişlik düzeylerini ölçen ölçeğin yapılan faktör analizi neticesinde üç faktör altında toplandığı belirlenmiştir. Şanlıurfa'da yaşayan kadınların demografik özellikleri bağlamında toplumsal tükenmişlik düzeylerindeki farklılıkları belirlemek amacıyla t-testi ve anova testi yapılmıştır. Yapılan analizler sonucunda Şanlıurfa'da yaşayan kadınların medeni durumları, yaşı, aylık geliri, çocuk sahipliği ve yaşadığı yerleşim birimleri açısından toplumsal tükenmişlik düzeylerinde anlamlı bir farklılık olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Toplumsal Cinsiyet, Ataerkil Yapı, Kadın Sorunları, Toplumsal Tükenmişlik, Demografik Özellikler

Aksöz, F. & Arslan, B. (2023). Toplumsal Cinsiyet Sarmalında Güneydoğu Anadolu Bölgesi'nde Kadın Olmak: Şanlıurfa İlindeki Kadınların Toplumsal Tükenmişlik Düzeyleri . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1520-1545 . <https://doi.org/10.15869/itobiad.1297267>

Geliş Tarihi	15.05.2023
Kabul Tarihi	09.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Araştırma Görevlisi, Harran Üniversitesi, İktisadi ve İdari Bilimler Fakültesi, Yönetim Bilimleri, Şanlıurfa, Türkiye, faksoz@harran.edu.tr, ORCID:0000-0003-4765-0986

² Doç. Dr., Harran Üniversitesi, İktisadi ve İdari Bilimler Fakültesi, Pazarlama, Şanlıurfa, Türkiye, barslan@harran.edu.tr, ORCID:0000-0001-7582-749X



2023, 12 (3), 1520-1545 | Research Article

Being A Woman in the Southeastern Anatolia Region in the Gender Spiral: Social Burnout Levels of Women in Sanliurfa Province

Fatmanur AKSÖZ¹

Baran ARSLAN²

Abstract

The access of women and men to opportunities, rights and services, their social status, their visibility in society, and their participation in social life depend on centuries-old stereotypes of gender. While there is male dominance in the public sphere due to gender roles, women remain in a secondary position. In this case, it has been an inevitable result that women in the public sphere are in a disadvantageous position compared to men in education, economic, socio-cultural and political fields. The patriarchal structure is not only limited to the family, but also exists in every area where women try to exist, and as a result of all these, gender discrimination has become a universal reality. Gender and the resulting gender discrimination are not only a problem in their own right, but also form the basis of various problems for women. It is possible to say that gender, which works in favor of men in power relations between women and men all over the world, is the main source of various problems that women are exposed to. In the face of problems with a very complex structure, it seems very likely that women cannot cope with various stress factors and experience social burnout syndrome. In this context, it was aimed to investigate whether there is a difference in social burnout levels in terms of demographic characteristics of women living in Şanlıurfa. The questionnaire prepared for this purpose was applied to 385 women living in Şanlıurfa on a voluntary basis. In the research, reliability analysis, factor analysis, frequency analysis and normality test were performed. The social burnout scale used was found to be highly reliable. As a result of the factor analysis of the scale measuring the social burnout levels of the participants participating in the survey, it was determined that it was gathered under three factors. In order to determine the differences in social burnout levels in the context of demographic characteristics of women living in Şanlıurfa, t-test and anova test were conducted. As a result of the analyzes made, it was concluded that there is a significant difference in social burnout levels of women living in Şanlıurfa in terms of their marital status, age, monthly income, having children and residential areas.

Keywords: Gender, Patriarchy, Women's Problems, Social Burnout, Demographic Features

Aksöz, F. & Arslan, B. (2023). Being A Woman in the Southeastern Anatolia Region in the Gender Spiral: Social Burnout Levels of Women in Sanliurfa Province . Journal of the Human and Social Science Researches , 12 (3) , 1520-1545 . <https://doi.org/10.15869/itobiad.1297267>

Date of Submission	15.05.2023
Date of Acceptance	09.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Research Assistant, Harran University, Faculty of Economics and Administrative Sciences, Management Sciences, Şanlıurfa, Türkiye, f.aksoz@harran.edu.tr, ORCID:0000-0003-4765-0986

² Assoc. Dr., Harran University, Faculty of Economics and Administrative Sciences, Marketing, Şanlıurfa, Türkiye, barslan@harran.edu.tr, ORCID:0000-0001-7582-749X

Giriş

Biyolojik farklılıktan öte kadın ve erkek arasındaki toplumsal farklılığı içeren toplumsal cinsiyet kavramı toplum tarafından her iki cins farklı rol ve sorumlulukların yüklenmesini ifade etmektedir. Toplumsal cinsiyet özellikle ataerkil toplumlarda gündelik hayatın her alanına yansımaktadır. Bu minvalde toplumsal alanda kadın ve erkek farklı tutumlarla karşılaşmakta, aynı düzeyde imkân sunulmamakta, kaynaklara ve hizmetlere erişimi farklılaşmaktadır. Nitekim toplumsal cinsiyet rolleri gereği kadın özel alanla (ev) sınırlandırılırken erkek kamusal alanda faaliyet göstermektedir. Bu durum ise eğitim, çalışma hayatı, sosyal yaşam ve siyaset gibi alanlarda eril hâkimiyeti kaçınılmaz kılmakta ve kadınlar ikincil konumda kalmaktadır. Ataerkil yapıdaki kadının edilgen erkeğin ise etken konumu neticesinde daha çocukluk döneminden itibaren ev odaklı ve pasifize edilerek yetiştirilen kadınlar toplumsal alanda erkekler kadar varlık gösterememektedir. Dolayısıyla toplumsal cinsiyet üzerinden cinsler arasında eşit olmayan bir güç ilişkisi oluşturulmuştur. Böylece toplumsal cinsiyet rolleri gereği erkeklere nazaran dezavantajlı konumda olan kadınlar pek çok sorunla karşı karşıya kalmaktadır. Sorunun başlangıcı ise cinsiyete dayalı ayrımcılıktır. Toplumun derinliklerine kök salan cinsiyet hiyerarşisi her ne kadar yasal olmasa da cinsiyet ayrımcılığına yol açmaktadır. Toplumsal cinsiyete dayalı olarak ortaya çıkan cinsiyet ayrımcılığı ise başlı başına bir sorun olmasının yanı sıra kadınlar açısından çeşitli sorunların da temelini oluşturmaktadır. Bu sorunlar zincirinin ilk halkasını ise eğitim hakkından mahrum kalmak oluşturmaktadır. Nitekim günümüzde dahi toplumsal, ekonomik ve coğrafi koşullara göre kız çocukları eğitim hakkından yoksun bırakılabilmektedir. Eğitim, kadınların toplumsal alandaki görünümelerini, istihdamlarını, bağımsız bir birey olmalarını, haklarının bilincinde olmalarını, siyasal katılımlarını etkileyen kilit bir faktördür. Eğitim sorununun devamında kadınların karşılaştıkları diğer bir sorun ise istihdamdır. Kadınlar çalışma hayatında daha giriş aşamasından itibaren çeşitli engel ve sorunlarla karşılaşmaktadır. Öte yandan çalışan kadınlar için iş-aile çatışması sorunu da göz ardı edilmemelidir. Zira çalışan kadınların toplumsal cinsiyet rolleri gereği ev içi sorumlulukları da devam etmekte bu durum ise çalışan kadınların iş-aile çatışması yaşayarak erkeklere nazaran daha fazla yük almalarına yol açmaktadır. Dahası kadınlar insan haklarını dahi ihlal edecek düzeyde sorunlarla baş etmek zorunda bırakılmaktadır. Sırf cinsiyetlerinden ötürü çocuk yaşta evlilik, zorla evlendirme, fiziksel, psikolojik, cinsel ve ekonomik şiddet, çok eşlilik, fiziksel ve psikolojik taciz ve hatta pek çok zaman namus adı altında işlenen kadın cinayetleri hem dünya genelinde hem de ülkemizde ne yazık ki hala süregelen bir gerçekliktir. Bu sorunların herhangi birini veya birkaçını yaşayan kadınlar karşılaştıkları stres durumu ile baş edemeyebilir. Bu noktada ise kadınların toplumsal tükenmişlik sendromlarının ele alınmasının önemli olacağı düşüncesinden hareketle bu çalışmanın yapılması gerekli görülmüştür. Dahası ataerkil yapının ve aşiret kültürünün baskın olduğu bir alan olarak Şanlıurfa ilinin ele alınması konu açısından uygun görülmüştür.

Literatürde iş yerine özgü bir kavram olarak yer edinmiş tükenmişlik sendromunun en basit hali ile iş yaşamında stres ile baş edememe durumu olduğunu söylemek mümkündür. Her ne kadar tükenmişlik kavramının kökeninde iş yaşamı bulunsa da tükenmişlik kavramı irdelendiğinde kavramın kökeninde yaşanan stres ile baş edememe durumunun bulunması, kavramın yalnızca iş hayatı ile sınırlı kalmaması adına bir yol haritası olarak görülebilir. Nitekim günümüzde kişiler, yalnızca iş

hayatında değil yaşamın her alanında ve anında kendini gösteren zorluklarla yüzleşmektedirler. Bu zorluklar karşısında kişinin enerjisi azalmakta, psikolojisi giderek yıpranmakta, ruhsal denge durumunda çalkantılar yaşanmakta ve tüm bunların sonucunda kişi kendini zayıf ve çaresiz hissedebilmektedir. Bu noktada ise toplumsal tükenmişlik sendromu olgusunun ileri sürülmesinin yerinde olacağı düşünülmektedir. Bu doğrultuda toplumsal tükenmişlik sendromunun bireyin toplumda yaşadığı sorunlar karşısında yaşadıkları stresle başa çıkamama durumu olarak ele alınmasının literatüre katkı sağlayacağı düşünülmektedir. Eğitimde eşitsizlikten, kadın cinayetlerine kadar uzanan oldukça geniş yelpazeli bitmek bilmeyen kadın sorunları düşünüldüğünde kadınların çeşitli sorunlarla ve stres faktörleri işe baş edememeleri ve sonucunda toplumsal tükenmişlik sendromu yaşamaları oldukça muhtemel görünmektedir. Bu nedenle bu çalışma kapsamında ataerkil toplum düzeni içinde toplumsal cinsiyet faktörü ve buna bağlı olarak kadınların yaşadıkları cinsiyet ayrımcılığından kaynaklanan çeşitli sorunlar göz önüne alınarak toplumsal tükenmişlikleri Şanlıurfa ili örneğinde değerlendirilecektir.

Literatür İncelemesi

Toplumsal Cinsiyet ve Ataerkil Yapıda Kadın Sorunsalı

Cinsiyet kavramı, kadın veya erkek olmanın biyolojik yönünü ifade ederken toplumsal cinsiyet kavramı, kadın veya erkek olmaya kültürel olarak toplumun yüklediği anlam ve beklentileri ifade etmektedir. Dolayısıyla toplumsal cinsiyet kavramı ile kadın ve erkek arasındaki biyolojik farklılıktan öte kültürel ve toplumsal farklılık ifade edilir (Dökmen, 2004). Cinsiyetlerin sergiledikleri davranışların toplumsal yapıya uygun veya uygunsuz bulunması farklı kültürlerle göre değişiklik göstermektedir. Bu durum da toplumsal cinsiyetin doğuştan değil sonradan öğrenildiğine dair bir alt yapı sunmaktadır (Giddens, 2008, s. 485).

Buradan hareketle cinsiyet doğal ve sabittir ancak toplumsal cinsiyetin insan icadı olduğunu, kültüre ve zamana göre değişebildiğini söylemek mümkündür. Nitekim her toplumda erkek ile kadını birbirinden ayıran, davranış biçimleri ve sorumlulukları belirleyen, toplumsal rollerini tanımlayan, bireylerden yerine getirilmesi beklenen sosyo-kültürel değerler bulunmaktadır. Söz konusu bu değerler ile kadın ve erkeğe birtakım roller biçilmektedir. Bu roller ise toplumsal cinsiyet rollerini oluşturmaktadır. Öyle ki toplumsal cinsiyete yönelik davranış ve tutumların şekillendirilmesi daha anne karnında iken bebeğin cinsiyetinin belli olduğu anda başlamaktadır. Böylece bireyler doğdukları andan itibaren toplumsal cinsiyet rollerini öğrenerek yetiştirilir. Bu süreçte farklı cinsiyetteki çocuklar çeşitli oyunları, nesnelere, meslekleri ve bazı davranış kalıplarını kendilerine uygun olup olmadığını ayırt etmeyi öğrenir. Daha çocukluk döneminde öğrenilmeye başlanan bu kalıp yargılar, toplumsal alanda önyargılara, önyargılar da ayrımcılığa yol açmaktadır (Saraç, 2013, s. 27-29).

Toplumsal cinsiyete dair rollerin bir bölümü biyolojik farklılıklardan kaynaklanmaktadır. Nitekim çoğu toplumda kadının doğurganlığı, kadının özel alanla (evle) özdeşleştirilmesine sebep olmuştur. Böylece kadına çocuk bakımı, ev işleri ve aile yaşamı gibi sorumluluklar atfedilmiştir. Kadın özel alanla sınırlandırılırken erkek ise kamusal alanda faaliyet göstermektedir. Kamusal alanda çalışma, üretim, siyaset gibi konular erkekler tarafından yürütülmüştür. Bu iş bölümü ise toplumsal alanda iki cinsin temsiliyeti arasında derin bir fark yaratmıştır. Çalışma yaşamı, eğitim, sivil

toplum örgütlenmesi ve siyaset gibi kamusal alandaki eril hâkimiyet sonucu toplumsal cinsiyet eşitsizliğini kaçınılmaz kılmıştır (Kaypak, 2014, s. 346).

Bu kapsamda ataerkil toplum yapısında kadın ve erkeğe atfedilen rol ve özellikler göz önüne alındığında kadınlara daha çok hassaslık, kırılabilirlik, duygusallık, fedakârlık nitelikleri atfedilirken erkekler rekabetçi, katı, mantıklı ve güçlü olmaktadır (Bora, 2005, s. 59).

Ataerkil yapıdaki söz konusu toplumsal cinsiyet rolleri meslek seçimlerinde de kendini göstermektedir. Kadınlar çoğunlukla fiziksel güç gerektirmeyen meslek alanlarına yönlendirilirken, erkekler fiziksel güç gerektiren meslek alanlarına yönlendirilmektedir. Nitekim kadın edilgen bir konuma ötelenirken erkek etken konumun sahibi olur. Böylece genel olarak erkek sürecin öznesi kadın ise nesnesi durumundadır. Ne yazık ki bu durum kadınların daha zayıf, erkeğe bağımlı ve korunması gereken olarak algılanmasına yol açmaktadır. Bu doğrultuda sürecin çözümlenmesi için özel alan-kamusal alan dikotomisi ön plana çıkmaktadır. Kaldı ki çocukluk dönemlerinden itibaren bu ayrım doğrultusunda çocuklara toplumsal cinsiyet rolleri işlenmekte ve farklı olanaklar sunulmaktadır. Böylelikle daha çok eve dönük ve pasifize edilerek yetiştirilen kız çocukları toplumsal, ekonomik ve siyasal hayatın her aşamasında erkeklerle aynı düzeyde varlık göstermekten yoksun bırakılarak yetişmiş olurlar (Vatandaş, 2007, s. 48-49).

Tüm bunlardan hareketle toplumumuzda “kadınlık” kavramı bağımsız, eşit, özgün bir birey olarak görülmekten ziyade dişiliğin getirdiği nitelikler üzerinden değerlendirilir. Dolayısıyla dişiliğin getirdiği nitelikler gereği kadın öncelikle eş ve annedir. Bu nedenle kadınların alanı ev ile özdeşleştirilmektedir. Bu doğrultuda kadın bakım emeği ve ev işi gibi geleneksel rollere dayanan ancak ekonomik karşılığı olmayan ve genellikle görünmez nitelikteki işlerle yaşamını sürdürürken erkek çalışma hayatına katılmıştır. Bu durum çalışma hayatında baş aktör olarak erkeğin görülmesine, ekonomik özgürlükle beraber toplumda değer kazanıp üretmesine, kadının ise kamusal alandan uzak kalarak pek çok alanda ikincil konumda kalmasına yol açmıştır. Böylece ne yazık ki ev kadını algısı kadınının eğitim, çalışma ve sosyal hayatını olumsuz yönde etkilemektedir. Çalışan kadınlar açısından ise durum daha da karmaşıktır. Ülkemizde kadınlar erkeklere nazaran daha düşük ücretli işlerde çalışmaktadır. Öte yandan kadınların ev işleri ve çocuk bakımı gibi ev içi sorumlulukları da devam etmekte bu sorumlulukları ile çalışma yaşamını birlikte idame ettirmeleri gerekmektedir. Toplumumuzda kadının mesleği her ne olursa olsun kadın aynı zamanda vazgeçilmez bir şekilde ev işçiliğine de devam etmektedir. Erkeğin ise bu sorumluluklardan kadınlara göre yüklerinin çok daha hafif olduğunu hatta bazen bu sorumluluklardan muaf oldukları açıktır. Böylece geleneksel toplum yapısı içinde gerek çalışma hayatının gerekse toplumsal rollerin kadınlar üzerinde çok yönlü sorumluluklar yarattığı ve çeşitli sorunlara yol açtığı söylenebilir. Siyasette ise kadının varlığından ziyade yokluğu söz konusu olup erkeklerle aralarında uçurum bir fark bulunmaktadır. Böylece ülkemizde kadınlara yüklenen toplumsal cinsiyet rollerinin oldukça zor şartlar yarattığını söylemek mümkündür. Öyle ki günümüzde hala kız çocukların eğitimi için yol kat edilmeye çalışılan, çocuk yaşta evlilikleri meşrulaştırmamak için çaba sarf edilen ve hatta kız çocukların öldürülmemeleri adına öğütlenen ailelerinin olduğu bir ortamda kadın olmak elbette çok zordur. Yasal düzenlemelerde ve görünürde kadınlara her ne kadar fırsat eşitliği sunulmaya çalışılsa da gerek ülkemizde gerek dünyada kadınlık

algısındaki ötekileştirmenin aşılması için gerekli olan anahtar zihniyetteki kadınlık algılarının ve toplumsal cinsiyet rollerinin değişimidir (Bingöl, 2014, s. 114; İslamoğlu ve Yıldırım, 2014, s. 153).

Kadın ve erkeğe toplum tarafından yüklenmiş olan rol ve sorumluluklar olan toplumsal cinsiyet, bireylerin hayatlarını, sahip oldukları imkanları, kaynaklara ve hizmetlere erişimlerini etkilemektedir. Bu noktada ise kadınların erkeklere nazaran daha dezavantajlı durumdadır. Cinsiyetçi tutum nedeniyle kadınlar ayrımcılığa maruz kalmakta ve pek çok alanda toplumsal statüsü daha yüksek görülen erkeklere karşı fırsat eşitsizliği yaşamaktadır. Böylece cinsiyet ayrımcılığına uğrayan kadınlar, sosyal dışlanmanın tüm boyutlarına maruz kalmaktadır. Ataerkil yapı gücünü yalnızca ailede değil işyerinden kadının varlık göstermeye çalıştığı her alana kadar kendini göstermekte ve cinsiyete dayalı ayrımcılık gerçekleşmektedir (Pekel, 2019, s. 30; Yıldırım, 2021, s. 326).

Neticede günümüzde kadınların karşı karşıya kaldıkları ve mücadele içerisinde buldukları çeşitli sorunların temelinde cinsiyet ayrımcılığı ve gelenekselleşmiş toplumsal cinsiyetin bulunduğu düşünülmektedir. Toplumsal cinsiyetin dünyanın her yerinde eşitsizlik yaratan, biçtiği roller gereği erkeği ön planda tutup kadını ikincil konuma atan evrensel bir mesele olduğunu söylemek mümkündür. Zira toplumsal cinsiyet, yalnızca cinsiyet farklılığını ortaya koymaz aynı zamanda içerdiği toplumsal ve kültürel değerler ile cinsler arasında eşit olmayan güç ilişkilerini de belirler (Ökten, 2009, s. 303; Aksöz ve Eroğlu Durkal, 2021, s. 171).

Toplumsal cinsiyetin kadının statüsünü belirlediği ve toplumsal cinsiyetinde bölgenin tarihi ve kültürüne göre şekillendiğini göz önüne aldığımızda Güneydoğu Anadolu Bölgesi'nin kültürel yapısına göre kadının statüsünü ve rollerini belirleyen çeşitli etkenlerin olduğu görülmektedir. Bölgede kadınların genellikle kendileri için değil daha çok aşiret veya toplumun kalıp yargılarına göre davrandığı erkek hâkimiyetinin olduğu bir anlayış söz konusudur (Ökten, 2009, s. 304). Bölgede güçlü bir ataerkil cinsiyet rejimi vardır. Buna bağlı olarak soyun erkek aracılığı ile devam ettiği, erkeğin belirleyici kadının ise ikincil konumda bulunduğu bir anlayış hâkimdir. Erkeğin merkeze alındığı bölgede geleneksel rol ve statüler kadının konumunu belirlemektedir. Kadınlar, ev hanımı ve analık rolleri ön planda tutulmakta ve daha çok özel alanla sınırlı kalmaktadırlar. Bölgede okuryazarlık oranı cinsiyete göre değişmekle birlikte kadın okuryazar sayısı erkeklere göre daha azdır. Akrabalık ilişkilerinin oldukça önemli olduğu aşiret sistemi etkin bir şekilde varlığını sürdürmekte ve hala yaygın biçimde akraba evlilikleri gerçekleştirilmektedir. Ayrıca evlenme yaşı çok düşüktür ve bölgede nüfus artış hızı fazladır. Kadınların doğurganlığı, çok çocuk doğurması, erkek çocuk doğurması hala daha önemli görülmektedir. Bu nedenledir ki çok eşlilik de süregelmektedir. Namus kavramı kadın cinselliği ile bağdaştırılarak kadınların kontrol edilmesine yönelik bir eğilim vardır ve kadın namusunu korumak ise erkeğin görevidir. Bu durum kadınları, eğitimden evliliğe kadar pek çok alanda etkilemektedir (Ökten, 2009, s. 310-311).

Toplumun derinliklerine kök salan cinsiyet hiyerarşisi ve meydana getirdiği sorunları sona erdirmek için yapılması gereken pek çok iş ve aşılması gereken uzun bir yol vardır. Fakat her şeyden önce toplumdaki düşünce yapısının değişmesi ve cinsiyetlere yönelik mevcut algıların yıkılması ve yeniden inşa edilmesi gerekmektedir. Bu

kapsamda toplum nezdinde sorunların çözülmesi adına her iki cinsin de konuya dair daha bilinçli ve duyarlı bir şekilde yetiştirilmesi önem arz etmektedir (Vatandaş, 2007, s. 49; Aksöz ve Eroğlu Durkal, 2021, s. 171).

Şekil 1: Toplumsal Cinsiyet ve Kadın Sorunları



Kaynak: Yazarlar tarafından yazın incelenerek oluşturulmuştur.

Tüm bu anlatılanlar neticesinde toplumda kadın ve erkeklerin toplumsal hayata katılım biçiminin, statüsünün, görünürlüğünün sahip olduğu olanakların, hak ve hizmetlere erişiminin toplumsal cinsiyet algısından kaynaklandığı söylenebilir. Toplumsal cinsiyet rolleri gereği eril hâkimiyetin olduğu bir toplumda oluşan yüzlerce yıllık kalıp yargılar sonucunda kadınlar eğitim, sosyal, ekonomik, kültürel ve siyasal olmak üzere hayatın her alanında erkeğe göre daha düşük konumlarda tutulmakta ve böylelikle kaçınılmaz bir şekilde geri planda kalarak daha az toplumsal değer görmektedir. Söz konusu toplumsal cinsiyetin kadınlara attığı roller kadınların erkeklere nazaran pasif ve edilgen bir konumda olmasına yol açmış ve bu durum cinsiyet ayrımcılığını da beraberinde getirmiştir. Toplumsal cinsiyet ve buna dayalı olarak ortaya çıkan cinsiyet ayrımcılığı ise başlı başına bir sorun olmasının yanı sıra kadınlar açısından çeşitli sorunların da temelini oluşturmaktadır. Nitekim sırf cinsiyetlerinden dolayı ayrımcılığa maruz kalan kadınların sorunları daha dünyaya gelinen andan itibaren başlamakta ve aile içerisindeki imkânlardan öncelikli olarak erkek çocuk faydalanmaktadır. Bu noktada karşılaşılan problemler silsilesinin başında eğitim hakkından yoksun bırakılmak gelmektedir. Eğitim hakkından mahrum kalan kadınlar toplumsal hayatta var olamamaktadır. Eğitimde fırsat eşitsizliği toplumsal, ekonomik ve coğrafi faktörlerle de desteklenerek kadınların toplumsal hayattaki varlıklarına engel olmaktadır. Zira eğitim, kadınların istihdamına, siyasal katılımına etki eden, yoksulluğunun önüne geçen, bireysel özgürlüklerinin sağlanması yönünde etkili olan, toplumsal statülerini arttıran, ikincil konumlarını aşmakta anahtar bir rol üstlenen, kadınların haklarını bilmeleri ve kullanabilmeleri için öncü olan hayati bir unsurdur. Dolayısıyla kadınların toplumsal alanda yaşadıkları pek çok sorunun temeli eğitimden, eğitim sorunu ise toplumsal cinsiyetin getirdiği cinsiyet ayrımcılığından kaynaklanmaktadır. Eğitim sorununun devamında kadınların karşılaştıkları diğer bir sorun ise istihdamdır. Kadınlar çalışma hayatına giriş aşamasından başlamak üzere çalışma hayatının her bir evresinde çeşitli sorunlar yaşamaktadır. Bu sorunlar işe alımda ayrımcılık, mesleki eğitimde eşitsizlik, kariyerleri önündeki cam tavan sendromu ve cam uçurum gibi engeller, ücretlendirmede farklılık, iş güvencesinde eşitsizlik, mobbing, iş yerinde cinsel taciz, iş-aile çatışması gibi sıralanabilir. Toplum nezdinde normalleşmiş olan bu durum sonucunda ise kadınlar toplumun her alanında erkeklerle eşit seviyede yer alamamakta ve pek çok toplumsal soruna da maruz kalmaktadır. Öyle ki bu durum, kadınların insan haklarını ihlal edecek kadar ciddi boyuttaki sorunlara yol açmaktadır. Bu kapsamda kadına yönelik her türlü şiddet evrensel boyutta varlığını günümüzde dahi sürdüren bir sorundur. Sırf cinsiyetlerinden ötürü fiziksel, psikolojik, cinsel ve ekonomik şiddete maruz kalan kadınlar fiziksel ve psikolojik pek çok sorun yaşamaktadır. İlginçtir ki kadına yönelik şiddetten yine utanç ve korku duyan kadınlardır ki çoğunlukla şiddet gizli tutulmaktadır. Duygu ve düşüncelerin bastırılması, çocuk yaşta evlilik, zorla evlendirilme, cinsel taciz ve tecavüz,

çok eşlilik ve hatta namus adı altında işlenen kadın cinayetleri başta olmak üzere kadınların katledilmesi akıl almaz bir biçimde toplumsal hayatta var olan ve bitmek tükenmek bilmeyen toplumun acı gerçekleridir. Belki de daha acı olan ise söz konusu olan tüm bu problemlerin toplum nezdinde alışılmış olmasıdır. Her ne kadar son yıllarda medyanın da etkisi ile kadın sorunları gözle görülür bir biçimde gündemde sıklıkla yer alan bir tartışma konusu olsa da kadınların yaşadıkları sorunlar yüzyıllardır süregelmektedir. Bu sorunların çözümü bir yana, sorunların her geçen gün daha ciddi bir hal aldığı düşünülmektedir. Çünkü sorunların birçoğunun temelinde toplum tarafından kadınlara atfedilen gelenekselleşmiş toplumsal cinsiyet rolleri yatmakta bu durum ise her iki cinsin de çocukluktan itibaren yetiştirilme tarzlarının ve toplumsal kalıp yarguların değiştirilmesini gerektirmektedir. Hal böyleyken bu durumun uzun bir süreç gerektirdiği ortadadır. Ayrıca bu sorunların küresel nitelik taşıması ve temelinde toplumsal cinsiyet rolleri gibi kırılması güç faktörlerin bulunması konunun ivedilikle ele alınmasını gerektirmektedir.

Oldukça kompleks bir yapıda olan ve kısır döngü niteliğindeki bu sorunların herhangi birini veya birçoğunu yaşayan kadınlar yaşanan stres durumu ile baş edemeyebilir ve güçlerini yitirebilir. Bu nedenle kadınların toplumsal tükenmişlik sendromlarını ele almanın önemli olduğu düşünülmektedir. Ayrıca toplumsal cinsiyet rollerinin, ataerkil yapının ve aşiret kültürünün baskın olduğu bir coğrafya olan Güneydoğu Anadolu Bölgesi'nin ele alınmasının, çalışmanın amacına uygun olacağı ve literatüre katkı sağlayacağı varsayılmaktadır.

Tükenmişlik Sendromundan Toplumsal Tükenmişlik Sendromuna

Tükenmişlik sendromu geçmişten günümüze önemli bir sorunsal olarak varlığını devam ettiren, herkesin tanıdığı ve bildiği bir duygudur. Yorucu bir günün ardından kendine gelme düşüncesi ile evine gelen bir kişinin tükenmişlik sendromuna yakalanmış olması günümüzde oldukça yüksek bir olasılıktır. Tükenmişlik, uzun süreli stres veya hayal kırıklığı neticesinde yaşanan duygusal ya da fiziksel bir bitkinlik halidir (Kahya, 2015, s. 530).

Tükenmişlik sendromu ilk kez 1974 yılında Herbert J. Freudenberger tarafından, "başarısız olma, yıpranma, enerji ve gücün azalması veya tatmin edilemeyen istekler sonucunda bireyin iç kaynaklarında meydana gelen tükenme durumu" şeklinde tanımlanarak literatüre geçmiştir (Freudenberger, 1974, s. 159). Tarihsel süreç göz önüne alındığında ise tükenmişlik sendromunun pek çok araştırmaya konu edildiği ve birbirinden farklı pek çok tanım geliştirildiği gözlemlenmektedir. Ancak tükenmişlik sendromuna dair günümüzde yaygın şekilde kabul gören tanım Maslach Tükenmişlik Ölçeği'ni geliştiren Maslach ve Jackson'a aittir. Maslach ve Jackson tükenmişliği "iş gereği yoğun duygusal taleplere maruz kalan ve sürekli diğer insanlarla yüz yüze çalışmak durumunda olan kişilerde görülen fiziksel bitkinlik, uzun süreli yorgunluk, çaresizlik ve umutsuzluk duygularının, yapılan işe, hayata ve diğer insanlara karşı olumsuz tutumlarla yansımalarıyla oluşan bir sendrom" şeklinde tanımlamıştır (Maslach and Jackson, 1981, s. 99). Daha yalın bir ifadeyle Maslach tükenmişliği "iş gereği insanlarla yoğun bir ilişki içerisinde olan bireylerde görülen duygusal tükenme, duyarsızlaşma ve düşük kişisel başarı hissi" olarak tanımlamıştır (Ardıç ve Polatçı, 2008, s. 70).

Dolayısıyla Maslach ve Jackson tarafından tükenmişlik sendromuna dair geliştirilen bu

tanımlama üç farklı boyut üzerinden yapılmış bir tanımlamadır. Bu kapsamda tükenmişlik, “duygusal tükenmişlik, duyarsızlaşma ve azalan kişisel başarı duygusundan meydana gelen psikolojik bir sendromdur” (Maslach and Jackson, 1981, s. 99). Tükenmişliği bu üç farklı boyutu ile inceleyen Maslach ve Jackson’a göre duygusal tükenmişlik; kişinin ruhen yıpranma duygusunu ifade ederken, duyarsızlaşma; kişinin birlikte çalıştığı veya hizmet ettiği kişilere karşı katı, negatif ve anlayışsız bir tavra bürünmesini, kişisel başarı azlığı ise kişinin başarıya erişme ve yeterli hissetme duygusundaki azalmayı ifade etmektedir (Birdir ve Tepeci, 2003, s. 94). Bu doğrultuda kişinin ruhsal çöküntü durumunu ifade eden duygusal tükenme, tükenmişlik sendromunun temel ve ilk evresini meydana getirir. Tükenmişlik sendromunun ikinci boyutu olan duyarsızlaşma ile kişinin iş ilişkisi içerisinde olduğu insanlara mesafeli davranma, negatif ve karşıt tavırlar sergileme, onları umursamaz bir tutum içerisinde olma kastedilir. Bunun sonucunda ise iletişim problemleri, iş ortamında gerginlik ve çatışmalar meydana gelmektedir. Tükenmişliğin üçüncü boyutu ve son aşaması kişisel başarı hissinde azalmadır. Tükenmişlik yaşayan kişi yaptığı işte başarısız olduğunu ve işinde yeterli olmadığını düşünür. Bu olumsuz düşünceler ise zamanla kişinin işinde hatalar yapmasına, kendini suçlu hissetmesine ve güveninin kırılmasına yol açar (Gülbayrak ve Mavili Aktaş, 2020, s. 416). Tükenmişliğin söz konusu üç boyutunun sonuçları genel olarak değerlendirildiğinde, kişinin kronikleşmiş bir yorgunluk içinde olduğu, kendi kabuğuna çekildiği ve giderek artan bir yetersizlik hissine kapıldığı gözlemlenmektedir (Okutan vd., 2013, s. 3).

Böylelikle tükenmişlik, kişiyi yavaşça içerisine alan, sinsice ilerleyen ve uzun bir müddet kişiyi enerjisi tükenmiş ve bitkin hissettiren kronik bir yorgunluk halidir. Tükenmişlik aniden ortaya çıkan bir durumdan ziyade yavaş bir biçimde gelişen bir belirtiler yumağı olması sebebiyle kısa sürede iyileşmez. Aksine tükenmişlik belirtilerinin göz ardı edilmeksizin zamanında teşhis edilmesi ve önlem alınması gerekmektedir. Tükenmişlik yaşayan kişi fiziksel, ruhsal ve duygusal olarak bitkin olup çevresine karşı ise ilgisiz ve eleştireldir (Ardıç ve Polatçı, 2008, s. 73; Kahya, 2015, s. 531).

Tükenmişliğin nedenleri göz önüne alındığında ise tükenmişliğin pek çok nedenden etkilendiği ve çok boyutlu kompleks bir yapıya sahip olduğu söylenebilir. Bu kapsamda tükenmişlik sendromunun kişinin kendinden kaynaklanan kişisel nedenleri ve kişinin dışında gerçekleşen bulunduğu çevreden kaynaklanan örgütsel nedenleri bulunmaktadır. Yaş, cinsiyet, medeni durum, çocuk sayısı, eğitim seviyesi gibi demografik faktörler, A tipi kişilik yapısı, kişisel beklentilerin yüksek olması, informal ilişkiler, motivasyon, işkoliklik kişisel nedenler iken yapılan meslek tipi, işin niteliği, iş yükü yoğunluğu, çalışma saatleri, iş yerinin özellikleri, çalışma alanının olumsuz fiziksel koşulları, rol belirsizliği, rol çatışması, örgüt içi ilişkiler ve çatışmalar, örgütsel iletişimsizlik, kararlara katılmama, işte ilerleme fırsatları, kontrol eksikliği veya fazlalığı, sosyal desteğin olmaması, toplumsal ve ekonomik etkenler ise tükenmişliğin örgütsel nedenleri arasında yer almaktadır (Kaçmaz, 2005, s. 30; Otacıoğlu, 2008, s. 105; Ardıç ve Polatçı, 2008, s. 71-72; Okutan vd., 2013, s. 3).

Tükenmişliğin belirtileri kişiye göre farklılık göstermekle beraber genellikle fiziksel, psikolojik ve davranışsal belirtiler olarak sınıflandırılabilir. Tükenmişlik fiziksel olarak başlangıçta bitkinlik ve yorgunluk, uyku bozukluğu, uyuşukluk, baş ağrısı gibi hafif belirtilerle başlar ve önlem alınmadığı takdirde kronik yorgunluk, enerji kaybı,

güçsüzlük, kas krampları, bel ağrısı, enfeksiyonlara karşı direncin azalması, sürekli soğuk algınlıkları, solunum güçlüğü, mide hastalıkları, aşırı kilo alımı veya kaybı, kalp çarpıntısı ve cilt hastalıklarına yol açabilir. Tükenmişliğin psikolojik belirtileri ise ilgisizlik, eleştirme, ümitsizlik, özgüven kaybı, tedirginlik ve huzursuzluk, sinirlilik, psikolojik incinmeye açıklık, güvensiz hissetme, sabırsızlık, insan ilişkilerinde sorunlar yaşama, şüphencilik, suçluluk hissi, depresyon, çaresizlik, düşüncelerde belirsizlik ve karmaşıklık, saygı, arkadaşlık, nezaket gibi olumlu duygularda azalma şeklinde sıralanabilir. Davranışsal belirtiler ise fiziksel ve psikolojik belirtilere nazaran kişinin çevresi tarafından daha kolay anlaşılabilen tükenmişlik belirtileridir. Söz konusu belirtiler arasında çabuk öfkelenme, ağlama nöbetleri, konsantrasyon problemi, unutkanlık, aile içi çatışmalar, yalnız kalma isteği, alınganlık, işine karşı hoşnutsuzluk, düşük iş performansı, işe geç gitme veya gitmeme, hatalı iş yapma ve şikâyet sayılarındaki artış, örgütsel bağlılıkta azalma bulunmaktadır (Ardıç ve Polatçı, 2008, s. 73-74; Naktiyok ve Karabey, 2010, s. 183).

Netice itibariyle gerek Maslach'ın ileri sürdüğü tanım gerekse de literatürde kabul gören genel görüş, tükenmişlik sendromunun yoğun iş stresi sebebiyle meydana gelen psikolojik bir süreç olduğu yönündedir (Spector, 2008, s. 269). Dolayısıyla literatürde iş yerine özgü bir kavram olarak yer edinmiş tükenmişlik sendromunun en basit hali ile iş yaşamında stres ile baş edememe durumu olduğunu söylemek mümkündür. Günümüzde bireylerin vakitlerinin büyük kısmını iş yerinde geçirmeleri ve iş yerinde çeşitli stres faktörleri ile karşılaşmaları doğru olmakla birlikte bu durumu yalnızca iş yeri üzerinden ele almak sınırlayıcıdır. Öyle ki bireyler yalnızca iş yerinde değil toplumsal yaşamın her alanında stres durumları ile karşılaşmaktadır. Bu nedenle stres karşısında etkin mücadele edememe sonucunda ortaya çıkan tükenmişliğin sadece iş yeri ile değil toplumsal boyutta ele alınmasının daha kapsayıcı olacağı varsayılmaktadır. Bu doğrultuda toplumsal yaşam göz önüne alındığında ise kadınların çeşitli sorunlarla ve pek çok stres durumları ile karşılaştıkları yadsınamaz bir gerçektir. Buradan hareketle tükenmişlik sendromu kavramından yola çıkarak kadınların toplumsal alanda çeşitli sorunlar yaşamaları, yıpranmaları, enerji ve güçlerini yitirmeleri toplumsal tükenmişlik olarak nitelendirilebilir (Arslan vd., 2022, s. 870).

Bu kapsamda her ne kadar tükenmişlik kavramının kökeninde iş yaşamı bulunsa da tükenmişlik kavramı irdelendiğinde kavramın kökeninde yaşanan stres ile baş edememe durumunun bulunması, kavramın yalnızca iş hayatı ile sınırlı kalmaması adına bir yol haritası olarak görülebilir. Nitekim insanoğlu için stresle başa çıkamama durumu ve çaresizlik hissi buna bağlı gelişen kronik yorgunluk ve ümitsizlik yalnızca iş yaşamında değil hayatın içinde her alanda çeşitli faktörlerden kaynaklanabilir. Zira günümüzde bireyler hayatın her alanında kendini gösteren çeşitli zorluklarla karşı karşıya kalmaktadır. Öyle ki kadınların toplumsal hayatta, siyasette, çalışma hayatında dolayısıyla her alanda yüzyıllardır süregelen ikincil konumu onlar için pek çok stres faktörü meydana getirmektedir. Bu stres faktörleri ve kişinin verdiği mücadele psikolojik dengeyi bozabilmekte, yaşanan enerji kaybı nihayetinde kişinin güçsüzlük, savunmasızlık, çaresizlik ve kaygı hislerinin paradoks bir hâl almasına yol açabilmektedir. Gerek dünyada gerekse de ülkemizdeki toplumsal koşullar göz önüne alındığında kadınların söz konusu paradoks içerisinde yer alan ve incelemeye tabi tutulması gereken bir dezavantajlı grup olduğu düşünülmektedir. Dolayısıyla eğitime eşitsizlikten, kadın cinayetlerine kadar uzanan oldukça geniş yelpazeli bitmek bilmeyen

kadın sorunları düşünüldüğünde kadınların çeşitli sorunlarla ve stres faktörleri işe baş edememeleri ve sonucunda toplumsal tükenmişlik sendromu yaşamaları oldukça muhtemel görünmektedir. Bu nedenle bu çalışma kapsamında ataerkil toplum düzeni içinde toplumsal cinsiyet faktörü ve buna bağlı olarak kadınların yaşadıkları cinsiyet ayrımcılığından kaynaklanan çeşitli sorunlar göz önüne alınarak toplumsal tükenmişlikleri Şanlıurfa ili örneğinde değerlendirilecektir.

Yöntem

Araştırmanın Amacı

Bu araştırmanın amacı, Şanlıurfa'da yaşayan kadınların demografik özellikleri açısından toplumsal tükenmişlik düzeylerinde bir farklılık olup olmadığını belirlemektir. Bu doğrultuda çalışmanın gerçekleştirildiği bölgede toplumsal cinsiyet eşitsizliğinin etkin olmasından hareketle elde edilen bulguların toplumsal cinsiyet ile ilişkilendirilerek ele alınmasının literatüre katkı sunacağı düşünülmektedir.

Örnekleme Süreci

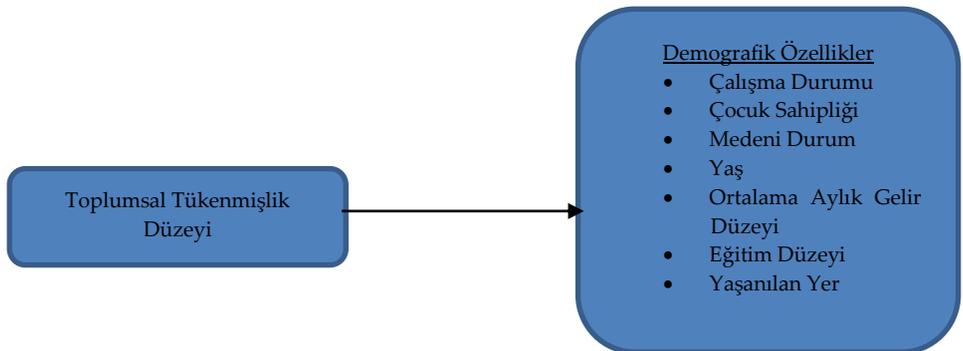
Araştırmanın ana kümesini Şanlıurfa'da yaşayan kadınlar oluşturmaktadır. Ancak "zaman ve maliyet kısıtlaması nedeniyle örnekleme yoluna gidilmiş ve örneklem büyüklüğünün %95 güvenilirlik ve %5 örneklem hatası ile 384" olduğu tespit edilmiştir (Yazıcıoğlu ve Erdoğan, 2004). Verilerin toplanmasında kolayda örnekleme yöntemiyle anket uygulaması yapılmıştır. Pandemi koşulları nedeniyle hem yüz yüze anket hem online anket yoluyla veriler toplanılmıştır. Anketler 20.05.2022 ile 30.06.2022 tarihleri arasında Şanlıurfa'da yaşayan 385 kadına gönüllülük esasına göre uygulanmıştır.

Veri Toplama Yöntemi ve Aracı

Araştırma için gerekli olan veriler, anket metodu uygulanarak toplanmıştır. Araştırma için hazırlanan anket iki bölümden oluşmaktadır. Birinci bölümde, Maslach ve Jackson (1981) tarafından geliştirilen 22 maddeden oluşan Maslach Tükenmişlik Ölçeği'nin (Maslach Burnout Inventory) Arslan ve arkadaşları tarafından toplumsal tükenmişliğe uyarlanmış hali yer almaktadır (Arslan vd., 2022, s. 878). İkinci bölümde ise, çalışma durumu, çocuk sahipliği, medeni durum, yaş, ortalama aylık gelir düzeyi, eğitim düzeyi, yaşanan yer gibi 7 demografik faktör yer almaktadır. Ölçekler 5'li likert ile ölçülmüştür.

Araştırmanın Modeli ve Hipotezleri

Şekil 2: Araştırmanın Modeli



Araştırmanın modeli ve amacı doğrultusunda geliştirilen hipotezler şu şekildedir:

H₁: Şanlıurfa'da yaşayan kadınların çalışma durumlarına göre toplumsal tükenmişlik düzeylerinde farklılık vardır.

H₂: Şanlıurfa'da yaşayan kadınların çocuk sahipliklerine göre toplumsal tükenmişlik düzeylerinde farklılık vardır.

H₃: Şanlıurfa'da yaşayan kadınların medeni durumlarına göre toplumsal tükenmişlik düzeylerinde farklılık vardır.

H₄: Şanlıurfa'da yaşayan kadınların yaş düzeylerine göre toplumsal tükenmişlik düzeylerinde farklılık vardır.

H₅: Şanlıurfa'da yaşayan kadınların ortalama aylık gelir düzeylerine göre toplumsal tükenmişlik düzeylerinde farklılık vardır.

H₆: Şanlıurfa'da yaşayan kadınların eğitim düzeylerine göre toplumsal tükenmişlik düzeylerinde farklılık vardır.

H₇: Şanlıurfa'da yaşayan kadınların yaşadıkları yere göre toplumsal tükenmişlik düzeylerinde farklılık vardır.

Kullanılan Yöntemler

Araştırmada elde edilen veriler "SPSS (Statistical Package for Social Sciences) for Windows 25.0 programı" kullanılarak analiz edilmiştir. Verilerde normal dağılıma uygunluk Q-Q Plot çizimi ile incelenmiştir. Çarpıklık ve basıklık değerlerinin " $\pm 1,96$ arasında kalıyorsa veriler normal dağılıyor" yorumu yapılabilir (Can, 2022, s. 87). Normal dağılım uygunluk normallik testleri ve basıklık çarpıklık değerleri ile kontrol edilmiştir. Bu doğrultuda verilerin normal dağılım varsayımını sağladığı tespit edilmiştir. Araştırmada kullanılan ölçeğin güvenilirliği Cronbach Alpha ile hesaplanmıştır. Ayrıca ölçeğe ilişkin açıklayıcı faktör analizi yapılmıştır. Kadınların medeni durumu, çocuk sahipliği ve çalışma durumu açısından toplumsal tükenmişlik düzeylerindeki farklılıkları belirlemek için t- testi analizi yapılmıştır. Kadınların yaşı, eğitim durumu, ortalama aylık gelir düzeyi ve yaşadıkları yer açısından toplumsal tükenmişlik düzeylerindeki farklılıkları belirlemek için anova testi analizi yapılmıştır.

Verilerin Analizi ve Araştırmanın Bulguları

Güvenilirlik Analizi

Ölçeğin Cronbach Alfa güvenilirlik katsayısı " $0.00 \leq \alpha < 0.40$ ise ölçek güvenilir değil, $0.40 \leq \alpha < 0.60$ ise ölçek düşük derecede güvenilir, $0.60 \leq \alpha < 0.80$ ise ölçek oldukça güvenilir ve $0.80 \leq \alpha < 1.00$ ise ölçek yüksek derecede güvenilir" olarak değerlendirilir (Can, 2022, s. 396).

Tablo 1'de araştırmada kullanılan ölçeğin güvenilirlik analizi yapılmıştır.

Tablo 1: Güvenirlilik Analizi Sonuçları

Faktör Adı	Cronbach's Alpha	Madde Sayısı
Toplumsal Tükenmişlik	,902	22

Araştırmada kullanılan ölçeğe uygulanan güvenilirlik analizine göre, toplumsal tükenmişlik ölçeğinin Cronbach's Alfa (α) değeri 0,902 olarak belirlenmiştir. Elde edilen sonuç, toplumsal tükenmişlik ölçeğinin yüksek derecede güvenilir olduğunu göstermiştir.

Faktör Analizi

Araştırmada yer alan toplumsal tükenmişlik düzeyini ölçmeye yönelik değişkenlerle ilgili 22 maddeye faktör analizi yapılmıştır.

Toplumsal Tükenmişlik Düzeyini Ölçmeye Yönelik Değişkenlere İlişkin Faktör Analizi

Tablo 2: Toplumsal Tükenmişlik Düzeyini Ölçmeye Yönelik Değişkenlere İlişkin Faktör Analizi Sonuçları

Ölçek Alt Boyutları	Maddeler	Yük Değerleri	Açıklanan Varyans (%)
Duygusal Tükenmişlik	"Yaşadığım toplumdaki yıldırımımı hissediyorum"	,764	34,887
	"Toplumdan soğuduğumu hissediyorum"	,725	
	"Yaşadığım toplum gereği karşılaştığım kadınların ne hissettiğini hemen anlarım"	,661	
	"Yaşadığım toplum insanlara karşı sert bir tutum sergilememi gerektiriyor"	,656	
	"Sabah kalktığımda bir gün daha bu toplumda yerim olmadığını hissediyorum"	,649	
	"Yaşadığım toplum gereği karşılaştığım bazı kimselere sanki insan değilmiş gibi davrandığımı fark ediyorum"	,648	
	"Toplumda kendimi ruhen tükenmiş hissediyorum"	,620	
	"Yaşadığım toplumsal olayların (kadına şiddet, mobbing, kadın cinayetleri vb.) beni hayal kırıklığına uğrattığını düşünüyorum"	,619	
	"Yaşadığım toplum gereği karşılaştığım kadınların sorunlarına en uygun çözüm yollarını bulurum"	,612	
	"Bu toplumun beni giderek katılaştırmasından korkuyorum"	,612	
	"Yaşadığım toplumdaki kadınların yaşamına katkıda bulunduğuma"	,589	

	inanyorum”		
	“Bütün gün insanlarla uğraşmak benim için gerçekten çok yıpratıcı”	,577	
	“Çok şeyler yapacak güçteyim”	,577	
Kişisel Başarı	“Yaşadığım toplumda, bir kadın olarak üstlenebileceğimden daha fazla sorumluluk yüklendiğini hissediyorum”	,702	
	“Toplumda karşılaştığım insanlarla aramda rahat bir hava yaratıyorum”	,679	
	“Yaşadığım toplum gereği karşılaştığım insanlara ne olduğu umurumda değil”	,660	22,182
	“Toplumdaki insanlarla yakın bir etkileşimden sonra kendimi canlanmış hissediyorum”	,653	
	“Toplumda benimle aynı şeyleri yaşayan kadınlarla doğrudan iletişim kurmak, bende çok fazla stres yaratıyor”	,591	
Duyarsızlaşma	“Bu toplumda varlığımı tehdit altında hissediyorum”	,746	
	“Toplumda yaşadığım duygusal sorunlara seri kanlılıkla yaklaşırım”	,714	18,407
	“Bu toplumda bir kadın olarak varlığımı kabul ettirecek birçok başarı elde ettim”	,680	
	“Toplumda karşılaştığım insanların bazı problemlerini sanki ben yaratmışım gibi davrandıklarını hissediyorum”	,623	

KMO: ,764 Bartlett Küresellik Testi (p): 3336,454 Toplam Açıklanan Varyans (%):75,476

Demografik Bulgular

Araştırmaya katılan kadınların demografik olarak dağılımları Tablo 4'te yer almaktadır.

Tablo 3: Katılımcıların demografik özelliklerine göre dağılımı

Çalışma Durumu	N	%
Evet	236	61,3
Hayır	149	38,7
Toplam	385	100
Medeni Durum	N	%
Evli	228	59,2
Bekar	157	40,8
Toplam	385	100
Yaş	N	%
18-28	64	16,6
29-38	101	26,2
39-48	139	36,1
49-58	48	12,5
59 ve üzeri	33	8,6
Toplam	385	100

Aylık Gelir	N	%
2500 TL' den az	32	8,2
2501-3500 TL	31	8,1
3501-4500 TL	126	32,7
4501-5500 TL	98	25,5
5501 TL' den fazla	98	25,5
Toplam	385	100
Eğitim Durumu	N	%
İlköğretim	92	23,9
Lise	48	12,5
Ön lisans	38	9,9
Lisans	121	31,4
Lisansüstü	86	22,3
Toplam	385	100
Çocuk Sahipliği	N	%
Evet	208	54
Hayır	177	46
Toplam	385	100
Yaşanılan Yerleşim Birimi	N	%
Köy	38	9,9
İlçe	104	27
İl Merkezi	243	63,1
Toplam	385	100

Hipotezlerin Test Edilmesi

H₁: Şanlıurfa'da yaşayan kadınların çalışma durumlarına göre toplumsal tükenmişlik düzeylerinde farklılık vardır.

Tablo 4: Katılımcıların Çalışma Durumlarına Göre Toplumsal Tükenmişlik Düzeylerine Yönelik t-Testi Analizi Sonuçları

Toplumsal Tükenmişlik	N	\bar{x}	t	Sig.
Evet	236	3,3963	-,478	,633
Hayır	149	3,4242		
Duygusal Tükenmişlik	N	\bar{x}	t	Sig.
Evet	236	3,3589	,200	,842
Hayır	149	3,3444		
Kişisel Başarı	N	\bar{x}	t	Sig.
Evet	236	3,4755	-1,483	,139
Hayır	149	3,5725		
Duyarsızlaşma	N	\bar{x}	t	Sig.

Evet	236	3,3370	,087	,931
Hayır	149	3,3307		

Katılımcıların çalışma durumları açısından toplumsal tükenmişlik düzeylerinde bir farklılık olup olmadığını belirlemek amacıyla t-testi analizi yapılmıştır. Analiz sonucunda ulaşılan değer $p=,633>,05$ olarak belirlenmesinden dolayı katılımcıların çalışma durumlarına göre farklılık belirlenmemiştir. Yine toplumsal tükenmişliğin alt boyutlarında da çalışma durumları açısından incelendiğinde, her üç alt faktör düzeyinde de kadınlar çalışma durumlarına göre tükenmişlik açısından farklılaşmamaktadır. Buna göre çalışan kadınlar ve çalışmayan kadınlar genel olarak tükenmişlik ve alt boyutları açısından birbirine benzerdir.

H₂: Şanlıurfa'da yaşayan kadınların çocuk sahipliklerine göre toplumsal tükenmişlik düzeylerinde farklılık vardır.

Tablo 5: Katılımcıların Çocuk Sahipliklerine Göre Toplumsal Tükenmişlik Düzeylerine Yönelik t-Testi Analizi Sonuçları

Toplumsal Tükenmişlik	N	\bar{x}	t	Sig.
Evet	208	3,322	-2,024	,044
Hayır	177	3,4481		
Duygusal Tükenmişlik	N	\bar{x}	t	Sig.
Evet	208	3,2787	-2,570	,011
Hayır	177	3,4179		
Kişisel Başarı	N	\bar{x}	t	Sig.
Evet	208	3,4020	-2,444	,015
Hayır	177	3,5668		
Duyarsızlaşma	N	\bar{x}	t	Sig.
Evet	208	3,3808	,901	,368
Hayır	177	3,3123		

Katılımcıların çocuk sahiplikleri açısından toplumsal tükenmişlik düzeylerinde bir farklılık olup olmadığını belirlemek amacıyla yapılan t-testi analizi sonucunda ulaşılan değer $p=,044<,05$ olmasından dolayı katılımcıların çocuk sahiplikleri açısından toplumsal tükenmişlik düzeylerinde bir farklılık olduğu sonucuna ulaşılmıştır. Çocuk sahibi olmayan katılımcıların çocuk sahibi olan katılımcılara göre toplumsal tükenmişlik düzeylerinin daha yüksek olduğu belirlenmiştir. Yine toplumsal tükenmişliğin alt boyutlarında da çocuk sahipliği açısından anlamlı bir farklılık olup olmadığını belirlemek için yapılan t-testi analizi sonucunda "duygusal tükenmişlik" ($p=,011<,05$) ve "kişisel başarı" ($p=,015<,05$) boyutlarında katılımcıların çocuk sahiplikleri açısından bir farklılık olduğu sonucuna ulaşılmıştır. Çocuk sahibi olmayan katılımcıların çocuk sahibi olan katılımcılara göre duygusal tükenmişlik ve kişisel başarı düzeylerinin daha yüksek olduğu belirlenmiştir.

H₃: Şanlıurfa'da yaşayan kadınların medeni durumlarına göre toplumsal tükenmişlik düzeylerinde farklılık vardır.

Tablo 6: Katılımcıların Medeni Durumlarına Göre Toplumsal Tükenmişlik Düzeylerine Yönelik T-Testi Analizi Sonuçları

Toplumsal Tükenmişlik	N	\bar{x}	t	Sig.
Evli	228	3,2797	-3,184	,002
Bekâr	157	3,4825		
Duygusal Tükenmişlik	N	\bar{x}	T	Sig.
Evli	228	3,1740	-3,835	,000
Bekâr	157	3,4591		
Kişisel Başarı	N	\bar{x}	T	Sig.
Evli	228	3,3925	-2,665	,008
Bekâr	157	3,5847		
Duyarsızlaşma	N	\bar{x}	T	Sig.
Evli	228	3,2895	-,882	,379
Bekâr	157	3,3612		

Katılımcıların toplumsal tükenmişlik düzeylerinin medeni durumlarına göre farklılıklarına ölçebilmek adına yapılan t-testi analizi sonucunda ulaşılan değerin $p=,002<,05$ olması nedeniyle katılımcıların medeni durumları açısından toplumsal tükenmişlik düzeylerinde bir farklılık olduğu sonucu elde edilmiştir. Bekâr olan katılımcıların evli olan katılımcılara göre ise toplumsal tükenmişlik düzeylerinin daha yüksek olduğu tespit edilmiştir. Yine toplumsal tükenmişliğin alt boyutlarında da medeni durum açısından anlamlı bir farklılık olup olmadığını belirlemek için yapılan t-testi analizi sonucunda "duygusal tükenmişlik" ($p=,000<,05$) ve "kişisel başarı" ($p=,008<,05$) boyutlarında katılımcıların medeni durumları açısından bir farklılık olduğu belirlenmiştir. Bekâr olan katılımcıların evli olan katılımcılara göre duygusal tükenmişlik ve kişisel başarı düzeylerinin daha yüksek olduğu belirlenmiştir.

H₄: Şanlıurfa'da yaşayan kadınların yaş düzeylerine göre toplumsal tükenmişlik düzeylerinde farklılık vardır.

Tablo 7: Katılımcıların Yaşlarına Göre Toplumsal Tükenmişlik Düzeylerine Yönelik Anova Testi Analizi Sonuçları

Toplumsal Tükenmişlik	N	\bar{x}	F	Sig.
18-28	64	3,4963	4,752	,001
29-38	101	3,2658		
39-48	139	3,5200		
49-58	48	3,1753		
59 ve üzeri	33	3,4545		
Duygusal Tükenmişlik	N	\bar{x}	F	Sig.
18-28	64	3,5029	6,495	,000
29-38	101	3,1441		
39-48	139	3,4444		
49-58	48	3,1746		

	N	\bar{x}	F	Sig.
59 ve üzeri	33	3,6667		
Kişisel Başarı				
18-28	64	3,6171	6,632	,000
29-38	101	3,3310		
39-48	139	3,7034		
49-58	48	3,1786		
59 ve üzeri	33	3,1250		
Duyarsızlaşma				
18-28	64	3,2913	,477	,753
29-38	101	3,3807		
39-48	139	3,3627		
49-58	48	3,1714		
59 ve üzeri	33	3,6000		

Katılımcıların yaş düzeyleri açısından toplumsal tükenmişlik düzeylerinde bir farklılık olup olmadığını ölçebilmek için yapılan anova testi analizi sonucunda ulaşılan değerin $p=,001<,05$ olması nedeniyle katılımcıların yaş düzeyleri açısından toplumsal tükenmişlik düzeylerinde bir farklılık olduğu söylenebilmektedir. Yine toplumsal tükenmişliğin alt boyutlarında da yaş düzeyleri açısından anlamlı bir farklılık olup olmadığını belirlemek için yapılan anova testi analizi sonucunda "duygusal tükenmişlik" ($p=,000<,05$) ve "kişisel başarı" ($p=,000<,05$) boyutlarında katılımcıların yaş düzeyleri açısından bir farklılık olduğu sonucuna ulaşılmıştır. Levene analizi sonucunda toplumsal tükenmişlik ve "duygusal tükenmişlik" ile "kişisel başarı" alt boyutlarında elde edilen p değerleri $<,05$ olmasından dolayı varyansların homojen bir yapıda olmadığı sonucu elde edilmiştir. Toplumsal Tükenmişlik ve "duygusal tükenmişlik" ve "kişisel başarı" düzeylerinde yaşa göre hangi alt gruplar arasında farklılık olduğunu belirlemek üzere tek yönlü varyans analizi (ANOVA) sonrası Post-Hoc Dunnett T3 testi yapılmıştır. Yapılan analiz sonucunda, 18-28 yaş arasında olanların 29-38 (ortalama fark= $,23218$ $p=,003$) ve 49-58 (ortalama fark= $,32100$ $p=,018$) yaş arasında olanlara göre daha yüksek bir toplumsal tükenmişlik düzeyinde olduğu görülmektedir. Ayrıca 39-48 yaş aralığında olan katılımcıların 29-38 (ortalama fark= $,25589$ $p=,019$) ve 49-58 (ortalama fark= $,34471$ $p=,013$) yaş arasında olanlara göre daha yüksek bir toplumsal tükenmişlik düzeyinde olduğu görülmektedir. Duygusal tükenmişlik açısından farklılıklar incelendiğinde, 18-28 yaş arasında olanların 29-38 (ortalama fark= $,35681$ $p=,000$) yaş aralığında olan katılımcılara göre ve 39-48 yaş aralığında olan katılımcıların 29-38 (ortalama fark= $,29837$ $p=,015$) yaş aralığında olan katılımcılara göre daha yüksek bir duygusal tükenmişlik düzeyinde olduğu görülmektedir. Kişisel başarı açısından farklılıklar incelendiğinde, 18-28 yaş arasında olanların 29-38 (ortalama fark= $,29188$ $p=,000$) ve 49-58 (ortalama fark= $,43848$ $p=,002$) yaş arasında olanlara göre daha yüksek bir kişisel başarı düzeyinde olduğu görülmektedir. Ayrıca 39-48 yaş aralığında olan katılımcıların 29-38 (ortalama fark= $,378229$ $p=,000$) ve 49-58 (ortalama fark= $,52482$ $p=,003$) yaş arasında olanlara göre daha yüksek bir kişisel başarı düzeyinde olduğu görülmektedir.

H₅: Şanlıurfa'da yaşayan kadınların ortalama aylık gelir düzeylerine göre toplumsal tükenmişlik düzeylerinde farklılık vardır.

Tablo 8: Katılımcıların Aylık Gelir Durumlarına Göre Toplumsal Tükenmişlik Düzeylerine Yönelik Anova Testi Analizi Sonuçları

Toplumsal Tükenmişlik	N	\bar{x}	F	Sig.
2500 TL' den az	32	3,4710		
2501-3500 TL	31	3,4930		
3501-4500 TL	126	3,3384	5,102	,001
4501-5500 TL	98	3,5534		
5501 TL' den fazla	98	3,2045		
Duygusal Tükenmişlik	N	\bar{x}	F	Sig.
2500 TL' den az	32	3,3582	4,934	,001
2501-3500 TL	31	3,4728		
3501-4500 TL	126	3,2814		
4501-5500 TL	98	3,5485		
5501 TL' den fazla	98	3,1141		
Kişisel Başarı	N	\bar{x}	F	Sig.
2500 TL' den az	32	3,5302	5,029	,001
2501-3500 TL	31	3,5982		
3501-4500 TL	126	3,4212		
4501-5500 TL	98	3,7341		
5501 TL' den fazla	98	3,3142		
Duyarsızlaşma	N	\bar{x}	F	Sig.
2500 TL' den az	32	3,5793	2,795	,026
2501-3500 TL	31	3,3612		
3501-4500 TL	126	3,3087		
4501-5500 TL	98	3,2730		
5501 TL' den fazla	98	3,1919		

Katılımcıların aylık gelir düzeyleri açısından toplumsal tükenmişlik düzeylerinde bir farklılık olup olmadığını belirlemek için yapılan anova testi analizi sonucunda ulaşılan değer $p=,001<,05$ olması nedeniyle katılımcıların aylık gelir düzeyleri açısından toplumsal tükenmişlik düzeylerinde bir farklılık olduğu söylenebilmektedir. Yine toplumsal tükenmişliğin alt boyutlarında da aylık gelir düzeyleri açısından anlamlı bir farklılık olup olmadığını belirlemek için yapılan anova testi analizi sonucunda "duygusal tükenmişlik" ($p=,001<,05$), "kişisel başarı" ($p=,001<,05$) ve "duyarsızlaşma" ($p=,026<,05$) boyutlarında katılımcıların aylık gelir düzeyleri açısından bir farklılık olduğu sonucu elde edilmiştir. Levene analizi sonucunda toplumsal tükenmişlik, "duygusal tükenmişlik", "kişisel başarı" ve "duyarsızlaşma" alt boyutlarında elde edilen p değerleri $<,05$ olmasından dolayı varyansların homojen bir yapıda olmadığı sonucu elde edilmiştir. Toplumsal Tükenmişlik, "duygusal tükenmişlik", "kişisel başarı" ve "duyarsızlaşma" düzeylerinde aylık gelir düzeyine göre hangi alt gruplar arasında farklılık olduğunu belirlemek üzere tek yönlü varyans analizi (ANOVA) sonrası Post-Hoc Dunnett T3 testi yapılmıştır. Yapılan analiz sonucunda, 2501-3500 TL gelir

aralığında olanların 5501 TL ve üstü (ortalama fark=,28850, $p=,032$) ve 4501-5500 TL gelir aralığında olanların 5501 TL ve üstü (ortalama fark=,34885, $p=,007$) gelir aralığında olanlara göre daha yüksek bir toplumsal tükenmişlik düzeyinde olduğu görülmektedir. Duygusal tükenmişlik faktörü açısından farklılıklar incelendiğinde, 2501-3500 TL gelir aralığında olanların 5501 TL ve üstü (ortalama fark=,35868, $p=,004$) ve 4501-5500 TL gelir aralığında olanların 5501 TL ve üstü (ortalama fark=,43439, $p=,001$) gelir aralığında olanlara göre daha yüksek bir duygusal tükenmişlik düzeyinde olduğu görülmektedir. Kişisel başarı faktörü açısından farklılıklar incelendiğinde, 4501-5500 TL gelir aralığında olanların 3501- 4500 TL (ortalama fark=,31293, $p=,009$) gelir arasında olanlara göre ve 5501 TL ve üstü (ortalama fark=,41994, $p=,004$) gelir aralığında olanlara göre daha yüksek bir kişisel başarı düzeyinde olduğu görülmektedir. Duyarsızlaşma faktörü açısından farklılıklar incelendiğinde, 2500 TL'den az gelir aralığında olanların 3501-4500 TL (ortalama fark=,27061, $p=,035$) gelir arasında olanlara göre, 4501- 5500 TL (ortalama fark=,30629, $p=,025$) gelir arasında olanlara göre ve 5501 TL ve üstü (ortalama fark=,38742, $p=,027$) gelir aralığında olanlara göre daha yüksek bir duyarsızlaşma düzeyinde olduğu görülmektedir.

H₆: Şanlıurfa'da yaşayan kadınların eğitim düzeylerine göre toplumsal tükenmişlik düzeylerinde farklılık vardır.

Tablo 9: Katılımcıların Eğitim Düzeyine Göre Toplumsal Tükenmişlik Düzeylerine Yönelik Anova Testi Analizi Sonuçları

Toplumsal Tükenmişlik	N	\bar{x}	F	Sig.
İlköğretim	92	3,6364		
Lise	48	3,3409		
Ön lisans	38	3,4552	,889	,488
Lisans	121	3,5121		
Lisansüstü	86	3,3683		
Duygusal Tükenmişlik	N	\bar{x}	F	Sig.
İlköğretim	92	3,4722	,936	,458
Lise	48	3,1429		
Ön lisans	38	3,4307		
Lisans	121	3,2744		
Lisansüstü	86	3,3657		
Kişisel Başarı	N	\bar{x}	F	Sig.
İlköğretim	92	3,8438	2,640	,023
Lise	48	3,3616		
Ön lisans	38	3,5479		
Lisans	121	3,7653		
Lisansüstü	86	3,4765		
Duyarsızlaşma	N	\bar{x}	F	Sig.
İlköğretim	92	3,600	3,520	,004
Lise	48	3,6643		

Ön lisans	38	3,3507
Lisans	121	3,5347
Lisansüstü	86	3,2000

Katılımcıların eğitim düzeyleri açısından toplumsal tükenmişlik düzeylerinde bir farklılık olup olmadığını belirlemek amacıyla yapılan anova testi analizi sonucunda ulaşılan değerin $p=,488>,05$ olması, katılımcıların eğitim düzeylerine göre toplumsal tükenmişlik düzeylerinde bir farklılık olmadığını göstermektedir. Yine toplumsal tükenmişliğin alt boyutlarında da eğitim düzeyleri açısından anlamlı bir farklılık olup olmadığını tespit etmek için yapılan anova testi analizi sonucunda "kişisel başarı" ($p=,023<,05$) ve "duyarsızlaşma" ($p=,004<,05$) boyutlarında katılımcıların eğitim düzeyleri açısından bir farklılık olduğu sonucuna ulaşılmıştır. Levene analizi sonucunda "kişisel başarı" ve "duyarsızlaşma" alt boyutlarında elde edilen p değerleri $<,05$ olmasından dolayı varyansların homojen bir yapıda olmadığı sonucu elde edilmiştir. "kişisel başarı" ve "duyarsızlaşma" faktörleri düzeylerinde eğitim durumu düzeylerine göre hangi alt gruplar arasında farklılık olduğunu belirlemek üzere tek yönlü varyans analizi (ANOVA) sonrası Post-Hoc Dunnett T3 testi yapılmıştır. Kişisel başarı faktörü açısından farklılıklar incelendiğinde, ön lisans eğitim düzeyinde olanların lisans (ortalama fark= $,28879$, $p=,048$) ve lisansüstü (ortalama fark= $,34106$, $p=,041$) eğitim düzeyinde olanlara göre daha yüksek bir kişisel başarı düzeyinde olduğu görülmektedir. Duyarsızlaşma faktörü açısından farklılıklar incelendiğinde, lise eğitim düzeyinde olanların lisans (ortalama fark= $,46429$, $p=,002$) eğitim düzeyindekilere göre ve ön lisans eğitim düzeyinde olanların da lisans (ortalama fark= $,33469$, $p=,005$) eğitim düzeyinde olanlara göre daha yüksek bir duyarsızlaşma düzeyinde olduğu görülmektedir.

H₇: Şanlıurfa'da yaşayan kadınların yaşadıkları yere göre toplumsal tükenmişlik düzeylerinde farklılık vardır.

Tablo 10: Katılımcıların Yaşadıkları Yere Göre Toplumsal Tükenmişlik Düzeylerine Yönelik Anova Testi Analizi Sonuçları

Toplumsal Tükenmişlik	N	\bar{x}	F	Sig.
Köy	38	2,9455		
İlçe	104	3,4175	3,761	,024
İl Merkezi	243	3,4201		
Duygusal Tükenmişlik	N	\bar{x}	F	Sig.
Köy	38	3,1778	,475	,622
İlçe	104	3,3253		
İl Merkezi	243	3,3670		
Kişisel Başarı	N	\bar{x}	F	Sig.
Köy	38	2,9250	4,892	,008
İlçe	104	3,4877		
İl Merkezi	243	3,5404		
Duyarsızlaşma	N	\bar{x}	F	Sig.
Köy	38	2,5600	8,036	,000

İlçe	104	3,4716
İl Merkezi	243	3,3231

Katılımcıların yaşadıkları yer açısından toplumsal tükenmişlik düzeylerinde bir farklılık olup olmadığını tespit etmek amacıyla yapılan anova testi analizi sonucunda ulaşılan değerin $p=,024<,05$ olması nedeniyle katılımcıların yaşadıkları yer açısından toplumsal tükenmişlik düzeylerinde bir farklılık olduğu sonucu elde edilmiştir. Yine toplumsal tükenmişliğin alt boyutlarında da yaşadıkları yer açısından anlamlı bir farklılık olup olmadığını tespit etmek için yapılan anova testi analizi sonucunda "kişisel başarı" ($p=,008<,05$) ve "duyarsızlaşma" ($p=,000<,05$) boyutlarında katılımcıların yaşadıkları yer açısından bir farklılık olduğu sonucuna varılmıştır. Levene analizi sonucunda toplumsal tükenmişlik, "kişisel başarı" faktöründen ve "duyarsızlaşma" faktöründen elde edilen p değerleri $>,05$ olmasından dolayı varyansların homojen bir yapıda olduğu sonucu elde edilmiştir. Toplumsal Tükenmişlik, "kişisel başarı" ve "duyarsızlaşma" düzeylerinde yaşanan yere göre hangi alt gruplar arasında farklılık olduğunu belirlemek üzere tek yönlü varyans analizi (ANOVA) sonrası Post Hoc-Scheffe testi yapılmıştır. Yapılan analiz sonucunda, ilçede yaşayan katılımcıların köyde (ortalama fark= $4,7205$, $p=,034$) yaşayanlara göre ve il merkezinde yaşayanların da köyde (ortalama fark= $4,7461$, $p=,025$) yaşayanlara göre daha yüksek bir toplumsal tükenmişlik düzeyinde olduğu görülmektedir. Kişisel başarı faktörü açısından farklılıklar incelendiğinde, ilçede yaşayan katılımcıların köyde (ortalama fark= $5,6265$, $p=,026$) yaşayanlara göre ve il merkezinde yaşayanların da köyde (ortalama fark= $6,1539$, $p=,009$) yaşayanlara göre daha yüksek bir kişisel başarı düzeyinde olduğu görülmektedir. Duyarsızlaşma faktörü açısından farklılıklar incelendiğinde, ilçede yaşayan katılımcıların köyde (ortalama fark= $9,1160$, $p=,000$) yaşayanlara göre ve il merkezinde yaşayanların da köyde (ortalama fark= $7,6313$, $p=,003$) yaşayanlara göre daha yüksek bir duyarsızlaşma düzeyinde olduğu görülmektedir.

Sonuç

Toplumsal cinsiyet, kadın ve erkeği toplumun nasıl gördüğü üzerinden şekillenen ve bu doğrultuda her iki cinse uygun görülen davranışları, atfedilen rol ve sorumlulukları ifade eden bir kavramdır. Bu yönü ile toplumsal cinsiyetin insan icadı olduğunu söylemek mümkündür. Bu kavram yüzyıllardır toplumların kökenine işlemiş bir şekilde süregelmekte ve ne yazık ki değiştirilmesi oldukça güç kalıp yargılar içermektedir. Toplumsal cinsiyet, bireylerin hayatlarını, sahip oldukları imkânları, kaynaklara ve hizmetlere erişimlerini etkilemektedir. Bu noktada ise kadınlar erkeklere göre oldukça dezavantajlı durumdadır. Toplumsal cinsiyetin meydana getirdiği iş bölümü toplumsal alanda iki cinsin temsiliyeti arasında derin bir fark yaratmıştır. Ataerkil yapı ise yalnızca aile ile sınırlı kalmayarak kadının varlık göstermeye çalıştığı her alanda vardır ve tüm bunlar sonucunda cinsiyet ayrımcılığı evrensel bir gerçek haline gelmiştir. Böylece çalışma yaşamı, eğitim, sivil toplum örgütlenmesi ve siyaset gibi kamusal alandaki eril hâkimiyet, toplumsal cinsiyet eşitsizliğini ve cinsiyet ayrımcılığını kaçınılmaz kılmıştır. Cinsiyet ayrımcılığı ise daha pek çok kadın sorununa yol açmaktadır. Bu kapsamda eğitime erişimden, çalışma hayatının her bir aşamasındaki sorunlara, iş-aile çatışmasından şiddetin her türüsüne, çocuk yaşta evlilikten çok eşliliğe, tacizden kadın cinayetlerine kadar çeşitli ve oldukça kompleks sorunlar günümüzde toplumun göz ardı etmemesi gereken önemli sorunlardır. Bu

noktada ise sorunun çözümü için aslında sorunun çıkış noktasına yani toplumsal cinsiyet kavramına ve ataerkil yapıya yüz çevirmek gerekmektedir. Dolayısıyla ilk olarak toplumun içselleştirdiği toplumsal cinsiyete dair kalıp yargıların yıkılması ve yeniden inşası gerekmektedir. Bu durum ise bir hayli zaman gerektirdiği için kadın sorunları ne yazık ki bitmek tükenmek bilmemektedir. Bu noktada ise toplumda söz konusu sorunlara maruz kalan kadınları incelemenin yerinde olacağı düşüncesinden hareketle ataerkil yapının, eril hâkimiyetin oldukça güçlü olduğu, akrabalık ilişkilerinin önemli olduğu aşiret kültürünün etkili olduğu, kadının doğurganlığının ve çok çocuklu aile yapısının baskın olduğu Güneydoğu Anadolu Bölgesi'nden Şanlıurfa ili ele alınarak çalışma gerçekleştirilmiştir.

Çalışmada tükenmişlik sendromu kavramından yola çıkarak kadınların toplumsal alanda çeşitli sorunlar yaşamaları, yıpranmaları, enerji ve güçlerini yitirmeleri şeklinde nitelendirdiğimiz toplumsal tükenmişlik kavramı üzerinde durulmuştur. Bu noktada ise ataerkil yapıdaki toplumsal cinsiyet algısına bağlı ortaya çıkan çok boyutlu kadın sorunları karşısında kadınların tükenmişlik sendromuna kapılıp kapılmadığı incelenmek istenmiştir. Nitekim Şanlıurfa'da yaşayan kadınların demografik özellikleri açısından toplumsal tükenmişlik düzeylerinde bir farklılık olup olmadığını belirlemek amacıyla anket metodu uygulanmıştır. Araştırma kapsamında kadın katılımcıların %61.3 gibi önemli bir çoğunluğunun çalışma hayatı içerisinde yer aldığı sonucuna ulaşılmıştır. Katılımcıların %59.2'si evli iken yaş aralığında hemen hemen dengeli bir dağılım söz konusu olmakla beraber çoğunluğu %36.1 ile 39-48 yaş aralığındaki kadınlar oluşturmaktadır. Aylık gelir durumuna bakıldığında ise katılımcıların %32.7'si 3501-4500 TL gelire sahiptir. Eğitim durumu açısından durum oldukça ilginçtir. Çünkü her ne kadar %31.4 ile çoğunluğu lisan mezunları oluştursa da %23.9 ile ilköğretim mezunları ile %22.3 ile lisansüstü birbirine oldukça yakındır. Katılımcıların %54'ü çocuk sahibidir ve %63.1 ile önemli bir çoğunluk il merkezinde yaşamaktadır. Hipotezlerin değerlendirilmesi adına fark testi sonuçlarına baktığımızda ise katılımcıların çalışma durumları açısından toplumsal tükenmişlik düzeylerinde bir farklılık olmadığı sonucuna ulaşılmıştır. Literatürde çalışan kadınların çeşitli sorunları göz önünde bulundurulduğunda ise elde edilen sonucun şaşırtıcı olduğunu söylemek mümkündür. Katılımcıların çocuk sahibi olmaları açısından toplumsal tükenmişlik düzeyleri incelendiğinde ise çocuk sahibi olmayan katılımcıların çocuk sahibi olan katılımcılara göre toplumsal tükenmişlik düzeylerinin daha yüksek olduğu sonucuna ulaşılmıştır. Şanlıurfa ilinin çok çocuklu ve kalabalık aile yapısı göz önüne alındığında bu sonuç oldukça şaşırtıcı gözükmektedir. Medeni durum açısından yapılan incelemede ise bekâr olan katılımcıların evli olan katılımcılara göre toplumsal tükenmişlik düzeylerinin daha yüksek olduğu belirlenmiştir. Bu durum belki de bekâr kadınların Şanlıurfa ilinde daha fazla toplumsal önyargıya maruz kaldığının bir işareti olabilir ki bu meseleye dair ayrıca bir çalışma yapılması önerilebilir. 39-48 yaş aralığında olan katılımcıların diğer yaş gruplarına göre toplumsal tükenmişlik düzeylerinin daha yüksek olduğu belirlenmiştir. 4501-5500 TL gelir aralığında olan katılımcıların diğer gelir aralığındaki katılımcılara göre toplumsal tükenmişlik düzeylerinin daha yüksek olduğu belirlenmiştir. Gelir düzeyi nispeten yüksek olan katılımcıların daha yüksek toplumsal tükenmişlik sendromuna sahip olduğu belirlenmiştir. Katılımcıların eğitim düzeyleri açısından ise toplumsal tükenmişlik düzeylerinde bir farklılık olmadığı sonucuna ulaşılmıştır. İl merkezinde yaşayan katılımcıların köy ve ilçede yaşayan katılımcılara göre toplumsal tükenmişlik düzeylerinin daha yüksek olduğu

belirlenmiştir. Bu durumun kent yaşamının getirdiği tempodan ve daha kozmopolit olan nüfus yapısından kaynaklı olabileceği düşünülmektedir. Elde edilen sonuçlar çerçevesinde Şanlıurfa'daki kadın katılımcıların toplumsal tükenmişliklerinde etkili olan öncelikli unsurun aile yaşamından kaynaklanan sorumluluklardan geldiği yorumu yapılabilir. Nitekim bölgedeki koşullar, kadının geleneksel ev içi sorumluluklarını ağırlaştırabilir. Dolayısıyla çalışma hayatı, gelir, eğitim, gibi alanlardaki sorunlardan kaynaklı tükenmişliğin nispeten daha arka planda kaldığını söylemek kanımızca yanlış olmayacaktır.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur. * Harran Üniversitesi Rektörlüğü, Sosyal ve Beşeri Bilimler Yayın Etiği Kurulu Başkanlığının 15.04.2022 Tarih, 2022/51 Nolu kararı ile Etik Kurul Kararı alınmıştır.
Benzerlik Taraması	Yapıldı – İthenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%50), 2. Yazar (%50) Veri Toplanması: 1. Yazar (%50), 2. Yazar (%50) Veri Analizi: 1. Yazar (%50), 2. Yazar (%50) Makalenin Yazımı: 1. Yazar (%50), 2. Yazar (%50) Makale Gönderimi ve Revizyonu: 1. Yazar (%50), 2. Yazar (%50)

Peer-Review	Double anonymized - Two External
Ethical Statement	* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited. * The Ethics Committee Decision was taken with the decision of Harran University Rectorate, Social and Humanities Publication Ethics Board dated 15.04.2022, numbered 2022/51.
Plagiarism Checks	Yes - İthenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%50), 2. Author (%50) Data Acquisition: 1. Author (%50), 2. Author (%50) Data Analysis: 1. Author (%50), 2. Author (%50) Writing up: 1. Author (%50), 2. Author (%50) Submission and Revision: 1. Author (%50), 2. Author (%50)

Kaynakça / References

Aksöz, F. & Erođlu Durkal, M. (2021). Çalışma hayatında kadınların karşılaştıkları sorunlar: Kayseri ilinde çalışan kadın öğretmenler üzerine bir araştırma. *Erciyes Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 59, 141-176. doi: 10.18070/erciyesiibd.801617

Ardıç, K. & Polatçı, S. (2008). Tükenmişlik sendromu akademisyenler üzerinde bir uygulama (GOÜ Örneđi). *Gazi Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 10(2), 69-96. Erişim adresi: <https://dergipark.org.tr/tr/pub/gaziuibfd/issue/28328/301039>

Arslan, B., Tanrıku, E. & Aksöz, F. (2022). Kadınların toplumsal tükenmişlik düzeylerinin rasyonel olmayan satın alma davranışlarına etkisi. *Üçüncü Sektör Sosyal Ekonomi Dergisi Third Sector Social Economic Review*, 57(2), 868-894. doi: 10.15659/3.sektor-sosyal-ekonomi.22.05.1783

Bingöl, O. (2014). Toplumsal cinsiyet olgusu ve Türkiye'de kadınlık. *Karamanođlu Mehmetbey Üniversitesi Sosyal ve Ekonomik Araştırmalar Dergisi*, 2014(3), 108-114. doi: 10.18493/kmusekad.36760

Birdir, K. & Tepeci, M. (2003). Otel genel müdürlerinde tükenmişlik sendromu ve tükenmişliđin genel müdürlerin işlerini deđiştirme eğilimlerine etkileri. *Anatolia: Turizm Araştırmaları Dergisi*, 14(2), 93-106. Erişim adresi: <https://dergipark.org.tr/tr/pub/atad/issue/53057/703684>

Bora, A. (2005). *Kadınların sınıfı: ücretli ev emeđi ve kadın öznelliđinin inşası*. İstanbul: İletişim Yayınları.

Can, A. (2022). *SPSS ile Bilimsel Araştırma Sürecinde Nicel Veri Analizi*. Ankara: Pegem Akademi.

Dökmen, Z. (2004). *Toplumsal cinsiyet*. İstanbul: Sistem Yayıncılık.

Freudenberger, H. J. (1974). Staff burnout. *Journal of Social Issues*, 30, 159-165. doi: 10.1111/j.1540-4560.1974.tb00706.x

Giddens, A. (2008). *Sosyoloji*. İstanbul: Kırmızı Yayınları.

Gülbayrak, B. & Aktaş, A. M. (2020). Kadın ve erkek hemşirelerin tükenmişlik düzeylerinin karşılaştırılması: Ankara örneđi. *Ekonomik ve Sosyal Araştırmalar Dergisi*, 16(2), 413-432. Erişim adresi: <https://dergipark.org.tr/tr/pub/esad/issue/57633/615481>

İslamođlu, E. & Yıldırım, S. (2015). "Yolcu hizmetleri memurluđu" yapan kadınların çalışma hayatında karşılaştıkları sorunlar. *Hak İş Uluslararası Emek ve Toplum Dergisi*, 3(6), 150-177. Erişim adresi: <https://dergipark.org.tr/tr/pub/hakisderg/issue/7580/99515>

Kaçmaz, N. (2005). Tükenmişlik (Burnout) Sendromu. *İstanbul Tıp Fakültesi Dergisi*, 68(1), 29-32. Erişim adresi: <https://dergipark.org.tr/tr/pub/iuitfd/issue/9260/116046>

Kahya, C. (2015). Örgütsel sessizlik ve tükenmişlik sendromu ilişkisi. *Electronic Turkish Studies*, 10(10), 524-546. doi: 10.7827/TurkishStudies.8335

Kaypak, Ş. (2014). Toplumsal cinsiyet bakış açısından kente bakmak. *Niğde Üniversitesi*

İktisadi ve İdari Bilimler Fakültesi Dergisi, 7(1), 344-357. Erişim adresi: <https://dergipark.org.tr/tr/pub/niguiibfd/issue/19754/211474>

Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior*, 2(2), 99-113. doi:10.1002/job.4030020205

Naktiyok, A. & Karabey, C. N. (2010). İşkoliklik ve tükenmişlik sendromu. *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 19(2), 179-198. Erişim adresi: <https://dergipark.org.tr/tr/pub/atauniiibd/issue/2688/35327>

Okutan, E., Yıldız, Ş. & Konuk, F. (2013). İş hayatında tükenmişlik sendromu: Finans ve muhasebe çalışanlarının tükenmişlik düzeylerinin belirlenmesine ilişkin bir çalışma. *Çankırı Karatekin Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 3(2), 1-17. Erişim adresi: <https://dergipark.org.tr/tr/pub/ckuiibfd/issue/32901/365484>

Otacıoğlu, S. G (2008). Müzik öğretmenlerinde tükenmişlik sendromu ve etkileyen faktörler. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 9(15), 103-116. Erişim adresi: <https://dergipark.org.tr/tr/pub/inuefd/issue/8708/108717>

Ökten, Ş. (2009). Toplumsal cinsiyet ve iktidar: Güneydoğu Anadolu Bölgesi'nin toplumsal cinsiyet düzeni. *Journal of International Social Research*, 2(8), 302-312. Erişim adresi: <https://www.sosyalarastirmalar.com/articles/toplumsal-cnsyet-ve-ktidar-gneydou-anadolu-blgenn-toplumsal-cnsyet-dzen-gender-and-power-the-system-of-gender-in-southea.pdf>

Pekel, E. (2019). Toplumsal cinsiyet rolleri ve kadının çalışma hayatındaki konumu. *Balkan ve Yakın Doğu Sosyal Bilimler Dergisi*, 5(1), 30-39. Erişim adresi: https://www.ibaness.org/bnejss/2019_05_01/03_Pekel.pdf

Saraç, S. (2013). Toplumsal cinsiyet. İçinde L. Gültekin, G. Güneş, C. Ertung ve A. Şimşek (Edt.), *Toplumsal cinsiyet ve yansımaları* (ss. 27-32). Ankara: Atılım Üniversitesi Yayınları.

Spector, P. E. (2008). *Industrial and organizational psychology*, 5th ed., John Wiley & Sons.

Vatandaş, C. (2007). Toplumsal cinsiyet ve cinsiyet rollerinin algılanışı. *Istanbul Journal of Sociological Studies*, 35, 29-56. Erişim adresi: <https://dergipark.org.tr/tr/pub/iuoskon/issue/9517/118909>

Yazıcıoğlu, Y. & Erdoğan, S. (2004). *SPSS Uygulamalı Bilimsel Araştırma Yöntemleri*. Ankara: Detay Yayıncılık.

Yıldırım, S. (2021). Ayrımcılık temelli dışlanma: Türkiye'de çalışma hayatında kadınlar. *Sosyal Güvenlik Dergisi (Journal of Social Security)*, 11(2). 321-346. doi: 10.32331/sgd.1049046

Yorgun, S. (2010). Sömürü, koruma ve pozitif ayrımcılıktan çalışma hayatının egemen gücü olmaya doğru kadınlar: 21. yüzyıl ve pembeleşen çalışma hayatı. *Sosyoekonomi*, 11(11), 168-189. Erişim adresi: <https://dergipark.org.tr/tr/pub/sosyoekonomi/issue/21071/226868>



2023, 12 (3), 1546-1575 | Araştırma Makalesi

Dürtme Teorisi Çerçevesinde Türk Yükseköğretiminde Göç Eğitimi: Politika, Müfredat ve Kurumsal Gelişim

Serkan ÖKTEN¹

Öz

Göç olgusunda toplumsal uyum tek yönlü değil göçmenlerin yanı sıra yerel halkın da katılımıyla çift yönlü bir süreçtir. Kamu politikasında politika yapıcılarının bu doğrultuda yerel halkın katkısını sağlamak için zorlayıcı politikalar yerine özgür seçim sunan dürtme teorisi gibi teşvik edici politikalar benimsemesi önemlidir. Bu çalışmada, Türkiye'deki yükseköğretim kurumlarının göç konusunda öğrencileri bilgilendirmek, akademik çalışmalarını desteklemek ve bu kapsamda ürünler ortaya koymak için hangi araçları ne şekilde ve ne yoğunlukta kullandığının ortaya konulmasının yanı sıra bu konudaki eksiklikleri gidermek için dürtme teorisi çerçevesinde destekleyici kamu politikası önerileri sunulması amaçlanmaktadır. Araştırmanın kapsamını; göç konusunda verilen idari ve sosyal bölümlerdeki lisans dersleri, yapılan tezler, uygulama ve araştırma merkezleri ve YÖK 100/2000 Doktora Burs programları oluşturmaktadır. Söz konusu çalışmada kurumsal verilerin ve yazılı belgelerin içeriklerinin titizlikle ve sistematik şekilde analiz edilerek nitel araştırma yöntemlerinden birisi olan doküman analizi kullanılmıştır. Araştırma bulguları dürtme teorisi çerçevesinde değerlendirilerek öneriler sunulmuştur. Araştırma bulgularında siyaset bilimi, kamu yönetimi ve uluslararası ilişkiler bölümlerinin %30,8'de göç konulu ders verildiği, 33 uygulama ve araştırma merkezlerinin göç konusunda faaliyet gösterdiği ayrıca geçici koruma altındaki Suriyelilerin en fazla bulunduğu 10 ilden 3'ünde uygulama ve araştırma merkezinin yer almadığı görülmüştür. Göç konusunda YÖK 100/2000 doktora burs programı kapsamında ilk etapta tanınan önceliğin zamanla azaldığı anlaşılmıştır. 2011 yılıyla yoğunlaşmaya başlayan söz konusu içerikteki tezlerin ise 2022 yılıyla azalmaya başladığı tespit edilmiştir. Çalışmanın sonucunda dürtme teorisine uygun olarak özgür seçimi sağlayacak idari ve sosyal bölümlerin tamamında göç konusunda daha fazla seçmeli lisans dersine müfredatta yer verilmesi önerilmektedir. Çok sayıda göçmen barındıran şehirlerdeki göç araştırma merkezlerinin sayısını artırmak için ilgili kamu kurumlarından eğitim ve materyal desteği sağlanmalıdır. YÖK 100/2000 Doktora Burs programlarında göç konusunda konu ve bölüm çeşitliliğinin ve kamu, akademi ve sivil toplum eliyle göç konulu tezlere verilen bursların sayısı ve miktarının artırılmasının da alana olumlu yönde katkı sunacağı düşünülmektedir.

Anahtar Kelimeler: Göç, Yükseköğretim, Toplumsal Uyum, Dürtme Teorisi, Kamu Politikası.

Ökten, S. (2023). Dürtme Teorisi Çerçevesinde Türk Yükseköğretiminde Göç Eğitimi: Politika, Müfredat ve Kurumsal Gelişim . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1546-1575 .
<https://doi.org/10.15869/itobiad.1227296>

Geliş Tarihi	31.12.2022
Kabul Tarihi	11.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr., T.C. Cumhurbaşkanlığı İletişim Başkanlığı, Ankara, Türkiye, sokten@yahoo.com, ORCID 0000-0001-9531-3373



2023, 12 (3), 1546-1575 | Research Article

Migration Education in Turkish Higher Education in the Framework of Nudge Theory: Policy, Curriculum and Institutional Development

Serkan ÖKTEN¹

Abstract

In the phenomenon of migration, social cohesion is not a one-way process, but a two-way process with the participation of local people as well as immigrants. In public policy, it is important for policy makers to adopt encouraging policies such as the nudge theory, which offers free choice, instead of coercive policies, in order to ensure the contribution of local people in this direction. In this study, it is aimed to present supportive public policy proposals within the framework of the nudge theory in order to eliminate the deficiencies in this subject, as well as to reveal which tools, how and to what extent, to inform students about migration, to support academic studies and to produce products in this context. The scope of the research; Undergraduate courses, theses, application and research centers and YÖK 100/2000 PhD Scholarship programs in the administrative and social departments on migration. In the aforementioned study, document analysis, one of the qualitative research methods, was used by analyzing the contents of institutional data and written documents meticulously and systematically. The research findings were evaluated within the framework of the nudge theory and suggestions were presented. According to the research findings, 30.8% of the departments of political science, public administration and international relations give courses on migration, 33 application and research centers operate on migration, and in 3 of the 10 provinces where the Syrians under temporary protection are the most, there are no application and research centers are found. It has been observed that the priority given at the first stage within the scope of YÖK 100/2000 doctoral scholarship program on migration has decreased over time. It has been determined that the theses in the mentioned content, which started to intensify in 2011, started to decrease as of 2022. As a result of the study, it is suggested that more elective undergraduate courses on immigration should be included in the curriculum in all of the administrative and social departments that will provide free choice in accordance with the nudge theory. In order to increase the number of migration research centers in universities in cities with large numbers of immigrants, educational and material support should be provided from relevant public institutions. It is thought that increasing the diversity of subjects and departments on migration in YÖK 100/2000 Doctoral Scholarship programs and the number and amount of scholarships given to theses on migration by the public, academia and civil society will contribute positively to the field.

Keywords: Migration, Higher Education, Social Cohesion, Nudge Theory, Public Policy.

Ökten, S. (2023). Migration Education in Turkish Higher Education in the Framework of Nudge Theory: Policy, Curriculum and Institutional Development . Journal of the Human and Social Science Researches , 12 (3) , 1546-1575 . <https://doi.org/10.15869/itobiad.1227296>

Date of Submission	31.12.2022
Date of Acceptance	11.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Dr, Presidency of the Republic of Türkiye Directorate of Communications, Ankara, Türkiye, sokten@yahoo.com, ORCID 0000-0001-9531-3373

Giriş

Göç Türkiye'nin gündeminde daima yer alan bir olgu olmuştur (Tezcan, 2019, s.61). Göçle beraber politik, finansal ve çevresel bir takım sorunlar meydana gelmektedir. Türkiye'nin tarihinden edindiği tecrübelerle göç sorunlarına yönelik yeterince yapısal ve sürdürülebilir önlemleri hayata geçiremediği yönünde eleştiriler bulunmaktadır. Bununla birlikte Türkiye'nin özellikle son dönemde her alanda yaşadığı ilerlemeyle birlikte stratejik coğrafi konumu onu her zamankinden fazla bir geçiş ve göç alan ülke haline getirmiştir (Demir, 2022, s.137). Bu durum göç ve toplumsal uyum tartışmalarını da beraberinde getirmiştir. Eğitim ise toplumsal uyumun sağlanmasında ilk akla gelen araç konumundadır. Göçmenlere yönelik eğitim konusunda her alanda devlet, uluslararası kuruluşlar ve STK'lar eliyle uygulamalar yürütülmektedir.

Diğer taraftan, uyum politikaları çerçevesinde göçmenlere eğitim verilmesi ve sonuçları konusunda çok sayıda araştırmaya ve sonuçlarına ulaşmak mümkündür. Ancak, yerel halkın bu çerçevede ne derece göç konusunda eğitim aldığı ve bunun sonuçlarının nasıl olduğu konusunda çok az sayıda araştırma bulunmaktadır. Bu durum aslında uluslararası hakları bulunan göçmenlerin bu hakları yokmuş düşüncesinin ve toplumsal uyum sağlanması görevinin sadece göçmenlerde olduğu yönündeki genel kamuoyu algısının da akademideki bir tezahürü olarak görülebilir.

Yerel halkın da uyumun tarafı olmak için gayrette bulunma yönünde bir görevi muhakkak ki hukuki olarak bulunmamaktadır. Ancak toplumların geleceğini imar edecek olan politika yapıcı ve karar alıcıların bir noktada gelecek vizyonu belirleme görevi çerçevesinde göç ve uyum konusunda da uzun vadeli planlamalar yapması bir gerekliliktir. Dolayısıyla göçmenlerin uyumunu sağlayıcı politikaların yanında yerel toplumun kendi algı ve önyargıları çerçevesinde göç konusunu kavraması yerine hukuki ve akademik perspektifte kavraması sağlanmalıdır.

Göç konusunun toplumda daha iyi şekilde anlaşılmasını sağlamak üzere topluma yönelik eğitimler düzenlenmesi gereği önemli bir konudur. Bu gereklilik kamuoyuyla paylaşılan yanlış bilgilere zemin hazırlayan psikolojik ve sosyolojik ortamdan beslenen eksik, doğru olmayan, yanlı ve yönlendirici manipülatif bilgi ortamının varlığından kaynaklanmaktadır (Erdil, 2020, s.83).

Bu doğrultuda politika yapıcılar tarafından yerel halkın göçmenlerin haklarını ve daha uyumlu bir toplum için neler yapılması gerektiğini bilmesini sağlayacak bir politika tasarımı oluşturulmalıdır.

Bu politikalar bu durumun yerel halkta tepki yaratmasına neden olacak şekilde zorlayıcı olmaktan çok bu yönde gönüllü tercihte bulunmalarını sağlayacak nitelikte olmalıdır. Sosyal bilimlerde kullanılan dürtme teorisi buna uygun bir araç niteliğindedir. Bu teorinin göç ve göçmenler konusunda kendi tercihleri çerçevesinde yerel halkı bilinçlenmeye yönlendirmesi mümkündür. Bu kapsamdaki bir uygulamanın bir yönü de özellikle yükseköğretim de dürtme teorisi çerçevesinde öğrenci ve akademisyenler tarafından göç eğitim, araştırma ve ürünlerine yönelmesi ve öncelikle tercih edilmesinin sağlanmasıdır.

Söz konusu durum Türkiye örneğinde ele alındığında temel belge olarak yayımlanan 2018-2023 Uyum Strateji Belgesi ve Ulusal Eylem Planı karşımıza çıkmaktadır.

Belgede 1 Numaralı Stratejik Öncelik “Toplumsal Uyum” belirlenmiş bu kapsamda üç “Stratejik Amaç” ortaya konulmuştur. Bu Stratejik Amaçların ilki olarak “Göçe ve göçmenlere ilişkin toplumsal algının ve yabancılara yönelik tutumun toplumsal uyuma katkı sağlayacak şekilde yönetilmesi” gösterilmiştir.

Bu Amacı gerçekleştirmek için ise “Hedef” olarak “Göçmenlere yönelik toplumsal kabul düzeyinin güçlendirilmesi” ve “Göçmenlere yönelik olarak toplumsal kabulü arttırmak için gerekli tedbirlerin alınması” belirlenmiştir. Bu kapsamda bakıldığında uyumun yerel halk boyutunun da Stratejik öncelik olarak Amaç ve Hedeflerle ortaya koyulduğu görülmektedir.

Bununla birlikte “göçmenlere yönelik toplumsal kabul düzeyinin güçlendirilmesi” hedefi çerçevesinde “1.1.3. Toplumun göçmenlere ilişkin algısının araştırılması ve olumlu algının desteklenmesine yönelik farkındalık çalışmaları yapılması” ve “1.2. Göçmenlere yönelik olarak toplumsal kabulü arttırmak için gerekli tedbirlerin alınması” Hedefi çerçevesinde “1.2.3. Göç bağlamında eşitlik, toplumsal uyum, toplumsal güven gibi konularda bilimsel araştırmaların desteklenmesi” konularının yükseköğretimde göç konusunda yapılacak düzenleme ve çalışmalara temel teşkil etmesi beklenebilir. Ancak bu konuda doğrudan yükseköğretime ilişkin bir hedef ve gösterge ortaya konulmamıştır. Diğer taraftan, Stratejik Öncelik 3: “Eğitim ve Uyum” başlığı altında “Göçmenlerin yükseköğretime erişiminin desteklenmesi” üçüncü Hedef olarak açık bir şekilde ifade edilmiştir.

Yapılan kamusal irade beyanı aslında toplumsal uyum için yerel halkın da uyuma katkı sunmasını sağlayacak şekilde uygulamaların önünü açarken tasarlanmamış bir dürtme etkisini de işaret etmektedir. Dolayısıyla bu yöndeki eksikliklerin tespit edilerek öneriler seti ortaya koymak karar vericiler için de kolaylaştırıcı bir araç olacaktır.

Bu çalışmada, Türkiye’deki yükseköğretimde göç eğitimi konusunda mevcut durumu ortaya koymanın yanı sıra göçmenlerle toplumsal uyumu sağlamada yerel halkın dürtme teorisi çerçevesinde oluşturulacak ve yükseköğretimde uygulanacak politikalarla bu sürece katkısı sunmasını sağlamak için öneriler seti sunulması amaçlanmıştır.

Göç Olgusu ve Kavramsal Çerçeve

Genel anlamda göç kavramı bireysel ya da topluluk şeklinde maddi, toplumsal, kültürel, politik ve güvenlik vb. gerekçelerle bulunulan yerden başka bir yere gidilmesi olarak bilinmektedir (Özdemir, 2018, s.1338). Diğer bir ifadeyle göç, insanların dinsel, ekonomik, sosyal veya siyasi nedenler sonucu yaşamlarını sürdürdükleri yerleri değiştirmesi olarak tanımlanmaktadır (Uslu, 2022, s.106). Kısaca göç, kişinin kendi isteği ya da isteği dışında gelişebilen yer değiştirme olgusudur. Sonucunda kişinin gittiği yerde yeni bir hayat kurması ve bu yönde devam yaşamına etmesi göçü toplumsal olduğu kadar bireysel bir süreç olarak ortaya çıkarmaktadır. Dolayısıyla, göç eden kişi “göçmen” olarak yeni bir isimle tanımlanmaktadır (Erol ve Ersever, 2014, s.49).

Bununla birlikte doğup büyüdüğü ülkeyi çeşitli nedenlerle terk etmek durumunda kalan kişiler göçmenin yanı sıra farklı adlar altında adlandırılmaktadır. Günlük kullanımda özensiz şekilde ifade edilen bu tanımlamalar aslında hukuksal bir karşılığa sahiptir. Buna göre sığınmacı, mülteci ve yabancı bu kapsamda kullanılan tanımlamaların başında gelmektedir.

Sığınmacı gittiği ülkede sığınma talebinde bulunmuş ve halen yaptığı başvuru değerlendirmede olan, mülteci ise yaptığı başvurusu kabul edilen göçmen olarak tanımlanmaktadır. Dolayısıyla hukuki olarak mülteci sığınmacıdan farklı ayrıcalıklara sahiptir (Tamer, 2020, s.2815). Geçici koruma statüsü büyük ölçüdeki kitlesel göç nedeniyle bireysel olarak uluslararası koruma başvurusunun karşılanmasının mümkün olamaması halinde yürütülen acil ve geçici bir koruma tedbirini ifade etmektedir. (T.C. İçişleri Bakanlığı Göç İdaresi Genel Müdürlüğü, 2016, s.72). Geçici koruma statüsü bu kapsamda hukuki bir durumu temsil etmektedir. 2011 yılında yaşanan iç çatışmalar sonrası ülkelerini terk ederek büyük kitleler halinde Türkiye'ye gelen Suriyeliler de bu kapsamda yer almaktadır.

Göç olgusu kavramsal olarak farklı yönleriyle kategorize edilmekte ve tanımlanmaktadır. Buna göre; en bilinen kategoriler ülke sınırı esasına göre, göç kararının alınmasına ve oluşumuna göre göç çeşitleridir.

Ülke sınırlarına göre göçler iç ve dış göçler olarak kategorize edilmektedir. İç göç bir ülke sınırları içerisinde farklı bölgeler arasında geçişle gerçekleşirken, dış göç ise ülke sınırlarını aşarak başka bir ülke sınırları içerisine yapılan göç hareketini ifade etmektedir (Sağlam, 2006, s.34)

İç göçü tetikleyen nedenlerin başında zorlu coğrafi şartlar, doğal kaynakların adaletsiz dağılımı, dengesiz ekonomik ve sosyal bölgelerin oluşması sonucu bölgeler arasında farklılaşmaların yanı sıra ayrışmalar gelmektedir (Başel, 2011, s.540). İç göçler, kırdan-kıra, kırdan-kente, kentten-kente ve kentten-kıra olmak üzere farklı yönlerde olabilmektedir (Çelik, 2005, s.167).

Dış göç ise bir ülke vatandaş ya da topluluklarının diğer bir ülkeye ülkelerindeki yaşama zorlukları nedeniyle yaptıkları göç hareketleri olarak tanımlanmaktadır (Beşirli ve diğerleri, 2017, s.230).

Göç nedenleri bakımından zorunlu ve gönüllü olmak üzere iki kategoride değerlendirilmektedir (Şanlıöz, 2016, s.140). Göç kararının alınması isteğe bağlı gerçekleştiğinde gönüllü, baskı ve zor altında gerçekleştirildiğinde ise zorunlu olarak adlandırılmaktadır (Tüm, 2016, s.113).

Zorunlu göç kişinin iradesi haricinde oluştuğundan, kişide yarattığı sosyo-psikolojik etki de gönüllü göçten farklı olarak olumsuz seyretmektedir (Erkan ve Erdoğan, 2006, s. 82). Zorunlu göçün ilk örneği ilkel göç olarak tanımlanan avcılık ve toplayıcılık döneminde yaşanmış ilkel kabilelerin hayatlarını sürdürmek için gıda ve mekân arayışıyla yaptıkları yer değiştirmelerdir (Çağlar, 2018, s.33).

Oluşum durumu çerçevesinde göçler bireysel, kitlesel ve zincirleme göç olarak ayrılmaktadır. Bireysel göç sadece bir kişi için değil aynı zamanda bir çekirdek için de kullanılan göç tanımyken çok sayıda insanın yapmış olduğu yer değiştirme ise kitlesel göç olarak adlandırılmaktadır (Özdemir, 2008, s.21). Daha önce göç eden aile ya da akraba ile süren ilişki sonrası alınan kararla yapılan göç ise zincirleme göç olarak tanımlanmaktadır (Aktaş ve Öztekin, 2017, s.223)

Göç yapılış amaçları bakımından çalışma ve sığınma gibi kategorilere ayrılırken göç edilen yere gidiş yöntemi çerçevesinde yasal ve yasa dışı göç olarak ayrıca tanımlanmaktadır (Şanlıöz, 2016, s.140). Düzensiz göç ise gelişmemiş ülkelerde sosyal ve ekonomik imkânların yeterli olmaması, iç çatışma ve savaşlar vb. güvenlik sorunları

vb. nedenlerle ortaya çıkan göçtür. Düzensiz göç tanımı, göçmenlerin kim olduklarının, ne zaman, nasıl ve hangi yöne hareket edeceklerinin belirsizliğinden kaynaklanmaktadır (Yılmaz, 2014, s.1689).

Göç ve Toplumsal Uyum

Göç konusu son dönemde artan nitelikte küresel ölçekte tüm ülke ve toplumları ilgilendiren bir olgu halini alırken oluşturduğu sorunlarla 'göçmen krizi' tanımlanmasıyla anılmasına neden olmuştur (Erbaş, 2019, s.5). Göç hem yerleşik halk hem de göç edenler için yeni ekonomik şartları beraberinde getirmektedir. Yeni ekonomik şartlar bir yanıyla dinamizm sağlarken bir yandan da egemenlik-sömürü tartışmalarına neden olmaktadır. Bu durumun büyük ölçüdeki toplumsal değişim ya da aşınmayla sonuçlanan sınıfsal geçişkenliğe neden olmasının yanı sıra yeni sorun ya da fırsatlar oluşturması da beklenir (Ekici ve Tuncel, 2015, s.11). Gelişmiş sanayiye sahip ülkelerde her on kişiden biri artık göçmen olduğu için uluslararası göçün sosyal, ekonomik ve siyasal değişimin lokomotifi olduğunu söylemek mümkündür. Bu itibarla göç konusunda devletler eliyle yürütülen politikalar bu değişimin sonuçlarını toplumsal uyum lehine başarıya ulaştıracak nitelikte olmalıdır (Cornelius & Rosenblum, 2005, s.99).

Diğer bir ifadeyle sosyal değişkenliklerin her alanda yaşandığı bir süreç olan göç kendi içinde fırsatlar ve tehditleri beraberinde taşımaktadır. Buna göre başarılı uyum politika ve uygulamalarıyla göç konusunun göç alan ülkenin kalkınmasında katkı sunması beklenebilir. Ancak ikinci dünya savaşı sonrasında yapılan anlaşmalarla Avrupa ülkelerine gelen işçi göçünde olduğu üzere planlı bir göç sürecinde bunu sağlamak daha kolayken düzensiz göçle gelen bir nüfus için bu zordur.

"Uyum (Entegrasyon)" kavramı, literatürde yeni gelenlerin kabul eden toplumun üyesi olmaları için arzu edilen yolu ifade etmek için kullanılmaktadır. Politika yapımcılar, göçmen karşıtları ve akademisyenler uyumu ifade ederken farklı diller ve kavramsal araçlar benimsiyorlarsa da alt metinde bu söylem benzerdir (Li, 2003, s.315).

Uyum konusu, göçmenlerin göç etme nedenleriyle bağlantılı bir durumdur. Eğitim amaçlı gelen uluslararası öğrenciler, geçici çalışma amacıyla göç edenler, savaştan vb. kaçan mülteci-sığınmacı ve geçici koruma kapsamındakiler için bu durum farklılık arz etmektedir. Farklı kültürlerden gelen bu insanların yerel halkın kültürünü ve yerel halkın göçmenlerin kültürünü öğrenmesi, bu kapsamda değişerek uygulaması zaman gerektirmektedir. Bu durum genelde olmasa da göçmenlerin grup veya bireylerce ayrımcılık ve dışlanmayla karşılaşmalarına neden olabilmektedir (Özgüler, 2018, s.12).

Göçmenlerle ev sahibi toplum arasındaki uyum süreci kolay değildir. Göç dışlanmışlık hissi, kültürel ve dini yapı farklılıkları gibi nedenlerle çatışma ve gerilimleri beraberinde getirmektedir. Kendi kimlik özelliklerine sahip çıkarken diğer kültürel yapının işleyişine katılmak, uyumu sağlamada en temel şartlarından (Perşembe, 2009, s.256).

Göç konusunda uyumu etkileyen unsurların başında ortak dili konuşamamaktan kaynaklı iletişimsizlik ve sonrasında ortaya çıkan ön yargı ve sosyal dışlanmışlık gelmektedir (Nasirova, 2014, s.105). Dil bilmek ve eğitim bu anlamda iki grup arasında uyumu artırmada kaynaştırıcı unsurdur.

Bilinen anlamıyla göç politikaları göçmenlerin davranışlarını istenilen yönde

değiştirmek üzerine kuruludur. Ancak bilinenden farklı olarak bu kapsamda olmayan politikaların sonuçları göç politikalarından beklenenden bile başarılı olabilir. Dolayısıyla devletlerin göç sürecinde üstlendiği rol sadece göç politikalarıyla sınırlı kalmamalıdır (Czaika & De Haas, 2013, s. 489). Bu nedenle göçmenlerin buldukları topluma uyumlarını sağlamada yerel halkın da uyuma katkısını sağlamaya yönelik çeşitli politikaların benimsenmesi önemlidir. Bu çerçevede dil ve eğitim konusunda yapılacak çalışmalar çeşitlendirilmelidir.

Eğitimin göçmenlerin topluma uyumu konusundaki etkisini gösterenler araştırmalar farklı ülke örneklerinde farklı sonuçlar ortaya koyabilmektedir. Örneğin iki ülke örneğinin karşılaştıran bir araştırmada hem Türkiye'deki hem Almanya'daki göçmenlerin buldukları ülkelerde dil eğitimi sorunu yaşadıkları ancak Almanya'daki Türk göçmenlerin dil eğitimiyle hayatlarının daha olumlu yönde etkilendiğini ortaya konulmuştur (Uslu, 2022, s.106).

Genel anlamda göç ve uyum konusu göçmenlerin buldukları topluma uyumlarını sağlayıcı politikalar çerçevesinde ele alınırken aslında uyumun iki taraflı bir olgu olduğu gerçeği ihmal edilmektedir. Buna göre yerel toplumun da göç olgusu konusunda bilinçlendirici politikalarla eğitilmesi uyumun sağlanmasındaki başarıya katkı sunacak niteliktedir. Bu çerçevede Thaler ve Sunstein'in ortaya attığı dürtme teorisi çerçevesinde konunun ele alınması önemli bir alternatif sunmaktadır. Bu politika tercihleri yasaklamadan ve büyük ölçekli sübvansiyon sağlamadan oluşturulan seçim mimarisi olarak adlandırılabilir. Bu teorinin uygulanmasıyla yerel halkın göç konusunda bilinçlenmesini sağlayacak bir seçim mimarisi oluşturmak mümkündür.

Bir Kamu Politikası Olarak Dürtme Teorisi

Klasik iktisat, iktisadileri (homo economicus) karar alırken tam bilgi sahibi olan ve seçim yeteneği bulunan dolayısıyla mantık çerçevesinde karar veren rasyonel varlıklar olarak görmektedir. Diğer taraftan, insanlar aşırı özgüven ve iyimserlik gibi nedenlerle sezgileriyle hareket ederken homo economicus'tan farklı olarak beklenenin aksi yönünde tercihte bulunabilirler (Eğri, 2021, s.193). Bu noktada davranışsal iktisat, klasik iktisattan ayrılarak tercihlerin sonuçlarını psikolojik faktörler üzerinden açıklama gayretindedir (Daştan ve diğerleri, 2022, s.80).

Davranışsal İktisat temelinde Thaler ve Sunstein'in 2008 yılında yayımladıkları "*Dürtme: Sağlık, Zenginlik ve Mutluluk hakkında Kararları İyileştirme* (Nudge: Improving Decisions About Health, Wealth and Happiness)" kitaplarında ortaya koydukları dürtme teorisi, insanların davranışlarını değiştirmek için tercihlerin yasaklanması uygulamasına karşı çıkmaktadır. Bunun yerine bu teori tercihlerde sınırlama koymadan ve daha fazla maliyet oluşturmadan yapılandırılan bir seçim mimarisiyle insan davranışlarında değişiklik yaratılması gerektiğini savunmaktadır (Aldemir ve Kaya, 2020, s.124).

Teoride, kişinin alacağı kararları herhangi bir yönde yönlendirebilecek nitelikte bir "seçim mimarisi" oluşturabileceği öne sürülmektedir. (Arno & Thomas, 2016, s.2). Dürtme teorisi kapsamında yapılan seçime yönelik müdahalenin ucuz ve kolay kaçınılabilecek nitelikte olması beklenirken bu müdahaleler asla emir ve yasak şeklinde değildir (Şimşek, 2018, s.31).

Bir alışveriş mağazasında daha görünür yerdeki raflara konulan ürünlerin alıcılar

tarafından daha çok tercih edilmesi bu teoriye örnek niteliğindedir. Yine lokantada daha küçük ölçekte tabak, çatal, kaşık vb. gereçleri kullanarak yapılan servislerde porsiyonun daha büyük algılanmasını sağlamak diğer bir örnektir. Bu örneklerde olduğu üzere alıcıların tercihleri kısıtlanmadan seçimlerini istenilen yönde yapmalarının sağlanması mümkün olabilmektedir. (Arno & Thomas, 2016, s.5). Diğer taraftan karar verici konumdaki devlet de, toplumun korunması veya bir davranışa teşvik edilmesi için zorunlu bireysel emeklilik sistemi örneğinde olduğu gibi dürtme uygulamalarından yararlanmaktadır. Ancak bu uygulamaların dürtme çerçevesinde değerlendirilebilmesi için seçim tercihinin özgür bırakılması gerekmektedir (Özdemir, 2019, s.253). Bu özgürlük seçeneği nedeniyle bazı kesimler dürtme'nin tamamlayıcı politikalar çerçevesinde ele alınması gerektiğini savunmaktadır (Serim ve Küçükşenel, 2020, s.540). Ayrıca, dürtme uygulamasının kamu politikası çerçevesinde devlet eliyle veya aracılığıyla yürütülmesi "liberter paternalizm-özgürlükçü babacılık" tanımlanmasına da neden olmaktadır (Özdemir, 2019, s.252).

Dürtme teorisyenleri, politikacıların ve özel şirket yöneticilerinin sorunlu olarak kabul edilen insan eğilimlerinin akıllıca tasarımlarla üstesinden gelmek için nasıl bir "seçim mimarisi" oluşturacaklarına odaklanmaları gerektiğini savunmaktadırlar (Pedwell, 2017, s.59). Bu olgudan hareketle hükümetler, daha bilinir olmasıyla birlikte dürtme teorisini kamu politikası yapım süreçleri içerisinde değerlendirmişlerdir (Aldemir ve Kaya, 2020, s.124). Zaman içerisinde dürtme teorisi birçok kamu politikası alanında ortaya çıkan sorunların ortadan kalkmasında başarılı sonuçlar veren politika yapım ve uygulama aracı haline gelmiştir (Aldemir ve Kaya, 2020, s.130). Dürtme yaklaşımının kamu yönetiminde ve kamu politikası tasarımında yaygın bir uygulama alanı bulması 2010'ların başına rastlamaktadır (Kuşseven, 2022, s.64).

Dürtmenin kamu politikasında etkinliğini sağladığı düşünülen üç özelliği onu daha fazla popüler bir yönetime dönüştürmüştür. Bunlar; faydalı politikaları uygularken düşük maliyet sağlaması, özgür bir tercih hakkı tanınması ve zorlayıcı (vergi, para cezası vb.) müdahalelere göre vatandaş nezdinde daha kabul görür nitelik taşımasıdır (Erat ve Alma Savaş, 2022, s.187).

Kamu politikasının genel tanımı toplumsal refahı artırmak amacıyla devlet tarafından yapılan kanun, düzenleme ve müdahaleler şeklindedir. Başarılı bir kamu politikası kişilerin tercih ve davranışlarıyla ölçülmektedir. Burada handikaplı olan husus iktisadi bireyin akılcı ve uzun vadede refahı tercih eden davranışının aksine normal insan davranışının duygusal ve bilinçten uzak nitelikte olmasıdır. Bu itibarla, oluşturulacak kamu politikalarının insanın bu doğasını göz önünde bulundurarak maddi teşvik ve yasaklar yerine bilinçaltını dürtme, akranlarını kullanarak ikna veya toplumsal pazarlama vb. davranışsal yöntemlerin tercih edilmesiyle ortaya konulması etkinliğin artırması için gereklidir (Kılıç, 2020, s.255).

Dürtme teorisine göre bireylerin kendi menfaatleri için en doğru kararı alamamaları eksik bilgi ve ya mevcut dışsallıktan kaynaklanmaktadır. Bunu telafi etmek için ise bilgilendirmek, yasa yapmak, vergilerde düzenlemeye gitmek ve sübvansiyon uygulamak şeklindeki politikalar benimsenmelidir. Eksik bilgiyi gidermek için broşür dağıtılması, kamu spotu yayımlanması ya da eğitim verilmesi gibi bilinçlendirerek istenilen yönde karar almayı teşvik edici politika uygulamalarının yanı sıra istenmeyen tercihe ulaşımı zorlaştırmak amacıyla vergiler ve sübvansiyonlarla fiyat değişimleri

sağlanması, yasalarla sağlık için zararlı ürünlere erişim sınırı konulması bu politika uygulamalarına örnek niteliğindedir (Serim ve Küçükşenel, 2020, s.540). Diğer taraftan kamu politikalarının uygulanmasında devlet tarafından uygulanması sırasında bunlardan kaçınmak zor olacağı için zorlamanın da bir noktada kabul edilebileceği yönünde görüşler de bulunmaktadır. Bu görüştekiler toplumsal faydayı öne alan devlet eliyle yürütülecek bir dürtme anlayışının ekonomik durgunluk ve kriz vb. gibi durumlarda normalleşmek için zorlama veya manipülasyon kullanımıyla sağlanmasının anlaşılabilir olacağını savunmaktadır (Arısoy, 2022, s.49).

Kamu politikası çerçevesinde dürtme yaklaşımı uygulanırken sadece bir aşamada değil tüm aşamalarda kullanılması gerekmektedir. Etkinlik için politika analizi döngüsü çerçevesinde problem oluşturmadan başlayarak uygulamayla birlikte değerlendirmeye kadar bu sürecin kesintisiz yürütülmesi beklenmelidir. Zincirdeki kopma dürtmenin sonuçlarının kısa vadeli ve etkisiz olacağı yönündeki kaygıları beraberinde getirecektir (Kuşseven, 2022, s.82).

Araştırmanın Yöntemi ve Sınırlılıkları

Araştırmada nitel araştırma modeli ve doküman analizi kullanılmıştır. Çalışmanın kapsamını YÖK Ulusal Tez Merkezindeki 1986-2022 arasındaki tezler, Aralık 2022 itibarıyla 208 yükseköğretim kurumunun uygulama ve araştırma merkezleri, siyaset bilimi, kamu yönetimi ve uluslararası ilişkiler bölümlerinde verilen lisans dersleri, YÖK tarafından açıklanan 100/2000 doktora bursları verileri oluşturmaktadır. Konuya ilişkin literatür taraması yapılarak veriler betimsel analiz olarak kategoriler ve tablolarla sunulmuştur. Elde edilen bulgular Dürtme teorisi çerçevesinde yorumlanarak politika yapıcılara öneriler seti sunulmuştur.

Türk Yükseköğretiminde Göç Eğitimi ve Çalışmaları

Türk yükseköğretiminde göç konusundaki eğitimi temelde göçmenlere yönelik eğitimle Türk öğrencilere yönelik eğitim olarak iki boyutuyla ele almak mümkündür. İlk boyutta göçmenlere verilen eğitim imkânlarıyla göçmen durumundaki yabancı akademisyenlerin istihdamı söz konusuysen ikinci boyutta öğrencilere verilen lisans dersleri, burslarla göç araştırma merkezleriyle yayınlanan tezler yer almaktadır.

Göç konusunda lisans eğitiminde verilen dersler, sunulan YÖK 100/2000 Doktora burs önceliği, tezlerle uygulama ve araştırma merkezleri bu kapsamda değerlendirilmesi gereken hususların başında gelmektedir. Bu çerçevede YÖK 100/2000 Doktora burs önceliği dışında konunun üniversitelerin kendi inisiyatifine bırakıldığı görülmektedir.

Verilen Lisans Dersleri

Birçok bölümde göç konusunda dersler verilmekle birlikte, politika belirleyici olarak gelecekte kamuda görev alması beklenen siyasetçi, diplomat ve bürokratları yetiştirecek kamu yönetimi ve uluslararası ilişkiler bölümlerinde verilmesi ayrı öneme sahiptir.

Türkiye'deki kamu yönetimi, siyaset bilimi ve kamu yönetimi, uluslararası ilişkilerle siyaset bilimi ve uluslararası ilişkiler bölümlerinde verilen derslerde çok farklı adlar altında göç konusunda lisans dersleri verildiği görülmektedir. Bu kapsamda verilen ders sayısı 57 olmakla birlikte ders adında göç geçmese de ders içeriğinde göç konusunda bilgi verilen dersler de bulunmaktadır.

Tablo 1. Siyaset Bilimi, Kamu Yönetimi ve Uluslararası İlişkiler Bölümlerinde Göç Başlıklı Lisans Dersleri

Sayı	Ders Adı	Sayı	Ders Adı
1	Kent, Göç ve Siyaset	30	International Migration, Citizenship and Foreign Policy
2	Demografi ve Göç İktisadı (Demography and Immigration Economics)	31	Kent, Göç ve Siyaset
3	Afet, Kriz ve Göç Yönetimi	32	Kimlik Göç ve Yurttaşlık
4	Avrupa'da Göç ve İnsan Hakları	33	Küresel Dünyada Göç
5	Emek Göçünün Uluslararası Hareketliliği ve Gelişmeler	34	Küresel Göç Politikaları
6	Göç Çalışmaları	35	Küresel Göç ve Uluslararası İlişkiler
7	Göç Kültürleri	36	Küresel Yoksulluk ve Göç
8	Göç Mekânları	37	Migrants, Refugees and Politics: Comparative Perspectives (Göçmenler, Mülteciler ve Siyaset: Karşılaştırmalı Perspektifler)
9	Göç Politikaları	38	Politics of Migration
10	Göç Politikaları ve Yönetişimi	39	Sınırlar, Vatandaşlar, Göçmenler Mülteciler
11	Göç Politikası	40	Studies on Migration
12	Göç Siyaseti	41	The International Politics of Forced Migration
13	Göç Sorunu ve Politikaları	42	Toplumsal Cinsiyet ve Göç
14	Göç ve Gecekondu Sorunları	43	Türkiye'de Vatandaşlık ve Göç
15	Göç ve Kent Antropolojisi	44	Türkiye'nin Göç ve Mülteci Politikaları
16	Göç ve Kimlik	45	Uluslararası Bağlamda Göç ve Mültecilik Sorunsalı
17	Göç ve Mülteciler	46	Uluslararası Göç
18	Göç ve Nüfus Hareketleri	47	Uluslararası Göç Çalışmaları
19	Göç ve Siyaset	48	Uluslararası Göç Politikaları
20	Göç ve Vatandaşlık	49	Uluslararası Göç Siyaseti
21	Göç Yönetimi	50	Uluslararası Göç Sorunları
22	Göç, Diaspora ve Mülteciler (Migration, Diaspora and Refugees)	51	Uluslararası Göç ve Göçmenler
23	Göç, Entegrasyon, Asimilasyon	52	Uluslararası Göç ve Nüfus Hareketleri
24	Göç, Vatandaşlık ve Yabancılar Hukuku	53	Uluslararası Göç ve Siyaset
25	International Migration	54	Uluslararası Göç ve Sorunları
26	International Migration and Population Mobility	55	Uluslararası Göç Yönetimi ve Politikaları
27	International Migration and Population Movements	56	Uluslararası Hukukta Göç ve Mülteciler
28	International Migration in Europe	57	Uluslararası İlişkilerde Göç
29	International Migration Management		

Kaynak: Üniversitelerin ilgili internet sayfalarından yararlanılarak hazırlanmıştır.

Türkiye'deki 21 Kamu Yönetimi Bölümünün müfredatları incelendiğinde sadece iki devlet üniversitesinde ve seçmeli olarak göç başlıklı ders verildiği görülmektedir. Bu kapsamda göç başlıklı ders verme oranının %14,29 olarak kalmasının gelecekte bu bölümden mezun olacak idareci adayları düşündüğünde çok yetersiz olduğu söylenebilir.

Tablo 2. Kamu Yönetimi Bölümlerinde Göç Başlıklı Lisans Dersleri

Sayı	Üniversite Adı	Fakülte	Ders Adı	Sınıfı
1	Atatürk	İİBF ³	Kent, Göç ve Siyaset	2/Seçmeli
			Küresel Dünyada Göç	4/Seçmeli
2	Trakya	İİBF	Göç Politikaları	3/Seçmeli
			Emek Göçünün Uluslararası Hareketliliği ve Gelişmeler	3/Seçmeli

Kaynak: Üniversitelerin ilgili internet sayfalarından yararlanılarak hazırlanmıştır.

Siyaset Bilimi ve Kamu Yönetimi (SBKY) Bölümüne bakıldığında ise 100 bölüm içerisinde sadece 22'sinde göç başlıklı ders verilmesi neredeyse her beş bölümden sadece birinde öğrencilerin bu başlıkta ders seçebildiğini göstermektedir ki bu durum yine yetersizdir. Giresun Üniversitesinde bu çerçevede iki ders verilmesi diğer bölümlere göre öğrenciye daha fazla seçim imkânı sağlaması yönüyle diğer bölümlerden fark yaratmaktadır.

Tablo 3. Siyaset Bilimi ve Kamu Yönetimi Bölümlerinde Göç Başlıklı Lisans Dersleri

Sayı	Üniversite Adı	Fakülte	Ders Adı	Sınıfı
1	Adıyaman	İİBF	Göç Politikası	3
2	Afyon Kocatepe	İİBF	Uluslararası Göç	4/Seçmeli
3	Akdeniz	İİBF	Göç Politikaları	4/Seçmeli
4	Ankara Bilim	İTBF ⁴	Studies on Migration	2/Seçmeli
5	Bandırma Onyediy Eylül	İİBF	Uluslararası Göç ve Sorunları	2
6	Bursa Uludağ	İİBF	Uluslararası Göç ve Nüfus Hareketleri	3/Seçmeli
7	Düzce	SBF ⁵	Uluslararası Göç Yönetimi ve Politikaları	4/Seçmeli
8	Eskişehir Osmangazi	İİBF	Göç Siyaseti	4/Seçmeli
9	Gaziantep	İİBF	Göç Politikaları	4/Seçmeli
10	Giresun	İİBF	Afet, Kriz ve Göç Yönetimi	3/Seçmeli
			Göç ve Mülteciler	2/Seçmeli
11	İstanbul Medeniyet	SBF	Uluslararası Bağlamda Göç ve Mültecilik Sorunsalı	4/Seçmeli

³ İktisadi ve İdari Bilimler Fakültesi

⁴ İnsan ve Toplum Bilimleri Fakültesi

⁵ Siyasal Bilgiler Fakültesi

12	İstanbul Medipol	İTBF	Göç ve Siyaset	3/Seçmeli
13	İstanbul	SBF	Uluslararası Göç ve Nüfus Hareketleri	3
14	İstinye	İİSBF ⁶	Göç ve Kimlik	Alan Seçmeli
15	Kırıkkale	İİBF	Göç ve Nüfus Hareketleri	3/Seçmeli
16	Marmara	SBF	International Migration and Population Mobility	Tüm Sınıflar (Seçmeli)
17	Ondokuz Mayıs	İİBF	Göç Yönetimi	4/Seçmeli
18	Selçuk	İİBF	Göç Politikaları ve Yönetişimi	3/Seçmeli
19	Tekirdağ Namık Kemal	İİBF	Türkiye’de Vatandaşlık ve Göç	3/Seçmeli
20	Trakya	İİBF	Göç Politikaları	3/Seçmeli
21	Yalova	İİBF	Göç Çalışmaları	4/Seçmeli)
22	Yozgat Bozok	İİBF	Göç Sorunu ve Politikaları	Tüm Sınıflar/Seçmeli

Kaynak: Üniversitelerin ilgili internet sayfalarından yararlanılarak hazırlanmıştır.

Uluslararası İlişkiler Bölümlerine bakıldığında ise 77 bölümün 33’ünde göç başlıklı lisans dersi verildiği ve oranın %44,16’ya tekabül ettiği görülmektedir. Konunun uluslararası göç boyutuyla müfredatta kendine yer bulması açısından kamu yönetimi bölümlerine göre avantaj yarattığı söylenebilir. Ancak yine de bu oran her iki bölümden birine bile karşılık gelmemektedir. Dört üniversitenin ilgili bölümünde birden fazla ders verilmesi bazı üniversitelerde göç konusunun önceliklendirildiğini ortaya koymaktadır.

Tablo 4. Uluslararası İlişkiler Bölümlerinde Göç Başlıklı Lisans Dersleri

Sayı	Üniversite Adı	Fakülte	Ders Adı	Sınıfı
1	Adana Alparslan Türkeş Bilim ve Teknoloji	SBF	International Migration and Population Movements	3
2	Akdeniz	İİBF	Uluslararası Göç Politikaları	4/Seçmeli
3	Altınbaş	İİBF	Göç Çalışmaları	3/Seçmeli
4	Ankara Yıldırım Beyazıt	SBF	Uluslararası Göç (International Migration)	3/Seçmeli
5	Ardahan	İİBF	Küresel Yoksulluk ve Göç	4
6	Atatürk Üniversitesi	İİBF	Kent, Göç ve Siyaset	2/Seçmeli
			Küresel Dünyada Göç	4/Seçmeli
7	Avrasya	İİBF	Uluslararası Göç Politikaları	2
8	Bursa Uludağ	İİBF	Uluslararası Göç ve Nüfus Hareketleri	3/Seçmeli
9	Eskişehir Osmangazi	İİBF	Uluslararası Göç ve Siyaset	3/Seçmeli
10	Galatasaray	İİBF	Uluslararası Göç	3/Seçmeli
11	Giresun	İİBF	Göç ve Mülteciler	3/Seçmeli
12	Gümüşhane	İİBF	Uluslararası Hukukta Göç ve Mülteciler	3/Seçmeli

⁶ İktisadi, İdari ve Sosyal Bilimler Fakültesi

13	Hacettepe	İİBF	Uluslararası Göç Politikaları	3/Seçmeli
14	Hatay Mustafa Kemal	İİBF	Göç, Vatandaşlık ve Yabancılar Hukuku	3 (Seçmeli)
15	Hitit Üniversitesi	İİBF	Uluslararası Göç	4 (Seçmeli)
16	İhsan Doğramacı Bilkent	İİSBF	International Migration	3 (Zorunlu)
17	İstanbul Kültür	İİBF	The International Politics of Forced Migration	
18	İstanbul Medeniyet	SBF	International Migration in Europe	
19	İstanbul Rumeli	İİSBF	Uluslararası Bağlamda Göç ve Mültecilik Sorunsalı	4/Seçmeli
20	İstinye	İİSBF	Uluslararası Göç Politikaları	4/Seçmeli
21	İzmir Demokrasi	İİBF	Uluslararası Göç	Alan Seçmeli
22	İzmir Kâtip Çelebi	İİBF	Uluslararası Göç ve Sorunları	4/Zorunlu
23	Karabük	İİBF	Uluslararası Göç Çalışmaları	3/Seçmeli
24	Kastamonu	İİBF	International Migration Management	4/Seçmeli
25	Kocaeli	SBF	Uluslararası Hukukta Göç ve Mülteciler	4/Seçmeli
26	Marmara	SBF	Uluslararası Göç Politikaları	4/Seçmeli
27	Nevşehir Hacı Bektaş Veli	İİBF	Avrupa'da Göç ve İnsan Hakları	3/Seçmeli
28	Özyeğin	SBF	International Migration	4/Seçmeli
29	Recep Tayyip Erdoğan	İİBF	Göç Çalışmaları	4/Seçmeli
30	Sakarya	SBF	Uluslararası Göç	
31	Trakya	İİBF	Uluslararası Göç Siyaseti	3/Seçmeli
32	Van Yüzüncü Yıl	İİBF	Uluslararası Göç ve Göçmenler	3/Seçmeli
33	Yozgat Bozok	İİBF	Uluslararası İlişkilerde Göç Hareketliliği ve Gelişmeler	3/Seçmeli
			Uluslararası Göç ve Sorunlar	4/Seçmeli
			Göç, Entegrasyon, Asimilasyon	4/Seçmeli

Kaynak: Üniversitelerin ilgili internet sayfalarından yararlanılarak hazırlanmıştır.

Göç başlıklı ders verme oranı Siyaset Bilimi ve Uluslararası İlişkiler Bölümlerinde Uluslararası İlişkiler Bölümlerine göre düşmektedir. 55 bölümün 19'unda, oransal olarak ise %34,55 oranında ders verildiği ortaya çıkmaktadır. Burada ilginç olan tespit bu 19 üniversitesinin 12'sinin vakıf üniversitesi olmasıdır. Dolayısıyla Siyaset Bilimi ve Uluslararası İlişkiler bölümleri kapsamında neredeyse her üç üniversitenin ikisinde göç başlıklı ders verilmediği görülmektedir.

Tablo 5. Siyaset Bilimi ve Uluslararası İlişkiler Bölümlerinde Göç Başlıklı Lisans Dersleri

Sayı	Üniversite Adı	Fakülte	Ders Adı	Sınıfı
1	Başkent	İİBF	Küresel Göç ve Uluslararası İlişkiler	4/Seçmeli
2	Boğaziçi	İİBF	Migrants, Refugees and Politics: Comparative Perspectives (Göçmenler, Mülteciler ve Siyaset: Karşılaştırmalı Perspektifler)	4/Zorunlu
3	Çukurova	İİBF	Göç Siyaseti	4/Seçmeli
4	Hakkâri	İİBF	Göç ve Gecekondu Sorunları	4/Seçmeli
5	İhsan Doğramacı Bilkent	İİSBF	The International Politics of Forced Migration	
6	İnönü	İİBF	Kimlik Göç ve Yurttaşlık	4/Seçmeli
7	İstanbul Medipol	İTBF	Uluslararası Göç	4/Seçmeli
8	İstanbul Sabahattin Zaim	İTBF	Küresel Göç Politikaları	Alan Seçmeli
9	İstanbul Ticaret	İTBF	Türkiye'nin Göç ve Mülteci Politikaları	Alan Seçmeli
10	İstanbul Topkapı	İİSBF	International Migration, Citizenship and Foreign Policy	Alan Seçmeli
11	İstanbul	SBF	Uluslararası Göç ve Nüfus Hareketleri	3
12	İstanbul Yeni Yüzyıl	İİBF	Uluslararası Göç ve Sorunları	Alan Seçmeli
13	İzmir Ekonomi	İşletme Fakültesi	Uluslararası Göç	Alan Seçmeli
14	Mardin Artuklu	İİBF	Uluslararası Göç	3/Zorunlu
15	MEF	İİSBF	Politics of Migration	Alan Seçmeli
			Göç ve Kent Antropolojisi	
			Göç ve Vatandaşlık	
			Göç Mekânları	Üniversite Seçmeli
16	Sabancı	Sanat ve Sosyal Bilimler Fakültesi	Göç Kültürleri	
			Toplumsal Cinsiyet ve Göç	
			Sınırlar, Vatandaşlar, Göçmenler	
			Mülteciler	Alan Seçmeli
			Göç Siyaseti	
			Göç, Diaspora ve Mülteciler (Migration, Diaspora und Flüchtlinge	
			Migration, Diaspora and Refugees)	
17	Türk-Alman	İİBF	Demografi ve Göç İktisadı (D/E) – Ökonomik der Demographie und Migration –Demography and Immigration Economics	İktisat Seçmeli
18	Üsküdar	İTBF	Uluslararası Göç Sorunları	3/Seçmeli
19	Yeditepe	İİBF	Uluslararası Göç ve Siyaset	Seçmeli

Kaynak: Üniversitelerin ilgili internet sayfalarından yararlanılarak hazırlanmıştır.

Bu itibarla, Türkiye'deki Üniversitelerde bulunan toplam 121 Siyaset Bilimi ve Kamu

Yönetimi ile Kamu Yönetimi Bölümü içerisinde sadece %20,66'sında göç başlıklı ders verildiği, diğer taraftan Siyaset Bilimi ve Uluslararası İlişkiler ile Uluslararası İlişkiler Bölümleri içerisinde bu oranın %40,15 olduğu görülmektedir. Üniversitelerin Uluslararası İlişkiler bölümlerinde göç başlıklı ders müfredatta bulundurma Kamu Yönetimi Bölümlerine göre iki kat fazladır. Bu durumun ise konunun uluslararası göç temelinde ele alınmasından kaynaklandığını söylemek mümkündür. Ancak uluslararası göç konusu da Türkiye gibi yüksek dış göç alan bir ülke için yerel siyasetin de ana konusudur. Merkezi yönetim ve yerel yönetim de idareci olarak ilerde görev alması beklenen siyaset bilimi ve kamu yönetimi bölümlerinde bu konunun daha fazla ele alınmasının beklenmesi tabiidir.

Tablo 6. Siyaset Bilimi, Kamu Yönetimi, Uluslararası İlişkiler Bölümlerinde Göç Başlıklı Lisans Dersleri İstatistiği

Bölüm Adı	Toplam Bölüm Sayısı	Ders Verilen Bölüm Sayısı	Birden Fazla Ders Veren Bölüm Sayısı	Verilen Toplam Ders Sayısı	Ders Verilen Bölüm Oranı
Kamu Yönetimi	21	3	0	3	%14,2
Siyaset Bilimi ve Kamu Yönetimi	100	22	1	23	%22,00
Toplam	121	25	1	26	%20,66
Uluslararası İlişkiler	77	34	4	38	%44,16
Siyaset Bilimi ve Uluslararası İlişkiler	55	19	7	26	%34,55
Toplam	132	53	11	64	%40,15
Genel Toplam	264	106	12	90	%30,8

Kaynak: Üniversitelerin ilgili internet sayfalarından yararlanılarak hazırlanmıştır.

Sonuç itibarıyla incelenen dört bölümün genelinde bakıldığında göç dersi veren bölüm oranının %30,8'de kaldığı ortaya çıkmaktadır. Geleceğin diplomat ve idarecilerinin yetişmesi beklenen bu bölümlerde göç başlıklı derslerin sayısının bu derece az olması çarpıcıdır.

Verilen Burslar (100/2000 Doktora Burs Programı)

Doktora burs programlarında genelde burs veren kurum/kuruluşun öğrenciyi değerlendirerek başarılı bulması şeklinde burs verilmektedir. Belirlenen öncelikli alanlarda alt yapı, akademisyen yeterliliği gibi kriterler doğrultusunda başvuran üniversiteler arasından başarılılara burs desteği sağlayan YÖK 100/2000 Doktora Burs Programıyla üniversitelere desteklendikleri alanda doktora öğrencilerini kendileri belirleme imkânı verilmiştir. Böylece üniversitelerin öncelikli alanlarda ihtisaslaşması amaçlanmıştır. İlk olarak bu kapsamda 2016-2017 eğitim-öğretim yılı bahar döneminde 100 öncelikli alanda çağrıya çıkılmış, 2021-2022 Bahar dönemiyle toplam 11 döneme ulaşılmıştır (Yükseköğretim Kurulu Başkanlığı, 2018, s.6)

100 Öncelikli alan içinde göç alanında tüm dönemlerde başvuru çağrısına çıkıldığı görülmektedir. 11 dönemin 7'sinde Sosyal Bilimler, 8'inde Sağlık alanında çağrı gerçekleşirken, ilk üç dönemde sağlık alanında olmayan göç konusunun sonraki her

dönemde olmasının pandemi süreciyle ilgili olduğu düşünülebilir. Bununla birlikte, pandeminin yoğun yaşandığı 2018-2020 dönemlerinde sağlık alanında “*Nüfus Hareketliliği ve Göçmen Sağlığı*” alt alanında daha sonra göçmen sağlığı dâhil “*Halk Sağlığı*” alanlarında çağrıya çıkılması göçmen sağlığı konusunun önceliklendirildiğini göstermektedir. Pandeminin yoğunluk kazandığı 2020-2021 Güz dönemi itibariyle tekrar Sosyal Bilimler alanının “*Göç ve Göçmen Çalışmaları*” alt alanında çağrıya çıkılması da sosyal bilimler alanının da ihmal edilmediğini ortaya koymaktadır.

Tablo 7. Göç Alanında Eğitim-Öğretim Dönemlerine Göre 100/2000 YÖK Doktora Bursu Başvuru Çağrıları

Sayı	Dönem	Üst Alan	Alan/Alt Alan
1.	2016-2017 Bahar	Sosyal Bilimler	Diğer Sosyal Bilimler / Göç Çalışmaları
2.	2017-2018 Güz	Sosyal Bilimler	Diğer Sosyal Bilimler / Göç Çalışmaları
3.	2017-2018 Bahar	Sosyal Bilimler	Sosyal Bilimler / Göç Çalışmaları
4.	2018-2019 Güz	Sosyal Bilimler	Göç ve Göçmen Çalışmaları (Göç Hukuku, Göç Psikolojisi, Göçmen Diplomasisi)
		Sağlık	Halk Sağlığı (Klinik epidemiyoloji, Bioistatistik, Sağlık politikaları ve idaresi, Göçmen Sağlığı da dâhil)
5.	2018-2019 Bahar	Sağlık	Nüfus Hareketliliği ve Göçmen Sağlığı
6.	2019-2020 Güz	Sağlık	Nüfus Hareketliliği ve Göçmen Sağlığı
7.	2019-2020 Bahar	Sağlık	Nüfus Hareketliliği ve Göçmen Sağlığı
8.	2020-2021 Güz (Pandemi Dönemi Özel Çağrı)	Sosyal Bilimler	Göç ve Göçmen Çalışmaları (Göç Hukuku, Göç Psikolojisi, Göçmen Diplomasisi)
		Sağlık	Halk Sağlığı (...Göçmen Sağlığı da dâhil)
9.	2020-2021 Bahar	Sağlık	Halk Sağlığı (...Göçmen Sağlığı da dâhil)
10.	2021-2022 Güz	Sosyal Bilimler	Göç ve Göçmen Çalışmaları (Göç Hukuku, Göç Psikolojisi, Göçmen Diplomasisi)
		Sağlık	Halk Sağlığı (...Göçmen Sağlığı da dâhil)
11.	2021-2022 Bahar	Sosyal Bilimler	Göç ve Göçmen Çalışmaları (Göç Hukuku, Göç Psikolojisi, Göçmen Diplomasisi)
		Sağlık	Halk Sağlığı (... Göçmen Sağlığı da dâhil)

Kaynak: 100/2000 YÖK Doktora Bursları.

YÖK tarafından başvuruları uygun görülen üniversiteler kamuoyuyla ilk dört dönem itibariyle paylaşılmıştır. Bu kapsamda ilk üç dönem için göç konusunda sadece sosyal bilimler alanının “*Göç Çalışmaları*” alt alanında çağrıya çıktığı bununla birlikte her dönem daha fazla üniversitenin başvurusunun uygun bulunduğu görülmektedir. Buna göre, 2016-2017 Bahar Döneminde 5, 2017-2018 Güz Döneminde 6 ve 2017-2018 Bahar Döneminde 14 üniversitenin bu alandaki başvuruları başarılı bulunmuştur. Bu durumun üniversitelerde göç konusunda farkındalık ve ilginin arttığını gösterdiği söylenebilir. Bu üç dönemde göç çalışmaları alanında başvurusu başarılı bulunan toplam üniversite sayısı 25 olurken, bazı üniversiteler ise (Düzce, Hacettepe, Harran, Ondokuz Mayıs, Sakarya ve Yüzüncü Yıl) ikişer kez listeye girmeyi başarmıştır.

Tablo 8. “Göç Çalışmaları” Alt Alanında 100/2000 Doktora Bursu Başvuruları Uygun Bulunan Üniversiteler (İlk 3 Dönem)

2016-2017 Bahar	2017-2018 Güz	2017-2018 Bahar
Dokuz Eylül Üniversitesi	Boğaziçi Üniversitesi	Adnan Menderes Üniversitesi
Düzce Üniversitesi	Harran Üniversitesi	Çanakkale Onsekiz Mart Üniversitesi
Hacettepe Üniversitesi	İstanbul Medeniyet Üniversitesi	Düzce Üniversitesi
Harran Üniversitesi	Ondokuz Mayıs Üniversitesi	Ege Üniversitesi
İstanbul Üniversitesi	Sakarya Üniversitesi	Hacettepe Üniversitesi
	Yüzüncü Yıl Üniversitesi	Harran Üniversitesi
		Kahramanmaraş Sütçü İmam Üniversitesi
		Nevşehir Hacı Bektaş Veli Üniversitesi
		Ondokuz Mayıs Üniversitesi
		Orta Doğu Teknik Üniversitesi
		Sakarya Üniversitesi
		Trakya Üniversitesi
		Uludağ Üniversitesi
		Van Yüzüncü Yıl Üniversitesi

Kaynak: Yükseköğretim Kurulu Başkanlığı, 2018 ve 2020.

2018-2019 Güz döneminde sosyal bilimler alanının Göç Çalışmaları başlığı “Göç ve Göçmen Çalışmaları (Göç Hukuku, Gök Psikolojisi, Göçmen Diplomasisi)” alt başlığıyla genişletildiği görülmektedir. Bu alanın dışında “Sağlık Alanı”nda göçmen sağlığının dâhil edildiği “Halk Sağlığı” alt alanına çıkılan çağrıda yer verilmiştir. Bu gelişmelere rağmen söz konusu dönemde her iki alanda hiçbir başvuru kabul alamamıştır. Başvurular açıklanmadığı için başvuru olmamasından ya da yapılan başvuruların yetersizliğinden mi bu durumun oluştuğunu tespit etmek zor olsa da bu dönemdeki genel başarısızlık ortadadır.

Diğer taraftan, YÖK tarafından 2018 ve 2020 yıllarında yayımlanan iki rapordaki YÖK100/2000 Doktora Bursu Projesiyle ilgili veriler bu azalan ilgiyi yine ortaya koymaktadır. Buna göre, ilk üç dönemde “Göç Çalışmaları” alanındaki başvurusu kabul almış üniversite sayısı 25’i bulurken 2018 yılı sonunda bu alan öğrenciler tarafından en fazla tercih edilen 5. alan olarak öne çıkmışken sonraki dönemlerde düşüş yaşanmıştır.

Tablo 9. YÖK100/2000 Doktora Bursu Projesinde Öğrencilerin En Fazla Tercih Ettiği 10 Alan (2016-2018)

Sıra	Alt Alan	Tercih Sayısı
1	Mikro ve Nanoteknoloji	159
2	Yenilenebilir Enerji Kaynakları/ Teknoloji	103
3	Biyomalzeme ve Doku Mühendisliği	80

4	Sürdürülebilir Etkin Tarım	76
5	Göç Çalışmaları	76
6	Moleküler Onkoloji	71
7	Sürdürülebilir ve Akıllı Kentler	69
8	Yeni Nesil Kompozitler ve Çok İşlevli Nanokompozit Malzemeler	56
9	Sensör Teknolojileri	64
10	Organik Tarım	63

Kaynak: Yükseköğretim Kurulu Başkanlığı, 2018, s.16

Dördüncü dönem itibariyle hiçbir üniversitenin kabul almamış olması ve sonraki dönemlerde de bu alanda çağrıya çıkılmamış olması en fazla yapılan tercih sıralamasında “Göç Çalışmaları” alanının artık yer almamasına neden olmuştur. Bununla birlikte, söz konusu tablo Halk Sağlığı alanındaki tercihlerin de sıralamaya girecek kadar yoğunlukta olmadığını göstermektedir.

Tablo 10. YÖK100/2000 Doktora Bursu Projesinde Öğrencilerin En Fazla Tercih Ettiği 10 Alan (2019-2020)

Sıra	Alt Alan	Tercih Sayısı
1	Mikro ve Nanoteknoloji	206
2	Moleküler Farmakoloji ve İlaç Araştırmaları	120
3	Mimarlık	110
4	Biyomalzeme ve Doku Mühendisliği	109
5	İletişim Çalışmaları	102
6	Doğal ve Bitkisel Ürünler/Kozmetik Ürünler	83
7	Moleküler Onkoloji	82
8	Sürdürülebilir Tarım	78
9	Yenilenebilir Enerji Kaynakları/Teknolojileri	78
10	İnsan Beyni ve Nörobilim	74

Kaynak: Yükseköğretim Kurulu Başkanlığı, 2020, s.46

Söz konusu veriler çerçevesinde YÖK 100/2000 Doktora Burs Programı kapsamında ilk üç dönemde sosyal bilimler alanında “Göç Çalışmaları” alt başlığındaki başvurulara üniversiteler ve öğrenciler tarafından yoğun ilgi olduğu, pandemi süreciyle “Halk Sağlığı” alanının da göç konusuna yönelik burs programına dâhil edilmesiyle sürecin yavaşladığı, son üç dönemde yeniden sosyal bilimler kapsamında başvuruların alınmaya başladığı görülmektedir. Bu itibarla, sosyal bilimler ve halk sağlığı alanlarında göç konusunda burs çağrısının sürekliliğini korunmasının yanı sıra üniversitelerin bu anlamda başarılı şekilde başvurularını yapmalarını sağlayacak nitelikte farkındalık ve bilgilendirme çalışmalarına ihtiyaç bulunmaktadır.

Uygulama ve Araştırma Merkezleri (UAM)

Türkiye’de 208 yükseköğrenim kurumu arasında 26’sı devlet, 7’si vakıf üniversitelerinde olmak üzere toplam 33 göç konusunda uygulama ve araştırma

faaliyeti yürüten merkez yer almaktadır. Bu uygulama ve araştırma merkezleri 22 ildeki üniversite bünyesinde yer alırken bunların en çoğu Ankara (6) ve İstanbul'daki (5) üniversitelerde faaliyet göstermektedir.

Tablo 11. Türkiye'deki Devlet Üniversitelerine Bağlı Göç Konulu Uygulama ve Araştırma Merkezleri (UAM)

Sayı	Üniversite Adı	Şehir	Merkez Adı
1	Akdeniz	Antalya	Sosyal Politika ve Göç Araştırmaları UAM
2	Ankara Hacı Bayram Veli	Ankara	Göç Araştırmaları UAM
3	Ankara Sosyal Bilimler	Ankara	Küresel Göç Araştırmaları ve Uygulamaları Merkezi
4	Ankara	Ankara	Sosyal Politika ve Göç Çalışmaları UAM
5	Ankara Yıldırım Beyazıt	Ankara	Göç Politikaları UAM
6	Bandırma Onyediy Eylül	Bandırma	Göç ve Yoksulluk Çalışmaları UAM
7	Bitlis Eren	Bitlis	Nüfus ve Göç UAM
8	Çukurova	Adana	Göç ve Kalkınma Çalışmaları UAM
9	Dicle	Diyarbakır	Göç ve Yönetim UAM
10	Düzce	Düzce	Göç Çalışmaları UAM
11	Gaziantep	Gaziantep	Göç ve Siyaset Uygulama ve Araştırma Merkezi (GÜGÖSİM)
12	Gaziantep	Gaziantep	Göç Araştırmaları UAM
13	Hacettepe	Ankara	Göç ve Siyaset Araştırmaları Merkezi (HÜGO)
14	Harran	Şanlıurfa	Göç Politikaları Uygulama ve Araştırma Merkez Müdürlüğü
15	Hitit	Çorum	Göç Çalışmaları Uygulama ve Araştırma Merkezi (HUGAM)
16	Iğdır	Iğdır	Nüfus ve Göç Çalışmaları UAM
17	İstanbul	İstanbul	Göç ve Göçmen Politikaları UAM
18	Kırşehir Ahi Evran	Kırşehir	Göç ve Yerel Yönetimler UAM
19	Manisa Celâl Bayar	Manisa	Nüfus ve Göç UAM
20	Mardin Artuklu	Mardin	Göç Çalışmaları UAM
21	Mersin	Mersin	Göç Araştırmaları UAM
22	Trakya	Edirne	Göç ve Mübadele Çalışmaları UAM
23	Türk-Alman	İstanbul	Göç ve Uyum UAM
24	Uşak	Uşak	Göç Araştırmaları ve Siyaset UAM
25	Van Yüzüncü Yıl	Van	Nüfus ve Göç UAM
26	Zonguldak Bülent Ecevit	Zonguldak	Göç Araştırma ve Uygulama Merkezi

Kaynak: Üniversitelerin ilgili internet sayfalarından yararlanılarak hazırlanmıştır.

Araştırma ve Uygulama Merkezlerinin büyük çoğunluğu devlet üniversitelerine bağlı bulunmakla birlikte vakıf üniversiteleri tarafından da konuya ilişkin araştırma ve uygulama faaliyetleri yürütülmektedir. Vakıf üniversiteleri arasında UAM bulunan

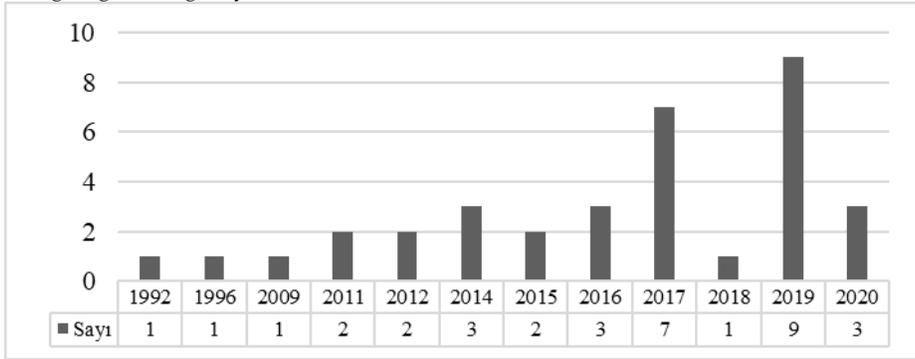
üniversitelerin yarıya yakını (3) İstanbul'da bulunmakla birlikte diğer üniversiteler ise Ankara, Trabzon, Gaziantep ve Konya'dır.

Tablo 12. Türkiye'deki Vakıf Üniversitelerine Bağlı Göç Konulu Uygulama ve Araştırma Merkezleri

Sayı	Üniversite Adı	Şehir	Merkez Adı
1	Atılım	Ankara	Göç Çalışmaları UAM
2	Avrasya	Trabzon	Göç Çalışmaları Araştırma ve Uygulama Merkezi
3	Hasan Kalyoncu	Gaziantep	Göç, Nüfus, Eğitim ve İstihdam Sorunları UAM
4	İstanbul Bilgi	İstanbul	Göç Çalışmaları UAM
5	İstanbul Topkapı	İstanbul	Göç Politikaları UAM
6	Koç	İstanbul	Göç Araştırmaları Uygulama ve Araştırma Merkezi (MIREKoç)
7	Konya Gıda ve Tarım	Konya	Göç ve Kalkınma Araştırmaları Uygulama ve Araştırma Merkezi (GÖKMER)

Kaynak: Üniversitelerin ilgili internet sayfalarından yararlanılarak hazırlanmıştır.

Yıllara göre göç konusunda en fazla 2017'de 7 ve 2019'da 9 UAM açıldığı görülmektedir. Bununla birlikte 2021 yılından sonra hiç UAM açılmamıştır. Bu durumun 208 üniversite içinde 33'ünün göç konusunda araştırma ve uygulama merkezi olduğu düşünüldüğünde yeni UAM açmaya yönelik bir doygunluktan çok ilginin azaldığını gösterdiği söylenebilir.



Şekil 1. Yıllara Göre Göç Konusunda Açılan Uygulama ve Araştırma Merkezleri

Kaynak: Yükseköğretim Bilgi Yönetim Sisteminden yararlanılarak hazırlanmıştır.

Öyle ki en fazla geçici koruma altındaki Suriyeli nüfusa sahip iller sıralamasına göre bakıldığında 4. sıradaki Hatay, 7. sıradaki Bursa ve 8. sıradaki İzmir illerinde hiçbir üniversitede göç konusunda açılmış UAM bulunmaması yine çarpıcı bir tespittir. Diğer taraftan, 9. sıradaki Konya'da sadece bir vakıf üniversitesinde bu kapsamda bir uygulama ve araştırma merkezi bulunmaktadır. Bu da köklü devlet üniversitelerinin de olduğu Konya'da daha fazla UAM açılması potansiyelini ortaya koymaktadır.

Tablo 13. Geçici Koruma Altındaki Suriyelilerin En Fazla Olduğu İller ve Bu İllerdeki Üniversitelerin Göç Konulu Uygulama ve Araştırma Merkezi Sayıları

İl Adı	İstanbul	Gaziantep	Şanlıurfa	Hatay	Adana	Mersin	Bursa	İzmir	Konya	Ankara	Diğer	Toplam
Göç Konulu Uygulama ve Araştırma Merkezi Sayısı	5	3	1	0	1	1	0	0	1	6	15	33
Geçici Koruma Altındaki Suriyeli Sayısı*	551.588	464.131	375.699	360.580	254.709	241.362	185.309	148.427	123.357	98.795	799.767	3.603.724

*Kaynak: Göç İdaresi Başkanlığı 03.11.2022.

Tezler

Göç konusunda yapılan tezlerle ilgili literatürde çeşitli araştırmalar bulunmaktadır. 1988-2018 yılları arasında Türk yükseköğretiminde göç alanındaki doktora tezleri üzerine yapılan araştırmada en çok sayıda doktora tezinin 2008-2012 arasında yayımlandığını göstermiştir (Alkar ve Atasoy, 2020, s.67). Daha daraltılmış bir analizle sadece Türkiye'deki Suriyeli öğrencilerle ilgili 2018-2021 yılları arasında gerçekleştirilmiş lisansüstü tezlere ilişkin bir araştırma ise bu konuda en fazla sayıda tezin 2019 yılında yapıldığını ortaya koymuştur (Uğur ve diğerleri, 2023, s.352).

Bu çalışmada ise Yükseköğretim Kurulu Başkanlığı Tez Merkezi üzerinden Türk Dil Kurumunun "Ekonomik, toplumsal, siyasi sebeplerle bireylerin veya toplulukların bir ülkeden başka bir ülkeye, bir yerleşim yerinden başka bir yerleşim yerine gitme işi, taşınma, hicret, muhaceret" tanımı çerçevesinde "göç" anahtar kelimesiyle yapılan arama sonrasında 1986 tarihinden 10 Kasım 2022 tarihine kadar yapılmış yüksek lisans, doktora teziyle birlikte sanatta yeterlik ve tıpta uzmanlık konularındaki çalışmalarda 1.070 sonuca ulaşılmıştır.⁷

Tablo 14. Yıllara Göre Göç Konusunda Yapılan Tez / Sanatta Yeterlik / Tıpta Uzmanlık Sayıları

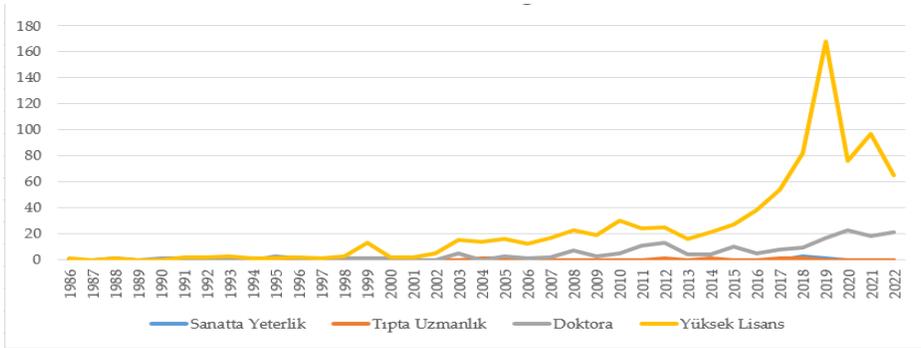
	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004
Sanatta Yeterlik	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tıpta Uzmanlık	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Doktora	0	0	1	0	1	1	1	1	0	3	1	0	1	1	1	0	0	5	0
Yüksek Lisans	1	0	1	0	0	2	2	3	1	1	2	1	3	13	2	2	5	15	14

⁷ Bilgisayar mühendisliğinde "Java ipliklerinin bağlam bilgisiyle birlikte göç ettirilmesi", biyolojide "...göçmen kuşların göç hareketlerinin incelenmesi" gibi başlıklar kapsam dışı bırakılmıştır.

Toplam	1	0	2	0	1	3	3	4	1	4	3	1	4	14	3	2	5	20	14
	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022 ^s	Genel Toplam
Sanatta Yeterlik	0	0	0	0	0	0	0	0	0	0	0	0	0	3	1	0	0	0	4
Tıpta Uzmanlık	1	0	0	0	0	0	0	1	0	1	0	0	1	1	0	0	0	0	7
Doktora	3	1	2	7	3	5	11	13	4	4	10	5	8	9	17	23	18	21	181
Yüksek Lisans	16	12	17	23	19	30	24	25	16	21	27	38	54	82	168	76	97	65	878
Toplam	19	13	19	30	22	35	35	38	20	25	37	43	62	91	185	99	115	86	1.070

Kaynak: Yükseköğretim Kurulu Başkanlığı Tez Merkezinden yararlanılarak hazırlanmıştır.

Yapılan tezlerin sayısında yıllara göre en fazla yoğunluğun 2018-2022 yılları arasında gerçekleştiği göze çarpmaktadır. En fazla sayıda tez, sanatta yeterlik, tıpta uzmanlık çalışmasının 2018'de (toplam 185) olduğu görülürken, doktora tezlerinde en fazla çalışma ise 2019 yılında (23) olmuştur. Bu durum 2016 yılında AB ve Türkiye arasında yapılan Geri Kabul Anlaşmasıyla Suriyelilerin geçici koruma altında olma statüsü devam etse de savaş şartları bitene kadar Türkiye'de fiili olarak yerleşik kalacaklarının artık kamuoyunda da bir görüş olarak benimsenmesinin akademideki yansımaları olarak değerlendirilebilir. Ancak 2022 sonu itibarıyla tez sayılarının son dört yıla göre düşük olduğu görülmektedir. Bu durumda göç konusunda yeni araştırma yapmaya yönelik ilginin azaldığını göstermektedir.



Şekil 2. Yıllara Göre Göç Konusundaki Tez/Sanatta Yeterlik/Tıpta Uzmanlık Sayıları

Kaynak: Yükseköğretim Kurulu Başkanlığı Tez Merkezinden yararlanılarak hazırlanmıştır.

Doktora tezlerin konusuna göre ayırıldığında en fazla sosyoloji alanında çalışmaya rastlanmaktadır. Sosyolojiden sonra kamu yönetimi, siyasal bilimler, uluslararası ilişkiler ve ekonomi alanlarında yapılan tezlerin toplamı diğer bölümlerde

^s 10.11.2022 tarihi itibarıyla.

yapılanların toplamından fazla durumdadır. Bu itibarla özellikle iletişim, demografi gibi alanlarda daha fazla tez yazılması potansiyelinin değerlendirilmesi gerekmektedir.

Tablo 15. Göç Konusunda Yapılan Doktora Tezlerinin Alanlara Göre Dağılımı

Konu	Sayı	Yüzde	Konu	Sayı	Yüzde
Sosyoloji	32	%17,68	Ekonometri	2	%1,10
Kamu Yönetimi	22	%12,15	Halk Bilimi (Folklor)	2	%1,10
Siyasal Bilimler	14	%7,73	İletişim Bilimleri	2	%1,10
Uluslararası İlişkiler	13	%7,18	Mimarlık	2	%1,10
Ekonomi	12	%6,63	Mütercim-Tercümanlık	2	%1,10
Tarih	7	%3,87	Sanat Tarihi	2	%1,10
Çalışma Ekonomisi ve Endüstri İlişkileri	6	%3,31	Adli Tıp	1	%0,55
Sosyal Hizmetler	6	%3,31	Alman Dili ve Edebiyatı	1	%0,55
Antropoloji	5	%2,76	El Sanatları	1	%0,55
Psikoloji	5	%2,76	Fransız Dili ve Edebiyatı	1	%0,55
Coğrafya	4	%2,21	Halk Sağlığı	1	%0,55
Din	4	%2,21	İngiliz Dili ve Edebiyatı	1	%0,55
Hukuk	4	%2,21	İşletme	1	%0,55
Sahne ve Görüntü Sanatları	4	%2,21	Karşılaştırmalı Edebiyat	1	%0,55
Türk Dili ve Edebiyatı	4	%2,21	Müzik	1	%0,55
Demografi	3	%1,66	Radyo-Televizyon	1	%0,55
Eğitim ve Öğretim	3	%1,66	Reklamcılık	1	%0,55
Maliye	3	%1,66	Sağlık Kurumları Yönetimi	1	%0,55
Şehircilik ve Bölge Planlama	3	%1,66	Türk İnkılap Tarihi	1	%0,55
Dilbilim	2	%1,10	Toplam	181	%100

Kaynak: Yükseköğretim Kurulu Başkanlığı Tez Merkezinden yararlanılarak hazırlanmıştır.

Tartışma, Sonuç ve Öneriler

Tarih boyunca Kafkaslar, Kırım, Rumeli, Ortadoğu ve birçok bölgeden gelenlerin varlığıyla oluşan göç olgusu Anadolu coğrafyasının bir gerçeği olarak Türkiye'nin sosyo-kültürel ve siyasi yapısını etkilemektedir. Bu kapsamda, sosyal uyumu gerçekleştirecek çalışmalar oldukça önemlidir. Ancak genel kanunun aksine uyum tek yönlü değil çift yönlü bir süreçtir. Bu yüzden göçmenler kadar yerli halkın da uyuma yönelik eğitim alması gerekliliktir. Bu eğitim her alanda önemliyen yükseköğretimde hem politika yapıcılara ürünleriyle bilgi sunması hem de yetişen insan gücüyle ilerde göç konusunda doğrudan politika tasarlama ve uygulayıcılarını yetiştirilmesiyle ayrı bir öneme sahiptir. Ancak yükseköğretimde göç konusunda verilen eğitimin zorunluluklar temelinde yürütülmesi yerel halkın tepkisine neden olabilecek niteliktedir. Zira genel kanı yukarıda da ifade edildiği üzere uyum konusunun göçmenler tarafından sağlanması yönündedir. Bu çerçevede seçim mimarisi olarak seçim özgürlüğü sunan dürtme teorisinin bu alandaki kamu politikası yapımında kullanılmasının akılcı bir tercih olacağı söylenebilir. Bu çalışmada da Türk Yükseköğretiminde göç konusunda verilen idari ve sosyal bölümlerdeki lisans dersleri, yapılan tezler, uygulama ve araştırma merkezleri ve YÖK 100/2000 Doktora Burs programları çerçevesinde mevcut durum ortaya konulurken çalışmanın bulgu sonuçlarından hareketle konuya ilişkin aktörlere şu öneriler sunulmaktadır.

Göç politikasında etkinliği artırmak için daha güçlü bir personel eğitimi verilmesinin yanı sıra yükseköğretim müfredatında bu konuya daha çok yer verilmesi gereklidir (Erdil, 2020, s.83). Göç politikasına yön verecek siyasetçi, bürokrat ve diplomatların yetişmesi beklenen siyaset bilimi, kamu yönetimi ve uluslararası ilişkiler bölümlerinin sadece %30,8'inde göç konusunda derslerin verildiği görülmektedir. Bu durum karşısında her mezunun konuya ilişkin en az bir ders almasının sağlanması bir politika hedefi olmalıdır. Göç konusunda derslerin zorunlu ders olarak verilmesi muhakkak ki daha etkin bir yöntem olmakla birlikte dürtme teorisi çerçevesinde Bölüm Başkanlıklarınca özgür seçimi sağlayacak şekilde bu derslerin seçmeli ders olarak çeşit ve sayılarının artırılması, ders kataloğunda daha üst sıralarda yer verilmesi ve alanında yetkin akademisyenlerin derse girmesi planlanmalıdır.

YÖK 100/2000 Doktora Burs Programlarında ilk başta sosyal alanda "göç çalışmaları" ve sonrasında göçmen sağlığı da dâhil "halk sağlığı" alanında açılan çağrılar süreklilik göstermemiş bununla birlikte hem üniversitelerin başvurularında hem de burs vermeye hak kazanan üniversitelere taleplerde azalma meydana gelmiştir. Bu durumu gidermek adına öncelikle YÖK tarafından bu alanlarda her dönem çağrıya çıkılarak bu konunun bir noktada sürekli görünür bir tercih fırsatı oluşturması sağlanmalıdır. Diğer taraftan yine YÖK'ün ilgili birimlerince çağrıya yapılan başvuruların başarısını artırmak ve farkındalık yaratmak için çeşitli toplantı, eğitim ve yayınlar hazırlanması konunun dürtme teorisine uygun öncelikli politika olarak ele alınması açısından önerilebilir.

Çalışma sonucunda ortaya konulan 81 il içerisinde 22 ildeki üniversitelerde göç konusunda açılmış uygulama ve araştırma merkezinin bulunduğu ve en fazla geçici koruma altındaki Suriyeli nüfusa sahip iller içinde Hatay, Bursa ve İzmir'de ise hiçbir üniversitede bulunmadığı dikkat çekici bir tespittir. Göç ve göçmen konusunda Türkiye'nin uluslararası aktör ve lider politik konumu paralelinde bu illerdeki bilhassa devlet üniversitelerinin ön alması beklenmelidir. Özellikle Bursa, İzmir ve Konya'daki üniversitelerin potansiyelleri düşünüldüğünde ve yoğun göçmen nüfusun bu illerde bir araştırma sahası imkânı sunmasıyla beraber bu alandaki çalışmaların daha fazla geliştirilebilir olduğu bir gerçektir. Bu durumdan hareketle özellikle bu illerde faaliyet gösteren üniversitelere araştırma ve uygulama merkezi açmalarını sağlamak üzere Göç İdaresi Genel Müdürlüğü, AFAD, Türk Kızılay, İller İdaresi ve diğer göçle ilgili kurumlar tarafından eğitimler düzenlenmesi, çalıştay, konferans gibi akademik çalışmalara destek sağlanması, sağlanan imkânlarla ortak araştırmalar yapılarak yayınlar çıkarılması yönünde desteklerin ifade edilmesi teşvik edici bir etki yaratacaktır.

Yapılan tezlerin sayısında yıllara göre en fazla yoğunluğun son beş yılda olduğu özellikle 2018 ve 2019 yıllarında olduğu görülmektedir. Bu durum 2016 yılında AB'yle gerçekleştirilen Geri Kabul Anlaşması sonrasında Suriyeli göçmenlerin Türkiye'de daha kalıcı olmasının akademide farkındalığının oluşması ve sonrasında gündeme gelen tez konularında da ilk akla gelen olgulardan biri olmasıyla kısmen açıklanabilir. Ancak tez sayılarındaki durum 2022 sonu itibarıyla son beş yılın en düşük seviyesine gerilemiştir. Göç konusundaki tezlere ilginin taze tutulması için ilgili YÖK, kamu kuruluşları, göçle ilgili STK'lar tarafından bursların yanı sıra başarılı tezler için ödüller verilmesi etkin bir yöntem olacaktır.

Sonuç olarak yerel halkın toplumsal uyuma katkı sağlaması için Türk Yükseköğretiminde göç konusunda yürütülen faaliyetlerin bir kamu politikası yöntemi olarak dürtme teorisi çerçevesinde başarıya ulaşması, tüm ilgili aktörlerin konuyu sürekli bir seçim tercihi olarak gündemde tutması ve hedef kitleye yönelik farkındalık yaratacak faaliyetler yürütmesiyle mümkün olacaktır.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	<p>* Bu makale, 22-24 Aralık 2022 tarihleri arasında Eğitim-Bir-Sen ve Ankara Hacı Bayram Veli Üniversitesi'nin ortaklığıyla Ankara'da düzenlenen Eğitim ve Göç Sempozyumu'nda sözlü olarak sunulan ancak tam metni yayımlanmayan "Türkiye'nin Yükseköğretimde Göç Eğitimi ve Uygulamaları" adlı tebliğin içeriği geliştirilerek ve kısmen değiştirilerek üretilmiş hâlidir.</p> <p>* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.</p>
Benzerlik Taraması	Yapıldı – İthenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

Peer-Review	Double anonymized - Two External
Ethical Statement	<p>* This article is the revised and developed version of the unpublished conference presentation entitled "Migration Education and Practices in Türkiye's Higher Education", orally delivered at the Education and Migration Symposium held in Ankara between 22-24 December 2022 with the partnership of Eğitim-Bir-Sen and Ankara Hacı Bayram Veli University.</p> <p>* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.</p>
Plagiarism Checks	Yes - İthenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Kaynakça / References

100/2000 YÖK DOKTORA BURSLARI. "100/2000 YÖK Doktora Bursu 2021-2022 Eğitim Öğretim Yılı Bahar Dönemi (11. Çağrı) Başvuruları. <https://yuzikibinbursu.yok.gov.tr/Sayfalar/HaberDuyuruDetay.aspx?did=45>. Erişim tarihi:28.11.2022.

100/2000 YÖK DOKTORA BURSLARI. "YÖK 100/2000 Doktora Projesi 2020-2021 Eğitim Öğretim Yılı Bahar Dönemi (9. Çağrı) Başvuruları. <https://yuzikibinbursu.yok.gov.tr/Sayfalar/HaberDuyuruDetay.aspx?did=43>. Erişim tarihi:28.11.2022.

100/2000 YÖK DOKTORA BURSLARI. 100 / 2000 YÖK Doktora Bursları için Yükseköğretim Kurumlarının Güz Dönemi Başvuruları Başladı. <https://yuzikibinbursu.yok.gov.tr/Sayfalar/HaberDuyuruDetay.aspx?did=25>. Erişim tarihi:28.11.2022.

100/2000 YÖK DOKTORA BURSLARI. 100/2000 YÖK Doktora Bursu 2018-2019 Güz Dönemi Başvuru İlanı. <https://yuzikibinbursu.yok.gov.tr/Sayfalar/HaberDuyuruDetay.aspx?did=2>. Erişim tarihi:28.11.2022.

100/2000 YÖK DOKTORA BURSLARI. 100/2000 YÖK Doktora Bursu 2018-2019 Bahar Dönemi Başvuru İlanı (27.12.2018). <https://yuzikibinbursu.yok.gov.tr/Sayfalar/HaberDuyuruDetay.aspx?did=36>. Erişim tarihi:28.11.2022.

100/2000 YÖK DOKTORA BURSLARI. 100/2000 YÖK Doktora Bursu 2019-2020 Bahar Dönemi Başvuruları. <https://www.yok.gov.tr/Sayfalar/DuyuruDetay.aspx?did=937>. Erişim tarihi:28.11.2022.

100/2000 YÖK DOKTORA BURSLARI. 100/2000 YÖK Doktora Bursu 2021-2022 Eğitim Öğretim Yılı Güz Dönemi (10.Çağrı) Başvuruları. <https://yuzikibinbursu.yok.gov.tr/Sayfalar/HaberDuyuruDetay.aspx?did=44>. Erişim tarihi:28.11.2022.

100/2000 YÖK DOKTORA BURSLARI. 100/2000 YÖK Doktora Bursu Başvuru İlanı (Yükseköğretim Kurumları için) <https://yuzikibinbursu.yok.gov.tr/Sayfalar/HaberDuyuruDetay.aspx?did=28>, Erişim tarihi:28.11.2022.

100/2000 YÖK DOKTORA BURSLARI. 100/2000 YÖK Doktora Bursu Başvuru İlanı.<https://yuzikibinbursu.yok.gov.tr/Sayfalar/HaberDuyuruDetay.aspx?did=10>. Erişim tarihi:28.11.2022.

100/2000 YÖK DOKTORA BURSLARI. 100/2000 YÖK Doktora Bursu Pandemi Dönemi Özel Çağrısı (2020-2021 Eğitim Öğretim Yılı Güz Dönemi)(17.06.2020). <https://yuzikibinbursu.yok.gov.tr/Sayfalar/HaberDuyuruDetay.aspx?did=40>. Erişim tarihi:28.11.2022.

100/2000 YÖK Doktora Bursu Programı Sonuçları <https://yuzikibinbursu.yok.gov.tr/DuyuruBelgeleri/100-2000-Uygun-Bulunan-Alanlar-ve-Universiteler.pdf>

2017-2018 Eğitim Öğretim Yılı Bahar Dönemi 100/2000 YÖK Doktora Bursu Başvuruları, <https://yuzikibinbursu.yok.gov.tr/Sayfalar/HaberDuyuruDetay.aspx?did=7>

Aktaş, M., & Öztekin, S. (2017, April). Göç ve mültecilik ile ilgili kavram karışıklığı. In Third Sarajevo International Conference (p. 219-336).

Aldemir, C. & Kaya, M. (2020). "Dürtme" fikrinin bir kamu politikası aracı olarak covid-19 döneminde hükümetler tarafından uygulanması. *Gaziantep Üniversitesi Sosyal Bilimler Dergisi*, Cilt 19 COVID-19 Özel Sayısı, 122-142. DOI: 10.21547/jss.742934

Alkar, E. & Atasoy, E. (2020). Türkiye'de göç üzerine yapılan doktora tezlerine yönelik bir içerik analizi. *TESAM Akademi Dergisi*, 7 (1), 67-89. DOI: 10.30626/tesamakademi.696174

Arısoy, C. (2022). *Etik olgusu çerçevesinde kamu politikalarında dürtme: Zorunlu bireysel emeklilik sistemi örneği* (Yüksek Lisans Tezi, Necmettin Erbakan Üniversitesi Sosyal Bilimler Enstitüsü).

Arno, A., & Thomas, S. (2016). The efficiency of nudge theory strategies in influencing adult dietary behaviour: a systematic review and meta-analysis. *BMC public health*, 16(1), 1-11.

Başel, H. (2011). Türkiye'de nüfus hareketlerinin ve iç göçün nedenleri. *Journal of Social Policy Conferences*, 0(53), 515-542. Retrieved from <https://dergipark.org.tr/en/pub/iusskd/issue/898/10088>

Beşirli, H. , Geri, S. , Ünal, A. ve Aksoy, E. (2017). Kırgızistan'da Göç ve Göçün Nedenleri Üzerine Değerlendirmeler. *MANAS Sosyal Araştırmalar Dergisi*, 6 (2), 227-240. Retrieved from <https://dergipark.org.tr/en/pub/mjss/issue/40510/485610>

Cornelius, W. A., & Rosenblum, M. R. (2005). Immigration and politics. *Annu. Rev. Polit. Sci.*, 8, 99-119.

Czaika, M., & De Haas, H. (2013). The effectiveness of immigration policies. *Population and Development Review*, 39(3), 487-508.

Çağlar, T. (2018). Göç çalışmaları için kavramsal bir çerçeve. *Toros Üniversitesi İİSBF Sosyal Bilimler Dergisi*, 5 (8), 26-49. Retrieved from <https://dergipark.org.tr/en/pub/iisbf/issue/37674/413560>

Çelik, F. (2005). İç göçler: Teorik bir analiz. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 14(2), 167-184. Retrieved from <https://dergipark.org.tr/en/pub/cusosbil/issue/4372/59829>

Daştan, H., Çalmaşur, G., Oral, F., & Aysin, M. (2022). Bir politika aracı olarak davranışsal iktisat: Varsayılan etkisinin BES üzerinden incelenmesi. Tam Metin Bildiri. 8. Uluslararası Ekonomi Yönetimi ve Pazar Araştırmaları Kongresi. 13 Ekim 2022, 80-86.

Demir, E. (2022). Göç sosyolojisi. *Osmaniye Korkut Ata Üniversitesi Fen Edebiyat Fakültesi Dergisi*, 3(2), 131-138.

Eğri, T. (2021). Dürtme. *İş Ahlakı Dergisi*, 14(1), 191-195.

Ekici, S., & Tuncel, G. (2015). Göç ve insan. *Birey ve Toplum Sosyal Bilimler Dergisi*, 5(1), 9-22.

Erat, V. & Alma Savaş, D. (2022). Bir kamu politikası aracı olarak dürtme. *Bingöl Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 6(2), 175-206. DOI: 10.33399/biibfad.1119347

Erbaş, H. (2019). Göç ve göçmenler. Phoenix Yayınevi, Ankara.

Erdil, B. (2020). Göç ve mülteci hareketlerinin Türkiye'nin göç politikalarına etkileri. *Bilge Uluslararası Sosyal Araştırmalar Dergisi*, 4(2), 71-86.

Erkan, Y. & Erdoğan, Ö. (2006). Göç ve çocuk suçluluğu. *Sosyal Politika Çalışmaları Dergisi*, 9(9), 79-90. Retrieved from <https://dergipark.org.tr/en/pub/spcd/issue/21102/227258>

Erol, M. & Ersever, O. G. (2014). Göç krizi ve göç krizine müdahale. *Kara Harp Okulu Bilim Dergisi*, 24 (1), 47-68. Retrieved from <https://dergipark.org.tr/en/pub/khobilim/issue/34212/378196>

Gaziantep Üniversitesi El-Bab İktisadi ve İdari Bilimler Fakültesi. (21.03.2022). <http://elbabibf.gantep.edu.tr>

Kılıç, E. (2020). Kamu politikalarında davranışsal iktisadın önemi: Dünya ve Türkiye'den uygulama örnekleri. *Uluslararası Ekonomi İşletme ve Politika Dergisi*, 4(1), 237-262.

Kuşşevan, A. (2022 A). *Devlette davranışsal kamu politikalarının ortaya çıkışı ve gelişim süreci: Türkiye örneği*. Doktora Tezi. Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.

Kuşşevan, A. (2022 B). Kamu politikalarında dürtme yaklaşımı ve yapay zekânın kullanımı. *Kamu Yönetimi ve Teknoloji Dergisi*, 4 (1), 59-77. Retrieved from <https://dergipark.org.tr/tr/pub/kaytek/issue/73022/1097905>

Li, P. S. (2003). Deconstructing Canada's discourse of immigrant integration. *Journal of International Migration and Integration*, 4(3), 315-333.

Nasirova, A. (2014). *Şartlı mültecilerin yerel halka yönelik görüşleri: Afyonkarahisar örneği*. Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü Sosyal Hizmet Anabilim Dalı Yüksek Lisans Tezi, Ankara.

Özdemir, D. (2018). Türkiye'de bölgelerarası iç göç hareketlerinin belirleyicileri. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 22 (3), 1337-1349. Retrieved from <https://dergipark.org.tr/en/pub/ataunisobil/issue/39594/450978>,

Özdemir, M. (2008). *Türkiye'de iç göç olgusu, nedenleri ve Çorlu örneği* (Yüksek Lisans Tezi).Trakya Üniversitesi Sosyal Bilimler Enstitüsü Çalışma Ekonomisi ve Endüstri İlişkileri Anabilim Dalı, Edirne.

Özdemir, Ş. (2019). Bir kamu politikası aracı olarak davranışsal içgörü. *Türkiye İletişim Araştırmaları Dergisi*, (34), 247-274.

Özgüler, V. C. (2018). Göç ve uyum politikaları. *GSI Journals Serie B: Advancements in Business and Economics*, 1(1), 1-10.

Pedwell, C. (2017). Habit and the politics of social change: A comparison of nudge theory and pragmatist philosophy. *Body & Society*, 23(4), 59-94.

Perşembe, E. (2009). Almanya'da çok kültürlü yapının ayrıştırılan unsuru olarak Müslümanlar ve entegrasyon deneyimleri, *Milel ve Nihal*, 6(2), 233-263. Erişim Adresi: <https://dergipark.org.tr/tr/pub/milel/issue/10458/128041>.

Sağlam, S. (2006). Türkiye'de iç göç olgusu ve kentleşme. *Hacettepe Üniversitesi Türkiyat Araştırmaları (HÜTAD)*, (5), 33-44. Retrieved from <https://dergipark.org.tr/en/pub/turkiyat/issue/16667/330762>

Serim, H. & Küçükşenel, S. (2020). Davranışsal iktisat ve dürtme: Sağlık politikaları özelinde bir inceleme. *Hacettepe Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 38 (3), 531-559. DOI: 10.17065/huniibf.658117

Şanlıöz, S. A. (2016). Dış göç olgusunun düzensiz göç gerçeği: Karşılaşılan etkilere ekonomik ve sosyolojik çözüm önerileri. *Sosyoekonomi*, 24 (30), 139-146. DOI: 10.17233/se.2016.10.008

Şimşek, H. (2018). Davranışsal iktisadın politika yapımına etkisi. United Kingdom, London: Ijopec Publication.

T.C. İçişleri Bakanlığı Göç İdaresi Genel Müdürlüğü (2016), "2014 Türkiye Göç Raporu", Yenimahalle, Ankara.

T.C. İçişleri Bakanlığı Göç İdaresi Başkanlığı, "Kitlemel Akınlar", <https://www.goc.gov.tr/kitlemel-akinlar>, Erişim tarihi:25.12.2022

T.C. İçişleri Bakanlığı Göç İdaresi Genel Müdürlüğü (2020), "Uyum Strateji Belgesi ve Ulusal Eylem Planı 2018-2023" <https://www.goc.gov.tr/kurumlar/goc.gov.tr/Yayinlar/UYUM-STRATEJI/Uyum-Strateji-Belgesi-ve-Ulusal-Eylem-Plani.pdf>

T.C. Mardin Artuklu Üniversitesi İktisadi ve İdari Bilimler Fakültesi, Erişim Tarihi:8 Aralık 2022, <https://www.artuklu.edu.tr/iktisadi-ve-idari-bilimler-fakultesi>

Tamer, M. (2020). Göç, göçün nedenleri ve uluslararası göç üzerine kavramsal bir analiz. *Journal of Social and Humanities Sciences Research*, 7(60), 2808-2818.

Tezcan, M. (2019). Ülkemizde göç ve eğitim sorunları. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi (JFES)*, 27 (1) , 61-67. DOI: 10.1501/Egifak_0000000441

Tüm, M. S. (2016). Yoksulluktan yoksunluğa göç: Marmaris ve Mersin örnekleri. *Toplum ve Demokrasi Dergisi*, 3(5), 111-134. Retrieved from <https://dergipark.org.tr/en/pub/toplumdd/issue/22725/242538>

Uğur, M., Sabır, M. , Güneş, Y., Kızılbay, C. & Yıldız, M. (2023). Türkiye'de öğrenim gören Suriyeli öğrenciler üzerine yapılan lisansüstü tezlerin incelenmesi. *Akademik Tarih ve Düşünce Dergisi*, 10(1), 352-368. Retrieved from <https://dergipark.org.tr/tr/pub/atdd/issue/76358/1256359>

Uslu, Y. (2022). Göçmenlere sunulan eğitim politikalarının göçmenlerin uyumuna etkisi: Türkiye ve Almanya örnekleri. *Uluslararası Sosyal ve Ekonomik Çalışmalar Dergisi*, 3 (2) , 106-124. Retrieved from <https://dergipark.org.tr/tr/pub/gsijses/issue/74517/1200068>

Yılmaz, A. (2014). Uluslararası göç: Çeşitleri, nedenleri ve etkileri. *Turkish Studies (Elektronik)*, 9(2), 1685-1705.

YÖK 100/2000 Projesi-Doktora Burs Programının 4. Çağrı Döneminde Desteklene
Üniversiteler ve Alanları Belli Oldu,
<https://yuzikibinbursu.yok.gov.tr/Sayfalar/HaberDuyuruDetay.aspx?did=1>

Yükseköğretim Bilgi Yönetim Sistemi, <https://istatistik.yok.gov.tr/>

Yükseköğretim Kurulu Başkanlığı (2018). 100 / 2000 YÖK DOKTORA BURSLARI Nisan
2018, Ankara

Yükseköğretim Kurulu Başkanlığı (2020) Türkiye Yükseköğretimde Yeni YÖK Projeleri
YÖK 100/2000 Doktora Projesi. Aralık 2020, Ankara

YÜKSEKÖĞRETİM KURULU. YÖK 100/2000 DOKTORA BURSU 2019-2020 GÜZ
DÖNEMİ İÇİN ÜNİVERSİTELERDEN BAŞVURULAR ALINMAYA BAŞLANDI.
[https://www.yok.gov.tr/Sayfalar/Haberler/100-2000-yok-doktora-bursu-2019-2020-
guz.aspx](https://www.yok.gov.tr/Sayfalar/Haberler/100-2000-yok-doktora-bursu-2019-2020-guz.aspx). Erişim tarihi:28.11.2022.



2023, 12 (3), 1576-1595 | Research Article

Analysing the Level and Relation between the Reasoning Ways, the Social Problem Solving, the Rational and Intuitive Decision Making Skills of in-Service and Pre-Service Teachers

Gülin YAKIT¹

Meltem YALIN UÇAR²

Abstract

This research is to determine the level of reasoning, social problem solving, rational and intuitive decision making skills of teachers and pre-service teachers. And at the same time, it is to reveal how the relationship between these skills is. The research was carried out in quantitative method and correlational survey model. The sample of the research consists of 529 teachers, 415 women and 114 men that using convenience sampling method, working in public and private schools in different cities of Turkey. And 391 teacher candidates, 303 female and 88 male, who are students of education faculties in different cities of Turkey, were reached. Thus, a total of 920 participants were included in the sample.

The Reasoning Ways Scale, the Revised Social Problem Solving Inventory Short Form, and the Rational and Intuitive Decision-Making Styles Scale were used as data collection tools in the study. In the analysis of the data, descriptive statistics, t-test, Mann-Whitney U, ANOVA, Kruskal-Wallis, Bonferroni and Spearman Correlation were used.

The results of the study showed that teachers and pre-service teachers use reasoning ways at a "good" level. It was understood that "Verbal" and "Analogical" sub-dimensions of reasoning ways were preferred by both groups at a very good level. It has been understood that teachers and pre-service teachers use their "rational decision making" skill at a very good level and both groups use their "intuitive decision making" skill at a moderate level. Social Problem Solving Skills of teachers and pre-service teachers were found to be at a "good" level.

As a result of the correlation analysis, a positive correlation was found with the positive and interrelated variables and sub-dimensions. Negative relationships were also found in the negative sub-dimensions. The results obtained regarding all the variables and sub-dimensions of the study supported each other.

Keywords: Pre-Service Teacher, In- Service Teacher, Reasoning Ways, Social Problem Solving, Intuitive Decision Making

Yakit, G. & Yalın Uçar, M. (2023). Analysing the Level and Relation between the Reasoning Ways, the Social Problem Solving, the Rational and Intuitive Decision Making Skills of in-Service and Pre-Service Teachers . Journal of the Human and Social Science Researches , 12 (3) , 1576-1595 . <https://doi.org/10.15869/itobiad.1281925>

Date of Submission	12.04.2023
Date of Acceptance	13.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Exp. Teacher, Aydın Adnan Menderes University, Education Faculty, Curriculum and Instruction, Aydın, Türkiye, gulinyakit@gmail.com, ORCID:0000-0003-2853-092X

² Assoc. Prof, Aydın Adnan Menderes University, Education Faculty, Curriculum and Instruction, Aydın, Türkiye, myalinuc@gmail.com, ORCID:0000-0002-9922-0905



2023, 12 (3), 1576-1595 | Araştırma Makalesi

Öğretmen ve Öğretmen Adaylarının Akıl Yürütme Yolları, Sosyal Sorun Çözme, Akılcı ve Sezgisel Karar Verme Becerileri Düzeyi ve Aralarındaki İlişki

Gülün YAKIT ¹

Meltem YALIN UÇAR ²

Öz

Bu araştırma, eğitim sisteminde görev yapmakta olan öğretmenlerin ve öğretmen adaylarının; akıl yürütme yolları, sosyal sorun çözme, akılcı ve sezgisel karar verme beceri düzeylerini belirlemek ve bu beceriler arasındaki ilişkinin nasıl olduğunu ortaya koymak amacıyla gerçekleştirilmiştir. Araştırma, nicel betimsel yöntem ve ilişkisel tarama modelinde gerçekleştirilmiştir. Araştırmanın örneklemi, pandemi nedeniyle ile kolayda örnekleme yöntemi ile belirlenmiş ve Türkiye'nin farklı illerinde devlet ve özel okullarda görev yapmakta olan 415 kadın, 114 erkek olmak üzere toplam, 529 öğretmene ulaşılmıştır. Aynı zamanda, Türkiye'nin farklı şehirlerinde bulunan eğitim fakültelerinde öğrenim görmekte olan 303 kadın, 88 erkek olmak üzere 391 öğretmen adayına ulaşılmıştır. Böylece araştırmanın örneklemi toplam, 920 katılımcıdan oluşmuştur.

Araştırmanın verileri; Akıl Yürütme Yolları Ölçeği, Gözden Geçirilmiş Sosyal Sorun Çözme Envanteri Kısa Formu ve Akılcı ve Sezgisel Karar Verme Stilleri Ölçeği aracılığı ile elde edilmiştir. Bu veriler, tanımlayıcı istatistikler, t-testi, Mann-Whitney U analizi, ANOVA, Kruskal-Wallis ve gruplar arası farkın kaynağı için Bonferroni ile analiz edilmiştir. Değişkenler arasındaki ilişki ise Spearman Korelasyon analizi ile anlaşılmasına çalışılmıştır.

Araştırmanın sonuçları, öğretmen ve öğretmen adaylarının, akıl yürütme yollarını "iyi" düzeyde kullandıklarını göstermiştir. Akıl yürütme yollarından "Sözel" ve "Analojik" alt boyutu her iki grubun çok iyi düzeyde tercih edildiği anlaşılmıştır. Akılcı ve Sezgisel Karar Verme Ölçeğinin, "akılcı karar verme" becerisini öğretmen ve öğretmen adaylarının çok iyi düzeyde, "sezgisel karar verme" becerisi"ni de yine her iki grubun orta düzeyde kullandığı anlaşılmıştır. Yine araştırmanın diğer bir değişkeni olan Sosyal Sorun Çözme Becerilerinde, öğretmen ve öğretmen adaylarının "iyi" düzeyde oldukları görülmüştür. Araştırmanın değişkenleri arasındaki korelasyon analizi sonucunda, olumlu ve birbiri ile ilişkili değişkenler ve alt boyutlar ile pozitif yönlü bir ilişki var iken olumsuzlarda da negatif yönlü ilişkiler tespit edilmiştir. Araştırma sürecinde ele alınan tüm değişkenler ve alt boyutlarına ilişkin elde edilen sonuçlar, birbirini destekler nitelikte olmuştur.

Anahtar Kelimeler: Öğretmen, Öğretmen Adayı, Akıl Yürütme Yolları, Sosyal Sorun Çözme, Sezgisel Karar Verme

Yakit, G. & Yalın Uçar, M. (2023). Öğretmen ve Öğretmen Adaylarının Akıl Yürütme Yolları, Sosyal Sorun Çözme, Akılcı ve Sezgisel Karar Verme Becerileri Düzeyi ve Aralarındaki İlişki . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1576-1595 . <https://doi.org/10.15869/itobiad.1281925>

Geliş Tarihi	12.04.2023
Kabul Tarihi	13.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Uzm. Öğrt., Aydın Adnan Menderes Üniversitesi, Eğitim Fakültesi, Eğitim Programları ve Öğretim Anabilim Dalı, Aydın, Türkiye, gulinyakit@gmail.com, ORCID:0000-0003-2853-092X

² Doç. Dr., Aydın Adnan Menderes Üniversitesi, Eğitim Fakültesi, Eğitim Programları ve Öğretim Anabilim Dalı, Aydın, Türkiye, myalinuc@gmail.com, ORCID:0000-0002-9922-0905

Introduction

Having successful reasoning, social problem solving and decision-making skills form the basis of the development in social, academic fields and other areas. Today's education process, OECD's Learning Compass 2030 framework, aims to provide emotional competencies by developing programs related to a broad social and emotional skill set within the scope of social-affective learning outcomes, such as self-awareness (for example, the ability to recognize one's emotions), social awareness (for example, the ability to take the perspective of others), self-management (for example, one's emotions), the ability to organize, relationship skills (for example, the ability to form rewarding relationships), and the ability to make responsible decisions (for example, the ability to make constructive choices) (Taylor et al., 2017; Goodman et al., 2015; Hyson, 2004; Sharp, 2001). In this context, in the decision-making process; individuals are expected to identify problems, analyze situations, solve, evaluate, reflect the problems, and take ethical responsibility (casel.org, 2021). Therefore, at the mentioned stages, every individual, regardless of the age range, it is absolutely necessary to use the reasoning process because reasoning is an important cognitive and affective variable that enables recognition, reasoning by categorizing, and being survival by making decisions. In this process, individuals need to use "reasoning" ways in order to make constructive choices in the process of ethical standards, safety concerns, personal behavior and social interactions based on social norms, but reasoning used proactively can support decisions that are easily justified but not necessarily better (Mercier ve Sperber, 2011). For this reason, it is thought that the reasoning ways, decision making and social problem solving skills of teachers and pre-service teachers with high influence on society should be understood. Because, as Akinoğlu and Bakır (2003) stated, in order to have individuals who can produce science, technology and art in a society, individuals, who has the ability of questioning, criticizing, analyzing and solving problems, are needed in developing and changing societies. Reasoning is a special form of thinking that involves inferring from initial premises and is closely related to justification, decision making, and problem solving (Holyoak and Morrison, 2005). Considering the changing question types in the education system, especially in the university and high school entrance exams, the importance of reasoning, rational and intuitive decision making is emphasized more by asking students more questions that they can solve using their reasoning skills, which are called new generation questions. As the results of researches, it is understood that reasoning is a skill that can be developed (Chen & She, 2015; Gillies, 2011). Students' reasoning skills are affected by their teachers' competencies and qualifications in those skills (Brown ve Campione, 1994; Gillies, 2019). Teachers who have high level of reasoning skills can offer their students more effective learning environments based on questioning (Benford & Lawson, 2001). An effective education is directly related with the qualifications of teachers. In the learning and teaching processes (MEB, 2010) included in the teacher qualifications determined by the Ministry of National Education with receiving the opinions from academicians, teachers and education experts, the teaching strategies that teachers and pre-service teachers will use in order to develop their students' learning, problem solving and thinking skills with the proficiency of asking effective questions, are expected to use instructional strategies (Özcan, 2011). These strategies, used by pre- service and in-service teachers, directly affect the reasoning, social problem-solving and decision-making skills of their students, for

whom they are role models. Reasoning skills enable individuals to solve social and scientific problems that they may encounter throughout their lives and they also prepare them to be good citizens (Nickerson, 1986). Social problem solving is defined as all kinds of difficulties that occur in real life and prevent the realization of the individual's goals and wishes, and it is expressed as the process of understanding, evaluating and effectively coping with many different, stressful life cases (D'Zurilla & Nezu, 2010). It is possible to see some psychological and behavioral reactions in children and young people's behaviour during the pandemic process. In this period, when adults are also affected, it may be beneficial to keep children's well-being strong and to support their self-recovery (MEB, 2020). It is aimed to regain students' basic sense of trust, which has been shattered by the pandemic process, and to improve their problem-solving skills (Jongsma, Peterson, McInnis, & Bruce, 2014; WHO, 2020). Thus, adapting to changing educational processes and being ready to take on different responsibilities is also significantly related to teachers' professional competencies (König, Jäger-Biela, & Glutsch, 2020). It is aimed to ensure that teachers approach social problems with a solution-oriented approach, along with the ways of reasoning and decision-making skills they will use in the social problem-solving process. Again, the necessity of effective communication is emphasized in the communication competence, which is within the scope of the attitudes and values in the teacher qualifications determined by the Ministry of National Education (MEB, 2017). It can be thought that the development of effective problem-solving skills and communication skills will have an important effect on coping with problems encountered in interpersonal relationships and establishing positive communication with other people in the social environment (Koç, Terzi, & Gül, 2015). In this context, the study was conducted to investigate the reasoning ways, social problem solving, rational and intuitive decision-making skills of in- service and pre- service teachers, who will guide the education of the new generation and thus are the architects of our future, and to also examine their characteristics from the perspective of gender, branch, and professional seniority. The aim of the study is to determine the reasoning ways, social problem solving, rational and intuitive decision-making skill levels of in-service and pre- service teachers and to reveal how the relationship between these skills is.

Method

The research was conducted to quantitative descriptive method and correlational survey model.

The sample of the research consists of 529 teachers, 415 women and 114 men, working in public and private schools in different cities of Turkey. And 391 teacher candidates, 303 female and 88 male, who are students of education faculties in different cities of Turkey and studying in different departments were reached. Thus, a total of 920 participants were included in the sample.

Data collection tools were The Reasoning Ways Scale, the Revised Social Problem Solving Inventory Short Form, and the Rational and Intuitive Decision-Making Styles Scale.

The Ways of Reasoning Scale: Developed by Yalın Uçar, Bağatarhan, Yakıt, Kızılaslan, and Erol (2021). The instrument, which is a five-point Likert-type instrument, consists of 21 items. The tool consists of seven sub-dimensions: "Deductive", "Inductive", "Analogical", "Intuitive", "Algebraic", "Historical" and "Verbal". The Cronbach Alpha reliability co-

efficient of the measurement tool was calculated as .74. All sub-dimensions of the measurement tool are reliable and show normal distribution: verbal, 0.85; historical, 0.81; algebraic, 0.78; heuristic, 0.77; analogical, 0.72; the inductive sub-dimension was 0.67 and the deductive sub-dimension was 0.61.

Revised Social Problem Solving Inventory Short Form (SPSI-R-Short): Developed by D'Zurilla, Nezu and Maydeu-Olivares (2002) and adapted into Turkish by Eskin and Aycan (2009). The five-point Likert-type instrument consisted of 25 items and five sub-dimensions: "Positive Problem Orientation" "Negative Problem Orientation", "Rational Problem-Solving Style"; "Impulsive-Careless Problem-Solving Style" and "Avoidant Problem-Solving Style". The internal consistency co-efficients of the sub-dimensions of the measurement tool range from 0.62 to 0.92. The test-retest results showed that the reliability coefficients were between 0.60 and 0.84.

Rational and Intuitive Decision-Making Styles Scale: Developed by Hamilton et al. (2016) and it was adapted into Turkish by İme, Kalı Soyer and Keskinoglu (2020). The five-point Likert-type instrument consists of 10 items and has two sub-dimensions: "Rational Decision Making" and "Intuitive Decision Making". It has Cronbach Alpha's .80. In the analysis of the data, descriptive statistics, t-test, Mann-Whitney U, ANOVA, Kruskal-Wallis, Bonferroni and Spearman Correlation were used. For the distribution of research data, it was tested with Kolmogorov-Smirnov and Shapiro-Wilk. Independent sample t-test was used for normally distributed measurements. Mann-Whitney-U was used for non-normally distributed measurements. In the comparison of scores of more than two groups, analysis of variance (ANOVA) was used for normal distribution, and Kruskal-Wallis analysis was used for those who did not show normal distribution.

Findings

Below, the statistical findings of the data obtained from the Reasoning Ways, Social Problem Solving, and Rational and Intuitive Decision-Making Styles Scale are shown respectively. Within the scope of the findings, the level of participation obtained for each variable and the degrees of the relationship between these variables are included.

Participation Levels of Teachers and Pre-Service Teachers for Reasoning Ways

Table 1. Reasoning Ways of Teachers and Pre-Service Teachers

Scale	N	Min.	Medyan	Max.	\bar{x}	SS	TCLFA
Scale of Reasoning Ways (Teacher)	529	40,00	73,00	100,00	73,21	9,72	3,66
Scale of Reasoning Ways (Pre Service Teacher)	391	23,00	73,00	105,00	72,76	10,23	3,46
Deductive (Teacher)	529	3,00	12,00	15,00	11,33	3,16	3,77
Deductive (Pre Service Teacher)	391	3,00	11,00	15,00	10,22	3,33	3,40
Inductive (Teacher)	529	3,00	8,00	15,00	7,99	3,14	2,66
Inductive (Pre Service Teacher)	391	3,00	6,00	15,00	6,69	2,90	2,23
Analogical (Teacher)	529	3,00	13,00	15,00	12,21	2,61	4,07
Analogical(Pre Service Teacher)	391	3,00	13,00	15,00	12,07	2,65	4,02
Intuitive (Teacher)	529	3,00	10,00	15,00	9,63	2,74	3,21
Intuitive (Pre Service Teacher)	391	3,00	10,00	15,00	9,52	2,88	3,17

Verbal (Teacher)	529	3,00	14,00	15,00	13,29	2,13	4,43
Verbal (Pre Service Teacher)	391	3,00	14,00	15,00	13,11	2,28	4,37
Historical (Teacher)	529	3,00	12,00	15,00	11,46	2,80	3,82
Historical (Pre Service Teacher)	391	3,00	12,00	15,00	11,24	2,84	3,74
Algebraic (Teacher)	529	3,00	11,00	15,00	11,18	2,65	3,72
Algebraic (Pre Service Teacher)	391	3,00	10,00	15,00	9,93	3,04	3,3

TCLFA: The Corresponding Level for the Average

Table 1, indicates that the highest score on Ways of Reasoning of 529 teachers participating in the study was 100.00; the lowest score is 40.00 and the mean is \bar{x} (73.21). It can also be seen in this table that teachers mostly use "Verbal" reasoning with an average of \bar{x} (13.29) and use "Inductive" reasoning way \bar{x} (7.99) the least. On the other hand, the lowest total score on Reasoning Ways of 391 preservice teachers participating in the study was 23.00 and the highest total score was 105.00. The mean score of the pre-service teachers' Ways of Reasoning is \bar{x} (72.76). It is seen that they use the "Verbal" reasoning way at most with an average of \bar{x} (13.11) and they use the "Inductive" way of reasoning the least with \bar{x} (6.69).

Participation Levels of Teachers and Preservice Teachers Regarding Social Problem Solving Skills

Table 2. Social Problem Solving Skills of Teachers and Preservice Teachers

Scale	N	Min.	Medyan	Max.	\bar{x}	SS	TCLFA
Social Problem Solving Scale- (Teacher)	529	6,20	14,20	19,60	13,89	2,85	3,46
Social Problem Solving Scale- (Pre Service Teacher)	391	6,40	13,60	19,40	13,48	2,79	3,39
Positive Problem Orientation (Teacher)	529	1,00	3,20	4,00	3,20	0,62	4,20
Positive Problem Orientation (Pre Service Teacher)	391	0,20	3,20	4,00	3,08	0,70	4,08
Npor (Teacher)	529	0,00	2,20	4,00	2,13	0,99	1,88
Npor (Pre Service Teacher)	391	0,00	2,20	4,00	2,06	0,94	1,77
Rpsr (Teacher)	529	1,00	3,40	4,00	3,21	0,65	4,21
Rpsr (Pre Service Teacher)	391	0,00	3,00	4,00	3,06	0,70	4,06
Icsr (Teacher)	529	0,00	2,60	4,00	2,56	0,83	2,60
Icsr (Pre Service Teacher)	391	0,00	2,80	4,00	2,62	0,78	2,70
Avoidant Problem Solving Style (Teacher)	529	0,00	3,00	4,00	2,78	0,91	2,96
Avoidant Problem Solving Style (Pre Service Teacher)	391	0,00	2,80	4,00	2,65	0,90	2,75

TCLFA: The Corresponding Level for the Average

Table 2, indicates that the lowest total score of the teachers participating in the study from the Revised Social Problem Solving Inventory Short Form was 6.20, while the highest total score was 19.60. According to Table 2, teachers mostly used "Rational

problem solving" (Rpsr, \bar{x} , 3.21) style; they used a negative problem orientation at the minimum level (Npor, \bar{x} , 2.13). Besides, it can be seen that the lowest total score obtained from the Revised Social Problem Solving Inventory of the pre-service teachers participating in the research was 5.40 and the highest total score was 18.40. In the same table, it can be seen that pre-service teachers mostly use "Positive problem orientation" (Positive problem orientation, \bar{x} , 3.08), while they use "Negative problem orientation" (Npor, \bar{x} , 2.06) the least.

Participation Levels of Teachers and Preservice Teachers for Rational and Intuitive Decision Making Skills

Table 3. Rational and Intuitive Decision Making Skills of Teachers and Preservice Teachers

Scale	N	Min.	Medyan	Max.	\bar{x}	SS	TCLFA
Rational Decision Making Styles Sub-Dimension (Teacher)	529	5,00	22,00	25,00	21,68	3,50	4,33
Rational Decision Making Styles Sub-Dimension (Pre Service Teacher)	391	5,00	21,00	25,00	20,86	3,91	4,17
Intuitive Decision-Making Styles Sub-Dimension (Teacher)	529	5,00	15,00	25,00	15,38	4,69	3,08
Intuitive Decision-Making Styles Sub-Dimension (Pre Service Teacher)	391	5,00	15,00	25,00	15,22	4,70	3,04

TCLFA: The Corresponding Level for the Average

In Table 3, it can be seen that the total mean score of the "Rational" sub-dimension of the Rational and Intuitive Decision-Making Styles Scale is \bar{x} (21,68). The mean of the "intuitive" sub-dimension is \bar{x} (15,38). According to the finding in Table 3, While the teachers use the "Rational" decision-making skill at the highest level, they use the "Intuitive" decision-making skill at the least level (Table 3).

According to Table 3, the total mean score of the 'rational' sub-dimension of the pre-service teachers participating in the research on the Rational and Intuitive Decision-Making Styles Scale is \bar{x} (20,86), while the mean score of the 'intuitive' sub-dimension is \bar{x} (15,22). It can be seen that pre-service teachers use the "Rational" decision-making skill the most, while they use the "Intuitive" decision-making skill the least (Table 3).

Correlation Levels between the Variables

The findings obtained regarding the degrees of the correlation between the Reasoning Ways, Social Problem Solving, Rational and Intuitive Decision-Making Styles Scale and the sub-dimensions of these measurement tools according to the Spearman Correlation analysis of the teachers and pre-service teachers are described below.

The Correlation Between Teachers' Reasoning Ways, Social Problem Solving, Rational and Intuitive Decision Making Styles

Table 4. The Correlation Between Teachers' Reasoning Ways, Social Problem Solving, Rational and Intuitive Decision Making Styles

Scale		Positive problem orientation	Negative problem orientation	Rational problem solving style	Impulsive-careless problem-solving style	Avoidant problem-solving style	spsitot	Rational	Intuitive
Deductive	r	,096*	-0,002	,144*	-0,020	0,001	0,038	0,068	0,081
	p	0,028	0,960	0,001	0,650	0,976	0,385	0,116	0,062
Inductive	r	0,065	-0,015	,144*	-0,048	-0,005	0,026	,100*	,112*
	p	0,138	0,737	0,001	0,267	0,903	0,555	0,021	0,010
Analogical	r	,226*	-,090*	,204*	-0,027	0,037	0,048	,161*	,176*
	p	0,000	0,039	0,000	0,536	0,397	0,274	0,000	0,000
Intuitive	r	0,020	-,235*	0,026	-,307*	-,258*	-,251*	0,005	,656*
	p	0,641	0,000	0,546	0,000	0,000	0,000	0,913	0,000
Verbal	r	,344*	,121*	,322*	0,083	,094*	,221*	,275*	0,042
	p	0,000	0,005	0,000	0,056	0,031	0,000	0,000	0,340
Historical	r	,338*	,142*	,376*	0,052	0,073	,221*	,372*	0,000
	p	0,000	0,001	0,000	0,233	0,092	0,000	0,000	0,998
Algebraic	r	,340*	,094*	,349*	0,065	0,031	,192*	,340*	,122*
	p	0,000	0,031	0,000	0,137	0,482	0,000	0,000	0,005
Reasoning	r	,349*	0,002	,393*	-0,055	-0,016	,124*	,333*	,325*
	p	0,000	0,969	0,000	0,211	0,718	0,004	0,000	0,000
Total Score									

p<0,05

Spearman Correlation analysis was performed to statistically measure the correlation between Teachers' Reasoning Ways and sub-dimensions, Social Problem Solving Scale, Rational and Intuitive Decision-Making Styles Scale and its sub-dimensions.

Table 4 shows that there is a significant positive and weak correlation between the "Deductive" sub-dimension of Reasoning Ways and the "positive problem orientation" ($r=0.096$, $p=0.028$) and "rational problem-solving style" ($r=0.144$, $p=0.001$) sub-dimensions of the Social Problem Solving Scale. It was observed that there is a statistically significant, positive and weak correlation between "Inductive" sub-dimension of Reasoning Ways and "Rational" ($r=0.100$, $p=0.021$) and "Intuitive" ($r=0.112$, $p=0.010$) sub-dimensions of Rational and Intuitive Decision-Making Styles Scale. It was also observed that there is a statistically significant, positive and weak correlation between the "Analogical" sub-dimension of Reasoning Ways and the "Positive problem orientation" of the Social Problem Solving Scale ($r=0.221$, $p=0.003$); "negative problem orientation" ($r=-0.086$, $p=0.049$) and "Positive problem orientation" ($r=0.226$, $p=0.000$); "negative problem orientation" ($r=-0.090$, $p=0.039$); the "rational problem solving style" ($r=0.204$, $p=0.000$) sub-dimension.

There is also statistically significant, positive, weak correlation between "Analogical"

sub-dimension of Reasoning Ways and “Rational” ($r=0.161$, $p=0.000$) and “Intuitive” ($r=0.176$, $p=0.000$) sub-dimensions of Rational and Intuitive Decision-Making Styles Scale. It can be concluded from Table 4, that there is a statistically significant, negative and weak correlation between the “Intuitive” sub-dimension of Reasoning Ways and the “negative problem orientation” ($r=-0.253$, $p=0.000$) and “impulsive-careless problem-solving style” ($r=-0.307$, $p=0.000$) and “avoidant” problem solving style” ($r=-0.258$, $p=0.000$) sub-dimensions of the Social Problem Solving Scale. There is a statistically significant, negative and weak correlation ($r=-0.251$, $p=0.000$) between the “Intuitive” sub-dimension of Reasoning Ways and the Social Problem Solving Scale (Table 4). Besides, there is a statistically significant, positive and moderate correlation ($r=0.656$, $p=0.000$) between the “Intuitive” sub-dimension of Reasoning Ways and the “Intuitive” sub-dimension of Rational and Intuitive Decision-Making Styles Scale (Table 4). There is also a statistically significant, positive and moderate correlation between the “Verbal” sub-dimension of Reasoning Ways and the “Positive problem orientation” ($r=0.344$, $p=0.000$); “rational problem-solving style” ($r=0.322$, $p=0.000$) sub-dimensions of Social Problem Solving Scale (Table 4). Besides, it can be seen that there is a statistically significant, positive and weak correlation between “Verbal” sub-dimension of Reasoning Ways and “Negative problem orientation” ($r=0.121$, $p=0.000$) and “Avoid problem-solving style” ($r=0.094$, $p=0.000$) sub-dimensions of the Social Problem Solving Scale (Table 4). There is also a statistically significant, positive and weak correlation ($r=0.221$, $p=0.000$) between “Verbal” sub-dimension of the Reasoning Ways and the Social Problem Solving Scale (Table 4). There is a statistically significant, positive and weak correlation ($r=0.275$, $p=0.000$) between the “Verbal” sub-dimension of Reasoning Ways and the “Rational” sub-dimension of Rational and Verbal Decision-Making Scale (Table 4).

It was also observed that there is a statistically significant, positive and moderate ($r=0.338$, $p=0.000$) correlation between the “Historical” sub-dimension of Reasoning Ways and “Positive problem orientation” of Social Problem Solving Scale's sub-dimension. According Table 4, shows that there is a statistically significant, positive and weak correlation ($r=0.142$, $p=0.001$) between the “Historical” sub-dimension of Reasoning Ways and “Negative problem orientation” sub-dimension of Social Problem Solving Scale (Table 4). There is also a statistically significant, positive and moderate correlation ($r=0.376$, $p=0.000$) between the “Historical” sub-dimension of Reasoning Ways and the “rational problem solving style” sub-dimension of Social Problem Solving Scale (Table 4). It can be seen in Table 6 that there is a statistically significant, positive and weak correlation ($r=0.221$, $p=0.000$) between the “Historical” sub-dimension of Reasoning Ways and Social Problem Solving Scale (Table 4). Table 4, also shows that there is a moderately significant, positive correlation between the “Algebraic” sub-dimension of Reasoning Ways and the “Positive problem orientation” ($r=0.340$, $p=0.000$) and “Negative problem orientation” ($r=0.094$, $p=0.031$) sub-dimensions of Social Problem Solving Scale. There is also a statistically significant, positive and moderate correlation ($r=0.349$, $p=0.000$) between the “Algebraic” sub-dimension of Reasoning Ways and the “rational problem solving style” sub-dimension of Social Problem Solving Scale (Table 4).

There is a statistically significant, positive and weak correlation ($r=0.192$, $p=0.000$) between the “Algebraic” sub-dimension of Reasoning Ways and the Social Problem

Solving Scale (Table 4). Table 4 also indicates that there is a statistically significant, positive and moderate correlation ($r=0.340$, $p=0.000$) between the "Algebraic" sub-dimension of Reasoning Ways and the "Rational" sub-dimension of Rational and Intuitive Decision-Making Styles Scale (Table 4). It can also be seen that there is a statistically significant, positive and weak correlation ($r=0.122$, $p=0.005$) between the "Algebraic" sub-dimension of Reasoning Ways and the "Intuitive" sub-dimension of Rational and Intuitive Decision-Making Styles Scale's (Table 4). Besides, there is a statistically significant positive and moderate correlation between Reasoning Ways and "positive problem orientation" ($r=0.349$, $p=0.000$) and "rational problem solving style" ($r=0.393$, $p=0.000$) sub-dimensions of the Social Problem Solving Scale (Table 4). ..Table 4, shows that there is a statistically significant, positive and weak correlation ($r=0.124$, $p=0.004$) between Reasoning Ways and Social Problem Solving Scale. It can also be observed that there is a statistically significant positive and moderate correlation between Reasoning Ways and "Rational" ($r=0.333$, $p=0.000$) and "Intuitive" ($r=0.325$, $p=0.000$) sub-dimensions of Rational and Intuitive Decision-Making Styles Scale (Table 4). In Table 4, statistically significant, positive and moderate correlation ($r=0.372$, $p=0.000$) was also observed between the historical sub-dimension of Reasoning Ways and the "Rational" sub-dimension of Rational and Intuitive Decision-Making Styles Scale (Table 4).

The Correlation among Pre-Service Teachers' Reasoning Ways, Social Problem Solving, Rational and Intuitive Decision-Making Styles.

Table 5. The Correlation among Pre-service Teachers' Reasoning Ways, Social Problem Solving, and Rational and Intuitive Decision-Making Styles Scale and its Sub-Dimensions

Scale		Positive problem orientation	Negative problem orientation	Rational problem solving style	Impulsive-careless problem-solving style	Avoidant problem-solving style	Spsitot	Rational	Intuitive
Deductive	r	0,026	-,102*	0,022	-0,072	-,129*	-0,079	0,001	0,076
	p	0,613	0,044	0,668	0,157	0,011	0,117	0,991	0,133
Inductive	r	-0,081	-,181*	-0,088	-,185*	-,148*	-,192*	-,112*	,139*
	p	0,109	0,000	0,083	0,000	0,003	0,000	0,027	0,006
Analogical	r	,299*	-0,019	,213*	0,008	0,051	,133*	,149*	,139*
	p	0,000	0,710	0,000	0,878	0,314	0,008	0,003	0,006
Intuitive	r	0,084	-,197*	-0,038	-,330*	-,204*	-,201*	-,107*	,646*
	p	0,099	0,000	0,457	0,000	0,000	0,000	0,035	0,000
Verbal	r	,415*	,113*	,406*	,161*	,166*	,335*	,359*	-0,001
	p	0,000	0,025	0,000	0,001	0,001	0,000	0,000	0,985
Historical	r	,383*	,160*	,452*	0,097	0,091	,312*	,401*	-0,080
	p	0,000	0,001	0,000	0,055	0,072	0,000	0,000	0,113
Algebraic	r	,326*	0,095	,310*	-0,028	0,007	,179*	,251*	-0,026
	p	0,000	0,062	0,000	0,588	0,889	0,000	0,000	0,606
Reasoning	r	,363*	-0,040	,314*	-,106*	-0,057	,103*	,220*	,248*
	p	0,000	0,432	0,000	0,037	0,259	0,042	0,000	0,000

* $p<0,05$

In Table 5, it can be observed that there is a statistically significant, negative and weak correlation among pre-service teachers' Reasoning Ways and the "negative problem orientation" ($r=-0.102$, $p=0.044$), "avoidant problem-solving style" ($r=-0.129$, $p=0.011$) and "negative problem orientation" ($r=-0.181$, $p=0.000$) sub-dimensions of Social Problem Solving Scale. Besides, there is a statistically significant, negative and weak correlation ($r=-0.192$, $p=0.000$) between the "Inductive" sub-dimension of Reasoning Ways and the Social Problem Solving Scale. There is also a statistically significant negative and weak correlation between "Inductive" sub-dimension of Reasoning Ways and the "Impulsive-careless problem-solving style" ($r=-0.185$, $p=0.000$) and "Avoid problem-solving style" ($r=-0.148$, $p=0.000$) sub-dimensions of Social Problem Solving Scale (Table 5). It can be seen in Table 5 that there is a statistically significant, negative and weak correlation between the "Inductive" sub-dimension of Reasoning Ways and the "Rational" sub-dimension of the Rational and Intuitive Decision-Making Styles Scale ($r=-0.112$, $p=0.027$) (Table 5). There is also a statistically significant, positive and weak correlation ($r=0.139$, $p=0.006$) between the "Inductive" sub-dimension of Reasoning Ways and the "Intuitive" sub-dimension of the Rational and Intuitive Decision-Making Styles Scale (Table 5).

Table 5, shows that there is a statistically significant, positive and weak correlation ($r=0.133$, $p=0.008$) between the "Analogical" sub-dimension of Reasoning Ways and Social Problem Solving Scale. Moreover, there is a statistically significant, positive and weak correlation between the "Analogical" sub-dimension of Reasoning Ways and the "Positive problem orientation" ($r=0.299$, $p=0.000$) and "rational problem-solving style" ($r=0.213$, $p=0.000$) sub-dimensions of the Social Problem Solving Scale (Table 5). It can also be observed in Table 5 that there is a statistically significant, positive and weak correlation ($r=0.149$, $p=0.003$) between the "Analogical" sub-dimension of Reasoning Ways and the "Rational" and "Intuitive" ($r=0.139$, $p=0.006$) sub-dimensions of the Rational and Intuitive Decision-Making Styles Scale (Table 5).

Table 5, also shows that there is a statistically significant, negative and weak correlation ($r=-0.197$, $p=0.000$) between Intuitive sub-dimension of Reasoning Ways and the "Negative problem orientation" sub-dimension of Social Problem Solving Scale (Table 5). In Table 5, it can also be observed that there is a statistically moderate, significant and negative correlation between the Intuitive sub-dimension of Reasoning Ways and the "Impulsive-careless problem-solving style" ($r=-0.330$, $p=0.000$) and "Avoid problem-solving style" ($r=-0.204$, $p=0.000$) sub-dimensions of Social Problem Solving Scale (Table 5). There is also a statistically significant, negative and weak correlation ($r=-0.201$, $p=0.000$) between Intuitive sub-dimension of Reasoning Ways and Social Problem Solving Scale. There is also a statistically significant, positive and weak correlation between the "Intuitive" sub-dimension of Reasoning Ways and the "Rational" ($r=0.149$, $p=0.000$) and "Intuitive" ($r=0.646$, $p=0.000$) sub-dimensions of the Rational and Intuitive Decision-Making Styles Scale. (Table 5). In Table 5, it can be observed that there is a statistically significant, positive and moderate correlation between the "Intuitive" sub-dimension of Reasoning Ways and the sub-dimensions of Rational and Intuitive Decision-Making Styles Scale. There is a statistically significant, positive and moderate correlation among the "Verbal" sub-dimension of Reasoning Ways and the "Positive

problem orientation" ($r=0.415$, $p=0.000$) and "Negative problem orientation" ($r=0.113$, $p=0.025$) and "rational problem-solving style" ($r=0.406$, $p=0.000$) sub-dimensions of Social Problem Solving Scale (Table 5).

Table 5, also shows that there is a statistically significant, positive and weak correlation ($r=0.161$, $p=0.001$) between the "Verbal" sub-dimension of Reasoning Ways and the "Impulsive-careless problem-solving style" sub-dimension of Social Problem Solving Scale's (Table 5). Besides, there is a statistically significant, positive and weak correlation ($r=0.166$, $p=0.001$) between the "Verbal" sub-dimension of Reasoning Ways and the "Avoidant problem-solving style" sub-dimension of Social Problem Solving Scale (Table 5). It can be seen in Table 5 that there is a statistically significant, positive and moderate correlation ($r=0.335$, $p=0.000$) between the "Verbal" sub-dimension of Reasoning Ways and Social Problem Solving Scale (Table 5).

There is a statistically significant, positive and moderate correlation ($r=0.359$, $p=0.000$) between the "Verbal" sub-dimension of Reasoning Ways and the "Rational" sub-dimension of Rational and Intuitive Decision-Making Styles Scale (Table 5). There is a statistically significant, positive, moderate correlation between the "Historical" sub-dimension of Reasoning Ways and the "Positive problem orientation" ($r=0.383$, $p=0.000$) and "Rational problem-solving style" ($r=0.452$, $p=0.000$) sub-dimensions of Social Problem Solving Scale (Table 5). In addition, there is a statistically significant, positive and weak correlation ($r=0.160$, $p=0.001$) between the "Historical" sub-dimension of Reasoning Ways and the negative problem orientation sub-dimension of the Social Problem Solving Scale (Table 5).

There is also a statistically significant, positive and moderate correlation ($r=0.312$, $p=0.000$) between the "Historical" sub-dimension of Reasoning Ways and the Social Problem Solving Scale (Table 5). Besides, there is a statistically significant, positive and moderate correlation ($r=0.401$, $p=0.000$) between the Historical sub-dimension of Reasoning Ways and the "Rational" sub-dimension of Rational and Intuitive Decision-Making Styles Scale (Table 5). There is a statistically significant, positive and moderate correlation ($r=0.310$, $p=0.000$) between the "Algebraic" sub-dimension of Reasoning Ways and the "Positive problem orientation" ($r=0.326$, $p=0.000$) and "Rational problem-solving style" ($r=0.310$, $p=0.000$) sub-dimensions of Social Problem Solving Scale (Table 5). There is a statistically significant, positive and weak correlation ($r=0.179$, $p=0.000$) between the "Algebraic" sub-dimension of Reasoning Ways and the Social Problem Solving Scale (Table 5). It can be observed that there is a statistically significant, positive and weak correlation ($r=0.251$, $p=0.001$) between "Algebraic" sub-dimension of Reasoning Ways and the "Rational" sub-dimension of Rational and Intuitive Decision-Making Styles Scale (Table 5). It can be concluded that there is also a statistically significant, positive and moderate correlation between the Reasoning Ways and the "positive problem orientation" ($r=0.363$, $p=0.000$) and "rational problem solving style" ($r=0.314$, $p=0.000$) sub-dimensions of Social Problem Solving Scale (Table 5). A statistically significant, negative and weak correlation ($r=-0.106$, $p=0.037$) between Reasoning Ways and the Social Problem Solving Scale sub-dimension was also observed in Table 5. Table 5 also shows that there is a statistically significant, positive and weak

correlation ($r=0.103$, $p=0.042$) between Reasoning Ways and Social Problem Solving Scale. Besides, there is a statistically significant, positive and weak correlation between Reasoning Ways and the "Rational" ($r=0.220$, $p=0.000$) and "Intuitive" ($r=0.248$, $p=0.000$) sub-dimensions of the Rational and Intuitive Decision-Making Styles Scale.

Conclusion

It is clear that teachers and pre-service teachers in this study use reasoning at a "good" level. It was understood that the participants in both groups used "Verbal" and "Analogical" reasoning at a very good level. While it is seen that the teachers use the "Deductive" reasoning way at a moderate level, it is seen that the pre-service teachers use this reasoning way at a level below the moderate level. While it was seen that teachers and pre-service teachers used the "Historical" reasoning way at the same level, it was concluded that the teachers were at a good level by using the "Algebraic" reasoning way at a higher level than the pre-service teachers. This shows that teachers use problem-solving or decision-making processes by making inferences based on numerical data more than younger pre-service teachers.

It was concluded that both participant groups used "Intuitive" reasoning at a moderate level and "Inductive" reasoning at a minimum level. In fact, pre-service teachers' "Inductive" reasoning is almost below the moderate level. In summary, the order of frequency level of reasoning ways used by teachers is as follows: verbal, analogical, deductive, historical, algebraic, intuitive, and finally inductive reasoning. It was understood that the reasoning methods pre-service teachers used are verbal, analogical, historical, deductive, algebraic, intuitive and, lastly, inductive.

Thus, it is understood that both teachers and pre-service teachers use similar reasoning ways. It is quite surprising that the reasoning methods used by teachers who are experienced in the teaching profession and those who are still studying and have no experience in the profession are almost identical. While it is expected that the ways of reasoning that should be learned, changed or developed during the four-year vocational education should differ as a result of the professional experience gained with age, on the contrary, it can be concluded that the pre-service teachers graduated with what they brought in their repertoire and their professional experience did not contribute to this repertoire.

In this case, reasoning paths are a built-in feature that is shaped by language, belief systems and worldview, and that there are reasoning preferences that are internalized by each of us according to the interpersonal interaction that arises simply from being in that culture (Vygotsky, 1978, as cited in Osborn and Kind, 2017) would not be wrong to say. In fact, the ways of reasoning should not be a structure that evolves within the culture as expressed here.

The ways of reasoning should be brought in a wide range with a completely professional approach, in formal learning environments, with a teachable and improvable approach. Otherwise, the same or similar reasoning will result in similar ways of solving problems or making decisions. These similarities will alienate

individuals, therefore society, from creativity. For this reason, it is necessary to develop reasoning ways with a structured understanding within the framework of an independent course or spiral programming that will teach different reasoning ways to teacher candidates.

“Verbal” reasoning is also the ability to logically understand concepts and problems expressed in words. Behaviors of speaking fluently, accessing vocabulary, expressing oneself in a meaningful way, using reasoning skills to help understand the environment are the elements of verbal reasoning. “Analogy” is the explanation of a previously unknown and unfamiliar phenomenon with previously known and similar phenomena. The previously known state is the source, and the previously unknown state is the target. In order to reach the goal, associations are made based on the existing resources (Saygılı, 2008). Analogy is expressed as our mind's generalization of similar events and objects based on events and objects in our minds. “Analogical” reasoning is to reveal invisible similarities from visible similarities (Topçu, 2008). The results obtained need to be verified by studies in order to gain certainty (Kulen, 1972). The word “analogy” is included as 'similarity-likeness' in the Dictionary of the Turkish Language Association, and is defined as obtaining a conclusion or information by comparing pre-existing information with new information among similar objects (Amiripour & Bijan- Zadeh, 2012).

Intuition is quick as it involves immediate insight in the absence of reasoning, provides a sense of confidence, and can reflect processing large amounts of information. And when intuition is based on relevant experiential learning, it likely provides accurate judgments, requires less effort than cognitive reasoning pathways, and does not compete for central working memory resources (Evans, 2010). Therefore, the structure of intuition and the intuition process can also lead to contradictory assumptions and various misunderstandings. In particular, the distinction between process and outcome, the role of consciousness and affect, focus on decision making or problem solving, and intuition in technical and creative environments can lead to different uses (Sinclair, 2010). For this reason, it is thought that the data results obtained through the interview will be satisfactory in order to obtain explanatory information about the moderate participation rate obtained for the “intuitive” reasoning sub-dimension in this study. It was understood that the “rational decision making” skill, which is another variable of the research, among the rational and intuitive decision-making skills, was at a very good level in both groups, and the “intuitive decision making skill” was at a moderate level. This result showed parallelism with the result obtained from the other variable of the research, “Ways of Reasoning”. Because of the “intuitive reasoning” method, which is one of the sub-dimensions of the tool in question, was also preferred at a medium level.

According to rationalism, which argues that the source of knowledge is the mind and that true knowledge can only be obtained with reason and thought, they argue that the exact and correct knowledge sought will be found in the reason as a result of a metaphysical inquiry with mathematics and geometry (Scruton, 2015). This result, which is the proof of the criticism made above regarding the behaviors towards

memorization at the cognitive level of the education-teaching process, is a current of thought based on the epistemology. Because it is an opinion that argues that the accuracy of knowledge is based on thought and mind and that the right source of information is the reason.

According to the results of this research, it was understood that the social problem solving skills of teachers and teacher candidates were at a good level. The positive reflection of the multiplier effect of this result on the grown generations is remarkable. Because it is thought that students with high problem-solving skills will also have problem-solving skills (Ceylan, Bıçakçı, Aral, and Gürsoy 2012). Considering the result that there is a positive, moderate relationship between the social problem-solving skills of university students and their psychological well-being (Dikmen, 2019), it can be concluded that this result is quite significant.

It was understood that both participant groups used the "rational" problem-solving style, which is one of the sub-dimensions of the same measurement tool, at a very good level. Again, it is seen that this result is in parallel with the results obtained regarding the other variables of the study. In addition to rational problem solving, the "positive problem" tendency preferred by both groups at a high level, it is understood that the participants of the research solved the problems with a positive approach.

It has been understood that teachers and pre-service teachers use "Avoid problem solving style", "negative" and "impulsive-careless problem solving" styles at low and close to medium levels. Thus, it can be concluded that teachers and pre-service teachers do not avoid problems and solve problems with a positive or constructive approach. This is desirable behavior for our teachers, who are both role models and teach students problem-solving methods in formal learning environments.

While a statistically significant positive and moderate relationship was observed between the Reasoning Ways of the Teachers and the Rational and Intuitive Decision-Making Scale, rational and intuitive sub-dimensions, this relationship was weak in the positive direction in the prospective teachers. This situation, supported the results obtained from the deductive and intuitive ways of reasoning, which were used at the lowest levels of reasoning above. At the same time, it is seen that as the reasoning skills of the teachers increase, the social problem solving scale, "positive problem orientation" and "rational problem solving" preferences also increase. This result showed that as the reasoning skills of the participants increased, the problem-solving skills of the teachers also increased the frequency of using a positive perspective and a rational method.

One of the striking results of the study was that as the algebraic reasoning skills of the participants increased, their rational problem-solving styles increased. While it is possible to create a concept, to establish relationships between the concepts created, with the principles of reason, this is a result that shows that the reasoning process (Durhan, 2021) is used in establishing relations between proposition and propositions. In addition, recognizing concepts, interpreting sentences, and generalizing and picturing expressions in algebraic terms by making abstractions and relations between

variables require valid and sequential reasoning. Therefore, the result obtained shows that an algebraic reasoning is included in the process.

Again, the correlation analysis between the variables showed that as the "intuitive" reasoning skills of the teachers increased, their intuitive decision-making skills also increased. Thus, it shows that the participants of the research made their decisions by using the way of reasoning that is compatible with each other. This result shows the result that a rational method is used.

The teacher participants of the research, the social problem solving scale was "Positive problem orientation", "Negative problem orientation", "rational problem-solving style", "Impulsive-careless problem-solving style" and "Avoid problem-solving style", a positive correlation was obtained between the sub-dimensions and the "Rational" sub-dimension of the Rational and Intuitive Decision-Making Styles Scale. At the same time, a negative relationship was found between the social problem solving scale, "Negative problem orientation", "Impulsive-careless problem-solving style", "Avoid problem-solving style" sub-dimensions and the "Intuitive" sub-dimensions of the Rational and Intuitive Decision-Making Styles Scale. Thus, it was seen that these relational results obtained showed the expected relations in harmony with each other.

In the prospective teachers, while a positive relationship was obtained between Reasoning Ways and the Social Problem Solving Scale's "positive problem orientation" and "rational problem solving styles", a negative relationship was obtained between Reasoning Ways and "impulsive-careless problem solving style".

As a result of the correlation analysis between the variables of the study, a negative relationship was observed between the "Rational problem solving style" and the "Intuitive" sub-dimension variables of the Rational and Intuitive Decision-Making Styles Scale. It is seen that as the rational problem solving styles of the pre-service teachers increase, their intuitive decision-making skills decrease. This result supported the low-level intuitive rational decision-making and high-level rational decision-making results.

Although the reasoning paths scale used in the study consisted of seven sub-dimensions, it was seen that both participant groups focused on the same sub-dimensions. This showed that the variety of reasoning remained limited. However, the importance of developing reasoning skills is emphasized (Marchis, 2013) and according to Umay (2003), in environments where there is cultural diversity, reasoning skills are enriched and become permanent, while in more closed cultures, less diversity in reasoning is expected. Of course, it also shows that there is a need for quantitative and qualitative studies that will reveal this limitation. However, it is also revealed that reasoning is a teachable and developable skill in studies (Chen & She, 2015; Gillies, 2011). For this reason, it is possible to create a multiplier effect from pre-school to higher education by including individual courses such as "reasoning ways and decision-making skills" in the teacher training process.

According to the results obtained from the findings of the research, it can be said that the diversity of reasoning ways, social problem solving and rational and intuitive decision-making skills of teachers and teacher candidates should be developed.

In a final description, all the results obtained regarding the correlations with the levels of this study, positive and negative observations made the findings of this study consistent within itself in a logical framework.

Peer-Review	Double anonymized - Two External
Ethical Statement	* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited. * An ethics committee decision was taken with the decision of the Aydın Adnan Menderes University Rectorate Educational Research Ethics Board dated 06.09.2021 and numbered 2021/20.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%50), 2. Author (%50) Data Acquisition: 1. Author (%50), 2. Author (%50) Data Analysis: 1. Author (%50), 2. Author (%50) Writing up: 1. Author (%50), 2. Author (%50) Submission and Revision: 1. Author (%50), 2. Author (%50)

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur. * Aydın Adnan Menderes Üniversitesi Rektörlüğü Eğitim Araştırmaları Etik Kurulunun 06.09.2021 tarih ve 2021/20 sayılı kararı ile etik kurul kararı alınmıştır.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%50), 2. Yazar (%50) Veri Toplanması: 1. Yazar (%50), 2. Yazar (%50) Veri Analizi: 1. Yazar (%50), 2. Yazar (%50) Makalenin Yazımı: 1. Yazar (%50), 2. Yazar (%50) Makale Gönderimi ve Revizyonu: 1. Yazar (%50), 2. Yazar (%50)

References / Kaynakça

Akinoğlu, O., & Bakır, S. A. (2003). İlköğretim öğrencilerinin sosyal bilgiler dersinde coğrafya konularını öğrenmeleriyle ilgili durum analizi. *Marmara Coğrafya Dergisi*, 8, 83-106.

Amiripour, M. P., & Bijan-Zadeh, M. H. (2012). Instruction of mathematical concepts through analogical reasoning skills. *Indian Journal of Science and Technology*, 5(6), 2916-2922. Retrieved from: <https://doi.org/10.17485/ijst/2012/v5i6.12>.

Benford, R., & Lawson, A.E. (2001). *Relationships between effective inquiry use and the development of scientific reasoning skills in college biology labs*. Master Thesis: crome-extension://efaidnbmnnnibpajpcglclefindmkaj/https://files.eric.ed.gov/fulltext/ED456157.pdf

Brown, A. L., & Campione, J. C., (1994). *Guidediscovery in a community of learners. Classroom lessons: Integrating cognitive theory and classroom practice* (pp. 229-270). Cambridge, MA: Bradford.

Collaboration of Academics For Social Emotional Learning [CASEL], 2021. Retrieved from: <https://casel.org>, 24.05.021

Ceylan, R., Yıldız Bıçakçı, M., Aral, N.& Gürsoy, F. (2012). Okul öncesi eğitim kurumunda çalışan öğretmenlerin problem çözme becerilerinin incelenmesi. [An investigation of the problem solving abilities of pre-schoolteachers] *Trakya Üniversitesi Sosyal Bilimler Dergisi*,14 (1), 85-98.

Chen, C. T., She, H. C. (2015). The effectiveness of scientific inquiry with/without integration of scientific reasoning. *International Journal of Science and Mathematics Education*, 13(1), 1-20. Retrieved from: <https://doi.org/10.1007/s10763-013-9508-7>.

D’Zurilla, T.J. & Nezu, A.M. (2010). *Problem-solving therapy*. K.S. Dobson, (Ed.), Handbook of Cognitive-Behavioral Therapies (ss.197-224). New York: The Guilford Press.

Dikmen, C. (2019). *Üniversite öğrencilerinin psikolojik iyi oluşu ile sosyal problem çözme becerileri arasındaki ilişkinin incelenmesi*. [An Examination of the relationship between psychological well-being and social problem solving skills of university students] Yüksek Lisans Tezi. Retrieved from: <https://acikbilim.yok.gov.tr/handle/20.500.12812/109336>

Durhan, G. (2021). Akıl ilkelerinin epistemolojisi. *19 Mayıs sosyal bilimler dergisi*. ISSN: 2717-736X Cilt: 2 Sayı: 4

Eskin, M., & Aycan, Z. (2009). Gözden geçirilmiş sosyal sorun çözme envanteri’nin Türkçe’ye (Tr-SSÇE-G) uyarlanması, güvenilirlik ve geçerlik analizi [the adaptation of the revised social problem solving inventory into Turkish (Tr-SPSI-R): A reliability and validity analysis]. *Türk Psikoloji Yazıları*, 12(23), 1-10.

Evans, B. T., & Jonathan St, (2010) Intuition and reasoning: A dual-process perspective. *Psychological Inquiry*, 21:4, 313-326, DOI: 10.1080/1047840X.2010.521057

Gillies, R. M. (2011). Promoting thinking, problem-solving and reasoning during small group discussions. *Teachers and Teaching: Theory and Practice*, 17 (1), 73-89. <https://doi.org/10.1080/13540602.2011.538498>

Gillies, R. M. (2017). Promoting academically productive student dialogue during collaborative learning. *International Journal of Educational Research* <http://dx.doi.org/10.1016/j.ijer.2017.07.014>

Goodman, A., Joshi, H., Nasim, B., & Tyler, C. (2015) *Social and emotional skills in childhood and their long term effects on adult life*. UCL, Institute of Education

Holyoak, K. J. & Morrison, R. G. (2005). *The Cambridge handbook of thinking and reasoning*. Cambridge University Press.

Hyson, M. (2004). *The emotional development of young children* (2nd ed.). New York: Teachers College Press.

İme, Y. ,Kalı Soyer, M. & Keskinoglu, M. Ş. (2020). Akılcı ve sezgisel karar verme stilleri ölçeğinin Türkçeye uyarlanması. [Adaptation of rational and intuitive decision making styles scale to Turkish] *OPUS International Journal of Society Researches, Eğitim ve Toplum Özel sayısı*, 5995-6013 . DOI: 10.26466/opus.720827

Jongsma Jr, A. E., Peterson, L. M., McInnis, W. P., & Bruce, T. J. (2014). The child psychotherapy treatment planner: *Includes DSM-5 Updates* (Vol. 294). John Wiley&Sons.

Kind, P., & Osborne, J. (2017). Styles of scientific reasoning : A cultural rationale for science education?. *Science education*, 101 (1). pp. 8-31.

Koç, Terzi & Gül.(2015). Üniversite öğrencilerinin iletişim becerileri ile kişilerarası problem çözme becerileri arasındaki ilişki. [The relationship between the university students' communication skills and their interpersonal problem solving skills]. *Uluslararası Türkçe Edebiyat Kültür Eğitim (TEKE) Dergisi*, Cilt: 4Sayı: 1ISSN: 2147-0146 / 2147-0146: 369 – 390.

König, J., Jäger-Biela, D. J., &Glutsch, N. (2020). Adapting online teaching during COVID-19 schoolclosure: Teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 1-15.

Kulen, N. (1972). *Mantık*. Nadir Kitap, İstanbul

Marchis, I. (2013). *Pre service primary school teachers' logical reasoning skills*. Acta Didactica Napocensia, ISSN 2065-1430. INTE 2014 Conference 2014, Valencia, Spain.

Milli Eğitim Bakanlığı Öğretim Programları Daire Başkanlığı (2020). *Salgın (Covid 19) sonrası okula uyum*. MEB yayını. Ankara.

Milli Eğitim Bakanlığı Öğretmen Yetiştirme Genel Müdürlüğü (2010). *Öğretmen yeterlikleri*. MEB Yayını. Ankara

Milli Eğitim Bakanlığı Öğretmen Yetiştirme Genel Müdürlüğü (2017). *Öğretmen yeterlikleri*. MEB Yayını. Ankara.

Mercier, H., & Sperber, D. (2011). Why do humans reason? Arguments for an argumentative theory. *Behavioral and Brain Sciences*, 34 (2), 57-74. doi:10.1017/S0140525X10000968

Nickerson, R.S. (1986). *Reflections on reasoning* (1st ed.). Routledge. <https://doi.org/10.4324/9781315792675>. eBook ISBN,9781315792675 (30 June, 2019).

Özcan, M (2011). *Bilgi çağında öğretmen eğitimi, nitelikleri ve gücü bir reform önerisi* [Teacher education, qualifications and strength in the information age a reform prooposal]. ISBN: 978-605-5485-40-5, Ankara.

Scruton, R. (2015). *Modern felsefenin kısa tarihi*, [A brief history of modern philosophy] Çev. U. Özmakas ve Ü. H. Yolsal, dipnot yayınları, Ankara.

Sharp, P. (2001). *Nurturing emotional literacy*. London: David Fulton.

Sinclair, M. (2010). Misconceptions about intuition. *Psychological Inquiry*, 21:4, 378-386, DOI: 10.1080/1047840X.2010.523874

Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child Development*, 88(4), 1156–1171

Topçu. M. S. (2008). *Preservice science teachers' informal reasoning regarding socioscientific issues and the factors influencing their informal reasoning*. Doktora Tezi: Retrieved from: <https://tez.yok.gov.tr>

Umay, A. (2003). Matematiksel muhakeme yeteneği [Mathematical reasoning ability]. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 24, 234–243.

World Health Organization [WHO], (2020). *Virtual pres conference on COVID-19*. Retrieved from: https://www.who.int/docs/default-source/coronaviruse/transcripts/who-audio-emergencies-coronavirus-press-conference-full-and-final-11mar2020.pdf?sfvrsn=cb432bb3_2.

Yalın Uçar, M., Bağatarhan, T., Yakıt, G., Kızılaslan, H., N., & Erol, A. (2021). *Akıl Yürütme ölçeğinin geliştirilmesi: Geçerlilik ve güvenilirlik çalışması* [Development of reasoning ways scale: Validity and reliability study]. Yayınlanmamış Ölçme Aracı.



2023, 12 (3), 1596-1618 | Araştırma Makalesi

Bütüncül Kanal Pazarlama Yaklaşımında Dijital Dönüşümün Geleceği: Yükseköğretime Yönelik Kavramsal Bir Araştırma

Deniz KOYUNCUOĞLU¹

Mehmet ETLİOĞLU²

A. Selçuk KÖYLÜOĞLU³

Öz

Mobil kanalların, tabletlerin ve sosyal medyanın ortaya çıkışı, bu yeni kanalların ve cihazların çevrimiçi ve çevrimdışı perakendecilikle entegrasyonu sayesinde, müşterilerin alışveriş süreçlerinde çoklu dağıtım ve iletişim kanallarını kullanarak kesintisiz ve sorunsuz bir deneyim yaşamalarına imkân tanımıştır. Bütüncül kanal (omnichannel) pazarlama olarak adlandırılan bu bütüncül yaklaşım, perakende sektöründe büyük bir dönüşüme yol açmıştır. Pazarlama alanında başarılı şekilde uygulanan bütüncül yaklaşım, başka alanlarda da etkin ve verimli olarak kullanılmaktadır. Eğitim dünyasındaki dijital teknolojilerin sürekli artan önemi, yükseköğretimde bütüncül kanal stratejilerinin uygulanmasını gittikçe daha önemli kılmaktadır. Bu stratejiler, öğrenci memnuniyetini artırmak, daha geniş kitlelere ulaşmak ve öğrenme ortamını daha esnek ve mobil hale getirmek gibi avantajlar sunmaktadır. Bu çalışmanın amacı, yükseköğretimde bütüncül kanal stratejilerinin ve uygulamalarının nasıl hayata geçirileceğine dair mevcut yol haritasının eksikliklerini gidermektir. Bu amaçla, çalışma öncelikle bütüncül kanal pazarlama yaklaşımının temel ilkeleri, yükseköğretimde dijital teknolojilerin önemi, uygulama zorlukları ve yükseköğretimde bütüncül kanal yaklaşımının avantajları, başarılı uygulamalardan elde edilen bilgiler incelenmiştir. Bu bilgiler ışığında, yükseköğretim kurumlarının bütüncül kanal yaklaşımını ve uygulamalarını sistemlerine nasıl entegre edebilecekleri konusunda bir uygulama modeli oluşturulmuştur. Ayrıca, yükseköğretimde bütüncül kanal uygulamaları için en iyi uygulamalar ve başarı faktörleri belirlenmiş, bu sayede öğrencilere başarılı bir dijital dönüşüm, tutarlı bir öğrenme ve hizmet deneyimi sağlama hedefinde olan üniversitelere öneriler sunulmuştur. Çalışmanın literatüre katkısı, yükseköğretim kurumlarına bütüncül kanal pazarlama stratejileri ile öğrenci beklentilerini karşılamada ve iletişim kurmada bir rehber olmasıdır. Ayrıca, başarılı bir dijital dönüşüm, tutarlı bir öğrenme ve hizmet deneyimi ve öğrenci memnuniyeti sağlamayı hedefleyen üniversitelere yönelik uygulama başarı faktörleri ve gelecek çalışmalar için öneriler sunmaktadır. Bu çalışma, bütüncül kanal pazarlama stratejilerinin yükseköğretimde nasıl etkili bir şekilde uygulanabileceğini anlamaya ve bu alanda başarıya ulaşmak için bir yol haritası çizmeye yardımcı olmayı hedeflemektedir.

Anahtar Kelimeler: Dijital Dönüşüm, Bütüncül Kanal Pazarlaması, Öğrenci Memnuniyeti, Yükseköğretim Pazarlaması, Yükseköğretim

Koyuncuoglu, D., Etlıođlu, M. & Köylüođlu, A. S. (2023). Bütüncül Kanal Pazarlama Yaklaşımında Dijital Dönüşümün Geleceği: Yükseköğretime Yönelik Kavramsal Bir Araştırma. İnsan ve Toplum Bilimleri Araştırmaları Dergisi, 12 (3), 1596-1618. <https://doi.org/10.15869/itobiad.1274151>

Geliş Tarihi	31.03.2023
Kabul Tarihi	21.08.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, Kırklareli Üniversitesi, Sağlık Hizmetleri Meslek Yüksekokulu, Tıbbi Hizmetler ve Teknikler Bölümü, Kırklareli, Türkiye, deniz.bas@klu.edu.tr, ORCID: 0000-0002-4068-8386

² Dr. Öğr. Üyesi, Konya Gıda ve Tarım Üniversitesi, Sosyal ve Beşeri Bilimler Fakültesi, Uluslararası Ticaret ve İşletmecilik Bölümü, Konya, Türkiye, mehmet.etlioglu@gidatarim.edu.tr, ORCID: 0000-0001-5341-5777

³ Doç. Dr., Selçuk Üniversitesi, Kulu Meslek Yüksekokulu, Dış Ticaret Bölümü, Konya, Türkiye, askoyluoglu@selcuk.edu.tr, ORCID: 0000-0003-0359-1443



2023, 12 (3), 1596-1618 | Research Article

The Future of Digital Transformation in Omnichannel Marketing Approach: A Conceptual Study for Higher Education

Deniz KOYUNCUOĞLU⁴

Mehmet ETLİOĞLU⁵

A. Selçuk KÖYLÜOĞLU⁶

Abstract

The advent of mobile channels, tablets, and social media, integrated with online and offline retail, has enabled customers to experience a seamless and trouble-free shopping process utilizing multiple distribution and communication channels. This comprehensive approach, known as omnichannel marketing, has instigated a major shift in the retail sector. The holistic approach, successfully implemented in the marketing field, is also being employed effectively and efficiently in other areas. The growing importance of digital technologies in education is making the application of omnichannel strategies increasingly crucial in higher education. These strategies provide advantages such as increasing student satisfaction, reaching a wider audience, and making the learning environment more flexible and mobile. This study aims to address the gaps in the current roadmap for implementing omnichannel strategies and applications in higher education. To this end, the study first examines the fundamental principles of the omnichannel marketing approach, the importance of digital technologies in higher education, application challenges, and advantages of the omnichannel approach in higher education, based on information from successful applications. In light of this information, an application model has been developed on how higher education institutions can integrate the omnichannel approach and applications into their systems. Furthermore, the best practices and success factors for omnichannel applications in higher education have been determined, providing recommendations for universities aiming to provide students with a successful digital transformation and a consistent learning and service experience. The study contributes to the literature by serving as a guide for higher education institutions in meeting student expectations and communicating with omnichannel marketing strategies. It also offers application success factors and suggestions for future work for universities aiming to provide a successful digital transformation, a consistent learning and service experience, and student satisfaction.

Keywords: Digital Transformation, Omnichannel Marketing, Student Satisfaction, Higher Education Marketing, Higher Education

Koyuncuoğlu, D. , Etlüoğlu, M. & Köylüoğlu, A. S. (2023). The Future of Digital Transformation in Omnichannel Marketing Approach: A Conceptual Study for Higher Education, *Journal of the Human and Social Science Researches*, 12 (3) , 1596-1618 . <https://doi.org/10.15869/itobiad.1274151>

Date of Submission	31.03.2023
Date of Acceptance	21.08.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

⁴ Assst. Prof. Dr., Kırklareli University, School of Health Services, Department of Medical Services and Techniques, Kırklareli, Türkiye, deniz.bas@klu.edu.tr, ORCID: 0000-0002-4068-8386

⁵ Asst. Prof., K. Food and Agriculture Univ., Faculty of Social and Humanities Sciences, Department of International Trade and Business Administration, Konya, Türkiye, mehmet.etlioglu@gidatarim.edu.tr, ORCID: 0000-0001-5341-5777

⁶ Assoc. Prof. Dr., Selçuk University, Kulu Vocational Higher School, Foreign Trade Department, Konya, Türkiye, askoyluoglu@selcuk.edu.tr, ORCID: 0000-0003-0359-1443

Giriş

Bütüncül kanal pazarlama (omnichannel) yaklaşımı, tüketicilere birleştirilmiş bir alışveriş deneyimi sunmak için fiziksel ve dijital platformların kullanıldığı temel bir stratejidir (Başaran, 2022; Manser vd., 2017). Bu stratejiyi uygulayan şirketler, doğrudan pazarlama, televizyon reklamları, YouTube kanalları, web siteleri, telemarketing, sosyal medya, mobil web siteleri ve mağazalar gibi çeşitli kanallar aracılığıyla müşteri arayışına girmektedirler. Barnes & Noble, ABD'nin en büyük perakende kitap satıcısı olarak, Amazon gibi rekabetçi rakiplerle mücadele etmek için "bütüncül kanallı" bir yaklaşım benimsemektedir (Barnes & Noble, 2023; Centric Digital, 2016; Milliot, 2015). 50 eyalette faaliyet gösteren şirket, e-ticaret platformuyla birlikte bütüncül kanal stratejileri sayesinde, müşterilerin farklı kanallar arasında rahatça geçiş yapmalarını sağlayarak geleneksel yöntemlerden ayrılmaktadır (Milliot, 2015). Covid-19 pandemisi ile birlikte, aynı gün teslimat seçeneği veya temaslı olmayan iade işlemleri gibi işlevlerin popüler hale gelmesi, bu trendi hızlandırmıştır (Hwang vd., 2020). Walmart gibi şirketler, fiziksel mağazalarını "Tıkla ve Al" hizmeti ağına dönüştürdüler. Amazon da Whole Foods ile aynısını yaptı ve şimdi kendi mağazalarının açılışını planlamaktadır (Kirschner, 2021). Bütüncül kanal pazarlama ilaç sektörü gibi birçok sektör özelinde de uygulanmaya başlanmıştır (Koyuncuoğlu, 2022). Pandemi, öğretim tarzını değiştirdikten sonra, bütüncül kanal stratejisi, cihazlar, platformlar ve kanallar arasında tutarlı ve esnek bir deneyim sunma konusunda yükseköğretim için öğretici olabilecek bir şeyler sunmaktadır (Belandria, 2022; Kirschner, 2021).

Bütüncül kanal pazarlama, müşterilere veya hedef kitlelere sorunsuz ve kişiselleştirilmiş bir deneyim sağlamak için farklı kanallarda aynı anda kullanılan entegre ve tutarlı bir pazarlama stratejisi kullanımını ifade eder. Yükseköğretimde ise bütüncül kanal yaklaşımı, öğrencilerin dijital çağda ihtiyaç ve gereksinimlerini karşılamak için önemli bir stratejidir. Bütüncül kanal yaklaşımında yükseköğretim kurumları, öğrenciler için kapsamlı bir deneyim oluşturmak amacıyla sosyal medya, e-posta, web siteleri, mobil uygulamalar ve kişisel etkileşimleri içeren farklı kanalları kullanır. Dijital teknolojilerin ve çevrimiçi araçların yükseköğretime entegrasyonu, bu alanda bütüncül kanal stratejilerinin uygulanmasına olanak tanımaktadır (Belandria, 2022; Kirschner, 2021).

Kirschner (2021), "Omnichannel Üniversiteler" kavramını kullanarak şunları dile getirmektedir:

"Yükseköğretimde omnichannel uygulamak, ürün satışından ziyade sunumun kendisi hakkında daha fazla şeydir. Sonuçta, eğitim bir deneyimdir ve fiziksel bir ürün değildir. Bu düşünce tarzı değişmelidir, çünkü sınıf odasında büyü kayb oldu. Şüphesiz, çevrimiçi öğrenmenin başlangıcı olan mevcut durumda, harika öğretmenler fiziksel veya sanal bir sınıfta çalışsalar bile yeni fikirler üretebileceklerini ve hayatları değiştirebileceklerini göstermişlerdir. Öğrenciler, öğrenme modlarını seçme esnekliğinden yararlanabilirler. Çevrimiçi kurslar ve dereceler, MOOC'lar (Massive Open Online Course - Kitlese Açık Online Kurs), senkronize Zoom dersleri, sertifikalar ve diğer nitelikler, yönetici eğitimi, upskilling (beceri/yetenek artırma), sürekli eğitim: Bunların her biri farklı öğrenme deneyimleri sağlamaktadır."

Bütüncül kanal yaklaşımı, yükseköğretimde öğrencilere modern, dijital öğrenme ortamlarında kişiselleştirilmiş, duyarlı ve tutarlı bir deneyim sunmayı amaçlar. Bu

sayede öğrenciler, farklı kanallar arasında kolayca geçiş yaparak tutarlı bir öğrenme ve hizmet deneyimi elde ederler.

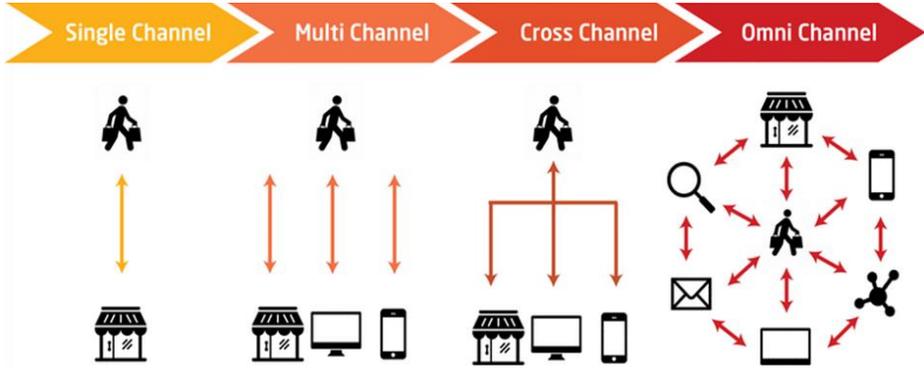
Bu çalışmanın amacı, yükseköğretimde bütüncül kanal stratejilerinin ve uygulamalarının nasıl eyleme geçirilebileceğine dair yeterli bir yol haritasının olmamasından kaynaklanan bir boşluğu doldurmaktır. Çalışmanın literatüre ilk katkısı, yükseköğretimdeki bütüncül kanal pazarlama konusundaki boşluğa dikkat çekerek, bu yaklaşımın öğrencilerle daha iyi bağlantı kurmaya, memnuniyetlerini artırmaya, daha geniş bir kitleye ulaşmaya ve öğrenme ortamının daha esnek ve mobil hale getirilmesine olanak sağlayacağını vurgulamaktır. İkinci katkısı ise, yükseköğretimde bütüncül kanal yaklaşımının önemi, uygulanması ve avantajlarının ayrıntılı bir şekilde ele alınması ve bunun yanı sıra, üniversitelere yönelik bir uygulama modelinin geliştirilmiş olmasıdır. İlk olarak bütüncül kanal pazarlama yaklaşımının temel prensipleri, yükseköğretimde dijital teknolojilerin önemi ve uygulama zorlukları, yükseköğretimde bütüncül kanal yaklaşım ve araçlarının avantajları ve başarılı uygulamalardan öğrenilen faktörler ele alınmıştır. Daha sonra, yükseköğretim kurumlarının bütüncül kanal yaklaşımını ve uygulamalarını sistemlerine nasıl entegre edebileceklerine ilişkin bir uygulama modeli tasarlanmıştır. Ayrıca, yükseköğretimde bütüncül kanal uygulaması için en iyi uygulamalar ve başarı faktörleri incelenerek, öğrenciler için başarılı bir dijital dönüşüm, tutarlı bir öğrenme ve hizmet deneyimi ve memnuniyeti sağlamak isteyen üniversitelere öneriler sunulmuştur.

Bütüncül Kanal Pazarlama Yaklaşımının Temel Felsefesi

Dijital teknolojiye gelişmeler işletmelerin iş yapma biçim modellerini değiştirdiği gibi tüketicilerin yaşam biçimi ve satın alma davranışlarında da değişikliğe neden olmuştur. Artık günümüz tüketicileri, alışverişlerini istedikleri yer, zaman, fiyat ve kalitede, kesintisiz ve sorunsuz bir şekilde deneyimlemek istemektedir. Bu nedenle, bilgi arama, satın alma veya satın alma sonrası alışveriş yolculuklarının her aşamasında müşteriler farklı kanallar ve temas noktalarını kullanmak istemektedirler (Weinberg, Parise ve Guinan, 2007). Bu duruma paralel olarak işletmelerde tüketicilerle sürdürülebilir ilişki kurmak amacıyla tüketicilerin alışveriş yolculukları süresince çok fazla iletişim ve dağıtım kanalları sunma eğilimindedirler. Bu durum geleneksel tek kanalın bütüncül kanallı perakende modeline evrilmesini destekleyen bir durumdur (Verhoef vd., 2015).

Yalnızca tek bir dağıtım seçeneği aracılığıyla müşterilere ulaşma yaklaşımı ile ifade edilen tek kanal (single channel) stratejisi, bilgi iletişim teknolojilerindeki gelişmelere bağlı olarak çoklu kanal (multi channel), çapraz kanal (cross channel) ve bütüncül kanal (omnichannel) yaklaşımına evrilmiştir (Şekil 1). Dijital teknolojilerdeki gelişmeler sayesinde perakendeciler artık çevrimiçi web siteleri, akıllı telefon uygulamaları, sosyal medya ve fiziksel mağazalar dahil olmak üzere çeşitli kanallar aracılığıyla müşterilere ürün ve hizmetler sunabilmektedir (Aswani vd., 2018; Sun vd., 2020). Çok kanallı alışveriş davranışları, tüketiciler karar verme sürecinin her aşamasında farklı kanalların satın alma maliyetlerini ve faydalarını değerlendirdiklerinde ortaya çıkmaktadır (Shankar & Jain, 2021). Bilgi toplama, alternatifleri değerlendirme ve satın alma, tüketicilerin en çok zamanını ve enerjisini alan karar verme sürecinin üç temel aşamasını oluşturmaktadır (Simon, 1959). Kanal avantajları (kanal özellikleri olarak), farklı karar aşamalarında tüketicilerin kanal seçimlerini etkilemektedir (Shankar & Jain, 2021). Tüketiciler, alışveriş deneyiminin bir parçası olarak, verimlilik, rahatlık, bilgi kullanılabilirliği, müşteri hizmetleri ve duyuşal deneyim gibi optimum deneyimi elde

etmek için farklı kanal avantajlarından yararlanmak amacıyla çeşitli tamamlayıcı kanal kombinasyonlarını kullanmaktadır (Zhu vd., 2018).



Şekil 1. Kanal Stratejileri

Kaynak: Fog, 2023: 1.

Tek kanal yaklaşımında işletmeler tüketicilere tek bir kanaldan ulaşmaktadırlar ve başka seçenek mevcut değildir. Çok kanallı yaklaşımda ise müşterilerle iletişim kurmak için birden fazla, birbiriyle entegre olmayan kanalın kullanımı söz konusudur. Bu yaklaşım ürün veya hizmeti pazarlama stratejisinin merkezine koyar ve kanallar bu mesajı bireysel olarak iletmek için çalışır. Her kanal ayrı ayrı işlev gördüğünden, müşterilerin istedikleri bilgileri bulmak için o belirli kanala gitmeleri gerekmektedir. Çapraz kanalda ise müşteriler, kısmi kanal etkileşimini gerçekleştirebildikleri veya işletmelerin kısmi kanal entegrasyonunu kontrol edebildikleri birden çok veya tüm ortak kanallar üzerinden ürün veya hizmet satın alabilirler (Beck & Rygl, 2015: 175). Bütüncül kanal ise, çok sayıda birbirleriyle entegre kanalı ve müşterilerin kanallar arasında kolaylıkla geçiş yapabildiği, kesintisiz ve sorunsuz bir müşteri deneyimini ifade etmektedir. Bu yaklaşımın temelinde, tüm kanalların bir arada çalışması ve müşterilere birleşik bir hizmet sunulması yatmaktadır. Bütüncül kanal pazarlama stratejisi, tüketicilerin alışveriş yolculuklarına odaklanır ve müşterilerin önce bir kanaldan başlayarak daha sonra başka kanallara veya kanallar arasında kesintisiz geçiş yapmalarına olanak tanır. İşletmeler, bütüncül kanal stratejisi sayesinde müşterileriyle farklı kanallarda etkileşim kurarak ve müşterilerin beklentilerini karşılayarak büyük avantajlar elde ederler (Fontanella, 2022).

Bu değişim ve dönüşüm, tüketicilerin yaşam tarzlarını ve satın alma davranışlarını da değiştirmiştir. Artık müşteriler alışveriş yolculukları süresince daha fazla güce ve kontrole sahiptirler (Stein & Ramaseshan, 2016). İsteddiği zaman ve istediği şekilde bir markayla etkileşime geçebilirler (Hübner vd., 2016). Tüketiciler, alışveriş yolculukları boyunca istedikleri yer ve zamanda, istedikleri fiyat, miktar ve kalitede ürünlere kolayca ulaşarak kesintisiz bir alışveriş deneyimi istemektedirler. Bu gelişmelerin merkezinde olan işletmeler, tüketicilerin alışveriş yolculukları süresince bilgi arama, satış ve dağıtım, satın alma sonrası faaliyetler için çok sayıda kanal sunmak zorunda kalmışlardır. Günümüz tüketicileri, alışveriş yolculukları süresince sunulan kanalları kullanabilmekte, kanallar arasında geçiş yapabilmekte ve böylece kesintisiz bir alışveriş deneyimi yaşayabilmektedirler. Bu bağlamda, bütüncül yaklaşımı benimseyen ve kanallar arasındaki entegrasyonu ifade eden omnichannel, günümüz perakendecileri için büyük avantajlar sunmaktadır (Gomez, 2023; Marketing Evolution, 2023).

Dağıtım ve iletişim kanallarının ve mobil cihazların artması, müşterilerin sayısız temas noktası aracılığıyla işletmelerle bağlantı kurmasını, ihtiyaçlarını ve tercihlerini kişiselleştirmesini sağlamıştır (Cassab & MacLachlan, 2009; Farah & Ramadan, 2017; Grewal vd., 2016). Latince kökenli “omni” kavramı “tüm” veya “evrensel” anlamlarına gelmektedir (Juaneda-Ayensa vd., 2016). “omnichannel” ise “tüm kanalların birlikteliği” olarak ifade edilmektedir (Lazaris & Vrechopoulos, 2014). Bütüncül kanal (omnichannel) perakendeciliği, tüm müşteri temas noktalarını birleşik ve bütünsel bir deneyime entegre ederek geleneksel perakendeciliği dönüştürdüğü ifade edilebilir. Verhoef vd. (2015) bütüncül kanal yönetimini, “kanallar arasındaki müşteri deneyiminin ve kanallar üzerindeki performansın optimize edildiği, çok sayıda mevcut kanalın ve müşteri temas noktalarının sinerjik yönetimi” olarak tanımlamaktadır. Bütüncül kanal perakendecilik, müşterilerin alışveriş deneyimini zenginleştirmek için farklı kanalları birleştirerek, çevrimiçi ve çevrimdışı, fiziksel ve mobil cihazları tek bir platformda birleştirerek (Verhoef vd., 2015) müşteri deneyimine öncelik verir. Hübner vd. (2016)’e göre, müşterilere sorunsuz bir alışveriş deneyimi sunmak amacıyla çevrimiçi ve çevrimdışı ortam engellerini ortadan kaldırarak, bütüncül kanal perakendeciliği ile müşteriler daha fazla satın alma fırsatına sahiptirler. Müşteriler, kalite ve fiyatı karşılaştırmak, çevrimiçi sipariş vermek ve teslimat seçeneklerini belirlemek için ürün veya hizmet aramada esneklik (Sengupta, 2014) gibi faktörler nedeniyle farklı kanalları kullanmak istemektedirler (Lazaris & Vrechopoulos, 2014; Chopra, 2015). Bütüncül kanalda müşteriler özgürce hareket etmektedirler ve birden fazla kanal ve temas noktası arasında sorunsuz seyahat beklemektedirler (Huré vd., 2017; Melero vd., 2016). Bu gelişmeler müşterilerin işletmelere yönelik davranış ve beklentilerini değiştirmiştir. Artık günümüz müşterileri farklı kanalları aynı bilgilere, tekliflere ve ilgiye erişmenin farklı yolları olarak algılamaktadırlar (Juaneda-Ayensa vd., 2016; Peltola vd., 2015; Rodríguez-Torrico vd., 2017). Müşteriler, etkileşimlerini kanallarla değil markayla ilişkilendirmektedirler (Piotrowicz & Cuthbertson, 2014). Müşteriler kanal tercihleri bakımından farklılaştıklarından ve alışveriş yolculukları süresince birden çok kanalı kullanabildiklerinden dolayı işletmeler kanal portföylerini çeşitlendirmek ve müşterileriyle etkileşim kurmak için çok kanallı bir strateji benimsemek zorunda hissetmektedirler (Beck & Rygl, 2015; Kozlenkova vd., 2015).

Bütüncül kanal stratejisi tüketicilerin alışveriş yolculuklarında önce bir kanaldan başlayarak daha sonra başka kanallara veya kanallar arasında kesintisiz geçiş gerçekleştirmelerine odaklanır. Bütüncül kanal pazarlama ile ilgili olarak kanallar arasındaki etkileşimi ve iş birliğini geliştirme süreci (Zhang vd., 2018) olarak ifade edilen kanal entegrasyonu, farklı kanallar arasında sorunsuz ve birleşik bir hizmet deneyimi sağlama yeteneği olarak ifade edilen entegrasyon kalitesi (Sousa & Voss, 2006) ve kanalların yönetimi konuları ön plana çıkmaktadır. Bütüncül kanallı ortamlarla ilgili zorluklar ise kanal entegrasyonu, kanal yönetiminde değişiklik, teknoloji yatırımı, geliştirme ve uygulaması, müşteri merkezlilik, fiziksel kanalın optimizasyonu ile ödeme sistemleri olarak ifade edilebilir (Simone & Sabbadin, 2018: 89).

Yükseköğretimde Dijital Teknolojilerin Önemi ve Uygulamadaki Zorluklar

Son yıllarda yükseköğretimde dijitalleşme önemli bir yer edinmiş ve vazgeçilmez bir hale gelmiştir. Eğitim kurumları, dijital dönüşüm sayesinde inovatif öğretim ve öğrenme yöntemleri sunarak, öğrencilere daha esnek ve geniş bir öğrenim deneyimi sağlamaktadır (Yükseköğretim Kalite Kurulu, 2020).

Dijital teknolojilerin entegrasyonu, öğretim ve öğrenme süreçlerinin verimliliğini artırabilir ve öğretim elemanlarına öğrencilerin bireysel takibinde destek sağlayabilir. Ayrıca, öğrenmenin kişiselleştirilmesi ve gerçek zamanlı geri bildirim sağlanması gibi olanaklar sunarak, öğrencilerin başarı oranını artırabilir. Bununla birlikte, dijital teknolojilerin yükseköğretimde uygulanmasıyla başa çıkılması gereken birçok zorluk da bulunmaktadır (Brown & Adler 2008; Connolly vd., 2006; Greenhow vd., 2009; Kamenetz, 2010; Knight, 2009; Njenga & Fourie, 2008; Sürer, 2020).

Dijital teknolojilerin yükseköğretimde kullanımı özenli bir planlama, hazırlık ve eşit erişim gerektirir. Öğrencilerin ihtiyaçlarına uygun olarak ve öğrenme hedeflerini destekleyecek şekilde teknolojinin kullanılması önemlidir (Fraser-Krauss, 2022). Bununla birlikte, tüm öğrencilerin gerekli teknolojilere erişebilmesi zorlu bir durumdur ve finansal durumları veya yaşadıkları yere bakılmaksızın tüm öğrencilerin erişebileceği bir şekilde tasarlanmalıdır.

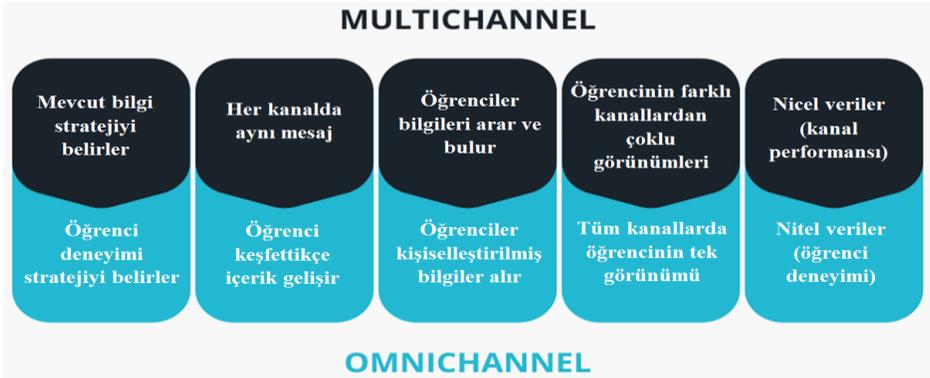
Ana zorluklardan biri, yeni teknolojileri kabul etmek için gereken kültürel değişimdir (Kuali, 2022). Fakülte ve personel bu değişikliklere direnç gösterebilir ve öğrenciler de yeni öğrenme yöntemlerine hazır olmayabilir (Aldhafeeri & Male, 2019). Başka bir zorluk da, dijital dönüşüm için belirgin bir stratejinin olmamasıdır. Kurumların, dijital teknolojilerin öğretimi, öğrenimi ve araştırmayı geliştirmek için nasıl kullanılacağına dair net bir vizyonu olması gerekmektedir (Fraser-Krauss, 2022). Teknik altyapının kalitesi ve erişilebilirliği diğer önemli zorluklardan biridir. Dolayısıyla üniversiteler gerekli donanım ve teknik uzmanlığa sahip olmalıdır (Fraser-Krauss, 2022; Kuali, 2022). Öğretim elemanları ve öğrencilerin dijital teknolojileri kullanma konusunda yeterli bilgi ve deneyim düzeylerine sahip olmaları için eğitim ve destek sağlanmalıdır. Ayrıca, dijital öğrenme ortamlarına uygun öğretim içeriklerinin geliştirilmesi ve öğrencilere dijital beceriler öğretme sorumluluğu önemlidir (Fraser-Krauss, 2022). Gizlilik ve güvenlik politikaları, öğrencilerin özel hayatlarını ve verilerini korumak için göz önünde bulundurulmalıdır (Burroughs, 2021; Office of Educational Technology, 2023; Sadler, 2020). Dijital teknolojilerin uygulanmasında, farklı yetenek ve ihtiyaçlara sahip öğrencilerin çevrimiçi kaynaklara erişimleri ve engelsiz öğrenim imkânları da önemli unsurlardır. Bu şekilde, teknoloji eşitlikçi bir biçimde entegre edilerek, yükseköğretimde başarılı bir dijital dönüşüm sağlanabilir (Coleman & Berge, 2018; Moser & Bezyak, 2023; National Federation of the Blind, 2023).

Yükseköğretimde Bütüncül Kanal ve Çoklu Kanal Yaklaşımları Arasındaki Temel Fark Nedir?

Yükseköğretim özelinde bütüncül kanal (omnichannel) yaklaşımını açıklarken, çoklu kanal (multichannel) yaklaşımını açıklamak ve bununla karşılaştırmak konunun daha iyi anlaşılmasına yardımcı olabilir. Basit bir ifadeyle, çoklu kanal yaklaşımı, bir işletmenin pazarlama faaliyetlerini birden fazla kanaldan yaptığı anlamına gelir (Cambridge Dictionary, 2023; Lutkevich, 2023). Örneğin, ilaç şirketleri dijitalleşme yolunda web siteleriyle başlayarak, daha sonra diğer pazarlama araçları olarak e-detaylandırma gibi kanalları eklerler. Bu kanallar genellikle kademeli olarak oluşturulduklarından bağımsız olarak kullanılabilir şekilde tasarlanmışlardır. Kanalların bağımsız olarak çalışıyor olmaları, içeriklerin genellikle aynı olmalarına neden olur. Çoklu kanal yaklaşımında, sağlık profesyonellerinin ihtiyaç duydukları bilgileri kendilerinin arayıp bulduğu varsayılır (Koyuncuoğlu, 2022).

Bütüncül kanal yaklaşımı ise, bütüncül pazarlama ekosistemi olarak tanımlanabilir (Ambavle, 2023; Team Mediaocean, 2022). Bu pazarlama stratejisinde bir dizi bağımsız kanal yerine, kanallar birbirine bağlı ve birlikte çalışmak üzere geliştirilmiş bütüncül pazarlama yaklaşımı olarak görülür. Bütüncül kanal pazarlama stratejisinde, pazarlama kanallarındaki içerik tekrarlanmaz ve birbiriyle uyumlu olarak tasarlanır. Yükseköğretimde bütüncül kanal yaklaşımı, öğrenci odaklı bir çalışmayı olanaklı kılar ve öğrenci özelliklerine ve ihtiyaçlarına göre içerikler düzenlenir. Bir başka deyişle, yükseköğretimde bütüncül kanal yaklaşımı, öğrencilere sorunsuz bir deneyim sağlamak için birden çok temas noktasını ve teknolojiyi entegre eden bir öğrenme yaklaşımı anlamına gelir (Kirschner, 2021). Sınıfta tanıtılan kavramları pekiştirmek için çevrimiçi ve çevrimdışı çeşitli kanalları kullanmayı içerir (Khurma, 2021). Bütüncül kanal araçları, öğrencilerin kurumla iletişim kurarken tüm kanallara sahip olmalarını sağlayarak, sorunlarını çözmelerini kolaylaştırır. Eğitim kurumlarında bütüncül kanallı uygulama, verilerin işlenmesi için toplanmasına ve saklanmasına olanak tanır (Belandria, 2022). Özetle, yükseköğretimde bütüncül kanal yaklaşımı, veri analizine daha fazla önem verir ve tüm kanallar birbiriyle entegre şeklinde öğrencilere daha tutarlı, sürekli ve kişiselleştirilmiş bir öğrenci deneyimi sunar.

Yükseköğretim özelinde çoklu kanal (multichannel) ve bütüncül kanal (omnichannel) yaklaşımları arasındaki 5 temel fark, şu şekilde özetlenebilir (Şekil 2):



Şekil 2. Yükseköğretimde Çoklu Kanal (Multichannel) ve Bütüncül Kanal

(Omnichannel) Yaklaşımlarının 5 Temel Farkı

Kaynak: Anthill (2022)'den uyarlanmıştır.

(1) *Üniversite Stratejisi*: Çoklu kanal yaklaşımı, üniversitenin mevcut bilgilere ve stratejilere dayanırken, bütüncül kanal yaklaşımı öğrenci deneyimlerine dayalı stratejileri benimsemektedir.

(2) *İçerik ve Mesaj*: Çoklu kanal yaklaşımında, her kanalda aynı mesaj ve içerikler kullanılırken, bütüncül kanal yaklaşımında öğrencilerin ihtiyaçlarına ve özelliklerine göre içerik ve mesajlar değiştirilebilmektedir.

(3) *Kişiselleştirme*: Çoklu kanal yaklaşımında öğrenciler, ihtiyaç duydukları bilgileri kendileri ararken, bütüncül kanal yaklaşımında, veri madenciliği yoluyla kişiselleştirilmiş bilgiler sunulmaktadır.

(4) *Öğrenci Profili*: Çoklu kanal yaklaşımında her kanal kendi öğrenci profili görünümüne sahipken, bütüncül kanal yaklaşımında tüm kanallarda tek bir öğrenci profili belirlenir.

(5) *Amaç*: Çoklu kanal yaklaşımı, kanal performansına odaklanırken, bütüncül kanal yaklaşımı mükemmel öğrenci deneyimi hedeflemektedir.

Şekil 2 bütüncül kanal yaklaşımının yükseköğretimde nasıl uyarlandığını ve çoklu kanal yaklaşımı ile farklılıklarını göstermektedir. Georgia State University (2023), MIT Omnichannel Education Lab (2023) ve McCue (2019) gibi kaynaklar, yükseköğretim sektöründe bütüncül, çok kanallı yaklaşımın benimsenmesinin, üniversitelerin öğrencilerine ulaşmaları ve sundukları hizmetleri etkin bir şekilde sunmaları için gerekliliğini vurgulayarak, sektörde bir dönüşüm süreci olduğunu göstermektedir.

Yükseköğretimde Bütüncül Kanal Yaklaşımı ve Avantajları

Yükseköğretimde dijital kanalların kullanımı, öğrencilerin bilgi arama ve internet üzerinden başvuru yapma sayısının artması nedeniyle giderek daha önemli hale gelmektedir. Bütüncül kanal stratejilerinin kullanımı, üniversitelere mesajlarını farklı kanallar aracılığıyla yayma ve daha geniş bir kitleye ulaşma imkânı vermektedir. Ayrıca üniversiteler, öğrencilerin deneyimlerini çeşitli kanallar üzerinden kesintisiz ve tutarlı bir şekilde sunarak iyileştirebilirler (Kirschner, 2021). Çevrimiçi ve çevrimdışı kanalların entegrasyonu sayesinde öğrenciler her zaman ve her yerden ihtiyaçları olan bilgilere erişebilirler (Belandria, 2022).

Yükseköğretimde bütüncül kanal yaklaşımının bir başka avantajı da kişiselleştirme imkânıdır (Ralhan, 2022). Veri analizi araçlarının kullanımıyla, üniversiteler öğrencilerin davranışlarını ve ihtiyaçlarını daha iyi anlayarak onlara özelleştirilmiş bilgi ve teklifler sunabilirler. Bu sayede, öğrenci kazanım ve sadakat stratejileri geliştirilebilir ve daha yüksek bir öğrenci memnuniyeti sağlanabilir (Belandria, 2022). Bu durum da üniversitelere rekabet avantajı sağlayacaktır.

Üniversiteler, mesajlarını öğrencilerin ihtiyaçları ve ilgi alanlarına göre kişiselleştirerek, öğrencilerin güvenini kazanıp uzun süreli ilişkiler kurabilirler. Yükseköğretimde bütüncül kanal yaklaşımının bir diğer faydası, üniversitelerin hedeflerine ulaşmalarına ve bütçelerini daha etkili bir şekilde kullanmalarına yardımcı olabilmesidir. Üniversiteler, aktivitelerini farklı kanallara dağıtarak daha geniş bir kitleye ulaşabilirler ve potansiyel öğrencileri kazanma şanslarını artırabilirler. Verileri analiz ederek, üniversiteler ayrıca kampanyaların etkinliğini ölçebilir ve stratejilerini buna göre optimize edebilirler. Bütüncül kanal yaklaşımı, yükseköğretim kurumları için birçok avantaj sağlamaktadır. Bu avantajlar aşağıdaki şekilde özetlenebilir.

Gelişmiş Öğrenci Bağlılığı ve Memnuniyeti

Bütüncül kanal stratejilerinin uygulanması, yükseköğretim kurumlarının öğrenci bağlılığını artırmalarına ve öğrenci memnuniyetini yükseltmelerine olanak tanır. Öğrenciler, farklı kanallar ve platformlar aracılığıyla erişilebilir hale gelir, bu da öğrencilerle daha iyi etkileşim ve daha güçlü bir bağ kurulmasına yardımcı olabilir. Kişiselleştirilmiş ve hedefe yönelik iletişim yoluyla öğrenciler bireysel olarak hedeflenebilir ve böylece kendilerini değerli ve ciddiye alınmış hissedebilirler (Lim, 2022; Samantha, 2022).

Kitle Ulaşımının ve Hedef Kitlenin Artırılması

Bütüncül kanal yaklaşımı, yükseköğretim kurumlarının kitlelerine ulaşımını artırmasına ve daha geniş bir hedef kitlenin ilgisini çekmesine olanak sağlar. Farklı kanallar ve platformların kullanımıyla, potansiyel öğrenciler farklı seviyelerde

ulaşılacakları farklı yerlerde bulunurlar ve sosyal medya, çevrimiçi reklamlar, e-posta pazarlaması veya broşür ve afişler gibi araçlar üzerinden daha geniş bir hedef kitleye hitap ederek, öğrencilerin daha fazla farkında olmaları ve yükseköğrenim için karar vermelerine yardımcı olabilir (Raol, 2021).

Esneklik ve Öğrenme Ortamının Mobilitesinin Artırılması

Bütüncül kanal yaklaşımı ile yükseköğretim kurumları, esnek ve mobil bir öğrenme ortamı sağlayabilirler. Öğrenciler, farklı kanallar ve platformlar aracılığıyla ders materyallerine ve kaynaklarına erişebilirler. Bu, öğrencilerin her zaman ve her yerden öğrenebilmelerini (ubiquitous learning) sağlar ve daha iyi bir esneklik ve hareketliliğe yol açar (HolonIQ, 2021; Kirschner, 2021; O'Rourke, 2023; Viano, 2023).

Bütüncül kanal yaklaşımı, genel olarak yükseköğretimde hem kurumlar hem de öğrenciler için büyük faydalar sağlayabilecek birçok avantaj sunar.

Yükseköğretimde Bütüncül Kanal Araçlarının Avantajları

Bütüncül kanal araçları, eğitim kurumları için birçok avantaj sağlar ve öğretim elemanları, çalışanlar ve öğrenciler arasındaki iletişimi geliştirerek, tanıtım faaliyetlerinin etkinliğini artırabilir. Yükseköğretimde bütüncül kanal araçlarının avantajları şu şekilde sıralanabilir (Belandria, 2022):

Eğitim kurumları için bütüncül kanal araçlarının başlıca avantajlarından biri, birden fazla kanal üzerinden birleşik ve tutarlı bir iletişim sağlama olanağıdır. Bu, öğrencilerin ve çalışanların e-posta ve sosyal medya gibi farklı yollarla ulaşabileceği anlamına gelir. Böylece, tüm tarafların önemli bilgileri fark etme ve anlama şansları artırılmış olur. Bir diğer avantaj, kişiselleştirilmiş deneyimler sunma olanağıdır. Veri analizi araçlarının kullanımı, eğitim kurumlarının öğrencilerin ve çalışanların farklı kanallarla nasıl etkileşim kurduklarını daha iyi anlamalarına yardımcı olabilir. Bu durum, alıcıların özel ihtiyaçlarına ve ilgilerine göre uyarlanmış içerik ve teklifler sunmalarını sağlar. Bir başka avantaj ise, öğrenci katılımını artırmaktır. Bütüncül kanal iletişim entegrasyonu ile öğrenciler, kurumla etkileşimlerini artıracabilecekleri farklı yollarla iletişim kurabilirler. Bazı üniversiteler, öğrencilere özel destek ve tavsiyeler sunmak için bütüncül kanal araçlarını kullanmışlardır, bu da başarı şanslarını artırabilir.

Yukarıda belirtilen avantajlara ek olarak, bütüncül kanal araçları üniversitelerin tanıtım faaliyetlerinin etkinliğini de artırabilir. Veri analizi araçlarının kullanımı, eğitim kurumlarının hangi iletişim kanallarının öğrencilere ulaşmak ve onları başvurmaya veya kaydolmaya teşvik etmek için en etkili olduğunu daha iyi anlamalarını sağlayabilir (Belandria, 2022).

Üniversiteler, sohbet robotları veya canlı sohbet gibi başka araçları da kullanarak daha fazla seçenek sunabilirler. Öğrenciler veya başvuru sahipleri için, kurum web sitelerinde sohbet robotları önemli bir seçenek olabilir. Bu robotlar, ders programları, sıkça sorulan sorular ve değiştirilemez bilgiler gibi bilgileri paylaşmak için kullanılabilir. Canlı sohbetler ise kurum destek ekibi için son derece yararlıdır. Özellikle kurumun işleyişi hakkında daha fazla bilgiye ihtiyaç duyan başvuru sahiplerinin taleplerini ele alabilirler. Ayrıca, canlı sohbetler öğrenciler ve öğretim elemanları arasındaki iletişim için de yararlıdır. Ancak unutulmamalıdır ki, ticarete müşteri hizmetleri 7/24 mevcut olmalıdır, ancak eğitimde bir öğretmen o kadar uzun süre mevcut olamaz. Dolayısıyla uygun düzenlemelerle, sorunların çözülmesi için canlı

sohbet vb. araçlar etkili bir araç olabilirler (Belandria, 2022).

Bir kurumun başarısı için bilgi en önemli unsurdur ve eğitim kurumları da bunun bir istisnası değildir. Bütüncül kanal uygulaması, eğitim kurumlarında veri toplanmasına ve işlenmesi için depolanmasına izin verir. Bu sayede, gelecekteki süreç ve iş akışı iyileştirmeleri planlanabilir. Örneğin, bir üniversitenin fizik dersi için oluşturduğu çevrimiçi platformda, öğrencilerin çoğunun “momentum konsepti” ile ilgili sorular sorduğunu fark edelim. Yapay zekâ bu tekrarlanan soruları tespit ederek eğitimcileri bu konuda bir bilgi boşluğu olduğuna dikkat çeker. Böylece eğitimciler, bu konuya daha fazla ilgi gösterebilir, ders materyalini güncelleyebilir veya ek açıklayıcı videolar ekleyebilir. Aynı zamanda, öğrencilere “momentum” konsepti ile ilgili ek okuma materyali ve online kaynaklar sunarak bu bilgi boşluğunu doldurabilir (Belandria, 2022).

Bütüncül kanal araçları kullanarak yükseköğretim kurumunun yeni kayıt oranı artırılabilir. Üniversiteler, çevrimiçi kanalları için stratejiler geliştirebilecekleri gibi çevrimdışı kanallar için de geliştirebilirler. Ayrıca toplanan verileri doğru şekilde yorumlayarak aday öğrencilerin ne istediğini ve gereksinimleri daha iyi anlayabilirler ve böylece daha fazla başvuru çekebilirler.

Yükseköğretimde Başarılı Bütüncül Kanal Uygulamaları

Bütüncül kanal stratejisinin yükseköğretimde başarılı bir şekilde uygulanması, net bir yol haritası ve özenli bir stratejik yaklaşım gerektirir. Yükseköğretimde bütüncül kanal yaklaşımı ile başarı elde etmek için başarılı örnek uygulamalara bakmak yararlı olabilir.

Bütüncül kanal stratejisi uygulayan üniversiteler hakkında çok fazla bilgi mevcut değildir. Bazı üniversiteler bütüncül kanal stratejiler uygulamakta, ancak bu kamuya duyurulmadığı için kapsamlı bir liste sunmak mümkün olmamaktadır. Ancak birçok üniversitenin, öğrencilerinin deneyimlerini geliştirmek ve daha verimli iletişim kurmak için dijital teknolojiler ve stratejiler kullandığı bilinmektedir. Hangi üniversitenin bütüncül kanal stratejisi uyguladığını anlamak için uygulamalarına yakından bakmak gerekiyor.

Bu örneklerden biri, Georgia State Üniversitesi’dir. Üniversitenin pazarlama ve iletişim ofisi, öğrencilerin ihtiyaçlarını merkezine alan başarılı bir bütüncül kanal stratejisi geliştirdi ve e-posta, sosyal medya, SMS ve kendi mobil uygulaması gibi çeşitli kanalları kullanarak hedef kitlesine ulaşmaktadır. Bu strateji sayesinde Georgia State Üniversitesi, öğrenci bağlılığını ve memnuniyetini artırarak, sosyal medyadaki varlığını da artırmış oldu (Georgia State University, 2023).

Bir diğer örnek ise, MIT Bütüncül Kanal Eğitim Laboratuvarı, yeni eğitim çağında öncü yenilik ve uygulamalara odaklanmaktadır. Misyonu, bu yeni eğitim ve öğrenim çağının liderleri için yenilik ve uygulamaya öncülük etmektir. MIT Bütüncül Kanal Eğitim Laboratuvarı, kampüs, iş yeri ve evde eğitimde devrim yaratan bir dünya hayal ediyor. Eğitimciler, isteyen her birey için çevrimiçi, eşzamanlı veya eşzamansız ve yüz yüze yüksek kaliteli, yüksek etkili çok kanallı öğrenme programları sunarak herhangi bir yerde öğrenme imkânı sağlıyorlar (MIT Omnichannel Education Lab, 2023).

Bir başka uygulama, Austin Teksas Üniversitesi’ne aittir. 1896’da kurulan Austin Teksas Üniversitesi kampüs mağazası, gelirinin yaklaşık dörtte üçünü giyim, aksesuar ve hediyeler gibi genel ürünlerden elde etmektedir. Kooperatifin gelirinin geri kalanı, ders kitapları ve diğer ders materyalleri gibi genellikle bir üniversite kitapçısıyla

ilişkilendirilen ürünlerden gelmektedir. Kooperatif, üniversiteden bağımsız olmakla birlikte, tüm kârı öğrenciler için bursları, öğrenci ve fakülte araştırmaları için hibeleri, öğrenci etkinliklerini, öğrenci organizasyonlarını ve öğrencilere ders materyallerinde %5 indirim sunan bir üyelik programını finanse etmektedir. Her yıl kârın nasıl dağıtılacağına kooperatifin yönetim kurulu karar vermektedir. Kooperatifin pazarlama ve satıştan sorumlu başkan yardımcısı Leslie Smith şunları dile getirmektedir (McCue, 2019):

“Çeşitlerimiz gerçekten topluluğumuzun isteklerini ve kendi tarzımızı yansıtıyor. Toplumun ihtiyaçlarını karşılayan benzersiz okul, ders ve sanat malzemeleri ve hediye ürünler yelpazesine sahibiz. Dijitalleşme ile kitap satışlarının düşmesi, çevrimiçi siparişlerin artması ve platformların kendi aralarındaki uyumsuzlukları, bizi bütüncül kanal yaklaşımını destekleyen sistemlerin kullanılmasına itmiştir. Yeni sistem sayesinde faaliyetlerimizin verimliliği büyük ölçüde artmıştır. Önceden kanallarımız bağımsız idi, yeni sistemde tüm kanallar tek platform üzerindeki değişiklikleri birleştiriyor ve bu bize bilgilerde tutarlılık ve verimlilik sağlıyor.”

Üniversite kampüs mağazası, bütüncül kanal sistemi sayesinde birkaç yıl içinde verimliliği en üst düzeye çıkarmak için çevrimiçi satışları artırmaya ve operasyonları iyileştirmeye odaklanmaktadır (McCue, 2019).

Dünyada ve Türkiye’de bazı üniversitelerin ders müfredatlarında ya da öğrencilerin önerdikleri start-up fikirlerindeki gibi bütüncül kanal stratejisi yükseköğretim kurumlarının farklı alanlarında yer aldığı görülmektedir. Dünyadan bazı üniversiteler şunlardır: Phoenix Üniversitesi (ABD), Açık Üniversite (İngiltere), Liverpool Üniversitesi (İngiltere), Edinburgh Üniversitesi (İngiltere), Royal Melbourne Teknoloji Enstitüsü (Avustralya), Auckland Üniversitesi (Yeni Zelanda), Barselona Üniversitesi (İspanya), Paris Descartes Üniversitesi (Fransa), Alberta Üniversitesi (Kanada). Türkiye’de dijital teknolojileri ve bütüncül kanal yaklaşımlarını eğitim süreçlerine entegre eden en bilinen üniversitelerden bazıları Sabancı Üniversitesi, Koç Üniversitesi ve İstanbul Teknik Üniversitesi’dir.

Bütüncül Kanal Uygulamalarından Elde Edilen Temel Çıkarımlar

Başarılı bütüncül kanal stratejilerinin uygulanmasından çıkarılabilecek dersler ve başarı faktörleri vardır. Öğrencilerin ihtiyaç ve tercihlerinin analizi önemlidir. Hedef kitlenin tercih ettiği kanallara odaklanarak daha yüksek etki ve aynı zamanda esneklik ve mobilite sağlanabilir. Ayrıca, uygun bütüncül kanal stratejileri ve teknolojilerinin seçimi ve başarılı bir şekilde uygulanması da önemlidir. Bununla birlikte stratejilerin ve teknolojilerin üniversitenin ihtiyaçları ve hedefleri doğrultusunda belirlenmesi ve başarılı bir uygulama için öğretim elemanların ve personelin dijital teknolojileri kullanmada eğitilmesi ve desteklenmesi gereklidir.

Örneğin, bir üniversite, anket sonuçlarına dayanarak yükseköğretimde en aktif sosyal medya kullanıcılarının 18-24 yaş aralığında olduğunu tespit etti. Bu bilgi, üniversitenin, sosyal medya reklamcılığı stratejilerini bu yaş grubuna odaklanarak optimize etmesine yardımcı olur. Günümüzde, bir Facebook reklam kampanyası, 18-24 yaş aralığındaki potansiyel öğrencilere doğrudan hedeflenebilir, böylece reklamın etkisi maksimize edilir. Özellikle bu yaş grubunun sosyal medya etkileşimi yüksek olduğundan, bütüncül kanal uygulamalarının yükseköğretim kurumlarına entegre edilmesi, bu genç demografikle daha etkili bir iletişim kurulmasını sağlar (Belandria, 2022).

Yükseköğretimde Bütüncül Kanal Uygulamalarının Başarı Faktörleri

Yükseköğretimde bütüncül kanal uygulamalarının başarılı bir şekilde hayata geçirilmesi, öğrencilerin ihtiyaçlarını ve beklentilerini karşılamak ve aynı zamanda başarılı bir iletişim stratejisi sağlamak için dikkatli planlama ve uygulama gerektirir. Aşağıda, yükseköğretimde bütüncül kanal uygulamalarının en önemli başarı faktörleri açıklanmaktadır.

Öğrenci İhtiyaçları ve Tercihlerinin Analizi

Yükseköğretimde başarılı bir bütüncül kanal stratejisi uygulamak için, öğrencilerin ihtiyaçlarını ve tercihlerini anlamak son derece önemlidir. Kapsamlı bir analiz, öğrencilerin tercih ettikleri iletişim kanallarını, öğrenme stillerini ve tercihlerini belirlemeye ve uygun bütüncül kanal stratejilerini uygulamaya yardımcı olabilir (Chaudhary, 2020).

Uygun Bütüncül Kanal Stratejileri ve Teknolojilerin Seçimi ve Uygulanması

Yükseköğretimde iletişim faaliyetlerinin başarısı için doğru bütüncül kanal stratejileri ve teknolojilerinin seçimi son derece önemlidir. Farklı kanallar arasında sorunsuz bir iletişim ve etkileşim sağlayan ve aynı zamanda öğrencilerin tercihlerini ve ihtiyaçlarını dikkate alan bir strateji ve teknoloji kombinasyonu seçilmelidir (Caldwell, 2022; CBInsights, 2021).

Dijital Teknolojilerin Kullanımında Öğretim Elemanların ve Personelin Eğitimi ve Desteklenmesi

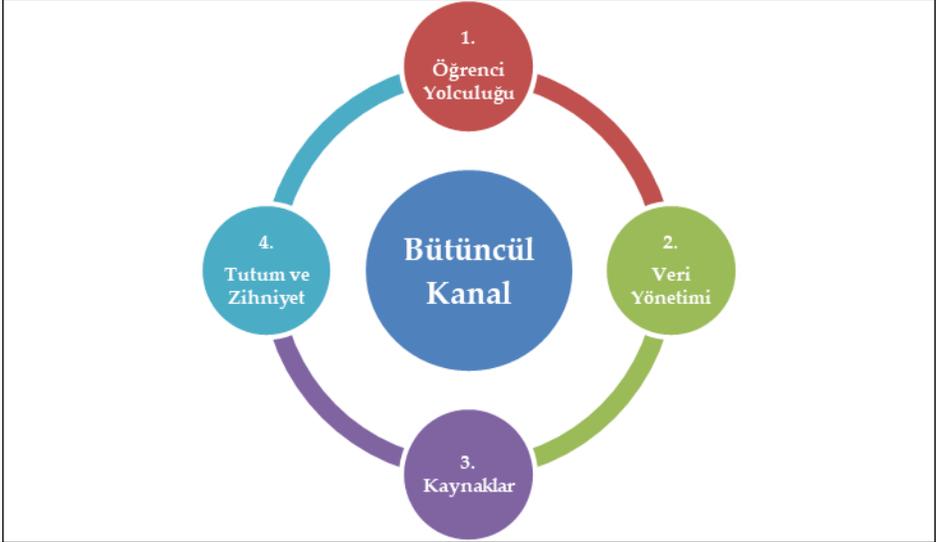
Yükseköğretimde bütüncül kanal yaklaşımının başarılı bir şekilde uygulanması, dijital teknolojilerin kullanımı konusunda öğretim elemanları ve personelin kapsamlı bir eğitim ve destek almasını da gerektirir. Eğitimler ve atölye çalışmaları aracılığıyla öğretim elemanları ve personel, dijital teknolojileri etkili bir şekilde kullanarak öğrenme sürecini geliştirebilecekler ve öğrenciler için kesintisiz bir bütüncül kanal deneyimi sağlayabileceklerdir (Belandria, 2022; Martin vd., 2020).

Bütüncül kanal yaklaşımının başarılı bir şekilde uygulanması, öğrenci bağlılığı ve memnuniyetinin artırılması, erişim ve hedef kitle hedefleme alanının genişletilmesi, ayrıca öğrenme ortamının esnekliğinin ve mobilitesinin artırılması açısından kritik öneme sahiptir. Öğrenci ihtiyaçlarının ve tercihlerinin kapsamlı bir şekilde analiz edilmesi, uygun bütüncül kanal stratejileri ve teknolojilerinin seçimi ile dijital teknolojilerin kullanımı konusunda öğretim elemanları ve personelin eğitilmesi ve desteklenmesi, bu avantajların başarılı bir şekilde gerçekleştirilmesini sağlayacaktır.

Bütüncül Kanal Yaklaşımını Eyleme Geçirmek İçin Atılması Gereken Adımlar

Öğrenci yolculuğunun ilk adımı, öğrencilerin ihtiyaçlarını belirleyerek tüm etkileşimleri haritalamaktır. Bu adımda temas noktaları tanımlanır ve temel mesajlar iletilir. Ayrıca, mesajların etkisini ölçmek için performans göstergeleri belirlenir ve hangi kanalların kullanılacağına karar verilir. İkinci adım veri yönetimidir ve üniversite, verilerini işlemek için gerekli süreçleri belirlemelidir. Bu adım veri toplama, analiz ve yorumlama, bulguların kullanımı gibi adımları içerir. Üçüncü adım, yeni fikirleri test etmek ve uygulamak için çeşitli süreçleri belirlemeyi içerir. Bu, bir anlamda bütüncül kanal yönetimini ifade etmektedir. Üniversitenin dijital girişimlerini desteklemek için

gerekli araçları ve kaynakları oluşturması da önemlidir. Bunun yanı sıra, dijital araçları yönetmeye yardımcı olacak kişiler belirlenmelidir. Merkezi veri tabanı, verilerin uygun şekilde saklanması ve erişilmesi için gereklidir. Yazılım (otomasyon) sistemleri, süreçlerin yönetimi ve kontrolü için önemlidir. Son olarak, çalışanların bütüncül kanal yaklaşımına uygun şekilde hazırlanması amacıyla çalışanların eğitilmesi, yöneticilerin rol model olmaları, çalışanları motive etmek için teşvik mekanizmaları geliştirilmesi gibi konular düşünülmelidir.



1. Adım: Öğrenci Yolculuğu

Hedef kitle - Hedef kitle kim olmalı ve hangi ihtiyaçları var?

Temas noktaları - Hedef kitle ile hangi temas noktalarında etkileşime geçilmeli?

Mesaj - İlgili temas noktalarında hangi mesaj (kalite, güven vb.) verilmeli?

Kanallar - Mesaj hangi kanallar (arama motoru optimizasyonu, web sitesi, sosyal medya vb.) aracılığıyla verilmelidir?

Performans göstergeleri - Kullanılan araçların etkisi nasıl ölçülebilir?

2. Veri Yönetimi

Veri Toplamak - Hangi veriler nasıl toplanmalıdır?

Veri Analizi ve Yorumlama - Hangi bilgiler elde edilmek isteniyor? Bunun için hangi analizler yapılmalıdır?

Uygulama - Elde edilen bulgular nasıl uygulanır ve test edilir?

3. Kaynaklar

Dijital uzmanlık - Dijital süreçleri yönetebilecek yöneticiler ve dijital kanalları kullanabilecek çalışanlar var mı?

İçerik merkezi (content hub) - İçerikler nerede depolanabilir ve nasıl yönetilebilir?

Merkezi veritabanı - Farklı kanallardan gelen veriler nerede saklanır ve nasıl ilişkilendirilir?

Yazılım sistemi - Süreçleri yönetmek için hangi yazılım sistemleri kullanılabilir?

4. Tutum ve Zihniyet

Eğitim – Öğretim elemanları bütüncül kanal yaklaşımındaki rollerine nasıl hazırlanabilirler?

Liderlik - Yöneticiler, ekibini değişime hazırlamak için nasıl rol model olabilirler?

Motivasyon – Öğretim elemanları öğrencilerini motive etmek için neler yapılabilir?

Şekil 3: Bütüncül Kanal Yaklaşımını Eyleme Geçirmek İçin Dört Adım

Kaynak: Gabrielides (2021)'e dayanarak uyarlanmıştır.

Şekil 3'te gösterildiği gibi, ilk adım, eğitim profesyonellerinin karar verme süreçlerindeki tüm etkileşimleri haritalandırmaktır. İkinci adım veri madenciliğini içerir ve burada verilerin toplanma, işleme ve bilgi çıkarma süreçleri incelenir. Üçüncü adımda, gerekli altyapı kapasiteleri ve araçları oluşturma süreci yer alır. Son olarak, ilgili birimlerin tüm çalışanlarına bütüncül kanal stratejisini anlamaları ve benimsemeleri için eğitim verilir. Bu sayede, bütüncül kanal uygulamaları ve araçları doğru bir şekilde kullanılabilir hale gelir.

Sonuç, Tartışma ve Gelecek Çalışmalar İçin Öneriler

Bütüncül kanal yaklaşımı, tüketicilerin birden fazla kanalı kullanarak kesintisiz bir deneyim yaşamasına olanak sağlayan bir pazarlama stratejisidir. Bu yaklaşım yükseköğretimde de kullanılarak öğrencilerin ihtiyaç ve beklentilerine uygun olarak kişiselleştirilmiş bir öğrenme deneyimi sunulmasına ve öğrenci bağlılığının artmasına yardımcı olabilir. Üniversiteler bütüncül kanal stratejileri ile daha geniş bir kitleye ulaşabilir ve öğrencilerin güvenini kazanarak hedeflerine daha etkili bir şekilde ulaşabilirler. Ancak, bu stratejilerin doğru bir şekilde uygulanması için öğrenci ihtiyaçlarının analiz edilmesi ve uygun teknolojilerin seçilmesi gereklidir. Öğretim elemanlarına ve personelin dijital teknolojileri kullanma konusunda eğitim ve destek sağlanması da son derece önemlidir.

Bütüncül kanal bir üniversite, eğitim sunma anlayışı bakımından geleneksel bir üniversiteden ayrışır. Geleneksel üniversiteler yüz yüze dersler sunarken, çevrimiçi üniversiteler sadece çevrimiçi dersler sağlar. Buna karşın, bütüncül kanal üniversite hem yüz yüze hem de çevrimiçi dersler sunarak öğrencilere eğitimlerini ne zaman ve nerede alacaklarını seçme imkânı tanır. Bu yaklaşım, perakende sektörünün tek kanallı veya çok kanallı yaklaşımdan, bütüncül kanal bir anlayışa geçişine benzer (Luckett & Farley, 2023). Çağdaş öğrenciler, geleneksel eğitim yerine alandaki gelişmelere dayalı yeni öğrenme biçimleri, içerik yapısı ve sunumlarına ihtiyaç duymaktadır. Perakende sektörünün fiziksel ve dijital kanallardaki müşteri ihtiyaçlarını karşılamak üzere geliştiği gibi, eğitim de bütüncül kanal bakış açısıyla evrilmelidir (Williams, 2022). Fakat bütüncül kanal yaklaşımının uygulanması, sistematik bir değişikliği zorunlu kılar.

Bu çalışma, yükseköğretimde bütüncül kanal stratejilerinin ve uygulamalarının nasıl uygulanacağına dair yeterli bir yol haritasının olmamasından kaynaklanan bir boşluğu doldurmayı amaçlamaktadır. Bu amaç doğrultusunda, yükseköğretim kurumlarının bütüncül kanal yaklaşımını uygulama sürecindeki adımları içeren bir uygulama modeli tasarlanmıştır. Öğrenci yolculuğunun yönetimi için dört adım önerilmiştir: Öğrencilerin ihtiyaçlarının belirlenmesi ve etkileşimlerin haritalandırılması, veri yönetimi ve analizi, gerekli altyapı ve araçların oluşturulması ve son olarak, çalışanlara bütüncül kanal stratejisi hakkında eğitim verilmesi. Bu adımların tamamlanmasıyla, yükseköğretim kurumları bütüncül kanal araçlarını doğru bir şekilde kullanarak öğrenci deneyimini ve

başarısını arttırabilirler. Bu çalışmanın sunduğu yol haritası, yükseköğretim kurumları için rehber niteliği taşımaktadır ve bu alanda daha fazla araştırma ve uygulama için fırsatlar sunmaktadır.

Koyuncuoğlu (2022) çalışmasında da benzer bir konseptüel yaklaşım benimsemiş, ancak yükseköğretim bağlamına uygulamamıştır. Mevcut çalışma, Gabrielides (2021)'in yaklaşımını yükseköğretim bağlamında uygulama çabası gösterirken, benzer bir yol haritası önermiştir. Çalışmada önerilen yol haritası, Koyuncuoğlu (2022) ve Gabrielides (2021)'in yaklaşımlarıyla benzerlikler gösteriyor olabilir çünkü her iki yaklaşım da bütüncül kanal stratejisini benimsemektedir. Bu strateji, belirli düzeyde uyarlama ve sektörel gereksinimlere yanıt verme kapasitesi sağlamaktadır. Bu nedenle, yükseköğretim bağlamında, bütüncül kanal yaklaşımında uygulamaya yönelik önerilen yol haritası, belirli değişiklikler ve adaptasyonlarla birlikte uygulanabilecek bir strateji sunmaktadır. Bu durum, benzer bir yol haritasının oluşmasını açıklıyor olabilir. Çalışmada yükseköğretim bağlamında benzer bir yol haritası önerilmesinin bir diğer nedeni, bütüncül kanal pazarlama yaklaşımının evrenselliği ve uygulanabilirliğinden kaynaklanabilir. Ancak, önerilen yol haritası yükseköğretim sektörüne özgü dinamikleri ve gereksinimleri de dikkate almaktadır.

Üniversitelere yönelik öneriler

Üniversitelere, öğrencilerin ihtiyaçlarını ve tercihlerini detaylı bir şekilde analiz ederek, hedeflediği kanallarda hedef kitleye özel içerikler ve etkileşimli deneyimler sunacak bütüncül kanal stratejileri ve teknolojileri seçmesi önerilir. Ayrıca, öğrenme deneyimlerini geliştirmek için üniversite personelinin dijital teknolojilerle eğitilmesi ve bütüncül kanal stratejileri ve teknolojileri konusunda desteklenmesi de faydalı olacaktır. Öğrencilerin geri bildirimleri dinlenmeli, veriler toplanarak analiz edilmeli ve bu bilgiler kullanılarak daha etkili kampanyalar geliştirilmeli ve bütüncül kanal stratejileri ile entegre edilmelidir.

Üniversiteler, hedef kitlelerine özel içerikler oluşturarak öğrencilerin ilgisini çekmeli ve dikkat çekici bir öğrenme deneyimi sunarak daha fazla bağlılık ve motivasyon elde etmelerine yardımcı olmalıdır. Stratejilerin ve teknolojilerin zamanla değişebileceği unutulmamalı, bu nedenle düzenli olarak gözden geçirilerek güncellenmeli ve öğrencilerin tepkileri ve stratejilerin etkinliği ölçülerek optimize edilmelidir. Üniversiteler, öncü bir öğrenme deneyimi sunabilmeleri için yenilikçi teknolojileri takip etmeli ve üniversitede kullanılacak yararlı teknolojileri araştırmalıdır.

Etkin bütüncül kanal pazarlama planları oluşturmak, yükseköğretim kurumları için büyük öneme sahiptir. Tutarlı bir mesaj sunmak, üniversitenin pazarlama planındaki en değerli unsurlardan biri olan marka bilinirliğini destekler. Aday öğrencilerin dikkatini çekmek için, kurumların birden fazla sosyal medya kanalında var olması gerekir. Ön hazırlık yapılmadan, kurumlar ezici olabilecek bir pazarlama kampanyası sürecinde kimliklerini yitirme riskiyle karşı karşıya kalabilirler (Longstreth, 2021).

Sosyal medya, öğrencilere ulaşmak için güçlü bir araçtır ve üniversite öğrencilerinin en çok kullandığı sosyal medya platformlarında aktif olarak bulunmaları ve etkileşimde bulunmaları önemlidir. Üniversitelerin, diğer kurumlar ve şirketlerle iş birliği yaparak iletişim stratejilerini geliştirmeleri ve öğrencilere daha fazla fırsat sunmaları da önerilmektedir.

Gelecek Çalışmalar İçin Öneriler

Öğrenci ihtiyaçlarının daha ayrıntılı bir şekilde incelenmesi için öğrenci segmentleri ve farklı grup davranışlarına yönelik araştırmalar yapılabilir. Yaratıcı bütüncül kanal stratejileri, yapay zekâ, sanal gerçeklik ve artırılmış gerçeklik teknolojileri ile birleştirilerek geliştirilebilir ve bu stratejilerin etkisi ölçülüp analiz edilebilir. Araştırmalar, öğrenci katılımı, başarıları, memnuniyeti ve mezuniyet oranları gibi performans göstergelerine odaklanarak yapılabilir. Daha etkili öğrenci iletişimi için, öğrencilerle doğru kanallardan ve doğru zamanda etkileşim kurmak için en uygun mesajların belirlenmesi ve özelleştirilmesine yönelik çalışmalar yapılabilir. Bütüncül kanal stratejileri, üniversite markasının güçlendirilmesine ve kurum kültürüne katkı sağlayabileceği için bu konuda araştırmalar yapılabilir. Bütüncül kanal stratejilerinin yükseköğretim kurumlarının farklı fonksiyonlarına nasıl entegre edilebileceği ve bu stratejilerin yönetim yapılarına nasıl uyum sağlayabileceği de araştırılabilir.

Özetle, yükseköğretimde bütüncül kanal stratejilerinin başarılı bir şekilde uygulanabilmesi için üniversitelerin esnek ve uyumlu kalmaları, öğrencilerin ihtiyaçlarına odaklanmaları ve dijital teknolojilere uyum sağlamaları gerekmektedir. Gelecekteki gelişmeler, yapay zekâ, sanal gerçeklik ve artırılmış gerçeklik gibi teknolojiler, eğitimimizi deneyimleme ve aktarma şeklimizi değiştirecektir. Bu sebeple, yükseköğretimde dijital dönüşümün ilerlemesi devam edecek ve üniversitelerin bu gelişmelere hazırlıklı olmaları, değişime uyum sağlamaları ve sürdürülebilir bir öğrenme deneyimi sunabilmek için gerekli değişiklikleri yapmaları önemlidir. Sonuç olarak, günümüz öğrencileri geleceğe ve teknolojik yeniliklere adanmış kurumlara ihtiyaç duymaktadır. Yükseköğretim kurumlarında bütüncül kanal yaklaşımı, iletişim kanallarının birleştirilmesinden çok daha fazlasını sunmaktadır. Bütüncül kanal araçlarla, tüm öğrenci destek alanı optimize edilebilir ve kurum bir üst seviyeye taşınabilir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%80), 2. Yazar (%10), 3. Yazar (%10) Veri Toplanması: 1. Yazar (%70), 2. Yazar (%20), 3. Yazar (%10) Veri Analizi: 1. Yazar (%70), 2. Yazar (%20), 3. Yazar (%10) Makalenin Yazımı: 1. Yazar (%60), 2. Yazar (%30), 3. Yazar (%10) Makale Gönderimi ve Revizyonu: 1. Yazar (%60), 2. Yazar (%30), 3. Yazar (%10)

Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%80), 2. Author (%10), 3. Author (%10) Data Acquisition: 1. Author (%70), 2. Author (%20), 3. Author (%10) Data Analysis: 1. Author (%70), 2. Author (%20), 3. Author (%10) Writing up: 1. Author (%60), 2. Author (%30), 3. Author (%10) Submission and Revision: 1. Author (%60), 2. Author (%30), 3. Author (%10)

Kaynakça / References

- Aldhafeeri, F., & Male, T. (2020). Digital Technologies in Higher Education, Learning Challenges. In: Arthur Tatnall (eds.), *Encyclopedia of Education and Information Technologies* (pp. 1-5). Springer, Cham. https://doi.org/10.1007/978-3-319-60013-0_250-1
- Ambavle, N. (2023). *Omnichannel Customer Experience – Vantage Point for Holistic Engagement*. <https://www.annexcloud.com/blog/omnichannel-customer-experience-vantage-point-holistic-engagement/> Erişim Tarihi: 15.03.2023.
- Anthill (2022). *Omnichannel in pharma: Meaning, strategy and best practice*. <https://www.anthillagency.com/omnichannel-pharma-guide> Erişim Tarihi: 01.03.2023.
- Aswani, R., Kar, A.K., Ilavarasan, P.V., Dwivedi, Y.K. (2018). Search engine marketing is not all gold: Insights from Twitter and SEOClerks. *Int. J. Inf. Manag.* 38, 107–116.
- Barnes & Noble (2023). *History*. <https://www.barnesandnobleinc.com/about-bn/history/> Erişim Tarihi: 01.03.2023.
- Başaran, S. E. (2022): *Çoklu kanallı, kanallar arası etkileşimli ve bütüncül pazarlama yöntemleri hakkında*. <https://www.pitstop.com.tr/omni-channel-multi-channel-pazarlama/> Erişim Tarihi: 01.03.2023.
- Beck, N., & Rygl, D. (2015). Categorization of multiple channel retailing in Multi-, Cross-, and Omni-Channel Retailing for retailers and retailing. *Journal of Retailing and Consumer Services*, 27, 170-178.
- Belandria, J. (2022). *Benefits of omnichannel in educational institutions*. <https://www.gb-advisors.com/omnichannel-in-educational-institutions/> Erişim Tarihi: 01.03.2023.
- Brown, J. S. & Adler, R. P. (2008). Minds on fire: Open education, the long tail, and learning 2.0. *Educause Review*, 43(1), 16.
- Burroughs, A. (2021). *Protecting Both Privacy and Security in Higher Ed*. <https://edtechmagazine.com/higher/article/2021/08/protecting-both-privacy-and-security-higher-ed> Erişim Tarihi: 01.03.2023.
- Caldwell, A. (2022). *What is Omnichannel? Benefits and strategies*. <https://www.netsuite.com/portal/resource/articles/ecommerce/omnichannel.shtml> Erişim Tarihi: 01.03.2023.
- Cambridge Dictionary (2023). *Multichannel*. <https://dictionary.cambridge.org/us/dictionary/english/multichannel> Erişim Tarihi: 01.03.2023.
- Cassab, H., & MacLachlan, D. L. (2009). A consumer-based view of multi-channel service. *Journal of Service Management*, 20(1), 52-75.
- CBInsights (2021). *The technology driving the omnichannel retail revolution*. <https://www.cbinsights.com/research/report/omnichannel-retail-technology/> Erişim Tarihi: 01.03.2023.
- Centric Digital (2016). *Barnes & Noble needs to improve its customer experience*. <https://www.centricdigital.com/blog/barnes-noble-needs-to-improve-its-customer-experience> Erişim Tarihi: 15.03.2023.

Chaudhary, S. (2020). *Higher education student omnichannel experience: Leveraging data integration to deliver omni-channel student experience in Higher Ed.* <https://plumlogix.com/higher-education-student-omnichannel-experience-leveraging-data-integration-to-deliver-omni-channel-student-experience-in-higher-ed/> Erişim Tarihi: 15.03.2023.

Chopra, S. (2015). How omnichannel can be the future retailing. *Journal of the Indian Institute of Management Calcutta, Springer; Indian Institute of Management Calcutta, 43(2), 135-144.* <https://doi.org/10.1007/s40622-015-0118-9>

Coleman, M., & Berge, Z. L. (2018). A Review of Accessibility in Online Higher Education. *Online Journal of Distance Learning Administration, 21(1), 1-7.* https://ojdla.com/archive/spring211/coleman_berge211.pdf Erişim Tarihi: 01.03.2023.

Connolly, M., Jones, N., & Turner, D. (2006). ELearning: a fresh look. *Journal of Higher Education Management and Policy, 18(3), 135.*

Farah, M. F., & Ramadan, Z. B. (2017). Disruptions versus more disruptions: How the Amazon dash button is altering consumer buying patterns. *Journal of Retailing and Consumer Services, 39, 54-61.*

Finansal Organizasyonel Gelişim (2023). 5 dijital pazarlama trendine hâkim olun. <https://www.fog.com.tr/blog/makale/5-dijital-pazarlama-trendine-hakim-olun/>. Erişim Tarihi: 22.03.2023.

Fontanella, C. (2022). *What is omni-channel? 20 top omni-channel experience examples.* <https://blog.hubspot.com/service/omni-channel-experience> Erişim Tarihi: 15.03.2023.

Fraser-Krauss, H. (2022). *Why is digital transformation such a challenge for HE?* <https://www.timeshighereducation.com/campus/why-digital-transformation-such-a-challenge-he> Erişim Tarihi: 15.03.2023.

Gabrielides, N. (2021). *Omnichannel marketing in pharma.* <https://brainershub.com/omni-channel-marketing-pharma> Erişim Tarihi: 01.03.2023.

Georgia State Univesity (2023). Office of marketing and communications. Meet our team. <https://robinson.gsu.edu/marcomm/> Erişim Tarihi: 01.03.2023.

Gomez, R. (2023). *How the best omnichannel strategies combine sales, service and marketing.* <https://sproutsocial.com/insights/omnichannel-strategy/> Erişim Tarihi: 01.03.2023.

Greenhow, C., Robelia, B., & Hughes, J.E. (2009). Learning, teaching, and scholarship in digital age. *Educational Researcher, 38(4), 246-259.*

Grewal, D., Roggeveen, A. L., & Nordfält, J. (2016). Roles of retailer tactics and customer-specific factors in shopper marketing: Substantive, methodological, and conceptual issues. *Journal of Business Research, 69(3), 1009-1013.*

HolonIQ Education Intelligence Unit (2021). *4 Strategic Shifts in Higher Education. Digital transformation remains high on the agenda for HE institutions around the world, bringing both challenges and opportunities.* <https://www.holoniq.com/notes/4-strategic-shifts-in-higher-education> Erişim Tarihi: 15.03.2023.

Huré, E., Picot-Coupey, K., & Ackermann, C. L. (2017). Understanding omni-channel

shopping value: A mixed-method study. *Journal of Retailing and Consumer Services*, 39, 314-330.

Hübner, A., Kuhn, H., & Wollenburg, J. (2016). Last mile fulfilment and distribution in omni-channel grocery retailing: a strategic planning framework. *International Journal of Retail & Distribution Management*, 44(3), 228-247. <http://dx.doi.org/10.1108/IJRDM-11-2014-0154>

Hwang, Elina H., Nageswaran, L., & Cho, Soo-Haeng (2020). Impact of COVID-19 on omnichannel retail: Drivers of online sales during pandemic. Available at SSRN: <https://ssrn.com/abstract=3657827> or <http://dx.doi.org/10.2139/ssrn.3657827>

Juaneda-Ayensa, E., Mosquera, A., & Sierra Murillo, Y. (2016). Omnichannel customer behavior: key drivers of technology acceptance and use and their effects on purchase intention. *Frontiers in psychology*, 7, 1117.

Kamenetz, A. (2010). *DIY U: Edupunks, edupreneurs, and the coming transformation of higher education*, Chelsea Green Publishing.

Khurma, M. (2021). What an omnichannel approach to education can teach the business world. <https://www.nasdaq.com/articles/what-an-omnichannel-approach-to-education-can-teach-the-business-world> Erişim Tarihi: 01.03.2023.

Kirschner, Ann (2021). *The future of higher education is... Omnichannel*. <https://www.forbes.com/sites/annkirschner/2021/09/02/the-future-of-higher-education-isomnichannel/?sh=1c912621325d> Erişim Tarihi: 01.03.2023.

Knight, S. (2009). *Effective practice in a digital age*. Bristol, UK: JISC Innovation Group, University of Bristol.

Koyuncuoğlu, D. (2022). Tibbi tanıtım ve pazarlamada omni-channel yaklaşımı ve uygulamaları. *International Social Mentality and Researcher Thinkers Journal*, 8(60), 1120-1126. <http://dx.doi.org/10.29228/smryj.62973>

Kozlenkova, I. V., Hult, G. T. M., Lund, D. J., Mena, J. A., & Kecec, P. (2015). The role of marketing channels in supply chain management. *Journal of Retailing*, 91(4), 586-609.

Kuali (2023). *4 Key Challenges of Digital Transformation for Higher Ed*. <https://www.kuali.co/post/challenges-digital-transformation-higher-education> Erişim Tarihi: 01.03.2023.

Lazaris, C., Vrechopoulos, A. (2014). *From multichannel to omnichannel retailing: Review of the literature and calls for research*. Conference: 2nd International Conference on Contemporary Marketing Issues, (ICCM). Athens, Greece. <https://doi.org/10.13140/2.1.1802.4967>

Lim, G. (2022). *Trust and Satisfaction in Higher Education Improves, Listening Lags*. <https://www.qualtrics.com/news/trust-and-satisfaction-in-higher-education-improves-listening-lags/> Erişim Tarihi: 01.03.2023.

Lutkevich, B. (2023). *Multichannel marketing*. <https://www.techtarget.com/searchcustomerexperience/definition/multichannel-marketing> Erişim Tarihi: 15.03.2023.

Manser Payne, E., Peltier, J. W., & Barger, V. A. (2017). *Omnichannel marketing*,

integrated marketing communications and consumer engagement: A research agenda. *Journal of Research in Interactive Marketing*, 11(2), 185-197. <https://doi.org/10.1108/JRIM-08-2016-0091>

Marketing Evolution (2023). *What is omnichannel marketing? Definition, tips, and examples.* <https://www.marketingevolution.com/knowledge-center/topic/marketing-essentials/omnichannel> Erişim Tarihi: 15.03.2023.

Martin, F., Polly, D., Coles, S., & Wang, C. (2020). Examining higher education faculty use of current digital technologies: Importance, competence, and motivation. *International Journal of Teaching and Learning in Higher Education*, 32(1), 73-86.

McCue, Ian (2019). *Texas' University Co-op meets omnichannel demands of students, fans.* <https://www.netsuite.com/portal/resource/articles/ecommerce/texas-university-co-op-meets-omnichannel-demands-of-students-fans.shtml> Erişim Tarihi: 01.03.2023.

Melero, I., Javier Sese, F., & Verhoef, P. C. (2016). Recasting the customer experience in today's omni-channel environment. *Universia Business Review*, 2016(50), 18-37.

Milliot, J. (2015). *New Barnes & Noble Chief Touts "Omni-Channel" Approach.* <https://www.publishersweekly.com/pw/by-topic/industry-news/bookselling/article/68041-new-b-n-chief-touts-omni-channel-approach.html> Erişim Tarihi: 01.03.2023.

MIT Omnichannel Education Lab (2023). *Why the MIT Omnichannel Education Lab?* <https://omniedulab.mit.edu/> Erişim Tarihi: 01.03.2023.

Moser, E., & Bezyak, J. L. (2020). *Accessibility in College Online Learning Curriculum.* <https://rockymountainada.org/resources/research/accessibility-college-online-learning-curriculum> Erişim Tarihi: 15.03.2023.

National Federation of the Blind (2023). *Higher Education Accessibility Online Resource Center.* <https://nfb.org/programs-services/center-excellence-nonvisual-access/higher-education-accessibility-online-resource> Erişim Tarihi: 01.03.2023.

Njenga, J. K., & Fourie, L. C. H. (2010). The myths about e-learning in higher education. *British journal of educational technology*, 41(2), 199-212.

Office of Educational Technology (2023). *Privacy.* <https://tech.ed.gov/privacy/> Erişim Tarihi: 01.03.2023.

O'Rourke, S. (2023). *8 education trends to watch in 2023.* <https://www.ringcentral.com/us/en/blog/education-trends-2023/> Erişim Tarihi: 15.03.2023.

Peltola, S., Vainio, H., & Nieminen, M. (2015). *Key factors in developing omnichannel customer experience with finnish retailers.* Paper presented at the International Conference on HCI in Business 2015, Cham.

Piotrowicz, W., & Cuthbertson, R. (2014). Introduction to the special issue information technology in retail: Toward omnichannel retailing. *International Journal of Electronic Commerce*, 18(4), 5- 16.

Ralhan, B. D. (2022). *How Has the Omnichannel Learning Model Come to the Education Sector and Revolutionized the Entire Education Landscape?* <https://www.highereducationdigest.com/how-has-the-omnichannel-learning-model->

[come-to-the-education-sector-and-revolutionized-the-entire-education-landscape/](#)

Erişim Tarihi: 01.03.2023.

Raol, J. (2021). How To Increase Student Enrollment: 5 Omnichannel Marketing Strategies That Boost Program Visibility. <https://www.frescodata.com/blog/how-to-increase-student-enrollment-5-omnichannel-marketing-strategies-that-boost-program-visibility/> Erişim Tarihi: 01.03.2023.

Rodríguez-Torrico, P., Cabezudo, R. S. J., & San-Martín, S. (2017). Tell me what they are like and I will tell you where they buy. An analysis of omnichannel consumer behavior. *Computers in Human Behavior*, 68, 465-471.

Sadler, C. (2020). *Privacy Considerations in Higher Education Online Learning*. https://d1y8sb8igg2f8e.cloudfront.net/documents/Privacy_Considerations_in_Higher_Education_Online_Learning_2020-10-22_154612_JNk73qJ.pdf Erişim Tarihi: 01.03.2023.

Samantha, C. (2022). *Implementing an omni-channels strategy to better engage with students*. <https://studyportals.com/blog/implementing-an-omni-channels-strategy-to-better-engage-with-students/> Erişim Tarihi: 15.03.2023.

Sengupta, M., & Sengupta, N. (2014). Omni-channel retailing: Enriching buyers experience. *Asian Journal of Research in Marketing*, 3(6), 214-222.

Shankar, A., Jain, S. (2021). Factors affecting luxury consumers' webrooming intention: A moderated-mediation approach. *J. Retail. Consum. Serv.* 2021, 58, 102306.

Simon, H. (1959). Theories of Decision-Making in Economics and Behavioral Science. *Am. Econ. Rev.* 1959, 49, 253-283.

Simone, A., & Sabbadin, E. (2018). The new paradigm of the omnichannel retailing: Key drivers, new challenges and potential outcomes resulting from the adoption of an omnichannel approach. *International Journal of Business and Management*, 13(1), 85-109. <https://doi.org/10.5539/ijbm.v13n1p85>

Sousa, R., & Voss, C. A. (2006). Service quality in multichannel services employing virtual channels. *Journal of Service Research*, 8(4), 356-371. <https://doi.org/10.1177/1094670506286324>

Sun, Y., Yang, C., Shen, X.L., Wang, N. (2020). When digitalized customers meet digitalized services: A digitalized social cognitive perspective of omnichannel service usage. *Int. J. Inf. Manag.* 54, 102200.

Stein, A., & Ramaseshan, B. (2016). Towards the identification of customer experience touch point elements. *Journal of Retailing and Consumer Services*, 30, 8-19.

Sürer, G. A. (2020). Eğitimde dijitalleşme çağı. *Kapadokya Eğitim Dergisi*, 1(1), 28-34.

Team Mediaocean (2022). *What is omnichannel marketing?* <https://www.mediaocean.com/what-is-omnichannel-marketing> Erişim Tarihi: 01.03.2023.

Verhoef, P. C., Kannan, P. K., & Inman, J. J. (2015). From multi-channel retailing to omni-channel retailing: Introduction to the special issue on multi-channel retailing. *Journal of Retailing*, 91(2), 174-181. <https://doi.org/10.1016/j.jretai.2015.02.005>.

Viano, A. (2023). *How to create a flexible learning environment in Higher Ed. Students*,

instructors and their institutions can benefit from spaces designed with flexibility in mind.
<https://edtechmagazine.com/higher/article/2023/01/how-create-flexible-learning-environment-higher-ed-perfcon> Erişim Tarihi: 01.03.2023.

Weinberg, B., Parise, S., & Guinan, P. (2007). Multichannel marketing: Mindset and program development. *Business Horizons*, 50(5), 385-394

Williams, J. (2022). Education must evolve from an omnichannel perspective. <https://fashionunited.com/education/news/education-must-evolve-from-an-omnichannel-perspective/2022063048392> Erişim Tarihi: 01.03.2023.

Yükseköğretim Kalite Kurulu (2020). *Yükseköğretim Değerlendirme ve Kalite Güvencesi – Durum Raporu.* [https://yokak.gov.tr/Common/Docs/Site Activity Reports/DurumRaporu2020.pdf](https://yokak.gov.tr/Common/Docs/Site_Activity_Reports/DurumRaporu2020.pdf) Erişim Tarihi: 01.03.2023.

Zhang, M., Ren, C., Wang, G. A., & He, Z. (2018). The impact of channel integration on consumer responses in omnichannel retailing: The mediating effect of consumer empowerment. *Electronic Commerce Research and Applications*, 28, 181–193. <https://doi.org/10.1016/j.eierap.2018.02.002>

Zhu, J., Goraya, M., Cai, Y. (2018). Retailer–Consumer Sustainable Business Environment: How Consumers' Perceived Benefits Are Translated by the Addition of New Retail Channels. *Sustainability* 2018, 10, 2959.



2023, 12 (3), 1619-1658 | Araştırma Makalesi

Yükseköğretim Kurumlarında Çalışan Öğretim Elemanlarını Etkileyen Psikososyal Risklerin Belirlenmesi

Ahmet ÇABUK¹

Serap TEPE²

Bülent MERTOĞLU³

Öz

İşyeri ekosistemine zarar verme potansiyeli olan tehlikeler (fiziksel, kimyasal, biyolojik, ergonomik, psikososyal) ve tehlikelerden kaynaklı risklerin önlenmesi ve sınırlandırılması, ekosistemin korunması, varlığının devam ettirilmesi ve geliştirilmesi için önemlidir. Psikososyal tehlikelerden kaynaklı riskler çalışanları ve onların ailelerini ve sosyal ilişki içerisinde olduğu çevresini etkileyerek bedensel, sosyal ve ruhsal yönden zarara neden olmaktadır. Öğretim elemanları merkeze alındığında öğretim elemanı- öğretim elemanı, öğretim elemanı-öğrenci, öğretim elemanı- idari personel arasında görev, eğitim ve sosyal yönden sürekli bir ilişki bulunmaktadır. İnsan ilişkilerinin yoğun olduğu yükseköğretim kurumlarında görevli öğretim elemanı psikososyal risklere maruz kaldığında bu durum onun bedensel ve zihinsel yönden zarar görmesine neden olmaktadır. Bunun sonucu olarak öğretim elemanının motivasyonu azalmakta, öğretim performansı düşmekte, üretkenliği azalmakta, işe devam edememektedir. Bu olumsuz durumlar bilimsel çalışmaların niteliği ve niceliğinin azalmasına ve eğitim- öğretimde kalitenin düşmesine neden olarak yükseköğretim kurumlarının ve ülkenin bilimsel, sosyal ve ekonomik yönden gelişmesine engel olmaktadır. Bu çalışmanın amacı, Türkçe'ye çevrili yapılan ve bilimsel bir model olan Kopenhag Psikososyal Anketi (COPSOQ- The Copenhagen Psychosocial Questionnaire) kullanılarak öğretim elemanlarını etkileyen psikososyal riskleri belirlemektir. Araştırmanın örneklem grubunu Türkiye'de faaliyet gösteren yükseköğretim kurumlarında görevli öğretim elemanları oluşturmuştur. Tesadüfi örnekleme tekniği dikkate alınarak 2022 yılı Mart- Haziran ayları arasında 2697 öğretim elemanına uygulanan anketten alınan veriler için istatistiksel analiz yapılmıştır. 25 boyut ile 9 değişken arasında anlamlı farklılıkların görüldüğü bu çalışma, yükseköğretim kurumlarında görev alan öğretim elemanlarını etkileyen psikososyal riskleri göstermiştir. Bu çalışma ile psikososyal risklerin belirlenmesi için belirlenen sorular farklı araştırma modelleri için kullanılabilir. Ayrıca öğretim elemanlarını belirleyen psikososyal risklerin doğru belirlenmesine ve önlenmesine imkân verecektir.

Anahtar Kelimeler: İstatistiksel Analiz, İş Güvenliği, İş Sağlığı, Kopenhag Psikososyal Anketi-COPSOQ, Psikososyal Risk

Çabuk, A. , Tepe, S. & Mertoğlu, B. (2023). Yükseköğretim Kurumlarında Çalışan Öğretim Elemanlarını Etkileyen Psikososyal Risklerin Belirlenmesi . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1619-1658 .
<https://doi.org/10.15869/itobiad.1251420>

Geliş Tarihi	14.02.2023
Kabul Tarihi	19.08.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

1 Marmara Üniversitesi, İstanbul, Türkiye, ahmetcabuk@marun.edu.tr, ORCID: 0000-0002-5302-1847

2 Dr. Öğr. Üyesi, Sağlık Bilimleri Üniversitesi, Hamidiye Sağlık Bilimleri Fakültesi, İş Sağlığı ve Güvenliği Anabilim Dalı, İstanbul, Türkiye, serap.tepe@sbu.edu.tr, ORCID: 0000-0002-9723-6049

3 Prof. Dr., Marmara Üniversitesi, Mühendislik Fakültesi, Biyomühendislik Anabilim Dalı, İstanbul, Türkiye, bulent.mertoglu@marmara.edu.tr, ORCID: 0000-0001-6827-3791



2023, 12 (3), 1619-1658 | Research Article

Identification of Psychosocial Risks Affecting Academic Staff in Higher Education Institutions

Ahmet ÇABUK¹

Serap TEPE²

Bülent MERTOĞLU³

Abstract

Preventing and limiting risks arising from hazards (physical, chemical, biological, ergonomic, psychosocial) and hazards that have the potential to harm the workplace ecosystem is important for the protection, maintenance and development of the ecosystem. Risks arising from psychosocial hazards cause physical, social and mental harm by affecting employees and their families and the environment with which they have social relations. When the teaching staff is taken into the center, there is a continuous relationship between the teaching staff-teaching staff, teaching staff-student, teaching staff-administrative staff in terms of duty, education and social aspects. When the lecturer working in higher education institutions, where human relations are intense, is exposed to psychosocial risks, this situation causes him to be damaged physically and mentally. As a result of this, the motivation of the instructor decreases, his teaching performance decreases, his productivity decreases and he does not continue to work. These negative situations prevent the scientific, social and economic development of higher education institutions and the country by causing a decrease in the quality and quantity of scientific studies and the quality of education and training. The aim of this study is to determine the psychosocial risks affecting the instructors by using the Copenhagen Psychosocial Questionnaire (COPSOQ- The Copenhagen Psychosocial Questionnaire), which is a scientific model translated into Turkish. The sample group of the research consisted of lecturers working in higher education institutions operating in Turkey. Considering the random sampling technique, statistical analysis was made for the data obtained from the questionnaire applied to 2697 academic staff between March and June 2022. This study, in which there were significant differences between 25 dimensions and 9 variables, showed the psychosocial risks affecting the instructors working in higher education institutions. The questions determined in this study to determine psychosocial risks can be used for different research models. In addition, it will enable the correct determination and prevention of psychosocial risks that determine the teaching staff.

Keywords: Statistical Analysis, Occupational Safety, Occupational Health, Copenhagen Psychosocial Survey- COPSOQ, Psychosocial Risk

Çabuk, A. , Tepe, S. & Mertoğlu, B. (2023). Identification of Psychosocial Risks Affecting Academic Staff in Higher Education Institutions. *Journal of the Human and Social Science Researches*, 12 (3) , 1619-1658 .
<https://doi.org/10.15869/itobiad.1251420>

Date of Submission	14.02.2023
Date of Acceptance	19.08.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

1 Marmara University, İstanbul, Türkiye, ahmetcabuk@marun.edu.tr, ORCID: 0000-0002-5302-1847

2 Assist. Prof. Dr., University of Health Sciences, Hamidiye Faculty of Health Sciences, Department of Occupational Health and Safety, İstanbul, Türkiye, serap.tepe@sbu.edu.tr, ORCID: 0000-0002-9723-6049

3 Prof. Dr., Marmara University, Faculty of Engineering, Department of Bioengineering, İstanbul, Türkiye, bulent.mertoglu@marmara.edu.tr, ORCID: 0000-0001-6827-3791

Giriş

Ulusal mevzuatımızda (İş Sağlığı ve Güvenliği Risk Değerlendirmesi Yönetmeliği) çalışma ortamında bulunan canlı ve cansız varlıklarda kayıp, yaralanma ya da başka zararlı sonuçları meydana getirme potansiyeli taşıyan tehlikeler (kimyasal, biyolojik, ergonomik, fiziksel, psikososyal vb.) belirtilmiştir. Zarar verme potansiyeli taşıyan tehlikeler arasında gösterilen psikososyal tehlikeler Uluslararası Çalışma Örgütü (ILO) tarafından psikososyal tehlike “Çalışma ortamı, işin içeriği, örgütsel koşullar ve çalışanların kapasiteleri, ihtiyaçları, kültürü ve iş dışı konular arasındaki, algılama şekilleri ve deneyimler aracılığıyla çalışanın sağlık, iş performansı ve iş memnuniyeti üzerinde etki gösterme potansiyelini taşıyan etkileşimler” olarak tanımlanmıştır. Çalışma ortamı ile insani faktörler arasındaki etkileşim iyi yönetilemediğinde duygusal rahatsızlık, davranışsal problem, ruhsal ve fiziksel rahatsızlıklara neden olmaktadır. Dinamik etkileşim iyi yönetildiğinde ve denge oluşturulduğunda motivasyon, çalışma kapasitesi ve memnuniyet artmakta ve fiziksel, sosyal ve ruhsal iyilik hali korunmaktadır.

İş yükü ve çalışma oranı, çalışma saatleri, kontrol, çevre ve ekipman, kültür ve örgütsel işlev, işyerinde kişilerarası ilişkiler, örgüt rolü, kariyer gelişimi ve iş-ev etkileşimi, rol belirsizliği, problem çözme ve kişisel gelişim için yetersiz destek mekanizmaları fiziksel, ruhsal ve sosyal yönden rahatsızlıklara neden olmaktadır (Fernandes vd., 2020, s. 432). Psikososyal riskler çalışanlarda endişe ve sinirlilik ile birlikte zihinsel ve duygusal tükenmeye, yorgunluğa (Kivimäki vd., 2012, s. 1495; Barros vd., 2022, s. 4189), kas iskelet sistemi rahatsızlıklarına (Bernal vd., 2015, s. 644), demansa (bunama) (Wang vd., 2012, s. 116), hastalıktan dolayı devamsızlığa (Laaksonen vd., 2010, s. 337), işe devamsızlığa (absenteeism) (Heistad vd., 2022, s. 5), işte var olmamaya (presenteeism) (Knani, 2022, s. 204; Min & Hong, 2023, s. 87) neden olmaktadır.

Kopenhag Psikososyal Risk Değerlendirme Anketi (KOPSOR- COPSOQ) üçüncü sürümü ülkemizde tekstil sektöründe çalışanlara yönelik uygulanmıştır. Öğretim elemanlarına yönelik olarak ilk kez detaylı bir çalışma yapılmıştır. Üçüncü ve ikinci sürümde yer alan sorular kullanılarak hazırlanan bu anketin yükseköğretim kurumlarında görev alan öğretim elemanlarına uygulanması onları etkileyen psikososyal risklerin belirlenmesi, elde edilen verilerin farklı çalışmalara kaynak olması bu çalışmanın amacıdır.

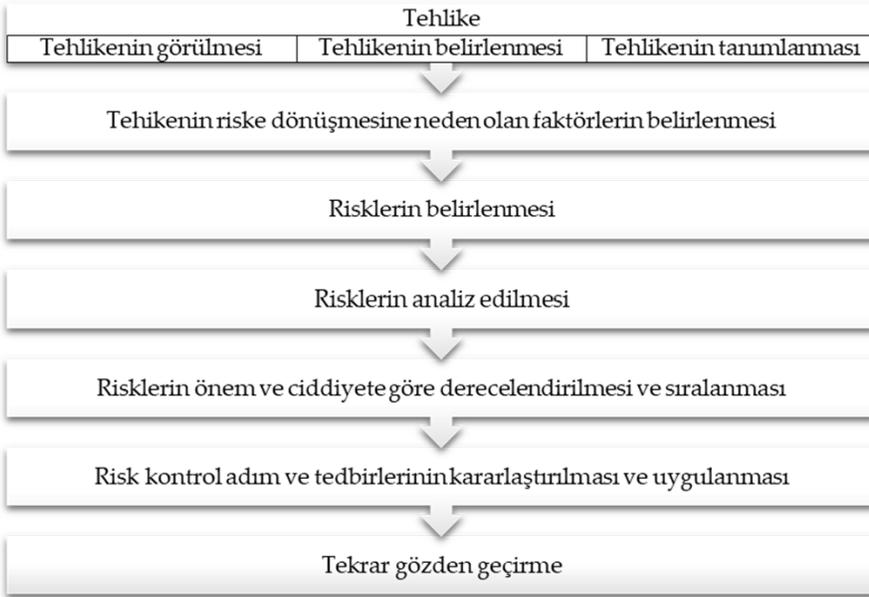
Literatür

İşyeri ekosisteminin korunması, geliştirilmesi ve devamlılığının sağlanması amacıyla ulusal ve uluslararası mevzuat, rehber vb. yol göstericilerin eşliğinde yapılan planlı, zamanlı, denetimli, katılımcı iş birliğini öncelikleyen çalışma ve uygulamalara iş sağlığı ve güvenliği denilmektedir. İş sağlığı ve güvenliğinin amacı başta insan olmak üzere insan dışındaki canlı ve cansız varlıkların zarar görmesine neden olan kaza, iş kazası ve meslek hastalıklarının önlenerek çalışma koşullarının, çalışan sağlığının korunması ve iyileştirilmesiyle birey, işyeri ve toplumun gelişmesine, ilerlemesine ve saygınlığına olumlu katkı sağlamaktır (Rodrigues vd., 2020, s. 2). Çalışanın fiziksel, psikolojik ve sosyal yönden iyilik halinin bozulmasına işyerinde bulunan veya işyeri dışından gelen çeşitli tehlikeler iş kazası ve meslek hastalıkları neden olmaktadır.

Türkiye Büyük Millet Meclisi tarafından 2012 yılında kabul edilen ve yürürlüğe giren İş Sağlığı ve Güvenliği Yasası dördüncü maddesine göre işverenin, çalışanların iş kazası geçirmesine veya meslek hastalığına tutulmasına neden olabilecek tehlikeleri ve

tehlikelerden kaynaklı riskleri belirleyerek önlemesi için risk değerlendirmesi yapması/ yaptırması yükümlülüğü bulunmaktadır (İSG Kanunu, 2012). İşyerlerinde yapılan iş, gelişen teknoloji, kullanılan malzeme ve maddelerin çeşitliliğinin artmasından dolayı risk değerlendirmesinde ergonomik, biyolojik, fiziksel, kimyasal risklere ek olarak psikososyal risklere yer verilmektedir (Fernandes vd., 2020). İşyeri ekosistemini olumsuz etkileyecek tehlike ve tehlikelerden kaynaklı risklerin önlenmesi için belirli adımlardan oluşan risk değerlendirmesinin yapılması gerekmektedir. Risk adımları Şekil 1' de gösterilmiştir.

Şekil 1. Risk Değerlendirme Adımı, İş Sağlığı ve Güvenliği Risk Değerlendirmesi Yönetmeliği, 2012



Kaynak:

<https://www.mevzuat.gov.tr/mevzuat?MevzuatNo=16925&MevzuatTur=7&MevzuatTerTip=5>

Riskin yönetiminin başarısı işyerindeki risklerle kaynağında mücadele edilerek yok edilmesi veya kontrol altına alınması için riske neden olan tehlikelerin doğru belirlenmesi ve tanımlanmasının yansıra tehlikeyi riske dönüştüren faktörlerin açığa çıkarılması önemlidir. Gelişmiş ülkelerde çalışan nüfus arasında iş sağlığı alanında önemli bir konu olan (Niedhammer vd., 2021, s. 2) ve Şekil 2' de gösterilen psikososyal (Psikolojik+ Sosyal) faktör, psikososyal tehlike ve psikososyal risk arasındaki farkın belirtilmesi ve ayırımın yapılması risklerin doğru tanımlanması ve belirlenmesiyle zararların önlenmesine ya da azaltılmasına katkı sağlayarak (Derdowski & Mathisen, 2023, s.2) işyerlerindeki iş sağlığı ve güvenliği üzerindeki iş organizasyonu ve psikososyal tehlikelerin etkisinin kaldırılmasına imkan sağlayacaktır (Johnstone vd., 2011).

Şekil 2. Psikososyal Faktör- Psikososyal Tehlike- Psikososyal Risk Ayrımı, Derdowski & Mathisen, 2023

Psikososyal Faktörler	Psikososyal Tehlikeler	Psikososyal Risk	İşyerindeki psikososyal
<ul style="list-style-type: none"> • İş talepleri • Örgütsel desteğin mevcudiyeti • Ödüller • Kişiler arasındaki ilişkiler 	<ul style="list-style-type: none"> • İş organizasyonu • İş tasarımı • Yönetim • Bireysel sağlık ve güvenlik • Kurumsal (Düşük üretkenlik vb.) 	<ul style="list-style-type: none"> • Stres • Tükenmişlik vb. 	

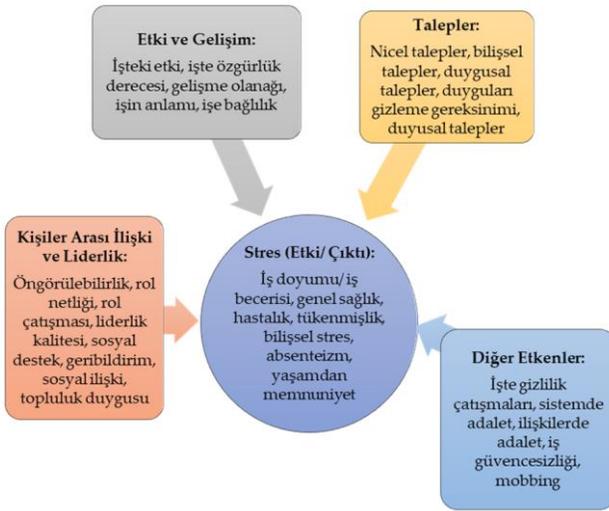
tehlikelerin kaynağı genellikle işin tasarımı, yönetimi ve organizasyondaki eksiklikler ve hatalardır. Biraz daha açıldığında psikososyal tehlikeler; monotonluk, iş yükü, vardiyalı çalışma, gece çalışması, çalışma saati, çalışma hızı, işin içeriği, kontrol, kültür, işyerindeki kişiler arasındaki iletişim, örgütsel işlem ve örgütün rolü, belirsiz izin günleri, iş hijyeni, denetim, çatışma, ücret, kariyer gelişimi, iş- ev ile iş- sosyal yaşam uyum ve etkileşimdir. Uygun olduğunda, bireylerin kişisel gelişimini teşvik eden psikososyal tehlikeler aksi durumdaysa işle ilgili stres, tükenmişlik, depresyon gibi psikolojik, fiziksel, sosyal yönden iyilik halinin bozulmasına neden olan durumları meydana getiren risklere neden olabilmektedir (Fernandes vd., 2020, s. 432). Özellikle iş talepleri çalışanın zihinsel ve fiziksel gücünün tükenmesine yol açan zihinsel süreci başlatabilmekte, çalışanda kronik bitkinlik, fiziksel aktivitelerde azalma ve yavaşlama, işe bağlılığın ve iş performansının azalmasına neden olabilmektedir. Aksine olumlu bir durumda ise iş kaynaklarının çalışanın öğrenmesini ve tecrübesini artırarak gelişim ve büyüme sağlaması onun stresle mücadele edebilmesine, işine daha güçlü bir şekilde bağlanmasına sebep olmaktadır (Derdowski & Mathisen, 2023, s.3).

Bilimsel buluşların büyük bir bölümünü üreten üniversiteler (Thomas vd., 2020, s.1) öğretim, araştırma, kurulu olduğu bölge ve ülkenin sosyal kalkınmasına ve ekonomik büyümesine katkı sunma misyonları ile hareket etmektedirler. Bu üç misyon ile hareket eden üniversiteler yarattıkları veya dönüştürdükleri bilgi ve katma değerle nitelikli insan gücünü ülkeye kazandırmakta ve aynı zamanda bireylerin bilgiyi üretme ve yayma, katma değer sağlama konularında değer ve tutumlarını geliştirmektedir (Santini vd., 2021, s. 156). Türkiye’de yürürlükte olan 2547 sayılı Yükseköğretim Kanunu’na göre meslek yüksekokulu, yüksekokul, konservatuvar, fakülte, enstitü, uygulama ve araştırma merkezleri gibi kuruluş ve birimlerden oluşmaktadır. Bilimsel özerklik ve kamu/ vakıf tüzel kişiliğine sahip olan üniversiteler, en üst seviyede eğitim- öğretim, bilimsel araştırma, yayın ve danışmanlık yapmaktadır. 01 Şubat 2023 tarihinde Yükseköğretim Bilgi Yönetimi Sistemi (<https://istatistik.yok.gov.tr/>) üzerinden alınan güncel bilgiye göre Türkiye’de kurulu 208 yükseköğretim kurumunda (129 kamu üniversitesi; 75 vakıf üniversitesi; 4 vakıf meslek yüksekokulu) 183.560 öğretim elemanı (33.380 profesör, 23.091 doçent, 43.055 doktor öğretim üyesi, 37.381 öğretim görevlisi, 47.801 araştırma görevlisi) görev almaktadır (YBYS, 2023).

Çalışma ortamı ve koşulları ile insani faktörler arasında pozitif ve negatif sonuçlar oluşturan dinamik bir ilişki bulunmaktadır. Bunun en temel kanıtı Uluslararası Çalışma Örgütü tarafından 1986 yılında yapılan psikososyal faktör/ tehlike tanımı “Çalışma

ortamı, işin içeriği, örgütsel koşullar ve çalışanların kapasiteleri, ihtiyaçları, kültürü ve iş dışı konular arasındaki, algılama şekilleri ve deneyimler aracılığıyla sağlığı, iş performansını ve iş memnuniyetini etkileyebilme potansiyeli olan etkileşimlerdir” şeklindedir. Çalışma ortamı ve ekipman, çalışma temposu, donanım, çalışma programı, görevin tasarımı, iş yükü, organizasyon kültürü ve işlev, kariyer gelişimi, örgüt içindeki rol, karar serbestisi/ kontrol, işyerinde kişiler arasındaki ilişki, iş ve özel hayat arasındaki denge gibi iş içeriği ve işin bağlamından kaynaklı tehlikeleri belirlemek amacıyla farklı ülke ve kuruluşların hazırladığı ve uyguladığı ölçme araçları bulunmaktadır. Yaygın olarak kullanılan ve makaleye konu olan ölçme araçlarından bir tanesi Kopenhag Psikososyal Anketi’dir. Alanda yapılan çalışmalarda- özellikle uluslararası yayınlarda- COPSOQ (The Copenhagen Psychosocial Questionnaire) olarak geçen bu ölçek çalışma koşulları (stres) ile çalışanların tepkileri (stres/ stresin sonuçları) arasındaki neden- sonuç ilişkisini belirlemek için kullanılan bilimsel bir modeldir (<https://www.copsoq.de/was-ist-copsoq/>). Şekil 3’te şematize edilen bu ölçme aracıyla özellikle ölçülen değişkenler, niceliksel/ duygusal/ bilişsel talep, duyguların gizlenmesi gereksinimi, işyerindeki etki, gelişim fırsatları, işte serbestlik, işin manası, aidiyet, öngörülebilirlik, rol belirginliği, rol çatışması, liderlik, sosyal destek, geribildirim, sosyal ilişki, iş güvencesi, iş doyumu, zihinsel ve fiziksel sağlıktır.

Şekil 2. COPSOQ Ölçme Aracında Boyut ve Çıktılar



Kaynak: <https://www.copsoq.de/was-ist-copsoq/>

Yöntem

Nicel araştırma yönteminin temel alındığı bu çalışmada 2018 yılında güncellenen ve Şahan, C. ile Demiral, Y., tarafından Türkçe 'ye çevrilerek geçerlilik ve güvenilirlik çalışması tamamlanan Kopenhag Psikososyal Risk Değerlendirme Anketi (KOPSOR-COPSOQ) üçüncü sürümü ile ikinci sürümü kullanılmıştır. Anket iki temel kısımdan oluşmaktadır. Birinci kısım katılımcıların demografik özelliklerinin belirlenmesine yönelik sorulardan; ikinci kısım ise çalışma için kullanılan Kopenhag Psikososyal Risk Değerlendirme sorularından oluşmaktadır.

Ölçeğin toplam iç tutarlılığı $\alpha=0,936$ olarak saptanmış olan ve yüksek güvenilirlikte olan ve Şahan, C. ile Demiral, Y., tarafından Türkçeye çevrilen ölçekte yer alan boyut ve

sorular kullanılmıştır. Tablo 1’de gösterilen 25 boyut ve 87 sorudan 86 adeti üçüncü sürümden ve 1 soru ikinci sürümden alınmıştır. Soruların yanıtlanmasında 4’ lü ve 5’ li likert kullanılmıştır.

- 29 arasında yer alan (1 ve 29 dahil) sorulara verilen cevaplar için 5’ li Likert kullanılmıştır (Her zaman/ Sıklıkla/ Bazen/ Nadiren/ Asla- Neredeyse hiç).
- 30- 46 arasında yer alan (30 ve 50 dahil) sorulara verilen cevaplar için 5’ li Likert kullanılmıştır (Çok fazla/ Büyük ölçüde/ Orta ölçüde/ Az ölçüde/ Çok az ölçüde).
- “Bir üst amiriniz size göre ne ölçüde...” başlığında 47- 50 arasında yer alan (47 ve 50 dahil) sorulara verilen cevaplar için 5’ li Likert kullanılmıştır (Çok fazla/ Büyük ölçüde/ Orta ölçüde/ Az ölçüde/ Çok az ölçüde).
- 51- 59 arasında yer alan (51 ve 59 dahil) sorulara verilen cevaplar için 5’ li Likert kullanılmıştır (Her zaman/ Sıklıkla/ Bazen/ Nadiren/ Asla- Neredeyse hiç).
- “Kaygı duyar mısınız?” başlığında 60- 65 arasında yer alan (60 ve 65 dahil) sorulara verilen cevaplar için 5’ li Likert kullanılmıştır (Çok fazla/ Büyük ölçüde/ Orta ölçüde/ Az ölçüde/ Çok az ölçüde).
- 66- 70 arasında yer alan (66 ve 70 dahil) sorulara verilen cevaplar için 5’ li Likert kullanılmıştır (Her zaman/ Sıklıkla/ Bazen/ Nadiren/ Asla- Neredeyse hiç).
- 71- 78 arasında yer alan (71 ve 78 dahil) sorulara verilen cevaplar için 5’ li Likert kullanılmıştır (Çok fazla/ Büyük ölçüde/ Orta ölçüde/ Az ölçüde/ Çok az ölçüde).
- “İşiniz ile ilgili aşağıda yazılanlardan ne kadar memnunsunuz?” başlığında 79- 83 arasında yer alan (71 ve 78 dahil) sorulara verilen cevaplar için 4’ lü Likert kullanılmıştır (Çok memnunum/ Memnun/ Memnun değil/ Hiç memnun değil).
- “Son 4 hafta boyunca durumunuzun nasıl olduğuna göre yanıtlayınız” başlığında 84- 87 arasında yer alan (84 ve 87 dahil) sorulara verilen cevaplar için 5’ li Likert kullanılmıştır (Her zaman/ Sıklıkla/ Bazen/ Nadiren/ Asla- Neredeyse hiç).

Tablo 1. Kopenhag Psikososyal Risk Değerlendirme Anketinde Yer Alan Boyut- Boyut Kodu- Soru Sayısı Dağılımı, Kopenhag Psikososyal Risk Değerlendirmesi Rehberi 2020

Sıra	Boyut	Boyut Kodu	Soru Adeti
1	Çalışma Hızı	CH	3
2	Nicel Talepler	NT	3
3	Bilişsel Talepler	BT	4
4	Duygusal Talepler	DT	3
5	Duyguları Gizleme Gereksinimi	DGG	3
6	İşe Etki Eksikliği	İEE	5
7	Gelişme Olanığı Eksikliği	GOE	4
8	İşte Özgürlük Eksikliği	İÖE	4
9	İşin Anlamsızlığı	İA	3
10	İşe Bağlılık Eksikliği	İBA	3
11	Öngörülebilirlik Eksikliği	OE	2
12	Tanımlılık Eksikliği	TE	3
13	Rol Açıklığı Eksikliği	RAE	3
14	Rol Çatışması	RC	3

15	Liderlik Kalitesi Eksikliği	LKE	4
16	Akran Sosyal Destek Eksikliği	ASDE	3
17	Üstlerden Sosyal Destek Eksikliği	ÜSDE	3
18	Topluluk Duygusu Eksikliği	TDE	3
19	İş Güvencesizliği	IG	3
20	Çalışma Koşulları Güvencesizliği	CKG	3
21	İş- Ev Çatışması	IEC	5
22	Güven Eksikliği	GE	4
23	Adalet ve Saygı Eksikliği	ASE	4
24	İş Doyumu Eksikliği	İDE	5
25	Tükenmişlik	TK	4

Çalışmada veri toplamak için çalışma materyali olarak kullanılan ölçme aracında yer alan soruları katılımcılara kolay ulaştırabilmek, soruların kullanıcılarca kolay ulaşılabilir ve kullanılabilir olmasına imkân vermek niyetiyle sorular Google Forma aktarılmıştır. Kullanıma hazır hale getirilen anket test edilmiştir. Sonraki aşamada katılımcılara e-posta ile anketin gönderilebilmesi için Öğretim elemanlarına ait e-posta adresleri YÖK Akademik internet adresi (Yükseköğretim Akademik Arama) üzerinden alınmıştır. Sistem üzerinden tek tek alınan bilgiler (Yükseköğretim kurumunun adı ve o yükseköğretim kurumunda görev alan öğretim elemanlarının e-posta adresleri) sınıflandırılmış ve e-posta göndermek için uygun hale getirilmiştir. Araştırmanın evrenini Türkiye’de faaliyette bulunan üniversitelerde görev alan yaklaşık 183 bin öğretim elemanı oluşturmuştur. Tesadüfi örnekleme tekniği dikkate alınarak 2022 yılı Mart- Haziran ayları arasında (Mart ve Haziran ayları dahil) e-posta ile gerekli bilgiler (Çalışmanın amacı, türü, danışmanların isim- soy isim bilgisi, anketin cevaplanması için en az ayrılması gereken süre) ve ankete katılabilmek için kullanılacak url adresi öğretim elemanlarına ulaştırılmıştır. Katılımın yüksek olmasının sağlanması amacıyla form gönderimi, öğretim elemanlarına farklı zamanlarda olmak üzere toplam 3 (üç) defa tekrarlanmıştır.

Katılımcılardan gelen cevapların düzenli ve kullanılabilir olması için veriler Microsoft Excel’e aktarılmıştır ve paket program kullanılarak analizler yapılmıştır. Çalışma verileri değerlendirilirken tanımlayıcı istatistiksel metotlar (ortalama, standart sapma, medyan, frekans, yüzde, minimum, maksimum) kullanılmıştır. Nicel verilerin normal dağılıma uygunlukları Shapiro-Wilk testi ve grafiksel incelemeler ile sınanmıştır. Normal dağılım gösteren nicel değişkenlerin iki grup arası karşılaştırmalarında Student-t testi, normal dağılım göstermeyen nicel değişkenlerin iki grup arası karşılaştırmalarında Mann-Whitney U test kullanılmıştır. Normal dağılım gösteren nicel değişkenlerin ikiden fazla grup arası karşılaştırmalarında Oneway ANOVA ve ikili karşılaştırmaları için varyansların homojen dağıldığı durumlarda Bonferroni düzeltmeli ikili değerlendirmeler, homojen dağılmadığı durumlarda Games-Howell test kullanılmıştır. Normal dağılım göstermeyen nicel değişkenlerin ikiden fazla grup arası karşılaştırmalarında Kruskal-Wallis test ve Dunn-Bonferroni test kullanılmıştır. İstatistiksel anlamlılık $p<0,05$ olarak kabul edilmiştir.

Çalışma için Etik Kurulu Onayı 478728 karar numarası ile Marmara Üniversitesi’nden alınmıştır.

Bulgular

Çalışma Mart-Haziran 2022 tarihleri arasında Türkiye’de faaliyette bulunan yükseköğretim kurumlarında %40’ı (n=1079) erkek, %59,4’ü (n=1601) kadın, %0,6’sı (n=17) cinsiyetini belirtmek istemeyen toplam 2697 kişiyle yapılmıştır.

Çalışmada;

- Katılımcıların %14,1’inin (n=380) 20-29 yaş arasında, %36’sının (n=971) 30-39 yaş arasında, %27,2’sinin (n=733) 40-49 yaş arasında, %16,4’ünün (n=443) 50-59 yaş arasında, %6,3’ünün (n=170) 60 yaş ve üzerinde olduğu;
- Katılanların %33,3’ünün (n=898) bekar, %66,7’sinin (n=1799) evli olduğu;
- Katılımcıların %5,4’ünün (n=146) eğitim durumunun lisans, %29,1’inin (n=784) yüksek lisans ve %65,5’inin (n=1767) doktora olduğu;
- Katılımcıların %2’si (n=53) vakıf meslek yüksekokulunda görev aldığını, %26’sı (n=700) vakıf üniversitesinde, %72,1’i (n=1944) devlet üniversitesinde görev aldığı;
- Katılımcıların %98,7’sinin (n=2661) tam zamanlı çalıştığı, %0,7’sinin (n=19) yarı zamanlı, %0,6’sının (n=17) ise ders saat ücretli çalıştığı;
- Katılımcıların %3’ünün (n=82) rektörlükte, %2,2’sinin (n=60) enstitüde, %75,3’ünün (n=2031) fakültede, %4,6’sının (n=125) yüksekokulda ve %14,8’inin (n=399) meslek yüksekokulunda görev aldığı;
- Katılımcıların %17,2’sinin (n=464) akademik unvanının profesör, %16,2’sinin (n=436) doçent, %25,9’unun (n=698) doktor, %19,6’sının (n=528) öğretim görevlisi ve %21,2’sinin (n=571) araştırma görevlisi olduğu;
- Katılımcıların %8,9’unun (n=239) idari görevinin rektör yardımcısı, %0,7’sinin (n=20) dekan, %2,4’ünün (n=66) dekan yardımcısı, %2,4’ünün (n=64) müdür, %4,8’inin (n=130) müdür yardımcısı, %7,3’ünün (n=198) bölüm başkanı, %3,4’ünün (n=93) program başkanı, %3,4’ünün (n=91) araştırmacı/ uzman olduğu gözlenirken, %66,6’sının (n=1796) idari görevinin olmadığı;
- Katılımcıların %6,6’sının (n=179) mesleki deneyim süresinin 0-12 ay arasında olduğu, %13,8’inin (n=373) 13-36 ay arasında, %23,5’inin (n=633) 37-120 ay arasında ve %56,1’inin (n=1512) 120 ay üzerinde olduğu;
- Katılanların %64,3’üne (n=1734) üniversitede iş sağlığı ve güvenliği eğitimi verildiği, %35,7’sine (n=963) eğitim verilmediği belirlenmiş ve gözlenmiştir.

Tablo 2. Demografik ve Mesleki Özelliklerin Dağılımı

		n (%)
Yaş	20-29 yaş	380 (14,1)
	30-39 yaş	971 (36,0)
	40-49 yaş	733 (27,2)
	50-59 yaş	443 (16,4)
	≥60 yaş	170 (6,3)
Cinsiyet	Erkek	1079 (40,0)
	Kadın	1601 (59,4)
Medeni Durum	Bekar	898 (33,3)
	Evli	1799 (66,7)
Eğitim Durumu	Lisans	146 (5,4)
	Yüksek Lisans	784 (29,1)
	Doktora	1767 (65,5)
Görev Alınan Üniversite	Vakıf Meslek Yüksekokulu	53 (2,0)
	Vakıf Üniversitesi	700 (26,0)
	Devlet Üniversitesi	1944 (72,1)
Çalışma Biçimi	Tam Zamanlı	2661 (98,7)
	Yarı Zamanlı	19 (0,7)
	Ders Saat Ücretli	17 (0,6)
Görev Alınan Birim	Rektörlük	82 (3,0)
	Enstitü	60 (2,2)
	Fakülte	2031 (75,3)
	Yüksekokul	125 (4,6)
	Meslek Yüksekokulu	399 (14,8)
Akademik Unvan	Profesör Dr./ Profesör	464 (17,2)
	Doçent Dr./ Doçent	436 (16,2)
	Doktor/ Dr. Öğretim Üyesi	698 (25,9)
	Öğretim Görevlisi	528 (19,6)
	Araştırma Görevlisi	571 (21,2)
İdari Görev	Rektör Yardımcısı	239 (8,9)
	Dekan	20 (0,7)
	Dekan Yardımcısı	66 (2,4)
	Müdür	64 (2,4)
	Müdür Yardımcısı	130 (4,8)
	Bölüm Başkanı	198 (7,3)
	Program Başkanı	93 (3,4)
	Araştırmacı/ Uzman	91 (3,4)
İdari Görevi Yok	1796 (66,6)	
Mesleki Deneyim Süresi	0-12 ay	179 (6,6)
	13-36 ay	373 (13,8)
	37-120 ay	633 (23,5)
	>120 ay	1512 (56,1)
İş Sağlığı ve Güvenliği Eğitimi Verilme Durumu	Evet	1734 (64,3)
	Hayır	963 (35,7)

Çalışmaya katılan katılımcılara yöneltilen sorular ve katılımcıların verdikleri cevapların dağılımı Tablo 3'te görülmektedir.

Tablo 3. Katılımcıların Ölçekte Yer Alan Sorulara Verdikleri Cevapların Dağılımı

	Her Zaman	Sıklıkla	Bazen	Nadiren	Asla/ Neredeyse Hiç
	n (%)	n (%)	n (%)	n (%)	n (%)
A1- Çok hızlı çalışmak zorunda kalır mısınız?	30 (1,1)	232 (8,6)	1082 (40,1)	1031 (38,2)	322 (11,9)
A2- Gün boyunca yüksek bir hızda mı çalışıyorsunuz?	46 (1,7)	372 (13,8)	1105 (41)	946 (35,1)	228 (8,5)
A3- Yüksek bir hızda çalışmaya devam etmeniz gerekiyor mu?	94 (3,5)	442 (16,4)	1044 (38,7)	855 (31,7)	262 (9,7)
A4- İş yükünüz eşit dağıtılmadığı için birikir mi?	224 (8,3)	630 (23,4)	969 (35,9)	662 (24,5)	212 (7,9)
A5- İşlerinizin gerisinde kalıyor musunuz?	361 (13,4)	825 (30,6)	1030 (38,2)	389 (14,4)	92 (3,4)
A6- Tüm görevlerinizi tamamlamak için zamanınızın yetmediği ne sıklıkla olur?	167 (6,2)	719 (26,7)	926 (34,3)	693 (25,7)	192 (7,1)
A7- Çalışırken çok fazla şeye dikkat etmek zorunluluğunuz var mı?	31 (1,1)	201 (7,5)	488 (18,1)	1218 (45,2)	759 (28,1)
A8- İşiniz çok fazla şeyi hatırlamanızı gerektirir mi?	18 (0,7)	86 (3,2)	379 (14,1)	1266 (46,9)	948 (35,2)
A9- İşiniz yeni fikirler ortaya koymanızı gerektirir mi?	17 (0,6)	109 (4)	525 (19,5)	1187 (44)	859 (31,9)
A10- İşiniz zor kararlar vermenizi gerektirir mi?	65 (2,4)	432 (16)	1285 (47,6)	708 (26,3)	207 (7,7)
A11- İşiniz sizi duygusal olarak rahatsız edici durumlara sokar mı?	205 (7,6)	632 (23,4)	1182 (43,8)	540 (20)	138 (5,1)
A12- İşinizin bir parçası başkalarının kişisel sorunları ile uğraşmanızı gerektirir mi?	150 (5,6)	539 (20)	1016 (37,7)	677 (25,1)	315 (11,7)
A13- İşiniz size duygusal olarak bir yük getirir mi?	143 (5,3)	508 (18,8)	1069 (39,6)	711 (26,4)	266 (9,9)
A14- İşiniz görüşlerinizi saklamanızı gerektirir mi?	260 (9,6)	537 (19,9)	1016 (37,7)	641 (23,8)	243 (9)
A15- İşiniz duygularınızı saklamanızı gerektirir mi?	137 (5,1)	442 (16,4)	1027 (38,1)	853 (31,6)	238 (8,8)
A16- Size davranışları nasıl olursa olsun herkese karşı açık ve nazik olmak olmanız beklenir mi?	72 (2,7)	165 (6,1)	403 (14,9)	1177 (43,6)	880 (32,6)
A17- İşinize ilişkin alınan kararlarda büyük oranda etki gücünüz var mı?	164 (6,1)	874 (32,4)	938 (34,8)	542 (20,1)	179 (6,6)

Tablo 3. Katılımcıların Ölçekte Yer Alan Sorulara Verdikleri Cevapların Dağılımı (Devam)

	Her Zaman	Sıklıkla	Bazen	Nadiren	Asla/ Neredeyse Hiç
	n (%)	n (%)	n (%)	n (%)	n (%)
A19- Size verilen iş miktarını belirlemede etkiniz olur mu?	296 (11)	1099 (40,7)	748 (27,7)	384 (14,2)	170 (6,3)
A20- İşinizde NE yapacağınıza siz karar verebiliyor musunuz?	538 (19,9)	1320 (48,9)	569 (21,1)	191 (7,1)	79 (2,9)
A21- İşinizi NASIL yapacağınız konusunda sizin bir etkiniz oluyor mu?	750 (27,8)	1285 (47,6)	527 (19,5)	106 (3,9)	29 (1,1)
A22- İşinizde çeşitli görevleriniz var mıdır?	1015 (37,6)	986 (36,6)	512 (19)	159 (5,9)	25 (0,9)
A23- İşinizde yeni şeyler öğrenme olanağınız var mıdır?	1088 (40,3)	1116 (41,4)	331 (12,3)	132 (4,9)	30 (1,1)
A24- İşinizde becerilerinizi ya da uzmanlığınızı kullanabiliyor musunuz?	673 (25)	1030 (38,2)	657 (24,4)	257 (9,5)	80 (3)
A25- İşiniz size becerilerinizi geliştirme fırsatı veriyor mu?	514 (19,1)	1165 (43,2)	663 (24,6)	249 (9,2)	106 (3,9)
A26- İşe ne zaman ara vereceğinize karar verebiliyor musunuz?	638 (23,7)	1276 (47,3)	453 (16,8)	209 (7,7)	121 (4,5)
A27- Yıllık izin zamanınız yaklaşık olarak isteğiniz doğrultusunda mı belirlenir?	605 (22,4)	1049 (38,9)	804 (29,8)	189 (7)	50 (1,9)
A28- Arkadaşınızla kısa bir sohbet için işinize ara verebiliyor musunuz?	869 (32,2)	824 (30,6)	542 (20,1)	248 (9,2)	214 (7,9)
A29- Kendi işiniz için yarım saatliğine özel bir izin almadan işyerinden ayrılabilir misiniz?	Çok fazla ölçüde	Büyük ölçüde	Orta ölçüde	Az ölçüde	Çok az ölçüde
	n (%)	n (%)	n (%)	n (%)	n (%)
A30- İşinizi anlamlı buluyor musunuz?	1469 (54,5)	784 (29,1)	300 (11,1)	94 (3,5)	50 (1,9)
A31- Yaptığınız işin önemli olduğunu hissediyor musunuz?	1448 (53,7)	770 (28,6)	332 (12,3)	98 (3,6)	49 (1,8)
A32- Kendinizi işinizde motive ve ilgili hissediyor musunuz?	807 (29,9)	1034 (38,3)	569 (21,1)	193 (7,2)	94 (3,5)
A33- Başkalarına işyerinizi anlatmaktan hoşlanıyor musunuz?	422 (15,6)	637 (23,6)	925 (34,3)	513 (19)	200 (7,4)
A34- İşyerinizin sizin için çok önemli bir yer olduğunu düşünüyor musunuz?	842 (31,2)	946 (35,1)	526 (19,5)	253 (9,4)	130 (4,8)
A35- Bu işyerinin bir üyesi olmaktan gurur duyuyor musunuz?	745 (27,6)	814 (30,2)	621 (23)	330 (12,2)	187 (6,9)

Tablo 3. Katılımcıların Ölçekte Yer Alan Sorulara Verdikleri Cevapların Dağılımı (Devam)

	Çok fazla ölçüde	Büyük ölçüde	Orta ölçüde	Az ölçüde	Çok az ölçüde
	n (%)	n (%)	n (%)	n (%)	n (%)
A36- İşyerinde önemli kararlar, değişiklikler veya gelecek planlarına ilişkin önceden size bilgi verilir mi?	173 (6,4)	727 (27)	834 (30,9)	620 (23)	343 (12,7)
A37- İşinizi iyi yapabilmeniz için gerek duyduğunuz bilgiyi alıyor musunuz?	348 (12,9)	1100 (40,8)	809 (30)	335 (12,4)	105 (3,9)
A38- Yaptığınız iş yönetim tarafından fark ediliyor ve takdir ediliyor mu?	248 (9,2)	704 (26,1)	874 (32,4)	518 (19,2)	353 (13,1)
A39- Yönetim size saygı duyuyor mu?	478 (17,7)	975 (36,2)	616 (22,8)	379 (14,1)	249 (9,2)
A40- İşyerinde size adil davranılıyor mu?	321 (11,9)	1049 (38,9)	711 (26,4)	351 (13)	265 (9,8)
A41- İşinizin amaçları net olarak belirli midir?	641 (23,8)	1196 (44,3)	506 (18,8)	245 (9,1)	109 (4)
A42- Hangi alanların kesin olarak sizin sorumluluğunuzda olduğunu biliyor musunuz?	703 (26,1)	1212 (44,9)	494 (18,3)	203 (7,5)	85 (3,2)
A43- İşinizde sizden beklenenleri tam olarak biliyor musunuz?	763 (28,3)	1277 (47,3)	457 (16,9)	151 (5,6)	49 (1,8)
A44- İşinizde sizden birbiri ile çelişkili taleplerde bulunuluyor mu?	368 (13,6)	764 (28,3)	1045 (38,7)	400 (14,8)	120 (4,4)
A45- Bazen başka türlü yapılması gerektiğini düşündüğünüz şeyleri yapmak zorunda kalıyor musunuz?	123 (4,6)	600 (22,2)	1168 (43,3)	654 (24,2)	152 (5,6)
A46- Bazen size gereksizmiş gibi görünen şeyleri yapmak zorunda kalıyor musunuz?	95 (3,5)	449 (16,6)	1119 (41,5)	813 (30,1)	221 (8,2)
A47- Size göre bir üst amiriniz, her bir çalışan için yeterli gelişme fırsatı sağlar?	218 (8,1)	884 (32,8)	872 (32,3)	437 (16,2)	286 (10,6)
A48- Size göre bir üst amiriniz, çalışanların işinden memnun olmasına öncelik verir?	198 (7,3)	803 (29,8)	849 (31,5)	475 (17,6)	372 (13,8)
A49- Size göre bir üst amiriniz, iş planlaması konusunda iyidir?	229 (8,5)	806 (29,9)	836 (31)	444 (16,5)	382 (14,2)
A50- Size göre bir üst amiriniz, çatışmaları çözme konusunda iyidir?	214 (7,9)	744 (27,6)	804 (29,8)	482 (17,9)	453 (16,8)

Tablo 3. Katılımcıların Ölçekte Yer Alan Sorulara Verdikleri Cevapların Dağılımı (Devam)

	Her Zaman	Sıklıkla	Bazen	Nadiren	Asla/ Neredeyse Hiç
	n (%)	n (%)	n (%)	n (%)	n (%)
A51- İş arkadaşlarınızdan ne sıklıkta yardım ve destek alırsınız?	212 (7,9)	814 (30,2)	1067 (39,6)	485 (18)	119 (4,4)
A52- İş arkadaşlarınız sizin işle ilgili sorunlarınızı dinlemeye ne sıklıkta istek duyar?	342 (12,7)	1082 (40,1)	845 (31,3)	329 (12,2)	99 (3,7)
A53- İşinizi nasıl yürüttüğünüz ile ilgili olarak arkadaşlarınız sizinle ne sıklıkta konuşur?	217 (8)	854 (31,7)	1062 (39,4)	456 (16,9)	108 (4)
A54- Bir üst amirinizden ne sıklıkta yardım ve destek alırsınız?	136 (5)	464 (17,2)	986 (36,6)	796 (29,5)	315 (11,7)
A55- Bir üst amiriniz sizin işle ilgili sorunlarınızı dinlemeye ne sıklıkta istek duyar?	338 (12,5)	691 (25,6)	786 (29,1)	570 (21,1)	312 (11,6)
A56- İşinizi nasıl yürüttüğünüz ile ilgili olarak amiriniz sizinle ne sıklıkta konuşur?	143 (5,3)	497 (18,4)	950 (35,2)	756 (28)	351 (13)
A57- İşyerinde arkadaşlık ortamınız iyi midir?	661 (24,5)	1150 (42,6)	578 (21,4)	209 (7,7)	99 (3,7)
A58- İşyerinde arkadaşlarınız arasında iyi bir işbirliği var mı?	499 (18,5)	1011 (37,5)	738 (27,4)	320 (11,9)	129 (4,8)
A59- İşyerinizde kendinizi bir topluluğa ait hissediyor musunuz?	575 (21,3)	810 (30)	665 (24,7)	354 (13,1)	293 (10,9)
	Çok fazla ölçüde	Büyük ölçüde	Orta ölçüde	Az ölçüde	Çok az ölçüde
	n (%)	n (%)	n (%)	n (%)	n (%)
A60- İşsiz kalmaktan kaygı duyar mısınız?	774 (28,7)	579 (21,5)	559 (20,7)	439 (16,3)	346 (12,8)
A61- Yeni bir teknolojinin kullanımı ile işsiz kalmaktan kaygı duyar mısınız?	1341 (49,7)	732 (27,1)	388 (14,4)	173 (6,4)	63 (2,3)
A62- İşsiz kalırsanız yeni bir iş bulmanızın zor olmasından kaygı duyar mısınız?	722 (26,8)	544 (20,2)	562 (20,8)	527 (19,5)	342 (12,7)
A63- İsteğiniz dışında başka bir işe transfer olmaktan kaygı duyar mısınız?	695 (25,8)	525 (19,5)	564 (20,9)	592 (22)	321 (11,9)
A64- Çalışma zamanlarınızın (vardiya, işe geliş-gidiş, çalışma günleri vb) isteğiniz dışında değiştirilmesinden kaygı duyar mısınız?	608 (22,5)	500 (18,5)	572 (21,2)	688 (25,5)	329 (12,2)
A65- Maaşınızın azalacağından kaygı duyar mısınız?	729 (27)	521 (19,3)	499 (18,5)	525 (19,5)	423 (15,7)

Tablo 3. Katılımcıların Ölçekte Yer Alan Sorulara Verdikleri Cevapların Dağılımı (Devam)

	Her Zaman	Sıklıkla	Bazen	Nadiren	Asla/ Neredeyse Hiç
	n (%)	n (%)	n (%)	n (%)	n (%)
A66- Aynı zamanda hem evde hem de işte bulunmanız gereken zamanlar oluyor mu?	220 (8,2)	713 (26,4)	1136 (42,1)	517 (19,2)	111 (4,1)
A67- İşiniz enerjinizin çoğunu tükettiği için özel yaşamınızı olumsuz etkilediğini hissediyor musunuz?	183 (6,8)	576 (21,4)	926 (34,3)	667 (24,7)	345 (12,8)
A68- İşiniz zamanınızın çoğunu aldığı için özel yaşamınızı olumsuz etkilediğini hissediyor musunuz?	208 (7,7)	594 (22)	921 (34,1)	650 (24,1)	324 (12)
A69- İşinizin gerektirdikleri özel ve aile yaşamınızı aksatıyor mu?	221 (8,2)	703 (26,1)	956 (35,4)	584 (21,7)	233 (8,6)
A70- İşle ilgili görevler nedeniyle, aile ve özel yaşam aktiviteleri için yaptığınız planları değiştirmek zorunda kalıyor musunuz?	136 (5)	673 (25)	1131 (41,9)	563 (20,9)	194 (7,2)
	Çok fazla ölçüde	Büyük ölçüde	Orta ölçüde	Az ölçüde	Çok az ölçüde
	n (%)	n (%)	n (%)	n (%)	n (%)
A71- İşyerinde çalışanlar genel olarak birbirlerine güvenir mi?	100 (3,7)	823 (30,5)	990 (36,7)	516 (19,1)	268 (9,9)
A72- Yönetim işlerini iyi yaptıkları konusunda çalışanlarına güven duyar mı?	123 (4,6)	972 (36)	1037 (38,5)	345 (12,8)	220 (8,2)
A73- Çalışanlar yönetim tarafından verilen bilgilere güveniyor mu?	125 (4,6)	940 (34,9)	975 (36,2)	415 (15,4)	242 (9)
A74- Çalışanlar görüş ve duygularını ifade edebiliyor mu?	142 (5,3)	813 (30,1)	939 (34,8)	480 (17,8)	323 (12)
A75- Çatışmalar adil bir şekilde çözülüyor mu?	98 (3,6)	725 (26,9)	1032 (38,3)	445 (16,5)	397 (14,7)
A76- İş yükü eşit bir şekilde dağılır mı?	87 (3,2)	724 (26,8)	949 (35,2)	566 (21)	371 (13,8)
A77- Çalışanlar işlerini iyi yaptıklarında takdir ediliyor mu?	119 (4,4)	688 (25,5)	935 (34,7)	531 (19,7)	424 (15,7)
A78- Çalışanların tüm önerileri yönetim tarafından ciddi bir şekilde değerlendirir mi?	90 (3,3)	587 (21,8)	981 (36,4)	593 (22)	446 (16,5)

Tablo 3. Katılımcıların Ölçekte Yer Alan Sorulara Verdikleri Cevapların Dağılımı (Devam)

	Çok memnun	Memnun	Memnun değil	Hiç memnun değil	-
	n (%)	n (%)	n (%)	n (%)	-
A79- İşinizi dikkate aldığımızda, ileriye yönelik beklentilerinizden ne kadar memnunsunuz?	302 (11,2)	1489 (55,2)	658 (24,4)	248 (9,2)	-
A80- İşyerinizi dikkate aldığımızda fiziksel çalışma koşullarınızdan ne kadar memnunsunuz?	372 (13,8)	1404 (52,1)	598 (22,2)	323 (12)	-
A81- İşinizi dikkate aldığımızda, yeteneklerinizin kullanıma şeklinden ne kadar memnunsunuz?	313 (11,6)	1464 (54,3)	695 (25,8)	225 (8,3)	-
A82- İşinizi dikkate aldığımızda, her şey dikkate alındığında genel olarak işinizden ne kadar memnunsunuz?	500 (18,5)	1658 (61,5)	441 (16,4)	98 (3,6)	-
A83- İşinizi dikkate aldığımızda, maaşınızdan ne kadar memnunsunuz?	176 (6,5)	1142 (42,3)	916 (34)	463 (17,2)	-
	Her Zaman	Sıklıkla	Bazen	Nadiren	Asla/ Neredeyse Hiç
A84- Yaşadığınız son dört (4) haftayı dikkate aldığımızda, İşinizi dikkate aldığınızda, kendinizi ne sıklıkta yıpranmış hissettiniz?	143 (5,3)	466 (17,3)	862 (32)	891 (33)	335 (12,4)
A85- Yaşadığımız son dört (4) haftayı dikkate aldığımızda, kendinizi ne sıklıkta fiziksel olarak tükenmiş hissettiniz?	234 (8,7)	526 (19,5)	821 (30,4)	804 (29,8)	312 (11,6)
A86- Yaşadığınız son dört (4) haftayı dikkate aldığımızda, kendinizi ne sıklıkta duygusal olarak tükenmiş hissettiniz?	287 (10,6)	592 (22)	767 (28,4)	727 (27)	324 (12)
A87- Yaşadığınız son dört (4) haftayı dikkate aldığımızda, kendinizi ne sıklıkta yorgun hissettiniz?	95 (3,5)	331 (12,3)	777 (28,8)	999 (37)	495 (18,4)

Çalışmaya katılanların ölçekte yerlan “Çalışma Hızı” alt boyutundan aldıkları puanlar ortalama 59,49±20,80 olarak, “Nicel Talepler” alt boyutundan aldıkları puanlar ortalama 47,09±22,01 olarak, “Bilişsel Talepler” alt boyutundan aldıkları puanlar ortalama 70,47±16,11 olarak, “Duygusal Talepler” alt boyutundan aldıkları puanlar ortalama 52,14±21,50 olarak, “Duygularını Gizleme Gereksinimi” alt boyutundan aldıkları puanlar ortalama 60,23±20,28 olarak, “İşte Özgürlük Eksikliği” alt boyutundan aldıkları puanlar ortalama 32,18±19,58 olarak, “İşin Anlamsızlığı” alt boyutundan aldıkları puanlar ortalama 32,18±19,58 olarak, “İşin Anlamsızlığı” alt boyutundan aldıkları puanlar ortalama 21,37±22,09 olarak, İşe Bağlılık Eksikliği” alt boyutundan aldıkları puanlar ortalama 36,76±25,00 olarak, “Öngörülebilirlik Eksikliği” alt boyutundan aldıkları puanlar ortalama 45,28±23,89 olarak, “Tanınırlık Eksikliği” alt boyutundan aldıkları puanlar ortalama 44,31±26,55 olarak, “Rol Açıklığı Eksikliği” alt boyutundan aldıkları puanlar ortalama 28,95±22,18 olarak, “Tanınırlık Eksikliği” alt boyutundan aldıkları puanlar ortalama 44,31±26,55 olarak, “Rol Açıklığı Eksikliği” alt boyutundan aldıkları puanlar ortalama 28,95±22,18 olarak, “Rol Çatışması” alt boyutundan aldıkları puanlar ortalama 49,59±20,85 olarak, “Liderlik Kalitesi Eksikliği” alt boyutundan aldıkları puanlar ortalama 49,70±26,31 olarak, “Akran Sosyal Destek Eksikliği” alt boyutundan aldıkları puanlar ortalama 42,68±20,62 olarak, “Üstlerinden Sosyal Destek Eksikliği” alt boyutundan aldıkları puanlar ortalama 53,68±24,14 olarak, “Topluluk Duygusu Eksikliği” alt boyutundan aldıkları puanlar ortalama 36,05±25,37 olarak, “İş Güvencesizliği” alt boyutundan aldıkları puanlar ortalama 34,90±26,70 olarak, “Çalışma Koşulları Güvencesizliği” alt boyutundan aldıkları puanlar ortalama 44,87±29,01 olarak, “İş-Ev Çatışması” alt boyutundan aldıkları puanlar ortalama 50,37±21,92 olarak, “Güven Eksikliği” alt boyutundan aldıkları puanlar ortalama 48,46±21,74 olarak, “Adalet ve Saygı Eksikliği” alt boyutundan aldıkları puanlar ortalama 54,40±23,52 olarak, “İş Doyumu Eksikliği” alt boyutundan aldıkları puanlar ortalama 44,07±20,26 olarak ve “Tükenmişlik” alt boyutundan aldıkları puanlar ortalama 56,77±25,52 olarak saptanmıştır.

KOPSOR-TR Ölçeğinin iç tutarlılıkları incelendiğinde; Çalışma hızı alt boyutu için $\alpha=0,917$ olarak, Nicel talepler alt boyutu için $\alpha=0,818$ olarak, Bilişsel talepler alt boyutu için $\alpha=0,724$ olarak, Duygusal talepler için $\alpha=0,806$ olarak, Duygularını gizleme gereksinimi alt boyutu için $\alpha=0,708$ olarak, İşe etki eksikliği alt boyutu için $\alpha=0,824$ olarak, Gelişme olanağı eksikliği için $\alpha=0,710$ olarak, İşte özgürlük eksikliği alt boyutu için $\alpha=0,720$ olarak, İşin anlamsızlığı alt boyutu için $\alpha=0,894$ olarak, İşe bağlılık eksikliği için $\alpha=0,828$ olarak, Öngörülebilirlik eksikliği alt boyutu için $\alpha=0,770$ olarak, Tanınırlık eksikliği alt boyutu için $\alpha=0,899$ olarak, Rol açıklığı eksikliği alt boyutu için $\alpha=0,880$ olarak, Rol çatışması alt boyutu için $\alpha=0,827$ olarak, Liderlik kalitesi eksikliği alt boyutu için $\alpha=0,931$ olarak, Akran sosyal destek eksikliği alt boyutu için $\alpha=0,809$ olarak, Üstlerinden sosyal destek eksikliği alt boyutu için $\alpha=0,850$ olarak, Topluluk duygusu eksikliği alt boyutu için $\alpha=0,891$ olarak, İş güvencesizliği alt boyutu için $\alpha=0,787$ olarak, Çalışma koşulları güvencesizliği alt boyutu için $\alpha=0,793$ olarak, İş-Ev çatışması alt boyutu için $\alpha=0,894$ olarak, Güven eksikliği alt boyutu için $\alpha=0,869$ olarak, Adalet ve saygı eksikliği için $\alpha=0,893$ olarak, İş doyumu eksikliği için $\alpha=0,821$ olarak ve Tükenmişlik alt boyutu için $\alpha=0,944$ olarak saptanmıştır. Ölçeğin toplam iç tutarlılığı $\alpha=0,967$ olarak saptanmış olup, ölçeğin yüksek güvenilirlikte olduğu söylenebilir.

Alt Boyut Puanlarının Dağılımı ve İç Tutarlılıklarının Değerlendirilmesi Tablo 4’te görülmektedir.

Tablo 4. Alt Boyut Puanlarının Dağılımı ve İç Tutarlılıklarının Değerlendirilmesi

	Madde Sayısı	Medyan (Min-Maks)	Ort±Ss	Cronbach's Alpha
Çalışma Hızı	3	58,3 (0-100)	59,49±20,8	0,914
Nicel Talepler	3	50 (0-100)	47,09±22,01	0,818
Bilişsel Talepler	4	68,8 (0-100)	70,47±16,11	0,724
Duygusal Talepler	3	50 (0-100)	52,14±21,5	0,806
Duygularını Gizleme Gereksinimi	3	58,3 (0-100)	60,23±20,28	0,708
İşe Etki Eksikliği	5	45 (0-100)	47,16±20,45	0,824
Gelişme Olanağı Eksikliği	4	25 (0-100)	25,7±17,05	0,710
İşte Özgürlük Eksikliği	4	31,3 (0-100)	32,18±19,58	0,720
İşin Anlamsızlığı	3	16,7 (0-100)	21,37±22,09	0,894
İşe Bağlılık Eksikliği	3	33,3 (0-100)	36,76±25	0,828
Öngörülebilirlik Eksikliği	2	50 (0-100)	45,28±23,89	0,770
Tanırlık Eksikliği	3	41,7 (0-100)	44,31±26,55	0,899
Rol Açıklığı Eksikliği	3	25 (0-100)	28,95±22,18	0,880
Rol Çatışması	3	50 (0-100)	49,59±20,85	0,827
Liderlik Kalitesi Eksikliği	4	50 (0-100)	49,7±26,31	0,931
Akran Sosyal Destek Eksikliği	3	41,7 (0-100)	42,68±20,62	0,809
Üstlerinden Sosyal Destek Eksikliği	3	50 (0-100)	53,68±24,14	0,850
Topluluk Duygusu Eksikliği	3	33,3 (0-100)	36,05±25,37	0,891
İş Güvencesizliği	3	33,3 (0-100)	34,9±26,7	0,787
Çalışma Koşulları Güvencesizliği	3	41,7 (0-100)	44,87±29,01	0,793
İş-Ev Çatışması	5	50 (0-100)	50,37±21,92	0,894
Güven Eksikliği	4	50 (0-100)	48,46±21,74	0,869
Adalet ve Saygı Eksikliği	4	50 (0-100)	54,4±23,52	0,893
İş Doyumu Eksikliği	5	40 (0-100)	44,07±20,26	0,821
Tükenmişlik	4	56,3 (0-100)	56,77±25,52	0,944

Boyut kısaltması, değişkenlere ait bilgiler Tablo 5, Tablo 6' da verilmiştir.

Tablo 5. Boyutlara ait Kısaltma

Sıra	Boyut Adı	Kısaltma	Sıra	Boyut Adı	Kısaltma	Sıra	Boyut Adı	Kısaltma
1	Çalışma Hızı	ÇH	10	İşe Bağlılık Eksikliği	İBE	19	İş Güvencesizliği	İG
2	Nicel Talepler	NT	11	Öngörülebilirlik Eksikliği	ÖE	20	Çalışma Koşulları Güvencesizliği	ÇKG
3	Bilişsel Talepler	BT	12	Tanımlılık Eksikliği	TE	21	İş- Ev Çatışması	İEÇ
4	Duygusal Talepler	DT	13	Rol Açıklığı Eksikliği	RAE	22	Güven Eksikliği	GE
5	Duyguları Gizleme Gereksinimi	DGG	14	Rol Çatışması	RÇ	23	Adalet ve Saygı Eksikliği	ASE
6	İşe Etki Eksikliği	İEE	15	Liderlik Kalitesi Eksikliği	LKE	24	İş Doyumu Eksikliği	İDE
7	Gelişme Olanığı Eksikliği	GOE	16	Akran Sosyal Destek Eksikliği	ASDE	25	Tükenmişlik	T
8	İşte Özgürlük Eksikliği	İÖT	17	Üstlerden Sosyal Destek Eksikliği	ÜSDE			
9	İşin Anlamsızlığı	İA	18	Topluluk Duygusu Eksikliği	TDE			

Tablo 6. Kullanılan Değişkenlere ait Açıklamalar

Sıra	Değişken Adı
1	Yaş Gruplarına Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi
2	Cinsiyetlere Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi
3	Medeni Duruma Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi
4	Eğitim Durumuna Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi
5	Görev Alınan Üniversiteye Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi
6	Mesleki Unvana Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi
7	İdari Görev Varlığına Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi
8	Mesleki Deneyim Süresine Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi
9	Görev Alınan Birime Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi

“Çok hızlı çalışmak zorunda kalır mısınız?”, “Gün boyunca yüksek bir hızda mı çalışıyorsunuz?”, “Yüksek bir hızda çalışmaya devam etmeniz gerekiyor mu?” sorularının yer aldığı ve görev yerine getirilirken çalışanın başa çıkması gereken çalışma hızını belirlemeye yönelik olan çalışma hızı boyutu ile cinsiyet, eğitim durumu, görev alınan üniversitenin türü, çalışılan birim, idari görevin varlığı değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İş yükünüz eşit dağıtılmadığı için birikir mi?”, “İşlerinizin gerisinde kalıyor musunuz?”, “Tüm görevlerinizi tamamlamak için zamanınızın yetmediği ne sıklıkla olur?” sorularının yer aldığı ve çalışanın iş yükü, görevi yerine getirmek için gerekli olan zaman ve işin niceliği arasındaki uyumsuzluğu belirlemeye yönelik nicel talepler boyutu ile yaş, cinsiyet, medeni durum, eğitim durumu, çalışılan birim, akademik unvan, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“Çalışırken çok fazla şeye dikkat etmek zorunluluğunuz var mı?”, “İşiniz çok fazla şeyi hatırlamanızı gerektirir mi?”, “İşiniz yeni fikirler ortaya koymanızı gerektirir mi?”, “İşiniz zor kararlar vermenizi gerektirir mi?” sorularının yer aldığı ve bilişsel yeteneğini yansıtmasını zorunlu kılan durumları belirlemeye yönelik olan bilişsel talepler boyutu ile cinsiyet, medeni durum, eğitim durumu, çalışılan birim, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İşiniz sizi duygusal olarak rahatsız edici durumlara sokar mı?”, “İşinizin bir parçası başkalarının kişisel sorunları ile uğraşmanızı gerektirir mi?”, “İşiniz size duygusal olarak bir yük getirir mi?” sorularının yer aldığı ve çalışanın işyerinde bulunan kişilerle (işveren, işveren vekili, çalışma arkadaşı, alt işveren çalışanı, öğrenci, stajyer, müşteri vb.) yaşadığı duygu çatışması veya kendi duygularından kaynaklı durumlarla mücadele etmesini gerektiren talepleri belirlemeye yönelik olan duygusal talepler boyutu ile yaş, cinsiyet, medeni durum, eğitim durumu, akademik unvan, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İşiniz görüşlerinizi saklamanızı gerektirir mi?”, “İşiniz duygularınızı saklamanızı gerektirir mi?”, “Size davranışları nasıl olursa olsun herkese karşı açık ve nazik olmanız beklenir mi?” sorularının yer aldığı ve duygularını gizlemek durumunda kaldığı durumları belirlemeye yönelik olan duygularını gizleme gereksinimi boyutu ile medeni durum, eğitim durumu, akademik unvan, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İşinize ilişkin alınan kararlarda büyük oranda etki gücünüz var mı?”, Çalışma arkadaşını seçme konusunda söz hakkınız var mı?”, “Size verilen iş miktarını belirlemede etkiniz olur mu?”, “İşinizde ne yapacağınıza siz karar verebiliyor musunuz?”, “İşinizi nasıl yapacağınız konusunda sizin bir etkiniz oluyor mu?” sorularının yer aldığı ve işin planlanması, görevlerin sıralanması, ne zaman ve nasıl yapılacağı, işin miktarı gibi başlıklarda iş üzerindeki etkisini belirlemeye yönelik olan işe etki eksikliği boyutu ile yaş, cinsiyet, medeni durum, eğitim durumu, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İşinizde çeşitli görevleriniz var mıdır?”, “İşinizde yeni şeyler öğrenme olanağınız var mıdır?”, “İşinizde becerilerinizi ya da uzmanlığınızı kullanabiliyor musunuz?”, “İşiniz size becerilerinizi geliştirme fırsatı veriyor mu?” sorularının yer aldığı ve işin öğrenme ve gelişme üzerindeki etkisi, kişinin kişisel ve mesleki gelişimi gibi işin çalışan üzerindeki etkisini belirlemeye yönelik olan gelişme olanağı eksikliği boyutu ile yaş, medeni durum, eğitim durumu, görev alınan üniversite türü, çalışılan birim, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İşe ne zaman ara vereceğinize karar verebiliyor musunuz?”, “Yıllık izin zamanınız yaklaşık olarak isteğiniz doğrultusunda mı belirlenir?”, “Arkadaşınızla kısa bir sohbet

“İşinize ara verebiliyor musunuz?”, “Kendi işiniz için yarım saatliğine özel bir izin almadan işyerinden ayrılabilir misiniz?” sorularının yer aldığı ve mola, izin, çalışma gün ve saatinin belirlenmesi konusunda çalışanın etkinliğinin belirlenmesine yönelik olan işte özgürlük eksikliği boyutu ile yaş, cinsiyet, medeni durum, eğitim durumu, görev alınan üniversite türü, çalışılan birim, akademik unvan, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İşinizi anlamlı buluyor musunuz?”, “Yaptığınız işin önemli olduğunu hissediyor musunuz?”, “Kendinizi işinizde motive ve ilgili hissediyor musunuz?” sorularının yer aldığı ve çalışanın işine ve insanların hayatına faydasını ölçtüğü, işin amacı ve içeriği ile kendi yetkinlik ve becerilerini kıyasladığı alanı oluşturan işin anlamsızlığı boyutu ile yaş, cinsiyet, medeni durum, eğitim durumu, görev alınan üniversite türü, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“Başkalarına işyerinizi anlatmaktan hoşlanır mısınız?”, “İşyerinizin sizin için çok önemli bir yer olduğunu düşünüyor musunuz?”, “Bu işyerinin bir üyesi olmaktan gurur duyuyor musunuz?” sorularının yer aldığı ve işyerine olan bağlılığı ele alan işe bağlılık boyutu ile yaş, cinsiyet, medeni durum, eğitim durumu, görev alınan üniversite türü, çalışılan birim, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İşyerinde önemli kararlar, değişiklikler veya gelecek planlarına ilişkin önceden size bilgi verilir mi?”, “İşinizi iyi yapabilmemiz için gerek duyduğunuz bilgiyi alıyor musunuz?” sorularının yer aldığı ve belirsizlik ile güvensizlikten kaçınmayı ele alan, çalışanların yetkili kişiler tarafından tam zamanında çeşitli kanallarla doğru bilgilendirildiğini belirlemeye yönelik olan öngörülebilirlik eksikliği boyutu ile yaş, medeni durum, eğitim durumu, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“Yaptığınız iş yönetim tarafından fark ediliyor ve takdir ediliyor mu?”, “Yönetim size saygı duyuyor mu?”, “İşyerinde size adil davranılıyor mu?” sorularının yer aldığı ve çalışanın yönetim ve diğer çalışanlar tarafından anlaşıldığının belirlenmesine yönelik olan tanınırlık boyutu ile yaş, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İşinizin amaçları net olarak belirli midir?”, “Hangi alanların kesin olarak sizin sorumluluğunuzda olduğunu biliyor musunuz?”, “İşinizde sizden beklenenleri tam olarak biliyor musunuz?” sorularının yer aldığı ve çalışana verilen görevin içeriği, çalışandan beklenenler ve çalışanın sorumluluklarının net belirgin olmasıyla ilgili olan rol açıklığı boyutu ile yaş, cinsiyet, medeni durum, eğitim durumu, görev alınan üniversite türü, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İşinizde sizden birbiri ile çelişkili taleplerde bulunuluyor mu?”, “Bazen başka türlü yapılması gerektiğini düşündüğünüz şeyleri yapmak zorunda kalıyor musunuz?”, “Bazen size gereksizmiş gibi görünen şeyleri yapmak zorunda kalıyor musunuz?” sorularının yer aldığı ve çalışana verilen görevde görevin doğasından kaynaklı çelişki olup olmaması, görevde önceliklerin çakışmasına yönelik durumların belirlenmesinde kullanılan rol çatışması boyutu ile yaş, cinsiyet, medeni durum, eğitim durumu, görev

alınan üniversite türü, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“Her bir çalışan için yeterli gelişme fırsatı sağlar?”, “Çalışanların işinden memnun olmasına öncelik verir?”, “İş planlaması konusunda iyidir?”, “Çatışmaları çözme konusunda iyidir?” sorularının yer aldığı ve yöneticinin liderlik yeteneğini ve becerisini sorgulayan liderlik kalitesi boyutu ile yaş, görev alınan üniversite türü, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İş arkadaşlarınızdan ne sıklıkta yardım ve destek alırsınız?”, “İş arkadaşlarınız sizin işle ilgili sorunlarınızı dinlemeye ne sıklıkta istek duyar?”, “İşinizi nasıl yürüttüğünüz ile ilgili olarak arkadaşlarınız sizinle ne sıklıkta konuşur?” sorularının yer aldığı ve gerekli durumlarda çalışanın diğer çalışanlardan destek alıp almadığını belirleyen akran sosyal destek boyutu ile yaş, cinsiyet, eğitim durumu, görev alınan üniversite türü, akademik unvan değişkenleri arasında anlamlı farklılık bulunmaktadır.

“Bir üst amirinizden ne sıklıkta yardım ve destek alırsınız?”, “Bir üst amiriniz sizin işle ilgili sorunlarınızı dinlemeye ne sıklıkta istek duyar?”, “İşinizi nasıl yürüttüğünüz ile ilgili olarak amiriniz sizinle ne sıklıkta konuşur?” sorularının yer aldığı ve üst amirlerden destek olup olmadığını belirlemeye yönelik olan üstlerinden sosyal destek eksikliği boyutu ile yaş, medeni durum, eğitim durumu, görev alınan üniversite türü, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İşyerinde arkadaşlık ortamınız iyi midir?”, “İşyerinde arkadaşlarınız arasında iyi bir iş birliği var mı?”, “İşyerinizde kendinizi bir topluluğa ait hissediyor musunuz?” sorularının yer aldığı ve çalışanın kendisini topluluğun bir üyesi olup olmadığını, çalışanlar arasındaki ilişkinin iyi olup olmadığını belirlemek için kullanılan topluluk duygusu boyutu ile yaş, görev alınan üniversite türü, akademik unvan, idari görev değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İşsiz kalmaktan?”, “Yeni bir teknolojinin kullanımı ile işsiz kalmaktan?”, “İşsiz kalırsanız yeni bir iş bulmanızın zor olmasından?” sorularının yer aldığı ve çalışanın işten uzaklaştırılması ve uzaklaştırılması durumunda yeni bir iş bulabilmesi konusundaki güvencesizliği belirlemeye yönelik olan iş güvencesizliği boyutu ile yaş, cinsiyet, medeni durum, eğitim durumu, görev alınan üniversite türü, çalışılan birim, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İsteğiniz dışında başka bir işe transfer olmaktan?”, “Çalışma zamanlarınızın (vardiya, işe geliş-gidiş, çalışma günleri vb) isteğiniz dışında değiştirilmesinden?”, “Maaşınızın azalacağından?” sorularının yer aldığı ve işin içeriği, ödenen ücretler ve diğer çalışma koşullarını belirlemeye yönelik olan çalışma koşulları güvencesizliği boyutu ile yaş, cinsiyet, medeni durum, eğitim durumu, görev alınan üniversite türü, çalışılan birim, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“Aynı zamanda hem evde hem de işte bulunmanız gereken zamanlar oluyor mu?”, “İşiniz enerjinizin çoğunu tükettiği için özel yaşamınızı olumsuz etkilediğini hissediyor musunuz?”, “İşiniz zamanınızın çoğunu aldığı için özel yaşamınızı olumsuz etkilediğini hissediyor musunuz?”, “İşinizin gerektirdikleri özel ve aile yaşamınızı

aksatıyor mu?”, “İşle ilgili görevler nedeniyle, aile ve özel yaşam aktiviteleri için yaptığınız planları değiştirmek zorunda kalıyor musunuz?” sorularının yer aldığı ve çalışmanın aile ve çalışan üzerindeki olası sonuçlarını belirlemeye yönelik olan iş- ev çatışması boyutu ile yaş, cinsiyet, medeni durum, eğitim durumu, görev alınan üniversite türü, akademik unvan, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İşyerinde çalışanlar genel olarak birbirlerine güvenir mi?”, “Yönetim işlerini iyi yaptıkları konusunda çalışanlarına güven duyar mı?”, “Çalışanlar yönetim tarafından verilen bilgilere güveniyor mu?”, “Çalışanlar görüş ve duygularını ifade edebiliyor mu?” sorularının yer aldığı ve çalışanın astları, üstleri ve kendileriyle aynı seviyedeki çalışanlarla geliştirdiği güven duygusunu belirlemeye yönelik olan güven eksikliği boyutu ile yaş, çalışılan birim, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“Çatışmalar adil bir şekilde çözülüyor mu?”, “İş yükü eşit bir şekilde dağılır mı?”, “Çalışanlar işlerini iyi yaptıklarında takdir ediliyor mu?”, “Çalışanların tüm önerileri yönetim tarafından ciddi bir şekilde değerlendirir mi?” sorularının yer aldığı ve işyerinde çeşitli başlıklarda (görev dağılımı, tanınırlık, paylaşım, çatışma, önerilerin alınması) çalışanlara adil ve saygılı şekilde davranılıp davranılmadığını belirlemeye yönelik olan adalet ve saygı eksikliği boyutu ile yaş, eğitim durumu, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“İleriye yönelik beklentilerinizden”, “Fiziksel çalışma koşullarınızdan”, “Yeteneklerinizin kullanılma şekli”, “Her şey dikkate alındığında genel olarak işinizden”, “Maaşınızdan” memnuniyeti belirlemeye yönelik olan soruların yer aldığı ve işin çeşitli yönlerinin çalışanı memnuniyetini belirlemeye yönelik olan iş doyumu boyutu ile yaş, cinsiyet, medeni durum, eğitim durumu, görev alınan üniversite türü, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

“Kendinizi ne sıklıkta yıpranmış hissettiniz?”, “Kendinizi ne sıklıkta fiziksel olarak tükenmiş hissettiniz?”, “Kendinizi ne sıklıkta duygusal olarak tükenmiş hissettiniz?”, “Kendinizi ne sıklıkta yorgun hissettiniz?” soruların yer aldığı ve çalışanın çeşitli nedenlerle bedensel ve ruhsal yönden yorulma düzeyini belirlemeye yönelik olan tükenmişlik boyutu ile yaş, cinsiyet, medeni durum, eğitim durumu, akademik unvan, idari görev, mesleki çalışma süresi değişkenleri arasında anlamlı farklılık bulunmaktadır.

Değişkenlere göre KOPSOR-TR ölçeği alt boyut puanlarının değerlendirilmesi Tablo 7’de verilmiştir.

Tablo 7. Değişkenlere Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi

Boyut		Yaş					p
		20-29 Yaş (n=380)	30-39 Yaş (n=971)	40-49 Yaş (n=733)	50-59 Yaş (n=443)	≥60 Yaş (n=170)	
ÇH	Ort±Ss	59,65±20,17	60,27±20,54	58,69±20,99	59,24±21,71	58,73±20,45	^a 0,594
	Medyan (Min-Maks)	58,3 (0-100)	58,3 (0-100)	58,3 (0-100)	58,3 (0-100)	58,3 (0-100)	
NT	Ort±Ss	49,39±21,64	49,96±21,97	46,79±21,64	43,55±22,23	36,08±19,29	^a 0,001*
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	50 (0-100)	41,7 (0-100)	33,3 (0-100)	
BT	Ort±Ss	69,34±16,73	70,32±15,98	71,06±15,66	71,28±16,39	69,26±16,6	^a 0,288
	Medyan (Min-Maks)	68,8 (18,8-100)	68,8 (12,5-100)	68,8 (12,5-100)	75 (12,5-100)	68,8 (0-100)	
DT	Ort±Ss	53,97±23,78	54,15±22,18	51,34±20,53	50,11±19,7	45,2±18,62	^a 0,001*
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	50 (0-91,7)	
DGG	Ort±Ss	61,89±21,72	60,87±20,27	59,78±19,45	59,31±19,92	57,25±21,14	^a 0,099
	Medyan (Min-Maks)	62,5 (0-100)	58,3 (0-100)	58,3 (0-100)	58,3 (0-100)	58,3 (0-100)	
İEE	Ort±Ss	59,05±18,62	51,96±20,1	42,9±18,17	38,74±18,06	33,41±19,61	^a 0,001*
	Medyan (Min-Maks)	60 (0-100)	50 (0-100)	40 (0-100)	35 (0-100)	32,5 (0-95)	
GOE	Ort±Ss	30,1±18,28	28,65±17,88	22,78±15,75	22,42±14,78	20,11±14,64	^b 0,001*
	Medyan (Min-Maks)	25 (0-81,3)	25 (0-100)	25 (0-87,5)	18,8 (0-68,8)	18,8 (0-68,8)	
İÖE	Ort±Ss	37,73±20,43	34,62±20,18	29,21±18,01	28,96±18,66	27,02±18,1	^b 0,001*
	Medyan (Min-Maks)	37,5 (0-93,8)	31,3 (0-100)	25 (0-87,5)	25 (0-100)	25 (0-75)	
İA	Ort±Ss	29,1±23,03	25,39±24,2	19,07±19,89	13,77±16,84	10,88±16,29	^b 0,001*
	Medyan (Min-Maks)	25 (0-100)	25 (0-100)	16,7 (0-100)	8,3 (0-100)	8,3 (0-91,7)	
İBE	Ort±Ss	40,55±25,38	40,15±26,6	34,57±23,48	32,83±22,64	28,63±22,48	^b 0,001*
	Medyan (Min-Maks)	41,7 (0-100)	33,3 (0-100)	33,3 (0-100)	33,3 (0-100)	25 (0-100)	
ÖE	Ort±Ss	49,28±23,12	48,64±24,98	43,14±22,08	41,11±23,43	37,28±23,41	^a 0,001*
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	37,5 (0-100)	37,5 (0-100)	37,5 (0-100)	
TE	Ort±Ss	45,55±26,14	47,49±27,28	43,33±24,89	41,4±26,69	35,25±26,97	^b 0,001*
	Medyan (Min-Maks)	41,7 (0-100)	41,7 (0-100)	41,7 (0-100)	33,3 (0-100)	33,3 (0-100)	
RAE	Ort±Ss	39,91±22,91	34,74±23,13	24,86±18,33	18,91±17,62	15,1±18,33	^b 0,001*
	Medyan (Min-Maks)	33,3 (0-100)	25 (0-100)	25 (0-100)	16,7 (0-100)	8,3 (0-91,7)	
RÇ	Ort±Ss	57,39±20,94	54,05±20,71	46,95±19,35	42,31±19,2	37,06±18,04	^a 0,001*
	Medyan (Min-Maks)	58,3 (0-100)	50 (0-100)	50 (0-100)	41,7 (0-100)	33,3 (0-91,7)	
LKE	Ort±Ss	48,82±25,76	52,01±27,42	48,4±25,58	48,79±25,34	46,43±25,95	^a 0,015*
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	43,8 (0-100)	
ASDE	Ort±Ss	39,12±20,62	43,24±20,62	44,74±19,86	42,81±20,71	38,19±22,05	^a 0,001*
	Medyan (Min-Maks)	41,7 (0-100)	41,7 (0-100)	41,7 (0-100)	41,7 (0-100)	41,7 (0-100)	
ÜSDE	Ort±Ss	49,56±23,49	54,33±24,42	54,68±23,73	54,67±23,75	52,3±25,98	^a 0,006*

	<i>Medyan (Min-Maks)</i>	50 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	
TDE	<i>Ort±Ss</i>	33,6±24,48	38,87±26,12	36,66±25,19	33,62±24,25	29,07±24,48	^b 0,001*
	<i>Medyan (Min-Maks)</i>	29,2 (0-100)	33,3 (0-100)	33,3 (0-100)	25 (0-100)	25 (0-100)	
İG	<i>Ort±Ss</i>	48,07±26,32	40,46±26,46	32,62±25,24	21,54±22,19	18,33±20,56	^b 0,001*
	<i>Medyan (Min-Maks)</i>	50 (0-100)	41,7 (0-100)	33,3 (0-100)	16,7 (0-91,7)	16,7 (0-100)	
GKG	<i>Ort±Ss</i>	54,91±28,8	49,75±27,95	42,89±28,48	34,76±27,49	29,46±26,59	^b 0,001*
	<i>Medyan (Min-Maks)</i>	58,3 (0-100)	50 (0-100)	41,7 (0-100)	33,3 (0-100)	25 (0-100)	

Tablo 7. Değişkenlere Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi (Devam)

Boyut		Yaş					P
		20-29 Yaş (n=380)	30-39 Yaş (n=971)	40-49 Yaş (n=733)	50-59 Yaş (n=443)	≥60 Yaş (n=170)	
İEÇ	<i>Ort±Ss</i>	54,46±22,97	53,86±21,77	49,9±21,12	45,02±20,61	37,26±19,08	^a 0,001**
	<i>Medyan (Min-Maks)</i>	55 (5-100)	55 (0-100)	50 (0-100)	45 (0-100)	35 (0-100)	
GE	<i>Ort±Ss</i>	48,7±22,13	50,88±22,57	48,07±20,42	46,33±21,45	41,29±20,37	^a 0,001**
	<i>Medyan (Min-Maks)</i>	50 (0-100)	50 (0-100)	50 (0-100)	43,8 (0-100)	37,5 (0-100)	
ASE	<i>Ort±Ss</i>	55,23±23,69	56,78±24,33	53,96±22,32	52,09±23,2	46,84±22,36	^a 0,001**
	<i>Medyan (Min-Maks)</i>	53,1 (0-100)	56,3 (0-100)	50 (0-100)	50 (0-100)	43,8 (0-100)	
İDE	<i>Ort±Ss</i>	45,74±20,12	46,35±21,42	43,28±18,64	41,67±19,76	37,03±19,4	^a 0,001**
	<i>Medyan (Min-Maks)</i>	43,3 (0-100)	40 (0-100)	40 (0-100)	40 (0-100)	33,3 (0-93,3)	
T	<i>Ort±Ss</i>	64,44±23,26	61,15±24,95	55,01±25,06	49,59±24,86	40,85±24,91	^a 0,001**
	<i>Medyan (Min-Maks)</i>	68,8 (0-100)	62,5 (0-100)	56,3 (0-100)	50 (0-100)	37,5 (0-100)	

Tablo 7. Değişkenlere Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi (Devam)

Boyut		Cinsiyet				İdari Görev		
		Erkek (n=1079)	Kadın (n=1601)	Belirtmek İstemiyor (n=17)	p	Yok (n=1796)	Var (n=901)	p
ÇH	Ort±Ss	54,96±20,9	62,65±20,15	49,02±18,61	<i>0,001**</i>	58,44±21,02	61,57±20,19	<i>0,001**</i>
	Medyan (Min-Maks)	50 (0-100)	66,7 (0-100)	50 (25-75)		58,3 (0-100)	58,3 (0-100)	
NT	Ort±Ss	43,48±21,34	49,48±22,13	50,49±22,72	<i>0,001**</i>	47,44±22,6	46,39±20,78	<i>0,232</i>
	Medyan (Min-Maks)	41,7 (0-100)	50 (0-100)	41,7 (16,7-91,7)		50 (0-100)	41,7 (0-100)	
BT	Ort±Ss	67,56±16,62	72,54±15,39	61,4±19,17	<i>0,001**</i>	69,55±16,53	72,32±15,09	<i>0,001**</i>
	Medyan (Min-Maks)	68,8 (0-100)	75 (12,5-100)	68,8 (25-87,5)		68,8 (0-100)	75 (18,8-100)	
DT	Ort±Ss	49,86±20,99	53,7±21,69	49,02±22,99	<i>0,001**</i>	51,74±22,14	52,92±20,13	<i>0,164</i>
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	50 (8,3-100)		50 (0-100)	50 (0-100)	
DGG	Ort±Ss	59,25±19,96	60,83±20,41	65,69±25,15	<i>0,086</i>	60,43±20,51	59,84±19,81	<i>0,480</i>
	Medyan (Min-Maks)	58,3 (0-100)	58,3 (0-100)	75 (25-100)		58,3 (0-100)	58,3 (0-100)	
İEE	Ort±Ss	45,15±19,91	48,43±20,66	54,41±23,31	<i>0,001**</i>	50,18±20,73	41,13±18,46	<i>0,001**</i>
	Medyan (Min-Maks)	45 (0-100)	50 (0-100)	55 (20-100)		50 (0-100)	40 (0-100)	
GOE	Ort±Ss	26,49±17,18	25,09±16,89	32,72±20,67	<i>0,061</i>	26,51±17,24	24,08±16,54	<i>0,001**</i>
	Medyan (Min-Maks)	25 (0-87,5)	25 (0-100)	31,3 (6,3-81,3)		25 (0-100)	25 (0-87,5)	
İÖE	Ort±Ss	30,17±18,86	33,53±19,95	32,35±18,65	<i>0,001**</i>	32,79±20,19	30,97±18,24	<i>0,082</i>
	Medyan (Min-Maks)	25 (0-100)	31,3 (0-100)	31,3 (0-62,5)		31,3 (0-100)	31,3 (0-93,8)	
İA	Ort±Ss	20,06±22,14	22,13±21,98	33,33±23,2	<i>0,001**</i>	22,78±22,74	18,56±20,45	<i>0,001**</i>
	Medyan (Min-Maks)	16,7 (0-100)	16,7 (0-100)	25 (0-83,3)		16,7 (0-100)	8,3 (0-100)	
İBE	Ort±Ss	36,03±24,92	37,1±24,99	51,47±26,72	<i>0,037*</i>	38,31±25,57	33,67±23,52	<i>0,001**</i>
	Medyan (Min-Maks)	33,3 (0-100)	33,3 (0-100)	50 (16,7-100)		33,3 (0-100)	33,3 (0-100)	
ÖE	Ort±Ss	45,59±23,7	45,03±24,06	49,26±20,48	<i>0,510</i>	47,74±24,25	40,39±22,38	<i>0,001**</i>
	Medyan (Min-Maks)	50 (0-100)	37,5 (0-100)	50 (12,5-87,5)		50 (0-100)	37,5 (0-100)	
TE	Ort±Ss	44,78±26,77	43,9±26,45	53,43±21,66	<i>0,173</i>	47,03±26,86	38,9±25,08	<i>0,001**</i>
	Medyan (Min-Maks)	41,7 (0-100)	41,7 (0-100)	50 (16,7-100)		41,7 (0-100)	33,3 (0-100)	
RAE	Ort±Ss	27,47±22,08	29,89±22,22	33,33±19,54	<i>0,002**</i>	31,12±22,84	24,6±20,11	<i>0,001**</i>
	Medyan (Min-Maks)	25 (0-100)	25 (0-100)	33,3 (0-83,3)		25 (0-100)	25 (0-100)	
RÇ	Ort±Ss	47,57±20,45	50,9±21,01	55,39±21,44	<i>0,001**</i>	50,85±21,45	47,08±19,36	<i>0,001**</i>
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	58,3 (0-91,7)		50 (0-100)	50 (0-100)	
LKE	Ort±Ss	48,89±25,74	50,22±26,68	51,47±27,11	<i>0,370</i>	51,55±26,89	46,01±24,73	<i>0,001**</i>
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	50 (6,3-100)		50 (0-100)	43,8 (0-100)	
ASDE	Ort±Ss	43,89±20,4	41,76±20,74	52,45±16,61	<i>0,002**</i>	42,91±20,82	42,21±20,2	<i>0,407</i>
	Medyan (Min-Maks)	41,7 (0-100)	41,7 (0-100)	50 (25-83,3)		41,7 (0-100)	41,7 (0-100)	
ÜSDE	Ort±Ss	54,36±23,55	53,15±24,55	60,78±20,78	<i>0,190</i>	55,09±24,44	50,89±23,29	<i>0,001**</i>
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	58,3 (8,3-100)		50 (0-100)	50 (0-100)	
TDE	Ort±Ss	35,92±25,3	36,03±25,46	45,59±21,27	<i>0,223</i>	37,32±26,09	33,51±23,7	<i>0,001**</i>
	Medyan (Min-Maks)	33,3 (0-100)	33,3 (0-100)	41,7 (16,7-83,3)		33,3 (0-100)	33,3 (0-100)	
İG	Ort±Ss	32,8±25,8	36,22±27,13	43,63±33,66	<i>0,004**</i>	37,5±26,88	29,71±25,58	<i>0,001**</i>
	Medyan (Min-Maks)	33,3 (0-100)	33,3 (0-100)	50 (0-100)		33,3 (0-100)	25 (0-100)	
GKG	Ort±Ss	41,27±28,46	47,18±29,17	56,37±24,57	<i>0,001**</i>	47,08±29	40,47±28,54	<i>0,001**</i>
	Medyan (Min-Maks)	41,7 (0-100)	50 (0-100)	58,3 (16,7-100)		50 (0-100)	41,7 (0-100)	

Tablo 7. Değişkenlere Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi (Devam)

Boyut		Cinsiyet				İdari Görev		
		Erkek (n=1079)	Kadın (n=1601)	Belirtmek İstemiyor (n=17)	<i>p</i>	Yok (n=1796)	Var (n=901)	<i>p</i>
İEÇ	<i>Ort±Ss</i>	46,56±21,43	52,93±21,85	51,18±25,77	^b 0,001**	50,9±22,42	49,31±20,86	^c 0,069
	<i>Medyan (Min-Maks)</i>	45 (0-100)	50 (0-100)	50 (5-90)		50 (0-100)	50 (0-100)	
GE	<i>Ort±Ss</i>	47,85±21,88	48,8±21,66	54,41±20,22	^b 0,153	50±22,31	45,37±20,24	^c 0,001**
	<i>Medyan (Min-Maks)</i>	43,8 (0-100)	50 (0-100)	50 (31,3-100)		50 (0-100)	43,8 (0-100)	
ASE	<i>Ort±Ss</i>	53,61±23,31	54,85±23,63	61,76±25,85	^b 0,145	56,41±23,75	50,39±22,56	^c 0,001**
	<i>Medyan (Min-Maks)</i>	50 (0-100)	50 (0-100)	56,3 (25-100)		50 (0-100)	50 (0-100)	
İDE	<i>Ort±Ss</i>	43,31±20,4	44,49±20,15	53,3±19,72	^b 0,032*	45,31±20,26	41,61±20,05	^c 0,001**
	<i>Medyan (Min-Maks)</i>	40 (0-100)	40 (0-100)	46,6 (20-93,3)		40 (0-100)	40 (0-100)	
T	<i>Ort±Ss</i>	51,04±25,23	60,6±24,97	59,19±28,31	^b 0,001**	57,91±25,7	54,48±25,01	^c 0,001**
	<i>Medyan (Min-Maks)</i>	50 (0-100)	62,5 (0-100)	62,5 (0-100)		62,5 (0-100)	50 (0-100)	

Tablo 7. Değişkenlere Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi (Devam)

Boyut		Medeni Durum			Eğitim Durumu			
		Bekar (n=898)	Evli (n=1799)	p	Lisans (n=146)	Yüksek Lisans (n=784)	Doktora (n=1767)	p
ÇH	Ort±Ss	59,6±19,82	59,43±21,27	*0,843	55,31±20,08	59,19±20,62	59,96±20,91	*0,031*
	Medyan (Min-Maks)	58,3 (0-100)	58,3 (0-100)		50 (0-100)	58,3 (0-100)	58,3 (0-100)	
NT	Ort±Ss	48,36±21,56	46,46±22,21	*0,035*	42,64±22,65	47,8±22,77	47,14±21,58	*0,033*
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)		41,7 (0-100)	50 (0-100)	50 (0-100)	
BT	Ort±Ss	70,09±16,7	70,66±15,81	*0,395	64,98±18,79	69,39±16,24	71,41±15,7	*0,001**
	Medyan (Min-Maks)	68,8 (12,5-100)	68,8 (0-100)		68,8 (18,8-100)	68,8 (12,5-100)	75 (0-100)	
DT	Ort±Ss	53,89±22,11	51,26±21,13	*0,003**	49,66±24,95	53,96±22,72	51,53±20,57	*0,019*
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)		50 (0-100)	50 (0-100)	50 (0-100)	
DGG	Ort±Ss	61,74±20,76	59,48±20	*0,007**	60,16±21,74	61,86±21,35	59,51±19,63	*0,033*
	Medyan (Min-Maks)	58,3 (0-100)	58,3 (0-100)		58,3 (0-100)	66,7 (0-100)	58,3 (0-100)	
İEE	Ort±Ss	51,49±20,74	44,99±19,95	*0,001**	58,66±18,74	55,25±20,32	42,61±19,12	*0,001**
	Medyan (Min-Maks)	50 (0-100)	45 (0-100)		57,5 (5-100)	55 (0-100)	40 (0-100)	
GOE	Ort±Ss	28,03±17,93	24,53±16,47	*0,001**	30,18±16,2	30,14±18,79	23,36±15,8	*0,001**
	Medyan (Min-Maks)	25 (0-87,5)	25 (0-100)		25 (0-75)	25 (0-100)	25 (0-87,5)	
İÖE	Ort±Ss	35,01±20,62	30,77±18,88	*0,001**	39,08±20,45	37,28±20,74	29,35±18,34	*0,001**
	Medyan (Min-Maks)	31,3 (0-100)	31,3 (0-100)		37,5 (0-100)	37,5 (0-93,8)	25 (0-100)	
İA	Ort±Ss	25,49±23,95	19,32±20,8	*0,001**	25,51±21,27	27,18±24,64	18,45±20,34	*0,001**
	Medyan (Min-Maks)	25 (0-100)	16,7 (0-100)		25 (0-100)	25 (0-100)	8,3 (0-100)	
İBE	Ort±Ss	39,59±25,9	35,35±24,42	*0,001**	37,33±25,71	40,36±26,37	35,12±24,14	*0,001**
	Medyan (Min-Maks)	33,3 (0-100)	33,3 (0-100)		41,7 (0-100)	33,3 (0-100)	33,3 (0-100)	
ÖE	Ort±Ss	47,05±24,5	44,4±23,54	*0,007**	47,26±22,81	48,41±25,04	43,73±23,31	*0,001**
	Medyan (Min-Maks)	50 (0-100)	37,5 (0-100)		50 (0-100)	50 (0-100)	37,5 (0-100)	
TE	Ort±Ss	45,2±26,94	43,87±26,36	*0,218	41,84±25,77	45,98±27	43,78±26,39	*0,107
	Medyan (Min-Maks)	41,7 (0-100)	41,7 (0-100)		41,7 (0-100)	41,7 (0-100)	41,7 (0-100)	
RAE	Ort±Ss	32,98±23,92	26,93±20,97	*0,001**	35,79±24,86	34,91±23,42	25,74±20,66	*0,001**
	Medyan (Min-Maks)	25 (0-100)	25 (0-100)		29,2 (0-100)	25 (0-100)	25 (0-100)	
RÇ	Ort±Ss	52,76±21,72	48,01±20,23	*0,001**	52,4±22,17	55,05±21,41	46,94±19,98	*0,001**
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)		50 (0-100)	50 (0-100)	50 (0-100)	
LKE	Ort±Ss	50,35±26,88	49,37±26,02	*0,364	45,33±25,44	50,39±27	49,75±26,06	*0,102
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)		43,8 (0-100)	50 (0-100)	50 (0-100)	
ASDE	Ort±Ss	41,84±20,87	43,09±20,48	*0,138	36,3±19,96	41,85±20,27	43,57±20,72	*0,001**
	Medyan (Min-Maks)	41,7 (0-100)	41,7 (0-100)		33,3 (0-83,3)	41,7 (0-100)	41,7 (0-100)	
ÜSDE	Ort±Ss	52,1±24,5	54,47±23,93	*0,016*	46,23±23,43	53,32±23,89	54,46±24,22	*0,001**
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)		50 (0-100)	50 (0-100)	50 (0-100)	
TDE	Ort±Ss	37,02±25,72	35,56±25,19	*0,210	33,28±23,84	35,19±25,79	36,65±25,29	*0,154
	Medyan (Min-Maks)	33,3 (0-100)	33,3 (0-100)		25 (0-100)	33,3 (0-100)	33,3 (0-100)	
İG	Ort±Ss	40,83±27,46	31,93±25,81	*0,001**	45,03±28	43,58±25,94	30,21±25,73	*0,001**
	Medyan (Min-Maks)	41,7 (0-100)	25 (0-100)		50 (0-100)	50 (0-100)	25 (0-100)	

Tablo 7. Değişkenlere Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi (Devam)

Boyut		Medeni Durum			Eğitim Durumu			
		Bekar (n=898)	Evli (n=1799)	p	Lisans (n=146)	Yüksek Lisans (n=784)	Doktora (n=1767)	p
GKG	Ort±Ss	49,58±29,29	42,52±28,59	*0,001**	52,97±27,9	51,86±28,04	41,11±28,83	*0,001**
	Medyan (Min-Maks)	50 (0-100)	41,7 (0-100)		58,3 (0-100)	50 (0-100)	41,7 (0-100)	
İEÇ	Ort±Ss	52,1±23,03	49,51±21,3	*0,005**	50,24±21,42	53,69±22,93	48,91±21,35	*0,001**
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)		50 (5-100)	55 (0-100)	50 (0-100)	
GE	Ort±Ss	49,15±22,28	48,11±21,47	*0,241	44,65±22,17	48,99±22,68	48,54±21,26	*0,083
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)		43,8 (0-100)	50 (0-100)	50 (0-100)	
ASE	Ort±Ss	55,16±24,06	54,02±23,25	*0,234	50,3±23,25	55,63±24,41	54,19±23,11	*0,037*
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)		50 (0-100)	50 (0-100)	50 (0-100)	
İDE	Ort±Ss	45,52±20,95	43,35±19,88	*0,010*	43,76±20,29	45,81±21,08	43,33±19,85	*0,017*
	Medyan (Min-Maks)	40 (0-100)	40 (0-100)		40 (6,7-93,3)	40 (0-100)	40 (0-100)	
T	Ort±Ss	61,17±25,32	54,57±25,34	*0,001**	59,03±24,33	62,8±24,8	53,9±25,46	*0,001**
	Medyan (Min-Maks)	62,5 (0-100)	56,3 (0-100)		68,8 (0-100)	68,8 (0-100)	50 (0-100)	

Tablo 7. Değişkenlere Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi (Devam)

Boyut		Görev Alınan Üniversite Türü			
		Vakıf MYO (n=53)	Vakıf Üniversitesi (n=700)	Devlet Üniversitesi (n=1944)	p
ÇH	Ort±Ss	62,89±22,02	61,4±20,62	58,7±20,78	*0,006**
	Medyan (Min-Maks)	58,3 (8,3-100)	58,3 (0-100)	58,3 (0-100)	
NT	Ort±Ss	48,43±24,02	47,06±21,71	47,06±22,07	*0,905
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	50 (0-100)	
BT	Ort±Ss	71,7±17,4	69,99±16,27	70,61±16,02	*0,582
	Medyan (Min-Maks)	68,8 (25-100)	68,8 (0-100)	68,8 (12,5-100)	
DT	Ort±Ss	57,23±24,63	52,4±21,53	51,9±21,39	*0,190
	Medyan (Min-Maks)	58,3 (0-100)	50 (0-100)	50 (0-100)	
DGG	Ort±Ss	60,69±21,95	59,95±20,61	60,32±20,12	*0,907
	Medyan (Min-Maks)	66,7 (8,3-100)	58,3 (0-100)	58,3 (0-100)	
İEE	Ort±Ss	48,58±19,86	48,46±20,63	46,65±20,38	*0,117
	Medyan (Min-Maks)	50 (15-100)	47,5 (0-100)	45 (0-100)	
GOE	Ort±Ss	26,89±19,75	27,55±17,32	25±16,83	*0,001**
	Medyan (Min-Maks)	25 (0-81,3)	25 (0-87,5)	25 (0-100)	
İÖE	Ort±Ss	37,85±20,53	34,83±19,68	31,07±19,4	*0,001**
	Medyan (Min-Maks)	37,5 (0-81,3)	31,3 (0-100)	31,3 (0-100)	
İA	Ort±Ss	29,09±26,64	24,15±23,31	20,16±21,37	*0,001**
	Medyan (Min-Maks)	25 (0-100)	16,7 (0-100)	16,7 (0-100)	
İBE	Ort±Ss	44,97±30,5	38,85±25,26	35,79±24,66	*0,004**
	Medyan (Min-Maks)	41,7 (0-100)	33,3 (0-100)	33,3 (0-100)	
ÖE	Ort±Ss	50±29,32	46,61±24,07	44,68±23,64	*0,097
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	37,5 (0-100)	
TE	Ort±Ss	51,26±32,74	43,57±27,09	44,39±26,16	*0,178
	Medyan (Min-Maks)	58,3 (0-100)	41,7 (0-100)	41,7 (0-100)	
RAE	Ort±Ss	33,96±22,52	30,63±22,91	28,2±21,86	*0,009**
	Medyan (Min-Maks)	25 (0-75)	25 (0-100)	25 (0-100)	
RÇ	Ort±Ss	58,33±22,05	50,99±21,4	48,85±20,55	*0,001**
	Medyan (Min-Maks)	58,3 (16,7-100)	50 (0-100)	50 (0-100)	
LKE	Ort±Ss	52,83±32,47	47,01±25,91	50,58±26,22	*0,007**
	Medyan (Min-Maks)	50 (0-100)	43,8 (0-100)	50 (0-100)	
ASDE	Ort±Ss	44,65±19,27	40,5±21,24	43,41±20,37	*0,005**
	Medyan (Min-Maks)	41,7 (0-91,7)	41,7 (0-100)	41,7 (0-100)	
ÜSDE	Ort±Ss	53,14±28,27	50,54±23,94	54,83±24	*0,001**
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	50 (0-100)	
TDE	Ort±Ss	29,09±27,18	31,43±24,89	37,9±25,26	*0,001**
	Medyan (Min-Maks)	25 (0-100)	25 (0-100)	33,3 (0-100)	
İĞ	Ort±Ss	42,92±27,95	37,02±26,53	33,91±26,66	*0,002**
	Medyan (Min-Maks)	41,7 (0-100)	33,3 (0-100)	33,3 (0-100)	
GKG	Ort±Ss	58,81±28,33	46,89±29,27	43,77±28,81	*0,001**
	Medyan (Min-Maks)	66,7 (0-100)	50 (0-100)	41,7 (0-100)	
İEÇ	Ort±Ss	57,55±20,91	50,65±22,13	50,07±21,85	*0,046*
	Medyan (Min-Maks)	60 (10-100)	50 (0-100)	50 (0-100)	
GE	Ort±Ss	50,71±25,38	48,15±21,8	48,51±21,62	*0,700
	Medyan (Min-Maks)	43,8 (0-100)	50 (0-100)	50 (0-100)	
ASE	Ort±Ss	59,08±28,05	54,48±23,07	54,24±23,55	*0,461
	Medyan (Min-Maks)	62,5 (6,3-100)	50 (0-100)	50 (0-100)	
İDE	Ort±Ss	52,29±23,55	44,37±20,43	43,75±20,07	*0,009**
	Medyan (Min-Maks)	46,6 (6,7-100)	40 (0-100)	40 (0-100)	
T	Ort±Ss	62,97±24,6	57,43±25,67	56,36±25,48	*0,129
	Medyan (Min-Maks)	68,8 (6,3-100)	56,3 (0-100)	56,3 (0-100)	

Tablo 7. Değişkenlere Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi (Devam)

Boyut		Mesleki Deneyim Süresi				p
		0-12 ay (n=179)	13-36 ay (n=373)	37-120 ay (n=633)	≥121 ay (n=1512)	
ÇH	Ort±Ss	56,47±19,88	60,7±20,27	58,64±20,63	59,9±21,07	*0,082
	Medyan (Min-Maks)	50 (8,3-100)	58,3 (0-100)	58,3 (0-100)	58,3 (0-100)	
NT	Ort±Ss	41,95±22,85	49,91±22,42	48,51±21,42	46,41±21,93	*0,001**
	Medyan (Min-Maks)	41,7 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	
BT	Ort±Ss	66,1±17,91	70,74±15,68	69,77±15,87	71,22±16,01	*0,001**
	Medyan (Min-Maks)	68,8 (18,8-100)	68,8 (12,5-100)	68,8 (12,5-100)	68,8 (0-100)	
DT	Ort±Ss	46,46±21,96	54,18±22,41	54,29±22,3	51,4±20,7	*0,001**
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	
DGG	Ort±Ss	56,94±20,54	63,03±20,1	60,55±20,92	59,8±19,95	*0,005**
	Medyan (Min-Maks)	58,3 (0-100)	66,7 (0-100)	58,3 (0-100)	58,3 (0-100)	
İEE	Ort±Ss	53,44±17,75	52,76±20,96	52,97±20,64	42,6±19,37	*0,001**
	Medyan (Min-Maks)	55 (0-95)	55 (0-100)	50 (0-100)	40 (0-100)	
GOE	Ort±Ss	28,14±17,84	28,47±17,81	29,03±17,85	23,33±16,02	*0,001**
	Medyan (Min-Maks)	25 (0-87,5)	25 (0-81,3)	25 (0-100)	25 (0-87,5)	
İÖE	Ort±Ss	36,94±20,01	34,77±19,43	34,03±20,21	30,2±19,05	*0,001**
	Medyan (Min-Maks)	37,5 (0-87,5)	31,3 (0-93,8)	31,3 (0-100)	31,3 (0-100)	
İA	Ort±Ss	20,48±20,66	25,27±24,29	25,55±24,52	18,77±20,14	*0,001**
	Medyan (Min-Maks)	16,7 (0-100)	16,7 (0-100)	25 (0-100)	16,7 (0-100)	
İBE	Ort±Ss	33,05±24,11	37,89±26,92	40,19±25,89	35,48±24,07	*0,001**
	Medyan (Min-Maks)	25 (0-100)	33,3 (0-100)	41,7 (0-100)	33,3 (0-100)	
ÖE	Ort±Ss	41,76±23,22	48,66±24,39	49,41±24,32	43,14±23,35	*0,001**
	Medyan (Min-Maks)	37,5 (0-100)	50 (0-100)	50 (0-100)	37,5 (0-100)	
TE	Ort±Ss	39,62±25,58	46,38±26,94	47,62±26,73	42,98±26,33	*0,001**
	Medyan (Min-Maks)	33,3 (0-100)	41,7 (0-100)	41,7 (0-100)	41,7 (0-100)	
RAE	Ort±Ss	32,03±20,5	34,5±23,91	35,44±24,14	24,49±19,93	*0,001**
	Medyan (Min-Maks)	25 (0-100)	25 (0-100)	33,3 (0-100)	25 (0-100)	
RÇ	Ort±Ss	50,14±22,96	52,01±21,28	55,07±20,9	46,64±19,92	*0,001**
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	
LKE	Ort±Ss	43,96±23,72	50,13±28,41	51,75±26,75	49,41±25,79	*0,003**
	Medyan (Min-Maks)	43,8 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	
ASDE	Ort±Ss	40,64±18,9	41,15±21,15	43,1±20,57	43,12±20,68	*0,192
	Medyan (Min-Maks)	41,7 (0-100)	41,7 (0-100)	41,7 (0-100)	41,7 (0-100)	
ÜSDE	Ort±Ss	47,58±21,61	51,34±24,12	54,45±23,76	54,66±24,46	*0,001**
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	
TDE	Ort±Ss	35,29±24,26	35,81±26,23	37,19±25,76	35,71±25,13	*0,627
	Medyan (Min-Maks)	33,3 (0-100)	33,3 (0-100)	33,3 (0-100)	33,3 (0-100)	
İG	Ort±Ss	45,95±26,74	40,97±26,5	41,17±26,26	29,46±25,63	*0,001**
	Medyan (Min-Maks)	50 (0-100)	41,7 (0-100)	41,7 (0-100)	25 (0-100)	
GKG	Ort±Ss	52,47±28,75	48,5±29,11	48,47±28,22	41,57±28,92	*0,001**
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	50 (0-100)	41,7 (0-100)	
İEÇ	Ort±Ss	48,35±22,16	53,32±22,43	53,24±21,95	48,68±21,57	*0,001**
	Medyan (Min-Maks)	50 (0-100)	55 (5-100)	50 (0-100)	50 (0-100)	
GE	Ort±Ss	44,62±21,35	50,1±22,94	50,22±22,54	47,77±21,07	*0,004**
	Medyan (Min-Maks)	43,8 (0-100)	50 (0-100)	50 (0-100)	43,8 (0-100)	
ASE	Ort±Ss	51,01±23,39	55,11±23,98	56,98±24,39	53,55±22,97	*0,003**
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	56,3 (0-100)	50 (0-100)	
İDE	Ort±Ss	40,38±19,16	46,11±20,75	45,74±20,64	43,31±20,02	*0,001**
	Medyan (Min-Maks)	40 (0-93,3)	40 (0-100)	40 (0-100)	40 (0-100)	
T	Ort±Ss	54,89±24,02	61,81±25,29	61,64±24,96	53,7±25,49	*0,001**
	Medyan (Min-Maks)	56,3 (0-100)	68,8 (0-100)	62,5 (0-100)	50 (0-100)	

Tablo 7. Değişkenlere Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi (Devam)

Boyut		Mesleki Unvan					
		Profesör (n=464)	Doçent (n=436)	Dr. Öğretim Üyesi (n=698)	Öğretim Görevlisi (n=528)	Araştırma Görevlisi (n=571)	p
ÇH	Ort±Ss	60,24±20,68	60,45±21,24	60,53±20,69	57,91±20,83	58,32±20,58	*0,086
	Medyan (Min-Maks)	58,3 (0-100)	58,3 (0-100)	58,3 (0-100)	58,3 (0-100)	58,3 (0-100)	
NT	Ort±Ss	42,42±21,28	46,96±21,59	49,95±21,07	43,54±22,63	50,76±22,34	*0,001**
	Medyan (Min-Maks)	41,7 (0-100)	50 (0-100)	50 (0-100)	41,7 (0-100)	50 (0-100)	
BT	Ort±Ss	72,29±16,45	71,62±15,51	71,7±15,58	67,76±16,15	69,14±16,49	*0,001**
	Medyan (Min-Maks)	75 (0-100)	75 (12,5-100)	68,8 (12,5-100)	68,8 (12,5-100)	68,8 (18,8-100)	
DT	Ort±Ss	49,77±19,7	50,76±20,63	52,96±20,18	50,52±21,92	55,59±24,12	*0,001**
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	58,3 (0-100)	
DGG	Ort±Ss	58,1±19,72	59,82±18,71	60,04±19,91	59,49±21,04	63,19±21,33	*0,002**
	Medyan (Min-Maks)	58,3 (0-100)	58,3 (0-100)	58,3 (0-100)	58,3 (0-100)	66,7 (0-100)	
İEE	Ort±Ss	34,54±17,51	41,3±18,1	45,5±18,45	50,02±20,08	61,26±17,97	*0,001**
	Medyan (Min-Maks)	35 (0-100)	40 (0-100)	45 (0-100)	50 (0-100)	60 (5-100)	
GOE	Ort±Ss	19,88±14,38	21,55±14,25	25,44±16,49	28,67±17,69	31,16±18,73	*0,001**
	Medyan (Min-Maks)	18,8 (0-68,8)	21,9 (0-68,8)	25 (0-87,5)	25 (0-100)	31,3 (0-87,5)	
İÖE	Ort±Ss	25,7±17,18	29,52±18,74	30,76±17,91	37,31±20,65	36,48±20,82	*0,001**
	Medyan (Min-Maks)	25 (0-100)	25 (0-81,3)	31,3 (0-100)	37,5 (0-93,8)	37,5 (0-100)	
İA	Ort±Ss	13,29±16,41	16,72±19,02	20,74±20,97	21,07±21,79	32,55±25,33	*0,001**
	Medyan (Min-Maks)	8,3 (0-100)	8,3 (0-100)	16,7 (0-100)	16,7 (0-100)	25 (0-100)	
İBE	Ort±Ss	31,32±21,64	33,3±23,16	37,69±24,8	35,56±26,11	43,8±26,41	*0,001**
	Medyan (Min-Maks)	25 (0-100)	33,3 (0-100)	33,3 (0-100)	33,3 (0-100)	41,7 (0-100)	
ÖE	Ort±Ss	38,42±22,19	43,15±22,31	46,01±23,07	45,31±26,01	51,58±23,7	*0,001**
	Medyan (Min-Maks)	37,5 (0-100)	37,5 (0-100)	50 (0-100)	37,5 (0-100)	50 (0-100)	
TE	Ort±Ss	39,39±25,68	43,6±25,66	45,06±26,46	43,58±27,7	48,64±26,29	*0,001**
	Medyan (Min-Maks)	33,3 (0-100)	41,7 (0-100)	41,7 (0-100)	41,7 (0-100)	50 (0-100)	
RAE	Ort±Ss	17,03±16,43	24,96±18,76	28,95±20,37	28,85±22,09	41,75±24,24	*0,001**
	Medyan (Min-Maks)	16,7 (0-100)	25 (0-100)	25 (0-100)	25 (0-100)	33,3 (0-100)	
RÇ	Ort±Ss	40,09±17,71	46,85±19,56	49,67±19,93	50,98±21,87	58,04±20,72	*0,001**
	Medyan (Min-Maks)	41,7 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	58,3 (0-100)	
LKE	Ort±Ss	48,32±25,42	50,46±25,41	49,95±26,24	47,46±27,23	52±26,79	*0,042*
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	50 (0-100)	43,8 (0-100)	50 (0-100)	
ASDE	Ort±Ss	40,55±20,23	44,15±20,05	45,15±20,94	42,66±20,57	40,27±20,62	*0,001**
	Medyan (Min-Maks)	41,7 (0-100)	41,7 (0-100)	41,7 (0-100)	41,7 (0-100)	41,7 (0-100)	
ÜSDE	Ort±Ss	55,05±24,31	55,93±24,17	53,53±23,97	52,79±24,49	51,87±23,75	*0,056
	Medyan (Min-Maks)	50 (0-100)	58,3 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	
TDE	Ort±Ss	31,99±22,74	38,3±25,22	38,2±26,25	33,93±25,54	36,94±25,8	*0,001**
	Medyan (Min-Maks)	25 (0-100)	37,5 (0-100)	33,3 (0-100)	25 (0-100)	33,3 (0-100)	
İG	Ort±Ss	19,56±21,52	28,52±24,53	35,08±25,61	40,63±26,64	46,72±26,2	*0,001**
	Medyan (Min-Maks)	16,7 (0-100)	25 (0-100)	33,3 (0-100)	41,7 (0-100)	50 (0-100)	
GKG	Ort±Ss	31,63±27,67	40,33±28,44	45,94±28,08	51,04±27,42	52,1±28,89	*0,001**
	Medyan (Min-Maks)	25 (0-100)	33,3 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	
İEÇ	Ort±Ss	43,83±19,9	48,81±21,85	52,07±21,26	49,6±21,69	55,52±23,06	*0,001**
	Medyan (Min-Maks)	45 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	55 (5-100)	
GE	Ort±Ss	44,72±20,61	48,68±21,03	50,13±20,79	47,18±24,01	50,46±21,72	*0,001**
	Medyan (Min-Maks)	43,8 (0-100)	50 (0-100)	50 (0-100)	43,8 (0-100)	50 (0-100)	
ASE	Ort±Ss	50,5±22,17	54,52±22,58	55,42±23,07	53,13±25,74	57,42±23,26	*0,001**
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	56,3 (0-100)	
İDE	Ort±Ss	39,39±19,29	42,78±18,6	45,25±20,12	43,07±20,94	48,36±20,86	*0,001**
	Medyan (Min-Maks)	33,3 (0-100)	40 (0-100)	40 (0-100)	40 (0-100)	46,6 (0-100)	
T	Ort±Ss	48,02±24,65	53,91±25,41	56,92±25,18	57,62±24,93	65,07±24,6	*0,001**
	Medyan (Min-Maks)	50 (0-100)	56,3 (0-100)	56,3 (0-100)	56,3 (0-100)	68,8 (0-100)	

Tablo 7. Değişkenlere Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi (Devam)

Boyut		Görev Alınan Birim					p
		Rektörlük (n=82)	Enstitü (n=60)	Fakülte (n=2031)	Yüksekökol (n=125)	Meslek Yüksekökolü (n=399)	
ÇH	Ort±Ss	58,03±18,45	57,08±17,68	60,15±20,92	59,6±22,53	56,73±20,34	*0,035*
	Medyan (Min-Maks)	58,3 (8,3-100)	58,3 (25-100)	58,3 (0-100)	58,3 (0-100)	50 (0-100)	
NT	Ort±Ss	42,78±23,74	46,53±20,37	48,19±22,03	44,13±22,9	43,38±20,97	*0,001**
	Medyan (Min-Maks)	41,7 (0-100)	41,7 (0-100)	50 (0-100)	41,7 (0-100)	41,7 (0-100)	
BT	Ort±Ss	69,28±16,64	68,65±17,7	71,41±15,82	66,1±17,84	67,62±16,13	*0,001**
	Medyan (Min-M,aks)	68,8 (25-100)	68,8 (25-100)	75 (0-100)	68,8 (12,5-100)	68,8 (18,8-100)	
DT	Ort±Ss	50,61±24,56	49,86±23,94	52,52±21,42	51,47±22,02	51,04±20,67	*0,578
	Medyan (Min-Maks)	50 (0-100)	54,2 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	
DGG	Ort±Ss	58,64±19,22	62,36±21,4	60,27±20,23	62,33±21	59,36±20,37	*0,515
	Medyan (Min-Maks)	58,3 (16,7-100)	62,5 (0-100)	58,3 (0-100)	66,7 (8,3-100)	58,3 (0-100)	
İEE	Ort±Ss	50,24±19,59	46,92±21,57	46,91±20,49	52,36±23,87	46,2±18,81	*0,060
	Medyan (Min-Maks)	50 (0-100)	45 (5-100)	45 (0-100)	55 (0-100)	45 (0-100)	
GOE	Ort±Ss	26,75±18,87	26,67±19,18	24,91±16,73	29,45±16,87	28,16±17,63	*0,001**
	Medyan (Min-Maks)	25 (0-87,5)	25 (0-75)	25 (0-87,5)	25 (0-81,3)	25 (0-100)	
İÖE	Ort±Ss	35,29±20,82	27,92±17,96	31,3±19,28	42,4±22,35	33,47±19,12	*0,001**
	Medyan (Min-Maks)	31,3 (0-93,8)	28,1 (0-87,5)	31,3 (0-100)	43,8 (0-93,8)	31,3 (0-93,8)	
İA	Ort±Ss	22,87±26,35	23,47±26,24	21,53±21,82	24,2±24	19,07±21,1	*0,131
	Medyan (Min-Maks)	16,7 (0-100)	8,3 (0-100)	16,7 (0-100)	25 (0-100)	8,3 (0-100)	
İBE	Ort±Ss	32,62±27,54	35,14±19,17	37,35±24,7	39,93±27,64	33,83±25,62	*0,010*
	Medyan (Min-Maks)	25 (0-100)	33,3 (0-100)	33,3 (0-100)	33,3 (0-100)	33,3 (0-100)	
ÖE	Ort±Ss	43,45±27,3	48,13±24,45	45,51±23,3	46,9±25,43	43,55±25,49	*0,451
	Medyan (Min-Maks)	37,5 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	37,5 (0-100)	
TE	Ort±Ss	40,55±29,1	44,86±25,26	44,73±26,02	45,13±26,97	42,65±28,67	*0,107
	Medyan (Min-Maks)	33,3 (0-100)	41,7 (0-100)	41,7 (0-100)	41,7 (0-100)	33,3 (0-100)	
RAE	Ort±Ss	28,76±24,99	33,89±28,98	29,03±22,11	30,47±22,4	27,34±20,55	*0,543
	Medyan (Min-Maks)	25 (0-100)	25 (0-100)	25 (0-100)	25 (0-91,7)	25 (0-100)	
RÇ	Ort±Ss	46,14±23,54	49,17±23,61	49,27±20,57	52,67±22,66	51,07±20,59	*0,112
	Medyan (Min-Maks)	50 (0-100)	54,2 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	
LKE	Ort±Ss	47,79±30,37	56,15±29,19	50,18±25,79	50,1±28,22	46,52±26,79	*0,053
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	43,8 (0-100)	
ASDE	Ort±Ss	40,55±22,56	43,61±18,37	42,69±20,56	42,27±19,66	43,02±21,18	*0,885
	Medyan (Min-Maks)	41,7 (0-100)	45,8 (0-91,7)	41,7 (0-100)	41,7 (0-100)	41,7 (0-100)	
ÜSDE	Ort±Ss	51,02±26,53	57,92±25,97	54,03±23,81	53,6±24,62	51,84±24,83	*0,231
	Medyan (Min-Maks)	50 (0-100)	58,3 (0-100)	50 (0-100)	50 (0-100)	50 (0-100)	
TDE	Ort±Ss	32,62±27,88	33,47±25,14	36,78±25,28	34,67±25,45	33,81±25,21	*0,051
	Medyan (Min-Maks)	25 (0-100)	33,3 (0-91,7)	33,3 (0-100)	25 (0-100)	25 (0-100)	

Tablo 7. Değişkenlere Göre KOPSOR-TR Ölçeği Alt Boyut Puanlarının Değerlendirilmesi (Devam)

Boyut		Görev Alanı Birim					p
		Rektörlük (n=82)	Enstitü (n=60)	Fakülte (n=2031)	Yükseköğül (n=125)	Meslek Yükseköğülü (n=399)	
İG	Ort±Ss	37,91±27,03	38,47±29,52	33,6±26,48	37,07±24,92	39,68±27,32	^b 0,001**
	Medyan (Min-Maks)	37,5 (0-100)	33,3 (0-100)	33,3 (0-100)	33,3 (0-100)	41,7 (0-100)	
GKG	Ort±Ss	48,07±27,6	48,61±28,83	43,55±29,2	49,13±27,06	49,08±28,43	^b 0,001**
	Medyan (Min-Maks)	50 (0-100)	50 (0-100)	41,7 (0-100)	50 (0-100)	50 (0-100)	
İEÇ	Ort±Ss	47,74±21,56	49,92±21,99	50,64±22,12	52,36±23,6	48,97±20,37	^a 0,384
	Medyan (Min-Maks)	45 (10-100)	50 (0-100)	50 (0-100)	50 (0-100)	50 (0-95)	
GE	Ort±Ss	42,15±23,61	52,4±23,27	48,84±21,21	49,9±23,6	46,77±22,93	^a 0,033*
	Medyan (Min-Maks)	37,5 (0-100)	56,3 (6,3-100)	50 (0-100)	50 (0-100)	43,8 (0-100)	
ASE	Ort±Ss	51,68±26,59	60,31±22,37	54,82±22,97	54,2±25,52	52,02±24,98	^a 0,059
	Medyan (Min-Maks)	50 (0-100)	62,5 (18,8-100)	50 (0-100)	50 (0-100)	50 (0-100)	
İDE	Ort±Ss	39,81±23,44	46,63±19,17	44,47±19,88	44,45±19,65	42,46±21,67	^a 0,094
	Medyan (Min-Maks)	33,3 (0-100)	40 (6,7-100)	40 (0-100)	40 (0-93,3)	40 (0-100)	
T	Ort±Ss	54,27±24,59	56,25±27,21	57,01±25,7	56,75±24,6	56,14±24,91	^a 0,873
	Medyan (Min-Maks)	50 (6,3-100)	59,4 (0-100)	56,3 (0-100)	56,3 (0-100)	56,3 (0-100)	

Sonuç

Halk sağlığı için de bir sorun olan psikososyal tehlikeler işyerlerinde iş sağlığı ve güvenliği uygulamaları için bir sorun olmaktadır (Metzler vd., 2019). İşyerinde mobbing, zorbalık ve psikososyal risklere maruz kalmak birey özelinde intihara, kalp ve damar hastalıklarına, kas ve iskelet sistemi rahatsızlıklarına, depresyona, anksiyeteye, tükenmişliğe, uyku bozukluklarına, alkol- sigara ve diğer zararlı maddelerin kullanımında artışa neden olmakla birlikte hem bireysel hem de örgüt özelinde sinizme, duyarsızlaşmaya, kişisel başarıda düşüşe, işe katılımı isteksizliğe, verimsizliğe, işe devamsızlığa neden olmakla birlikte ayrıca işyerindeki güvenli çalışma politikalarını ve uygulamalarını olumsuz etkileyerek iş kazalarının yaşanmasına neden olabilmektedir (ILO, 2016; Leka vd., 2015).

Bu çalışmada öğretim elemanlarının mesleki çalışma yılı ile psikososyal risklerin doğrudan ilişkili olduğu belirlenmiştir. Demir ve Akbaba tarafından 2018 yılında yapılan çalışmada öğretim elemanlarının mesleki motivasyonu üzerinde kıdem etkisi olduğu belirtilmiştir.

Üniversitelerde adil çalışma ortamının oluşturulması öğretim elemanlarını etkileyen önemli bir psikososyal risk etmenidir. Adil bir çalışma ortamının oluşturulması ile Zeynel ve Çarıkcı tarafından 2017 yılında yapılan çalışmada nitelikli akademik çalışmaların yapılmasına, kalitenin artmasına ve üniversitenin gelişmesine katkı sağlamaktadır. Leka vd. tarafından 2015 yılında yapılan çalışmada da iş yükü- örgütsel adaletsizliğin fiziksel ve zihinsel işlevi azalttığına ve sağlığı olumsuz etkilediğine yer verilmiştir.

İşyerinde çalışanlar arasında kurulan ilişkinin iyi olup olmaması öğretim elemanlarını etkileyen önemli bir psikososyal risk etmeni olup öğretim elemanının yaşı, görev aldığı üniversitenin türü, idari görevi ile yakından ilişkilidir. Zeynel ve Çarıkcı tarafından 2015 ve 2017 yılında yapılan çalışmalar ile Yalçın ve Kılıç tarafından 2018 yılında yapılan çalışma, insan odaklı ve insan ilişkilerinin yoğun olduğu yükseköğretim kurumlarında öğretim elemanlarının sosyal ilişkilerden etkilendiğini, iyi anlaşılabilir bir çalışma grubunun varlığı ile barışçıl ve huzurlu bir çalışma ortamının öğretim performansını ve çalışma verimliliğini arttırdığı vurgulanmıştır.

Rol çatışması (Öğretim elemanına verilen veya kendisinden beklenen işlerde çelişki olması, görevdeki önceliklerin çatışması) ve rol belirsizliği çalışanları etkileyen önemli psikososyal risk etmeni olup bu çalışmada da ortaya çıkmıştır. Leka vd. tarafından 2015 yılında; Toukas vd. tarafından 2015 yılında; Kyaw-Myint vd. tarafından 2017 yılında yapılan her üç çalışmada da çalışanlardan talep edilen işler ve talep edilen işlerle kaynaklar arasında olan dengesizlik, role ilişkin netliğin eksik olması, çalışanın rolünü etkileyen kararların alınmasına dahil olamaması, düşük iş kontrolü ve karışıklıkları çalışanların stres yaşamalarına neden olmaktadır.

Yapılan bu çalışmada iş güvencesizliği ile çalışma koşulları güvencesizliği boyutları çalışmada ele alınan bütün değişkenlerle anlamlı farklılık göstermiştir. İş güvencesizliği ile çalışma koşulları güvencesizliği çalışanlarda bedenen ve ruhen zarar oluşturan önemli faktörlerdir. Toukas vd. tarafından 2015 yılında yapılan çalışmada organizasyonun kötü yönetimi ve bundan kaynaklı olumsuz durumlar, iş güvencesizliği çalışanlarda stres oluştuğu belirtilmiştir.

Öğretim elemanlarının psikososyal faktörlerin ile psikososyal tehlikelerin birleşimi sonucu oluşan psikososyal risklere ek olarak şiddete, işyerinde psikolojik tacize (mobbing), cinsel taciz, zorbalığa maruz kalması çalışanın fiziksel ve psikolojik sağlığını azalmasına, çalışanda stres ve stresle birlikte tükenmişlik, kaygının artması, depresyonun görülmesine neden olmaktadır. Bu olumsuz durumlar en başta tüm kadrolarda görev alan çalışanların en temel hakkı olan kaliteli ve sürdürülebilir iş sağlığı ve güvenliği uygulamalarının kalitesinin düşmesine, çalışanların performansının azalmasına, devamsızlığa, üretkenliğin azalmasına, iş tatmininin düşmesine ve işten ayrılma niyetinin artmasına neden olmakta ve bu olumsuz durumlar öğretim elemanının düşük kaliteli eğitim verme eğiliminde olmasına yol açmaktadır. Bu kaotik süreç dolaylı olarak öğrencilerin akademik başarısının düşmesine etki etmektedir (Hossain vd., 2015; Toukas vd., 2015; Leka vd., 2015; Kyaw- Myint vd., 2017; Yalçın ve Kılıç, 2018).

Kamu veya özel sektör fark etmeksizin tüm çalışanların hakkı olan iş sağlığı ve güvenliğinin üniversitelerde sağlanmasıyla öğretim elemanı kadrosu dahil tüm kadrolarda görev alan çalışan insanların hakkı olan kaliteli ve sürdürülebilir sağlıklı, emniyetli ve güvenli çalışma ortamı oluşturulabilecektir. Tüm tehlikelerden kaynaklı riskler ile birlikte psikososyal risklerin önlenmesi akademisyenlerin fiziksel ve psikolojik sağlığının korunmasına, gelişmesine, motivasyonun artmasına imkân sağlamaktadır. Bu durum öğretim elemanlarının yeteneklerini göstermesine, düzeylerinin öğretim performanslarını geliştirmelerine, kişisel başarılarının artmasını sağlayarak daha yüksek kaliteli eğitim vermelerine ve bunun sonucu olarak üniversitelerin asıl amacı olan eğitimdeki kalitesine olumlu yansımaktadır. Güvenli okul, güvenli çalışmaya imkân sağlayan bina, tesis ve süreçlerin tesis edilmesi ve sürdürülebilirliği nitelikli kadroların oluşmasına ve eğitimin kalitesinin artmasıyla nitelikli ve kaliteli mezunların verilmesine imkân sağlamaktadır (Hossain vd., 2015; Leka vd., 2015; Corbin vd., 2023). Bu durum dolayısıyla başta mezun olunan alan olmak üzere psikososyal risklerin yoğunlukla incelendiği iş sağlığı ve güvenliği alanında işyerlerinin ve ülkenin gelişmesine katkı sağlayacaktır.

İşyerinin ortam ve koşullarının meydana getirdiği faktörlerle birlikte işyerlerinde bulunan veya dışarıdan gelerek işyerinde bulunan herkesi etkileyecek tehlikelerin oluşturduğu riskler işyeri ekosisteminin zarar görmesine neden olabilmektedir. İşyeri ekosisteminin zarar görmesine neden olan tehlikeler en temelde fiziksel- biyolojik- psikososyal- ergonomik- kimyasal etkenlerdir. Psikososyal tehlikeler çalışanların bedensel, sosyal ve ruhsal yönden zarar görmesinde etkili olan ve kişiye, organizasyonun yapısına bağlı olarak etkisini gösteren tehlikelerdir ve kişinin, işyerinin ve ülkenin gelişmişliği üzerinde direkt etkilidir. Yükseköğretim kurumlarında (Devlet ve vakıf üniversiteleri, vakıf meslek yüksekokulları) çalışanları etkileyen psikososyal faktörler öğretim elemanlarının performansını etkileyerek üretkenliği ve öğretim performansının düşmesiyle üniversitelerde bilimsel çalışma ve akademik faaliyetlerin kalitesinin azalmasına neden olmaktadır.

Bu çalışmanın öğretim elemanlarını etkileyen psikososyal risklerin belirlenmesine yönelik olarak ölçme araçlarında yer alacak soruların belirlenmesi, yeni çalışma modellerine uygulanmasına imkân sağlayacağı düşünülmektedir. Bu çalışmanın sınırlılığı psikososyal risklerle birlikte öğretim elemanlarının fiziksel, ruhsal ve sosyal

yönden sağlık durumu ile bunun öğretim elemanının akademik performansı (Bilimsel çalışma yapma isteği, üretkenliği, öğretme performansı vd. akademik çalışmalardaki etkinliği) arasındaki ilişkinin belirlenmesidir. Gelecek çalışmalarda psikososyal risk etmenleri ile akademik performans arasındaki bağlantıyı ölçülerek ve literatüre katkı sağlanabilir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur. *(Marmara Üniversitesi Rektörlüğü, Fen Bilimleri Enstitüsünün E-44174047-050.01.04-478728 Nolu kararı ile Etik Kurul Kararı alınmıştır.)
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Veri Toplanması: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Veri Analizi: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Makalenin Yazımı: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Makale Gönderimi ve Revizyonu: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30)

Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited. * (Marmara University Rectorate, Ethics Committee Decision was taken with the decision of Marmara University Rectorate, Institute of Science and Technology, numbered E-44174047-050.01.04-478728.)
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%40), 2. Author (%30), 3. Author (%30) Data Acquisition: 1. Author (%40), 2. Author (%30), 3. Author (%30) Data Analysis: 1. Author (%40), 2. Author (%30), 3. Author (%30) Writing up: 1. Author (%40), 2. Author (%30), 3. Author (%30) Submission and Revision: 1. Author (%40), 2. Author (%30), 3. Author (%30)

Kaynakça / References

Arkan Demiral G., Şahan C., Aydın Ozgur E., Vatanserver M., Demiral Y., (2023). Bir Tekstil Fabrikasında Psikososyal Riskler ve Mental Sağlık Durumu. ESTÜDAM Halk Sağlığı Dergisi. 8 (1): 54-70.

Barros, C., Baylina, P., Fernandes, R., Ramalho, S., & Arezes, P. (2022). Healthcare Workers' Mental Health in Pandemic Times: The Predict Role of Psychosocial Risks. *Safety and Health at Work*, 13(4), 415–420. <https://doi.org/10.1016/J.SHAW.2022.08.004>

Bergh, I. I. V., Hinna, S., Leka, S., Zwetsloot, G.I.J.M., (2016). Developing and testing an internal audit tool. of the psychosocial work environment in the oil and gas industry. *Safety Science*, Volume 88, Pages 232-241, ISSN 0925-7535, <https://doi.org/10.1016/j.ssci.2015.06.003>.

Bernal, D., Campos-Serna, J., Tobias, A., Vargas-Prada, S., Benavides, F. G., & Serra, C. (2015). Work-related psychosocial risk factors and musculoskeletal disorders in hospital nurses and nursing aides: A systematic review and meta-analysis. *International Journal of Nursing Studies*, 52(2), 635–648. <https://doi.org/10.1016/J.IJNURSTU.2014.11.003>

COPSOQ Nedir? URL Adresi: <https://www.copsoq.de/was-ist-copsoq/> Erişim Tarihi: 02 Şubat 2023

Corbin, C. M., Downer, J. T., Lowenstein, A. E., & Brown, J. L. (2023). Reconsidering teachers' basic psychological needs in relation to psychological functioning across an academic year. *Teaching and Teacher Education*, 123, 103989. <https://doi.org/10.1016/J.TATE.2022.103989>

Demir, S. & Akbaba, A. (2018). Akademisyenlerin Mesleki Motivasyonları ile İş Tatmini Arasındaki İlişki. *Van Yüzcüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 15 (1), 1256-1286. Retrieved from <https://dergipark.org.tr/tr/pub/yyuefd/issue/40566/495682>

Derdowski, L. A., & Mathisen, G. E. (2023). Psychosocial factors and safety in high-risk industries: A systematic literature review. *Safety Science*, 157, 105948. <https://doi.org/10.1016/J.SSCI.2022.105948>

Fernandes, A., Figueiredo, M., Ribeiro, J., Neves, J., & Vicente, H. (2020). Psychosocial Risks Assessment in Cryopreservation Laboratories. *Safety and Health at Work*, 11(4), 431–442. <https://doi.org/10.1016/J.SHAW.2020.07.003>

Heistad, A., Goldsworthy, S., Reilly, S., & Perez, G. (2022). How do intensive work environments affect nurses' absenteeism and turnover intent? *Applied Nursing Research*, 66, 151608. <https://doi.org/10.1016/J.APNR.2022.151608>

Hossain, M. A., Hossain, Md. M., Tarannum, S., Chowdhury, T., H., (2015). Factors affecting OHS practices in private universities: An empirical study from Bangladesh. *Safety Science*, Volume 72, Pages 371-378, ISSN 0925-7535, <https://doi.org/10.1016/j.ssci.2014.10.007>.

International Labour Organization (ILO), (2016). Workplace Stress, A Collective Challenge. https://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---safework/documents/publication/wcms_466547.pdf

Johnstone, R., Quinlan, M., & McNamara, M. (2011). OHS inspectors and psychosocial risk factors: Evidence from Australia. *Safety Science*, 49(4), 547–557. <https://doi.org/10.1016/J.SSCI.2010.09.016>

Kanun, İş Sağlığı ve Güvenliği (İSvG) Kanunu, Kanun Numarası: 6331 Kabul Tarihi: 20/6/2012 Yayımlandığı Resmî Gazete Tarihi: 30/06/2012 Resmî Gazete Sayısı: 28339

Kanun, Yükseköğretim Kanunu, Kanun Numarası: 2547 Kabul Tarihi: 04/11/1981 Yayımlandığı Resmî Gazete Tarihi: 06/11/1981 Resmî Gazete Sayısı: 17506

Kivimäki, M., Nyberg, S. T., Batty, G. D., Fransson, E. I., Heikkilä, K., Alfredsson, L., Bjorner, J. B., Borritz, M., Burr, H., Casini, A., Clays, E., De Bacquer, D., Dragano, N., Ferrie, J. E., Geuskens, G. A., Goldberg, M., Hamer, M., Hooftman, W. E., Houtman, I. L., ... Theorell, T. (2012). Job strain as a risk factor for coronary heart disease: a collaborative meta-analysis of individual participant data. *The Lancet*, 380(9852), 1491–1497. [https://doi.org/10.1016/S0140-6736\(12\)60994-5](https://doi.org/10.1016/S0140-6736(12)60994-5)

Knani, M. (2022). What motivates tourism and hospitality employees to practice presenteeism? *Journal of Hospitality and Tourism Management*, 52, 198–207. <https://doi.org/10.1016/J.JHTM.2022.06.017>

Kyaw-Myint, S. M., Strazdins, L., Clements, M., Butterworth, P., & Gallagher, L. (2017). A method of identifying health-based benchmarks for psychosocial risks at work: A tool for risk assessment. *Safety Science*, 93, 143–151. <https://doi.org/10.1016/J.SSCI.2016.11.016>

Laaksonen, M., Pitkaniemi, J., Rahkonen, O., & Lahelma, E. (2010). Work Arrangements, Physical Working Conditions, and Psychosocial Working Conditions as Risk Factors for Sickness Absence: Bayesian Analysis of Prospective Data. *Annals of Epidemiology*, 20(5), 332–338. <https://doi.org/10.1016/J.ANNEPIDEM.2010.02.004>

Leka, S., van Wassenhove, W., & Jain, A. (2015). Is psychosocial risk prevention possible? Deconstructing common presumptions. *Safety Science*, 71(Part A), 61–67. <https://doi.org/10.1016/J.SSCI.2014.03.014>

Manolova Yalçın, O. & Kılıç, H. (2018). Akademisyenlerin Öğretim Performansları ile Motivasyonları Arasındaki İlişkinin Değerlendirilmesi. *Eğitim Kuram ve Uygulama Araştırmaları Dergisi*, 4 (3), 122-135. Retrieved from <https://dergipark.org.tr/tr/pub/ekquad/issue/41379/500231>

Metzler, Y. A., von Groeling-Müller, G., & Bellingrath, S. (2019). Better safe than sorry: Methods for risk assessment of psychosocial hazards. *Safety Science*, 114, 122–139. <https://doi.org/10.1016/J.SSCI.2019.01.003>

Min, A., & Hong, H. C. (2023). The Effects of Job Demand-control-support Profiles on Presenteeism: Evidence from the Sixth Korean Working Condition Survey. *Safety and Health at Work*, 14(1), 85–92. <https://doi.org/10.1016/J.SHAW.2022.12.001>

Niedhammer, I., Milner, A., Geoffroy-Perez, B., Coutrot, T., LaMontagne, A. D., & Chastang, J. F. (2021). Psychosocial factors at work from the job strain model and preventable mortality in France: The STRESSJEM prospective study. *Preventive Medicine*, 153, 106178. <https://doi.org/10.1016/J.YPMED.2020.106178>

Rodrigues, M. A., Sá, A., Masi, D., Oliveira, A., Boustras, G., Leka, S., & Guldenmund, F. (2020). Occupational Health & Safety (OHS) management practices in micro- and small-sized enterprises: The case of the Portuguese waste management sector. *Safety Science*, 129, 104794. <https://doi.org/10.1016/J.SSCI.2020.104794>

Santini, M. A. F., Faccin, K., Balestrin, A., & Volkmer Martins, B. (2021). How the relational structure of universities influences research and development results. *Journal of Business Research*, 125, 155–163. <https://doi.org/10.1016/J.JBUSRES.2020.12.018>

Şahan, C. ve Demiral, Y., (2020). Kopenhag Psikososyal Risk Değerlendirmesi Rehberi. İş Hijyenistleri Derneği, ISBN: 978- 605- 70124- 0- 1

Thomas, V. J., Bliemel, M., Shippam, C., & Maine, E. (2020). Endowing university spin-offs pre-formation: Entrepreneurial capabilities for scientist-entrepreneurs. *Technovation*, 96–97, 102153. <https://doi.org/10.1016/J.TECHNOVATION.2020.102153>

Toukas, D., Delichas, M., Toufekoula, C., & Spyrouli, A. (2015). The Role of Labour Inspectorates in Tackling the Psychosocial Risks at Work in Europe: Problems and Perspectives. *Safety and Health at Work*, 6(4), 263–267. <https://doi.org/10.1016/J.SHAW.2015.06.001>

Vatansever, Ç. (2014). Risk Değerlendirmede Yeni Bir Boyut, Psikososyal Tehlike ve Riskler. *Çalışma ve Toplum Dergisi*, 117-138

Wang, H., Wahlberg, M., Karp, A., Winblad, B., Fratiglioni, L., (2012). Psychosocial stress at work is associated with increased dementia risk in late life. *Alzheimer's & Dementia*, Volume 8, Issue 2, Pages 114-120, ISSN 1552-5260, <https://doi.org/10.1016/j.jalz.2011.03.001>.

Yönetmelik, İş Sağlığı ve Güvenliği Risk Değerlendirmesi Yönetmeliği, Resmî Gazete Tarihi: 29.12.2012 Resmî Gazete Sayısı: 28512

Yükseköğretim Bilgi Yönetimi Sistemi (YBYS), URL Adresi: <https://istatistik.yok.gov.tr/> Erişim Tarihi: 01 Şubat 2023

Zeynel, E. & Çarıkçı, İ. H. (2015). Mesleki Motivasyonun, İş Tatmini Ve Örgütsel Bağlılık Üzerine Etkisi: Akademisyenler Üzerine Görgül Bir Araştırma. *Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 20 (3),. Retrieved from <https://dergipark.org.tr/tr/pub/sduiibfd/issue/20858/223750>

Zeynel, Y. D. D. E. & Çarıkçı, P. D. İ. H. (2017). Akademisyenlerin Mesleki Motivasyon Algı Düzeyini Ölçmeye Yönelik Bir Mesleki Motivasyon Ölçeğinin Tasarımı. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 17 (3) , 125-148 . DOI: 10.18037/ausbd.417286



Hisse Senedi Getirilerinin Belirleyicileri: BİST Bankacılık Sektörü Üzerine Bir İnceleme

Murat TOPCU¹

Öz

Çalışma BİST’te işlem gören bankacılık sektörü hisse senetlerinin getirisini etkileyen değişkenler ile Covid 19 pandemisi sürecinin söz konusu hisse senetlerinin getirisi üzerindeki etkisine odaklanmaktadır. Ekonometrik panel regresyon modelinde bağımlı değişken olarak 2009-Ocak 2022 yılları arası aylık bankacılık sektörü hisse senetleri getirisi kullanılmıştır. Bağımsız değişken olarak ise aylık Türkiye’nin Kredi Risk Primi (CDS), enflasyon oranları ve ABD dolarına uygulanan mevduat faiz oranları kullanılmıştır. Analiz yöntemi olarak ekonometrik panel veri analiz yöntemi kullanılmış ve modeller bankalar bazında ve panel bazında SUR tahmincisi ile tahmin edilmiştir. Analiz sonuçlarına göre; bağımsız değişkenlerden enflasyonun bankacılık sektörü hisse senedi getirileri üzerindeki etkisinin pozitif, USD doları cinsinden mevduat oranlarının ve Türkiye’nin CDS göstergelerinin ise negatif etkisinin olduğu tespit edilmiştir. Modele kukla değişken olarak dâhil edilen Covid 19 pandemisi sürecinin ise negatif etkilediği sonucuna ulaşılmıştır. Tüm bağımsız değişkenlerin ve kukla değişkenin söz konusu hisse senetleri getirisi üzerindeki tespit edilen etkileri istatistiksel olarak anlamlıdır. Bankacılık sektörü hisse senedi getirisinin bağımsız değişkenlerin tümü ile olan uzun dönemli ilişkisi Westerlund (2008) Panel Eşbütünleşme testi ile analiz edilmiştir. Uzun dönemde tüm değişkenlerin bankacılık sektörü hisse senedi getirileri ile birlikte hareket ettiği ortaya konulmuştur. Ayrıca sektördeki bazı bankaların hisse senedi getirisi arasında Garanti Bankası ile Akbank (0,94), İş bankası-Akbank (0,91), Vakıfbank-Akbank (0,90), Vakıfbank-Garanti Bankası (0,89) yüksek düzeyde korelasyon olduğu saptanmıştır.

Anahtar Kelimeler: CDS primi, Hisse Senedi Getirisi, Faiz, Enflasyon, Covid 19,

Topcu, M. (2023). Hisse Senedi Getirilerinin Belirleyicileri: BİST Bankacılık Sektörü Üzerine Bir İnceleme . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1659-1684 . <https://doi.org/10.15869/itobiad.1251600>

Geliş Tarihi	15.02.2023
Kabul Tarihi	21.07.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, İstanbul Gelişim Üniversitesi, İktisadi, İdari ve Sosyal Bilimler Fakültesi, İstanbul, Türkiye, mtopcu@gelisim.edu.tr ORCID: 0000-0003-0660-6399



Determinants of Stock Returns: An Analysis of the BIST Banking Sector

Murat TOPCU¹

Abstract

The study focuses on the variables that affect the value of the banking sector stocks traded in the BIST and the effect of the Covid-19 pandemic process on the said stock values. The study used monthly banking sector stock returns between 2009 and January 2022 as the dependent variable in the panel regression model. Monthly Turkey's Credit Risk Premium (CDS), inflation rates, and US dollar deposit data were used as independent variables during the same period. The econometric panel data analysis method was used as the analysis method and the models were estimated with the SUR estimator on the basis of banks and panels. According to the analysis results; Among the independent variables, it has been determined that the effect of inflation on the banking sector stock returns has a positive effect, while the deposit rates in USD dollars and Turkey's CDS indicators have a negative effect. It was concluded that the Covid 19 pandemic process, which was included in the model as a dummy variable, was affected negatively. The effects of all independent variables and the dummy variable on the said stock value are statistically significant. The long-term relationship between the banking sector stock value and all of the independent variables was analyzed with the Westerlund (2008) Panel Cointegration test. It has been confirmed that all variables move together with the banking sector stock value in the long run. In addition, there is a high level of correlation between the share values of some banks in the sector between Garanti bank and Akbank (0.94), İşbank-Akbank (0.91), Vakıfbank-Akbank (0.90), Vakıfbank-Garantibank (0.89).

Keywords: CDS Indicators, Stock Return, Interest Rate, Inflation, Covid 19,

Topcu, M. (2023). Determinants of Stock Returns: An Analysis of The BIST Banking Sector, *Journal of the Human and Social Science Researches*, 12 (3) , 1659-1684 . <https://doi.org/10.15869/itobiad.1251600>

Date of Submission	15.02.2023
Date of Acceptance	21.07.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Assistant Professor, Istanbul Gelişim University, Faculty of Economics, Administrative and Social Sciences, Istanbul, Türkiye, mtopcu@gelisim.edu.tr ORCID: 0000-0003-0660-6399

Giriş

Bir portföyün toplam riskini düşürmek için, portföy içerisindeki yatırım araçlarında uluslararası portföy çeşitlendirmesi, ulusal portföy çeşitlendirmesi ve sektör çeşitlendirmesi yapılmasının yanısıra, hisse senetlerinin kendi arasındaki korelasyonunun ve sistematik risk faktörlerinin etkilerinin dikkate alınması gerekmektedir. Geleneksel portföy teorilerinde sadece çeşitlendirme yapmak suretiyle portföyün riskinin azaltılabileceği kabul görmekte, yatırım araçları arasındaki korelasyon ve sistematik risk faktörlerinin yatırım araçları üzerindeki etkisi dikkate alınmamaktadır. Modern portföy yönetiminin temelini oluşturan Markowitz (1952) optimum risk-getiri dengesi için özellikle hisse senedi gibi finansal varlıkların portföye dahil edilmesinde mümkün olduğunca düşük korelasyonlu hisse senetlerinin seçilmesini önermektedir. Düşük korelasyonlu varlıklar arasında yapılacak uygun bir çeşitlendirme sayesinde portföyün riski, ayrı ayrı yatırım araçlarının riskleri toplamından daha düşük olabilmektedir. Diğer bir ifadeyle portföy içerisinde düşük korelasyonlu yatırım araçlarının bulunması ile getiriye düşürmeden riski azaltılabile olanağı bulunmakta, yatırımcılar optimum risk-getiri dengesine (etkin sınıra); her risk düzeyinde maksimum getiriye hedefleyen seçimler yapmak suretiyle ulaşabilmektedir (Markowitz,1952; Aksoy,2014, s.30).

Modern portföy teorilerinin gelişmeye başlaması ile birlikte portföy çeşitlendirmesinde portföye dahil edilen varlıklar arasındaki korelasyonun yanısıra enflasyon riski, faiz riski ve kur riski gibi sistematik risklerin portföy getirisi üzerindeki etkileri finans literatüründe geniş yer tutmaya başlamıştır (Emin, 2018:1). Günümüzde de hisse senetleri getirisine etki eden değişkenlerin belirlenmesi ve etkileme gücü ve yönü finans literatüründe oldukça ilgi çeken bir konu haline gelmiştir (Aksoy, 2014, s.47). Hisse senetlerinin getirisi ve maruz kaldıkları riskler, fiyat oluşumlarını etkileyen faktörler sektörün özelliğine, makroekonomik göstergelerdeki değişime bağlı olarak farklılık göstermektedir. Örneğin faiz oranlarındaki artış reel sektör için finansman maliyetini artırıcı bir etki, bankacılık sektörü için ise mevduat hacmini artırıcı etki gösterebilmektedir. Başka bir açıdan ise faiz artışları yatırımcının tercihini hisse senedinden mevduata dönüştürmesini hızlandırarak hisse değerlerinde düşüşe neden olabilmektedir.

Yatırımcılar tarafından finansal piyasaların değerlendirilmesinde sinyal olarak değerlendirilen; faiz oranları, enflasyon, döviz kuru, para arzı, Gayri Safi Yurtiçi Hâsıla (GSYİH), CDS primleri, hisse senetlerinin günlük işlem hacmi ve getirileri üzerinde etkili olmaktadır (Balı, vd., 2014; Özkul ve Akgüneş, 2015; Gürsoy,2019; Mataev ve Marinova, 2019). Bu bağlamda her sektördeki hisse senetlerinin getirisinin hangi değişkenlerden ne şekilde etkilendiğinin ortaya konulması, sektördeki firmaların hisse getirileri arasındaki korelasyon katsayılarının bilinmesi, portföy yönetiminde çeşitlendirme yapmada ve hissenin portföye dahil edilip edilmemesi konusunda alınacak kararlarda etkili olmaktadır. Zaman içerisinde de ilgili sektörden portföye dahil edilen hisse senetlerinin beklenen getiriye karşılayıp karşılamadığı analiz edilerek, portföyde tutulması veya portföyden çıkartılması söz konusu olmaktadır. Bu tür analizlerin zaman serisi içermesinden, zaman boyutunda ekonomik olayların sürekli değişmesinden dolayı bir kez veya bir ülkeye özgü yapılmaktan ziyade, farklı ülkeleri ve farklı zaman dilimlerini kapsayacak şekilde sürekli yapılması ve izlenmesi gerekmektedir. Bu kapsamda çalışma

bankacılık sektörü hisse senetlerinin getirisini etkileyen değişkenler üzerine odaklanmaktadır. Bankacılık sektörü hisselerinin seçilmiş olmasının nedeni bu sektörün finansal ilişkilerinin reel sektöre göre farklılık arz etmesidir. Temel farklılık fon temin yönteminden kaynaklanmaktadır. Reel sektör uzun vadeli fon ihtiyacını ve kısa vadeli likidite sorununu borçlanma kredi, tahvil hisse senedi ihraç yöntemi gibi finansal araçlar ile çözmek durumundayken, bankacılık sektörü bankalar arası işlemler veya Merkez Bankası (MB) ile olan özel ilişkisinden dolayı MB kaynaklarını da kullanabilme avantajına sahip olabilmektedir. Ek olarak reel sektör piyasa faizlerinin oluşumunda herhangi bir etkiye sahip değilken, bankalar piyasa faizlerinin belirlenmesinde MB izin verdiği ölçüde belirli sınırlar içerisinde belirleyici konumda olabilmektedir. Ayrıca bir ülkede mali ve finansal oynaklıklara karşı en duyarlı sektörün bankacılık sektörü olması, bu çerçevede bankacılık sektörü hisselerinin diğer sektörlerdeki hisselerden farklılaşması sebebiyle çalışmada analiz edilmesi tercih edilmiştir.

Bir portföydeki hisselerin getirisini sistematik riskler ve sistematik olmayan riskler ile işletme içi ve işletme dışı birçok makro-mikro ekonomik olaylar etkileyebilmektedir (Sayılğan ve Süslü, 2011; Şişman, vd., 2017); Karaca, vd. 2022;). Yapılan çalışmalar sistematik risk ile şirketlerin finansal yapısı arasında da kuvvetli bir ilişki olduğunu ortaya koymaktadır (Ulusoy, 2008). Finansal tablolarda ortaya çıkan sorunlar, iş ve endüstri kolundan kaynaklı krizler, yönetim başarısızlıkları sistematik olmayan riskleri oluştururken kur riski, politik risk, piyasa riski, faiz oranı riski, enflasyon riski sistematik riskleri oluşturmaktadır. Bu çerçevede yatırım araçlarının maruz kaldığı pazar riski (sistematik riski) ile getirisi arasındaki ilişkiyi ortaya koymak amacıyla doğrusal bir model olarak modern portföy teorilerinden sermaye varlıklarını fiyatlandırma modeli (CAPM) literatürde yer almaktadır (Sharpe, 1963; Lintner, 1965; Mossion 1966). Bu risklerden enflasyon: paranın değerinde aşınmaya neden olmakta, faiz oranı paranın değerindeki aşınmayı telafi etmekte, döviz kurlarındaki oynaklık ise enflasyon üzerinde baskı yaratmaktadır. Bu nedenle Türkiye gibi dolarizasyon oranı yüksek olan ekonomilerde faiz oranları, enflasyon, döviz kurları ve hisse senetleri getirileri arasındaki ilişkiler daha karmaşık hale gelmektedir. Enflasyon artışıyla yatırımcı tasarruflarını enflasyona karşı korumak için hisse senedine yönelebilmekte, artan talep ise hisse senedi getirisini artırmaktadır. Ters durumda ise faiz oranları arttıkça hisse senedinden mevduata yönelik nedeniyle hisse senedi değerlerinde bir düşüş beklentisi oluşmaktadır (Yurttançıkıma, 2012, s.394). Finansal varlıklardan hisse senetlerinin reel anlamda getirisi ise ancak dönem sonunda döviz kurları, faiz oranlarındaki değişim ve gerçekleşen enflasyon sonucuna göre belli olmaktadır. Bu nedenle finansal dalgalanmaların yüksek olduğu ülkelerde yatırımcılar tasarruflarını enflasyonun aşındırıcı etkisine karşı korumaya çalışırken kurlardaki değişimi, faiz oranlarını dikkate almak ve karar süreçlerine dâhil etmek zorunda kalmaktadırlar.

Literatürde hisse senetlerinin fiyat oluşumlarını etkileyen değişkenler arasında makro ölçekte işletme harici etkenler ve işletme içi faktörler olmak üzere iki ana çerçevede ele alınmaktadır. İşletme içi değişkenler, aktif karlılık, öz sermaye karlılığı, satış hacmi, ele alınırken; işletme dışı değişkenlerde ise genellikle döviz kurları, enflasyon, faiz oranları kullanılmaktadır. Literatürdeki çalışmalar genellikle hisse senedi getirisi ile enflasyon, kur riski, politik risk, ve faiz riski gibi sistematik riskler ve finansal risk ve yönetici riski gibi sistematik olmayan riskler arasındaki ilişkiye veya sadece CDS primleri ile hisse senedi getirisi üzerine odaklanmaktadır (Yurttançıkıma, 2012; Saleem, vd., 2013;

Coronado, vd., 2012). Her ikisinin birlikte modele dâhil edildiği çalışmalara çok fazla rastlanmamaktadır. Ülke CDS primi bir ülkeye borç verenlerin, ülkeye duydukları güvenin, ülke riski algısının ve bir ülkenin yükümlülükleri yerine getirmesine duyulan güvenin ölçüsüdür. CDS göstergelerindeki artışın finansal sistemin en önemli bileşeni bankacılık sektörünü etkileme potansiyeli oldukça yüksektir. Çünkü bankacılık sistemi uluslararası finansal piyasalardan büyük oranda fon kullanmaktadır. Ülke CDS primlerindeki artış bankacılık sektörünün yurt dışından sağlayacağı finansal kaynaklara daha fazla faiz ödeme sorununu ortaya çıkarabilmektedir. Yapılan çalışmalarda CDS göstergelerindeki bir düşüşün kamu borçlanma maliyetini azalttığı da tespit edilmiştir (Talaslı vd., 2020, s. 7). Bu çerçevede bir ülkenin CDS primlerindeki artış borç yükümlülüklerinin içerdiği riskin ölçüsü olarak görülmekte, doğrudan ve portföy yatırımlarını etkileme potansiyeli bulunmaktadır.

Çalışma yukarıda açıklanan çerçeve doğrultusunda Türkiye’de BİST’te işlem gören bankacılık sektörüne ait hisse senedi getirileri üzerindeki enflasyon, faiz ve ülke CDS göstergeleri ile Covid-19 pandemi sürecinin etkisini incelemeyi hedeflemektedir. Ayrıca söz konusu hisse senedi getirilerinin değişkenler ile olan uzun dönemli ilişkisini panel eş bütünleşme analiz yöntemini kullanarak ortaya koymayı amaçlamaktadır. Söz konusu çalışma birinci bölümde, literatür taraması ikinci bölümde değişkenlerin Türkiye bağlamında uzun dönem seyrinin ortaya konulması, ve üçüncü bölümde değişkenlere ait verilerin analizi ve bulguların değerlendirilmesi yapılmıştır.

Literatür Taraması

Bu bölümde hisse senedi getirisine etki edebilecek çeşitli ülkelerde, değişik dönemlerde ve farklı yöntemler kullanılarak, seçilmiş değişkenler ile yapılan, ulusal ve uluslararası çalışmalara yer verilmiş, çalışmalar kronolojik bir sıralama dahilinde açıklanmıştır.

Maghyreh, (2006) 18 gelişmekte olan ülkenin (Kore ve Filipinler, Hindistan, Endonezya, Malezya, Pakistan ve Tayland, Yunanistan, Ürdün ve Türkiye, Nijerya, Arjantin, Brezilya, Şili, Kolombiya, Meksika ve Venezuela) değişik dönemlere ait aylık verilerini kullanarak ülkelerin hisse senedi getirileri ile enflasyon değişkeninin uzun dönemde birlikte hareket edip etmediğini incelemiştir. İncelenen 18 ülkenin 13’ünde enflasyon değişkeni ile hisse senedi getirileri arasında doğrusal olmayan bir ayarlama olduğu tespit etmiştir.

Saleem, vd., (2013) Ocak 1996’dan Aralık 2011’e kadar üç aylık verileri kullanarak Pakistan ekonomisinde enflasyon oranı değişkeni ile KSE 100 endeks getirisi arasında uzun dönemde bir ilişkinin var olup olmadığını araştırmışlardır. Araştırma sonuçları söz konusu ilişkinin negatif yönlü olduğunu ancak herhangi bir nedensellik ilişkisinin olmadığını ortaya koymuştur.

Yurttaçıkılmaz, (2012)’da çalışmasında 1994-2010 dönemi enflasyon, CDS primleri ve döviz kurları göstergeleri ile bankacılık sektörü hisse senedi getirileri arasındaki ilişkiyi incelemiştir. Çalışma sonucunda söz konusu hisse getirisi üzerinde enflasyonun pozitif, döviz kurlarının ise negatif etkisi olduğu sonucuna ulaşılmıştır. Enflasyonun etkisinin döviz kurlarına göre daha güçlü olduğu, CDS primi göstergeleri ile sektörün eş bütünleşik olduğu doğrulanmıştır. Ayrıca yüksek enflasyonist ortamda hisselerin enflasyonun aşındırıcı etkisi karşısında değer kazanmasının beklenen olağan bir sonuç olduğu belirtilmektedir.

Coronado, vd., (2012) 8 Avrupa ülkesinin Ocak 2007-Temmuz 2010 arası günlük verileri kullanarak Hisse Senedi Endeksi fiyatları ile ülke CDS primi arasında ne yönde bir ilişki olduğunu incelemişlerdir. Çalışma sonucunda ilk önce ülkeye özgü piyasa ortak hareketlerini analiz ederek, hisse senedi Endeksi getirileri ile ülke CDS primleri değişikliklerinin negatif korelasyonlu olduğu ikinci olarak ise hisse senedi endeksi getiri volatilitésinin, ülke CDS primi hareketleriyle önemli ölçüde ilişkili olduğu tespit edilmiştir. Ayrıca, risk primi yüksek olan ülkelerde (İtalya, Yunanistan, İspanya, İtalya ve Portekiz) bu korelasyonların daha anlamlı olduğu sonucuna ulaşılmıştır. Ancak daha düşük CDS marjına sahip ülkelerde (Fransa, Almanya ve İngiltere) her iki piyasa arasında pozitif ancak daha zayıf korelasyonlar olduğu saptanmıştır.

Balı ve Yılmaz, (2012) İMKB 100 Endeksi 2002-2012 haftalık verileri ile ülke CDS marjları arasında ters yönlü bir ilişkinin varlığını, Hancı, (2014) 2008-2012 verileri üzerinde yaptığı çalışmada Türkiye CDS primleri ile BİST 100 hisse senetlerinin volatilitési arasındaki ters yönlü ilişki tespit edilmiştir. Eren ve Başar, (2016) CDS primlerinin BIST-100 Endeksi üzerindeki etkilerini incelemiş, 2005-2014 aylık verileri üzerinde yapılan çalışma sonuçları CDS primlerinin kısa dönemde hisse getirisi üzerinde olumsuz etkilediği, uzun dönemde ise hiçbir etkisinin olmadığı sonucuna ulaşmıştır. Değirmenci ve Pabucçu, (2016) 2009-2014 verileri ile yaptığı çalışma sonucunda CDS primleri ile hisse senetleri arasında ters yönlü bir ilişkinin varlığını ortaya koymuşlardır.

Özkul ve Akgüneş, (2015) BİST bankacılık sektörü 01.01.2010-31.07. 2014 dönemi aylık hisse getirilerini etkileyen makroekonomik değişkenleri çoklu doğrusal regresyon modeli yöntemini kullanarak incelemişlerdir. Çalışma sonucunda; "M1 para arzı, sanayi üretim endeksi ve ihracat birim değer endeksinin" BİST'te işlem gören 10 bankanın hisse getirisi endeksini negatif etkilediği tespit edilmiştir.

Güngör (2015)'de BİST imalat sanayi sektöründe faaliyet gösteren işletmelerin 3 aylık verilerini kullanarak genel anlamda hisse senedi fiyat oluşumunda etkisi olan mikroekonomik ve makroekonomik değişkenleri incelemiştir. İşletmeye özgü mikro değişkenler olarak finansal oranları (likidite, kârlılık, faaliyet, kaldıraç oranlarını) kullanmış, makroekonomik değişkenlerde döviz kuru, enflasyon oranı, para arzı, faiz oranı, GSYİH, altın fiyatları, petrol fiyatları, dış ticaret dengesi ve sanayi üretim endeksi kullanılmıştır. Çalışma sonucunda; Makroekonomik değişkenlerden para arzı, döviz kurları petrol fiyat değişimleri ile sanayi üretimi endeksi arasında pozitif ilişkinin varlığını tespit etmiştir. Enflasyon oranı, faiz oranı, GSYİH, altın fiyatları ve dış ticaret dengesi ile hisse senedi fiyatı arasında ise negatif yönlü bir ilişki saptanmıştır.

Aydın, vd. (2016) çalışmalarında Gelişmiş Ülkeleri (Almanya, Brezilya, Endonezya, Fransa, İrlanda, İtalya) ile gelişmekte olan ülkelerin (Malezya, Rusya, Şili ve Türkiye) borsalarının kapanış endeksi ile söz konusu ülkelerin CDS primleri arasındaki ilişkiyi incelemişlerdir. Sonuçlar gelişmiş ülkelerde değişkenler arasındaki ilişkinin daha güçlü olduğunu, gelişmekte olan ülkelerde ise daha zayıf olduğunu göstermektedir.

Belen ve Gümrah (2016) 2006-2016 verileri üzerinden, enflasyon verilerinin açıklaması ile Türkiye'de BİST 100 endeksinin açıklamalara verdiği tepkiyi ölçtüğü çalışmada; BİST 100 endeksinin beklenen ve gerçekleşen enflasyon verileri karşısında anormal getirilerin oluşmasına karşılık sistematik şekilde aşırı bir tepki vermediğini tespit etmişlerdir.

Jeanneret, (2017) 1991-2013 verilerini kullanarak Avrupa Birliği'nin (2013 yılı itibariyle 18 AB ülkesinin yabancı ülke olarak) ve ABD'nin yerli ülke olarak modele dahil edildiği iki ülkeli varlık fiyatlama modeli oluşturarak karşılıklı iki ülkenin CDS primlerinin uluslararası hisse senedi fiyatları üzerindeki etkilerini incelemiştir. Sonuçlar ekonomik sıkıntıların yüksek olduğu dönemlerde CDS primlerinin uluslararası hisse senedi fiyatlarını düşürdüğünü, ayrıca CDS primlerindeki yükselmenin hisse senedi fiyatlamasında oynaklığı artırdığını tespit etmiştir. Diğer bir ifadeyle model Avrupa'daki CDS primlerinin, ekonominin genelinde meydana gelen yavaşlama aracılığıyla Avrupa ve ABD hisse senedi piyasalarını etkilediğini kanıtlamaktadır.

Apergis, (2017) Yunanistan'da hisse senedi getirileri ile ülke CDS primleri üzerine yapılan başka bir çalışmada ise 2005-2015 dönemi verileri kullanılmıştır. Hisse senedi getirilerini, Yunanistan'ın borç krizinden kurtulmaya yönelik uygulamak zorunda kaldığı ekonomik programın başlangıcından itibaren CDS primlerinde meydana gelen değişimlerin olumsuz etkilediği bulgusuna ulaşılmıştır.

Shear vd., (2017) Karachi Menkul Kıymetler Borsası üzerine yaptığı çalışmada KSE100 Endeksi ve CDS primlerine ait 2004-2012 verilerini kullanmıştır. İki değişken arasında istatistiksel anlamlı ve kademeli şekilde artan negatif ilişkinin varlığını tespit etmiştir.

Sovbetov ve Saka, (2018) BIST-100 endeksi ve Türkiye'nin CDS primleri arasındaki kısa ve uzun dönemli ilişkiyi 2008-2015 verileri üzerinden incelemiştir. VAR modeli ve Johansen eş bütünlük testi kullanılarak yapılan analiz sonuçlarına göre; BIST-100 endeksi hisse getirisi üzerinde, CDS primlerindeki artışın kısa ve uzun dönemli etkisinin negatif olduğu, tersi durumda BIST-100 hisse getirisindeki artışın ise CDS göstergelerinde kısa ve uzun vadede düşüşe neden olduğu ortaya konulmuştur.

Fonseca ve Gottschalk, (2018) 14 Eylül 2007 - 31 Aralık 2010 dönemi verileri ile CDS, hisse senedi piyasaları ve volatilité arasındaki ilişkiyi analiz ettikleri ve 4 Asya pasifik ülkesini (Avustralya, Güney Kore, Japonya ve Hong Kong) kapsayan çalışma sonucuna göre; piyasalarda gerçekleşen oynaklığın, firma düzeyindeki değişkenlerle (öz sermaye getirileri) birlikte CDS primlerinin önemli bir belirleyicisi olduğu, ancak endeks düzeyinde ima edilen oynaklığın CDS primlerini sadece açıkladığı ve bağlantının daha az belirgin olduğu ortaya konulmuştur.

Gün, (2018) Çek Cumhuriyeti, Brezilya, Şili, Kolombiya, Meksika, Peru, Polonya, Rusya ve Türkiye (2010-2017) dönemi verileri üzerine yaptığı çalışmada hisse senedi fiyatları ile CDS primleri arasında negatif korelasyonun varlığı ortaya konulmuştur.

Mataev ve Marinova, (2019) çalışmasında MarkitiTraxx Europe Endeksi içinde yer alan 109 farklı hisse senedine ait 2012-2016 dönemi fiyat hareketlerini kullanarak CDS primleri arasında uzun dönemli ilişkiyi incelemiştir. Çalışma neticesinde 89 firmaya ait hisse senetleri ile CDS primleri arasındaki söz konusu ilişkinin varlığı tespit edilmiştir.

Gürsoy, (2019) çalışmasında bankacılık sektörü üzerine yaptığı benzer çalışmada makroekonomik faktörlerin, BİST100'de işlem gören banka hisselerinin getirileri üzerindeki etkisini lojistik regresyon modelini kullanarak test etmiştir. Çalışmada yurt içi makroekonomik değişkenlere ilaveten Standart & Poor's (S&P) 500 endeksi ve ABD faiz

oranları değişkenler arasına dâhil edilmiştir. Çalışma sonucunda en güçlü etkiye *S&P 500 endeksinin sahip olduğu ve tüm hisse senedi* getirileri üzerinde anlamlı ve pozitif etkiye sahip olduğu sonucuna ulaşılmıştır. Diğer değişkenler ile ilgili olarak ABD faiz oranları ile Döviz kurları ile banka hisse senetleri getirileri arasında anlamlı negatif yönde bir ilişki, Para arzı ile hisse senedi getirileri arasında pozitif bir ilişki, sanayi üretim endeksi ile negatif anlamlı ilişki tespit edilmiştir. Çalışma sonucunda her bankaya ait hisselerin makro göstergelerden farklı etkilendiği vurgulanmaktadır. En düşük etkiyi ise altın fiyatlarındaki değişim göstermiştir. Sadece iki banka üzerinde etkili olduğu tespit edilmiştir.

Öndeş ve Levet (2020) 2008-2018 BİST bankacılık sektörü aylık verilerini kullanarak enflasyon, politik risk ve döviz kurunun bankacılık sektörü hisse senetleri üzerindeki etkisini incelediği çalışmada politik risk ile döviz kurlarındaki değişimin, sektörün hisse senedi getirileri arasında istatistiksel anlamlılığı olan pozitif yönlü bir ilişkinin varlığına ulaşılmıştır. Enflasyon oranlarındaki değişimin ise hisse senetleri getirilerini etkilemediği tespit edilmiştir. Bunun nedeni çoklu para sisteminin hâkim olduğu Türkiye gibi ülkelerde yatırımcıların tasarruflarını enflasyonun aşındırmasından korumak için daha çok likit varlık olarak gördükleri dövize yönelmeleri olduğu değerlendirilmiştir.

Vurur ve Özen (2020), CDS primleri ile endeksler arasındaki Covid-19 öncesi zayıf ilişkinin, pandemi sonrasında ciddi biçimde arttığını, ekonomik olarak güçsüz olan ülkelerde borsa endeksleri ile CDS arasındaki ilişkinin daha güçlü olduğunu tespit etmişlerdir.

Sarıgül ve Şengelen (2020) 2014-2019 dönemi BIST bankacılık sektörü fiyat endeksi ile Türkiye'nin CDS göstergeleri arasındaki kısa ve uzun dönemli ilişkiyi araştırdığı çalışmada; CDS göstergelerindeki artışın bankacılık hisse senedi endeksinin azalttığını tespit etmişlerdir. Ancak bu etkinin homojen olmadığı sadece beş banka üzerinde etkili olduğu saptanmıştır.

İlhan ve Bayır (2021), BİST Sınai Endeksi ile CDS primi arasındaki dinamik ilişki (Ocak 2010-Haziran 2021) dönemi verileri üzerinden incelenmiştir. CDS primleri ile tahvil faizlerinin BİST Sınai Endeksinin uzun dönemde negatif etkilediği, Covid-19 pandemi sürecinin ise kısa dönemli etkisinin negatif yönde uzun dönemli etkisinin ise pozitif yönde olduğu tespit edilmiştir.

Bayraktaroğlu ve Mirgen (2021) BRICS ülkeleri (Brezilya, Rusya, Hindistan, Çin, Güney Afrika) borsa endeksi ile CDS primleri arasındaki ilişkinin incelenme sonuçlarına göre CDS primleri ile borsa endeksi arasında negatif ilişkinin varlığı tespit edilmiştir. Diğer bir ifadeyle CDS primlerindeki bir artışın borsa endekslerini düşürdüğünü tespit etmişlerdir.

Karaca, vd. (2022) Çalışmada 2009-2019 aylık verilerini kullanarak BİST endeksi ile işsizlik, enflasyon ve faiz değişkenleri arasındaki uzun dönemli ilişki incelenmiştir. Yapısal kırılmaların da dikkate alındığı çalışma sonucunda söz konusu değişkenler ile BİST endeksi arasında uzun dönemli ilişkinin varlığı tespit edilmiştir.

Hisse senetleri işletme içi yönetsel sorunlar, faaliyet gösterdiği sektörde yaşanan olumsuz gelişmeler ve rekabet gibi sistematik olmayan risklerle, işletme dışından kaynaklanan enflasyon, döviz kurlarındaki dalgalanmalardan kaynaklı kur riski gibi sistematik risklere maruz kalmaktadır. Maruz kalınan riskler hisse senedinin getirilerini pozitif veya negatif etkileyebilmektedir. Genel olarak literatürde yapılan çalışmalar değerlendirildiğinde iki ana grupta yoğunlaştığı görülmektedir. Birinci grup çalışmalarda çoğunlukla CDS göstergeleri ile hisse senedi fiyatları üzerine odaklanıldığı ikinci grup çalışmalarda ise CDS göstergelerinin dışlanarak hisse senedi fiyatları ile sistematik ve sistematik olmayan riskler arasındaki ilişkiye yoğunlaştığı görülmektedir. Çalışma modele hem makroekonomik göstergeleri hem de ülke CDS primini ve son dönemde küresel ekonomiyi derinden sarsan COVID-19 pandemi sürecini de modele dahil etmek suretiyle literatürdeki diğer çalışmalardan farklılaşmaktadır.

Değişkenler ve Veri Seti

Değişkenlere ait veri seti 2009-Ocak 2022 dönemi aylık verilerini içermektedir. Zaman boyutunun alt sınırının belirlenmesinde, 2008 öncesi Türkiye'nin CDS göstergeleri ile ilgili düzenli verilere erişilememesi etkili olmuştur. Çalışmanın bağımlı değişkeni BİST'te işlem gören bankacılık sektörü aylık hisse senedi getiri oranı seçilmiştir. Bağımsız değişkenler ise yukarıda bahsi geçen literatür çalışmalardan yararlanarak enflasyon, ABD dolarına uygulanan mevduat faiz oranı, Türkiye'nin 5 yıllık CDS primi olarak seçilmiştir. Faiz oranlarında ABD doları cinsinden aylık mevduata uygulanan banka faiz oranları kullanılmıştır. Değişken olarak seçilen bu faiz oranı hem yerli yatırımcıların hem de yabancı yatırımcıların yatırım kararları üzerinde TL faiz oranına göre daha etkili olabileceği düşünülerek tercih edilmiştir. Çalışmada bağımlı ve bağımsız değişken olarak kullanılmasına karar verilen değişkenlere ait veri kaynakları ve simgeleri Tablo 1'de sunulmuştur.

Tablo 1. Değişkenler ve veri kaynakları

	Bağımsız Değişkenler	Veri kaynağı	Hesaplama Yöntemi	SİMGE
1	Enflasyon	TÜİK	Aylık enflasyon göstergeleri	ENF
2	CDS Primi (Türkiye)	investing.com	Aylık CDS göstergeleri	CDSTR
3	Faiz oranı (USD)	TCMB	ABD doları cinsinden aylık mevduat faiz oranı	FAİZUSD
4	Covid-19		Kukla değişken	Covid-19
	Bağımlı Değişkenler			
	Hisse senedi getirisi	investing.com	Bir önceki ay ortalamasına göre hisse değerindeki % değişim	BNKHİS

Söz konusu bağımsız değişkenlerin Türkiye bağlamında uzun dönemli seyri aşağıda açıklanmıştır.

Grafik 1. Türkiye'nin CDS Primi Değişimi (2008-2022)



Kaynak: Investing (<https://tr.investing.com/>)

Ülke CDS primi bir ülkenin yükümlülüklerini ne ölçüde yerine getireceğinin bir göstergesi olarak değerlendirilmektedir. Türkiye'nin uzun dönemli CDS primlerinin seyri incelendiğinde 2018 başlangıcından itibaren artış eğilimi ve bir kırılmanın gerçekleştiği görülmektedir (Grafik 1). Sebebi 16 Nisan 2017 tarihinde yapılan referandum sonucunda Türkiye'nin siyasi anlamda yönetim şeklinde köklü bir değişikliğe gitmesine piyasaların verdiği tepkinin bir yansıması olabilir. 2017 sonlarına kadar 300 puan altında seyreden CDS primi, sonrasında bu seviyelerin üzerine çıkarak 300-600 bant aralığında seyretmektedir. Mevcut durumda gelişmiş ve gelişmekte olan bazı ülkelere ait CDS göstergeleri incelendiğinde Türkiye'nin Gelişmiş Ülkelerden negatif yönde ayrıştığı dikkat çekmektedir (Tablo 2).

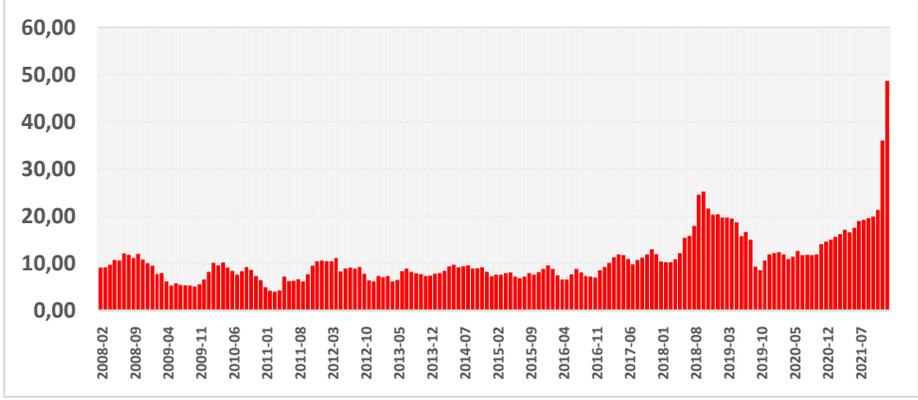
Tablo 2. Bazı GÜ ve GOÜ CDS Primleri (5 Yıllık, 03.02.2023)

Ülke	Fransa	ABD	İngiltere	Avustralya	Yunanistan	İtalya	Brezilya	Türkiye	**Rusya
CDS primi	22,50	35,02	6,82	27,22	92,63	87,58	220,06	543,38	13.770

Kaynak: Investing (<https://tr.investing.com/>) **Rusya ile ilgili CDS priminin yüksek olmasının sebebi Rusya-Ukrayna savaşı nedeniyle uygulanan uluslararası yaptırımlardır.

Türkiye'nin CDS göstergelerinde yaşanan kırılma Türkiye'nin ihraç ettiği tahvil ve bonolarda ödediği faiz oranının çok yüksek olduğu, diğer bir ifadeyle finansman maliyetinin arttığı anlamını taşımaktadır. Ayrıca artan CDS risk primi ülkeye giren yabancı sermayenin üzerinde etkili olduğu ve sermayenin akış yönünü değiştirmeye potansiyeli bulunduğundan, dolaylı yoldan portföy yatırımlarını da etkilemektedir. Buradan hareketle çalışma Türkiye'nin CDS primlerindeki bu değişimin BİST te işlem gören bankacılık sektörü hisse senetleri getirileri üzerindeki etkisini açıklamayı hedeflemektedir.

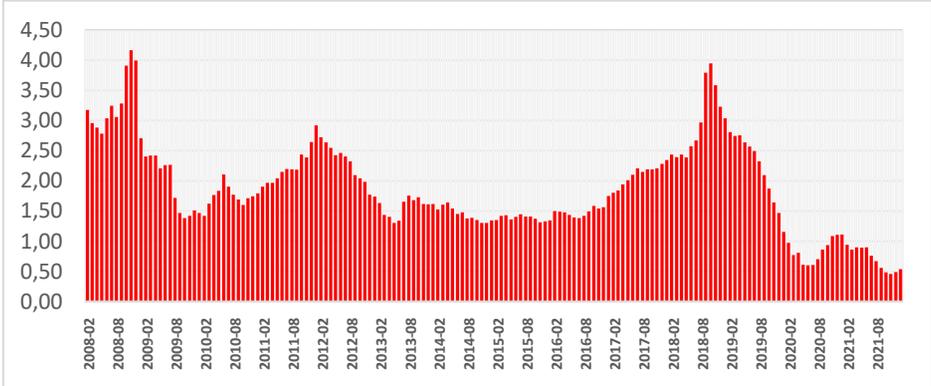
Grafik 2. Türkiye'nin Aylık Enflasyon Göstergeleri % (2008-2022)



Kaynak: TÜİK

Türkiye'nin uzun dönemli aylık enflasyon göstergelerindeki değişim incelendiğinde 2017 sonlarına kadar %10 seviyelerinde yatay seyreden enflasyon oranlarının, 2017 sonlarında artış eğilimine girdiği, 2019 yılından itibaren de artmaya devam ederek 2022 yılında %50 seviyelerinin üzerine çıktığı görülmektedir. Enflasyon göstergelerindeki dikkat çekici yükseliş alım gücünde ve paranın değerinin aşınmasına sebep olmaktadır. Bu dönem içerisinde paralel şekilde MB tarafından paranın değerindeki aşınmayı telafi edecek şekilde faiz oranlarının yükseltilmemesi ve negatif reel faiz politikası yatırımcıyı hisse senedi gibi farklı yatırım enstrümanlarına yönelttiği değerlendirilebilir.

Grafik 3. ABD Doları Cinsinden Aylık Mevduat Faiz oranları % (2008-2022)



Kaynak: TCMB EVDS veri tabanı

ABD doları küresel ölçekte kullanılan en güçlü rezerv para birimi olarak kabul görmektedir. Bir ülkedeki bankacılık sisteminin ABD dolarına uyguladıkları mevduat faiz oranları likiditenin yönünü belirlemekte önemli bir etkidir. Çünkü ABD doları faiz oranları dolaylı yoldan tüm makroekonomik değişkenleri etkileme potansiyeli

bulunmaktadır. Örneğin yabancı sermayenin ülkeye girişinde uyarıcı olabilmekte, kurlar üzerindeki baskıyı hafifletebilmekte, likiditenin hisse senedinden mevduata veya dövizde yönelmesinde etkin rol oynamaktadır. Söz konusu değişkenin Türkiye’de genel eğilimi incelendiğinde 2020 pandemi dönemine kadar yüksek faiz politikasının sürdürüldüğü ortalama %1.50 ile %4 arasında faiz politikası uygulandığı görülmektedir (Grafik 3). Ancak 2019 yılı başlarından itibaren ABD doları cinsinden mevduat faizlerinde negatif yönde bir kırılma ve düşük faiz politikası izlendiği, 2020 Covid 19 pandemi sürecinde bu politikayı artırarak sürdürdüğü görülmektedir. Ancak bu oran son yıllarda sifıra yaklaşmıştır. Bu politika değişikliğinde Gelişmiş Ülkelerin COVID 19 pandemi sonrası sifıra yakın ve negatif reel faiz politikasının etkili olduğu söylenebilir. Getirisini maksimum yapmaya çalışan yatırımcı açısından düşük faiz oranları istenilen bir durum değildir ve likiditesini başka yatırım araçlarına yönlendirmesinde bir etkidir. Diğer bir ifadeyle döviz mevduat faiz oranlarındaki düşüşün yatırımcının hisse senedi gibi diğer yatırım araçlarına yönelmesini uyarması ve BİST hisse senetleri getirisini etkilemesi beklenebilir.

Metodoloji

Çalışmanın hem zaman boyutu hem de yatay kesit boyutu olması nedeniyle analiz yöntemi olarak Panel Veri Analizi yöntemi kullanılmıştır. Bir panel veri ekonometrik regresyon modellerinin matematiksel formülasyonu aşağıdaki şekilde (1) numaralı denklemde gösterilmektedir (Tatoğlu, 2017: 37).

$$Y_{it} = \beta_0 + \beta_1 X_{1it} + \beta_2 X_{2it} + \alpha_i + \alpha_t + U_{it} \quad i=1, \dots, N \quad t=1, \dots, T \quad (1)$$

Çalışmada yer alan bağımsız değişkenlere ait verilerin (enflasyon, USD mevduat faizi, CDS primi) zaman boyutu olmasına karşılık firmaya göre veri seti modelde yer almamaktadır. Bağımlı değişken hisse senedi getirisine ait verilerin ise BİST’te hisseleri işlem gören 12 bankaya ait zaman serilerinden oluşması nedeniyle hem zaman boyutu hem de firmaya özgü veri seti yer almaktadır. Bu kapsamda bağımlı ve bağımsız değişkenlere ait panel regresyon modeli matematiksel ifadesi aşağıdaki (2) numaralı denklemde gösterildiği şekilde oluşturulmuştur.

$$BNKHİSit = \beta_0 + \beta_1 CDSTR_t + \beta_2 FAİZUSD_t + \beta_3 ENF_t + Covid\ 19\ (kukla\ değişken) + U_{it} \quad (2)$$

Verilerin Analizi

Çalışmada ekonometrik Panel Veri Analiz Yöntemi kullanılmıştır. Bu yöntemde ekonometrik yönden modelin tahminlenmesine geçilmeden önce sonuçların istatistiksel olarak anlamlı olabilmesi için hiyerarşik sıra dahilinde, birbirinin şartlarını içinde barındıran bazı analizlerin belirli sıra dâhilinde yapılması gerekmektedir. Bu doğrultuda öncelikle tanımlayıcı istatistikler ortaya konulmuş ve eksik gözlem noktası ile modelin dengeli model olup olmadığı tespit edilmiştir (Tablo 3). Sonrasında kullanılacak birim kök testinin tercihinde önemli etkiye sahip olan birimler arası korelasyon testi yapılmış, birimler arası korelasyon testi sonuçlarına göre de hangi birim kök testinin (birinci nesil veya ikinci nesil) kullanılması gerektiği kararı verilmiştir. Tüm bu testlerin sonucuna göre modelin tahminlenmesine en uygun tahminci seçilerek modelin panel bazında ve bankalar bazında tahminlenmesi yapılmıştır. En son aşamada bağımlı değişken

bankaların hisse senedi getirileri arasında bir korelasyon olup olmadığı ve korelasyon katsayıları incelenmiştir.

Tablo 3. Tanımlayıcı İstatistikler

Değişkenler	Gözlem	Ortalama	St. Sapma	En Küçük Değer	En Büyük Değer
Hisse	1884	4.732726	7.027674	0.095	88.95
Faiz(USD)	1884	1.767452	0.664508	0.46	3.95
CDS	1884	269.8272	113.5231	119.66	582.02
Enflasyon	1884	10.74694	5.649831	3.99	48.69

Not: *, **, *** sırası ile %1, %5 ve %10 anlamlılık seviyelerini ifade etmektedir.

Çalışmanın bağımlı ve bağımsız değişkenlerinin 2009- Ocak 2022 dönemleri arası aylık verilerine ait en büyük, en küçük ve ortalama değerlerini gösteren tanımlayıcı istatistikler Tablo 3'te sunulmuştur. Panel veri setinin söz konusu döneme ait gözlem sayısının 1884 olduğu görülmektedir. Diğer bir ifadeyle eksik gözlem olmaması panel veri setinin dengeli panel olduğunu göstermektedir. Tablo 3 incelendiğinde Türkiye'de uzun dönemli ABD doları cinsinden aylık faiz oranlarının ortalamasının yaklaşık olarak 1,76, enflasyon ortalamasının ise %10 düzeyinde olduğu görülmektedir. 2008 küresel finansal krizi sonrası Gelişmiş Ülkelerin uyguladığı negatif reel faiz ile birlikte değerlendirildiğinde USD doları cinsinden yüzde 1,76 faiz oranı Gelişmiş Ülkelerle göre oldukça yüksektir. Hisse senedi getirileri ise yüzde 4,73'tür. Ülke CDS göstergeleri ortalaması yaklaşık olarak 270'tir.

Tablo 4. Korelasyon Katsayıları

Değişkenler	Hisse
Hisse değ	-
Faiz(USD)	-0.1917 *
CDS	0.1974 *
Enflasyon	0.1690 *

Not: *, **, *** sırası ile %1, %5 ve %10 anlamlılık seviyelerini ifade etmektedir.

Ekonomik olayların doğası gereği bir ekonominin işleyişinde ekonomik birimler ve değişkenler arasında pozitif veya negatif korelasyon olma olasılığı yüksektir. Ancak bu korelasyonun bire yakın olması ekonometrik analizlerin sağlıklı yapılabilmesi açısından istenilen bir durum değildir. Yapılan birimler arası korelasyon testi sonucunda çalışmanın bağımlı değişkeni ile bağımsız değişkenleri arasındaki korelasyonun seviyesi Tablo 4'te gösterilmektedir. Tablo incelendiğinde, hisse senedi getirileri bağımlı değişkeni ile ABD dolarına uygulanan aylık mevduat faiz oranı bağımsız değişkeni arasında istatistiksel olarak anlamlı negatif (-0.1917) yönlü orta seviyede bir ilişki bulunmaktadır. CDS göstergesi bağımsız değişkeni arasında ise istatistiksel olarak anlamlı pozitif (+0.1974) yönlü ve enflasyon göstergeleri ile arasında ise pozitif yönlü (+0.1690) istatistiksel olarak anlamlı bir ilişki mevcuttur. Ancak orta düzeyde bir ilişkinin

korelasyon katsayılarının ($r=0,30 - 0,70$) arasında olduğu (Köklü ve diğ., 2006) değerlendirildiğinde, iki değişken arasındaki ilişkinin çok zayıf olduğu görülmektedir.

Tablo 5: KPSS Durağanlık Testi (bağımsız Değişken için)

Değişkenler	Sabit Terimli	Sabit Terimli ve Trendli (τ)
Faiz(USD)	0.3698 *	0.1329 *
CDS	0.9734	0.2055 *
Enflasyon	1.2364	0.1312 *
Δ CDS	0.1929 *	0.0481 *
Δ Enflasyon	0.2226 *	0.0515 *

Not: *, **, *** sırası ile %1, %5 ve %10 anlamlılık seviyelerini ifade etmektedir.

Analizin bu aşamasında her bir bağımsız değişkenin durağan olup olmadığı araştırılmıştır. Bu maksatla Hadri ve Kurozumi (2012) tarafından geliştirilen panel KPSS durağanlık testi kullanılmıştır. Bu test Hadri (2002) tarafından geliştirilen panel birim kök testinin birimler arası korelasyonu dikkate alan versiyonu olması, Pesaran (2007)'ın yaklaşımı temel alınarak ve ortak faktörlerin etkisini ortadan kaldırmak amacıyla yatay kesit ortalamalarını dikkate alması nedeniyle tercih edilmiştir. Bu bağlamda Tablo 5'te KPSS durağanlık testinden edinilen sonuçlar gösterilmektedir. Testin temel hipotezinde durağanlık sınanmaktadır. Bu aşamada elde edilen sonuçlara göre faiz (USD) değişkeninin düzeyde durağan (I(0) süreci), CDS ve enflasyon değişkenlerinin ise fark durağan (I(1) süreci) izlediği anlaşılmaktadır. Bu durumda faiz değişkeni hariç seriler düzeyde durağan olmadığı için eş bütünleşme ihtimali yüksektir. Ancak bu aşamada sahte regresyon ihtimalinin de göz önünde bulundurulması gerekmektedir.

Tablo 6: Breusch-Pagan Birimler Arası Korelasyon Testi (Bağımlı Değişkenler İçin)

Değişkenler	LM İstatistiği	Olasılık
Hisse değ.	3354.445	0.0000*

Not: *, **, *** sırası ile %1, %5 ve %10 anlamlılık seviyelerini ifade etmektedir.

Ekonometrik modellerin tahminlenmesinde seriler arası yatay kesit bağımlılığının var olup olmadığının ortaya konulması gerekmektedir. Çünkü seriler arası yatay kesit bağımlılığı tahmin sonuçlarını etkilemektedir (Pesaran, 2004) ve birim kök ve eş bütünleşmenin varlığının test edilmesinde kullanılacak testlerin tercihinde yatay kesit bağımlılığı sorununun göz önünde bulundurulması gerekmektedir (Göçer, Mercan ve Hotunoğlu, 2012). Panelin genelinde bağımlı değişken 12 ayrı bankanın hisse senedi getirisi yer almaktadır. Tahmincilerin seçilmesinde birimler arasındaki korelasyonun varlığı birim kök testlerinin seçiminde etkili olmaktadır. Bu çerçevede Tablo 6'da bağımlı değişken hisse senedi getirilerinin panelin genelinde her banka için birimler arası korelasyonu sınamaya yönelik olarak gerçekleştirilen Breusch-Pagan LM testinin sonuçları paylaşılmaktadır. Birimler arası korelasyon (ya da yatay kesit bağımlılık) olmadığını ifade eden temel hipotezin reddedildiği ($Prob < \alpha$; $0.0000 < 0.05$) görülmektedir. Dolayısıyla söz konusu bağımlı değişkende birimler arası korelasyon

(bankaların hisse senetleri getirisi arasında korelasyon) söz konusudur ve birim kök-durağanlık araştırmaları için ikinci nesil birim kök testlerin (birimler arası korelasyon sorununu dikkate alan) tercih edilmesi gerekmektedir. Ayrıca bankaların hisse değerleri arasındaki yatay kesit bağımlılığı Breusch ve Pagan (1980) LM yatay kesit bağımlılık testi ve Pesaran vd. (2008) LMadj. yatay kesit bağımlılık testi kullanılarak analiz edilmiş ve sonuçlar aşağıda Tablo 7’de gösterilmektedir.

Tablo 7: Yatay Kesit Bağımlılık Testi Sonuçları (Bağımlı Değişkenler için)

Değişkenler	LM İstatistiği	LMadj. İstatistiği
Hisse değ	3480.86 *** (0.0000)	326.60 *** (0.0000)

Not: i. ***, **, * sırası ile %1, %5 ve %10 anlamlılık seviyelerini ifade etmektedir.

ii. Olasılık değerleri parantez içerisinde belirtilmiştir.

Söz konusu her iki testin temel hipotezinde de yatay kesit bağımlılığı olmadığı yönündedir. Test sonuçlarına göre hem LM hem de LMadj. istatistiklerine göre temel hipotez reddedilmektedir ve değişkenlerde yatay kesit bağımlılığı sorununun olduğu anlaşılmaktadır. Bu durum, ilgili değişkenlerin birim kök ve durağanlık analizlerinin yatay kesit bağımlılık sorununu dikkate alan ikinci nesil panel birim kök ve durağanlık testleriyle araştırılmasını gerekli kılmaktadır.

Tablo 8: Pesaran CIPS (2007) Panel Birim Kök Testi (Bağımlı değişken için)

Değişkenler	Sabit Terimli (CIPS ist.)	Sabit Terimli ve Trendli (CIPS ist.)
Hisse	-1.979	-2.323
Δ Hisse	-6.190 *	-6.420 *

Not: *, **, *** sırası ile %1, %5 ve %10 anlamlılık seviyelerini ifade etmektedir.

Daha önceki testlerde birimler arası korelasyon varlığı ortaya konulduğundan (Tablo 6-7) bağımlı değişken hisse senetleri getirilerinin durağanlığını test etmek için ikinci nesil Pesaran CIPS (2007) Panel Birim Kök Testi kullanılmıştır. Tablo 8’de hisse değişkeni için Pesaran tarafından geliştirilen CIPS (2007) ikinci nesil panel birim kök testinin sonuçları gösterilmektedir. Pesaran (2007) tarafından literatüre sunulan Yatay Kesit Genişletilmiş IPS Panel Birim Kök Testi ve CIPS (Cross-section Im, Pesaran ve Shin) panel birim kök testinde birimler arası korelasyon, faktörler aracılığıyla modellenmek suretiyle dikkate alınmaktadır. Pesaran (2007), ilk aşamada zamana göre alınmış (her seriden) yatay kesit ortalamaları ve gecikmeli değerleri ile ADF regresyonunu genişletmektedir. Daha sonra ise bu regresyonun birinci dereceden fark alma işleminin uygulanmasıyla birimler arası korelasyon sorununun ortadan kaldırılabilceğini ileri sürmüştür. Yapılan Pesaran CIPS (2007) Panel Birim Kök Testi sonuçlarına göre değişkenin düzey değerleri için birim kök hipotezi reddedilememekte; birinci fark değerleri için ise aynı birim kök hipotezi reddedilmektedir. Dolayısıyla söz konusu değişkenin I(1) süreci izlediği anlaşılmaktadır.

Diğer bir ifadeyle değişkenlerin durağan olmadığı farkları alındıktan sonra durağan hale geldiği anlaşılmaktadır.

Bu noktaya kadar elde edilen tüm sonuçlar göre hisse, CDS ve enflasyon değişkenlerinin I(1); faiz (USD) değişkeninin ise I(0) süreci izlediği tespit edilmiştir. Ancak regresyon modelinin tahmini aşamasında sahte regresyon sorunuyla karşılaşılması için iki alternatif bulunmaktadır: Birincisi, tüm değişkenlerin durağan olması, ikinci ise durağan olmayan değişkenlerin arasında bir eşbütünlüşme ilişkisi bulunması. Bu çalışmada eşbütünlüşme ilişkisine odaklanılarak hem uzun dönemli senkronize ilişki araştırılmış hem de bu özel ilişki türünün getirdiği, değişkenleri durağan olmasalar dahi düzey değerleriyle kullanabilme esnekliğinden faydalanılmıştır.

Panel eşbütünlüşme analizinin ve panel veri modelinin tahmin aşamasına geçmeden evvel, zaman serilerinden farklı olarak, modelde ortaya çıkabilecek olan bazı özelliklerin (homojen ya da heterojen eğimler) ve sorunların da (modeldeki birimler arası korelasyon) test edilmesi gerekmektedir.

Tablo 9: Breusch-Pagan Birimler Arası Korelasyon Testi (Eşbütünlüşme Denklemi İçin)

LM İstatistiği	Olasılık
3753.513	0.0000*

Not: *, **, *** sırası ile %1, %5 ve %10 anlamlılık seviyelerini ifade etmektedir.

Tablo 9'da eşbütünlüşme denkleminin birimler arası korelasyonunun testine yönelik olarak uygulanan Breusch-Pagan LM testinden elde edilen sonuçlara göre birimler arası korelasyon mevcuttur. Dolayısıyla çalışmaya konu olan 12 bankanın modelleri birbiriyle bağımlılık içerisindedir ve bu sorunu göz önünde bulunduran ikinci nesil panel eşbütünlüşme testleri arasından tercih yapılması gerekmektedir. Bu aşamaya kadar sağlanan sonuçlara göre, hisse, CDS ve enflasyon değişkenleri I(1) süreci, faiz (USD) değişkeni ise I(0) süreci izlemekte dolayısıyla bütünlüşme dereceleri farklılık göstermektedir. Ayrıca modelde birimler arası korelasyonun varlığı da tespit edilmiştir. Bu durumda eşbütünlüşme ilişkisinin araştırılmasında Westerlund (2008) tarafından geliştirilen panel eşbütünlüşme testi kullanılabilir. Bu testin özelliği hem I(1) hem de I(0) değişkenlerin varlığında çalışmasıdır. Testin bu özelliği sayesinde durağan olmayan değişkenler bile düzey değerleriyle kullanabilmektedir. Diğer bir ifadeyle bu test, değişkenlere ait seriler uzun dönemde durağan olmasa da modele dahil edilerek analiz yapılmasına olanak sağlamaktadır.

Bulgular ve Tartışma

Tablo 10: Westerlund (2008) Panel Eşbütünlüşme Testi

Panel Eşbütünlüşme Testi	İstatistik	Olasılık
Grup (bankalar bazında)	1359.98	0.0000*
Panel (tüm bankalar)	17.961	0.0000*

Not: *, **, *** sırası ile %1, %5 ve %10 anlamlılık seviyelerini ifade etmektedir.

Bir seride değişkenler durağan değilse iki veya daha fazla değişken arasında uzun vadede gerçek bir ilişkinin varlığı söz konusu olabilmektedir. Kriz ve şok durumlarında yapısal kırılmanın uzun dönemli etkilerinin incelenmesi değişkenlerin normal değerleri kullanılarak, Eş bütünleşme analiz yöntemi ile analiz edilmektedir. Analiz sonucunda Eş bütünleşmenin olmaması modelde sahte regresyon olduğu sonucuna götürmektedir. Ancak değişken sayısı 2-3 değişkenden fazla ise eşbütünleşme analizinin yapılması tavsiye edilmemektedir. Tablo 10'da, I(1) ve I(0) değişkenler varlığında çalışan ve temel hipotezinde eşbütünleşme ilişkisi olmadığı ifade edilen Westerlund (2008) panel eşbütünleşme testinin sonuçları gösterilmektedir. Test hem grup (birimler ve bankalar bazında) hem de panelin geneli için eşbütünleşme ilişkisini araştırmakta ve sonuçları da iki farklı istatistik değeriyle sunmaktadır. Elde edilen test sonuçlarına göre hem grup hem panel istatistiklerinin olasılık değerlerinin 0.05'ten küçük olduğu görülmektedir ve bu durum temel hipotezin reddine, bir diğer ifadeyle eşbütünleşme ilişkisinin varlığına işaret etmektedir. Bu sonuç Mataev ve Marinova, (2019)'nın 89 firmaya ait hisse senetleri ile CDS primleri arasında istatistiksel olarak anlamlı ve uzun dönemli bir ilişkinin söz konusu olduğu yönündeki sonuçlar ve Karaca, Çütçü ve Özkök (2022) çalışması sonucu enflasyon, faiz arasındaki uzun dönemli ilişkinin varlığına yönelik bulgular ile paralellik göstermektedir.

Tablo 11: Blomquist ve Westerlund (2013) Eğim Homojenliğinin Testi

Panel Eşbütünleşme Testi	İstatistik	Olasılık
Δ İstatistiği	41.683	0.0000*
Düzeltilmiş Δ İstatistiği	42.363	0.0000*

Not: *, **, *** sırası ile %1, %5 ve %10 anlamlılık seviyelerini ifade etmektedir.

Tablo 11'de panel regresyon modelinin tahmini durumunda homojen eğimler mi yoksa heterojen eğimler mi sergileneceğini test etmek amacıyla Blomquist & Westerlund tarafından geliştirilen eğim homojenliği testinin sonuçları gösterilmektedir. Eğim homojenliği testinin yapılmasında temel amaç modelin tek bir beta kat sayıyla mı tahmin yapılacağını yahut her bankanın kendine özgü koşullarını dikkate alarak mı tahmin yapılacağını araştırılmasıdır. Analiz sonuçlarına göre eğimlerin homojen olduğunu ifade eden temel hipotezin reddedildiği görülmektedir. Sonuçlardan modelde eğim homojenliğinin olmadığı, diğer bir ifadeyle tahminlemenin her bankanın kendine özgü koşullarını dikkate alarak bir tahminlemenin yapılmasının daha sağlıklı sonuç vereceği anlamı ortaya çıkmaktadır.

Bu aşamada panel regresyon modelinin tahmini için seçilecek tahmincinin eğim homojenliğini dikkate alması gerekliliği ortaya çıkmaktadır. Alternatifler arasında, SUR ya da GİR (Görünürde İlişkisiz Regresyon) tekniği kullanılarak model tahminlenebilmektedir. SUR tahmincinin kullanılması ile hem birimler arası korelasyon hem de eğim heterojenliği dikkate alınarak modelleme yapılması mümkün olabilmektedir. Bu kapsamda modelin tahminlenmesinde SUR tekniği tercih edilmiştir. SUR tekniği ile tahminlenen modelin ayrı ayrı bankalar bazında ve panel bazında regresyon katsayıları Tablo 12' de sunulmuştur.

Tablo 12. Regresyon Modelinin Tahmini (SUR) (Bankalar bazında ve panelin geneli)

Bağımlı Değişken: Hisse						
Banka	Faiz	CDS	Enflasyon	Sabit Terim	Model Olasılık Değeri	R2
AKBNK	-0.102 * (0.0345071)	-0.437 * (0.048431)	0.395 * (0.043496)	3.299 * (0.22631)	102.59 *	0.40
ALBRK	-0.385 * (0.031463)	-0.397 * (0.044158)	0.407 * (0.039659)	1.626 * (0.206347)	246.25 *	0.61
GARAN	-0.259 * (0.044885)	-0.514 * (0.062996)	0.615 * (0.056577)	3.502 * (0.294371)	146.90 *	0.48
HALKB	-0.009 (0.044441)	-0.913 * (0.062373)	0.056 (0.056019)	7.087 * (0.291463)	359.29 *	0.70
ICBCT	-0.457 * (0.121824)	0.161 (0.170979)	1.510 * (0.153559)	-3.646 * (0.798963)	223.88 *	0.59
ISCTR	-0.251 * (0.041721)	-0.491 * (0.058555)	0.580 * (0.052589)	3.010 * (0.27362)	152.75 *	0.49
QNBFB	-1.157 * (0.115498)	0.851 * (0.16210)	0.837 * (0.145585)	-4.320 * (0.757475)	366.85 *	0.70
SKBNK	-0.434 * (0.060729)	-0.513 * (0.085232)	0.424 * (0.076548)	2.002 * (0.398279)	80.04 *	0.34
KLNMA	-0.893 * (0.161112)	0.870 * (0.22612)	1.632 * (0.203082)	-7.453 * (1.05663)	283.21 *	0.64
TSKB	-0.577 * (0.085649)	-0.550 * (0.120207)	0.879 * (0.10796)	1.020 * (0.561715)	116.22 *	0.43
VAKBN	-0.183 * (0.050006)	-0.571 * (0.070184)	0.419 * (0.063033)	3.679 * (0.327959)	73.58 *	0.32
YKBNK	-0.297 * (0.026158)	-0.595 * (0.036713)	0.312 * (0.032972)	3.575 * (0.171553)	312.60 *	0.67
Panel	Faiz	CDS	Enflasyon	Sabit Terim		
	-0.4169 * (0.0230)	-0.2582 * (0.032298)	0.6722 * (0.029007)	1.1147 * (0.150923)		0.53
	[-18.118]	[-7.9929]	[23.1740]	[7.3862]		

Not: i. *, **, *** sırası ile %1, %5 ve %10 anlamlılık seviyelerini ifade etmektedir.

ii. Değişkenlerin tamamı logaritmik formdadır.

Tablo 13. Regresyon Modelinde Yer Alan banka Kodları ve İsimleri

AKBNK	<i>Akbank</i>	ISCTR	<i>Türkiye İş Bankası</i>	YKBNK	<i>Yapıkredi Bankası</i>
ALBRK	<i>Albaraka Türk</i>	QNBFB	<i>QNB Finans Bank</i>	VAKBN	<i>Vakıfbank</i>
GARAN	<i>Garanti Bankası</i>	SKBNK	Şekerbank		
HALKB	<i>Halk Bankası</i>	KLNMA	Kalkınma Bankası		
ICBCT	<i>Industrial and Commercial Bank of China</i>	TSKB	Türkiye Sanayi Kalkınma Bankası		

Tablo 12’de hem birimler arası korelasyon hem de eğim heterojenliğini dikkate alan SUR tahmincisiyle tahminlenen modelin sonuçları gösterilmektedir. TaSUR tahmincisi vasıtasıyla ilk aşamada bankalar bazında regresyon sonuçları elde edilmiş, daha sonra ortalama grup yaklaşımıyla söz konusu gruplar (bankalar) birleştirilerek panel bazında sonuçlara elde edilmiştir. Sonuçlar panel bazında incelendiğinde bağımlı değişken bankacılık sektörü hisse senetlerindeki toplam değişkenliğin % 53’ü bağımsız değişkenlerce açıklanmaktadır. Ancak modelde bağımsız değişkenlerin bağımlı değişken bankacılık sektörü hisse senetleri getirisindeki değişimi açıklama gücü ICBC (0,59) Albaraka (0,61), Halkbank (0,70), QNB Finansbank (0,70), Yapıkredi Bankası (0,67) ile yüksek iken diğer bankalarda örneğin Vakıfbank (0,32) ile açıklama gücü düşüktür. Buradan hareketle seçilen bağımsız değişkenlerin panelde yer alan bankaların hisse değerlerindeki değişimi açıklama gücünün bankadan bankaya farklılaştığı görülmektedir. Bankalar bazında tek tek regresyon tahmin sonuçları geneli incelendiğinde söz konusu bağımsız değişkenlerden her bankanın hisse senedi getirisinin farklı etkilendiği tespit edilmiştir. Sonuçlar geneli itibariyle değerlendirildiğinde faiz, CDS göstergeleri ve enflasyon bağımsız değişkenlerinin bağımlı değişken bankacılık sektörü hisse senedi getirilerinde meydana gelen değişimi açıklama gücü tek tek bankalar düzeyinde farklılaşmaktadır.

Giriş bölümünde bahsedildiği üzere modern portföy teorileri portföy oluşturulurken portföy riskinin azaltılması için mutlaka portföy içerisindeki varlıkların getirisini etkileyen değişkenlerin dikkate alınması gerektiğini önermektedir. Bankalar seviyesinde panelin geneli için regresyon tahminleri sonuçları incelendiğinde; Faizlerde (USD) meydana gelen %1’lik bir artış, sektörün hisse senedi getirisini yaklaşık olarak %0.42 azaltmaktadır. Sonuç, Gürsoy’un (2019) bankacılık sektörü hisse getirileri üzerinde yaptığı çalışmada tespit ettiği, ABD faiz doları oranları ile banka hisse senetleri getirileri arasında istatistiksel olarak anlamlı negatif ilişki olduğu yönündeki bulguları desteklemektedir. CDS’te meydana gelen %1’lik bir artış, sektörün hisse senedi getirisini yaklaşık olarak %0.26 azaltmaktadır. Sonuçlar Sovbetov ve Saka, (2018)’nın çalışma sonuçları CDS göstergelerindeki artışın hem kısa hem de uzun dönemde BIST-100 endeksi hisse getirisini negatif etkilediği, tersi durumda BIST-100 hisse getirisindeki

artışın ise CDS göstergelerinde kısa ve uzun vadede düşüşe neden olduğu yönündeki bulgular ile örtüşmektedir. Ancak Balı ve Yılmaz'ın, (2012) yaptığı çalışmanın sonuçları olan CDS göstergelerinin kısa dönemde BİST-100 hisse senedi getirisi üzerinde olumsuz etkilediği, uzun dönemde ise hiçbir etkisinin olmadığı yönündeki sonuçlar ise kısmen desteklemektedir.

Enflasyonda meydana gelen %1'lik bir artış, sektör hisse senedi getirisini yaklaşık olarak %0,67 arttırmaktadır. Bu sonuç diğer bir ifadeyle enflasyonun yatırımcının getirisinde reel anlamda aşınmaya sebep olduğundan yatırımcı yatırım tercihini hisse senetlerine yöneltmekte ve oluşan talep nedeniyle hisse değerlerinde artış meydana geldiği şeklinde açıklanabilir. Bu sonuç Belen ve Gümrah (2016)'ın BİST 100 endeksinin beklenen ve gerçekleşen enflasyon verileri karşısında sistematik şekilde aşırı bir tepki vermediğini yönelik sonuçlar ile örtüşmemektedir. Ancak Yurttaçkız, (2012)'nin yaptığı çalışmanın sonuçları olan bankacılık sektörü hisse senedi getirileri üzerinde enflasyonun pozitif etkisi olduğuna yönelik tespitler ile paralellik göstermektedir.

Tablo 13. Kukla değişken istatistiği

Kukla değişken	Katsayı	Standart sapma	t İstatistiği
Covid 19	-0.2346	0.0763	-3.08*

Modele kukla değişken olarak dahil edilen COVID-19 pandemi sürecinin bankacılık sektörü hisse senetleri getirileri üzerindeki etkisinin negatif olduğu tespit edilmiştir.

Tablo 14. Bankalar Arasındaki Korelasyon Katsayıları

	AKBNK	ALBRK	GARAN	HALKB	ICBCT	ISCTR	QNBFB	SKBNK	KLNMA	TSKB	VAKBN	YKBNK
AKBNK	1											
ALBRK	0,5059	1										
GARAN	0.9492	0.5880	1									
HALKB	0.3119	0.1923	0.3724	1								
ICBCT	0.7274	0.6226	0.7271	-0.0330	1							
ISCTR	0.9150	0.5607	0.9259	0.2974	0.7630	1						
QNBFB	0.3954	0.4261	0.4276	-0.3760	0.5944	0.4704	1					
SKBNK	0.6122	0.6388	0.6656	0.4730	0.7030	0.6521	0.1260	1				
KLNMA	0.3503	0.4927	0.4339	-0.3057	0.5049	0.4412	0.8788	0.0594	1			
TSKB	0.7590	0.5799	0.8430	0.4899	0.6826	0.8184	0.3744	0.8078	0.2866	1		
VAKBN	0.9034	0.5914	0.8969	0.3968	0.8046	0.8992	0.4045	0.7282	0.3604	0.7954	1	
YKBNK	0.7695	0.5192	0.7717	0.4335	0.4121	0.7778	0.1926	0.4721	0.2226	0.6660	0.6522	1

Giriş kısmında bahsedildiği üzere modern portföy teorilerinde portföye düşük korelasyonlu varlıkların dahil edilmesi, portföy riskini de düşürmektedir. Tablo 14'te regresyon modelinde yer alan 12 bankanın birimler arası korelasyon testi sonuçları yer almaktadır. Bankalar arasındaki yüksek/düşük bağımlılık, modern portföy teorisi kapsamında portföyün riskini düşürmek amacıyla portföy çeşitlendirmesi yaparken dikkate alınması gereken en önemli göstergedir. Örneğin tabloya göre portföy riskini düşürmek amacıyla sektör içerisinde portföy çeşitlendirmesi yapacak yatırımcıların Garanti Bankası-Akbank (0,94), İş bankası-Akbank (0,91), Vakıfbank-Akbank (0,90), Vakıfbank-Garanti Bankası (0,89) arasındaki yüksek korelasyonu dikkate almaları gerekmektedir. Söz konusu bankalar arasındaki korelasyon katsayısı 1'e çok yakın ve oldukça yüksektir. Sonuçlar söz konusu bankaların arasında ciddi bir korelasyonun söz konusu olduğunu göstermektedir. Modern portföy teorilerinde optimum risk-getiri dengesi için özellikle hisse senedi gibi finansal varlıkların portföye dahil edilmesinde mümkün olduğunca düşük korelasyonlu hisse senetlerinin seçilmesi önerilmektedir (Markowitz, 1952). Teori ve bulgular çerçevesinde yatırımcıların portföy oluşturulurken bankacılık sektörü hisselerini portföylerine dahil etme kararlarında bu yüksek korelasyonu dikkate almaları önerilmektedir. Korelasyonu dikkate almadan her iki bankaya ait hisseleri portföye dâhil etmeleri portföyün riskini arttıracaktır.

Sonuç

Yatırımcıların portföylerine dahil edecekleri hisse senetlerinin getirisinin hangi değişkenlerden etkilendiğini ve portföydeki varlıklar arasındaki korelasyonu bilmeleri portföy riskinin azaltılmasına yönelik alınacak kararlarda önemli bir faktördür. Bu doğrultuda çalışmada öncelikle BİST bankacılık sektörü hisse senedi getirilerine etki eden değişkenler ekonometrik panel regresyon modeli kullanılarak analiz edilmiştir. Sonrasında bankacılık sektörü hisseleri arasındaki korelasyon incelenmiştir. Analiz sonuçlarına göre ekonometrik panel regresyon modelinde panelin genelindeki tüm değişkenler birlikte değerlendirildiğinde Türkiye'de ABD doları cinsinden mevduata uygulanan faizlerdeki artışın ve Türkiye'nin CDS primindeki artışın bankacılık sektörü hisse senetleri getirisi üzerinde azaltıcı etkisinin olduğu tespit edilmiştir. Türkiye'de enflasyon oranında meydana gelen artışın ise bankacılık sektörü hisse getirileri üzerinde artırıcı etki göstermektedir. 2020 başından itibaren pandemiye dönüşen COVID-19 pandemisinin (kukla değişken) bağımlı değişken hisse senedi getirilerini negatif etkilediği sonucuna ulaşılmıştır. Eş bütünleşme test sonucuna göre ise bağımlı değişken bankacılık sektörü hisse senetleri getirisi ile bağımsız değişkenlerin tümünün uzun dönemde birlikte hareket ettiği bulgusuna ulaşılmıştır.

Bu bağlamda sonuçlar yüksek enflasyonist ortamda hisse getirisinin enflasyonun aşındırıcı etkisi karşısında değer kazanmasının olağan bir sonuç olduğu yönündeki teorik beklenti ile uyumludur. Buradan hareketle yatırımcılara yüksek enflasyon ortamında portföy risk-getiri dengesini sağlamak için yapacakları portföy çeşitlendirmesinde bankacılık sektörü hisselerini portföylerine dahil etmeleri, sektör hisselerinin CDS primlerine duyarlılığını ve CDS primi göstergelerindeki artışı, ABD doları mevduat faiz oranlarındaki değişimi portföy oluşturma karar süreçlerinde dikkate almaları önerilir.

Bulgulara göre bankacılık sektör hisselerinin portföye dahil edilmesi durumunda yatırımcıların karar süreçlerinde Garanti Bankası ile Akbank (0,94), İş Bankası-Akbank

(0,91), Vakıfbank-Akbank (0,90), Vakıfbank-Garanti Bankası (0,89) arasındaki yüksek korelasyonu göz önünde bulundurmaları gerekmektedir. Çünkü bankacılık sektörü hisse sentleri arasında yüksek korelasyon olması, portföye dahil edilmeleri halinde portföyün riskini artıracığına işaret etmektedir. Yatırımcıların risk-getiri dengesini sağlamada portföy çeşitlendirmesi yaparken söz konusu bankaları aynı portföye dahil etmemeleri ve bağımsız değişkenlerin hisse senedi getirisi üzerindeki etkilerini karar süreçlerinde dikkate almaları oluşturulacak portföyün risk-getiri dengesinin kurulmasına katkı sunacaktır. Bundan sonraki araştırmalarda başka evrensel (hukukun üstünlüğü endeksi gibi) değişkenlerin modelle dahil edilmesiyle farklı zaman serileri, farklı sektörler ve ülkelerin hisse senedi getirisi üzerindeki etkileri karşılaştırma yapılmak suretiyle araştırılabilir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	<p>* Bu makale, Uluslararası Toplumsal Araştırmalar Kongresinde (4-6 Mart 2022) sözlü olarak sunulan ancak tam metni yayımlanmayan "Hisse Senedi Getirisi ve CDS Göstergeleri Arasındaki İlişki: BIST Bankacılık Sektörü Üzerine Panel Eşbütünlüme Analizi" adlı tebliğin içeriği geliştirilerek ve kısmen değiştirilerek üretilmiş hâlidir.</p> <p><i>Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.</i></p>
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

Peer-Review	Double anonymized - Two External
Ethical Statement	<p>* This article is the revised and developed version of the unpublished conference presentation entitled "Relationship Between Stock Return and CDS Indicators: Panel Cointegration Analysis on BIST Banking Sector", orally delivered at the International Congress of Social Studies (4-6 March 2022)</p> <p><i>It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.</i></p>
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Kaynakça / References

- Aksoy, E.E. (2014). Uluslararası Portföy Yönetimi, Ankara, Detay Yayıncılık.
- Aydın, G.K., Hazar, A. ve Çütçü, İ. (2016). Kredi Temerrüt Takası İle Menkul Kıymet Borsaları Arasındaki İlişki: Gelişmiş ve Gelişmekte Olan Ülke Uygulamaları, *Türk Sosyal Bilimler Araştırmaları Dergisi*, 1(2), 1-21. Erişim adresi: <http://tursbad.hku.edu.tr/tr/download/article-file/353567>
- Balı, S., Cinel, M. O. ve Günday A. H. (2014). Hisse Senedi Fiyatlarını Etkileyen Temel Makroekonomik Faktörlerin BİST 100 Endeksi'ne Etkisinin Ölçülmesi, *Ordu Üniversitesi Sosyal Bilimler Enstitüsü Cilt 4, Sayı 9*, 46-50. Erişim adresi: <https://dergipark.org.tr/tr/pub/odusobiad/issue/27573/290152>
- Balı, S., Yılmaz, Z. (2012), Kredi Temerrüt Takası Marjları ile İMKB 100 Endeksi Arasındaki İlişki, *16. Finans Sempozyumu Bildiriler Kitabı*, Erzurum Atatürk Üniversitesi, İktisadi ve İdari Bilimler Fakültesi, 10-13 Ekim, Erzurum, 83-103. Erişim adresi: https://www.researchgate.net/publication/318226577_Kredi_Temerrut_Takasi_Marjları_ile_IMKB_100_Endeksi_Arasındaki_Iliski
- Bayrakdaroğlu, A. ve Mirgen, Ç. (2021). Kredi Temerrüt Takası (Cds) Ve Borsa Endeks İlişkisi: Brics Ülkeleri Üzerine Bir Araştırma, *Ekonomi, Politika & Finans Araştırmaları Dergisi*, 6 (Özel Sayı): 65-78 DOI: 10.30784/epfad.1019759
- Belen, M. ve Gümrah, Ü. (2016). Türkiye'de Hisse Senedi Piyasasının Enflasyon Açıklamalarındaki Sürprizlere Tepkisi, *İnsan Ve Toplum Bilimleri Araştırmaları Dergisi*, Cilt: 5, Sayı: 3, 2016, 428-441
- Coronado, M., Corzo, M. T., Lazcano, L. (2012). A Case for Europe: The Relationship between Sovereign CDs and Stock Indexes, *Frontiers in Finance and Economics*, Vol. 9, No. 2, 32-63, Erişim adresi: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2190408
- Değirmenci, N. ve Pabucçu, H. (2016). Risk Primi ile BİST-100 Etkileşiminin İncelenmesi, *17. Uluslararası Ekonometri, Yöneylem Araştırması ve İstatistik Sempozyumu Bildiriler Kitabı*, Cumhuriyet Üniversitesi Ekonometri Bölümü, 2-4 Haziran, Sivas, 101-102.
- Emin, D. (2018). Modern Finansın Ve Finans Teorisinin Yakın Tarihteki Gelişimi: 20 Ve 21. Yüzyıl, (Ed. Aysel Gündoğdu) Finansın Temel Teorileri içinde bölüm. (s.1-105), Beta Yayınevi, İstanbul
- Eren, M. ve Başar, S. (2016). Effects of Credit Default Swaps (CDS) on BIST-100 Index, *Ecoforum*, 5 (Special Issue), 123-129. Erişim adresi: <https://www.tcmb.gov.tr/wps/wcm/connect/e7ef1d74-fcc7-4f74-b8cd-b2d047f8d232/en2015en.pdf?MOD=AJPERES&CACHEID=ROOTWORKSPACE-e7ef1d74-fcc7-4f74-b8cd-b2d047f8d232-nmXkagm>
- Fonseca J. D., Gottschalk, K., (2020). The Co-Movement of Credit Default Swap Spreads, Equity Returns and Volatility: Evidence from Asia-Pacific Markets, *International Review of Finance, International Review of Finance Ltd.*, vol. 20(3), 551-579, September.

Göçer, İ., Mercan M. ve Hotunluoğlu, H. (2012). Seçilmiş OECD Ülkelerinde Cari İşlemler Açığının Sürdürülebilirliği: Yatay Kesit Bağımlılığı Altında Çoklu Yapısal Kırılmalı Panel Veri Analizi, *Maliye Dergisi*, Sayı 163, 449-467, Erişim adresi: <https://ms.hmb.gov.tr/uploads/2019/09/163-24.pdf>

Gün, M. (2018). The Co-Movement of Credit Default Swaps and Stock Markets in Emerging Economies, *Recent Perspectives and Case Studies in Finance and Econometrics*, First Edition, 55-69.

Güngör, B. ve Kaygın, C. Y. (2015). Dinamik Panel Veri Analizi İle Hisse Senedi Fiyatını Etkileyen Faktörlerin Belirlenmesi, *Kafkas Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 6, (9), 150-167. Erişim adresi: <https://www.researchgate.net/profile/Ceyda-Yerdelen-Kaygin/publication/277612474>

Gürsoy, A. (2019). Makroekonomik Değişkenlerin Hisse Senedi Getirilerine Etkisi: Bankacılık Sektörü Örneği, *Ekonomi ve Finansal Araştırmaları Dergisi*, 1(1-2): 1-25

Hadri, K. ve Kurozumi, E. (2012). A simple panel stationarity test in the presence of serial correlation and a common factor. *Economic Letters*, 115(1), 31-34.

Hancı, G. (2014). Kredi Temerrüt Takasları ve BİST-100 arasındaki ilişkinin incelenmesi', *Maliye Finans Yazıları*, 28 (102), 9-22.

İlhan, B., Bayır, M. (2021). BİST Sınai ve BİST Mali Endeksi ile CDS, Faiz, Döviz Kuru, Toplam Krediler ve COVID-19 Arasındaki Dinamik İlişki, Üçüncü Sektör Sosyal Ekonomi Dergisi, 56(4), 3090-3110, doi: 10.15659/3.sektor-sosyal-ekonomi.21.12.1719

Jeanneret, A. (2017). Sovereign Default Risk and the U.S. Equity Market", *Journal of Financial and Quantitative Analysis*, Cilt 52, Sayı 1, 305-339 DOI: <https://doi.org/10.1017/S0022109016000776>

Karaca, S.V., Çütçü, İ. Ve Özkök, Y. (2022). Seçili Makroekonomik Değişkenler ile Borsa İstanbul Endeksi Arasındaki İlişki: Türkiye Örneği. *Alanya Akademik Bakış*, 6(3), No.2913-2927.

Köklü, N., Büyüköztürk, Ş. ve Çokluk B. Ö. (2006). Sosyal Bilimler İçin İstatistik. Ankara: Pegem A Yayıncılık.

Linter, J. (1965). The Valuation of Risky Assets: The selection of Risky Investments in stock Portfolios and Capital Budget, *Review of economics and Statistics*, Vol. 47 No:1

Maghyreh, A. (2006). The long-run relationship between stock returns and inflation in developing countries: further evidence from a nonparametric cointegration test, *Applied Financial Economics Letters*, 2, 265-273, Erişim adresi: <https://www.tandfonline.com/doi/pdf/10.1080/13504850500401528>

Maghyreh, A. (2006). The long-run relationship between stock returns and inflation in developing countries: further evidence from a nonparametric cointegration test, *Applied Financial Economics Letters*, 2, 265-273, Erişim adresi: <https://www.tandfonline.com/doi/pdf/10.1080/13504850500401528>

- Markowitz, H., 1952. Portfolio Selection. *The Journal of Political Economy*, 7, 77-91.
- Mataev, Miroslav-Marinova, Elena (2019). Relation between Credit Default Swap Spreads and Stock Prices: A Non-linear Perspective, *Journal of Economics and Finance*, 43(1), 1-26.
- Mossiaon, J. (1966). Equilibrium in Capital Asset Market , *Econometrica*, vol:34,
- Özkul, G. ve Akgüneş, A. O. (2015). Makro Ekonomik Faktörlerin Bankacılık Sektörü Getirileri Üzerine Etkisi: Borsa İstanbul Örneği, *İşletme Araştırmaları Dergisi*, 7/4, 272-298, Erişim adresi: <https://isarder.org/index.php/isarder/article/view/280>
- Öndeş, T., Levet, M. (2020). Makroekonomik Faktörlerin Hisse Senedi Getirileri Üzerindeki Etkisi: BIST’de Yer Alan Bankalar Üzerine Bir Uygulama, *Muhasebe ve Finansman Dergisi Ekim 2020 (88)*: 155-174, DOI: 10.25095/mufad.801380
- Pesaran, M. H. (2004). General diagnostic tests for cross section dependence in panels. University of Cambridge, USC and IZA Bonn, Germany, *Discussion Paper No. 1240*, Erişim adresi: <http://ftp.iza.org/dp1240.pdf>
- Pesaran, M. H. (2007). A simple panel unit root test in the presence of cross-section dependence, *Journal Of Applied Econometrics*. 22(29), 265-312. Erişim adresi: <https://onlinelibrary.wiley.com/doi/epdf/10.1002/jae.951>
- Pesaran, M. H. , Ullah, A. ve Yamagata, T. (2008). A bias-adjusted lm test of error cross section independence, *Econometrics Journal*, 11(1): 105-127, Erişim adresi: <https://www.jstor.org/stable/23116064>
- Saleem, F. Zafar, L., Rafique, B. (2013). Long Run Relationship between Inflation and Stock Return: Evidence from Pakistan. *Academic Research International*, 4(2), 407-415. Retrieved from [http://www.savap.org.pk/journals/ARInt./Vol.4\(2\)/2013\(4.2-42\).pdf](http://www.savap.org.pk/journals/ARInt./Vol.4(2)/2013(4.2-42).pdf)
- Sarıgül, H., Şengelen, H. E. (2020). Ülke Kredi Temerrüt Takas Primleri ile Hisse Senedi Fiyatları Arasındaki İlişki: Borsa İstanbul’da Banka Hisse Senetleri Üzerine Ampirik Bir Araştırma, *Muhasebe ve Finansman Dergisi*, (86): 205-222 ,DOI: 10.25095/mufad.710367
- Sayılgan, G., Süslü, C. (2011). Makroekonomik Faktörlerin Hisse Senedi Getirilerine Etkisi: Türkiye ve Gelişmekte Olan Piyasalar Üzerine Bir İnceleme. *BDDK Bankacılık ve Finansal Piyasalar Dergisi*, 5(1), 73-97.
- Sharpe, F. W. (1965). Mutual Fund Performance, *Journal of Business*, Vol. 39, No:1
- Shear, F., Butt, H. A., Badshah, I. (2017). An Analysis of The Relationship Between the Sovereign Credit Default Swap sand The Stock Market of Pakistan through Handling Outliers, *8th Economics and Finance Conference*, London, pp.143- 159.
- Sovbetov, Y., Saka, H. (2018). Doesit Taketwoto Tango: Interaction Between Credit Default Swap sand National Stock Indices, *Journal of Economics and Financial Analysis*, 2 (1), 129-149.
- Şişman, M. E., Çömlekçi, İ., Şahin Ö. (2020). Hisse Senedi Fiyatını Etkileyen İşletme Düzeyindeki Faktörler: Borsa İstanbul’da Bir Uygulama, *Balkan Sosyal Bilimler Dergisi*

Volume/Cilt 6 Issue/Sayı 11, s.88-107, Erişim adresi:
<http://acikerisim.nku.edu.tr:8080/xmlui/handle/20.500.11776/1882>

Talası, İ. A., Yılmaz, E., Yılmaz, T. (2020). Türkiye’de Dış Borçlanma Faiz Oranının Belirleyiciler, *Ekonomi Notları*, Sayı, 2020-13.

Vurur, N. S., Özen E. (2020). Covid-19 Salgınının CDS Primleri İle Borsa Endeksleri Arasındaki İlişki Üzerine Etkileri: Başlıca Avrupa Endeksleri İçin Bir Uygulama, *Ekonomi, Politika & Finans Araştırmaları Dergisi*, 2020, 5 (Özel Sayı): 97-114, DOI: 10.30784/epfad.810614

Temizel, F. (2018). Gelişmekte Olan Ülkelerde Makroekonomik Değişkenlerin Hisse Senedi Piyasalarına Asimetrik Etkileri (1st ed.). Beta Basım Yayım A.Ş.

Ulusoy, T. (2008). Systematic Risk and Firm Financial Structure: Evidence on Istanbul Stock Exchange. *The Business Review*, Cambridge, 11(2), 226-231.

Yurttañıkımaz, Z. Ç. (2012). Döviz Kuru Ve Enflasyonun Hisse Senedi Getirileri Üzerindeki Etkisi, *Ekev Akademi Dergisi* Yıl: 16 Sayı: 51, 393-410.



2023, 12 (3), 1685-1709 | Araştırma Makalesi

Türkiye’de Bankacılık Sektörü Performansının Finansal Gelişmişlik Üzerine Etkileri

Ahmet ULUSOY¹

Serkan DEMİREL²

Gökhan ÖZBİLGE³

Öz

Finansal gelişmişlik düzeyinin artırılması, istikrarlı bir finansal sistemin varlığı ile mümkündür. Bu süreçte finansal sistem kurumlarından en önemlilerinden birisi olan bankaların işleyişi ise oldukça önemlidir. Bankalar yalnızca finansal aracılık, likidite sağlama veya asimetrik bilgiyi azaltma gibi temel mikroekonomik fonksiyonlara değil aynı zamanda, para politikalarının etkililiğini arttırmak ve finansal piyasaların gelişimini desteklemek gibi makroekonomik işlevlere de sahiptir. Özellikle hem bankacılık sektörünün hem de finansal gelişmişliğin ekonomik büyüme açısından önemi düşünüldüğünde, bankacılık performansının finansal gelişmişlik üzerine olan muhtemel etkilerinin araştırılmasının gereği daha iyi anlaşılacaktır. Bu bağlamda, Türkiye’de bankacılık performansını temsil eden seçili rasyoların finansal gelişmişlik üzerine olan etkilerinin incelenmesi düşünülmüştür. Çalışmada 2002-2020 dönemi için Uluslararası Para Fonu (IMF) ve Türkiye Bankalar Birliği (TBB) verilerinden yararlanılmış ve Arellano ve Bond Genelleştirilmiş Momentler (GMM) yöntemi kullanılmıştır. Araştırma bulgularına göre, Sermaye Yeterliliği Oranı (SYR) ve Toplam Kredilerin Mevduata Oranı (AKR) değişkenlerinin Finansal Gelişmişlik Endeksi (FDI) üzerinde pozitif yönlü, Alınan Kredilerin Toplam Kredilere Oranı (BYR) ve Ortalama Aktif Karlılık (AKO) değişkenlerinin ise negatif yönlü etkileri tespit edilmiştir. Elde edilen bu bulgular, finansal gelişmişlik ile aynı yönde hareket eden ve bankaların optimal risk düzeylerinde özkaynaklarını verimli şekilde kullanmasına yardımcı olan sermaye yeterliliği ile ilgili kararların, önemine dikkat çekmektedir. Dahası, bir banka için yapısal likidite ve dolayısıyla kredi akışlarının doğru ayarlanmasına yardımcı olabilecek toplam kredilerin toplam mevduatlara olan oranının da finansal gelişmişliği aynı şekilde etkileyebilme potansiyelinin olduğu anlaşılmaktadır. Öte yandan, alınan ve toplam krediler arasındaki dengelerin finansal gelişme olan zıt ilişkisi, bankacılık sektöründe risk faktörlerine ilişkin ayarlama ve tercihlerin bir gerekliliği olarak ele alınmalıdır. Son olarak ise, aktif karlılığın finansal gelişmişlikle olan ve beklenmedik gibi görünen zıt yönlü ilişkisinin, bankaların kredi kullanılabileme kabiliyetlerinin bir sonucu olabileceği vurgulanmalıdır.

Anahtar Kelimeler: Banka Performansı, Finansal Oranlar, Finansal Gelişmişlik, Finansal Gelişmişlik Endeksi, Genelleştirilmiş Momentler (GMM) Yöntemi

Ulusoy, A. , Demirel, D. Ü. S. & Özbilge, G. (2023). Türkiye’de Bankacılık Sektörü Performansının Finansal Gelişmişlik Üzerine Etkileri . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1685-1709 .
<https://doi.org/10.15869/itobiad.1302255>

Geliş Tarihi	25.05.2023
Kabul Tarihi	30.07.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Prof. Dr., Yükseköğretim Denetleme Kurulu, Ankara, Türkiye, ahmet.ulusoy@yok.gov.tr, ORCID: 0000-0001-8407-2770

² Dr. Öğr. Üyesi, İstanbul Gelişim Üniversitesi, İktisadi İdari ve Sosyal Bilimler Fakültesi, Uluslararası Ticaret ve Finansman Bölümü, İstanbul, Türkiye, sdemirel@gelisim.edu.tr, ORCID: 0000-0002-7285-1504

³ Arş. Gör., İstanbul Gelişim Üniversitesi, İktisadi İdari ve Sosyal Bilimler Fakültesi, Uluslararası Ticaret ve Finansman Bölümü, İstanbul, Türkiye, gozbilge@gelisim.edu.tr, ORCID: 0000-0002-9060-091X



2023, 12 (3), 1685-1709 | Research Article

The Effects of Banking Sector Performance on Financial Development in Turkey

Ahmet ULUSOY¹

Serkan DEMİREL²

Gökhan ÖZBİLGE³

Abstract

Increasing the level of financial development is possible with the presence of a stable financial system. In this process, the functioning of banks, which are among the most important financial system institutions, is crucial. Banks not only implement basic microeconomic functions such as financial intermediation, liquidity provision, or reducing asymmetric information, but they also have macroeconomic functions such as enhancing the effectiveness of monetary policies and supporting the development of financial markets. Especially considering the significance of both the banking sector and financial development for economic growth, it becomes essential to investigate the potential effects of banking performance on financial development. In this context, it is intended to examine the effects of selected ratios representing banking performance on financial development in Turkey. The study utilizes data from The International Monetary Fund (IMF) and The Banks Association of Türkiye (BAT) for the period 2002-2020 and employs the Arellano-Bond Generalized Method of Moments (GMM) estimation technique. According to the research findings, Capital Adequacy Ratio (CAR) and Total Loans to Deposits Ratio (TLDR) variables have positive effects on the Financial Development Index (FDI), while Loans Received to Total Loans Ratio (TLR) and Return on Average Assets (ROA) variables have negative effects. These findings highlight the importance of capital adequacy decisions that move in the same direction as financial development and assist banks in efficiently utilizing their equity at optimal risk levels. Furthermore, it is understood that the ratio of total loans to total deposits, which can help adjust structural liquidity and thus credit flows for a bank, also has the potential to influence financial development in the same way. On the other hand, the inverse relationship between borrowings and total loans and financial development should be considered as a necessity for adjustments and preferences related to risk factors in the banking sector. Lastly, it should be emphasized that the unexpected inverse relationship between profitability and financial development may be a consequence of banks' ability to extend credit.

Keywords: Bank Performance, Financial Ratios, Financial Development, Financial Development Index, Generalized Method of Moments (GMM)

Ulusoy, A., Demirel, D. Ü. S. & Özbilge, G. (2023). The Effects of Banking Sector Performance on Financial Development in Turkey . Journal of the Human and Social Science Researches , 12 (3) , 1685-1709 .
<https://doi.org/10.15869/itobiad.1302255>

Date of Submission	25.05.2023
Date of Acceptance	30.07.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Prof. Dr., Higher Education Supervisory Board, Ankara, Türkiye, ahmet.ulusoy@yok.gov.tr, ORCID: 0000-0001-8407-2770

² Assist. Prof. Dr., Istanbul Gelisim Univ., Faculty of Economics, Administrative and Social Sciences, Department of International Trade and Finance, Istanbul, Turkey, sdemirel@gelisim.edu.tr, ORCID: 0000-0002-7285-1504

³ Res. Asisst., Istanbul Gelisim University, Faculty of Economics, Administrative and Social Sciences, Department of International Trade and Finance, Istanbul, Turkey, gozbilge@gelisim.edu.tr, ORCID: 0000-0002-9060-091X

Giriş

Son yıllarda dünyanın birçok ülkesinde finans sektörü büyük bir dönüşüm geçirmiştir. Deregülasyon, özelleştirme ve şeffaflık bu sektörde bir devrim yaratmıştır. En önemli etkilerden biri de devletlerin ekonomik kalkınmasını teşvik etmede finansal sektördeki gelişmelerin önemine ilişkin çok sayıda bulgunun ortaya çıkmasıdır. Diğer yandan teknolojik gelişmeler firmaların finansal talebini genişletmiş ve finansal araçlara olan ihtiyacı artırmıştır. Finansal araçlar ise sermayenin marjinal verimliliğinin yüksek olduğu projelere fon tahsis etmiş, böylece finansal sektör sermayenin verimliliğini artırarak ekonomik büyümeye neden olmuştur. Ayrıca, finans sektörü tasarrufların harekete geçirilmesinde ve daha etkin kullanılmasında çok önemli bir rol oynamaktadır. Bunu, borç alan ve verenlerin farklı gereksinimlerini karşılamak için çeşitli finansal araçlar geliştirerek ve sermaye birikimine katkı yaparak sağlamaktadır.

Finansal sistem içerisinde bankacılık sektörü öncü rol oynamaktadır. Bu anlamda bankacılık sektörü, finansal sistem içerisinde yer alan aktörlerin faaliyetleri için gerekli olan finansman ihtiyacının büyük bir bölümünü karşılamaktadır. Bankacılık sektörünün finansal aracılık rolü ile ekonomilere sağladığı en önemli katkı ise büyümenin finanse edilmesidir. Kredi kanalı vasıtasıyla fon arzlarını fon talep edenlere ileten bankalar, kullandıkları krediler ile yatırımların ve tüketimin finanse edilmesine aracılık etmektedir. Böylece ekonomik faaliyetlerin hem devir hızları hem de sürdürülebilirliklerine direkt katkı sağlayabilmektedirler.

Bankacılık sektörünün ekonomilere diğer bir önemli katkısı ise finansal gelişim ve istikrardır. Bankalar bir taraftan finansal sistem içerisinde yer alan aktörlerin faaliyetleri için gerekli olan finansman ihtiyacını sağlarken, diğer taraftan yeni ürün ve hizmetler geliştirerek finansal sistemlerin gelişmesine de imkân vermektedir. Finansal piyasalar ve ekonomik gelişmeye katkısı olan bankaların performans göstergelerinin ise başta kârlılık olmak üzere (Wu vd., 2009; Doumpou ve Zopounidis, 2010) genellikle sermaye yeterliliği, aktif kalitesi, likidite ve gelir/gider yapısı gibi başlıklar altında ele alındığı görülmektedir (Uçkun ve Girginer, 2011; Ecer, 2013; Albayrak ve Erkut, 2015; Tezergil, 2016; Yamaltdinova, 2017; Guru ve Mahalik, 2018; Liang vd., 2019). Diğer yandan finansal gelişmişlik; finansal araç çeşitliliğinin artışı ve yayılması, piyasaların derinleşmesi ve fon aktarımının etkin bir şekilde gerçekleştirilmesidir. Ülkelerin finansal gelişmişlik düzeyi; ekonomik yapılarına ve politikalarına, milli gelir seviyesine, coğrafi durumuna ve kültürel yapıya göre farklı olabilmektedir (Huang, 2005).

Ekonomi teorisi, iyi gelişmiş bir finansal sistemin istikrarlı bir ekonomik büyüme için gerekli olduğunu söylemektedir. Bunun nedeni; finansal gelişmenin ekonomik büyümeyi farklı açılardan etkileyebilmesidir. Örneğin gelişmiş finansal piyasalar, alternatif yatırım projelerini değerlendirmek için gerekli bilgileri toplayabilmesi ile sermayenin marjinal verimliliği ve finansal aracılığın etkinliği arttırabilirken, yatırıma yönlendirilen tasarruf oranını da yükseltebilir. Ayrıca, finansal tasarrufların toplam sermaye içindeki oranı arttıkça sermayenin etkin tahsisi sağlanabilirken, finansal araçlar tasarrufları bireylerden ve yavaş büyüyen sektörlerden hızlı büyüyen sektörlere yönlendirerek sermaye birikimini arttırabilirler. (Wachtel, 2001; Caporale vd., 2015; Asteriou ve Spanos, 2019; Tripathy, 2019; Pan ve Yang, 2019).

Yukarıda kısaca değinilmeye çalışıldığı gibi; bankacılık sektörünün finansal sistem içerisindeki konumu ve finansal gelişmişlik düzeyi ile ekonomik büyüme arasında açık

bir ilişkisi söz konusudur. İlgili yazında finansal gelişmişliğin bankacılık performansına etkilerinin incelendiği çalışmalar mevcut olsa da bankacılık performansının finansal gelişme üstünde yaratabileceği olası etkiler henüz ele alınmamıştır. Bu açıdan, Türkiye’de bankacılık performansının finansal gelişmişlik üzerine olan muhtemel etkilerinin araştırılmasının ilgili yazına katkı sağlayabileceği öngörülmektedir. Buna ek olarak hem bankacılık performansının hem de finansal gelişmenin ekonomik büyüme ile olan ilişkisini ele alırken, bankacılık temelli finansal gelişmeyi de görünür kılabiliriz.

Bu bağlamda, 2002-2020 yıllarını kapsayan Türkiye örneklemini için 15 adet bankanın finansal performanslarının finansal gelişmişlik üzerine olan etkileri, Arellano ve Bond (1991) Genelleştirilmiş Momentler (GMM) yöntemi kullanılarak araştırılmıştır. Çalışma özgün katkısı çerçevesinde bankacılık performansının finansal gelişmişlik üzerine olan muhtemel etkilerini araştırırken daha net bir görünüm sunabilecektir. Böylece elde edilen bulguların hem piyasa düzenleyicilerine hem de bankalara katkı sağlayacağı düşünülmektedir.

Finansal Gelişmişlik, Ekonomik Büyüme ve Bankacılık Performansı

2000’li yıllardan itibaren ortaya çıkmış olan finansal gelişmişlik kavramı ile ilgili farklı tanımlamaların olduğu görülmektedir. Örneğin Aslan ve Korap’ın (2006, s. 12) ayrıntılı tanımında, finansal gelişmişlik ikiye ayrılarak ele alınmaktadır. Bu açıdan finansal gelişmişliğin bir boyutu finansal genişlemedir. Diğer bir boyutu ise finansal derinliktir. Finansal genişleme; finansal kurumların artması ve genişlemesi sonucunda finansal hizmetlerdeki gelişimi ve iyileşmeyi içermektedir. Finansal derinlik ise bu gelişim ve değişimin sonucunda ortaya çıkan finansal varlıkların gelir içerisindeki payının yükselmesidir. Böylece finansal gelişmişlik hem finansal piyasalar içerisinde yer alan araçların çeşitlilik kazanması hem de çeşitlilik kazanan bu araçların yaygın olarak kullanılabilmesi olarak kavramsallaştırılabilir.

Öte yandan finansal gelişmişlik basitçe finansal piyasaların gelişimi şeklinde de ifade edilmektedir (Erim, 2005, s. 22). Diğer bir açıdan ise, Dutta ve Mukherjee’nin (2018, s. 281) belirttiği gibi finansal gelişmişlik; güçlü finansal araçlar vasıtasıyla şeffaf bir finansal sistemin yaratılmasına olanak sağlayan ekonomik tabanın kendisidir. Nihayetinde finansal gelişimin belirleyicileri Voghouei vd. (2011, s. 13) ele aldığı şekilde belirtilebilir; yasal gelenekler, kurumlar, finansal liberalizasyon, açıklık politikası, politik ekonomi faktörleri ve diğer faktörler. Bu gereklilikler ülkeler açısından farklılık göstermektedir. Örneğin Meksika ve ABD ele alınabilir. Politika yapıcılarının benzer amaçlarına rağmen, bu ülkeler farklı siyasi kurumları nedeniyle finansal gelişim düzeyi konusunda çok farklı deneyimlere sahiptir.

Esasında mali politikardan ilk kez 1950’li ve 1960’lı yılların Keynesyen ve Yapısalcı teorilerinde bahsedilmiştir. Bu teoriler finansal sistemin kısıtlanması fikrini desteklemiştir. Kredilerin ve faiz oranlarının ayrıcalıklı sektörler için avantaj sağlayacak biçimde kullanılmasının, büyüme oranlarında ve yatırımlarda artışa neden olacağı tartışılmıştır. Böylece birçok ülke finansal sisteme yönelik bu kısıtlayıcı politikaları izlemiştir. Ancak, son dönemlerde, finansal gelişmenin sonuçları üzerine giderek büyüyen bir çalışma grubu ortaya çıkmıştır. Araştırmacılar hem gelişmekte olan hem de gelişmiş ülkelerde finansal ve ekonomik gelişme arasındaki ilişkiyi araştırmıştır. Bulgular finansal gelişme ve büyüme arasında pozitif bir bağlantı olduğunu belgelemiştir (Levine vd., 2000; Voghouei vd., 2011; Valickova vd., 2015). Bu pozitif

ilişki, finansal gelişmenin ülkeler için önemli bir sorun olduğunu göstermektedir; dolayısıyla, gelişmekte olan ekonomilerdeki birçok politika yapıcı finansal reformlara yönelmekte ve finansal gelişmenin belirleyicilerine odaklanmaktadır. Ekonomi teorisi, iyi gelişmiş bir finansal sistemin ekonomik büyüme için gerekli olduğunu vurgularken, diğer yanda da finansal gelişmenin ekonomik büyüme üzerindeki olumlu etkilerine vurgu yapmaktadır (Tripathy, 2019; Pan ve Yang, 2019).

Finansal gelişme, sermaye tasarrufu ve teknolojik gelişme yoluyla ekonomik gelişmeyi desteklemektedir. Ayrıca sadece yabancı sermaye girişini değil, aynı zamanda sermaye dağılımının iyileştirilmesini de teşvik eder. Dahası, gelişmiş finansal sistemlere sahip ülkelerin uzun dönemler boyunca daha hızlı gelişme olasılığı daha yüksektir. Bunun da ötesinde finansal gelişme, yoksul ve güçsüz grupların finansmana erişimini genişleterek ve yatırım ve üretkenliği artırarak eşitsizliği ve yoksulluğu da azaltır (WB, 2017).

Ekonomik kalkınma sürecinde, finansal sistem ve ekonomi politikaları önemli bir role sahiptir. Çünkü finansal sistem modern bir ekonominin gerektirdiği temel hizmetleri yerine getirir. Örneğin, sanayi ve tarım sektörlerinin genişlemesi finansal kaynakların ve yatırımların varlığına bağlıdır. Yatırımların miktarı da sadece bunları finanse edecek fonların mevcudiyetine değil, aynı zamanda yatırım fırsatlarını artırmak için gerekli olan fonların artırılmasına yönelik mekanizmaların geliştirilmesine de bağlıdır. Ayrıca, finansal kaynakların oluşturulması ve mobilizasyonun sağlanması reel sektörün büyüme oranı üzerinde önemli etkilere sahipken, finansal kaynakların etkin kullanımı diğer sektörlerin gelişimi için de çok önemlidir (Ağır, 2010).

Finansal gelişme, temel olarak ekonomik büyümeyi üç açıdan etkileyebilir. Bunlar (Aziz ve Duenwald, 2002):

- Alternatif yatırım projelerini değerlendirmek için bilgi toplayarak ve risk paylaşımı yoluyla sermayenin marjinal verimliliğinin artırılması,
- Finansal araçlar tarafından emilen kaynakları azaltarak ve böylece finansal aracılığın etkinliğini artırması ve finansal gelişme yoluyla yatırıma yönlendirilen tasarruf oranını yükseltmesi,
- Son olarak, özel tasarruf oranını artırmasıdır.

Ayrıca, Ansari (2002)'da finansal gelişmenin ekonomik büyümeye aşağıdaki şekillerde katkıda bulunduğunu belirtmiştir:

- Finansal piyasalar küçük tasarruf sahiplerinin fonlarını bir araya getirmelerini sağlar,
- Tasarruf sahipleri tasarrufları teşvik eden daha geniş bir araç yelpazesine sahip olur,
- Finansal tasarrufların toplam servet içindeki oranı arttıkça sermayenin etkin tahsisi sağlanır,
- Finansal araçlar tasarrufları bireylerden ve yavaş büyüyen sektörlerden hızlı büyüyen sektörlerle yönlendirdikçe daha fazla servet yaratılır,
- Finansal araçlar kredi piyasasındaki ters seçim sorununun kısmen üstesinden gelir ve

- Finansal piyasalar üretimde uzmanlaşmayı, girişimciliğin gelişmesini ve yeni teknolojilerin benimsenmesini teşvik etmektedir.

Diğer yandan, finansal piyasalar içerisinde yerine getirdikleri görevler ile bankalar; yatırım, istihdam, üretim ve ekonomik büyümeye katkı sağlamaktadırlar. Ancak bankalar tam olarak işlevsel olabildiklerinde ekonomik büyümeye katkı sağlayabileceklerdir. Özellikle finansal sistem içerisinde bankacılık sektörünün önemi düşünüldüğünde, ekonomiye sürekli ve uygun maliyetli fon sağlayabilmek gibi temel fonksiyonlarını tam olarak yerine getirebilmesi için sağlam ve dayanıklı bir yapıya sahip olması gerekir. Bu yapının ise bankaların likidite, risk, sermaye yeterliliği gibi hayati fonksiyonları için doğru oranları ihtiva etmesi gerekir. Neticede ekonomik büyüme için önemli fonksiyonlar üstlenen bankalara ait performans ölçülerinin izlenebilmesi önem arz etmektedir (Kartal, 2018).

Ekonomik büyümenin hem gerçekleşmesi hem de sürdürülebilir kılınması gerekli olmakla birlikte, temel husus büyümeye neden olan faktörlerin tespit edilebilmesi ve bu nedenler doğrultusunda hareket edilebilmesidir. Bu nedenlerden en önemlisi ise finansal sistemdir. Özellikle Türkiye örneğinde finansal sistemin büyük çoğunluğunu bankacılık sektörünün oluşturduğu düşünüldüğünde, konu açısından önemi daha net bir biçimde anlaşılabilir. Çünkü bankacılık sektörü ekonomik büyümenin ihtiyaç duyduğu fonları, finans dışı kesimi finansal sisteme kazandırarak tasarruf miktarını arttırarak sağlayabilme ve böylece ekonomik büyümeye ivme kazandırabilme potansiyeline sahiptir (Turgut ve Ertay, 2016).

Birçok araştırmacı bankacılık performansının ekonomik büyümede önemli bir oynadığını belgelemiştir (Tandoğan ve Özyurt, 2013; Ferreira, 2016; Şahin ve Durmuş, 2019; Bulut ve Akyüz, 2020). Bankacılık sektörü hem arz edilen fonlarla hem de kaydi para yaratabilme kabiliyetiyle verimli yatırımları finanse edebilme kabiliyetine sahiptir. İyi işleyen bir bankacılık sistemi ayrıca finansal piyasa ve kurumların temel gerekliliklerini de sağlayarak, işlem maliyetlerinin ve asimetrik bilginin azalmasında önemli bir rol üstlenmektedirler. Kriz zamanları gibi olağan dışı durumlarda banka sektöründe meydana gelebilecek aksaklıklar ise sermaye yeterliliği, aktif karlılık, mevduat ve kredi oranları gibi temel göstergelerin yakından izlenmesi gerektiğine işaret etmektedir. Böylece sürdürülebilir ekonomik büyüme ve kalkınma için yadsınamaz rolü olan bankacılık sektörünün performansının iyileştirilmesine ilişkin hamleler doğru zamanlarda yapılabilecektir.

Bu bağlamda bankacılık performansı ekonomik büyüme ve ekonomik büyüme finansal gelişmişlik arasında yer alan ilişkilerden yola çıkılarak, bankacılık performansı ve finansal gelişmişlik arasındaki ilişkilerin izlenmesinin önem arz edeceği düşünülmektedir. Çünkü finansal gelişme kavramı finansal araçların yalnızca çeşitliliğinin artması değil aynı zamanda bu araçların yaygın kullanımı ve içeriğini de ele almaktadır. Böylece bankacılık performansının finansal gelişmişlik üzerine muhtemel etkilerinin ortaya konulabilmesi, finansal gelişmenin önemli bir boyutunu oluşturan bankacılık performansının izlenmesi ve iyileştirilebilmesi için gerekli olan ipuçlarını sunarak, ayrıntılı olarak açıklanmasına yardımcı olabilir.

Bir sonraki bölümde bahsi geçen bu ilişkilerin ilgili literatürde ne şekilde ele alındığı ve yorumlandığı incelenmektedir. Diğer bölümlerde ise, veri seti, model ve bulguları içeren uygulama kısmı ve sonra gerekli çıkarımları ve politika önerilerini içeren sonuç bölümü yer almaktadır.

Literatür

Finansal gelişmişlik ile ilgili literatür nispeten yeni olduğu için çalışmaların çok büyük kısmı 2000 ve sonraki yıllarda gerçekleşmiştir. Çalışmanın amacına uygun olarak, ilgili literatürün genel çerçevesi finansal gelişmişlik ve ekonomik büyüme ile ekonomik büyüme ve bankacılık performansı ilişkisinden oluşmaktadır. Ayrıca daha öznel olarak finansal gelişmenin bankacılık performansına olan etkileri de ele alınmaktadır. Böylece çalışma özgün katkısı çerçevesinde bankacılık performansının finansal gelişmişlik üzerine olan muhtemel etkilerini araştırırken daha net bir görünüm sunabilecektir.

Finansal sektörün gelişmişlik düzeyinin ekonomik büyüme ve kalkınmaya katkısının tartışılması üzerine önemli bir literatür mevcuttur. Tarihsel olarak, Levine ve Zervos (1998) ve King ve Levine (1993) ülkeler arası analizlerde finansal sektör gelişiminin çıktı büyümesi üzerindeki katkısını incelemişlerdir. Sonuçlar finansal piyasaların ekonomik büyüme için önemli hizmetler üstlendiğini vurgulamaktadır. Ünalı (2002) çalışmasında Türkiye’de finansal gelişmişlik ile makroekonomik değişkenler arasındaki ilişkiyi araştırmıştır. Bu çalışmaya göre, kısa dönemde ekonomik büyümenin finansal gelişmenin nedeni olduğu belirtilmektedir. Uzun dönemde ise hem finansal gelişmeden ekonomik büyümeye hem de ekonomik büyümeden finansal gelişmeye doğru, iki yönlü bir nedensellik ilişkisinin mevcut olduğu anlaşılmaktadır. Loayza ve Ranciere (2006) ülkeler arasında, Seetanah (2007) Mauritius’da, Jalil ve Ma (2008) ise Pakistan ve Çin’de finansal sektör gelişiminin ekonomik büyüme üzerindeki kısa ve uzun dönem etkilerini incelemiştir. Bu araştırmalarda finansal aracılığın çıktı büyümesi üzerinde pozitif bir uzun dönem etkisi olduğu vurgulanmaktadır. Abu-Bader ve Abu-Qarn Mısır’da (2008) finansal sektör gelişimi ve ekonomik büyüme arasındaki bağlantıyı araştırmışlardır. Bu araştırmaya göre finansal gelişme ve ekonomik büyümenin karşılıklı olarak birbirini etkilemektedir. Ang (2008) Hindistan’da finansal sektörün gelişmesi ve liberalleşmenin gelir eşitsizlikleri üzerindeki rolünü analiz etmeye çalışmıştır. Shahbaz vd. (2008) Pakistan’da ticaret ve finansal gelişmenin ekonomik büyüme üzerindeki etkisini araştırmışlardır. Çalışmada, finansal sektör göstergelerinin ve reel faiz oranının ekonomik büyüme üzerinde pozitif ve anlamlı bir etkiye sahip olduğu belgelenmiştir.

Shahbaz (2012) finansal gelişme ve ticari açıklığın Pakistan’ın ekonomik büyümesi üzerindeki etkilerini araştırmıştır. Bulgular, istikrarlı uzun dönem ekonomik büyümenin sermaye oluşumu, işgücü, finansal gelişme ve ticari açıklık tarafından teşvik edildiğini göstermiştir. Shahbaz vd. (2013) Çin’in ekonomik büyümesinde enerji tüketimi, sermaye, finansal gelişme, uluslararası ticaret ve sermayenin rolünü incelemiş ve tüm değişkenlerin pozitif ve anlamlı etkilere sahip olduğunu belirtmiştir. Bu makale, enerji ekonomisi disiplinine önemli ölçüde katkıda bulunmuş ve sürdürülebilir kalkınma sürecinde artan enerji talebini karşılamak için yenilenebilir enerji kaynaklarından yararlanma konusunda politika yapıcılara yeni yönler açmıştır. Bayar (2014) gelişmekte olan ülkelerde finansal gelişmenin ekonomik büyüme üzerinde olumlu etkileri olduğunu tespit etmiştir. Kumar vd. (2015) Güney Afrika’nın ekonomik büyümesinin belirleyicilerini analiz etmiş ve enerji, sermaye ve ticari açıklığın hem kısa hem de uzun vadede ekonomik büyümeyi kolaylaştırdığını, finansal gelişmenin ise olumsuz etkileri olduğunu rapor etmiştir. Bist (2018), on altı düşük gelirli ekonomiden oluşan bir panel kullanarak finansal gelişme, ekonomik büyüme ve sosyal sürdürülebilirlik arasındaki bağı incelemiş ve sosyal ilerleme, finansal gelişme ve

ekonomik büyüme arasında pozitif bir ilişki bulmuştur.

Li ve Wei (2021) çalışmalarında Çin eyaletlerinde finansal gelişmenin ekonomik büyüme üzerindeki etkisini incelemiştir. Finansal gelişme ile ekonomik büyüme arasında hem doğrusal hem de doğrusal olmayan ilişkilerin var olduğunu iddia etmişlerdir. Ahmed vd. (2022) çalışmalarında Güney Asya ülkelerinde finansal gelişmenin sürdürülebilir ekonomik büyüme üzerindeki etkisini incelemiştir. Finansal kalkınmanın yeşil ekonomik büyümeyi teşvik etmede itici bir faktör olduğunu göstermişlerdir. Asafo-Adjei vd. (2023) finansal gelişim ve doğrudan yabancı yatırımla ile ekonomik büyüme arasında ilişkileri incelemiş ve finansal gelişimin çeşitli büyüme seviyelerinde doğrudan yabancı yatırımlarla da ilişkiye girerek ekonomik büyümeyi desteklediğini belgelemiştir.

Diğer yandan bankacılık performansı ve ekonomik büyüme arasındaki ilişkileri de ele alan ayrıntılı bir literatür bulunmaktadır. Mwenda ve Mutoti (2011) ekonomik büyümenin belirleyicilerini Malezya için araştırdıkları çalışmada; mali sektör reformları, finansal derinlik ve banka performansının olumlu etkilerine vurgu yapmaktadır. Jara-Bertin vd. (2014) Latin Amerika ülkelerinde banka performanslarının hem bankaların kendilerine özgü faktörlerle hem de ekonomik büyüme, enflasyon ve banka yoğunlaşması gibi makroekonomik dinamiklerle pozitif ilişkili olduğunu belgelemiştir. Turgut ve Ertay (2016) Türkiye’de bankacılık sektörünün ekonomik büyümenin dinamiklerinden birisi olduğunu vurgularken, aynı zamanda sektörde meydana gelebilecek aksaklıkların ekonomilere sirayet edebileceğine de dikkat çekmektedirler. Ferreira (2016) Avrupa Birliği (AB) üyelerini kapsayan çalışmada, bankacılık sisteminin etkinliğinin sağlanmasının ekonomik büyümeyi olumlu yönde etkileyeceğini belirtmektedir. Yine Ferreira (2017) yılında AB ülkeleri için bankacılık performansının ekonomik büyümeye olan etkilerini mali krizleri de gözetenek ele aldığı çalışmada; kriz dönemlerinde daha az olsa da bankacılık performansının ekonomik büyüme üzerinde etkili olduğuna dikkat çekmektedir. Alkhezaleh, (2017) Ürdün’de banka performans ölçümlerinin ekonomik büyümeyi pozitif yönde etkilediğini belirtirken özellikle karlılık, mevduat ve kredi oranlarının ilişkisine dikkat çekmektedir. Alam vd., (2021) Güney Asya Bölgesel İş birliği Teşkilî için banka performansı göstergeleri ile ekonomik büyümenin eşbütünlük olduğunu belirtirken, kredi ve yatırım faaliyetlerinin özellikle iyileştirilmesi gerektiğine dikkat çekmektedirler. Song vd. (2023) göre Çin’de ekonomik büyüme, bankacılık performansını risk düzeylerini doğrudan veya dolaylı olarak etkileyerek yönlendirmektedir. Ayrıca finansal gelişmenin bankacılık performansına etkileri ele alan ilgili literatür de bu çalışmanın sınırları içerisinde değerlendirilebilir. Demirguç-Kunt ve Huizingha (2001) çok sayıda gelişmiş ve gelişmekte olan ülke için banka düzeyindeki verileri kullanarak finansal gelişme ve finansal yapının banka karlılığı üzerindeki etkisini incelemiştir. Finansal gelişmenin banka performansını olumsuz etkilediğini, çünkü daha yüksek finansal gelişmenin rekabeti artıracağını ve daha sert rekabetin banka karlılığını azaltacağını bulmuşlardır. Ting (2017), ülkeler arası analizlerinde, 2008 küresel finansal krizi sırasında finansal gelişme ve bankalara devlet müdahalesinin banka karlılığı üzerindeki etkilerini araştırmıştır. Bulgular, finansal gelişme ve devlet müdahalesinin 2008 küresel finansal krizi sırasında banka karlılığı üzerinde olumlu etkileri olduğunu ve finansal gelişmenin olumlu etkisinin zayıf devlet müdahalesi olan bankalarda güçlü devlet müdahalesi olan bankalara göre daha güçlü olduğunu göstermektedir. Le ve Ngo (2020) banka karlılığının belirleyicilerini, ülkeler arası bir örnekleme araştırmıştır. Finansal

gelişmişlik göstergesi olarak borsa kapitalizasyonunun GSYH'ye oranını kullanmışlardır. Sermaye piyasası gelişimi ile banka kârlılığı arasında pozitif bir ilişki bulmuşlardır. Ozili ve Ndah (2021) çalışmalarında finansal kalkınmanın banka kârlılığının önemli bir belirleyicisi olup olmadığını incelemiş ve finansal sistem mevduatlarının GSYH'ye oranı ile Nijerya bankalarının faiz dışı gelirleri arasında anlamlı bir negatif ilişki bulmuşlardır. Bu sonuca göre, Nijerya finansal sisteminin büyüklüğü arttıkça, Nijerya'daki bankaların kârlılığının azaldığı anlamına gelmektedir. Xiazı ve Shabir (2022) ülkeler arası yaptıkları çalışmalarında, Covid-19 Salgınunun bankacılık performansına olan olumsuz etkilerinin her ne kadar, bankanın bulunduğu ülke, işleyişi ve büyüklüğüyle ilişkili olsa da finansal gelişmenin ve daha iyi bir kurumsal yapının bankacılık performansını olumlu etkileyeceğini ve dayanıklılığını arttıracığını belirtmektedir.

Son olarak literatür içerisinde bu çalışmaya en yakın olan Topçu ve Öztekin'in (2021) çalışmasında ele alınan noktaların vurgulanması önemli olabilir. İlgili çalışmada yazarlar, Türkiye'de firma performansı ve ekonomik gelişme arasındaki ilişkileri, Borsa İstanbul özelinde incelemişlerdir. Çalışmada ele alınan firmalar; imalat sanayi, toptan ve perakende ticaret, lokantalar, oteller ve mali kuruluşlardan oluşmaktadır. İlgili çalışmada mali kuruluşlar, borsada işlem görenler içerisinde karma olarak ele alınmaktadır. Özellikle çalışmada vurgulanan mali kuruluşlar ve finansal gelişme arasındaki çift yönlü nedensellik ilişkisinin varlığı ile banka performansından finansal gelişmeye doğru ipuçları sunan literatüre yol göstererek, kavramsal çerçevemizi desteklediği görülmektedir.

Netice olarak hem bankacılık performansının hem de finansal gelişmenin ekonomik büyümeyi olumlu etkileyebileceği söylenebilir. Diğer yandan ise finansal gelişmenin her zaman bankacılık karını arttırmayabileceği, çünkü toplam kârlılık artsa dahi rekabetin bankaların kârlılığını azaltabileceği anlaşılmaktadır. Bu noktada bankacılık performans ölçümlerinin daha çeşitli kullanılması ve yalnızca kârlılığa odaklanmayarak genel performans ölçütlerine bakılması bir çözüm olabilecektir. Ayrıca bu göstergelerin finansal gelişmişlik üzerine olan etkilerinin incelenmesi bir yandan finansal sistemin gelişmesinde önemli rol oynayabilecek bankacılık sisteminin ayrıntılı olarak ele alınabilmesini sağlarken bir yandan da gelişmiş finansal sistemler içerisinde bankacılık performans ölçütlerinin nasıl ele alınmasına gerektiğine dair ipuçları sunabilecektir. Literatürde bankacılık performansının finansal gelişme üzerine olan etkilerini araştıran herhangi bir çalışmanın olmadığı göz önüne alınacak olursa, bu çalışma özgün katkısı çerçevesinde hem ilgili literatüre katkı sağlayabilecektir. Bu açıdan destekleyici kanıtlar bir sonraki uygulama bölümünde ele alınmıştır.

Uygulama

Veri Seti

Banka performanslarının finansal gelişmişliğe olan etkilerinin araştırıldığı bu çalışmada, değişkenlere ait gözlemler, ilgili verilerin ulaşılabilirliğine bağlı olarak, 15 adet banka için 2002 ile 2020 yılları arasında yıllık olarak toplanmıştır. Finansal gelişmişlik endeksi IMF tarafından küresel olarak hazırlandığı için en son 2020 yılına ait veriler yayımlanmıştır bu yüzden 2021 ve 2022 yılları veri setine dahil edilememiştir. Bağımlı değişken FDI için kaynak IMF iken, diğer tüm değişkenler için ise TBB veri setlerinden eksiksiz olarak toplanarak (T=19, N=15) 285 adet gözlemden oluşan, dengeli

bir panel veri seti oluşturulmuştur. Değişkenler ve açıklamaları Tablo 1’den görülebilir.

Tablo 1. Değişkenlere Ait Kısaltmalar ve Kaynaklar

Simge	Değişken	Kaynak
FDI	Finansal Gelişmişlik Endeksi	IMF
SYR	Sermaye Yeterliliği Oranı	TBB
BYR	Alınan Kredilerin Toplam Kredilere Oranı	TBB
AKR	Toplam Kredilerin Toplam Mevduata Oranı	TBB
AKO	Ortalama Aktif Karlılık	TBB

Tablo 2. Çalışmaya Dâhil Edilen Bankalar

ALTERNATİFBANK A.Ş.	TÜRKİYE HALK BANKASI A.Ş.	DENİZBANK A.Ş.
CİTİBANK A.Ş.	T.C. ZİRAAT BANKASI A.Ş.	INGBANK A.Ş.
HSBC BANK A.Ş.	TÜRKİYE VAKIFLAR BANKASI T.A.O.	AKBANK T.A.Ş.
QNB FİNANSBANK A.Ş.	TÜRKİYE EKONOMİ BANKASI T.A.Ş.	YAPI VE KREDİ BANKASI A.Ş.
ŞEKERBANK A.Ş.	TÜRKİYE GARANTİ BANKASI A.Ş.	TÜRKİYE İŞ BANKASI A.Ş.

İlgili literatür incelendiğinde finansal gelişim ile ilgili pek çok ölçüt kullanıldığı görülmektedir. Bu anlamda yapılan araştırmalarda finansal gelişmeyi ölçmede, yurt içinde kullanılan özel sektör kredileri (Mulali ve Lee, 2013), geniş para arzı, likit yükümlülük veya bankacılık sektörünün yurt içinde kullandığı krediler (Alam vd., 2015), GSYH (Akıncı vd., 2014), Özel Sektör Kredileri/GSYH (Gümüş ve Koç, 2015), ve enflasyon (Durak ve Gürel, 2014) gibi değişkenlerine atıf yapılmıştır. Buna ek olarak 2016 yılında finansal gelişmeyi temsilen tek gösterge eksikliğini ortadan kaldırmak amacıyla, IMF tarafından finansal piyasalar ve finansal kurumlarda etkinlik, derinlik ve erişim açısından elde edilen verilerden FDI oluşturulmuştur. Finansal gelişme derinlik, erişim ve etkinlik olmak üzere üç kategoride ifade edilmektedir. Etkinlik, finansal kurumların düşük maliyet ve sürdürülebilir gelirle finansal hizmetleri sağlama yeteneği ile finansal piyasa faaliyetlerinin seviyesini; erişim, bireylerin ve şirketlerin finansal hizmetlere ulaşabilmesini; derinlik, piyasaların büyüklüğünü ve likiditesini ifade etmektedir (Şenol, 2019). FDI, IMF tarafından temel bileşenler analizi yöntemi ile hazırlanmaktadır. Bu hesaplama yönteminde endekste yer alan her bir gösterge 0 ile 1 arasında normalleştirilmiştir. “0” değeri ise en düşük finansal gelişme düzeyini “1” değeri ise en yüksek finansal gelişme düzeyini ifade etmektedir (Sahay vd. 2015).

Bankacılık performansının ölçümü ise yine ilgili literatürü (Doğan, 2013; Ünal, 2019; Kevser, 2021; Demir, 2021; Yılmaz ve Yakut, 2021) takip eden dört adet finansal orandan oluşmaktadır. Böylece bankalar açısından en temel finansal göstergelerden birisi olan SYR, bir bankanın kredi, piyasa ve operasyonel riskinin özkaynaklar içerisindeki payı hakkında genel bir bilgi sağlamaktadır (Karavardar ve Çilek, 2020). BYR değişkeni ise pay kısmında yer alan alınan kredilerle banka borç özsermaye oranı ve dolayısıyla riski ile payda kısmında yer alan toplam yani kullanılan kredilerle aktif büyüklüğünün oranından oluşmaktadır. Böylece ticari bir bankanın performansını borç kullanabilme

yeteneği üzerinden ölçebilmektedir. AKR, toplanan mevduatların krediye dönüşümünü göstermektedir (Sakarya ve Gürsoy, 2021) ve bir bankanın temel aracılık işlevini ne ölçüde yerine getirdiği hakkında bilgi içermesi bakımından (Emir ve Atukalp, 2018), finansal performansının ölçümünde temel oranlardan birisi olarak kullanılabilir. AKO ise bankaların varlıklarını hangi ölçüde verimli kullandığını, yatırımlardan elde edilen kar ile ölçen (Dizgil, 2017) önemli bir finansal performans göstergesi olarak ele alınmaktadır.

Son olarak bankacılık performansının ölçümü için ele alınan bankalar, TBB tarafından sektör temsilcileri olarak görülmektedir ve Türkiye'deki en büyük 15 kamu ve özel bankayı kapsamaktadır. Diğer bir deyişle, ele alınan bankaların seçimi finansal sistemi etkileyebilecek kadar mali yapıya sahip olmaları ile bağlantılıdır. Diğer yandan 15 banka için ele alınan zaman boyutu ise veri setinin ulaşılabilirliğine dayanmaktadır. Tüm bu açıklamalar nezdinde oluşturulan veri seti ile gerçekleştirilen uygulama ve sonuçları, sonraki bölümlerde yer almaktadır.

Model

Araştırma modeli eşitlik 1'deki gibi ifade edilebilir.⁷

$$\text{LN}(\text{FDI}_{it}) = \alpha_{it} + \beta_1 \text{LN}(\text{SYR}_{it}) + \beta_2 \text{LN}(\text{BYR}_{it}) + \beta_3 \text{LN}(\text{AKR}_{it}) + \beta_4 \text{LN}(\text{AKO}_{it}) + \varepsilon_{it} \quad (1)$$

Denklem 1'de yer alan i alt imi panel verinin birim (banka) boyutunu, t alt imi ise zaman (yıl) boyutunu ifade etmektedir. Denklemde yer alan α sabit terim, ε ise pür rastsal yürüyüş sürecinde olduğu varsayılan hata terimlerini göstermektedir. LN ön ekleri değişkenlerin modelde logaritmik olarak yer aldığını göstermektedir.⁸ β_i ($i=1, 2, 3, 4$) ise bağımsız değişkenlerin bağımlı değişken üzerindeki tahmin edilmiş etkilerini göstermektedir.

İktisadi teoride değişkenler arasındaki ilişkiler sıklıkla aynı dönemde sirayet etmeyebilir. Zira iktisatta genellikle geçmiş deneyimlerin cari dönem üzerindeki etkileri görülmektedir. Söz konusu durum ekonometri de değişkenlerin gecikmeli değerlerini de dikkate almayı gerektirmiş ve dinamik analizlerin yapılmasına neden olmuştur (Klein, 1973).

Dinamik panel veri analizinde bağımlı ve/veya bağımsız değişkenlerin belirli sayıda gecikmelerinin de yer aldığı modellerde açıklayıcı değişken veya değişkenler ile korelasyonlu hata terimleri şeklinde kendini gösteren içsellik sorunları görülmektedir. İçsellik sorunu Panel Veri ekonometrisinde birinci farklar yöntemi ile giderilmeye çalışılsa da Arellano ve Bond'un (1991) Genelleştirilmiş Momentler (GMM) yönteminin çoğu zaman daha tutarlı ve etkin olduğu görülmüştür (Tatoğlu, 2018a).

Dinamik panel veri modellerinde Anderson ve Hsiao'nun tahmincisinin kullanımı, birinci fark modelinde hata terimlerinin sabit varyanslı ve otokorelasyonsuz olmasına bağlıdır. Fakat çoğu zaman birinci fark hata terimleri negatif otokorelasyonludur. Bu durumda Arellano ve Bond'un (1991) Genelleştirilmiş Momentler (GMM) yönteminin kullanılması daha uygun olacaktır. Arellano ve Bond'un (1991) önerdiği

⁷ Model gösteriminde zaman ve birim etkilerinin olduğu varsayılmakla söz konusu etkilerin olup olmadığı gerekli testlerin yapılmasının ardından belirlenecektir.

⁸ Modelde değişkenlerin düzey değerleri arasındaki fark büyük olduğundan model çift log (log-log) olarak ele alınarak değişkenlerdeki değişimler yüzde olarak ifade edilmektedir.

Genelleştirilmiş Momentler (GMM) yönteminde önce birinci fark modeli araç değişken matrisi olarak kullanılarak dönüştürülmektedir. Daha sonra dönüştürülmüş model Genelleştirilmiş En Küçük Kareler yöntemi ile tahmin edilmektedir. Söz konusu iki aşama sebebiyle Genelleştirilmiş Momentler Tahmincisi'ne iki aşamalı araç değişkenler tahmincisi de denmektedir.

Bağımlı değişkeninin gecikmeli değerinden başka açıklayıcı değişken içermeyen dinamik panel veri modeli eşitlik 2'deki gibi gösterilebilir.

$$Y_{i,t} = \gamma Y_{i,t-1} + \mu_i + \mu_{i,t} \quad (2)$$

Eşitlik 1'deki modelin birinci farkı eşitlik 3'teki gibidir.

$$Y_{i,t} - Y_{i,t-1} = \gamma(Y_{i,t-1} - Y_{i,t-2}) + (\mu_{i,t} - \mu_{i,t-1}) \quad (3)$$

Eşitlik 2'de birinci farkın alınması ile birim etki modelden elimine edilmiştir. Burada $Y_{i,t-1}$ ile $\mu_{i,t-1}$ korelasyonludur. Bu durumda birinci farklar tahmincisi aşağıya doğru sapmalı olacaktır. Denklem 2'deki hata terimi ise $((\mu_{i,t} - \mu_{i,t-1}))$ MA(1) birim köklüdür. Modelde $(Y_{i,t-1} - Y_{i,t-2})$ için uygun araç değişkenler, gecikmeli değerlerdir. $(Y_{i,t-2}, Y_{i,t-3}, \dots, Y_{i,t-n})$. Her bir gecikmeli değişkenin bir önceki fark hata terimi ile korelasyonu sıfırdır. $(E(Y_{i,t-2}(\mu_{i,t} - \mu_{i,t-1})) = 0)$ Örneğin $t=3$ için

$$Y_{i,3} - Y_{i,2} = \gamma(Y_{i,2} - Y_{i,1}) + (\mu_{i,3} - \mu_{i,2}) \quad (4)$$

$\mu_{i,t}$ Otokorelasyonsuz olduğu sürece, $(Y_{i,2} - Y_{i,1})$ ile yüksek korelasyonlu ve $(\mu_{i,3} - \mu_{i,2})$ ile korelasyonsuz olan $Y_{i,1}$ uygun bir araç değişken olacaktır.

$$Y_{i,4} - Y_{i,3} = \gamma(Y_{i,3} - Y_{i,2}) + (\mu_{i,4} - \mu_{i,3}) \quad (5)$$

$(Y_{i,3} - Y_{i,2})$ ile yüksek korelasyonlu $(\mu_{i,4} - \mu_{i,3})$ ile korelasyonsuz olan $Y_{i,1}$ ve $Y_{i,2}$ uygun araç değişkenler olacaktır. Bu durumda araç değişkenler matrisi eşitlik 6'teki gibi gösterilebilir.

$$Z_i = \begin{bmatrix} Y_{i,1} & 0 & 0 & 0 & 0 & 0 & \vdots \\ 0 & Y_{i,2} & Y_{i,1} & 0 & 0 & 0 & \vdots \\ 0 & 0 & 0 & Y_{i,3} & Y_{i,2} & Y_{i,1} & \vdots \\ \vdots & \vdots & \vdots & \vdots & \vdots & \vdots & \ddots \end{bmatrix} \quad (6)$$

Gecikmeli değer dışında bağımsız değişkene de sahip araç değişkenli birinci fark modeline ait matris gösterimi ise eşitlik 7'deki gibi olacaktır.

$$Z' \Delta Y = Z' \Delta Y_{-1} \gamma + Z' \Delta X \beta + Z' \Delta \mu \quad (7)$$

veya

$$Z' \Delta Y = \delta Z' \Delta X + Z' \Delta \mu, \quad \Delta X = [(Y_{i,t-1} - Y_{i,t-2}), (X_{i,t-1} - X_{i,t-2})] = [\Delta Y_{i,t-1}, \Delta X_{i,t-1}] \quad (8)$$

Şeklinde gösterilebilmektedir. $\hat{\Omega}$ hata terimleri varyans kovaryans matrisini göstermek üzere Genelleştirilmiş Momentler (GMM) tahmincisi ise matris gösterimi ile eşitlik 8'deki gibi gösterilmektedir.

$$\hat{\sigma}_{GMM} = (\Delta X' Z (Z' \hat{\Omega} Z)^{-1} Z' \Delta X)^{-1} (\Delta X' Z (Z' \hat{\Omega} Z)^{-1} Z' \Delta Y) \quad (9)$$

Arellano ve Bond'un (1991) Genelleştirilmiş Momentler (GMM) yöntemi altında hata terimleri için otokorelasyon, değişen varyans ve yatay kesit bağımlılık testleri gerçekleştirilmiş, söz konusu iki aşamalı modelin birinci dereceden otokorelasyona ve değişen varyansa dirençli olduğu bilindiğinden ikinci derece otokorelasyon ve yatay kesit bağımlılık üzerinde durulmuştur. Modelde ikinci derecen otokorelasyon sorunu

görülmemiş fakat yatay kesit bağımlılık görüldüğünden etkinlik kayıplarını önlemek üzere modelin dirençli standart hatalar ile tahmin edilmesine karar verilmiştir.

Analiz Çıktıları ve Bulgular

Değişkenlere ait betimsel istatistikler tablo 3'ten izlenebilir. Tablodan görülebileceği gibi bağımlı değişken FDI değişkeni %1 ($\chi^2(02)=7.39$, Sig.>0.01) ve diğer tüm bağımsız değişkenler %10 anlamlılık düzeyinde (sırasıyla soldan sağa, $\chi^2(02)=3.34$, Sig.>0.10; $\chi^2(02)=0.27$, Sig.>0.10; $\chi^2(02)=0.27$, Sig.>0.10; $\chi^2(02)=0.40$, Sig.>0.10) normal dağılmaktadır.

Tablo 3. Değişken Betimsel İstatistikleri ⁹

İstatistik	FDI	SYR	BYR	AKR	AKO
Ortalama	0.473	18.761	18.061	88.908	1.304
Medyan	0.488	16.208	15.691	95.877	1.494
Maksimum	0.540	101.985	63.845	148.863	6.462
Minimum	0.369	7.239	0.000	10.521	-18.270
Std. Sapma	0.053	10.802	13.441	28.810	2.159
Normallik	$\chi^2(02)=7.39^{**}$ [0.025]	$\chi^2(02)=3.34^*$ [0.188]	$\chi^2(02)=0.27^*$ [0.875]	$\chi^2(02)=4.59^*$ [0.101]	$\chi^2(02)=0.40^*$ [0.818]
Gözlem Sayısı	285	285	285	285	285

- ***(%1), ** (%5), * (%10) anlamlılık düzeyinde anlamlılığı simgeler
- χ^2 :Ki-Kare test istatistiği, (parantez içi test serbestlik derecesini içerir.)
- [köşeli parantez içi test olasılık (Sig.) değerini içerir.]
- R: Korelasyon, |R| : Mutlak korelasyon

Araştırma modelinde yer alan değişkenlere ait yatay kesit bağımlılıkların test edilmesi amacıyla yapılan Pesaran (2004) CD test bulguları tablo 4'teki gibidir.

Tablo 4. Pesaran (2004) CD Test Bulguları

Değişken	CD-Test	Sig.	R	R
LNFDI	$\chi^2(105)=44.67^{***}$	[0.000]	1.000	1.000
LNSYR	$\chi^2(105)=6.82^{***}$	[0.000]	0.153	0.347
LNBYR	$\chi^2(105)=21.15^{***}$	[0.000]	0.474	0.681
LNAKR	$\chi^2(105)=29.39^{***}$	[0.000]	0.658	0.680
LNAKO	$\chi^2(105)=18.08^{***}$	[0.000]	0.405	0.556

- ***(%1), ** (%5), * (%10) anlamlılık düzeyinde anlamlılığı simgeler
- χ^2 :Ki-Kare test istatistiği, (parantez içi test serbestlik derecesini içerir.)
- [köşeli parantez içi test olasılık (Sig.) değerini içerir.]
- R: Korelasyon, |R| : Mutlak korelasyon

Pesaran (2004) CD testi sonucu tüm değişkenlerin yatay kesit bağımlılığa sahip olduğu

⁹ Betimsel istatistikler değişkenlerin düzey değerlerine Normal dağılım testleri ise logaritmalarına uygulanmıştır.

görülmüştür (sırasıyla yukarıdan aşağıya, $\chi^2(105)=44.67$, Sig.<0.01; $\chi^2(105)=6.82$, Sig.<0.01; $\chi^2(105)=21.15$, Sig.<0.01; $\chi^2(105)=29.39$, Sig.<0.01; $\chi^2(105)=18.05$, Sig.<0.01). Yatay kesit bağımlılık özelliği gösteren değişkenler için 2.Nesil birim kök testlerinden önerilen, Levin, Lin ve Chu (LLC, 2003) ve Im, Pesaran ve Shin (IPS, 2007) testleri uygulanmıştır (Im ve Pesaran, 2003; Pesaran, 2007). 2.Nesil Diğer yandan FDI değişkeninin birim sabiti bir değişken olduğu bilindiğinden, zaman serisi özelliği gösteren söz konusu değişken için yatay kesit bağımlılığı göz ardı edilmiştir (Tatoğlu, 2018a). FDI değişkeni için 1.Nesil Levin, Lin ve Chu (LLC, 2003) ve Im, Pesaran ve Shin (IPS,2007) testlerinin uygulanmasına karar verilmiştir.

Değişkenlerin durağanlık durumlarının tespit edilmesi amacıyla LNFDI için birinci nesil LLC ve IPS, diğer değişkenler için ise ikinci nesil LLC ve IPS birim kök testleri uygulanmıştır. Birim kök testi bulguları tablo 5'teki gibidir.

Tablo 5. LLC ve IPS Birim Kök Testi Sonuçları

Değişken	LLC		IPS		Sonuç
	Sabit	Sabit ve Trend	Sabit	Sabit ve Trend	
LNFDI ¹⁰	-9.815 ^{(1.00)***} [0.000]	-4.569 ^{(0.00)***} [0.000]	-4.785 ^{(1.00)***} [0.000]	-2.798 ^{(0.00)*} [0.087]	I(0)
LNSYR	-8.0801 ^{(0.20)***} [0.000]	-6.701 ^{(0.33)***} [0.000]	-6.355 ^{(0.20)***} [0.000]	-3.878 ^{(0.33)***} [0.000]	I(0)
LNBYR	-2.525 ^{(0.20)***} [0.006]	-4.135 ^{(0.33)***} [0.000]	-2.217 ^{(0.20)**} [0.013]	-2.103 ^{(0.33)**} [0.035]	I(0)
LNAKR	-3.797 ^{(0.27)***} [0.000]	-6.287 ^{(0.20)***} [0.000]	-2.749 ^{(0.27)***} [0.003]	-5.193 ^{(0.20)***} [0.000]	I(0)
LNAKO	-12.979 ^{(0.07)***} [0.000]	-12.493 ^{(0.00)***} [0.000]	-10.435 ^{(0.07)***} [0.000]	-9.185 ^{(0.00)***} [0.000]	I(0)

- ***(%1), ** (%5), * (%10) anlamlılık düzeyinde anlamlılığı simgeler
- Düzeltilmiş t istatistikleri raporlanmıştır, (parantez içleri optimal gecikme uzunluğu birim ortalamalarını içermektedir.)
- [köşeli parantez içi test olasılık (Sig.) değerini içerir.]
- I(0) değişkenin düzeyde durağan olduğunu göstermektedir

LLC ve IPS birim kök testlerini gösteren Tablo 5'e göre tüm değişkenlerin sabitli ile trend ve sabitli spesifikasyonlar için LNBYR %5 (Sig.<0.05) ve diğer tüm değişkenler için %1 (Sig.<0.01) anlamlılık seviyesinde dışsallık hipotezlerini reddederek düzeyde durağan oldukları ($\approx I(0)$) anlaşılmaktadır.

Tablo 6. Değişkenler Arası Kolerasyon Matrisi

	LNFDI	LNSYR	LNBYR	LNAKR	LNAKO
LNFDI	1.000				
LNSYR	-0.303*** [0.000]	1.000			
LNBYR			1.000		
LNAKR				1.000	
LNAKO					1.000

¹⁰ LNFDI değişkeni birim sabiti bir değişken olduğu için Yatay Kesit Bağımlılığına bakılmaksızın 1.Nesil LLC ve IPS birim kök testlerine tabi tutulmuştur. Diğer değişkenler ise Yatay Kesit Bağımlılık özelliği göstermeleri sebebiyle Yatay Kesit Bağımlılığı dikkate alan 2.Nesil LLC ve IPS birim kök testlerine tabi tutulmuşlardır.

LNBYR	0.307*** [0.000]	-0.424*** [0.000]	1.000 -		
LNAKR	0.640*** [0.000]	-0.647*** [0.000]	0.620*** [0.000]	1.000 -	
LNAKO	-0.051 [0.392]	0.157*** [0.008]	-0.002 [0.968]	-0.079 [0.181]	1.000 -

- ***(%1), ** (%5), * (%10) anlamlılık düzeyinde anlamlılığı simgeler
- [köşeli parantez içi test olasılık (Sig.) değerini içerir.]

Bağımsız değişkenler arasındaki korelasyon katsayıları incelendiğinde ise tamamının mutlak değerce 0.7'nin altında olduğu görülmektedir. Mutlak değerce 0.8'in üzerindeki korelasyon katsayısına sahip bağımsız değişkenlerin aynı modelde yer alması tama yakın çoklu doğrusal bağıntı sorunu şüphesine neden olabilmektedir (Gujarati ve Porter, 2009). Bu bakımdan araştırma modelinde tama yakın çoklu doğrusal bağıntı şüphesinin olmadığı söylenebilir.

Araştırma modeline ait Arellano ve Bond'un (1991) Genelleştirilmiş Momentler (GMM) yöntem tahminleri ve söz konusu tahminci altındaki varsayım sınamaları Tablo 7'da raporlanmıştır.

Tablo 7. Arellano ve Bond (1991) Genelleştirilmiş Momentler (GMM) Tahmin Bulguları

Değişken	Bağımlı Değişken: FDI _t					
	β	S.H ^R	z	Sig.	%95 Alt Sınır	%95 Üst Sınır
LNFDI _{t-1}	0.6002 3	0.06299	9.530***	[0.0 00]	0.47677	0.72370
LNSYR _t	0.0558 6	0.02462	2.270**	[0.0 23]	0.00761	0.10411
LNBYR _t	- 0.0072 6	0.00392	-1.850*	[0.0 64]	-0.01495	0.00044
LNAKR _t	0.1812 3	0.01692	10.710** *	[0.0 00]	0.14807	0.21439
LNAKO _t	- 0.0644 5	0.02528	-2.550**	[0.0 11]	-0.11400	-0.01489
Sabit	- 1.0359 5	0.18676	- 5.550***	[0.0 00]	-1.40200	-0.66990
Tanısal İstatistikler						
Wald Test	$\chi^2(05)= 884.70***$		[0.000]			
Breusch-Pagan	$\chi^2(01)=0.000$		[1.000]			
Sargan	$\chi^2(33)=355.612***$		[0.000]			
Arellan	Lag(1)	z(01)-3.591***		[0.001]		
o-Bond	Lag(2)	z(02)2.592		[0.109]		
White	$\chi^2(14)=68.01***$		[0.000]			

Pesaran	$\chi^2(105)=35.051^{***}$	[0.000]
Normal Dağılım Testi	$\chi^2(02)=1.81$	[0.405]
Gözlem Sayısı	N=15	T=18

- *****(%1), **(%5), *(%10)** anlamlılık düzeyinde anlamlılığı simgeler
- χ^2 : Ki-Kare Test istatistiği, z: Z test istatistiği, (parantez içleri test serbestlik derecelerini içerir.)
- [köşeli parantez içi test olasılık (Sig.) değerini içerir.]
- S.H: Standart Hata, R üst imi Dirençli Standart Hataları ifade eder.

Breusch-Pagan (1980) testi incelendiğinde modelde birim etkisinin olmadığı söylenebilir. Sargan test istatistiği incelendiğinde ise %1 anlamlılık düzeyinde araç değişken geçerliliğinin sağlandığı görülmektedir. Modelde otokorelasyon sorunları incelendiğinde ise birinci mertebeden otokorelasyon sorunu olduğu fakat ikinci mertebeden otokorelasyon sorununa rastlanmadığı görülmektedir. White değişen varyans testi bulguları incelendiğinde ise modelde %1 anlamlılık düzeyinde değişen varyans sorunun olduğu görülmektedir. Pesaran testi bulguları doğrultusunda hata terimleri yatay kesit bağımlılık durumları incelendiğinde %1 anlamlılık düzeyinde yatay kesit bağımlılık görülmektedir. Arellano ve Bond'un (1991) GMM yönteminin birinci derecede otokorelasyona ve değişen varyans dirençli olduğu bilindiğinde değişen varyans ve birinci mertebeden otokorelasyonların etkinlik kaybı oluşturması beklenmemektedir (Tatoğlu, 2018b). Diğer yandan yatay kesit bağımlılık görüldüğünden modelin dirençli standart hatalar ile tahminine karar verilmiştir. Modelin hata terimlerine ait normal dağılım testi bulguları ise hata terimlerinin normal dağılıma uyduğunu göstermektedir. Tahmin edilen model için Wald testi bulguları incelendiğinde modelin %1 anlamlılık düzeyinde istatistiksel olarak anlamlı bir model olduğu görülmüştür.

Tahmin katsayıları incelendiğinde;

LNFDI değişkeninin 1 gecikmeli değerinin LNFDI değişkeni üzerinde %1 anlamlılık düzeyinde istatistiksel olarak anlamlı ve pozitif bir etkisinin olduğu görülmektedir ($\beta=0.60023$, Sig.<0.01). Daha açık bir ifade ile ele alınan dönem boyunca Finansal Gelişmişlik Endeks değişkeninin 1 dönem önceki değeri cari dönem değerini pozitif olarak etkilemektedir.

LNSYR değişkeninin LNFDI değişkeni üzerinde %5 anlamlılık düzeyinde istatistiksel olarak anlamlı ve pozitif bir etkisi saptanmıştır ($\beta=0.05586$, Sig.<0.05). Başka bir ifade ile ele alınan dönem boyunca panel dâhilindeki bankalara ait Sermaye Yeterliliği Rasyosunun artması Finansal Gelişmişlik Endeksini artırmakta, azalması ise azaltmaktadır denilebilir. Temel olarak bankacılıkta sermaye düzenlemelerinin amacı hem kredilerin büyümesini sağlamak hem de kredileri daha güvenli hale getirebilmektir (Ghanem, 2017). Sermaye yeterlilik rasyosunun ne özkaynakların verimli şekilde kullanılmasını engelleyecek derece yüksek ne de risk faktörlerini arttıracak şekilde düşük belirlenmemesi beklenmektedir (Citak ve Göker, 2020). Bu açıdan Türkiye'de finansal sistemin büyük bir parçası olan bankacılık sektörüne SYR ve FDI arasındaki öngörülebilir pozitif ilişkinin ne derecede önemli olduğu anlaşılmaktadır. Diğer bir deyişle, sermaye yeterliliğinin belirlenmesi konusunda doğru ve isabetli kararlar verebilmek, finansal gelişmiş düzeyini doğrudan etkileyebilme potansiyeline sahiptir.

LNBYR değişkenin LNFDI değişkeni üzerinde %10 anlamlılık düzeyinde istatistiksel olarak anlamlı ve negatif bir etkisi saptanmıştır ($\beta=-0.00726$, Sig.<0.10). Ele alınan dönem boyunca panel dâhilindeki bankalara için Alınan Kredilerin Toplam Kredilere Oranı artması Finansal Gelişmişlik Endeksini azaltmakta, azalması ise artırmaktadır denilebilir. Bankacılık performansının ölçülmesi açısından alternatif bir oran olan BYR ve FDI arasındaki ilişkinin öngörülebileceği gibi negatif olmasının temel nedeni, özkaynaklarına ek olarak sermayesine krediler ile katkı sağlayama çalışacak bankaların risk düzeyinde meydana gelen artış olabilir. Neticede alınan krediler ile artacak olan BYR oranı, yine kredilerdeki artışı takip edecek olan risk artışı ile beraber finansal gelişmişliği olumsuz etkileyebilme potansiyeline sahiptir. Diğer yandan özellikle bankaların en önemli gelir kalemlerinden birisini oluşturan toplam kredilerin artması BYR oranını düşürmesine rağmen bekleneneği gibi finansal gelişmişliğin yani FDI artmasına neden olabilir. Çünkü bankacılık sisteminde kullanılan kredilerin, finansal sistem içerisinde sürekli olarak işlevsel olması hem bankacılık sistemi hem de finansal gelişme açısından istenen bir durumdur.

LNAKR değişkenin LNFDI değişkeni üzerinde %1 anlamlılık düzeyinde istatistiksel olarak anlamlı ve pozitif bir etkisi saptanmıştır ($\beta=0.18123$, Sig.<0.01). Başka bir ifade ile ele alınan dönem boyunca panel dâhilindeki bankalara için Toplam Kredilerin Toplam Mevduata Oranının artması Finansal Gelişmişlik Endeksini artırmakta, azalması ise azaltmaktadır denilebilir. Bankacılık performansının yapısal likidite durumunu anlamaya olanak sağlayan AKR, bankacılık sektörünün en önemli aktif kalemi olan krediler ile istikrarlı bir şekilde fon talebini karşılmasına olanak sağlayan mevduatlarının oranlanmasıyla elde edilmektedir. Bu açıdan AKR ve FDI pozitif ilişkisinin dikkatle ele alınması gerekir. Kaydi para yaratma kapasitesinin artmasıyla AKR artış göstermesi, FDI arttırırken aynı zamanda bankaların risk düzeyini de arttıracaktır. Diğer yandan mevduatlar azaldığında ise bankacılık sektörü aktifleri dolayısıyla karlılığı azalacak bu durumda FDI olumsuz yansıyacaktır. Bu noktada bankaların risk düzeylerini gerektiği gibi ayarlayabilmesinin, finansal gelişmişlik açısından olan önemi açıkça görülebilir.

LNAKO değişkenin LNFDI değişkeni üzerinde %10 anlamlılık düzeyinde istatistiksel olarak anlamlı ve negatif bir etkisi saptanmıştır ($\beta=-0.06445$, Sig.<0.10). Ele alınan dönem boyunca panel dâhilindeki bankalara için Ortalama Aktif Karlılığın artması Finansal Gelişmişlik Endeksini azaltmakta, azalması ise artırmaktadır denilebilir. Tahmin katsayısının beklenenin aksine negatif çıkması, bankacılık performansı ve finansal gelişmişlik arasındaki ilişkiyi ele almak için gerekli alternatif bir mekanizmanın varlığına işaret edebilir. Öncelikle bankaların büyüklüğü gösteren aktif toplamının, özel ve kamu sektörüne kullanılan kredileri içerdiğinin göz önünde bulundurulması gerekir. Bu durumda, bankalara yatırılan mevduatlar ve dolayısıyla kaydi para yaratma kapasiteleri arttıkça, aktif toplamı net kardan fazla artış göstereceğinden, Net Kar/Aktif Toplamı ile hesaplanan AKO azalacak ancak FDI artış gösterecektir. Ayrıca bu açıklama, toplam kredilerin toplam mevduata olan oranı ve finansal gelişmişlik arasındaki pozitif ilişkiyi ele alan bir önceki bulgularımızla tutarlıdır. Diğer yandan bankacılık performansının ekonomik büyüme üzerine olan etkilerinin, ele alınan performans göstergelerine duyarlı olabilmesine (Zeqiraj vd., 2020) benzer şekilde, finansal gelişmişliğinde alternatif bankacılık performansı göstergelerine duyarlı olabileceği göz önünde bulundurulmalıdır.

Sonuç

Finansal gelişmişlik düzeyinin artması ve finansal araçlar için alternatifler sunabilmesi, tasarrufların yatırımlara dönüştürülebilmesi, finansal kurumlara erişimi kolaylaştırabilmesi ve işlem maliyetlerini azaltabilmesi gibi birçok bakımdan ülkelerin ekonomik büyümelerini hızlandırmaktadır. Dolayısıyla, finansal sistemin etkinliğinin varlığı ve sürdürülebilmesi, finansal gelişmeyi ve dolayısıyla da ekonomik büyümeyi teşvik etmektedir. Finansal sistemlerin verimliliği ise etkin finansal kurumların varlığıyla doğrudan ilişkilidir. Bu açıdan Türkiye örneklemini için bankacılık sisteminin finansal sistem içerisindeki önemli rolü, bankacılık ve finansal gelişmişlik sistemi arasındaki ilişkinin ele alınmasının önemini vurgulamak açısından önem arz etmektedir.

Bu bağlamda, araştırma kapsamında bankacılık performansının ölçümüne olanak sağlayan çeşitli rasyoların (SYR, BYR, AKR, AKO) finansal gelişmişlik üzerinde etkililerinin incelenmesi amaçlanmıştır. Bu amaç doğrultusunda, Türkiye’de sermaye büyüklükleri açısından önem arz eden 15 adet banka için 2002 ile 2020 yılları arasında yıllık olarak toplanan veriler ile oluşturulan panel veri seti çerçevesinde yapılan yatay kesit bağımlılık testleri çerçevesinde, seçilen birinci ve ikinci nesil birim kök testleri bulguları doğrultusunda değişkenlerin düzeyde durağan değişkenler oldukları görülmüştür. Yapılan birim etki testinde modelin birim etkisiz olduğu görülmüş ve tespit edilen içsellik doğrultusunda Arellano ve Bond Genelleştirilmiş Momentler (GMM) yöntemi kullanılarak model tahminleri gerçekleştirilmiştir. Yapılan tahminleme çerçevesinde Sermaye Yeterliliği Oranı ile Toplam Kredilerin Toplam Mevduata Oranı değişkenlerinin Finansal Gelişmişlik Endeksi üzerinde pozitif yönlü, Alınan Kredilerin Toplam Kredilere Oranı ve Ortalama Aktif Karlılık değişkenlerinin ise negatif yönlü etkileri tespit edilmiştir.

Literatür incelendiğinde bankaların finansal piyasalara etkisi ile ilgili az sayıda çalışmaya rastlanmıştır. Ancak finansal piyasalar ve ekonomik gelişmeye katkısı olan bankaların performans göstergeleri ile ilgili, bankaların finansal performanslarını değerlendiren çalışmalara göre bu göstergeler genellikle kârlılık, sermaye yeterliliği, aktif kalitesi, likidite ve gelir/gider yapısı başlıkları altında ele alındığı görülmektedir (Wu vd., 2009; Doumpos ve Zopounidis, 2010; Uçkun ve Girginer, 2011; Ecer, 2013; Albayrak ve Erkut, 2015; Tezergil, 2016; Yamaltdinova, 2017; Guru ve Mahalik, 2018; Liang vd., 2019).

Bu bağlamda, çalışmada bankaların finansal gelişmişlik üzerine olan muhtemel etkileri araştırılmaktadır. Topçu ve Öztekin (2021) çalışmasında; finansal gelişmişliğin ekonomik büyüme üzerindeki rolüne ve bankacılık sektörünün ekonomik büyüme üzerindeki etkilerine odaklanmıştır. Ozili ve Nidah (2021) çalışmasında da finansal gelişmenin banka karlılığı üzerinde etkisini incelemiştir. Bu çalışmada da 15 ayrı banka performans verileri kullanılarak bu verilerin finansal gelişmişlik üzerindeki etkisi araştırılmıştır.

Elde edilen bu bulguların piyasa düzenleyiciler için anlamı, bankacılık sektöründe sermaye yeterliliği güçlü bankaların ortaya çıkmasını teşvik eden piyasa kolaylaştırıcı politikalar formüle etmeleri gerekebileceğidir. Netice de bu durum, ekonomik büyüme için finansal sistem mevduatlarını ve kredi arzını artırabilir. Diğer yandan vurgulanması gereken bir nokta, sermaye yeterliliğini sağlayarak risk faktörlerinin yükünü azaltan bankaların, kaydı para yaratabilme kapasitelerinin verimli kullanılması gerekliliğidir. Elde edilen bulgular ışığında bu seviyenin bankaların borç-öz kaynak

oranından da etkilenebileceğini, dolayısıyla bu durumun finansal gelişmeye de yansiyebileceğini göstermektedir. Her iki bulgu birlikte ele alındığında politika yapıcılarının kontrollü bir finansal gelişme için, bankacılık risk düzeyini dikkatle takip etmeleri gerektiği söylenebilir. Bu açıdan düzenleyicilerin, bankalarının finansal kalkınmayı teşvik etmedeki rolünü anlamaları ve daha fazla finansal sektör gelişimi için bankalarla iş birliği yapmanın yollarını bulmaları gerekmektedir. Bulguların bir başka sonucu da varlık yöneticilerinin varlık fiyatlandırma ve yatırım kararlarında mevcut finansal gelişmişlik düzeyini, özellikle de finansal sistemin büyüklüğünü dikkate almaları gerekeceğidir. Çalışmanın finansal anlamı ise, finansal gelişmişlik düzeyinin, ülke ekonomisinin önemli sektörlerine etkin kredi ve sermaye tahsisi yoluyla bu sektörlerdeki büyümeyi teşvik ederek finans-büyüme bağlantılarını geliştirebileceğidir.

Gelecekteki çalışmalar bankacılık sektör gelişimi ve finansal kalkınma arasındaki ilişkiyi finansal kalkınma ölçütlerini kullanarak araştırmalıdır. Finansal gelişmişliğin bankacılık sektörünü etkilediği diğer kanallar da incelenebilir. Ayrıca gelecekteki çalışmalar, bu çalışmada kullanılan ekonometrik metodolojinin, finansal gelişmişlik düzeyinin zaten yüksek olduğu diğer gelişmiş ekonomilere nasıl uyarlanabileceğini araştırabilir. Diğer yandan finansal gelişme etkisinin bankacılık sektörünün ötesinde gerçekleşmesi muhtemeldir; bu nedenle, gelecekteki çalışmalar finansal kalkınmanın banka dışı finansal kurumlar ve makroekonomik değişkenler üzerindeki etkisini araştırabilir. Genel olarak literatürdeki çalışmalarda finansal gelişmişliğin bankalar üzerindeki etkisine yoğunlaşmıştır. Çalışma bu anlamda alanında ilk çalışmalardan olma özelliği taşımaktadır. Dolayısıyla mikro anlamda literatüre katkı sağlayacağı düşünülmektedir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%10), 2. Yazar (%60), 3. Yazar (%30) Veri Toplanması: 1. Yazar (%10), 2. Yazar (%60), 3. Yazar (%30) Veri Analizi: 1. Yazar (%10), 2. Yazar (%70), 3. Yazar (%20) Makalenin Yazımı: 1. Yazar (%10), 2. Yazar (%70), 3. Yazar (%20) Makale Gönderimi ve Revizyonu: 1. Yazar (%10), 2. Yazar (%60), 3. Yazar (%30)

Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%10), 2. Author (%60), 3. Author (%30) Data Acquisition: 1. Author (%10), 2. Author (%60), 3. Author (%30) Data Analysis: 1. Author (%10), 2. Author (%70), 3. Author (%20) Writing up: 1. Author (%10), 2. Author (%70), 3. Author (%20) Submission and Revision: 1. Author (%10), 2. Author (%60), 3. Author (%30)

Kaynakça / References

Abu-Bader, S. ve Abu-Qarn, A. S. (2008). Financial development and economic growth: The Egyptian experience. *Journal of Policy Modeling*, 30(5), 887-898.

Ağır, H. (2010). *Türkiye’de Finansal Liberalizasyon ve Finansal Gelişme İlişkisinin Ekonometrik Analizi*, BDDK Kitapları No: 8, Ankara, Türkiye.

Ahmed, F., Kousar, S., Pervaiz, A. ve Shabbir, A. (2022). Do institutional quality and financial development affect sustainable Economic growth? Evidence from South Asian countries. *Borsa Istanbul Review*, 22(1), 189-196.

Akıncı, G. Y., Akıncı, M. ve Yılmaz, Ö. (2014). Finansal gelişmişliğin makroekonomik belirleyicileri: Türkiye için bir VAR modeli. *Uluslararası Alanya İşletme Fakültesi Dergisi*, 6(1), 1-15.

Alam, A., Malik, I. A., Abdullah, A. B., Hassan, A., Awan, U., Ali, G., ... ve Naseem, I. (2015). Does financial development contribute to SAARC’S energy demand? From energy crisis to energy reforms. *Renewable and Sustainable Energy Reviews*, 41, 818-829.

Alam, M. S., Rabbani, M. R., Tausif, M. R. ve Abey, J. (2021). Banks’ performance and economic growth in India: A panel cointegration analysis. *Economies*, 9(1), 38.

Albayrak, Y. S., & Erkut, H. (2015). Banka performans değerlendirmede analitik hiyerarşi süreci yaklaşımı. *İTÜ Dergisi*, 4(6), 47-58.

Alkhazaleh, A. M. K. (2017). Does banking sector performance promote economic growth? Case study of Jordanian commercial banks. *Problems and Perspectives in Management*, 15(2), 55-66.

Ang, J. B. (2008). *Finance and inequality: The case of India*, Monash University, Department of Economics (No. 8, pp. 1-25). Discussion Paper.

Ansari, M. I. (2002). Impact of financial development, money, and public spending on Malaysian national income: an econometric study. *Journal of Asian Economics*, 13(1), 72-93.

Arellano, M. ve Bond, S. (1991). Some tests of specification for panel data: Monte carlo evidence and an application to employment equations. *Review of Economic Studies*, 277-297.

Asafo-Adjei, E., Owusu Junior, P., Adam, A. M., Arthur, C. L., Boateng, E. ve Ankomah, K. (2023). Asymmetric relationships among financial sector development, corruption, foreign direct investment, and economic growth in sub-Saharan Africa. *Cogent Economics & Finance*, 11(1), 2182454.

Aslan, Ö. ve Korap, H. L. (2006). Türkiye’de finansal gelişme ekonomik büyüme ilişkisi. *Muğla Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, (17), 1-20.

Asteriou, D. and Spanos, K. (2019). The Relationship between Financial Development and Economic Growth during the Recent Crisis: Evidence from the EU. *Finance Research Letters*, 28, 238-245.

Aziz, J. ve Duenwald, C. (2002). *Growth-financial intermediation nexus in China*. IMF Working Paper No. WP/02/194, International Monetary Fund: Washington D.C.

Bayar, Y. (2014). Savings, foreign direct investment inflows and economic growth in emerging Asian economies. *Asian Economic and Financial Review*, 4(8), 1106-1122.

Bist, J. P. (2018). Financial development and economic growth: Evidence from a panel of 16 African and non-African low-income countries. *Cogent Economics & Finance*, 6(1), 1449780.

Breusch, T. ve A.Pagan. (1980). The lagrange multiplier test and its applications to model specification in econometrics. *Review of Economic Studies*, 239-253.

Bulut, E. ve Akyüz, G. Ç. (2020). Türkiye’de dijital bankacılık ve ekonomik büyüme ilişkisi. *Marmara Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 42(2), 223-246.

Caporale, G. M., Rault, C., Sova, A. D., and Sova, R. (2015). Financial Development and Economic Growth: Evidence from 10 New European Union Members. *International Journal of Finance and Economics*, 20(1), 48-60.

Citak, F., ve Goker, I. E. K. (2020). Bankacılık sektöründe sermaye yeterlilik rasyosunu belirleyen faktörlerin analizi. *Business and Economics Research Journal*, 11(1), 169-185.

Çilek, A., ve Karavardar, A. (2020). Türkiye’de katılım bankalarının finansal performansının analizi. *Maliye ve Finans Yazıları*, (113), 99-118.

Demir, G. (2021). Özel sermayeli mevduat bankalarında performans analizi: SWARA-RAFSI bütünlük model uygulaması. *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 35(4), 1359-1382.

Demirgüç-Kunt A ve H. Huizinga. (2001). *Financial structure and bank profitability. In financial structure and economic growth: A cross country comparison of banks. Markets. and Development.* Eds. Asli Demirguc-Kunt and Ross Levine. Cambridge. MA: MIT Press.

Dizgil, E. (2017). Türkiye’deki mevduat bankalarının karlılığını etkileyen mikro düzeyli faktörler üzerine ampirik bir araştırma. *BDDK Bankacılık ve Finansal Piyasalar Dergisi*, 11(2), 31-52.

Doğan, M. (2013). Katılım ve geleneksel bankaların finansal performanslarının karşılaştırılması: Türkiye örneği. *Muhasebe ve Finansman Dergisi*, (58), 175-188.

Doumpos, M., & Zopounidis, C. (2010). A multicriteria decision support system for bank rating. *Decision Support Systems*, 50(1), 55- 63.

Durak, G. ve Gürel, E. (2014). Finansal raporların kalitesine etki eden ülkeye özgü faktörler. *Muhasebe ve Finansman Dergisi*, (64), 95-110.

Dutta, N., ve Mukherjee, D. (2018). Can financial development enhance transparency? *Economic Change and Restructuring*, 51, 279-302.

Ecer, F. (2013). Türkiye’deki özel bankaların finansal performanslarının karşılaştırılması: 2008-2011 dönemi, Abant İzzet Baysal Üniversitesi, *Sosyal Bilimler Enstitüsü Dergisi*, 13(2), 171-189

Emir, M., ve Atukalp, M. E. (2018). Türk bankacılık sisteminde mevduat bankalarının aktif kalitesi ve karlılık analizi. *Ataturk University Journal of Economics & Administrative Sciences*, 32(3).

Erim, N. ve Türk, A. (2005), Finansal gelişme ve iktisadi büyüme, *Kocaeli Üniversitesi SBE Dergisi*, 10(2), 21-45.

Ferreira, C. (2016). Does bank performance contribute to economic growth in the European Union? *Comparative Economic Studies*, 58, 174-195.

Ferreira, C. (2017). Relevance of the EU banking sector to economic growth. *International Advances in Economic Research*, 23, 203-215.

Ghanem, A. (2017). The impact of Basel II on the banking strategies in the Middle East and North African (MENA) region. *Journal of Banking Regulation*, 18, 48-60.

Gujarati, D. ve Porter, D. C. (2009). *Basic Econometrics (5th edition)*. West Point: McGraw-Hill Education .

Guru, S., & Mahalik, D.K. (2018). Evaluating and ranking the performance of banks using VIKOR analysis. *The IUP Journal of Bank Management*, 17(3), 26-41.

Gümüş, F.B. ve Koç, M. (2015). Ülkelerin finansal gelişmişlikleri ile enerji tüketimleri arasındaki ilişki: Dört kıta örneği, *Süleyman Demirel Üniversitesi İktisadi İdari Bilimler Fakültesi Dergisi*, 20(2), 151-164

Huang, Y. (2005). *What determines financial development?* Bristol Economics Discussion Papers No. 05/580, Department of Economics, University of Bristol UK.

Huang, Y. (2005). What Determines Financial Development? Bristol Economics Discussion Papers 05/580, Department of Economics, University of Bristol UK.

International Monetary Fund – IMF (2023). <https://www.imf.org/en/Home>

Im, K.S. ve M.H. Pesaran (2003). *On the panel unit root tests using nonlinear instrumental variables*. Cambridge Working Papers in Economics No.0347, University of Cambridge.

Jalil, A. ve Ma, Y. (2008). Financial development and Economic growth: Time series evidence from Pakistan and China. *Journal of economiccooperation*, 29(2), 29-68.

Kartal, M.T. (2018). Bankaların finans sektöründeki önemi. H. Dinçer ve S. Yüksel (Der.), *Finansal İktisat* (s. 5-27). İstanbul, Orion Kitabevi.

Kevser, M. (2021). Banka türlerinin karşılaştırmalı finansal performans analizi: Türkiye için ampirik bir araştırma. *Muhasebe Bilim Dünyası Dergisi*, 23(1), 61-80.

King, R. G. ve Levine, R. (1993). Finance and growth: Schumpeter might be right. *The quarterlyjournal of economics*, 108(3), 717-737.

Klein, L. R. (1973). Dynamic analysis of economic systems. *International Journal of Mathematical Education in Science and Technology*, 4(3), 341-359.

Kumar, R.R., Stauvermann, P.J., Loganathan, N. ve Kumar, R.D. (2015), Exploring the role of energy, trade and financial development in explaining economic growth in South Africa: A revisit. *Renewable and Sustainable Energy Reviews*, 52, 1300-1311.

Le, T. D. ve Ngo, T. (2020). The determinants of bank profitability: A cross-countryanalysis. *Central Bank Review*, 20(2), 65-73.

Levin, A., Lin, C. F. ve Chu, C. S. J. (2002). Unit root tests in panel data: asymptotic and finite-sample properties. *Journal of econometrics*, 108(1), 1-24.

- Levin, A., Lin, C. ve Chu. (1993). *Unit Root Tests in Panel Data: New Results*. University of California at San Diego Discussion Paper, s. 93-56.
- Levine, R. (2005). Finance and growth: Theory and evidence, *Handbook of Economic Growth*, (Volume 1A. Edited by Philippe Aghion and Steven N. Durlauf), 867-934.
- Levine, R. ve Zervos, S. (1998). Stock markets, banks, and economic growth, *The American Economic Review*. 88(3), 537-558.
- Levine, R., Loayza, N. ve Beck, T. (2000). Financial intermediation and growth: causality and causes. *Journal of Monetary Economics*, 46, 31-77.
- Li, G. ve Wei, W. (2021). Financial development, openness, innovation, carbon emissions, and economic growth in China. *Energy Economics*, 97, 105194.
- Liang, D., Zhang, Y., Xu, Z. ve Jamaldeen, A. (2019). Pythagorean fuzzy VIKOR approaches based on TODIM for evaluating internet banking web sit equality of Ghanaian banking industry. *Applied Soft Computing Journal*, 78, 583-584
- Loayza, N. V. Ve Ranciere, R. (2006). Financial development, financial fragility, and growth. *Journal of Money, Credit and Banking*, 1051-1076.
- Mulali, U. ve Lee, J. (2013). Estimating the impact of the financial development on energy consumption: Evidence from the GCC Countries, *Energy*, 60, 215-221.
- Mwenda, A. ve Mutoti, N. (2011). Financial sector reforms, bank performance and economic growth: Evidence from Zambia. *African Development Review*, 23(1), 60-74.
- Nyasha, S. ve Odhiambo, N. M. (2014). Bank-based financial development and economic growth: A review of international literature. *Journal of Financial Economic Policy*. 6(2), 112-132.
- Ozili, P. K. ve Ndah, H. (2021). Impact of financial development on bank profitability. *Journal of Economic and Administrative Sciences*. Erişim Adresi: <https://www.emerald.com/insight/content/doi/10.1108/JEAS-07-2021-0140/full/pdf> Son Erişim: 5 Mayıs 2023
- Pan, F. ve Yang, B. (2019). Financial Development and the Geographies of Startup Cities: Evidence from China. *Small Business Economics*, 52(3), 743-758.
- Pesaran, M. (2007). A Simple Panel Unit Root Test in the Presence of Cross Section Dependence. *Journal of Applied Econometrics*, 265-312.
- Pesaran, M. H. (2004). *General Diagnostic Test for Cross Section Dependence in Panels*. Cambridge: Cambridge Working Papper.
- Sahay, R., Čihák, M., N'Diaye, P., ve Barajas, A. (2015). Rethinking financial deepening: Stability and growth in emerging markets. *Revista de Economía Institucional*, 17(33), 73-107.
- Sakarya, Ş., ve Gürsoy, M. (2021). Bist Bankacılık Endeksi'nde yer alan bankaların finansal performanslarının Entropi Tabanlı Copras ve Aras Yöntemleri ile değerlendirilmesi. *Finans Ekonomi ve Sosyal Araştırmalar Dergisi*, 6(4), 806-819.
- Seetanah, B. (2008). Financial development and economic growth: An ARDL approach

for the case of the smallislandstate of Mauritius. *Applied Economics Letters*, 15(10), 809-813.

Shahbaz, M. (2012), Does trade openness affect long run growth? Cointegration, causality and forecast error variance decomposition tests for Pakistan. *Economic Modelling*, 29(6), 2325-2339.

Shahbaz, M., Ahmed, N., ve Ali, L. (2008). Stock market development and economic growth: ARDL causality in Pakistan. *International Research Journal of Finance and Economics*, 14(1), 182-195.

Shahbaz, M., Khan, S., ve Tahir, M. I. (2013). The dynamic links between energy consumption, economic growth, financial development and trade in China: Fresh evidence from multivariate framework analysis. *Energy economics*, 40, 8-21.

Song, M., Zheng, H., Chen, J. ve Shen, Z. (2023). Alternative risk measurement for the banking system and its nexus with economic growth. *Computers & Industrial Engineering*, 176, 108946.

Şahin, Ü. D. ve Durmuş, Ü. S. (2019). Yapısal kırılmalı testlerle Türkiye'de bankacılık sektörü kredileri ve ekonomik büyüme ilişkisinin analizi. *Mali Çözüm Dergisi*, 29, 33-54.

Şenol, Z. (2019). Finansal gelişim ile insani gelişim arasındaki ilişki: Gelişmiş ve gelişmekte olan ülkeler örneği. *Uluslararası Yönetim İktisat ve İşletme Dergisi*, 15 (2), 341-358.

Tandoğan, D., ve Özyurt, H. (2013). Bankacılık sektörünün ekonomik büyüme ve sürdürülebilir ekonomik kalkınma üzerine etkisi: Türkiye ekonomisi üzerine nedensellik testleri (1981-2009). *Marmara Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 35(2), 49-80.

Tatoğlu, F. Y. (2018a). *Panel Zaman Serileri Analizi*. İstanbul: Beta.

Tatoğlu, F. Y. (2018b). *İleri Panel Veri Analizi*. İstanbul: Beta.

Ting, H. I. (2017). Financial development, role of government, and bank profitability: evidence from the 2008 financial crisis. *Journal of Economics and Finance*, 41(2), 370-391.

Tripathy, N. (2019). Does measure of financial development matter for economic growth in India? *Quantitative Finance and Economics*, 3, 508-525.

Topcu, M., & Öztekin, B. S. (2021). Finansal Gelişme ile Firma Performansı Arasındaki İlişki: Borsa İstanbul'da Sektörel Bir Uygulama. *Maliye ve Finans Yazıları*, (116), 37-56.

Turgut, A., ve Ertay, H.İ. (2016), Bankacılık sektörünün ekonomik büyüme üzerindeki etkisi: Türkiye üzerine nedensellik analizi, *Aksaray Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 8(4), 114-128

Türkiye Bankalar Birliği (TBB) (2023). <https://www.tbb.org.tr/tr>

Uçkun, N., & Girginer, N. (2011). Türkiye'deki kamu ve özel bankaların performanslarının gri ilişki analizi ile incelenmesi. *Akdeniz İ.İ.B.F. Dergisi*, (21), 46-66.

Ünal, E. A. (2019). Özel sermayeli ticari bankalarının finansal performansının SD ve WASPAS Yöntemleri ile ölçülmesi. *Ekonomi Politika ve Finans Araştırmaları Dergisi*, 4(3),

384-400.

Ünalmiş, D. (2002). *The causality between financial development and Economic growth: The case of Turkey*. The Central Bank of the Turkish Republic, Research Department Working Paper, No:3

Valickova, P., Havranek, T. ve Horvath, R. (2015). Financial development and economic growth: A Meta-Analysis, *Journal of Economic Surveys*, 29(3), 506–526.

Voghouei, H., Azali, M. ve Jamali, M. A. (2011). A survey of the determinants of financial development. *Asian-Pacific Economic Literature*, 25(2), 1–20.

Wachtel P. (2001). Growth and Finance: What Do We Know and How Do We Know it? *International Finance*, 4(3), 335-362.

World Bank, (2017). Financial development. Erişim Adresi: <http://www.worldbank.org> Son Erişim: 5 Mayıs 2023

Wu, H. Y., Tzeng, G. H., & Chen, Y. H. (2009). A fuzzy MCDM approach for evaluating banking performance based on balanced scorecard. *Expert Systems with Applications*, 36(6), 10135- 10147.

Xiazi, X., ve Shabir, M. (2022). Coronavirus pandemic impact on bank performance. *Frontiers in Psychology*, 13:1014009.

Yamaltdinova, A. (2017), Kırgızistan bankalarının finansal performanslarının TOPSIS yöntemiyle değerlendirilmesi. *International Review of Economics and Management*, 5(2), 68-87

Yılmaz, Ö., ve Yakut, E. (2021). Entropi temelli TOPSIS ve VIKOR yöntemleri ile bankacılık sektöründe finansal performans değerlendirmesi. *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 35(4), 1297-1321.

Zequiraj, V., Hammoudeh, S., Iskenderoglu, O., ve Tiwari, A. K. (2020). Banking sector performance and economic growth: evidence from Southeast European countries. *Post-Communist Economies*, 32(2), 267-284.

Zeren, F. ve Koç, M. (2013). The Nexus between energy consumption and financial development with asymmetric causality test: New evidence from Newly Industrialized Countries, *International Journal of Energy Economics and Policy*, 4(1), 83-91



2023, 12 (3), 1710-1726 | Araştırma Makalesi

Asimetrik Bilgi Çerçevesinde Mevduat ve Katılım Bankalarının Finansal Performanslarının Değerlendirilmesi

Hülya ER¹

Ahmet GÜLMEZ²

Öz

Asimetrik bilginin, sağlık, sigorta ve banka gibi sektörleri etkilediği ve bu doğrultuda ülke ekonomisi üzerinde de etkili olduğu değerlendirilmektedir. Bu çalışma, asimetrik bilgi çerçevesinde bankaların finansal performanslarının, BIST-100, reel kesim güven ve tüketici güven endeksleri üzerindeki etkilerini incelemeyi amaçlamıştır. Bu kapsamda Türkiye’de faaliyetlerine devam eden mevduat bankaları ve katılım bankalarının 2013Q1-2019Q4 yılları arasındaki verileri, korelasyon, regresyon ve panel veri analizi yöntemleri ile incelenmiştir. Elde edilen veriler ışığında mevduat ve katılım bankalarının likidite/varlık ve sermaye/varlık oranları ile reel kesim güven, tüketici güven ve BIST-100 endeksleri arasındaki ilişki düzeylerinin dönemler içinde yer alan konjoktürel gelişmelere ve zamana göre farklılık gösterdiği sonucuna ulaşılmıştır. Tüketicilerin güveni konusunda katılım bankaları ile mevduat bankalarına duyulan güven arasında bir ayrımın olduğu belirlenmiştir. Tüketicilerin zamana ve konjoktürel gelişmelere göre katılım bankalarını mevduat bankalarına alternatif olarak değerlendirdikleri ve mevduat bankalarının katılım bankalarına oranla tüketici güvenine daha çok ihtiyacının olduğu tespit edilmiştir. Bankaların sermaye/varlık oranına reel kesim güven endeksinin etki ettiği sonucuna ulaşılmıştır. Asimetrik bilgi ortamında, bankacılık ve reel sektörün birbirleri hakkında farklı bilgilere sahip olması ve reel kesim güven endeksindeki değişimler, bankaların sermaye/varlık oranını etkileyebilir. Bu etki doğrultusunda reel kesim güven endeksindeki değişimler bankaların sermaye/varlık oranlarını artırabilir veya azaltabilir. Yapılan çalışmalar doğrultusunda, asimetrik bilginin mevduat bankaları ve katılım bankaları üzerinde farklı etkiler yaratabileceği, bankaların bu konuya daha fazla önem vermelerinin finansal gelişim için önemli bir unsur olduğu değerlendirilmektedir. Asimetrik bilginin bankalar üzerindeki etkisini en aza indirebilmek, bankaların finansal sağlığını artırabilmek için daha fazla öz sermayeye dayalı yöntemlerin uygulanması önerilmektedir. Asimetrik bilgi çerçevesinde bankaların finansal performanslarının incelendiği çalışmaların sınırlı olması sebebiyle bu çalışmanın bankacılık sektörünün gelişimine ve literatüre katkı sunması beklenmektedir.

Anahtar Kelimeler: Finans, İslami Finans, Bankacılık, Katılım Bankacılığı, Panel Veri Analizi

Er, H. & Gülmez, A. (2023). Asimetrik Bilgi Çerçevesinde Mevduat ve Katılım Bankalarının Finansal Performanslarının Değerlendirilmesi . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1710-1726 .
<https://doi.org/10.15869/itobiad.1324254>

Geliş Tarihi	07.07.2023
Kabul Tarihi	14.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, Bolu Abant İzzet Baysal Üniversitesi, Bolu Meslek Yüksekokulu, Finans Bankacılık ve Sigortacılık Bölümü, Bolu, Türkiye, E-posta: hulyaer@ibu.edu.tr, ORCID: 0000-0002-3715-2433

² Prof. Dr., Sakarya Üniversitesi, Siyasal Bilgiler Fakültesi, İktisat Bölümü, Sakarya, Türkiye, E-Posta: agulmez@sakarya.edu.tr, ORCID: 0000-0003-2474-9385



2023, 12 (3), 1710-1726 | Research Article

Evaluation of Financial Performances of Deposit and Participation Banks within the Framework of Asymmetric Information

Hülya ER ¹

Ahmet GÜLMEZ ²

Abstract

It is considered that asymmetric information affects sectors such as health, insurance, and banks, and in this direction, it is also effective on the country's economy. This study aimed to examine the effects of banks' financial performance on BIST-100, real sector confidence, and consumer confidence indices within the framework of asymmetric information. In this context, the data of deposit banks and participation banks operating in Turkey between 2013Q1 and 2019Q4 were analyzed by correlation, regression, and panel data analysis methods. In light of the data obtained, it was concluded that the relationship levels between the liquidity/asset and capital/asset ratios of deposit and participation banks, and the real sector confidence, consumer confidence, and, BIST-100 indices differ according to the cyclical developments in the periods and time. It has been determined that there is a difference between the trust of the participation banks and the deposit banks regarding the trust of the consumers. It has been determined that consumers evaluate participation banks as an alternative to deposit banks according to time and cyclical developments, and deposit banks need consumer confidence more than participation banks. It has been concluded that the real sector confidence index affects banks' capital/asset ratio. In an asymmetric information environment, the banking and real sector have different information about each other and the changes in the real sector confidence index may affect the capital/asset ratio of the banks. In line with this effect, changes in the real sector confidence index may increase or decrease the capital/asset ratios of banks. In line with the studies carried out, it is considered that asymmetric information can have different effects on deposit banks and participation banks and that banks' giving more importance to this issue is an important factor for financial development. To minimize the effect of asymmetric information on banks and to increase the financial soundness of banks, it is recommended to apply more equity-based methods. Due to the limited number of studies examining the financial performance of banks within the framework of asymmetric information, it is expected that this study will contribute to the development of the banking sector and the literature.

Keywords: Finance, Islamic Finance, Banking, Participation Banking, Panel Data Analysis

Er, H. & Gülmez, A. (2023). Evaluation of Financial Performances of Deposit and Participation Banks within the Framework of Asymmetric Information . Journal of the Human and Social Science Researches , 12 (3) , 1710-1726 . <https://doi.org/10.15869/itobiad.1324254>

Date of Submission	07.07.2023
Date of Acceptance	14.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Assistant Professor, Bolu Abant İzzet Baysal University, Bolu Vocational School, Department of Finance, Banking and Insurance, Bolu, Türkiye, E-Mail: hulyaer@ibu.edu.tr, ORCID: 0000-0002-3715-2433

² Prof. Dr., Sakarya University, Faculty of Political Sciences, Department of Economics, Sakarya, Türkiye,, E-Mail: agulmez@sakarya.edu.tr, ORCID: 0000-0003-2474-9385

Giriş

Ekonomik sistem içerisinde üstlendiği işlevleriyle bankalar finansal piyasalarda önemli rol oynamaktadır. Türk bankacılık sisteminde kalkınma ve yatırım bankaları, mevduat bankaları ve katılım bankaları olmak üzere üç adet farklı bankacılık türü bulunmaktadır. İslam dininde faizin haram olması başta olmak üzere dini hassasiyetler ve çeşitli nedenlerle mevduat bankalarına alternatif olarak kurulan katılım bankaları, mevduat bankalarını tercih etmeyen tasarruf sahiplerinin atıl fonlarını bankacılık sistemine dâhil ederek ülke ekonomisine katkı vermektedir. Bankacılık sektörü içerisindeki pazar payını giderek arttıran katılım bankacılığının krizler karşısında da dayanıklı bir yapı çizdiği bilinmektedir.

Bankacılık sektöründe krizlere neden olan olgulardan birisi de asimetrik bilgidir. Asimetrik bilgi kavramı finans sistemi içerisinde, taraflardan birinin diğerine göre daha fazla bilgi sahibi olması şeklinde ifade edilmektedir. Bu kavram 1970 yılında Amerikalı ekonomist Akerlof (1970) tarafından geliştirilmiş ve Akerlof'un "*The Market for Lemons: Quality Uncertainty and the Market Mechanism*" başlığıyla yayımladığı çalışmada geniş olarak üzerinde durulmuştur. George Arthur Akerlof yaptığı çalışmada, taraflar arasında bilgiye sahip olma düzeylerindeki farklılıkların piyasaları etkileyebileceğini belirtmiştir. Bu teorik çerçeve, özellikle finans alanında asimetrik bilgi sorunlarını anlamak ve çözümlenmek için kullanılmakta ve bu konu üzerine yapılan daha fazla araştırmanın yolunu açmaktadır. Akerlof'un yanı sıra, Frederic Stanley Mishkin de asimetrik bilgi çerçevesinde finansal krizlerin nedenleri üzerine dikkat çekici çalışmalar gerçekleştirmiştir. Mishkin (1997), finansal krizler ve asimetrik bilgi arasındaki ilişkiye odaklanmış, finansal sistemde ve özellikle bankacılık sektöründe asimetrik bilginin artması sonucu krizlerin ortaya çıkacağını belirtmiştir. Krizlere sebep olan faktörler arasında faiz oranlarında yükselme, belirsizlikler, borsaların çöküşü ve banka bilançolarının bozulması gibi durumlar asimetrik bilgi çerçevesinde açıklanmıştır. Bu faktörlerin, finansal sistemde asimetrik bilgiyi ve belirsizliği artırabileceği vurgulanmıştır.

Asimetrik bilgi teorisi temelinde, literatürde bankaların finansal performanslarının birçok makroekonomik değişken üzerinde etkili olup olmadığını araştıran çalışmaların olduğu görülmektedir. Fakat mevduat bankaları ile katılım bankaları arasında asimetrik bilgiye özgü çalışmalar sınırlıdır (Sayan 2019; Erer vd., 2019). Bu bağlamda, katılım bankaları ve mevduat bankalarının finansal performanslarına etki eden faktörlerin tespit edilebilmesi için asimetrik bilgi perspektifinden daha fazla araştırma yapılması ve bu alanda literatürün genişletilmesi önemlidir. Bu çalışmanın amacı, asimetrik bilgi çerçevesinde bankaların finansal performanslarının, tüketici güven, reel kesim güven ve BIST-100 endeksi üzerinde etkilerini incelemektir. Bu amaç doğrultusunda, "*bankaların sermaye/toplam varlık ve likidite/toplam varlık oranları ile reel kesim güven endeksi, BIST-100 endeksi ve tüketici güven endeksi değişkenlerinin yıllar içerisindeki ilişki düzeyleri ne yönde değişmekte, bu değişimler bankacılık sektörünü ne denli etkilemekte ve bu değişimlerin ortaya koyduğu sonuçlar nelerdir?*" sorularına yönelik cevap bulunması hedeflenmektedir. Çalışmanın literatüre ve bankacılık sektörünün gelişimine katkı sağlayacağı düşünülmektedir.

Çalışmanın birinci bölümünde, finansal piyasalarda asimetrik bilgi kavramı, ikinci bölümünde asimetrik bilgi kriterleri çerçevesinde mevduat ve katılım bankalarını

kıyaslayan çalışmaların incelenmesi yer almaktadır. Çalışmanın üçüncü bölümünde araştırmannın yöntemi yer alırken dördüncü bölümde ise yapılan analiz bulguları yer almaktadır. Çalışmanın son bölümünde, elde edilen sonuçlar göz önünde bulundurulurken, bankacılık sektörünün mevcut durumu ile bankacılık sektöründe yer alan iki banka türünün asimetrik bilgi çerçevesinde makroekonomik göstergelerden ve piyasa koşullarından etkilenme düzeylerine yönelik değerlendirmeler ve öneriler bulunmaktadır.

Kavramsal Çerçeve

Finansal Piyasalarda Asimetrik Bilgi Kavramı

Ekonominin ihtiyaç duyduğu fon alım ve satım işlemlerinin merkez noktasında finansal piyasalar yer almaktadır (Münyas, 2016, s.3). Finansal piyasaların en önemli işlevlerinden birisi fon ihtiyacı olan birey, kurum ve/veya kuruluşlara kaynak oluşturmak ve bu kaynakların ekonomide en verimli şekilde kullanılmasını sağlamaktır. Finansal sistemlerin bu temel işlevini yerine getirememesi ekonomik büyümeyi engelleyebilecek bir unsur olarak değerlendirilmektedir (Mishkin, 1997, s.56). Bu doğrultuda asimetrik bilgi finansal sistemin etkin ve verimli işleyişini engelleyen önemli faktörler arasında yer almaktadır (Ocampo vd., 2008, s.5). Asimetrik bilgi, piyasalarda bir tarafın diğer tarafa göre daha fazla bilgiye sahip olmasıdır (Mishkin ve Strahan, 1999, s.3).

Finansal istikrarsızlığın, spekülasyon, faiz oranlarındaki değişimler, hisse senedi piyasalarındaki ani düşüşler, likidite sorunları ve asimetrik bilgi gibi faktörlerin birleşmesiyle ortaya çıktığı ifade edilmektedir. Oluşan finansal istikrarsızlık ise zamanla ekonomik krizlere sebep olmaktadır. Dolayısıyla, finansal istikrarsızlığa sebep olabilecek önemli faktörlerin arasında asimetrik bilgi de yer almaktadır (Müslümov ve Aras, 2004, s.57-58). Mishkin, finansal sistem içerisindeki krizleri asimetrik bilgi teorisi çerçevesinde açıklamaktadır. Mishkin (1997), finansal piyasalarda asimetrik bilginin artması sonucunda, asimetrik bilgi sorunlarının tetiklenerek krizlerin ortaya çıkacağını belirtmiştir. Ayrıca, finansal krizlere sebep olan; faiz oranlarındaki artış, belirsizlik, borsa çöküşü ve banka bilançolarının bozulması gibi faktörlerin üzerinde durmuştur.

Psikolojik faktörler, bireylerin ekonomik kararlarını etkilemekte ve rasyonellik varsayımından sapmalarına neden olabilmektedir. John Maynard Keynes'in, ekonomik analizinde "Hayvansal Güdüler" olarak bilinen tüketicilerin duygularına odaklandığı görülmektedir (Demirel ve Artan, 2017, s.417). Shiller ve Akerlof (2010), "Hayvansal Güdüler" adlı kitabında bireylerin ekonomik kararlar alırken insani güdülerin rolünü tekrar ele almaktadır. Yazarlar, bireylerin ekonomik kararlarında sadece mantıksal olgulara yer vermediğini, aynı zamanda hayvansal güdüler olarak tabir edilen, güven, adalet ve umut gibi duygusal unsurlarla da hareket ettiğini belirtmektedir. Ekonomi alanında yapmış olduğu çalışmalarıyla tanınan ve aynı zamanda Nobel Ekonomi Ödülü sahibi de olan Stiglitz, 2008-2009 yıllarında görülen ekonomik krizin ana sebepleri arasında güven unsurunun çöküşünün yer aldığını belirtmiştir (Stiglitz, 2008). Bankaların finansal açıdan istikrarlı bir görünüme sahip olmaları, tüketicilere güven aşılarda ve bu doğrultuda tüketici davranışlarını olumlu yönde etkileyebilmektedir. Finansal sistem içerisinde taraflardan biri diğerine göre daha etkin bir şekilde bilgi kaynaklarına ulaşabilmektedir. Bu durumda daha az bilgiye sahip olan taraf diğer tarafın kararlarını ve davranışlarını takip etme eğilimi sergileyebilmektedir. Yatırımcı

paniğine ve bireylerin sürü davranışı sergilenmesine genellikle asimetric bilgi sebep olmaktadır (Ocampo vd., 2008, s.5-6).

Finansal sistemin temel taşı olarak kabul edilen bankalar, güven endeks verilerini stratejik kararlar almada kolaylık sağlamak için kullanmaktadır. Tüketici güven endeksi (TGE), tüketicilerin bireysel ekonomik durumlarını, genel ekonomik tabloya dair mevcut durum değerlendirmelerini ve geleceğe yönelik ekonomik beklentileri ile yakın zamanda harcama ve tasarruf eğilimlerini ölçmeyi amaçlayan bir göstergedir (TÜİK, 2020). Reel kesim güven endeksi, reel sektörde olan kurum ve kuruluşların ekonomik görünümüne yönelik genel izlenimleri ölçmeyi amaçlamaktadır (TCMB, 2020). Tüketici güven endeksleri gibi reel kesim güven endeksleri de güven ve istikrara bağlı olarak bankaların finansal performanslarını etkileyebilmektedirler. Güven ortamında, bankalar işletmelere kredi vermeye daha istekli olabilir, işletmeler ise kredi taleplerini artırabilir. Bu durum bankaların finansal performansını da olumlu yönde etkileyebilecektir.

Bankaların finansal performansı ile BIST-100 endeksleri arasındaki ilişkiyi ve etkiyi değerlendirmek için asimetric bilgi konusunu göz önünde bulundurmamak önem arz etmektedir. Piyasada oluşan hareketlerin takip edilebilmesi ve yatırım araçlarının kıyaslanması amacıyla farklı özelliklere sahip endeksler hesaplanmaktadır (BIST, 2020). Endeksler, ekonomi ve işletme gibi konuların sosyal olaylarla ilişkisinin varlığı ya da yokluğu hakkında bilgi vermenin yanı sıra, hisse senedi fiyatlarında, piyasaların performansında hisse yatırımcılarına genel bilgiler içermektedir. BIST-100 endeksi, hisse senedi piyasasında temel endeks olarak kullanılmaktadır (Demir, 2014, s.25-26). Tüketicilerin kendi düşünce ve fikirlerine dair inançlarının yüksek oluşu, gelecekte oluşacak olan ekonomik tabloya karşı da güçlü bir güven duygusu ile bakmalarına zemin hazırlayabilir. Güven duygusunun yüksek olduğu ekonomik ortamlarda tüketiciler borsaya karşı da iyimser bir tavır ile daha fazla yatırım yapma eğiliminde olabilmektedir (Hsu vd., 2011). Borsadaki hisse senedi fiyatlarının artması yatırımcılar tarafından olumlu olarak yorumlanmaktadır (Jansen ve Nahuis, 2003). Fakat yatırımcıların ekonominin kötüye gideceği düşüncesinden hareketle hisse senetlerini satma eğiliminde olmalarının da hisse senedi piyasasında olumsuz bir hava oluşturabileceği bilinmektedir (Chen, 2011, s.227). Bankaların finansal performansındaki sorunlar, BIST-100 endeksinin performansında olumsuz etkiler neden olabilir. Ayrıca, borsadaki düşüşler de finansal piyasalar içerisinde yer alan işletmelerin net değerlerinde düşüşlere ve asimetric bilgi sorununun getirdiği olumsuzlukların artmasına neden olabilir (Mishkin, 1997, s.65).

Asimetric bilgi çerçevesinde, faiz oranlarındaki artış bankaların faiz ödemelerini artırarak likiditelerinin azalmasına ve dolayısıyla bilançolarının da bozulmasına yani öz sermayelerinin azalmasına sebep olmaktadır (Hahn ve Mishkin, 2000, s.5). Bankaların öz sermayelerinin yeterli düzeyde olması yatırımcıları korumakta ve yatırım yapma konusunda onlara güven vermektedir. Ayrıca, bankaların likidite yetersizliği, paydaşların bankaya olan güvenini sarsmaktadır (Takan ve Acar, 2018, s.51-52). Banka bilançolarının bozulması asimetric bilginin meydana getirdiği sorunları arttırırken bankaların kredi sunma yeteneklerinde de azaltıcı bir etki yapmaktadır (Mishkin, 1997, s.64). Bankaların aktiflerindeki azalışlar, piyasa güvenilirliğine ve öz sermaye azalışlarına sebep olmaktadır. Bankanın öz sermayesi ne kadar düşükse, iflas etme ihtimali o kadar yüksek olarak yorumlanabilir. Öz sermayesi güçlü olan bankalar

iflastan uzak ve güven verici algılanırken, öz sermaye düşüklüğü bunun tersine bir yoruma sebep olmaktadır (Parasız, 2007, s.85). Bankaların bilanço yapısını ölçmek için birçok oran geliştirilmiştir. Banka sermaye/varlık oranları (SVO), bir bankanın sahip olduğu öz sermaye miktarının toplam varlık miktarına oranını ifade etmektedir (Takan ve Acar, 2018, s.51-52). Likidite/varlık oranları (LVO), toplam varlıklar içinde bankanın likiditesinin oranını ifade etmektedir. Likidite oranı ne kadar yüksekse müşterilerin ve yatırımcıların bankaya güveni artmakta, aksi durumda ise güven sarsılmaktadır (Yurttadur ve Demirbaş, 2017, s.99).

Literatür İncelemesi

Bankacılık sektörü içerisinde yer alan katılım bankalarının mevduat bankalarına göre daha istikrarlı olduğu birçok bilim insanı tarafından kabul edilmekte ve bu durum yapılan çalışmalarla desteklenmektedir. Büyük Buhran'a kredi sistemindeki istikrarsızlığın sebep olduğu ve piyasaya duyulan güvenin sarsılmasına sebep olduğu ifade edilmektedir. Yatırımların öz sermayeye dayalı olmasının finansal istikrarsızlık karşısında tehlike azaltıcı bir rol üstlendiği belirtilmektedir (Simons, 1948, s.320; Siddiqi, 2006, s.6; Chapra, 2019, s.98). Yapılan çalışmalarda, katılım bankacılığının mevduat bankacılığına oranla daha istikrarlı bir görünüme sahip olduğu ve verimlilik oranının yüksek olduğu tespit edilmiş olup, bu durumun da asimetric bilgi sorunuyla daha az karşılaşılmasına katkı sağladığı ifade edilmektedir (Al-Jarhi, 2002; Sadr ve Iqbal, 2002; Khan ve Mirakhor, 1994). Katılım bankacılığının kendine has prensipleri, müşteri ilişkileri tarzı ve şeffaflık gibi faktörlere bağlı olarak asimetric bilgi sorununu mevduat bankacılığına oranla daha iyi ele ele aldığı bilinmektedir (Al-Jarhi, 2021, s.335).

Finansal performans açısından bankacılık sektörünün iki önemli aktörü olan mevduat bankacılığı ve katılım bankacılığını karşılaştıran çalışmaların olduğu görülmektedir (Parlakkaya ve Çürük 2011; Iqbal 2012; Gökalp 2014; Toraman vd. 2015; Yurttadur ve Demirbaş 2017; Tuncay 2018). Parlakkaya ve Çürük (2011) çalışmalarında, kârlılık ve likidite oranları açısından katılım bankaları ve mevduat bankalarının arasında fark olduğunu tespit etmişlerdir. Iqbal (2012), likidite yönetimi konusunda İslami bankaların mevduat bankalarına oranla daha üstün bir performans sergilediği sonucuna ulaşmıştır. Gökalp (2014), mevduat bankalarının 2008 ekonomik krizi öncesinde katılım bankacılığında daha yüksek bir likidite oranlarına ve sermaye yapısına sahip olduklarını tespit etmiştir. Yurttadur ve Demirbaş (2017)'ın çalışmasında, katılım bankalarının öz sermaye kullanımında mevduat bankalarına göre daha düşük seviyede olduğu görülmüştür. Tuncay (2018) çalışmasında, katılım bankalarının aktif büyüklüklerinin mevduat bankalarına oranla daha düşük düzeyde olduğu sonucuna ulaşmıştır.

Asimetric bilgi teorisi ilk olarak Akerlof (1970) tarafından incelenmiş olup, ekonomi biliminin yanı sıra finans alanında da kullanılmıştır. Akerlof, piyasada işlem yapan taraflar arasında bilginin asimetric olarak dağılması sonucunda oluşan farklılıkların piyasalar üzerindeki etkisini incelemiştir. Mishkin (1997) ise finansal krizler ve asimetric bilgi arasındaki ilişkiye odaklanmış ve finansal piyasalarda asimetric bilgi düzeyinin artmasının ekonomik krizlere neden olacak bir faktör olduğunu ifade etmiştir. Mishkin, asimetric bilgi probleminin nedenleri arasında banka bilançolarının bozulması, belirsizlik, faiz oranlarındaki artış ve borsa çöküşü olmak üzere dört ana unsur üzerinde durmuştur. Bu çalışmalar öncülüğünde, asimetric bilgi sorununu temel alan çalışmalar incelendiğinde, banka finansal performanslarının birçok

makroekonomik değişkenler arasında ilişki ölçen ve bu değişkenlerin ülke ekonomisi üzerinde etkili olup olmadığını araştıran çalışmaların olduğu görülmektedir. Yapılan çalışmalarda, asimetrik bilginin artması durumunda bankaların kredi verme davranışlarında farklılık gözlemlendiği tespit edilmiştir (Jaffee ve Russell 1976; Stiglitz ve Weiss 1981; Müslümov ve Aras 2004; Okuyan 2009; Fidan 2011). Ekiz (2006), faiz oranlarındaki artışın bankaların kârlılığını azalttığı sonucuna ulaşmıştır.

Asimetrik bilgi kriterleri çerçevesinde yapılan bazı çalışmalarda ise, "Tüketici Güven Endeksi" ile "BIST-100 Endeksi" arasında ilişkinin bulunduğu sonucuna ulaşılmıştır. Bazı çalışmalarda, tüketicilerin ekonominin geleceğine dair güven duygusunu hissetmesinin ve iyimser bakış açısının borsaya yatırımı arttıracığı tespit edilmiştir (Hsu vd. 2011; Tekin ve Cengiz 2018; Baştürk 2020). Gürgür ve Kılınç (2015), tüketici güveni endeksinin finansal ve makroekonomik değişkenlerden etkilendiğini bulmuştur. Kurt (2018), tüketicinin ekonomiye dair istikrar ve güven duymasının tüketici kredileri üzerinde olumlu bir etkisinin olduğunu aksi durumun ise tüketici kredilerinin azaltıcı bir etkisinin olduğunu tespit etmiştir. Kaygısız (2019), makroekonomik değişkenlerin "Tüketici Güven Endeksi" ile "Reel Kesim Güven Endekslerini" etkilediği sonucuna ulaşmıştır. Sayan (2019), 2008 küresel ekonomik krizin asimetrik bilgi teorisi kapsamında katılım ve mevduat bankaları üzerindeki etkilerini incelemiş, sonuç olarak her iki bankanın piyasa koşulları ve makroekonomik göstergelerden etkilenme seviyelerinde değişikliklerin bulunduğu sonucuna ulaşmıştır.

Araştırmanın Yöntemi

Bu çalışmanın amacı, asimetrik bilgi çerçevesinde 2013Q1-2019Q4 yılları arasında bankaların finansal performanslarının, "tüketici güven", "reel kesim güven" ve "BIST-100 endeksi" üzerinde etkilerini incelemektir. Çalışmanın verileri, "Merkez Bankası Elektronik Veri Dağıtım Sistemi (EVDS)", "İslami Finansal Hizmetler Kurulu (İFSB)", "Borsa İstanbul (BIST)", "Bankacılık Düzenleme ve Denetleme Kurumu (BDDK)", "Dünya Bankası" ve "Türkiye İstatistik Kurumu (TÜİK)" kuruluşlardan toplanmıştır. Elde edilen verilere korelasyon, regresyon testi ve panel veri analizi uygulanmıştır. Çalışmada, iki farklı panel regresyon modeli kurgulanmıştır.

$$SVO = \beta_0 + \beta_1 (BIST-100) + \beta_2 (TGE) + \beta_3 (RKGE) \quad (1)$$

$$LVO = \beta_0 + \beta_1 (BIST-100) + \beta_2 (TGE) + \beta_3 (RKGE) \quad (2)$$

Yukarıda yer verilen ilk modelde bağımlı değişken sermaye /toplam varlık oranını (SVO) ifade ederken, ikinci modelde bağımlı değişken likidite /toplam varlık oranını (LVO) göstermektedir. İki modelde yer alan bağımsız değişkenler ise, Borsa İstanbul (BIST)'da belli pazarda işlem gören 100 hisse senedi (BIST-100), tüketici güven endeksi (TGE) ve reel kesim güven endeksi (RKGE) ile belirtilmektedir. Ayrıca, modelde β_0 sabit, β_1 , β_2 , β_3 bağımsız değişkenlerin parametrelerini göstermektedir.

Araştırma analizinde, korelasyon testinde uygun yöntemin belirlenmesi amacıyla verilerin dağılımında normallik testi yapılmıştır (Karasar, 2012). Kolmogorov Smirnov Testi sonucunda, SVO ve LVO parametrelerinin normal dağılıma uymadığı görülmüştür. Bu nedenle analizde Spearman's Rho korelasyonu ve kısmi korelasyon (partial correlation) tercih edilmiştir. Verilerde durağanlık için eş bütünleşme, otokorelasyon ve birim kök testleri kullanılmış olup birim kök içeren ve durağan olmayan serilerin durağanlığı için logit yöntemi tercih edilmiştir. Çalışmada birim kök

analizi için, ikinci nesil testlerden Pesaran (2007) tarafından geliştirilen CADF ve CIPS testleri kullanılmıştır. Drukker testi ile otokorelasyon incelenmiş olup bu işlemde sonra Hausmann testi uygulanmıştır. İstatistiki analizler Stata MP 14.0 ve SPSS paket programı ile yapılmıştır.

Araştırma Bulguları

Mevduat bankaları ve katılım bankalarının SVO ile TGE, RKGE ve BIST-100 endeksi arasındaki ilişki ölçümüne dair analiz sonuçları Tablo 1’de yer almaktadır.

Tablo 1: Bankaların SVO İle TGE, RKGE ve BIST-100 Endeksi Arasındaki İlişki Sonuçları

Değişkenler		Mevduat Bankaları		Katılım Bankaları	
		r	p	r	p
SVO-TGE	Spearman’s rho	-0.301	0.120	0.343	0.074
	Yıl ve dönem kontrollü	-0.532*	0.005	-0.322	0.109
SVO-RKGE	Spearman’s rho	-0.356	0.063	0.001	0.998
	Yıl ve dönem kontrollü	-0.249	0.221	-0.162	0.430
SVO-BIST-100	Spearman’s rho	-0.168	0.393	-0.602*	0.001
	Yıl ve dönem kontrollü	-0.068	0.740	-0.247	0.224

Tablo 1’de yer alan korelasyon analizi sonuçları incelendiğinde, mevduat bankalarında SVO ile TGE arasındaki ilişkinin bulunmadığı ($p>0.05$), yıl ve dönem kontrollü korelasyon analizinde ise ilişkinin yer aldığı tespit edilmiştir ($r=-0.532$; $p<0.01$). Mevduat bankalarının SVO ile RKGE arasında ve mevduat bankalarının SVO ile BIST-100 endeksi arasında yapılan her iki analizde de ilişkinin olmadığı tespit edilmiştir ($p>0.05$). Katılım bankalarında SVO ile TGE arasında hem Spearman’s rho hem de yıl ve dönem kontrollü korelasyon analizinde bir ilişkiye rastlanılmamıştır ($p>0.05$). Ayrıca, katılım bankalarının SVO ile RKGE arasında her iki korelasyon analizinde bir ilişki tespit edilmemiştir ($p>0.05$).

SVO ile BIST-100 arasında yıl ve dönem kontrollü korelasyon analizinde bir ilişki tespit edilememiş olup ($p>0.05$), Spearman’s Rho korelasyon analizinde bir ilişki olduğu görülmüştür ($r=-0.602$; $p<0.01$).

Mevduat ve katılım bankalarının LVO ile TGE, RKGE ve BIST-100 endeksi arasındaki ilişkinin tespiti için Spearman rho korelasyon analizi ve yıl/dönem kontrollü korelasyon analizleri yapılmış olup bu analizlere dair sonuçlar Tablo 2’de yer almaktadır.

Tablo 2: Bankaların LVO ile TGE, RKGE ve BIST-100 Endeksi Arasındaki İlişki Sonuçları

Değişkenler		Mevduat Bankaları		Katılım Bankaları	
		r	p	r	p
LVO-TGE	Spearman’s rho	0.654*	0.000	-0.200	0.307
	Yıl ve dönem kontrollü	0.372	0.061	-0.485*	0.012
LVO-RKGE	Spearman’s rho	0.243	0.212	-0.352	0.066
	Yıl ve dönem kontrollü	0.397*	0.045	-0.373	0.061
LVO-BIST-100	Spearman’s rho	-0.776*	0.000	0.012	0.951
	Yıl ve dönem kontrollü	0.201	0.325	-0.124	0.547

Analiz sonuçlarına göre mevduat bankalarının LVO ile TGE arasındaki ilişki tespit edilirken ($r=0.654$; $p<0.01$), yıl ve dönem kontrollü korelasyon analizinde bir ilişkinin

varlığına rastlanılmamıştır ($p>0.05$). RKGE ile mevduat bankalarının LVO arasında Spearman's rho korelasyon analizine göre bir ilişki bulunmazken ($p>0.05$), yıl ve dönem kontrollü korelasyon analizinde pozitif yönde bir ilişkinin olduğu sonucuna ulaşılmıştır ($r=0.397$; $p<0.05$). BIST-100 ile LVO arasında mevduat bankalarında negatif yönlü ($r=-0.776$; $p<0.01$), bir ilişki tespit edilmiş olup, aynı ilişkiye yıl ve dönem kontrollü analizde rastlanılmamıştır ($p>0.05$). Katılım bankalarında TGE ile LVO arasında Spearman's rho korelasyon analizinde bir ilişki tespit edilememiştir ($p>0.05$). Aynı değişkenlere dair yıl ve dönem kontrollü korelasyon analizinde ise negatif yönlü bir ilişkinin olduğu sonucuna ulaşılmıştır ($r=-0.485$; $p<0.05$). Her iki korelasyon analizi sonuçlarında, katılım bankalarının LVO ile RKGE arasında ilişkinin olmadığı görülmüştür. Reel kesim güven endeksine benzer şekilde, katılım bankalarının LVO ile BIST-100 endeki arasında bir ilişki bulunamamıştır ($p>0.05$).

Panel veri analizi yapılırken sonuçların tutarlı olması için seriler arasında yatay kesit bağımlılığı olup olmadığına dikkat edilmelidir (Breusch ve Pagan, 1980; Pesaran, 2004). Bu çalışmada, yatay kesit bağımlılığı tespiti için ikinci nesil testler arasında yer alan Pesaran (2007) tarafından literatüre kazandırılmış olan CADF ve CIPS testleri uygulanmıştır. Test sonuçlarında SVO ve LVO parametrelerinin birim kök içerdiği tespit edilmiş olup, birim kök içermeyene kadar farklar alınmıştır. İkinci dereceden farklarda birim kök yer almadığı tespit edilmiştir. Bu durumun yanında otokorelasyon tespiti için Drukker (2003) testi uygulanmış ve SVO serisinin üçüncü farkında, LVO serisinin ikinci farkında otokorelasyonun yer almadığı sonucuna ulaşılmıştır. Dolayısıyla elde edilen sonuçlar ışığında LVO için ikinci, SVO için üçüncü derece farklar kullanılmıştır. Panel veri modelinin bulunması için Hausman (1978) testi yapılmış olup test sonucunda random etki modeli kabul edilmiştir. Tablo 3'te panel veri analizine dair sonuçlar yer almaktadır.

Tablo 3: Panel Veri Analizi Sonuçları

SVODF3	β	Std. Hata	z	P>z	95% Güven aralığı	
					Minimum	Maksimum
BIST-100	-0.0376	0.0366	-1.03	0.305	-0.1094	0.0342
TGE	0.2291	1.2910	0.18	0.859	-2.3012	2.7595
RKGE	-2.3871	1.1159	-2.14	0.032	-4.5742	-0.2000
Sabit	367.3427	98.5130	3.73	0.000	174.2608	560.4245
R ² : 0.1723; X ² (3): 10.83; p=0.0127						
LVODF2	β	Std. Hata	z	P>z	95% Güven aralığı	
					Minimum	Maksimum
BIST-100	0.1299	0.1169	1.11	0.266	-0.0991	0.3590
TGE	2.9151	4.1177	0.71	0.479	-5.1554	10.9858
RKGE	-7.1325	3.5591	-2.00	0.045	-14.1083	-0.1568
Sabit	491.2366	314.6828	1.56	0.119	-125.5499	1108.023
R ² : 0.0956; X ² (3): 5.69; p=0.1275						

Tablo 3'te, panel veri analizi sonuçlarına göre, bankacılık sisteminde RKGE'nin bankaların SVO düzeylerinde etkisinin olduğu tespit edilmiştir ($p<0.05$). Fakat SVO değerleri üzerinde TGE ve BIST-100 endeksinin etkili olmadığı sonucuna ulaşılmıştır ($p>0.05$). Bankaların, LVO üzerinde sadece RKGE parametresinin etkisinin olduğu ($p<0.05$) tespit edilmiştir.

Bankaların SVO ve LVO ile TGE, RKGE ve BIST-100 endeksinin uyum farkları logit model vasıtasıyla test edilmiştir. Bağımlı değişken normal dağılıma uymadığı için bağımlı değişkenin logaritması alınmıştır. Logit model analizine dair sonuçlar Tablo 4 ve 5'te yer almaktadır.

Tablo 4: Logit Model Sonuçları

Ln SVO	Standart olmayan katsayılar		Standardize katsayılar	t	P
	B	Std. Hata	Beta		
Tüm bankalar					
(Constant)	26,665	39,423		,676	,502
BIST100	-6,339E-5	,000	-,065	-,259	,797
TGE	-,006	,007	-,209	-,815	,419
RKGE	,002	,006	,060	,269	,789
Yıl	-,012	,019	-,176	-,612	,544
Dönem	-,002	,019	-,016	-,099	,921
R ² : 0.071; F: 0.269; p>0.01					
Mevduat					
(Constant)	19,977	12,974		1,540	,138
BIST100	-6,709E-7	,000	-,003	-,008	,993
TGE	-,006	,002	-,878	-2,681	,014
RKGE	,001	,002	,150	,524	,606
Yıl	-,008	,006	-,488	-1,327	,198
Dönem	,000	,006	-,023	-,117	,908
R ² : 0.143; F: 1.901; p>0.01					
Katılım					
(Constant)	33,354	17,781		1,876	,074
BIST100	,000	,000	-,334	-1,141	,266
TGE	-,005	,003	-,493	-1,659	,111
RKGE	,002	,003	,210	,810	,427
Yıl	-,015	,009	-,582	-1,744	,095
Dönem	-,003	,009	-,065	-,355	,726
R ² : 0.294; F: 3.247; p<0.05					

Tablo 4'te görüldüğü üzere, sadece mevduat bankalarında TGE' nin SVO üzerinde negatif yönlü bir etkisinin olduğu bulunmuştur.

Tablo 5: Logit Model Sonuçları

Ln LVO	Standart olmayan katsayılar		Standardize katsayılar	t	p
	B	Std. Hata	Beta		
Tüm bankalar					
(Constant)	71,816	184,375		,390	,699
BIST100	2,789E-5	,001	,006	,024	,981
TGE	-,006	,032	-,044	-,171	,865
RKGE	-,001	,027	-,009	-,040	,968
Yıl	-,034	,091	-,108	-,370	,713
Dönem	-,002	,089	-,003	-,017	,987
R ² : 0.093; F: 0.061; p>0.01					
Mevduat					
(Constant)	100,548	11,827		8,501	,000
BIST100	-2,672E-6	,000	-,003	-,036	,971
TGE	,002	,002	,106	1,140	,266
RKGE	,001	,002	,064	,787	,440
Yıl	-,049	,006	-,869	-8,347	,000
Dönem	,003	,006	,032	,567	,576
R ² : 0.931; F: 74.197; p<0.01					
Katılım					
(Constant)	43,083	45,897		,939	,358
BIST100	5,846E-5	,000	,068	,205	,840
TGE	-,013	,008	-,560	-1,667	,110
RKGE	-,004	,007	-,155	-,526	,604
Yıl	-,019	,023	-,311	-,824	,419
Dönem	-,006	,022	-,058	-,282	,781
R ² : 0.097; F: 1.580; p<0.05					

Tablo 5'te görüldüğü üzere, bankaların LVO ile TGE, RKGE ve BIST-100 endeksinin uyum farklarına yönelik yapılan logit model sonuçlarında ise, sadece mevduat bankalarında yılın LVO üzerinde negatif yönlü etkisinin olduğu görülmüştür.

Sonuç

Asimetrik bilgi ortamı, bankalara duyulan güvenin azalmasına sebep olabilir. Tasarruf sahipleri bankaların güvenilirliği konusunda şüphe duyarlarsa, bankaların bilançolarının bozulduğunu görürlerse, piyasada oluşan kötü haberler yayılırsa, belirsizlik ortamlarında panikleyebilirler ve birçok kişi aynı anda fonlarını geri çekmek için bankalara hücum edebilir. Bu durum, bankaların finansal performanslarını olumsuz etkileyebilir ve özellikle bankaların likidite sorunlarıyla karşılaşmasına sebep olabilir. Bu çalışmanın amacı, asimetrik bilgi çerçevesinde bankaların finansal performanslarının, tüketici güven, reel kesim güven ve BIST-100 endeksi üzerinde etkilerini incelemektir.

Bu çalışmanın temel bulguları arasında, tüketici güven endeksinin artması durumunda mevduat bankalarının sermaye/varlık oranlarında düşüş olduğunun tespiti yer almaktadır. Ayrıca, bankaların konjonktürel gelişmeler çerçevesinde hareket ettikleri, bankaların kredi taleplerini karşılamak için daha fazla riskli kredi vermelerine yönelik bir eğilim sergiledikleri ifade edilebilir. Mevduat bankalarının LVO ile TGE arasında konjonktürel gelişmeler temelinde, değişken ve geçici bir ilişkinin yer aldığı tespit edilmiştir. Bu durumun tüketicilerin harcama eğilimlerindeki değişikliklerinde bankaların bu taleplere değişken yanıtlar verdiğinin bir yansıması olabileceği değerlendirilmektedir. Mevduat bankaların LVO ile RKGE arasında bir ilişki olduğu tespit edilmiştir. Bu doğrultuda reel kesimin güvenin artması sonucunda yatırımların arttığını ve bu artışta bankaların da aracı rolünün olduğunu söylemek mümkündür. Mevduat bankaların SVO ile BIST-100 endeksi arasında bir ilişki bulunamamıştır. Buradan hareketle Türkiye'de yer alan borsa yatırımcılarının ağırlıklı olarak yabancı olmaları ve borsa yatırımcısının kısa vadeli yatırımcı olmasının yanında borsa yatırımcısı ile banka yatırımcısının aynı profilde olmayışının bu sonuca etki ettiği değerlendirilebilir. Mevduat bankalarının LVO ile BIST-100 endeksi arasında bir ilişki olduğu görülmüştür. Bu sonuç ışığında borsanın zamandan bağımsız bir şekilde bankalara önemli bir rakip olduğu değerlendirilebilir. Ayrıca yatırımcı açısından bakıldığında ise yatırımcıların borsayı alternatif bir yatırım aracı olarak değerlendirdiği sonucuna ulaşılabilir.

Katılım bankalarının SVO ile TGE arasında bir ilişkiye rastlanılmamıştır. Bu sonuca etki eden faktörler arasında, katılım bankalarının pazar payının küçük olması ve tüketicilerin katılım bankalarını tercih nedenlerinin daha çok dini gerekçeler olmasının yer aldığı söylenebilir. Katılım bankalarında LVO ile TGE arasında ilişki tespit edilmiştir. Bu sonuç, tüketicilerin zamana ve konjonktürel gelişmelere göre katılım bankalarını mevduat bankalarına alternatif olarak değerlendirdiklerini göstermektedir. Katılım bankalarının SVO ile RKGE arasında bir ilişki olmadığı tespit edilmiştir. Katılım bankalarının, mevduat bankalarının yanında pazar payının çok küçük olması ve reel kesim ile bu bankalar arasındaki ilişkinin sınırlı olmasının bu sonuca etki ettiği değerlendirilebilir. Katılım bankalarının SVO oranları ile BIST-100 endeksi arasında bir ilişkinin bulunduğu tespit edilmiştir. Borsa yatırımcısının çoğunlukla yabancı yatırımcılardan oluşması ve özellikle bu yatırımcılardan İslam ülkelerinde

yaşayan bireylerin İslami finans prensipleri çerçevesinde ve uygun yatırım ortamlarında katılım bankacılığını borsaya alternatif olarak değerlendirebilecekleri şeklinde yorumlanabilir.

Panel veri analizi sonuçları incelendiğinde, bankaların sermaye/varlık oranına reel kesim güven endeksinin etki ettiği tespit edilmiştir. Asimetrik bilgi ortamında, bankacılık ve reel sektörün birbirleri hakkında farklı bilgilere sahip olması ve reel kesim güven endeksindeki değişimler, bankaların sermaye/varlık oranını etkileyebilir. Bu etki doğrultusunda reel kesim güven endeksindeki değişimler bankaların sermaye/varlık oranlarını artırabilir veya azaltabilir. Logit model sonuçlarında, yalnızca mevduat bankalarında tüketici güven endeksinin sermaye/varlık oranı üzerinde negatif bir etkisi olduğu tespit edilmiştir. Bu sonuç çerçevesinde mevduat bankalarının katılım bankalarına oranla tüketici güvenine daha çok ihtiyacının olduğu yorumu yapabilmek mümkündür.

Çalışmada elde edilen bulgular doğrultusunda, katılım bankaları ile mevduat bankaları arasında farklılıklar tespit edilirken, dünya genelinde İslami bankacılık sistemlerinin Türkiye'deki karşılığı olan katılım bankacılığı sisteminin mevduat bankacılığına alternatif bir bankacılık sistemi olduğu tespit edilmiştir. Bu sonuçlar, Parlakkaya ve Çürük, 2011; Iqbal, 2012; Gökalp, 2014; Toraman vd., 2015; Yurttadur ve Demirbaş; 2017; Tuncay, 2018 çalışmalarından elden edilen sonuçlar ile örtüşmektedir. Katılım bankalarının asimetrik bilgi sorunundan mevduat bankalarına oranla daha az etkilenebileceği görülmüş olup, bu sonuçların konu ile ilgili literatürde yer alan, Al-Jarhi, 2002; Sadr ve Iqbal, 2002; Khan ve Mirakhor, 1994; Al-Jarhi, 2021 çalışmalarıyla benzerlik gösterdiği tespit edilmiştir. Asimetrik bilgi kriterleri çerçevesinde kullanılan değişkenler ile banka bilançoları arasında ilişki olduğu ve bu değişkenlerin bankacılık sektörünü etkilediği sonucuna ulaşılmıştır. Bu sonuçlar, Ekiz, 2006; Kaygısız, 2019; Gürgür ve Kılınç, 2015 çalışmalarıyla örtüşmektedir. Ayrıca bu iki banka türünün asimetrik bilgi çerçevesinde makroekonomik göstergelerden ve piyasa koşullarından etkilenme düzeylerinde farklılıklar olduğu görülmüş ve bu sonuçların Sayan, 2019 çalışmasıyla benzerlik gösterdiği tespit edilmiştir.

Yapılan çalışmalar doğrultusunda, asimetrik bilginin mevduat bankaları ve katılım bankaları üzerinde farklı etkiler yaratabileceği görülmüş olup bankaların bu konuya daha fazla önem vermeleri gerekmektedir. Asimetrik bilginin bankalar üzerindeki etkisini en aza indirebilmek, bankaların finansal sağlığını artırabilmek için daha fazla öz sermayeye dayalı yöntemlerin uygulanması önerilmektedir. Öz sermayenin yanı sıra, bankaların müşterilerine daha fazla güven verebilmesi için şeffaflığı artırmalarının da asimetrik bilgiyi en aza indirmeye yardımcı olabileceği değerlendirilmektedir. Çalışmanın en önemli kısıtı verilerin 2013-2019 dönemiyle sınırlı olmasıdır. Gelecekte yapılacak çalışmalara, daha farklı banka bilanço kalemleri ile farklı ülkelerle kıyaslama yapılması önerilmektedir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	<p>* Bu çalışma Sakarya Üniversitesi, İslam Ekonomisi ve Finansı Anabilim Dalı'nda Doç. Dr. Ahmet GÜLMEZ danışmanlığında Hülya ER tarafından yazılan "Mevduat Bankaları ile Katılım Bankalarının Finansal Performanslarının Asimetrik Bilgi Kriterleri Çerçevesinde Değerlendirilmesi" başlıklı doktora tezinden üretilmiştir.</p> <p>Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.</p>
Benzerlik Taraması	Yapıldı – İthenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	<p>Çalışmanın Tasarlanması: 1. Yazar (%50), 2. Yazar (%50)</p> <p>Veri Toplanması: 1. Yazar (%50), 2. Yazar (%50)</p> <p>Veri Analizi: 1. Yazar (%50), 2. Yazar (%50)</p> <p>Makalenin Yazımı: 1. Yazar (%50), 2. Yazar (%50)</p> <p>Makale Gönderimi ve Revizyonu: 1. Yazar (%50), 2. Yazar (%50)</p>

Peer-Review	Double anonymized - Two External
Ethical Statement	<p>* This article was produced from the doctoral thesis titled "Evaluation of Financial Performances of Deposit Banks and Participation Banks within the Framework of Asymmetric Information Criteria" written by Hülya ER at Sakarya University, Department of Islamic Economics and Finance.</p> <p>It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.</p>
Plagiarism Checks	Yes - İthenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	<p>Design of Study: 1. Author (%50), 2. Author (%50)</p> <p>Data Acquisition: 1. Author (%50), 2. Author (%50)</p> <p>Data Analysis: 1. Author (%50), 2. Author (%50)</p> <p>Writing up: 1. Author (%50), 2. Author (%50)</p> <p>Submission and Revision: 1. Author (%50), 2. Author (%50)</p>

Kaynakça / References

- Akerlof, G. A. (1970). The Market for "Lemons": Quality Uncertainty and the Market Mechanism. *The Quarterly Journal of Economics*, 84(3), 488–500.
- Al-Jarhi, M. A. (2002). Islamic finance: an efficient and equitable option. Islamic Research and Training Institute, Islamic Development Bank, 1–24.
- Al-Jarhi, Mabid A. (2021). Economic Analysis: An Islamic Perspective-I. ASBÜ Yayınları: 01, TKBB Yayınları: 16.
- Baştürk, M. F. (2020). Tüketici Güven Endeksi ile Hisse Senedi Piyasası Arasındaki İlişki: Türkiye Örneği. *Maliye Dergisi*, 177, 145–159.
- BDDK. (2021). Bankacılık Düzenleme ve Denetleme Kurumu, Aylık Bankacılık Sektörü Verileri. 12 Haziran 2021 tarihinde <https://www.bddk.org.tr/BultenAylık> adresinden erişildi.
- BIST. (2020). Borsa İstanbul, 23 Ocak 2021 tarihinde <https://borsaistanbul.com/tr/sayfa/44/bist-pay-endeksleri> adresinden erişildi.
- BIST.(2021). Borsa İstanbul, Endeks Verileri. 23 Ocak 2021 tarihinde <https://datastore.borsaistanbul.com/> adresinden erişildi.
- 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.
- Chapra, M. U. (2019). *Adil Bir Para Sistemine Doğru* (Ö. F. Çev Tekdoğan (ed.)). İktisat Yayınları.
- Chen, S. S. (2011). Lack of Consumer Confidence and Stock Returns. *Journal of Empirical Finance*, 18(2), 225–236.
- Demir, Ü. (2014). *Türkiyede Uygulanan Faiz Politikalarının Borsa 100 Endeksi Üzerindeki Etkileri*. Atatürk Üniversitesi.
- Demirel, S. K. ve Artan, S. (2017). The Causality Relationships between Economic Confidence and Fundamental Macroeconomic Indicators: Empirical Evidence from Selected European Union Countries. *International Journal of Economics and Financial Issues*, 7.
- Drukker, D. M. (2003). Testing for Serial Correlation in Linear Panel-Data Models. *The Stata Journal*, 3(2), 168–177.
- Ekiz, Ç. (2006). *Asimetrik Bilgi Teorisinin Bireysel Bankacılık Sektörü Üzerindeki Etkileri*. Muğla Üniversitesi, Sosyal Bilimler Enstitüsü, İktisat Anabilim Dalı.
- Erer, D., Erer, E., & Korkmaz, Ö. (2019). Katılım Bankacılığının Kredi Aktarım Mekanizmasındaki Rolü: Türkiye Üzerine Asimetrik Bir Uygulama. In *Katılım Finansmanında Yeni Yaklaşımlar* (pp. 11–45). TKBB Yayınları.
- Fidan, M. M. (2011). Kobi Kredi Piyasasında Asimetrik Bilgi Ve Ahlaki Tehlike: Laleli Örneği. *Maliye ve Finans Yazıları*, 1(90), 41–57.

Gökalp, F. (2014). Kriz Öncesi ve Kriz Sonrası Dönemler İtibariyle Katılım Bankaları ve Ticari Bankaların Karlılığı Üzerine Karşılaştırmalı Bir Araştırma. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 32, 191–201.

Gürgür, T., & Kılınç, Z. (2015). What Drives the Consumer Confidence in Turkey? Research and Monetary Policy Department, Central Bank of the Republic of Turkey, 17, 1–13.

Hahm, J.-H., & Mishkin, F. S. (2000). Causes Of The Korean Financial Crisis: Lessons For Policy. National Bureau of Economic Research, 7483, 1–77.

Hausman, J. A. (1978). Specification Tests in Econometrics. *Econometrica*, 46(6), 1251–1271.

<http://www.jstor.org/stable/1913827><http://www.jstor.org/><http://www.jstor.org/action/showPublisher?publisherCode=econosoc><http://www.jstor.org>

Hsu, C. C., Lin, H. Y., & Wu, J. Y. (2011). Consumer Confidence and Stock Markets: The Panel Causality Evidence. *International Journal of Economics and Finance*, 6(3), 91–98.

IFSB. (2021). Islamic Financial Services Board, Data by Country (Islamic Banking). 23 Ocak 2021 tarihinde https://www.ifsb.org/psifi_03.php adresinden erişildi.

Iqbal, A. (2012). Liquidity Risk Management: A Comparative Study between Conventional and Islamic Banks of Pakistan. *Global Journal of Management and Business Research*, 12(5), 54–64.

Jaffee, D. M., & Russell, T. (1976). Imperfect Information, Uncertainty, and Credit Rationing. *The Quarterly Journal of Economics*, 90(4), 651–666.

Jansen, W. J. ve Nahuis, N. J. (2003). The Stock Market and Consumer Confidence: European Evidence. *Economics Letters*, 79(1), 89–98.

Karasar, N. (2012). Bilimsel Araştırma Yöntemi. Bilim Kitap Kırtasiye Yayınevi.

Kaygısız, A. D. (2019). Türkiye’de Tüketici Ve Reel Kesim Güven Endeksi İle Seçilmiş Makro Değişkenler Arasındaki İlişki: 2010-2018. *Yönetim ve Ekonomi Araştırmaları Dergisi*, 17(1), 314–332.

Khan, M., & Mirakhor, A. (1994). Monetary Management in an Islamic Economy. *Journal of King Abdulaziz University-Islamic Economics*, 6(1), 3–21. <https://doi.org/10.4197/islec.6-1.1>

Kurt, Ü. (2018). İstikrar Ve Güvenin Tüketici Kredileri Üzerindeki Etkisi: Türkiye İçin Zaman Serisi Analizi. *Yönetim Bilimleri Dergisi*, 16(32), 365–378.

Mishkin, F. S. (1997). The Causes and Propagation of Financial Instability : Lessons for Policymakers. *Maintaining Financial Stability in a Global Economy*, 55–96.

Mishkin, F. S., & Strahan, P. E. (1999). What Will Technology Do To Financial Structure? National Bureau of Economic Research Working Paper, No. 6892, 1–41.

Münyas, T. (2016). Finansal Sistemin Yapısı ve Finansal Piyasalar. In T. Münyas (Ed.), *Finansal Piyasalar ve Kurumlar* (pp. 1–13). Ekin Yayınevi.

Müslümov, A., & Aras, G. (2004). Kredi Piyasalarında Asimetrik Bilgi Ve Bankacılık Sistemi Üzerine Etkileri. *İktisat İşletme ve Finans*, 22, 55–65. <https://doi.org/10.3848/iif.2004.22.1936>

Ocampo, J. A., Spiegel, S., & Stiglitz, J. E. (2008). Capital Market Liberalization and Development. In J. A. Ocampo & J. E. Stiglitz (Eds.), *Capital Market Liberalization and Development* (pp. 1–47). Oxford University Press.

Okuyan, H. A. (2009). Asimetrik Bilginin Türk Bankacılık Sektörü ve Kredi Piyasaları Üzerinde Etkisi. *Anadolu International Conference in Economics*, 2–12.

Parasız, İ. (2007). *Modern Bankacılık Teori ve Uygulama (2.baskı)*. Ezgi Kitapevi Yayınları.

Parlakkaya, R., & Çürük, S. A. (2011). Finansal Rasyoların Katılım Bankaları ve Geleneksel Bankalar Arasında Bir Tasnif Aracı Olarak Kullanımı : Türkiye Örneği. *Ege Akademik Bakış*, 11(3), 397–405.

Pesaran, M. H. (2004). General diagnostic tests for cross section dependence in panels. In *Discussion Paper Series (Vol. 1240)*.

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.

Sadr, K., & Iqbal, Z. (2002). Choice Between Debt and Equity Contracts and Asymmetrical Information: Some Empirical Evidence. In M. Iqbal & D. T. Llewellyn (Eds.), *Islamic Banking and Finance New*

Perspectives on Profit-Sharing and Risk (pp. 139–151). Edward Elgar Publishing. <https://doi.org/10.4337/9781843765318.00013>

Sayan, M. (2019). 2008 Küresel Finans Krizinin Türkiye’deki Katılım Bankaları İle Mevduat Bankalarına Etkisinin Asimetrik Bilgi Teorisi Çerçevesinde Ampirik Değerlendirmesi: Ardl Modeli. İstanbul Üniversitesi, Sosyal Bilimler Enstitüsü, İslam İktisadı ve Finansı Anabilim Dalı.

Shiller, R. J. ve Akerlof, G. A. (2010). *Hayvansal Güdüler* (Ç. N. Domaniç & Ç. K. Levent (eds.)). Scala Yayıncılık.

Siddiqi, M. N. (2006). Islamic Banking and Finance in Theory and Practice: A Survey of State of the Art. *Islamic Economic Studies*, 13(2), 1–48.

Simons, H. (1948). *Economic policy for a free society*. University of Chicago Press.

Stiglitz, J. E., & Weiss, A. (1981). Credit Rationing in Markets with Imperfect Information. *The American Economic Review*, 71(3), 393–410.

Stiglitz, S. (2008). The fruit of hypocrisy. *The Guardian*.

Takan, M. ve Acar, M. (2018). *Bankacılık Teori, Uygulama ve Yöntem (8.baskı)*. Nobel Yayınları.

TCMB. (2020). Türkiye Cumhuriyeti Merkez Bankası, Reel Kesim Güven Endeksi. 08 Aralık 2020 tarihinde <https://www.tcmb.gov.tr/> adresinden erişildi.

Tekin, B., & Cengiz, S. (2018). Pay Senedi Piyasası İle Tüketici Güven Endeksi Arasındaki Nedensellik Ve Eşbütünleşme İlişkileri: Borsa İstanbul'da Bir Uygulama. *Journal of Social And Humanities Sciences Research (JSHSR)*, 5(29), 3837–3847.

Toraman, C., Ata, H. A., & BUĞAN, M. F. (2015). İslami Bankacılık Faaliyetlerine Yönelik Müşteri Algısı Üzerine Bir Araştırma. *Gaziantep University Journal of Social Sciences*, 14(4), 761–779.

TCMB. (2021). Türkiye Cumhuriyet Merkez Bankası, Elektronik Veri Dağıtım Sistemi. 23 Ocak 2021 tarihinde <https://evds2.tcmb.gov.tr/> adresinden erişildi.

TUİK. (2020). Türkiye İstatistik Kurumu, Güven Endeksleri. 20 Aralık 2020 tarihinde <https://data.tuik.gov.tr/Kategori/GetKategori?p=ekonomik-guven-117&dil=1> adresinden erişildi.

Tuncay, M. (2018). Katılım Bankaları İle Mevduat Bankalarının Finansal Performanslarının Karşılaştırılması. *Al Farabi Uluslararası Sosyal Bilimler Dergisi*, 2(1), 160–176.

World Bank. (2021). World Bank Group (WBG), Databank. 23 Ocak 2021 tarihinde <https://databank.worldbank.org/reports.aspx?source=2&country=TUR> adresinden erişildi.

Yurttadur, M., & Demirbaş, H. (2017). Türkiye'de Bulunan Katılım Bankaları ve Özel Sermayeli Mevduat Bankalarının Finansal Performanslarının Karşılaştırılması. *İstanbul Gelişim Üniversitesi Sosyal Bilimler Dergisi*, 4(2), 89–117.



2023, 12 (3), 1727-1744 | Araştırma Makalesi

Akıllı Telefonlarda Marka Değişirme Niyetinin Öncüllerinin İtme-Çekme-Bağlama Modeli Çerçevesinde İncelenmesi

Görkem ERDOĞAN¹

Öz

Bu çalışmanın amacı, Türkiye’de akıllı telefon kullanıcıların marka değiştirme niyetini etkileyen faktörleri araştırmaktır. Bu amaçla, İtme-Çekme-Bağlama modeline dayalı bir araştırma modeli geliştirilmiştir. Tüketicilerin marka değiştirmesini hangi faktörlerin etkilediğini anlamak, akıllı telefon markaları için önemli bir konudur. Kullanıcıların değiştirme niyetini anlamak için itme faktörü olarak tatminsizlik, çekme faktörü olarak alternatif çekicilik ve özel norm, bağlama faktörü olarak değiştirme maliyetleri, alışkanlık ve düşük bireysel yenilikçilik faktörleri kullanılmıştır. Araştırma evrenini Ankara’da yaşayan ve akıllı telefon kullanan bireyler oluşturmaktadır. Kolayda örneklem yöntemiyle araştırmada veri toplama aracı olarak yüz yüze anket metodu kullanılmıştır. Çalışma için katılımcılardan 363 geçerli yanıt elde edilmiştir. Çalışmada 7’li Likert tipi kapsamında 7 adet ölçek kullanılmıştır. Çalışma modelini oluşturan ölçeklerin geçerliliğin sağlanmasında doğrulayıcı faktör analizi ve içsel tutarlılığını tespit etmek için güvenilirlik analizi yapılmıştır. Çalışmada oluşturulan altı hipotez yapısal eşitlik modeli ile test edilmiştir. İtme, çekme ve bağlama faktörlerin kullanıcıların marka değiştirme niyetleri üzerindeki etkisini kapsayan analiz AMOS 24 ve SPSS 26 paket programları kullanılarak yapılmıştır. Çalışma boyunca istatistiksel anlamlılık $p<0,05$ olarak kabul edilmiştir. Araştırma sonucunda tatminsizlik, alternatiflerin çekiciliği ve özel norm marka değiştirme niyetini pozitif olarak etkilemektedir. Elde edilen bulgulara göre değiştirme maliyetlerinin ve düşük bireysel yeniliğin marka değiştirme niyeti üzerinde anlamlı ve negatif bir etkisi bulunmuştur. Ayrıca alışkanlığın değiştirme niyeti üzerinde anlamlı bir etkisi olmadığı sonucuna ulaşılmıştır. Çalışmanın İtme-Çekme-Bağlama modelini kullanarak bireylerin akıllı telefon marka değiştirme niyetlerini inceleyen bir çalışma olması nedeniyle alan yazına katkısı olacağı düşünülmektedir. Araştırma bulgularının önceki yıllarda yapılan çalışmalarla benzer olduğu görülmektedir. Araştırmada elde edilen sonuçların literatüre çeşitli teorik katkılar sağlaması beklenmekte ve yönetsel uygulamalara katkısı olabilecek bulgulara ulaşılmıştır.

Anahtar Kelimeler: İtme-Çekme-Bağlama Modeli, Marka Değişirme Davranışı, Akıllı Telefonlar, Değişirme Niyeti, Mobil İletişim Sistemleri

Erdoğan, G. (2023). Akıllı Telefonlarda Marka Değişirme Niyetinin Öncüllerinin İtme-Çekme-Bağlama Modeli Çerçevesinde İncelenmesi . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1727-1744 .
<https://doi.org/10.15869/itobiad.1300979>

Geliş Tarihi	31.05.2023
Kabul Tarihi	20.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makedir.	

¹ Dr. Öğr. Üyesi, Ankara Bilim Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, İşletme Bölümü, Ankara, Türkiye, gerdogan83@hotmail.com, ORCID: 0000-0002-2417-2718



2023, 12 (3), 1727-1744 | Research Article

Understanding the Factors of Brand Switching Intention in Smartphones by Framework of the Push-Pull-Mooring Model

Görkem ERDOĞAN¹

Abstract

The aim of this study is to investigate the factors affecting the brand switching intention of smartphone users in Turkey. For this purpose, a research model based on the Push-Pull-Mooring model has been developed. To understand users' intention to switch, dissatisfaction as push factor, attractiveness of alternatives and subjective norm as pull factor, switching costs, habit and low individual innovativeness factors as engagement factors are used. The population of the research consists of individuals living in Ankara and using smart phones. Face-to-face survey method is used as data collection tool in the research with convenience sampling method. The study has obtained 363 valid responses from the participants. In the study, 7 scales have been used within the scope of 7 Likert Type. Confirmatory factor analysis is carried out to ensure the validity of the scales and reliability analysis is performed to determine the internal consistency of the scales constituting the study model. Six hypotheses created in the study are tested with the structural equation model. The analysis covering the effect of push, pull and mooring factors on users' brand switching intentions is carried out using AMOS 24 and SPSS 26 package programs. Statistical significance is accepted as $p < 0.05$ throughout the study. As a result of the research, dissatisfaction, attractiveness of alternatives and subjective norm positively affected brand switching intention. According to the findings, it is found that switching costs and low individual innovativeness had a significant and negative effect on brand switching intention. In addition, it was concluded that the habit did not have a significant effect on the intention to switch. It is thought that the study will contribute to the literature since it is a study that examines the intentions of individuals to switch their smartphone brand using the Push-Pull-Mooring model. It is seen that the research findings are similar to the studies conducted in previous years. It is expected that the results obtained in the research will provide various theoretical contributions to the literature. Besides, results that may contribute to managerial practices have been obtained from the findings.

Keywords: Push-Pull-Mooring Model, Brand Switching Behavior, Smartphones, Intention to Switch, Mobile Communication Systems

Erdoğan, G. (2023). Understanding the Factors of Brand Switching Intention in Smartphones by Framework of the Push-Pull-Mooring Model . Journal of the Human and Social Science Researches , 12 (3) , 1727-1744 . <https://doi.org/10.15869/itobiad.1300979>

Date of Submission	31.05.2023
Date of Acceptance	20.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Asst. Prof., Ankara Science University, Faculty of Humanities and Social Sciences, Department of Business Administration, Ankara, Türkiye, gerdogan83@hotmail.com, ORCID: 0000-0002-2417-2718

Giriş

Cep telefonları görüntülü aramalar, SMS gibi hizmetler ile sadece iletişim kurma şeklini değil, aynı zamanda mobil internet, sosyal ağlar gibi yeni teknolojiler sayesinde bilgilere erişme, bilgileri paylaşma ve gezinme şeklimizi de değiştirmiştir. Bu değişimlere paralel olarak son zamanlarda mobil telekomünikasyon teknolojilerinin hızla gelişmesiyle birlikte mobil telefonlara olan talep katlanarak artmıştır. 2021 yılında dünyada cep telefonu kullanan kişi sayısı, 2017 yılına göre yaklaşık 1,2 milyar artışla 7,1 milyara ulaşmıştır (Christino vd., 2020, s. 1; Bankmycell, 2022).

2016 yılında dünya nüfusunun %49'u akıllı telefon kullanıyorken, bu oran 2022 yılında %84'e çıkmış ve dünyada akıllı telefon kullanan birey sayısı 6,65 milyara ulaşmıştır (Zippia, 2022). 2022 yılında Türkiye'de akıllı telefon kullananların sayısı, 2019 yılına göre yaklaşık %27 artarak 76 milyona ulaşmıştır (Statista, 2023a). Bu artan talebe paralel olarak teknolojinin gelişmesiyle birlikte akıllı telefon üreticileri, en son teknolojiye ve endüstri trendlerine ayak uydurmak için düzenli olarak yeni ürünler çıkarmak zorundadır (Kim vd., 2020). Christino vd. (2020, s. 2) akıllı telefonların kısa ömürlü cihazlar olduğunu ve ABD, Çin ve Avrupa pazarlarında tüketiciler tarafından ortalama kullanım sürelerinin 22 ay, Brezilya'da 24 ay olduğunu ifade etmiştir. Ayrıca, birçok tüketici bir veya iki yıl sonra akıllı telefonlarını düzenli olarak değiştirdiğinden dolayı (Hsiao ve Chen, 2015, s. 159), akıllı telefon markalarının mevcut müşterilerini elde tutmak için önemli pazarlama kaynaklarına yatırım yapması gerekmektedir.

Yoğun rekabet nedeniyle, akıllı telefon üreticileri yeni kullanıcı kazanmaya ek olarak mevcut müşterilerini elde tutmaya odaklanmalıdır. Samsung ve Apple markalarının pazar payı açısından lider markalar olduğu veriler ışığında Çin ve Hindistan pazarlarında güçlü olan ve şimdi dünyaya yayılan Huawei, Xiaomi ve Oppo gibi markaların artan popülaritesi ile küresel pazarda üreticiler arasındaki rekabet büyümüştür (Statista, 2023b). Bu yoğun rekabet, birçok tüketicinin sahip oldukları akıllı telefon markasını bırakıp bunun yerine rakip bir markayı satın almaya karar vermesiyle marka değiştirmede artışa yol açmıştır (Msaed vd., 2017, s. 105). Bu nedenle, tüketicilerin marka değiştirme davranışını hangi faktörlerin etkilediğini anlamak, akıllı telefon markaları için önemli bir konu haline gelmiştir.

Akıllı telefon kullanıcıların marka değiştirme davranışını incelemeye ve öncül faktörlerini kapsamlı bir şekilde belirlemeye araştırmacılar tarafından geçmişte çok az ilgi gösterilmiştir (Liao vd., 2021, s. 1597; Msaed vd., 2017, s. 104). Çalışmada ilgili alanda, tüketicilerin değiştirme davranışındaki bulguları tam olarak özetlemek için Bansal vd. (2005) tarafından başarıyla önerilen itme-çekme-bağlama (İÇB) çerçevesinin merceğinden odaklanacaktır. İÇB modeli, kullanıcıları mevcut hizmetten uzaklaştıran itici faktörler, kullanıcıları bir alternatifine çeken çekici faktörler ve geçiş kararını kolaylaştıran veya engelleyen bağlama faktörlerden oluşan, kullanıcıların geçiş niyetine yönelik farklı öncülleri araştırmak için bütünleşmiş bir çerçeve görevi görmektedir (Bansal vd., 2005).

Araştırma Türkiye'de akıllı telefonlarda kullanıcıların marka değiştirme niyetini etkileyen faktörleri incelemeyi amaçlamaktadır. Bu amaçla mevcut çalışma, İÇB modeli çerçevesinde akıllı telefonlara yönelik marka değiştirme niyetinin öncüllerini içeren kavramsal bir model önermekte ve yapısal eşitlik modellemesi yoluyla analizi gerçekleştirmektedir. Bu çerçevede kullanıcıların değiştirme niyetini anlamak için itme

faktörü olarak tatminsizlik, çekme faktörü olarak alternatif çekicilik ve öznel norm, bağlama faktörü olarak değiştirme maliyetleri, alışkanlık ve düşük bireysel yenilikçilik faktörleri kullanılmıştır. Makale üç soruyu gündeme getirmektedir: (i) Türk akıllı telefon kullanıcılar neden sahip oldukları markayı kullanmaya devam etmektedir? (ii) Bazı müşteriler neden akıllı telefonlarını değiştirmektedir? (iii) Müşterileri kalmaya veya akıllı telefonlarını değiştirmeye motive eden unsunlar nelerdir? Bu soruları cevaplamaya odaklanan çalışma, akıllı telefonlar bağlamında kullanıcıların değiştirme niyetindeki rollerini ve öncüllerini anlayan teorik bir model önererek, geçmişte sınırlı sayıda çalışma yapılan bu alandaki literatürdeki boşluğu doldurmayı hedeflemektedir. Çalışmanın katkısı, akıllı telefonlarda kullanıcıların marka değiştirme niyetini etkileyen faktörleri konusunda ampirik destek sağlamasıdır. Daha spesifik olarak, bu makale, işletmeciler ve uygulamacılara katkı sağlamak için akıllı telefonlarda bireylerin marka değiştirme niyetlerini incelemek için İÇB modeli kapsamında kavramsal bir model geliştirmekte ve ampirik olarak test etmektedir.

Çalışmanın ikinci bölümünde kavramsal çerçeve kapsamında akıllı telefon değiştirme, İÇB konularından bahsedilmiş, hipotezler ve araştırma modeli geliştirilmiştir. Çalışmanın üçüncü kısmında örneklem ve veri toplanma aracından oluşan yöntem kısmı yer almaktadır. Dördüncü bölümde çalışmanın bulguları incelenmiş ve son bölümde ise analiz edilen bulguların değerlendirilmesi ve önerilere yer verilmiştir.

Kavramsal ve Kuramsal Çerçeve

Akıllı Telefon Değiştirme

Tüketici ürün değiştirme davranışı, tüketicilerin ihtiyaçlarının beklentileriyle uyumlu olmayan ürünlerle karşılaşmadığında ortaya çıkmaktadır (Pae ve Hyun, 2006, s. 20). Tüketicinin bu değiştirmeye yönelik davranışı, işletmeler açısından azalan bir pazar payına ve azalan bir itibara neden olmakta (Levesque ve McDougall, 1996, s. 274), aynı zamanda işletmelerin satış hacminde azalmaya neden olarak yeni müşteriler kazanmak için yoğun pazarlama girişimleri sergilemelerini gerektirmektedir (Zins, 2001, s. 270).

Müşterinin yeni marka geçişi, büyük ihtimalle çoklu alternatifler ve kısa satın alma sıklıkları nedeniyle meydana gelmekte ve özellikle akıllı telefon pazarı, teknolojideki değişim derecesi ve hızı göz önüne alındığında muhtemelen en dinamik olanı olarak karşımıza çıkmaktadır (Appiah vd., 2019, s. 464). Dünyada ortalama küresel akıllı telefon değiştirme döngüsü yaklaşık 21 ay olmakta (Lu, 2017) ve müşterilerin gerçekleştirdiği sık sık akıllı telefon değişimi, işletmelerin marka değiştirmeyi azaltması için bir zorluk teşkil etmektedir.

Msaed vd. (2017) çalışmalarında akıllı telefon endüstrisinde tüketici değiştirme niyetini destekleyen faktörleri belirlemeyi amaçlamıştır. Sonuçlar, algılanan ürün kullanılabilirliği, algılanan kullanım kolaylığı ve ürün özelliklerinin göreceli avantajının, kullanıcıların markalar arası değişim yapma niyetini yönlendiren ana faktörler olduğu beklentisini doğrularken, sübjektif normların sınırlı etkiye sahip olduğu ortaya çıkmıştır. Nikhashemi vd. (2017) çalışmalarında mobil telefon endüstri bağlamında tüketici değiştirme davranışının öncüllerini keşfetmeyi hedeflemiştir. Çalışmaları sonucunda ürün kalitesinin, müşteri tatmininin ve marka kimliğinin tüketicinin değiştirme davranışı niyeti üzerinde olumsuz bir etkiye sahip olduğunu ortaya çıkarmışlardır.

İtme-Çekme-Bağlama (İÇB) Çerçevesi

İÇB teorisi, başlangıçta orijinal yerden yeni bir varış noktasına insan göçünü tanımlamayı amaçlamaktadır (Lu ve Wung, 2021, s. 4). Teori, kişinin bulunduğu orijinal yer ile ilgili itici faktörler, varış yeri ile ilgili çekici faktörler ve bağlama faktörleri olmak üzere insan göçünün üç tür faktörden etkilendiğini öne sürmektedir. İtme etkisi, mevcut konumdan insanları daha iyi bir destinasyona gitmeye zorlayan olumsuz faktörleri ifade ederken, çekme etkisi, yeni bir destinasyonun insanları gelmeye çeken olumlu faktörleri ile ilgilidir (Kim vd., 2019, s. 3). Bağlama faktörleri, göçü kolaylaştıran veya engelleyen yaşam tarzı, kültürel ve sosyal konuları temsil etmektedir (Moon, 1995). Bu nedenle, İÇB çerçevesi, insanların üç bileşenle değişen tercihlerini derinlemesine anlamak için birleştirici ve net bir teorik yapı sunmaktadır (Bansal vd., 2005). Geçmiş çalışmalarda mobil mağazalar (Zhou, 2016), internet bankacılık (Yoon ve Lim, 2021), mobil anlık mesajlaşma uygulamaları (Sun vd., 2017), mobil öğrenme (Lisana, 2022) kapsamında İÇB modeli kullanılmıştır. Zhou (2016) mobil mağazalarda, Yoo ve Lim (2021) mobil bankacılıkta kullanıcı marka değişimlerinin her üç tür faktörden de etkilendiğini göstermiştir.

İtme faktörleri, kullanıcıları kullandığı akıllı telefonlarından ayrılmaya zorlayan olumsuz faktörlerdir. Bu çalışmada itme faktörleri, tatminsizlik değişkenini içermektedir. Tatmin, bir kullanıcının beklentisi ile performans algısı arasındaki bir karşılaştırmayı yansıtmaktadır (Oliver, 1980). Performans algısı beklentinin altında olduğunda, kullanıcı tatmin olmamaktadır. Müşteri tatmini ne kadar yüksek olursa, işletmelerin sahip olduğu müşterilerini elde tutulma olasılığı yüksek olmakta, bir rakibe geçiş olasılığı düşük olmakta ve mobil hizmet işletmelerine finansal faydalar sağlamaktadır (Gerpott vd., 2001). Tatminsizlik, beklentileri veya umutları karşılamadaki başarısızlığı takip eden duyguları ifade etmektedir (Yoon ve Lim, 2021, s. 7). Bir hizmet sağlayıcıdan algılanan müşteri tatminsizliği, tüketicilerde değiştirme niyetlerinin artmasına neden olmaktadır (Bansal vd., 2005). Önceki araştırmalar, mevcut hizmetten tatminsizliğin, kullanıcıların başka bir hizmete geçme niyetini olumlu yönde etkilediğini ampirik olarak kanıtlamıştır (Sun vd., 2017; Zhou, 2021). Bu çalışmalar ışığında, mevcut çalışmada, kullanıcıların mevcut akıllı telefonlarından tatminsizliğinin, akıllı telefon kullanıcılarının marka değiştirme niyetini etkileyen itici faktörlerden biri olduğu değerlendirilmektedir. Bu nedenle, aşağıdaki hipotez önerilmiştir:

H1: Kullanıcıların mevcut markayla ilgili tatminsizlikleri, marka değiştirme niyetlerini olumlu yönde etkilemektedir.

Çekme faktörleri, kullanıcıları diğer akıllı telefon markalarına çeken olumlu faktörlerdir. Bu çalışmadaki ilk çekme faktörü, pazarda uygulanabilir rakip alternatiflerin mevcut olduğu şeklindeki kullanıcı algılarını yansıtan alternatif çekicilik değişkenidir. (Jones vd., 2000, s. 262). Alternatiflerin çekiciliği, mevcut işletmeden daha uygun veya daha üstün hizmetler sunması beklenen ikame hizmet işletmelerinin imajı, itibarı ve hizmet kalitesi anlamına gelmektedir (Kim vd., 2004, s. 151). Müşterilerin diğer hizmet sağlayıcılarına geçişte risk algısı, alternatif hizmet bulmanın zorluğu veya cazip alternatiflerin bulunmaması, müşterinin mevcut mobil hizmet sağlayıcıyla devam etme olasılığını artıracaktır (Lam vd., 2004). Önceki araştırmalar, alternatif çekiciliğin tüketicileri mevcut markalardan alternatiflere geçmeye teşvik ettiğini göstermiştir (Bansal vd., 2005). Blog hizmetlerinde (Zhang vd., 2008), mobil alışverişte (Chang vd., 2017) alternatif çekicilik, tüketicilerin değişim niyetlerini etkilemektedir. Mobil

bankacılıkta alternatif çekicilik değiştirme niyeti ile pozitif ilişkilidir (Zhou, 2016). Bu çalışmalara göre, akıllı telefon markası kullanıcıları uygulanabilir ve çekici alternatiflerle karşılaştığında, alternatiflerin yüksek düzeyde algılanan faydaları, daha güçlü bir değiştirme niyetine yol açabilmektedir. Böylece, aşağıdaki hipotez önerilmektedir:

H₂: Alternatiflerin çekiciliği, marka değiştirme niyetlerini olumlu yönde etkilemektedir.

Çalışmanın ikinci çekme faktörü olan öznel norm değişkeni bireyin, belirli bir davranışta bulunup bulunmaması gerektiğini düşündüğü diğer önemli kişiler hakkındaki algısını ifade etmektedir (Ajzen, 1991). Ana sosyal faktör olarak öznel normun, kullanıcıların bir alternatife geçme istekliliğini etkilediği bulunmuştur (Bansal vd., 2005). Akıllı telefon kullanıcılarında (Liao vd., 2021) ve mobil anlık mesajlaşma uygulamalarında (Sun vd., 2017) kullanıcıların öznel normları, başka bir işletme markasına geçme niyetleri üzerinde olumlu bir etkiye sahiptir. Çinli tüketiciler üzerine yapılan çalışmada öznel norm, akıllı telefon değiştirme davranışı üzerinde güçlü bir etki göstermiştir (Guo vd., 2021). Bir kullanıcının çevresindeki birçok kişi alternatif bir akıllı telefon satın aldığı zaman kullanıcı, mevcut tercihleri hakkında baskı hissedecektir. Bu bilgiler ışığında aşağıdaki hipotez sunulmuştur:

H₃: Öznel norm, marka değiştirme niyetlerini olumlu yönde etkilemektedir.

Bağlama etkileri, tüketicileri mevcut hizmette tutabilen veya alternatif bir hizmete geçişi kolaylaştırabilen durumsal ve kişisel faktörlerdir (Yoon ve Lim, 2021, s. 10). Çalışma modelinde, durumsal bir faktör olarak değiştirme maliyetlerini ve kişisel faktörler olarak alışkanlık ve düşük yenilikçilik algısı değişkenleri yer almaktadır.

Değiştirme maliyetleri, değişen hizmet sağlayıcılarla ilgili maliyetlere ilişkin kullanıcı algılarını ifade etmektedir (Jones vd., 2000, s. 262). Rong-Da Liang vd. (2014, s. 57) değiştirme maliyetlerinin bir tür batık maliyet olduğunu ve bu maliyetler arttığında müşterilerin değiştirme niyetini doğrudan azaltacağını belirtmiştir. Kim (2010) değiştirme maliyetlerinin belirsizlik maliyetlerini, geçiş maliyetlerini, batık maliyetlerini ve kayıp maliyetlerini içerdiğini ifade etmiştir. Bu maliyetler sadece parasal maliyet/fedakarlıklar ile değil, aynı zamanda harcanan zaman, çaba, yabancılaşma, belirsizlik ve geçiş sürecinde ortaya çıkan başka bir psikolojik etki gibi parasal olmayan maliyet/fedakarlıklar ile de değerlendirilmektedir (Chang vd., 2017, s. 57). Geçmiş çalışmalar akıllı telefon kullanıcılarında (Lin ve Huang, 2014), mobil mağazalarda (Zhou, 2016), mobil anlık mesajlaşma uygulamalarında (Sun vd., 2017) ve mobil alışverişte (Chang vd., 2017) değiştirme maliyetlerinin değiştirme niyeti ile negatif ilişkili olduğunu ortaya koymuştur. Bu çerçevede akıllı telefon kullanıcıları, yeni bir telefon almak için fazladan zaman ve çaba harcamaya değmeyeceğini anladıklarında mevcut durumu değiştirmek ve sürdürmek konusunda isteksiz olabilirler. Bu çalışmalardan yola çıkılarak aşağıdaki hipotez sunulmuştur:

H₄: Marka değiştirme maliyetleri, kullanıcıların marka değiştirme niyetlerini olumsuz yönde etkilemektedir.

Alışkanlık, "belirli ipuçlarına otomatik tepkiler haline gelen ve belirli hedeflere veya son durumlara ulaşmada işlevsel olan öğrenilmiş eylem dizileri" olarak tanımlanmaktadır (Verplanken ve Aarts, 1999, s. 104). Alışkanlık, tüketicilerin bilişsel çabası ve zamanından tasarruf sağlayan ve kişisel karar verme maliyetini en aza indiren öğrenilmiş bir otomatik yanıttır (Liao vd., 2021, s. 1600). Yukarıdaki literatürü

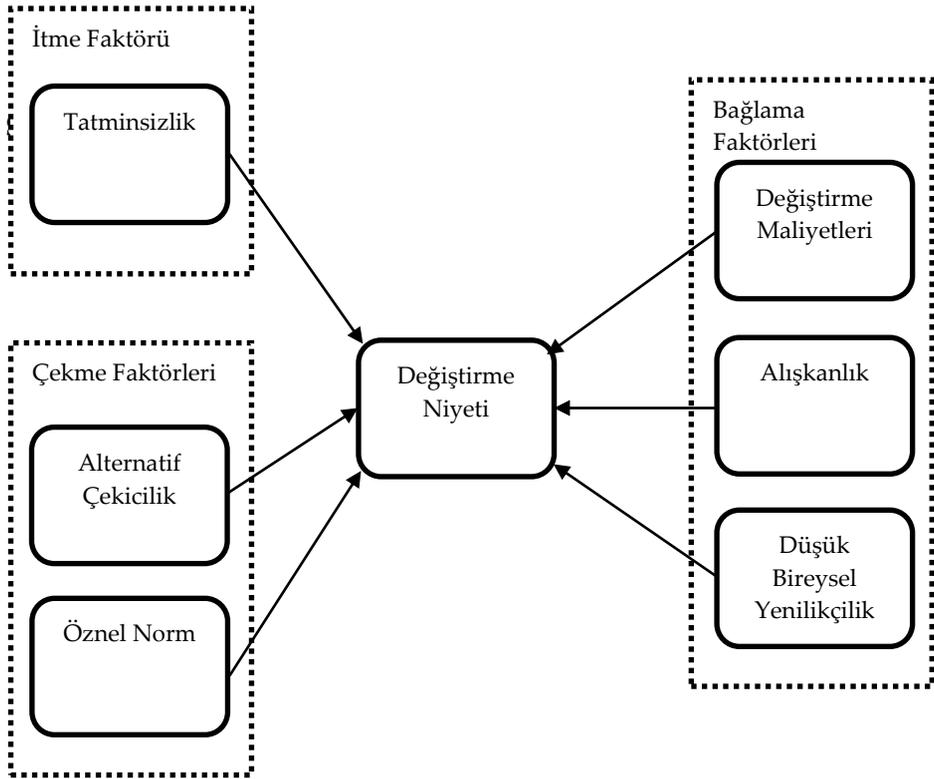
sentezleyerek, alışkanlığın temel özelliği, tekrarlanan davranış veya bilinçsiz ve otomatik refleks davranışın bir ifadesidir. Bu nedenle çalışma, kullanıcıların akıllı telefonlarla ilgili alışkanlıklarını, bir işletmenin sunduğu hizmetleri kullandıktan ve öğrendikten bir süre sonra bir işletmeye yönelik bilinçsiz ve otomatik seçim tepkileri olarak tanımlamaktadır. Chiu vd. (2012) web sitesi arayüzüne ve ödeme prosedürlerine aşinalığın tüketicilerin minimum çabayla tekrar satın alma işlemlerini gerçekleştirmesine ve tamamlamasına olanak sağladığını belirtmektedir. Pazarda kullanıcıların alışkanlığının yüksek olduğu durumlarda, bireyler daha yüksek geçiş niyetlerine sahip olmayacak ve bunun yerine orijinal sağlayıcılarına bağlı kalma eğiliminde olacaklardır. Başka bir deyişle, alışkanlık, davranışsal niyetlerin öncülüdür ve niyet değiştirmeyi açıkça etkilemektedir (Liao vd., 2006). Bu bilgiler ışığında aşağıdaki hipotez geliştirilmiştir:

H₅: Kullanıcıların mevcut markalarını kullanma alışkanlıkları, marka değiştirme niyetlerini olumsuz yönde etkilemektedir.

Bilgi teknolojileri yenilikçiliği, bireylerin aktif olarak yeni bilgi teknolojilerini deneme istekliliğini ifade etmektedir. Agarwal ve Prasad (1998) daha yüksek kişisel yenilikçiliğe sahip bireylerin bir yeniliği daha erken benimsediklerini ifade etmiştir. Yüksek yenilikçiliğe sahip bir tüketici, düşük yenilikçiliğe sahip bir tüketiciye göre yeni bir teknolojiyi tercih etmekte ve yeni hizmetlerden daha fazla tatmin olmayı beklemektedir (Oliveira vd., 2016). Lu vd. (2005) yenilikçi bireylerin daha fazla risk alma eğiliminde olduğundan, bireylerin bilgi teknolojilerine yönelik inovasyonunu benimsemek için daha olumlu niyetleri olduğunu ortaya çıkarmıştır. Tersine, bir kişinin bilgi teknolojilerine yönelik yenilikçiliği düşükse, risk alma olasılıkları daha düşük olduğu için yeni teknolojileri veya değişiklikleri kabul etmeye karşı direnç göstereceği sonucuna varılmaktadır. Yoon ve Lim (2021) bireyin sahip olduğu düşük yenilikçiliğin, internet bankacılığını değiştirme niyetini olumsuz etkilediği sonucuna ulaşmıştır. Bu bilgiler ışığında aşağıdaki hipotez geliştirilmiştir:

H₆: Düşük bireysel yenilikçilik, marka değiştirme niyetlerini olumsuz yönde etkilemektedir.

İÇB çerçevesine göre, kullanıcıların mevcut markaları için tatminsizlik duymaları bir itici faktör olarak kabul edilir ve çekici faktörler, alternatif çekiciliği ve öznel normları içermektedir. Bağlama etkileri ile ilgili olarak çalışma, değiştirme maliyetlerini, alışkanlıkları ve düşük bireysel yenilikçilik değişkenlerini araştırmıştır. Şekil 1, araştırma modelini göstermektedir.



Şekil 1. Araştırma Modeli

Yöntem

Evren ve Örneklem

Araştırma evrenini Ankara’da yaşayan akıllı telefon kullanan bireyler oluşturmaktadır. Zaman ve maliyet açısından tüm evrene ulaşmak imkânsız olduğu için ve Türkiye’deki yüksek akıllı telefon kullanım oranından dolayı kolayda örneklem yöntemi tercih edilmiştir. Örneklem büyüklüğü, Kline (2011) çalışmasından yola çıkılarak araştırma modelindeki ölçekleri oluşturan tüm maddelerin sayısını 10 ile çarpılarak belirlenmiştir. Bu çalışmadan yararlanılarak örneklem büyüklüğü 220 olarak belirlenmiştir. Hesaplanan örneklem büyüklüğü dikkate alınarak Türkiye’de 396 kişiye anket dağıtılmış, 33 anketin hatalı veya eksik doldurulması nedeniyle 363 anket formu değerlendirilme kapsamına alınmıştır. Bu kapsamda çalışmada elde edilen 363 anket verisinin, örneklem büyüklüğü açısından evreni temsil etme yeterliliğinin olduğu değerlendirilmektedir.

Ölçüm

Verilerin toplanması için iki bölümden oluşan anket yöntemi kullanılmıştır. Anketin birinci bölümü katılımcıların cinsiyeti, yaşı, eğitim durumu gibi konuları içeren demografik soruları kapsamaktadır. Anketin ikinci bölümü araştırma modelini oluşturan yedi değişkene ait maddeleri içermektedir. Anket için Ankara Bilim Üniversitesi Etik Kurulu Başkanlığından 17/04/2023 tarihli ve 2023/7 numaralı etik kurul

kararı alınarak, veriler etik kurulu izin sonrası 2023 yılı Nisan ayı içerisinde toplanmıştır.

Bu çalışmada çok maddeli algısal ölçekler kullanılarak yedi değişken ölçülmüştür. Tüm bu maddeler, “kesinlikle katılmıyorum” (1) ile “kesinlikle katılıyorum” (7) arasında değişen 7’li Likert ölçekleri ile ölçülmüştür. Dört maddeden oluşan tatminsizlik ölçeği için Bhattacharjee (2001) çalışmasından, üç maddeli alternatif çekicilik ölçeği Jones vd. (2000) çalışmasında, üç maddeli öznel norm ölçeği için Taylor ve Todd (1995) çalışmasından, üç maddeli değiştirme maliyeti ölçeği için Hsieh vd. (2012) çalışmasından, üç maddeli alışkanlık ölçeği ile üç maddelik değiştirme niyeti ölçeği için Sun vd. (2017) çalışmasından, üç maddeli düşük bireysel yenilikçilik ölçeği için Yoon vd. (2015) çalışmasından faydalanılmıştır.

Verilerin Analizi

Araştırmadan elde edilen verilerin analizinde IBM SPSS Statistics 26 paket programı ve AMOS 24 paket programı kullanılmıştır. Modeli oluşturan verilerin analizinde, dağılımların normallik analizi için basıklık-çarpıklık testi kullanılmıştır. Anket sorularının geçerliliği için doğrulayıcı faktör analizi uygulanmıştır. Ölçeklerin güvenilirlikleri Cronbach Alfa katsayısı ile değerlendirilmiştir. Tatminsizlik, alternatif çekicilik, öznel norm, değiştirme maliyetleri, alışkanlık, düşük bireysel yenilikçilik ve değişim niyeti değişkenleri arasındaki ilişkiyi incelemek amacıyla yapısal eşitlik modeli hipotez testleri uygulanmıştır.

Bulgular

Demografik Bulgular

Araştırmaya katılan bireylerin demografik sonuçları Tablo 1’de gösterilmiştir. Tablodan görüleceği üzere katılımcıların %44,35’i kadın, %55,65’i erkektir. Katılımcıların yaş dağılımlarına bakıldığında, kişilerin en çok 31-41 yaş aralığında olduğu sonucuna ulaşılmıştır. Eğitim açısından bakıldığında, yanıt verenlerin %38,40’si lise eğitim düzeyine sahiptir. Katılımcıların akıllı telefon kullanım süresi açısından kullanıcıların en çok 4-6 yıldır akıllı telefon kullandığı tespit edilmiştir.

Tablo 1. Demografik Sonuçlar

		Frekans	Yüzde (%)
Cinsiyet	Kadın	161	44,35%
	Erkek	202	55,65%
Yaş	18-30	81	22,31%
	31-41	123	33,88%
	42-52	94	25,90%
	53 ve üstü	65	17,91%
Eğitim	Orta okul	111	30,58%
	Lise	138	38,02%
	Üniversite	78	21,49%
Akıllı Telefon	Yüksek Lisans	36	9,92%
	2 yıl ve altı	32	8,82%
	2-4 yıl	28	7,71%

Kullanım Süresi	4-6 yıl	124	34,16%
	6 yıl ve üstü	179	49,31%

Normallik Testi

Çalışmada analiz aşamasına geçilmeden önce modelde yer alan ölçeklerin normal dağılım gösterip göstermediğinin tespit edilmesi amacıyla çarpıklık, basıklık değerleri hesaplanmıştır. Tabachnick ve Fidell (2013) değişkenlerin basıklık ve çarpıklık değerlerinin -1,5 ile +1,5 arasında olduğunda normal dağıldığını ifade etmiştir. Bu doğrultuda Tablo 2'de görüldüğü üzere çalışmada yer alan değişkenlerin basıklık ve çarpıklık değerleri tavsiye edilen sınırlar arasında yer aldığı için verilerin normal dağıldığı kabul edilmiştir.

Tablo 2. Normallik Testi Sonuçları

	Ortalama	Std. Sapma	Çarpıklık	Basıklık
TAT	4,172	1,398	-0,078	-0,531
AÇE	4,653	1,077	-0,802	0,996
ÖNO	4,291	1,380	-0,109	-0,385
DMA	3,583	1,480	0,046	-0,475
ALI	4,266	1,379	-0,340	-0,021
DBY	3,793	1,527	-0,056	-0,580
DNİ	4,235	1,120	-0,154	0,471

Ölçüm Modeli

Anderson ve Gerbing (1988), yapılar arasındaki yapısal ilişkiyi test etmeden önce yakınsama ve ayırt edici geçerliliği değerlendirmenin önemli bir süreç olduğunu belirtmişlerdir. Bu çalışmada, modelin uyumunu değerlendirmek ve yakınsak ile ayırt edici geçerliliği hesaplama için doğrulayıcı faktör analizi gerçekleştirilecektir. Ölçüm modelin CMIN/DF, GFI, AGFI, NFI, TLI, CFI, RMSEA değerleri iyi uyum değerine sahip olduğundan bu uyumun iyiliği istatistiklerinden çıkan değerlere bakılarak modelin uyumunun iyi durumda olduğu tespit edilmiştir.

Tablo 3'te yapısal model sonuçları sunulmaktadır. Tablo 3'te ölçeklerin açıklanan ortalama varyans (AVE) değerleri 0,712 ile 0,861 arasında, Cronbach Alpha değerleri 0,856 ile 0,930 arasında ve birleşik güvenilirlik (CR) değerleri 0,899 ile 0,948 arasında olduğu tespit edilmiştir. AVE, CR için kritik değerler sırasıyla 0,5 ve 0,7'dir ve Cronbach Alpha için önerilen değer 0,7'dir (Fornell ve Larcker, 1981). Çalışmadaki ölçeklere ait AVE, CR ve Cronbach Alpha değerleri, önerilen limitlerin üstündedir. İlgili ölçeklerde madde yüklerinin 0,7'nin üzerinde olup olmadığına bakılmış (Gefen ve Straub, 2005) ve Tablo 3'te gösterildiği gibi, tüm madde yükleri ilgili değerlerin üzerindedir. Bu değerlerden yola çıkılarak modelin yakınsak geçerliliği sağladığı değerlendirilmiştir.

Tablo 3. Ölçüm Model Sonuçları

Değişken	Madde	Faktör Yüğü	Cronbach Alpha	CR	AVE
Tatminsizlik	TAT1	0,795	0,924	0,926	0,759
	TAT2	0,898			
	TAT3	0,942			
	TAT4	0,844			
Alternatif Çekicilik	AÇE1	0,725	0,856	0,859	0,672
	AÇE2	0,889			
	AÇE3	0,838			
Öznel Norm	ÖNO1	0,935	0,930	0,931	0,819
	ÖNO2	0,831			
	ÖNO3	0,945			
Değişirme Maliyetleri	DMA1	0,773	0,826	0,826	0,613
	DMA2	0,795			
	DMA3	0,781			
Alışkanlık	ALI1	0,876	0,905	0,905	0,761
	ALI2	0,883			
	ALI3	0,859			
Düşük Bireysel Yenilikçilik	DBY1	0,814	0,896	0,899	0,750
	DBY2	0,944			
	DBY3	0,835			
Değişirme Niyeti	DNİ1	0,940	0,928	0,930	0,817
	DNİ2	0,835			
	DNİ3	0,933			

Ayrırt edici geçerliliği, temel ölçekler için korelasyon matrisi ve AVE'nin karekökleri kullanılarak test edilmektedir. Her ölçeğin AVE'sinin karekökü, spesifik değişkenin modeldeki diğer tüm değişkenlerle korelasyonundan daha yüksek olmalıdır (Fornell & Larcker, 1981). Tablo 4, tüm AVE'lerin kareköklerinin diğer değişkenlerle olan korelasyonlardan daha büyük olduğunu göstermektedir, bu da ayrırt edici geçerliliğin sağlandığını göstermiştir.

Tablo 4. Korelasyon Matrisi ve AVE'nin Karekökleri

	TAT	AÇE	ÖNO	DMA	ALI	DBY	DNİ
TAT	0,871						
AÇE	0,234	0,820					
ÖNO	0,138	0,025	0,905				
DMA	-0,114	-0,148	-0,031	0,783			
ALI	0,028	-0,071	-0,063	0,103	0,872		
DBY	-0,174	0,001	-0,039	0,119	0,108	0,866	
DNİ	0,393	0,299	0,284	-0,425	-0,133	-0,238	0,904

Yapısal Model

Hu ve Bentler (1999), Gefen vd. (2000) tarafından önerilen model uyum kriterleri hem ölçüm hem de yapısal model için kullanılmıştır. Kabul edilebilir modellerde CMIN/DF<3; GFI>0,90; AGFI>0,80; NFI>0,9; TLI>0,9; CFI>0,9 ve RMSEA<0,08 kriterlerini sağlamalıdır. Elde edilen uyum ölçütlerinin tümü, yapısal modelin kabul edilebilir olduğunu göstermiştir.

Yapısal modelde, sonuçlar tatminsizliğin ($\beta=0,260$; $p<0,001$), alternatif çekiciliğin ($\beta=0,178$; $p<0,001$) ve öznel normun ($\beta=0,223$; $p<0,001$) değiştirme niyetini pozitif yönde etkilediğini göstermiştir. Ayrıca değiştirme maliyetleri ($\beta=-0,340$; $p<0,001$) ve düşük bireysel yenilikçilik ($\beta=-0,137$; $p<0,01$) değiştirme niyetini olumsuz yönde etkilemektedir. Alışkanlık ve değiştirme niyeti arasında anlamlı bir ilişki tespit edilmemiştir. Bu çalışmada kurulan hipotezlere ilişkin yol katsayıları, t değerleri ve p değerleri Tablo 5'te ayrıntılı olarak gösterilmektedir.

Tablo 5. Hipotez Test Sonuçları

Hipotez	İlişki	İşaret	β	t-değeri	p-değeri	Sonuç
H ₁	TAT -> DNİ	(+)	0,260	5,235	0,000	Desteklendi
H ₂	AÇE -> DNİ	(+)	0,178	3,563	0,000	Desteklendi
H ₃	ÖNO -> DNİ	(+)	0,223	4,856	0,000	Desteklendi
H ₄	DMA -> DNİ	(-)	-0,340	-6,489	0,000	Desteklendi
H ₅	ALI -> DNİ	(-)	-0,063	-1,350	0,177	Desteklenmedi
H ₆	DBY -> DNİ	(-)	-0,137	-2,888	0,004	Desteklendi

Sonuç ve Tartışma

Mobil hizmetlerin hızlı gelişimi ve akıllı telefon kullanıcılarının hızlı artışıyla birlikte, akıllı telefon kullanıcıların marka değiştirme niyetinin belirleyicilerini belirlemek ve açıklamak gerekmektedir. Bu nedenle çalışma, kullanıcıların akıllı telefonlar arasında değişim yapma niyetini anlamak için insan göçü literatüründen kaynaklanan İÇB çerçevesini uygulamaktadır. Sonuçlardan elde edilen temel bulgular aşağıda tartışılmaktadır.

Akıllı telefon kullanıcıların tatminsizlik düzeyinin marka değiştirme niyeti üzerinde etkisi olduğu tespit edilmiş ve bu sonuç Sun vd. (2017), Zhou (2021) çalışmaları ile paralellik göstermiştir. Akıllı telefon kullanma konusundaki deneyiminden memnun olmayan ve rahatsız olan kullanıcılar başka bir akıllı telefon markasına geçmeyi düşüneceklerdir. Bir itici faktör olan tatminsizlik, kullanıcıların sahip olduğu memnuniyetsizlikleri için alternatif akıllı telefon aramaya itecek ve bu durum kullanıcıların değişim yapma niyetini artıracaktır.

Araştırma kapsamında elde edilen bulgulara göre, alternatif çekicilik değiştirme niyetini pozitif yönde etkilemektedir. Elde edilen bu sonucun, diğer çalışmalarla karşılaştırıldığında benzer niteliğe sahip olduğu göze çarpmaktadır (Zhang vd., 2008; Chang vd., 2017). Eğer kullanıcıların sahip oldukları akıllı telefonları değiştirmesi gerekirse, seçebileceği başka iyi akıllı telefonların varlığı, bireylerin marka değiştirme niyetinin artmasına neden olacaktır. Kullanıcıların muhtemelen başka bir akıllı telefonun özelliklerinden ve hizmetlerinden memnun olacağı algısı, bireylerin

muhtemelen başka bir akıllı telefon markasına geçmesine sebep olacaktır. Yani kullanıcılar alternatif akıllı telefon markalarına çekilecektir.

Araştırma da önerilen üçüncü hipotez kapsamında elde edilen sonuca göre öznel norm akıllı telefon marka değiştirme niyetini etkilemektedir. Bu bulgu önceki çalışmalar (Liao vd., 2021; Sun vd., 2017) ile tutarlıdır. Bireyin davranışını etkileyen insanların, bireyin iletişim kurması için başka bir akıllı telefon kullanması gerektiği düşüncesi, bu bireyin gelecekte başka bir markaya geçmeye karar vermesine neden olacaktır. Kişi, önemli olarak gördüğü diğerlerinin yeni bir akıllı telefon kullanma önerilerini alırsa, ilişkisini sürdürmek için yüksek marka değiştirme niyetine sahip olacaktır.

Söz konusu çalışmada değiştirme maliyetlerinin değiştirme niyeti üzerinde negatif yönde anlamlı bir etkisi olduğu sonucuna ulaşılmıştır. Değiştirme maliyetleri ile değiştirme niyeti arasındaki negatif yöndeki ilişki, ilgili alanda yapılan birçok çalışmanın bulgularıyla benzerlik göstermektedir (Lin ve Huang, 2014; Zhou, 2016; Sun vd., 2017; Chang vd., 2017). Diğer akıllı telefon markalarına geçmenin külfetli olacağını düşünen ve marka değiştirmenin çaba gerektireceği algısına sahip bireylerin akıllı telefonları değiştirme niyetleri düşük olacaktır.

Çalışma sonucunda elde edilen diğer analiz sonucuna göre düşük birey yenilikçiliği ile değiştirme niyeti arasında anlamlı ve negatif yönde bir ilişki vardır. Elde edilen bu sonuç, Yoon ve Lim (2021) araştırma bulgusuyla paralellik göstermektedir. Akranları arasında yeni bilgi teknolojilerini kullanmakta genellikle geç kalan ve yeni bilgi teknolojilerini denemekten hoşlanmayan bireyler başka bir akıllı telefon markasına geçmeyi düşünmeyeceklerdir.

Araştırmada önerilen beşinci hipotez, alışkanlık ile değiştirme niyeti arasındaki negatif yönlü anlamlı bir ilişki tespit edilmemiştir. Çalışmadan elde edilen bu sonuç Liao vd. (2021) tarafından yapılan araştırma ile örtüşmektedir.

Çalışmadan elde edilen sonuçlarının literatüre çeşitli teorik katkılar sağlaması beklenmektedir. İlk olarak bu çalışma marka değiştirme niyeti açısından İÇB modeline dayalı bir araştırma modeli geliştirmiş ve ampirik olarak analiz etmiştir. Ayrıca bu araştırma, Türk akıllı telefon kullanıcıların marka değiştirme niyetlerini etkileyen faktörleri itme, çekme ve bağlama kategorilerine dayalı olarak açıklamak için yeni bir teorik model geliştirmektedir. Sonuçlar, marka değişikliğinin itme faktörleri (tatminsizlik), çekme faktörleri (alternatif çekicilik, öznel norm) ve bağlama faktörleri (değişim maliyetleri, düşük bireysel yenilikçilik) olmak üzere üç tür faktörden etkilendiğini göstermiştir. İkinci olarak bu çalışma, kullanıcıların akıllı telefon marka değiştirme kapsamında İÇB modelini genişletmiştir. Genel olarak kullanılan değişim maliyetleri bağlama faktörüne ilave olarak bu çalışma, düşük bireysel yenilikçilik değişkeni ile bağlama etkilerini yansıtabileceğini önermektedir.

Bu çalışmada yönetsel uygulamalara katkısı olabilecek bazı sonuçlara ulaşılmıştır. Sonuçlar, akıllı telefon üreticilerin kullanıcı marka değişimini frenlemek için itme, çekme ve bağlama faktörleriyle ilgilenmeleri gerektiğini belirtmektedir. Üreticiler, kullanıcıların akıllı telefon genel deneyimini hayal kırıklığına uğratmayacak ve kullanıcıların kendilerini kötü hissetmeyecekleri ürünü tasarımı gerçekleştirmelidir. Akıllı telefon üreticileri alternatiflerin çekiciliğini azaltmak için markalarının mevcut teklifleri, hizmetleri açısından ürün ve hizmetlerinin kalitesini iyileştirmelerini ve mevcut müşterileri elde tutmak için marka rekabet güçlerini her yönden geliştirmeleri

gerekmektedir. Akıllı telefon işletmeleri, kullanıcıların arkadaşlarını ve aile üyelerini hareketlendirerek yeni kullanıcılar kazanmaya ve mevcut olanları elde tutmaya teşvik ederek kullanıcıların sübjektif normlarından yararlanmalıdır. Uygulanan bazı pazarlama stratejileri sayesinde kullanıcıların değiştirme maliyetleri etkili bir şekilde artırılmalıdır. Düşük bireysel yenilikçiliğinin olumsuz etkisini azaltmak amacıyla, işletmeler daha etkili müşteri kazanımı için yüksek kişisel yenilikçiliğe sahip kişiler üzerinde yoğun pazarlama faaliyetleri yürütmelidir.

Bu çalışmanın araştırmacılar ve uygulayıcılar için çeşitli çıkarımları olmasına rağmen, bazı sınırlamaları vardır. İlk olarak çalışma yalnızca Türkiye’de yapıldığından, sonuçlar diğer ülkelerde farklı olabilir. Bu nedenle, araştırma sonuçlarının genellenmesi için gelecekteki araştırmaların diğer ülkelerde tekrarlanması gerekmektedir. İkincisi bu araştırma modelinin değişkenlerine ek olarak algılanan düşük kalite, bağlılık, algılanan kullanışlılık gibi diğer faktörler kullanıcıların marka değiştirme niyetlerini etkileyebilir. Gelecekteki araştırmaların, akıllı telefon kullanıcıların marka değiştirme niyetini daha iyi anlamak için bu faktörleri içermesi gerekmektedir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	<i>Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.</i> * (Ankara Bilim Üniversitesi Rektörlüğü, Etik Kurulu Başkanlığının 17.04.2023 Tarih ve 2023/7 Nolu kararı ile Etik Kurul Kararı alınmıştır.)
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

Peer-Review	Double anonymized - Two External
Ethical Statement	<i>It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.</i> * (Ankara Science University Rectorate, Ethics Committee Decision was taken with the decision dated 17.04.2023, numbered 2023/7 of the Presidency of the Publication Ethics Committee.)
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Kaynakça / References

- Agarwal, R., & Prasad, J. (1998). A conceptual and operational definition of personal innovativeness in the domain of information technology. *Information systems research, 9*(2), 204-215.
- Ajzen, I. (1991). Theory of planned Behavior: Organizational behavior and human decision processes. *Journal of Leisure Research, 100*(1), 96e109.
- Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological bulletin, 103*(3), 411.
- Appiah, D., Ozuem, W., Howell, K. E., & Lancaster, G. (2019). Brand switching and consumer identification with brands in the smartphones industry. *Journal of Consumer Behaviour, 18*(6), 463-473.
- Bankmycell, (2022). January 2023 Mobile User Statistics. <https://www.bankmycell.com/blog/how-many-phones-are-in-the-world>.
- Bansal, H. S., Taylor, S. F., & James, Y. S. (2005). Migrating to new service Providers: Toward a unifying framework of consumers' switching behaviors. *Journal of the Academy of Marketing Science, 33*(1), 96e115.
- Chang, H. H., Wong, K. H., & Li, S. Y. (2017). Applying push-pull-mooring to investigate channel switching behaviors: M-shopping self-efficacy and switching costs as moderators. *Electronic Commerce Research and Applications, 24*, 50-67.
- Chiu, C. M., Hsu, M. H., Lai, H., & Chang, C. M. (2012). Re-examining the influence of trust on online repeat purchase intention: The moderating role of habit and its antecedents. *Decision Support Systems, 53*(4), 835-845.
- Christino, J., Silva, T., Moura, L. R., & Fonseca, L. H. (2020). Antecedents and consequents of brand love in the smartphone market: an extended study of the impact of switching cost. *Journal of Promotion Management, 26*(3), 301-321.
- Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research, 18*(1), 39-50.
- Gefen, D., Straub, D., & Boudreau, M. C. (2000). Structural equation modeling and regression: Guidelines for research practice. *Communications of the association for information systems, 4*(1), 7.
- Gefen, D., & Straub, D. (2005). A practical guide to factorial validity using PLS-graph: Tutorial and annotated example. *Communications of the Association for Information Systems, 16*(1), 91-109.
- Gerpott, T. J., Rams, W., & Schindler, A. (2001). Customer retention, loyalty, and satisfaction in the German mobile cellular telecommunications market. *Telecommunications policy, 25*(4), 249-269.
- Guo, J., Shan, S., Wang, Y., & Khan, Y. A. (2021). Analyzing Chinese customers' switching intention of smartphone brands: Integrating the push-pull-mooring framework. *Discrete Dynamics in Nature and Society, 2021*, 1-14.

Hsiao, M. H., & Chen, L. C. (2015). Smart phone demand: An empirical study on the relationships between phone handset, Internet access and mobile services. *Telematics and Informatics*, 32(1), 158-168.

Hsieh, J. K., Hsieh, Y. C., Chiu, H. C., & Feng, Y. C. (2012). Post-adoption switching behavior for online service substitutes: A perspective of the push-pull-mooring framework. *Computers in Human Behavior*, 28(5), 1912-1920.

Jones, M. A., Mothersbaugh, D. L., & Beatty, S. E. (2000). Switching barriers and repurchase intentions in services. *Journal of Retailing*, 76(2), 259-274.

Kim, H. W. (2010). The effects of switching costs on user resistance to enterprise systems implementation. *IEEE Transactions on Engineering Management*, 58(3), 471-482.

Kim, S., Choi, M. J., & Choi, J. S. (2019). Empirical study on the factors affecting individuals' switching intention to augmented/virtual reality content services based on push-pull-mooring theory. *Information*, 11(1), 25.

Kim, J., Lee, H., & Lee, J. (2020). Smartphone preferences and brand loyalty: A discrete choice model reflecting the reference point and peer effect. *Journal of Retailing and Consumer Services*, 52, 101907.

Kim, M. K., Park, M. C., & Jeong, D. H. (2004). The effects of customer satisfaction and switching barrier on customer loyalty in Korean mobile telecommunication services. *Telecommunications policy*, 28(2), 145-159.

Kline, R. B. (2011). *Principles and Practice of Structural Equation Modeling*. Third Edition. London: The Guilford Press.

Lam, S. Y., Shankar, V., Erramilli, M. K., & Murthy, B. (2004). Customer value, satisfaction, loyalty, and switching costs: an illustration from a business-to-business service context. *Journal of the academy of marketing science*, 32(3), 293-311.

Levesque, T. J., & McDougall, G. H. (1996). Customer dissatisfaction: the relationship between types of problems and customer response. *Canadian Journal of Administrative Sciences/Revue Canadienne des Sciences de l'Administration*, 13(3), 264-276.

Liao, J., Li, M., Wei, H., & Tong, Z. (2021). Antecedents of smartphone brand switching: a push-pull-mooring framework. *Asia Pacific Journal of Marketing and Logistics*, 33(7), 1596-1614.

Liao, C., Palvia, P., & Lin, H. N. (2006). The roles of habit and web site quality in e-commerce. *International Journal of Information Management*, 26(6), 469-483.

Lin, T. C., & Huang, S. L. (2014). Understanding the determinants of consumers' switching intentions in a standards war. *International Journal of Electronic Commerce*, 19(1), 163-189.

Lisana, L. (2022). Factors affecting university students switching intention to mobile learning: a push-pull-mooring theory perspective. *Education and Information Technologies*, 1-21.

Lu, J., Yao, J. E., & Yu, C. S. (2005). Personal innovativeness, social influences and adoption of wireless Internet services via mobile technology. *The Journal of Strategic*

Information Systems, 14(3), 245-268.

Lu, T. (2017). Smartphone users replace their device every twenty-one months. *Counterpoint Research*, 13, <https://www.counterpointresearch.com/smartphone-users-replace-their-device-every-twenty-one-months/>

Lu, H. P., & Wung, Y. S. (2021). Applying transaction cost theory and push-pull-mooring model to investigate mobile payment switching behaviors with well-established traditional financial infrastructure. *Journal of theoretical and applied electronic commerce research*, 16(2), 1-21.

Moon, B. (1995). Paradigms in migration research: exploring 'moorings' as a schema. *Progress in human geography*, 19(4), 504-524.

Msaed, C., Al-Kwafi, S. O., & Ahmed, Z. U. (2017). Building a comprehensive model to investigate factors behind switching intention of high-technology products. *Journal of Product & Brand Management*, 26(2), 102-119.

Nikhashemi, S. R., Valaei, N., & Tarofder, A. K. (2017). Does brand personality and perceived product quality play a major role in mobile phone consumers' switching behaviour?. *Global Business Review*, 18(3), 108-127.

Oliveira, T., Thomas, M., Baptista, G., & Campos, F. (2016). Mobile payment: Understanding the determinants of customer adoption and intention to recommend the technology. *Computers in human behavior*, 61, 404-414.

Oliver, R. L. (1980). A cognitive model of the antecedents and consequences of satisfaction decisions. *JMR, Journal of Marketing Research*, 17(4), 460-469.

Pae, J. H., & Hyun, J. S. (2006). Technology advancement strategy on patronage decisions: the role of switching costs in high-technology markets. *The International Journal of Management Sciences*, 34(1), 19-27.

Rong-Da Liang, A., Lee, C. L., & Tung, W. (2014). The role of sunk costs in online consumer decision-making. *Electronic Commerce Research and Applications*, 13(1), 56-68.

Statista, (2023a). Number of smartphone users in Turkey 2019-2028 (in millions). <https://www.statista.com/statistics/467181/forecast-of-smartphone-users-in-turkey/>

Statista, (2023b). Global smartphone market share from 4th quarter 2009 to 2nd quarter 2023. <https://www.statista.com/statistics/271496/global-market-share-held-by-smartphone-vendors-since-4th-quarter-2009/>

Sun, Y., Liu, D., Chen, S., Wu, X., Shen, X. L., & Zhang, X. (2017). Understanding users' switching behavior of mobile instant messaging applications: An empirical study from the perspective of push-pull-mooring framework. *Computers in Human Behavior*, 75, 727-738.

Tabachnick, B.G. ve Fidell, L.S. (2013). *Using Multivariate Statistics*, Boston: Pearson.

Taylor, S., & Todd, P. A. (1995). Understanding information technology usage: A test of competing models. *Information systems research*, 6(2), 144-176.

Verplanken, B., & Aarts, H. (1999). Habit, attitude, and planned behaviour: is habit an empty construct or an interesting case of goal-directed automaticity?. *European review of*

social psychology, 10(1), 101-134.

Yoon, C., Jeong, C., & Rolland, E. (2015). Understanding individual adoption of mobile instant messaging: A multiple perspectives approach. *Information Technology and Management*, 16(2), 139-151.

Yoon, C., & Lim, D. (2021). Customers' Intentions to Switch to Internet-Only Banks: Perspective of the Push-Pull-Mooring Model. *Sustainability*, 13(14), 8062.

Zhang, K. Z., Cheung, C. M., Lee, M. K., & Chen, H. (2008). Understanding the blog service switching in Hong Kong: an empirical investigation. In *Proceedings of the 41st annual Hawaii international conference on system sciences (HICSS 2008)*, 269-277.

Zhou, T. (2016). Examining user switch between mobile stores: A push-pull-mooring perspective. *Information Resources Management Journal (IRMJ)*, 29(2), 1-13.

Zhou, T. (2021). Understanding Users' Switching Between Social Media Platforms: A PPM Perspective. *International Journal of Information Systems in the Service Sector (IJISSS)*, 13(1), 54-67.

Zins, A. H. (2001). Relative attitudes and commitment in customer loyalty models: Some experiences in the commercial airline industry. *International Journal of Service Industry Management*, 12(3), 269-294.

Zippia, (2022). 20 vital smartphone usage statistics [2022]: Facts, data, and trends on mobile use in the U.S. <https://www.zippia.com/advice/smartphone-usage-statistics/>.



2023, 12 (3), 1745-1767 | Araştırma Makalesi

Darülfünun'dan İstanbul Üniversitesine Osmanlı'da İlk Üniversitenin Tarihçesi

Özgür TÜRKÖĞLU¹

Öz

Osmanlı İmparatorluğu'nda kuruluşundan itibaren temel eğitim ve öğretim kurumu olarak medreseler ve Enderun Mektepleri hizmet etmiştir. Ancak 18. yy.'dan itibaren çağın ihtiyaçlarına yanıt verememesi ve Batı karşısında cephelerde alınan yenilgiler bu okulların sorgulanmasına neden olmuş, neticede Avrupa modeli yükseköğretim kurumları oluşturulmaya başlanmıştır. Ancak meselenin sadece askeri boyutu göz önüne alınmış ilk olarak ordu için yükseköğretim okulları açılmıştır. Hendesehane, Mekteb-i Bahri Hümâyûn ve Mekteb-i Berri Hümâyûn bahse konu okulların başında gelmektedir. 1808'de tahta çıkan Padişah II. Mahmut bu geleneği devam ettirmiş, Mekteb-i Tıbbiye ve Mekteb-i Harbiye gibi yine ordu öncelikli yüksekokullar kurduştur. 1839'da Tanzimat Fermanının ilanı ile başlayan Tanzimat Dönemi eğitim noktasında yeni bir anlayışın benimsenmesini başlatmıştır. Eğitimde istenilen verimin alınamadığını gören dönemin devlet adamları Batı tarzı ilk sivil üniversiteyi kurmayı kararlaştırmıştır. Bu amaçla 1846'da "fenler evi" anlamına gelen Darülfünun tesis edilmiştir. İlk öğretimini Nuri Efendi Konağında ve okul için yapılan binanın bazı odalarında halka açık şekilde yapan Darülfünun, Fatih Semtinde çıkan yangın sonucu 1870'te Çemberlitaş'ta bulunan binada öğretim hayatına devam etmek zorunda kalmıştır. 1871'de öğretimi tekrar sonlanan Darülfünun 1874'te Mekteb-i Sultani (Galatasaray Lisesi) bünyesinde öğretimine başlamıştır. Mekteb-i Sultani'deki öğretim süreci ekonomik nedenlerle 1881'de sonlanmış ve okul 1900 yılında tekrar öğretime başlamıştır. II. Meşrutiyet döneminde okul teşkilatı ve ders müfredatlarında yapılan değişiklikler gibi reformların ardından Osmanlı Devleti 1914'te Birinci Dünya Savaşı'na girmiş, 1918'de mütareke imzalamak zorunda kalmış, 1919'da Millî Mücadele'yi başlatmıştır. Darülfünun talebeleri millî mücadeleye destek vermiş ve Cumhuriyet reformlarını benimsemiştir. Atatürk'ün eğitim politikaları ekseninde Darülfünun'da reform yapılması gündeme gelmiş ve 1933'te Darülfünun İstanbul Üniversitesi adını almıştır.

Anahtar Kelimeler: Darülfünun, İstanbul Üniversitesi, Tanzimat, Yükseköğretim, Eğitim Tarihi.

Türkoğlu, Ö. (2023). Darülfünun'dan İstanbul Üniversitesine Osmanlı'da İlk Üniversitenin Tarihçesi . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1745-1767 . <https://doi.org/10.15869/itobiad.1317183>

Geliş Tarihi	20.06.2023
Kabul Tarihi	26.08.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Doktora Öğrencisi, Necmeddin Erbakan Üniversitesi, Sosyal ve Beşeri Bilimler Fakültesi, Atatürk İlkeleri ve İnkılap Tarihi Ana Bilim Dalı, Konya, Türkiye, sergant_123@hotmail.com, ORCID: 0000-0002-2369-2674



2023, 12 (3), 1745-1767 | Research Article

From Darülfünun to Istanbul University the History of the First University in Ottoman

Özgür TÜRKÖĞLU¹

Abstract

Madrasahs and Enderun Schools have served as the basic education and training institutions in the Ottoman Empire since its foundation. However, since the 18th century, the failure to respond to the needs of the age and the successive defeats on the fronts against the West caused these schools to be questioned, and as a result, European model higher education institutions began to be established. Only the military dimension of the issue was taken into consideration and for this purpose, higher education schools were opened especially for the army. Relatively efficient results were obtained from these schools. Hendesehane, Mekteb-i Bahri Hümayun, Mekteb-i Berri Hümayun are among the schools in question. The reformist Sultan, who came to the throne in 1808, II. Mahmut continued this tradition, and the army had established colleges such as the Mekteb-i Tıbbiye and Mekteb-i Harbiye. The Tanzimat Period, which started with the declaration of the Tanzimat Edict in 1839, initiated the adoption of a new understanding in education. Seeing that the desired efficiency in education could not be achieved, the statesmen of the period decided to establish the first Western-style civilian university. For this purpose, Darülfünun, which means "house of sciences", was established in 1846. Darülfünun, who gave her primary education in Nuri Efendi Mansion and in some rooms of the building for the school, had to continue her education in the building located in Çemberlitaş in 1870 as a result of the fire in Fatih District. Darülfünun, whose education was terminated again in 1871, started its education in Mekteb-i Sultani (Galatasaray High School) in 1874. The education process in Mekteb-i Sultani ended in 1881 due to economic reasons and the school re-entered education in 1900. II. After the reforms such as the changes made in the school organization and course curricula during the Constitutional Monarchy period, the Ottoman Empire entered the First World War in 1914, had to sign an armistice in 1918, and started the National Struggle in 1919. During the National Struggle, the students of Darülfünun supported the reforms after the proclamation of the Republic. In line with Atatürk's education policies, the reform of Darülfünun came to the fore and in 1933 it was renamed Darülfünun Istanbul University.

Keywords: Darülfünun, İstanbul University, Tanzimat, High Education, Education History

Türkoğlu, Ö. (2023). From Darülfünun to Istanbul University the History of the First University in Ottoman , *Journal of the Human and Social Science Researches*, 12 (3) , 1745-1767 . <https://doi.org/10.15869/itobiad.1317183>

Date of Submission	20.06.2023
Date of Acceptance	26.08.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ LA, N.E. University, Faculty of Social Sciences and Humanities, Department of the History of the Revolution and Atatürk's Principles, Konya, Türkiye, sergant_123@hotmail.com, ORCID: 0000-0002-2369-2674

Giriş

Genel tanım itibarıyla yükseköğretim üniversite, yüksekokul ve akademi seviyelerinde eğitimi kapsayan bir öğretim kademesidir. Yükseköğretimin en önemli iki işlevi, bilim üretmek ve eğitilmiş insan yetiştirmektir. Buradan hareketle yükseköğretim; *bilimsel birikimleri muhafaza eden, geliştiren, yayan ve bu amaçla, eğitim faaliyetlerinin yanında, bilimsel araştırmaların yapıldığı üniversitelerle bu üniversitelere bağlı diğer kuruluşların tümü şeklinde tanımlanmaktadır*. Yükseköğretimin kaynağı üniversitelerdir. Üniversite kelimesi Latince 'de *universitas*'dır ve *bağımsız tüzel kişiliğe sahip ve ortak çıkarları olan kişiler topluluğu veya kurum, topluluk* manasındadır (Kılıç, 1999, s. 2-3).

Tarihi kaynaklarda ilk olarak Bologna Üniversitesi (1088) ve Paris Üniversitesi'nin (1150) teşekkül edildiğine rastlanmaktadır. İslam dünyasında üniversite olarak Nizamiye Medresesi zikredilse de bu medrese Avrupa modeli üniversitelerinin karşılığı değildi. Feodal düzenin gerilemesiyle ortaya çıkan bu üniversiteler çoğu aydınlar, öğrenciler ve avukatların *universitas* adıyla bilinen teşkilatta örgütlenmeleriyle oluşum sürecine girmiştir. Kilise etkisine giren, tüzüklerini papalardan, krallardan alan bu üniversiteler zamanla özerkliklerini elde ettiler. Bologna, Paris ve Oxford Üniversiteleri bu anlamda örnek teşkil etmektedir. 15.yy-18.yy. arasında Avrupa'da üniversitelerin sayısı artmıştır. Devlet kontrolünde kurulan üniversiteler bölünmüşler, Katolik ve Protestan hükümdarlara bağlanmışlardır. 18. yy. sonunda üniversiteler seküler, modern araştırma kurumu haline gelmişlerdir (İhsanoğlu, 2021, s. 31-33).

Osmanlı İmparatorluğu'nda klasik dönem diyebileceğimiz; kuruluştan tanzimat dönemine kadar mevcut olan başlıca eğitim kurumları medreseler, Sıbyan Mektepleri ve Enderun Mektepleridir. İlk üniversite Darülfünun'un kuruluşuna kadar bu mektepler ve 18. yy.'dan itibaren ordu için kurulan yükseköğretim mektepleri devletin temel eğitim kurumlarıdır. Osmanlı'da ilk medreseyi Orhan Gazi kurmuş olup bu medrese İznik Orhaniyesi'dir. İlerleyen dönemlerde Bursa, Edirne ve İstanbul'da da medreseler kurulmuştur (Siler, 1992, s. 10). Sıbyan Mektepleri küçük yaştaki çocukların eğitim gördüğü ilköğretim seviyesindeki mekteplerdir. Bu okullarda okuma-yazma, Kur'an-ı Kerim ve hesap gibi konularda temel bilgiler öğretilirdi. Medreseler ise Umumi ve İhtisas Medreseleri olmak üzere ikiye ayrılmaktaydı. Umumi Medreseler dini ve dünyevi eğitim verirdi, İhtisas Medreseleri uzman yetiştirmek üzere eğitim vermekteydi. İhtisas Medreseleri üç grupta toplanır bunlar; 1. Darülhadisler; Hz. Muhammed'in söz, fiil veya tahrirlerinden oluşan hadislerin öğretildiği medreselerdir. Bu medreselerde hadislerin yanı sıra, diğer İslami bilimler de okutulmaktaydı. 2. Darülkurralar; Kuran-ı Kerim'in ezberletildiği ve diğer İslami bilimlerin okutulduğu medreselerdir. Bu medreselerden mezun olanlar, genellikle camilerde görev almaktaydılar. 3. Darüşifalar; tıp eğitimi veren medreselerdir. Umumi Medreseler ise genel olarak kadı, müftü ve müderris yetiştirmek için kurulmuşlardır (Demiralp, 1997, s. 4; Kılıç, 1999, s. 5; Karakök, 2013, s. 218).

Medreselerde Fıkıh, Tefsir, Akaid, Hadis, İlm-i Hikmet, Belagat, Geometri, Cebir, Astronomi, Tarih ve Coğrafya dersleri de okutulurdu. Öğretim süresi beş yıldır. Bundan sonra yükseköğretim mahiyetinde Sahn-ı Seman'da³ iki yıl eğitimle birlikte toplam

³ Mehmet Ali Ayni, Sahn-ı Seman Medreselerini Osmanlı'nın ilk üniversitesi olarak kabul etmektedir. Fatih Sultan Mehmet bu medreselerin teşkilatlandırılması için Matematik alimi Ali Kuşçu'yu ve ulema Molla Hüsrev'i tayin etmiştir (Ayni, 1995, s. 31).

eğitim süresi yedi yılı bulmaktaydı. Buradan mezun olanlara İcazetname denilen diploma verilirdi. Sahn-ı Seman medreselerinde tıp hariç matematik, astronomi ve temel şer'i konularda uzmanlaşma söz konusudur (Siler, 1992, s. 11; Ortaylı, 2008, s. 233-234).

Osmanlı'da medreselerin haricinde Enderun adında bir eğitim kurumu daha bulunmaktaydı. Daha çok usta-çırak esasına dayalı bir eğitim kurumu olup saraya bağlı olarak eğitim vermekteydi. Burada eğitim görenler sarayın ve üst rütbeli askeri personel ihtiyacını karşılamaktaydı. Bu mektepte yetişenler oldukça vasıflı kimselerdi ve eğer üst sınıfa geçmekte başarısız olunursa bu kişiler orduya vasıfsız asker olarak verilirdi (Er, 2003, s. 212).

Osmanlı İmparatorluğu'nun temel eğitim kurumları 16. yy'dan itibaren bozulma sürecine girdi. Gerileme sürecinin başlamasına paralel olarak medreseler de kalitesini kaybetmeye ve bozulmaya başladı. Ulemanın da gün geçtikçe bilinen yüksek kalitesini yitirmesinden ötürü medreseler bekleneni vermemiş ve Batının hızla gelişen ilim dünyası karşısında geri kalmışlardır. Birçok siyasi, sosyal ve ekonomik nedenlerin de rol oynadığı bozulma karşısında, padişahlar bunların sebeplerini araştırmak üzere, rapor niteliğinde risaleler ve layihalar hazırlatmıştır. Bu layihalardan biri de devletin kötü gidişatına dair IV. Mehmet'in Kâtip Çelebi'den istediği risaledir. Kâtip Çelebi risalesinde medreselerden şikayetçi olmuş ve bozulmanın nedenlerinden bahsetmiştir (Şimşek, 2016, s. 133).

"Osmanlı Devleti Cennet mekân Kanuni Süleyman zamanında hikmet ve şeriat ilimlerini üzerlerinde toplamış meşhur alimlerle doluydu. Fatih Sultan Mehmet Han Samaniye Medreselerini yaptırdığında 'kanun üzere şağil oluna' diye vakfiyesinde kayıt ve Haşiyeyi Tecrid Şerh-i Mevakif derslerini de tayin eylemişti. Sonradan gelenler bunlar Felsefiyattandır diye kaldırıp Hidaye ve Ekmel derslerini okutmayı tercih ettiler. Böyle yapınca da ne Makul ne Felsefiyyat ne de Ekmel kaldı. Bu sebepten Anadolu'da ilme zafiyet geldi. İnkırazı yakın olununca da bazı kıyıda kenarda bulunan Ekrad (Kürt) diyarında yer yer kanun üzere hareket eden talebinin acemileri Rum'a (Anadolu'ya) gelip büyük tafra satar oldu. Onları gören bazı kabiliyetli kimseler hikmet talibi olup hakir (Kâtip Çelebi) dahi müzakere esnasında ve medreselerde bulunan istidat sahibi talebeye Sokrat ve Eflatun'u öğretmeye teşvik ettiğim gibi eşyanın hakikat-ı ilminin öğrenilmesine özendirip bu risalede bile vasiyet ve cümlesine nasihat için birkaç madde zikir ve irad eyledim" (Ayni, 1995, s. 31-32.).

18. yy'dan itibaren Batı modernleşmesi çabasına giren Osmanlı Devleti, eğitim alanında da reformlar yapmayı gerekli görmüştür. Bu kapsamda medreselerin yerine Batı tarzı yükseköğretim kurumlarının oluşturulmasına 18. yy'da başlanmıştır. Bu amaçla 1773 yılında Hendesehane kurulmuştur. Okul Osmanlı İmparatorluğu'nda kurulan ilk yüksekokul olarak kabul edilmektedir. Hendesehane *mühendis mektebi* ya da *teknik okul* anlamında bir eğitim kurumudur. Bu okullar ilk kez modern anlamda askeri teknolojik vermek amacıyla Sultan I. Mahmut döneminde, 1734 tarihinde İstanbul'da açılmış ve eğitim-öğretime başlamıştır. Okulun kurulmasında en önemli rolü Fransız Claude Alexander Comte de Bonneval oynamıştır. Bonneval Müslüman olmuş ve Ahmet adını almış daha sonra vezirlik makamına getirilince Humbaracı Ahmed Paşa olarak anılmaya başlamıştır. Bu okulda özellikle humbara yani tunç veya demirden bomba imal etme eğitimi verilmiştir. Ahmed Paşa bomba yapımı ve geometri gibi dersler

vermiştir. Ahmet Paşa'nın vefatından sonra okulun ömrü uzun olmamıştır. Yeniçerilerin isyanı neticesi okul kapatılmıştır (Taştekin, 2019, s. 1150; Aydemir, 2020, s. 2225).

19. yy.'a gelindiğinde Avrupa devletleri gelişen askeri güç ve teknolojileri ile kıta Avrupa'sında, Karadeniz'de ve Kırım'da Osmanlı İmparatorluğuna galebe çalmış ve buralarda egemenlik el değiştirmiştir (İhsanoğlu, 2021, s. 55). Yaşanan bu gerilemelerin baskısıyla birlikte Osmanlı Devleti'nde orduda reform hareketleri gündeme gelmiştir. 17. yy'dan 19. yy'a kadar Avrupa'nın üstünlüğünü yalnız askeri alanda kabul eden Osmanlı, askeri kurumlarda reform uygulamalarına gitmiş, bu kurumları Batı'nın ilim, teknik ve eğitim tarzına göre adapte etmeyi düşünmüştür. Bu bağlamda 1773 yılında Sultan III. Mustafa döneminde, İstanbul'da Mühendishane-i Bahr-i Hümayun kurulmuştur. Okulun kuruluş amacı Osmanlı'nın denizcilik alanında modern gelişmeleri yakalamaktı (Kaçar, 2009, s. 136). Padişah'ın teşviki ve Macar asıllı Baron de Tott'un çabalarıyla açılan Mühendishâne-i Bahr-i Hümayûn günümüz Deniz Harp Okulunun ilk çekirdeğini oluşturmuştur (Hayta ve Ünal, 2016, s. 50).

Avrupa'da Fransız Devrimi'nden itibaren hızla yaşanan toprak, nüfus, yönetim, ideoloji, eğitim konularındaki ilerlemelere alaka gösteren bir diğer Padişah III. Selim de Avrupa'da yaşanan gelişmeleri Osmanlı Devleti'nde iktibas ettirmek amacıyla Padişah Nizam-ı Cedit denilen reform programını başlatmıştır. Adli, mali, askeri alanda reformlar içeren Nizam-ı Cedit eğitim alanında da yenileşmeyi öngörmüştür (Er, 2003, s. 214; Zürcher, 2020, s. 38). III. Selim yine askeri amaçlı olarak mühendislik dallarında uzmanlaşma başlatarak Mühendishane-i Berri Hümayun kurmuştur. *İmparatorluk Kara Mühendishanesi* anlamına gelen ve Mühendishane-i Bahri-i Humâyûn'dan sonraki ikinci modern mektep olan Mühendishâne-i Berri Hümayun, topçu ve istihkâm subayı yetiştirmek amacıyla İstanbul'da kurulmuştur. Okul 1795 yılında Hasköy'de eğitime başlamıştır (Kılıç, 1999, s. 5; Kaçar, 2006, s. 138). Okulda öğrenim süresi dört yıl olarak belirlenmiş ve derslerin genelde uygulama yaparak işlenmesi sağlanmıştır. Sınıflar; Sınıf-ı Râbi, Sınıf-ı Sâlis, Sınıf-Sâni ve Sınıf-ı Evvel şeklinde bugünün tersine düzenlenmiştir. Yani öğrenciler öğrenime dördüncü sınıftan başlamışlar ve birinci sınıfta bitirerek mezun olmuşlardır. Sınıflarda ortalama 10 öğrenci olmak üzere toplamda 40 öğrenci eğitim almıştır. Bu okul günümüzde Kara Harp Okulu'nun temeli olarak kabul edilmektedir (Okumuş, 1996, s. 336). III. Selim 29 Mayıs 1807'de tahttan indirilmiş sonuç olarak Nizam-ı Cedit reformları başarısız olmuş, yerine geçen IV. Mustafa'nın kısa süren hükümdarlığının ardından (1807-1808) tahta II. Mahmut geçmiştir. Batıcı ve reformist Sultan II. Mahmut selefinden kalan yüksekokulları canlandırıp geliştirmiştir. İsmen varlığını sürdüren Mühendishane Mekteplerine öğretmen sağlamak için Avrupa'ya subaylar göndermiştir. Bu mekteplerin müfredatlarını değiştirmiş, öğretim standartlarını yükseltmiştir (Shaw ve Shaw, 2017, s. 78; Zürcher, 2020, s. 40).

Sultan II. Mahmut orduda eğitilmiş subay eksikliğinin giderilmesi için 1834'te Mekteb-i Harbiye (Harp Okulu)'yi kurmuştur. Padişah 1 Temmuz 1835'de okulu ziyaret etmiştir. Padişahın ziyareti okulun resmi açılış tarihi olarak kabul edilmiş ve okulun adı Mekteb-i Harbiye olarak tescil edilmiştir. Okulun hocaları mühendishaneden mezun olan subaylar ve yabancı askeri uzmanlardan oluşturulmuştur. Öğrencilerin büyük bir çoğunluğu da mühendishaneden temin edilmiştir. Talebelere önce okuma-yazma öğretildikten sonra askerî bilimler ile muharebe metotlarının öğretildiği bu okulda matematik, geometri ve mühendislik eğitimi de verilmiştir. İlk eğitime İstanbul'daki Selimiye Kışlası'nda başlanmıştır (Hayta ve Ünal, 2016, s. 110). II. Mahmut döneminde kurulan bir diğer yüksek öğretim kurumu ise Mekteb-i Tıbbiye'dir. Ordunun sağlık

hizmetlerinin verilmesi, ülke genelinde ve özellikle Yakındoğu'da kolera olmak üzere salgın hastalıklarla mücadele ve kontrolsüz yabancı doktorların sayısının artması gibi nedenler Tıbbiye'nin kuruluşuna amil olmuştur. Bu maksatla 1827'de açılan Tıbhane-i Amire ile 1828'de kurulan Cerrahhane 1838'de birleştirilmiş ve yerli ve yabancı hocalar atanmıştır. Okulun açılış töreninde Padişah bir konuşma yapmıştır. Konuşmasında çağdaş tıbbın Avrupa'dan alınması ve kullanılacak dilin de Türkçe olması gerektiğini vurgulamıştır (Berkes, 2013, s. 185-186).

Bu makalenin konusu olan ismiyle müsemma Darülfünun, ilim ve fen öğretmek amacıyla kurulmuştur. Tanzimat Döneminin ve Osmanlı'nun ilk üniversitesi sayılan Darülfünun hakkında mebzul miktarda yayın olmakla birlikte okulun kuruluşu nedeni, galatimeshur haline gelmiş olan okul binasının inşası ve tamamlanışı, ara dönemlerde kapanış nedenlerinin gerçek nedenleri ve Cumhuriyet dönemi İstanbul Üniversitesine dönüştürülmesi konularına kronolojik olarak arşiv belgeleri ışığında açıklık getirilmiştir.

1. Darülfünunun Kuruluşu

Osmanlı Devleti'nde Darülfünun kavramı yönetimin gündemine Tanzimat döneminde⁴ girmiştir. Bu kurumun oluşması için ilk adımların atılmasının gerisinde Tanzimat'ın en güçlü devlet adamı Mustafa Reşit Paşa bulunmaktadır. Hariciye Nazırı olarak 3 Kasım 1939'da 39 yaşında Tanzimat Fermanı'nı okuyan Mustafa Reşit Paşa dönemin aydın tipidir. Mustafa Reşit Paşa memlekette halihazırdaki eğitim müesseselerinin yetersizliğini görmüştür (Ayni, 1995, s. 36). Eğitim reformuna yönelik alınan kararlarda ilk önemli adım olarak Muvakkat Meclis-i Maarif (Geçici Meclis) kurulmuştur. Hukuki, askeri ve mülki alanlarda ehil olan bu meclis Reis-ül Ulema, Meclis-i Vala azasından Melekpaşazade Abdülkadir Efendi'nin başkanlığında çalışmaya başlamıştır. Meclisin diğer üyelerinden biri Divan Kalemî Müdürü ve Hariciye Nezareti Müsteşarı Ali Efendi ve Divan Baş Tercümanı Fuat Efendi'di (Lewis, 2015, s. 158). Mevcut okulları incelemek ve yenilerini açmakla görevlendirilen Muvakkat Meclis-i Maarif on bir aylık çalışması sonucu Ağustos 1846'da Sadaret'e üç teklifte bulunmuştur. Birincisi Sıbyan Mekteplerinde reform yapılması, ikincisi Rüştüye Mekteplerinin yeniden düzenlenmesi, üçüncüsü İstanbul'da Darülfünun adında yeni bir yükseköğretim mektebi kurulmasıdır. Darülfünun terimi ilk defa bu layihalarda geçmiştir (İhsanoğlu, 2021, s. 68). Muvakkat Meclis-i Maarif'in kararı bildiride şöyle yer aldı;

"...Derece-i salisede olarak sınıfı tebaa-i seniyyeden her kim olursa olsun ikmalî kemalat-ı insaniye etmek için kaffei ulum ve fununu taallüm ve iktibasa hahişger olanlara ve eklamı padişahide istihdam arzusunda bulunanlara ihtisali fununu matlubenin merkez ve makarrı olmak ve...Onda hiçbir nevi fen ilim talim ve taallümü gerü kalmamamak ve derununda talebe-i ulum gece ve gündüz beytütet ve ikametle iktifat ve iktisabı kemalata say ve ikdam eylemek velhasil bilcümle levazimat ve teferruatı kamilen tesviye kılınmak üzere Dersaadet'te münasip bir mahalle bir Darülfünun inşası..." (Ayni, 1995, s. 36).

⁴ Tanzimat Sultan Abdülmecid'in tahta çıkmasıyla başlayan geniş kapsamlı modernleşme hareketidir. Tanzimat'la birlikte yeni elit sınıf meydana gelmiş, başta eğitim olmak üzere toplum hayatına yeni düzenlemeler getirilmiştir. Batı modernleşmesi eğilimiyle yeni yüksekokullar kurulması, bu okullarda geleneksel eğitimin yapıldığı medreselerden farklı olarak çağa uygun, uygulamalı ve pozitivist müfredatın iktibas amaçlanmıştır. "Dar" ev, "Fünun" bilimler anlamına gelmektedir. İsminden de anlaşılacağı üzere Darülfünun Batı kaynaklı bilimlerin öğretilceği bir kurum olarak düşünülmüştür (İhsanoğlu, 2021, s. 56-58).

İfadelerden anlaşılacağı üzere okulda isteyenler yatılı eğitim görecekti, okul için gerekli araçlar sağlanacaktı. Okul için uygun bir yerde bir bina yapılacaktı. Ancak bu okula öğretmen ve öğrenci temin etmek için eksik kısmıydı. Bu kapsamda Darülfünun'a öğrenci yetiştirmek için gerekli olan Darülmaarif adında okullar açıldı. Darülfünun'a girmek için Sıbyan ve Rüştîye Mekteplerinin üzerinde olan bu okulların bitirilmesi şartı getirilmiştir (Öklem, 1973, s. 21-22). Batı tarzında bir üniversite olan Darülfünun'un kurulması 1846'da kararlaştırılmıştır. Ancak Darülfünun'da fiili olarak eğitimin başlaması 1863 yılını bulmuştur (Aydemir, 2020, s. 2225).

Darülfünun'un kurulması kararlaştırıldıktan sonra eğitimin yapılacağı binanın inşası için Topkapı Sarayı yakınında bir alan tespit edildi. Ayasofya Camii'nin Marmara Denizi'ne bakan tarafında bulunan arsada keşif ve ölçümler yapıldı (Günergun ve Kadioğlu, 2006, s. 135-136). Derslikler, odalar, kütüphane, müze ve laboratuvar kurulması için planlar hazırlandı. Binanın inşası için İtalyan mimar Gaspare Trajano Fossati ile anlaşıldı. Bu tarihte İstanbul'da bulunan Fossati'yle mukavele imzalandı (Öklem, 1973, s. 21). Binanın maliyeti 750.000 kuruş olarak belirlendi. Ancak 13 Kasım 1846'da başlayan inşaat ödemelerdeki aksaklıklar yüzünden durma noktasına geldi (İhsanoğlu, 2021, s. 72-73). Fossati'nin ayrılmasıyla mukavelesi feshedildi (BOA, İ..MVL, 447/198193). Binanın inşasına Fossati'den sonra Mimar Ahmet Efendi devam etmiştir (BOA, C..MF., 144/7190). Ancak inşaat uzun yıllar sürmüştür. Bu gecikmenin sebeplerinden biri de 1855-1856 Kırım Harbi'dir. Harpte yaralanan müttefik Fransa askerlerin tedavisi için Darülfünun binasının tamamlanan kısımları hastane olarak kullanılmıştır (BOA, İ..HR.,118/5781). Bina 1859 yılında Kafkaslardan gelen Çerkes, Kuban ve Nogay muhacirlerinin ikameti için de tahsis edilmiştir (BOA, İ..DA., 437/28882).

Darülfünun inşaatının tamamlanmasına kadar vakit kaybetmemek için ve mektepte okutulacak kitapları hazırlamak üzere ayda bir toplanacak Encümen-i Daniş⁵ adıyla bir heyet kurulmuştur. Heyetin başkanlığına Şerif Efendi, ikinci başkanlığına da Hayrullah Efendi tayin edilmiştir. Encümene daha sonra aza olarak Mustafa Reşit Paşa, Yusuf Kâmil Paşa, Sami Paşa, Fuat Efendi, Ziver Paşa, Lebib Efendi, Recai Efendi Derviş Paşa, Ethem Paşa, Ahmet Vefik Paşa, Münecimbaşı Osman Efendi, Hekimbaşı Salih Efendi, müderris ve tarihçi Ahmet Cevdet Paşa dahil oldular. Kurulacak üniversiteye müderris olarak tayin edilmek üzere Hoca Tahsin Efendi ve Selim Sabit Efendi tahsil için Avrupa'ya gönderildiler (Ayni, 1995, s. 40).

Binanın 6 Mart 1865'de tamamlanmasından sonra Maliye Nezareti kendi ihtiyacı olduğu gerekçesiyle binaya el koymuş ve Darülfünun'un öğretiminin başka bir binada verilmesi kararlaştırılmıştır. Bu nedenle 19 Nisan-8 Eylül 1865 tarihleri arasında Çemberlitaş'ta bulunan Nuri Efendi Konağında ve Darülfünun'un bazı odalarında halka açık konferanslar şeklinde dersler verilmiştir (Ergin, 1977, s. 550; Ayni, 1995, s. 41). Bu derslerden Fizik, Elektrik ve Kimya'yı Meclis-i Vala azası Ethem Paşa, Kimyager Derviş Paşa, Tabii Bilimleri Salih Efendi, Tarih dersini Ahmet Vefik Paşa, Astronomi 'yi Mekteb-i Bahriye'den Sait Efendi, Coğrafya 'yı Mekteb-i Mülkiye'den Mehmet Cevdet

⁵ 1851'de kurulan Encümen-i Daniş fikrinsel tartışmalar yapmak, bilimsel araştırmaları teşvik etmek ve cehaletle mücadele etmek, bu maksatla gerekli önlem ve önerileri teklif etmek için kurulan bir heyet kuruluudur. Bilhassa Dil, Tarih ve Edebiyat alanlarında eserler verilecekti. Encümen-i Daniş'e Osmanlı tarihi yazarı Joseph Von Hammer ve Redhouse sözlüğünün yazarı James Redhouse gibi kişiler de üye olmuşlardır. Encümen-i Daniş'in üyelerinden Ahmet Cevdet Paşa bu dönemde 12 ciltlik Osmanlı Tarihi eserini kaleme almıştır (Berkes, 2013, s. 235).

Efendi gibi zatlar vermiştir. Halka açık derslere devlet ricalinden, memurlardan, katiplerden ve ahaliden yüksek sayıda katılanlar olmuştur. Dersler ahaliden büyük rağbet bulmuş, dinleyicilerden bazıları dersleri eğlence, bazıları sihir olarak görmüştür. Nuri Efendi Konağı 8 Eylül 1865'te çıkan bir yangın sonucu kullanılamaz hale gelmiş, Darülfünun için yine Çemberlitaş'ta, Sultan Mahmut Türbesi'nin yanında bulunan bir arsa üzerinde bina yapımına başlanmıştır. Günümüzde Basın Müzesi olan bina 1869'da tamamlanmıştır (Özyalvaç, 2019, s. 181; İhsanoğlu, 2021, s. 73-88).

2. İkinci Teşebbüs: Darülfünun-ı Osmani

Nuri Efendi Konağında çıkan yangınla eğitim hayatı sona eren ilk Darülfünun'dan sonra 1869'da yeni bina tamamlanmış, okulun müdürlüğüne Hoca Tahsin Efendi atanmıştır (BOA, İ..DH..589/41014). İsmi Darülfünun-ı Osmani olarak belirlenen yeni okul için gerekli olan sıralar, dolaplar ve kitaplar sipariş edilmiştir. Maarif Nazırı Safvet Paşa okulda görev alacak hocaların tayin işiyle de uğraşmıştır. Maarif Nazırı Safvet Paşa'nın okul için hazırladığı raporda Fizik, Astronomi, Botanik, Zooloji ve Mineraloji derslerine yer verilmiş bu derslerin Mekteb-i Tıbbiye ve Mühendishane gibi askeri mektep hocaları tarafından verilebileceğini düşünmüştür. Fıkıh, Felsefe, Kelam ve Edebiyat gibi dersleri için de *fazl'ü kerem* sahibi ulemadan kişilerin seçilmesini önermiştir. Bir başka husus da ders vermek üzere seçilen kişiler başka yerlerde görevli olduklarından buradan maaş alamayacaklardı. İktisat ve Jeoloji derslerinin hocaları bilahare Sadaret'e bildirilecekti (BOA, İ..DH..597/41632).

Maarif Nazırı Safvet Paşa Maarif-i Umumiye Nizamnamesi'ni de yayınlamış, 1869'da söz konusu Nizamname'nin yayınlanmasıyla modern Osmanlı eğitiminin benimsenmesine çalışılmıştır. Bu Nizamnamenin 50 maddesi Darülfünun'un teşkili ve ilgili esaslarını havidir. Bu maddeler eğitimin süresi, hoca ve asistanların atanması, öğrencilerin kayıt işlemleri, mezuniyet sınavları ve terfi işlemleri gibi konuları ihtiva etmektedir. Nizamname'ye göre okul Felsefe-Edebiyat, İlm-i Hukuk ve İlim-i Tabiiye-Riyaziye olmak üzere üç şubeden oluşacaktı. Öğretim üç sene olacak ve dersler Türkçe okutulacaktı (İhsanoğlu, 2021, s. 97-98).

Okula girmeye hak kazanan öğrencilerin çoğunluğu medrese mezunu öğrenciler olduğundan ve bu öğrenciler okulun eğitim-öğretiminin başladığı tarih üç aylara denk geldiğinden Cerre⁶ çıkmışlardı. Bu nedenle okulun açılışı ertelenmiştir. 8 Ekim 1869'da okula giriş için öğrenci imtihanları yapılmış ve sınava giren öğrencilerden 450'si kabul edilmiş ve kayıt yaptırmıştır. Darülfünun Müdürü Tahsin Efendi bu süre zarfında halka açık dersler düzenlemiştir (Ayni, 1995, s. 47).

Darülfünun 20 Şubat 1870 tarihinde Sadrazam Ali Paşa'nın da bulunduğu törenle öğretime başlamıştır. Kesintisiz olarak ağustos ayına kadar eğitim ve öğretim devam etmiştir. Ramazan (Aralık) ayında halka açık dersler de verilmiş bu derslerde Cemaleddin Afgani de yer almıştır. Afgani derslerinin birinde sanatı tarif ederken peygamberliği de zikretmesi üzerine halk tarafından tepki çekmiştir.⁷ Konferansı

⁶ Cerr Arapça bir kelime olup çekmek anlamına gelir. Medresede okuyan talebeler üç aylar; Recep, Şaban, Ramazan'da dersleri tatil edip ülkeye dağılırlar, gittikleri yerlerde halka vaaz ve nasihatlerde bulunurlar, Kur'an okurlar, namazlarını kırdırırlar ve bayramdan sonra dönüp medreselerine gelirlerdi. Halka yaptıkları bu hizmete karşı para, yiyecek ve giyecek alırlardı. Medrese talebelerinin bu hizmetine cerre çıkmak denirdi. (Ergin, 1977, s. 554).

⁷ Afgani'nin bu konuşmasında organizmacı bir yaklaşımla anlattığı; "Her azanın bir sanatı vardır, ruhun sanatı da peygamberliktir ve nübüvvet de sanatlardan bir sanattır" sözü, Şeyhülislam Hasan Fehmi Efendi tarafından

esnasında Cemalettin Afgani'nin sanatı tarif ederken "nübüvvet bir sanattır" dediği ileri sürülerek okula karşı büyük bir tepki oluşturması üzerine İstanbul'dan uzaklaştırılmıştır (Timur, 2000, s. 113). Bu olaydan sonra Darülfünun Müdürü Tahsin Efendi de görevden alınmış ve yerine Maarif Nezareti muavinlerinden Kazım Efendi atanmıştır. Kazım Efendi'nin müdüriyetinde ikinci eğitim-öğretim yılı 12 Ocak 1871'de başlamıştır (Aydemir, 2020, s. 2221).

Maarif Nezareti bu dönemde Darülfünun'a girişi kolaylaştırmak için Nizamname'de değişiklikler yapmış derslerin günlerinde ve saatlerinde düzenlemeye gitmiştir. Müfredata İlm-i Mevalid (Tabiyat İlmî) ve Astronomi dersleri eklenmiştir. Ayrıca okula giriş için neredeyse hiçbir şart aranmamıştır. Dolayısıyla okulun seviyesi oldukça düşmüştür. Zamanla müfredattaki ders sayısı azaltılmış, dersler bir üniversite seviyesinin çok altında öğretilmiştir. 1872 yılında talebe sayısı oldukça düşmüştür. Aynı yıl okul müdürlüğüne Müderris Hilmi Efendi getirilmiştir (İhsanoğlu, 2021, s. 110-111).

Darülfünun-ı Osmani 1872 yılının Aralık ayına kadar eğitim-öğretime devam etti. Aralık ayında okul ikinci defa kapatıldı. Okulun kapatılması konusunda genel bir kanaat olarak Cemaleddin Afgani'nin konuşması sebep gösterilse de gerçekte bağnazlık, eğitim-öğretime olan ilgisizlik ve okul kalitesinin düşmesi daha makul görülmektedir. Nitekim Afgani'nin konuşmasından sonra yaklaşık iki sene eğitim öğretimin devam ettiği yukarıda zikredilmiştir. Afgani'nin konuşmasının okulun kapatılmasından esas amil olarak anlaşılması Maarif Nazırı Safvet Paşa'nın daha sonra Paris'e büyükelçi atanmasından sonra o vakitte birlikte büyükelçi olan Sadullah Paşa'ya yazdığı mektuptan kaynaklandığı kanaatindeyiz. Safvet Paşa mektupta şu ifadelerle yer vermektedir;

"İşte efendiciğim böyle mükemmel kullanılan Türkçe 'yi Arapça zannıyla ecir ve mesubatından hazır bulunanların hissedar olmalarını dergâh-ı ehadiyetten temenni eden bir şeyhin günahı meçhulül efkâr bir Efganlı'nın sani-i hüda olduğuna murad ederek nübüvvet sanattır demesi bin bir güçlülle meydana getirilen yeni bir medreseyi kapattırmaya sebep olmuştur" (Ayni, 1995, s. 55).

Okulun kapatılmasında bir diğer sebep ise Viyana elçisi Şekip Efendi'nin Avusturya'da 1848 ihtilalinde monarşinin yıkılmasında üniversitelerin payı olduğuna dair yazısının da etkili olduğu iddiasıdır. Nitekim devlet güvenlik ve beka endişesiyle radikal bir kararla okulu kapatmış olmalıdır (Şimşek, 2016, s. 142). Osman Ergin'e göre okulun kapatılış sebepleri; dersleri okutacak yeterli hocaların, bu dersleri tahsil edebilecek idadi mezunu ve kâfi birikimde öğrenci sayısının azlığı, okutulacak kitapların bulunamayışıdır. Okul son derece basit bir müfredatla başlamış ve orta dereceli bir öğretim kurumu olmaktan öteye gidememiştir. (Ergin, 1977, s. 556).

3. Üçüncü Teşebbüs: Darülfünun-ı Sultani

küfür kabul edilmiştir (Özyalvaç, 2019, s. 181). 1869 yılında, 33 yaşında İstanbul'a gelen Afgani kendini Afganlı olarak tanıtan ama aslında İranlı Şii olan bir zattır. Maceracı bir kişiliğe sahip Afgani kendince büyük fikirleri ve davaları vardır. Cemaleddin Afgani konferansında eski İslam filozofları gibi toplumu organizmaya benzetmiş, bu organizma için de bir ruh gerektiğini ifade etmiştir. Bu ruhun da ya Tanrı vahiyiyle ya da felsefeyle mümkün olduğunu söyleyen Afgani, birincisinin Tanrı gerçekliği, ikincisinin yani felsefenin ise insan yapısı olduğunu ifade etmiştir. Bu sözler çarpıtılarak fen'in din'e üstün olduğu iddiası atılmıştır. Şeyhülislamlik tarafından Darülfünun'un kapatılması için iyi bir bahane olan bu konuşma mektebin sonunu hazırlayan süreci başlatmıştır (Berkes, 2013, s. 238-240).

Tanzimat dönemi ile birlikte modern kanunlar, yeni mahkemeler kurulmuştur. 1850 Ticaret Kanunu, 1863 Denizcilik Kanunu, 1858 Arazi Kanunu, 1876 Kanun-i Esasi ve 1864 Nizamiye Mahkemeleri bunlara örnek olarak gösterilebilir. Dolayısıyla hukuk eğitimi yeniden gözden geçirilerek mezkûr değişikliklere müstenit tahsilin düzenlenmesi gerekmiştir. Aynı zamanda sosyal değişimler, teknolojik gelişmeler de devletin mühendis ihtiyacını ortaya çıkarmıştır. Bu tahsillerin karşılanması için 1873 yılında Mekteb-i Sultani'nin ⁸ ileri sınıflarına Hukuk ve Mühendislik dersleri eklenmiştir. 1874'te bu iki disiplin iki ayrı yükseköğretim kurumu haline getirilmiş, aynı yıl müstakil mektep olarak Darülfünun-ı Sultani adı ile açılmıştır (İhsanoğlu, 2021, s. 114).

Mekteb-i Sultani'nin Müdürü Rum asıllı Sava Paşa idi. Sava Paşa aynı zamanda Darülfünun-ı Sultani'nin idaresinden de sorumlu tutuldu. Öğretim süresi dört yıl olarak belirlenen Hukuk Mektebi'nde Hukuk Tarihi, Osmanlı Devleti Hukuk Mevzuatı, Muhakeme Usulü, Ceza Kanunu, Deniz Hukuku, Uluslararası Hukuk, Antlaşmalar, Ekonomi ve Politik dersler verilmiştir (Öklem, 1973, s. 25).

Darülfünun-ı Sultani içinde kurulan Mühendislik Mektebi 1874-1875 yıllarında eğitim-öğretime başlamıştır. Mektepte bayındırlık faaliyetlerini ve özellikle ulaştırma alanında gerçekleştirilmek istenen modernleşme hizmetlerini gerçekleştirecek mühendisler yetişmesi amaçlanmıştır. Mektebin süresi dört yıl olarak belirlenmiş ve mektebin teşkili için irade-i seniyye 19 Nisan 1874'te çıkmıştır (BOA, İ.DH..682/47568). Mühendislik Mektebi'nde okutulacak dersler; Trigonometri, Geometri, Hesap, Perspektif, Astronomi, Jeodezi, Fizik, Yüksek Matematik, Makine Çizimi, Hidrolik, Jeoloji, Uygulama vs. olarak tespit edilmiştir. 1876'da Darülfünun-ı Sultani'nin dahilinde başka bir şube Edebiyat Mektebi kurulmuştur. Edebiyat Fakültesi'nin temel hedefi öğretmen yetiştirmektir. Bu şubede Mantık, Edebiyat-ı Arabiye, Edebiyat-ı Yunaniye, Edebiyat-ı Latiniye, Felsefe, Arkeoloji, Umumi Tarih dersleri okutulmuştur. Darülfünun-ı Sultani talebeleri dört yıl öğretim gördükten sonra, ilmi bir tez hazırlayıp doktor unvanıyla mezun olacaklardı. Hukuk Fakültesi'nden mezun olanlar Adliye Nezareti'nde, mühendisler ise Nafia Nezareti'nde istihdam edileceklerdi. Edebiyat Mektebi'nden mezun olanlar ise edebiyat öğretmeni, tez hazırlamayan talebeler, Hukuk Mektebi'nden mezun ise avukat, Mühendislik Mektebi'nden mezun ise kondüktör, (makineci) Edebiyat' tan mezun ise ilkokul öğretmeni olabileceklerdi (Kaçar, 2006, s. 142).

Darülfünun-ı Sultani'nin idari ve mali yapısına baktığımızda, Mekteb-i Sultani müdürü tarafından kurulan İdare Heyeti tarafından yönetildiğini görmekteyiz. Darülfünun'un harcama ve masrafları Mekteb-i Sultani tarafından karşılanmaktadır. Yatılı öğrenciler yılda 25-30 lira ödeyerek okula girebilmişlerdir. Yatılı olamayan diğer öğrenciler ise ücretsiz olarak eğitim görmüşlerdir. Derslerin ilk başlarda Türkçe olarak verilmesi kararlaştırılmış ancak bunu yapacak hocalar yetişinceye kadar Fransızca yapılması ön görülmüştür (İhsanoğlu, 2021, s. 126).

1877-1878 Osmanlı-Rus Savaşı esnasında bir yıl derslerine ara vermek zorunda kalan Darülfünun-ı Sultani bu süre zarfında müdür olarak Maarif Nazırı Ali Suavi atanmıştır.

⁸ Mekteb-i Sultani (Galatasaray Lisesi) 1868'de ilk ve yükseköğretim arasında dinler arası bir ortaöğretim kurumuydu. Dersler Fransızca okutulmuş, Türkçe, Grekçe ve Latince dersler de verilmiştir. Müderrislerin hiçbiri din adamı değildi ve Türk, Ermeni, Rum, Fransız, İngiliz ve İtalyan asıllıydılar. Dersler dışında Müslüman öğrenciler mescide, Hristiyan öğrenciler kiliseye, Yahudi öğrenciler ise havraya gidebiliyordu (Berkes, 2013, s. 242).

13 Şubat 1877'de müdürlüğe atanan Ali Suavi on aylık bir görev sonunda görevinden azledilmiş yerine 13 Aralık'ta Ali Nizami Paşa atanmıştır. 12 Nisan 1878'de Ali Nizami Paşa'nın da görevden alınmasıyla okuldaki eğitim Ekim ayına kadar inkıtaa uğramış ve Halil Efendi'nin müdürlüğe atanmasıyla eğitim-öğretim tekrar başlamıştır. Osmanlı-Rus Savaşı esnasında gayrimüslim bazı öğrencilerin devlet aleyhinde faaliyet göstermeleri nedeniyle gözden düşen okulun, savaş giderleri sebebiyle ödeneğinin de iyice azaltılması üzerine bu öğrenim devresi de 1881 yılı sonunda sona ermiştir (Şimşek, 2016, s. 143; Özyalvaç, 2019, s. 182; Aydemir, 2020, s. 2227).

4. Darülfünun-ı Şahane

Darülfünun-ı Sultani'nin 1881'de kapanmasının ardından dört sene boyunca okulun tekrar açılması hususunda bir teşebbüs olmamıştır. Ancak okulun açılmasına yönelik ilk işaret 1895 yılında Sadrazam Said Paşa tarafından verilmiştir. Padişahın yirmi beşinci cülus töreni münasebetiyle Sadrazam tarafından teklif sunulmuş ve Padişahın onayı alınmıştır (Dölen, 2008, s. 1). Okulun nizamnamesi ve müfredatı Maarif Nezareti tarafından hazırlanarak ardından Meclis-i Vükela'da görüşülmüştür. Konu ile ilgili arz tezkeresi Padişaha sunulmuş ve aynı gün Padişah tarafından onaylanmıştır (BOA, BEO, 1533/114962).

Darülfünun-ı Şahane'nin amacı dağınık haldeki yüksek öğretimin bir çatı altında toplanması ve bir düzene sokulmasıydı (İhsanoğlu, 2021, s. 136-137). Mektebin açılmasının bir diğer amacı yükseköğretim seviyesine gelen gençlerin eğitim için yurtdışına kaçmalarının önüne geçmektir (Aydemir, 2020, s. 2228). Avrupa'ya gidenlerin arasında yönetici sınıfın yanı sıra çocuklarını gönderen aileler hiç de azımsanmayacak sayıda idi. Jöntürk hareketinin güçlendiği bir dönemde II. Abdülhamit de harekete geçmiştir (Timur, 2000, s. 147).

Mektep 1 Eylül 1900'de Mekteb-i Mülkiye binasında gösterişli bir törenle açıldı. 14 Ağustos 1900'de yürürlüğe giren Nizamnameye göre öğrencilerin nehari (gündüzlü) eğitim göreceği kararlaştırılmıştır. Başlangıçta iki şube kurulması ön görülmüşse de İlahiyat şubesi de eklenerek üç şubeye çıkarılmıştır. Bu kapsamda İlahiyat'ta dört yıl; Tefsir, Hadis, Fıkıh, Kelam, İslam Tarihi, Fen şubesinde üç yıl; Astronomi, Cebir, Geometri, Fizik, Hesap, Meteoroloji Kimya, Botanik, Mineraloji, Jeoloji, Zooloji, Edebiyat şubesinde üç yıl; Felsefe, Osmanlı Edebiyatı, Fransız Edebiyatı, Osmanlı Tarihi, Coğrafya, Pedagoji dersleri verilmiştir (Olgun, 2002, s. 187; Günergun ve Kadioğlu, 2006, s. 137).

Darülfünun'a kayıt yaptırabilmek için 18 yaşından büyük olmamak şarttı. İyi ahlâk sahibi; Mekteb-i Sultanî, Ticaret, Darüşşafaka ve İdadi mezunları ile bu okulların mezunları derecesinde malumatı haiz olduklarını imtihanla ispat edilenler Darülfünun'a kabul edileceklerdi. Darülfünun'dan mezun olacak öğrencinin ilk önce son sınıf derslerinden, sonra da mensup olduğu bölümün bütün derslerinden yapılacak sözlü imtihanda başarılı olması gerekiyordu. Ayrıca imtihanlarda başarılı olan öğrencinin ilmî bir konuda bir çalışma yapması şartı koşuldu. Açılıştan iki sene sonra Maarif Nezareti, Edebiyat şubesinin öğrenim süresini iki yıla düşürmüştü ve ders programını değiştirmiştir (BOA, BEO, 1914/143497). 1904'te ders programı yeniden değiştirilmiştir. Dersler yüzeysel bilgilerinin çok altında kalmıştır. Haftalık ders saatleri de düşürülmüştür. Edebiyat şubesinde haftada 11-13 saat ders işlenmiştir. Cuma ve pazar günleri tatil olduğundan ancak haftanın beş günü öğrenim yapılabilmıştır (Arslan, 2017, s. 54-59).

Darülfünun-ı Şahane Abdülhamit istibdatı dolayısıyla sıkı bir kontrole tabi tutuldu. Zira Padişah 1876 senesinde meydana gelen öğrenci ayaklanmalarını unutmamıştı. Dersler sıkı bir şekilde müfettişlerin teftişi altında işlendi (Timur, 2000, s. 147). Darülfünun-ı Şahane ilk mezunlarını öğrenim süresi iki yıl olan Edebiyat Fakültesi'nden vermiştir. 1902'de yedi öğrenci mezun olmuştur. 1903 yılında Fen Fakültesi'nde on bir öğrenci mezun olmuştur. İlahiyat Fakültesi ise on sekiz öğrenciyle ilk mezunlarını 1904 yılında vermiştir (İhsanoğlu, 2021, s. 144).

5. II. Meşrutiyet Döneminde Darülfünun

II. Meşrutiyet'in ilan edildiği yıl 1908 sonrasında Darülfünun'un gelişmesine yönelik çabalar artmıştır. Bu dönemde Darülfünun programları yeniden gözden geçirilmiş ve daha önceki dönemde müfredatta olmayan Tarih, Edebiyat ve Felsefe dersleri eklenmiş, Darülfünun-u Şahane ismi kaldırılarak okulun adı Darülfünun-u Osmani olmuştur (Olgun, 2002, s. 188; Günergun ve Kadıoğlu, 2006, s. 137).

II. Meşrutiyet döneminde eğitim sisteminde yeni bir anlayışa ve medreselerin eğitim sistemi içindeki etkilerini azaltmaya dönük çabalar dikkat çekmektedir. Bu dönemde İttihat ve Terakki hareketinin siyasal ve ideolojik tutumları yükseköğretime de yansımıştır. Modern bir Darülfünun yaratma amacı olan İttihat ve Terakki, yeni bölümler açmış, nitelikli öğrenci yetiştirmek için Avrupa'ya öğrenciler göndermiştir (Arslan, 2017, s. 59). Siyasetteki özgürlük havasından ötürü okullarda bir öğrenci derneği de kurulmuştur (Şimşek, 2016, s. 144).

Darülfünun öğretimin yapıldığı Mülkiye Mektebi binasından çıkarılarak 21 Ağustos 1909'da Vezneciler'de bulunan Zeynep Hanım Konağına taşınmıştır (Ergin, 1977, s. 1224). 3 Mart 1909'da Darülfünun'da Maarif Nazırı Emrullah Efendi⁹ tarafından kütüphane açılmıştır. 1910 yılında İlahiyat şubesi ile Edebiyat şubesi birleştirilmiş İsmail Hakkı Bey müdür olarak atanmıştır. 13 Mart 1912'de dönemin Maarif Nazırı Emrullah Efendi'nin imzasıyla alınan kararla Maarif Nezareti Müsteşarı Said Bey okulun Umumi Müdür olarak tayin edilmiştir (Olgun, 2008, s. 5).

Bu dönemde okula öğrenci alımında sınırlama kaldırılmış ve özellikle Hukuk Mektebinde aşırı bir yığılma olmuştur (Siler, 1992, s. 88-89). 1912 yılında Maarif Nezareti Darülfünun'dan yeni programlar hazırlanmasını istemiştir. Okulda halihazırda İlahiyat ve Edebiyat şubeleri bulunmaktaydı. Hazırlanan yeni plana göre okul Edebiyat Şubesi Tarih-Coğrafya, Lisan, Felsefe olmak üzere üçe ayrılmıştır. Felsefe Şubesine ise Arap Felsefesi, Arkeoloji ve Sosyoloji dahil edilmiş ve öğrencilere ders seçme hakkı verilmiştir. Öğrenciler zorunlu derslerin yanında diğer kısımlardan dört saatlik ders seçebilmektedir (Arslan, 2017, s. 60).

21 Nisan 1912 tarihli Nizamnameyle yeni bir disiplin yönetmeliği kabul edilmiştir. Nizamnamede ayrıca *Fakülte* kaydına rastlanmaktadır. Darülfünun'un en önemli sorunlarından biri okula giren öğrencilerin arasındaki eğitim seviyesinin farklılığıydı. Darülfünun'a girebilmek için adayların sultani veya idadi mezunu olmaları veya bu

⁹ Maarif Nazırı Emrullah Efendi eğitim alanındaki görüşlerini "Tübâ Ağacı Nazariyesi" ile açıklamıştır. Buna göre eğitimde çağdaşlaşma aşağıdan yani ilköğretimden değil, yukarıdan yani Darülfünun'dan başlamalı ve gelişme yukarıdan aşağıya doğru yaşama geçirilmelidir. Emrullah Efendi'ye göre insanlığın gelişimi bilimlerin üniversitelerde geliştirilmesi yoluyla olmuştur. Önce bilimsel zihniyeti yerleştirip geliştirmek gereklidir ve bu da Darülfünun'da yapılabilir. Bu teori adını cennette bulunan kökleri yukarıda ve dalları aşağıda olan Tübâ Ağacından almıştır (Olgun, 2008, s. 9).

derecede bilgi sahibi olduğunu bir sınavla kanıtlamaları gerekmektedir. Ancak sultani ve idadilerin eğitim seviyeleri çok farklıydı ve giriş sınavları konusunda da spekülasyonlar yapılmaktaydı. Bu nedenle aday öğrencilerin bilgilerinin standart seviyede olmasını sağlamak için 26 Mayıs 1913'de "Mülâzemet Rûsûsı Bakalorya İmtihanları Hakkında Nizamnâme" çıkartılmıştır. Günümüz üniversite giriş sınavına benzeyen sistemde sorular Darülfünun tarafından hazırlanmış ve sınav tüm ülkede aynı gün ve saatte uygulanmıştır. Ancak bu metot yürürlükte kalmamış ve 1920'e kadar yine daha önce olduğu gibi okula sultani ve idadi mezunları girmiştir (Koçak, 1990, s. 12; Dölen, 2008, s. 11). 1913-1914 yıllarında kütüphaneler, enstitüler kurulmuş ve sömestr usulü getirilmiştir. Dönemin Maarif Nazırı Şükrü Bey Almanya ve Avusturya-Macaristan'dan öğretim görevlileri getirmiştir.¹⁰ Eczacılık, Dişçilik ve Tıp Fakülteleri açılmış ve her fakültenin başına bir müdür atanmıştır (Koçak, 1990, s. 14).

9 Haziran 1909'da Mehmet Zati tarafından yazılan ve güftesi Tevfik Fikret'e ait olan Darülfünun Marşı Maarif Nezareti tarafından kabul olunmuştur. Marş 1913 yılı ortalarında Darülfünun'da törenlerde çalınmıştır. Marşın orijinal sözleri şöyledir;

"Yükselmeli, artık yetişir zillet ü zulmet / Parlatmalı her nâsiye bir neyyir-i Fikret / Cehl ölmeli, zulm ölmeli, hak bulmalı kuvvet / Hakkın yüzü güldükçe gülümser beşeriyet... / Gafletlere, zilletlere, zulmetlere lânet! / Sen doğ bize sen doğ bize ey fecr-i hakikat! / Ey fecr-i hakikat, sana azdır bu tahassür; / Âti kılar ancak lemeâtınla tenevvür / Gülsün beşeriyet, şu cehennemleri söndür / Herkes ebedî neş'eli, herkes ebedî hür... / Şirretlere, zulmetlere, zilletlere lânet! / Sen doğ bize sen doğ bize ey fecr-i uhuvvet!" (Dölen, 2008, s. 7).

6. İnas Darülfünunu

Osmanlı Devleti'nde modernleşmenin bir parçası olarak 1858'de açılan Kız Rüştîyeleri ve 1870'deki Darülmualimatları kızların ileri seviye eğitim görmelerini sağlamıştı. Darülfünun nizamnamesinde okula kız öğrencilerin alınamayacağına dair bir madde bulunmuyordu. Kaldı ki buna engel teşkil eden herhangi bir hukuki mevzuat da mevcut değildi (İhsanoğlu, 2021, s. 165-166). II. Meşrutiyet döneminde bazı illerde beş yıllık kız muallim mektepleri açılmış, 1913'te bu mektepler idadi ve sultani adını alarak lise seviyesine çıkartılmıştır (Arslan ve Akpınar, 2005, s. 226). Bununla paralel olarak kadın öğretmen açığı da doğmuştu. Meşrutiyet kadınların haklarını arama noktasında imkân sunmuş, kadın dergileri ve kadın cemiyetleri başta eğitim olmak üzere sosyal ve siyasi hakların kazanılmasında mücadele vermişlerdir (Baskın, 2008, s. 91). 1908 yılında Seniha Nezahat adlı bir bayan "Hanımlara Mahsus Bir Darülfünun" makalesinde hanımlara ekonomi, sağlık bilgileri ve ev idaresi konularında dersler verilmesini ele almıştı (İhsanoğlu, 2021, s. 166).

Kadınlara yönelik Darülfünun için kamuoyunda yükselen seslere karşılık olmak üzere 7 Şubat 1914'te Darülfünun'da serbest dersler vermeye başlanmıştır (Ergin, 1977, s. 1287-1289). Haftada dört gün saat 14.00:16.15 arası verilen dersler ilgiyle karşılanmıştır. Gösterilen ilgi ve kızların talepleri sonucunda 12 Eylül 1914'te Zeynep Hanım

¹⁰ Almanya'dan gelen profesörlerin hiçbiri Türkçe bilmiyordu. Macar Profesör Maşararuş biraz biliyordu. Dersleri Almanca anlayacak bir öğrenci yoktu. Bu nedenle profesörlerin yanına Almanca ve Fransızca bilen asistanlar verildi. Fakat bu asistanlar hocaların derslerine vakıf değillerdi. Dil zorluğu nedeniyle zorluklar yaşanmıştı. Birinci Dünya Savaşı sonunda imzalanan mütarekenin ardından hocalar İstanbul'u terk etmek zorunda kaldılar. Bu hocaların Darülfünun'a büyük hizmetleri olmuştur. Derslikleri mükemmel hale koydular. Yurt dışından araç-gereç ve kitap getirmişlerdir (Ayni, 1995, s. 73-74).

Konağında yaklaşık 200 hanımın katılımıyla derslere başlanmıştır. Edebiyat ve Fen şubelerinden oluşan İnas Darülfünununda öğrenim süresi üç yıl olarak belirlenmiştir (Taştekin, 2019, s. 1154). İnas Darülfünun'a kayıt için Darülmualimat, İnas İdadisi veya Sultanisinden mezun olmak şartı aranmış, sınavsız kayıt yaptırmak ya da hususi tahsil görmüş olarak okula girmek isteyenlerden yapılacak sınavlardan başarılı olmaları şartı aranmıştır. 16-25 yaş aralığında bulunmak, Tezkere-i Osmanî ve Aşî Şahadetnamesi ibraz etmek de aranan diğer şartlardandır (Baskın, 2008, s. 93).

İnas Darülfünunu'nun açılmasıyla birlikte 12 Şubat 1914'te Servet-i Fünun Dergisi'nde Mahmut Sadak'ın "Darü'l-fünûn'da hanımlara ders" adlı makalesi, 28 Şubat 1914 tarihli Kadınlar Dünyası dergisinde "Kadınlık-Maarif Nazırı" başlıklı yazısında Maarif Nazırı Şükrü Bey'in serbest derslerle ilgili açıklamaları, 7 Mart 1914 tarihli Kadınlar Dünyası dergisinde Mahmud Esad Efendi'nin "Hukuk-ı Nisvan Dersi" adlı yazısı İnas Darülfünunu'na olan ilgiyi göstermektedir (Kamer, 2009, s. 828-829).

1915-1916 yılları arasında Almanya'dan gelen öğretim görevlilerine ve kurdukları enstitülere yer sağlamak için Zeynep Hanım Konağı tahsis edilmiş ve bu dönemde öğrenim gören İnas Darülfünunu Cağaloğlu'ndaki Darülmualimin binasına taşınmıştır. Yeni binasında öğrenime başlayan İnas Darülfünunu'nun yönetiminde hanımlar da yer almış, müdür yardımcılığına Zahiye Hanım, katipliğe Zehra Hanım getirilmiştir. Mütarekeden sonra Alman hocalar ülkelerine dönünce Kasım 1918'de İnas Darülfünunu eski yeri Zeynep Hanım Konağına taşınmıştır (Ergin, 1977, s. 1295; İhsanoğlu, 2021, s. 169). İnas Darülfünunu ilk mezunlarını 1917 yılında vermiştir. Öğrencilerin 22'sinden 20'si bu yıl mezun olmuş bunlar; 3'ü Riyaziyat, 9'u Tabiiyat, 8'i Edebiyat Şubesindedir (Kamer, 2019, s. 830). 1917 yılında İnas Darülfünunu 1918 yılında "İnas Darülfünunu Mezunları Cemiyeti"ni kurmuştur (İhsanoğlu, 2021, s. 170). Cemiyetin başkanlığını Maarif Nazırı Şükrü Bey Efendinin eşi hanımefendi yapmıştır (Baskın, 2008, s. 101).

1919'da İnas Darülfünunu erkeklerin devam ettiği Darülfünun ile birleşmiştir. Maarif Nazırı Ali Kemal Bey hazinede tasarruf sağlamak amacıyla bu birleşmeyi gerçekleştirmiştir. Muhafazakâr çevre bu durumdan rahatsız olmuş ve konu ile ilgili tartışmalar başlamıştır. Şeyhülislamlığa kadar akseden konu İslam'a uygun görülmesi ancak tartışmalar ve itirazlar devam etmiştir. Dönemin Sadrazamı Damat Ferit Paşa da okulu ziyaret etmiş, kız ve erkek öğrencilerin ayrı ayrı derslere girdiğini, iddia edildiği gibi "diz dize" oturmadıklarını tespit etmiştir (İhsanoğlu, 2021, s. 170-171). 1918-1919 öğrenim yılında kız öğrenciler kendilerine verilen derslerin erkek öğrencilere verilen derslerden az olduğunu söyleyerek Maarif Nezareti'ne şikâyetle bulunmuşlardır. Kendi derslerini boykot ederek erkeklerin derslerine girmeye başlamışlardır. Bu durum Şeyhülislam tarafından tepkiyle karşılanmıştır. 16 Eylül 1921'e kadar devam eden kız-erkek karışık ders işlenmesi Darülfünun Divanının aldığı kararla sona ermiş ve İnas Darülfünunu kapatılmıştır (Baskın, 2008, s. 106; Şimşek, 2016, s. 146-147).

7. Atatürk ve Darülfünun'da Reform: İstanbul Üniversitesi

Birinci Dünya Savaşı sonunda imzalanan Mondros Mütarekesi (31 Ekim 1918) ve Yunanlıların İzmir'i işgal etmesi (15 Mayıs 1919) ülkede infiale sebep olmuş, işgalin ardından Darülfünun öğrencileri protesto gösterilerine iştirak etmişlerdir.¹¹ 19 Mayıs

¹¹ 19 Mayıs 1919'da Fatih'te Darülfünun ve Türk Ocağı iş birliğiyle Yunan İşgali protesto edilmiştir. Mitingde Darülfünun öğrencilerinin yanında okulun hocaları da yer aldılar. Öğrenciler göğüslerine "İzmir Kalbimizdir" yazısı iliştişmişlerdir (Özteke, 2021, s. 72).

1919'da Mustafa Kemal'in başlattığı Millî Mücadele'ye katılmak üzere İstanbul'dan ayrılmışlardır. Darülfünun'da hoca olan ve dönemin Maarif Nazırı Rıza Tevfik, Ali Kemal, Cenab Şehabettin gibi isimler Millî Mücadele'ye karşı muhalif bir tavır almışlardır. Konferanslarında ve gazetelerde neşrettikleri yazılarda muhalif tavırlarını sürdürmüşlerdir. Ali Kemal'in Türkler'in istiklale layık olmadıkları ve büyük devletler tarafından yönetilmeleri tezini savunan görüşleri öğrenciler arasında tepkiyle karşılanmış ve kendisine "Artin Kemal" lakabı takılmıştır (İhsanoğlu, 2021, s. 194-195). Diğer bir hadise de Rıza Tevfik'in bir konferansında Fuzulî'nin Türk olmadığı, Acem olduğu minvalindeki sözleri milli duyguların tavan yaptığı bir dönemde tartışmalara sebep olmuştur. Yaşanan olayların ardından Darülfünun öğrencileri Ali Kemal, Rıza Tevfik, Cenab Şehabettin, Hüseyin Daniş ve Barsamyan'ın istifalarını isteyerek protesto gösterilerinde bulunmuşlardır. Protestolar sonunda Edebiyat Fakültesi Reisi (Dekanı) İsmail Hakkı (Baltacıoğlu) 4 Nisan 1922'de durumu görüşmek üzere toplantı yapmış ve alınan kararla Cenab Şehabettin ve Ali Kemal'in hocalığının devamına, Hüseyin Daniş ve Rıza Tevfik'in daha önce istifa ettiklerinden dolayı suçlarını kabul ettiklerine dolayısıyla hocalıklarının sonlanmasına, Barsamyan'ın durumunun ise daha sonra incelenmesine karar verilmiştir (Özteke, 2021, s. 85-88). Alınan karar üzerine öğrencilerin protestoları büyümüş hemen tüm okula yayılmıştır. Derslerin öğrenciler tarafından boykot edilmesiyle 12 Nisan 1922'de Darülfünun geçici olarak kapatılmıştır (BOA, MF.ALY.171/3). 18 Mayıs'ta Darülfünun öğretime yeniden başlamış, 20 Mayıs'ta öğrencilerin Ali Kemal'e yumurtalı saldırısı sonucu dersler yeniden süresiz askıya alınmıştır. Yaşanan olaylar söz konusu hocaların görevden alınmalarıyla son bulmuştur.

Millî Mücadele'nin başarıya ulaşması ardından 29 Ekim 1923'te Cumhuriyet ilan edilmiştir. Bu süre zarfında Darülfünun Emini (Rektör) Besim Ömer Paşa 9 Eylül 1922'de İzmir'in Yunan işgalinden kurtuluşunu tebrik etmek üzere TBMM'ye telgraf çekmiştir. Ankara Hükümeti ile Darülfünun arasında yakınlaşma sürmüş, Darülfünun idaresi tarafından Mustafa Kemal'e ve İsmet Paşa'ya fahri müderrislik verilmiştir. Mustafa Kemal Paşa Darülfünun'a teşekkür babında bir yazı göndermiş ve yazısında "Türkiye Darülfünunu" ifadesini kullanmıştır. 1924 yılında bakanlıklar İstanbul'dan Ankara'ya taşınmış ve Beyazıt'taki Harbiye Nazırlığı binası, Kasım ayında Darülfünun'a tahsis edilmiştir. Aynı yıl 21 Nisan'da çıkarılan yasa ile Darülfünun'a katma bütçe ile idare edilme hakkı ve tüzel kişilik verilmiş ve Darülfünun bu tarihten itibaren *İstanbul Darülfünunu* adını almıştır. Aynı gün İstanbul Darülfünunu Nizamnamesi yürürlüğe girmiştir. Nizamnamede dikkat çeken bir husus medrese olarak adlandırılan şubelere "fakülte" denmesidir. Nizamnamede okulun Hukuk, Edebiyat, Fen ve İlahiyat olmak üzere beş fakültenin teşkili ifadesi yer almıştır (Şimşek, 2016, s. 147-148).

Millî Mücadele boyunca Ankara Hükümeti ile Darülfünun arasındaki sıcak ilişkiler Atatürk reformlarının başlangıcından itibaren aynı şekilde devam etmedi. Darülfünun hükümetin kültür ve siyasi reformlarını tam manasıyla desteklemedi. Halifeliğin kaldırılması öncesinde Mustafa Kemal'in İzmir'de Darülfünun Rektörü İsmail Hakkı (Baltacıoğlu), Edebiyat Fakültesi Dekanı Fuat (Köprülü), Hukuk Fakültesi Dekanı Hasan Tahsin (Aynizade) ile yaptığı görüşmelerde "Terbiye milli mi olmalı, dini mi?" konusu tartışılmış ve Baltacıoğlu olumlu görüş vermişse de (Tunçay, 1989, s. 85) harf inkılabı meselesinde ve Türk Tarih Tezinde Darülfünun aynı fikri paylaşmamıştır (İhsanoğlu, 2021, s. 216-217).

Mustafa Kemal 1 Temmuz 1927'de İstanbul'a gelmiş ancak Darülfünunu ziyaret etmemiştir. Bu ziyaret münasebetiyle Darülfünun öğretim üyeleri kendisine bir kitapçık

hediyeye etmişlerdir. Büyük Gaziye Darülfünundan Küçük Bir Armağan adındaki kitapçıkta, Darülfünun Emmini (rektörü) Dr. Nureddin Ali (Berkol), Edebiyat Fakültesi hocası Mehmed Fuat (Köprülü), Tıp Fakültesi Dekanı Dr. Neşet Ömer (İrdelp), Pedagoji hocası İsmail Hakkı (Baltacıoğlu), Kamu Hukuku hocası Muammer Raşid (Seviğ), Sosyoloji hocası Necmeddin Sadık (Sadak), Edebiyat hocası Necib Asım (Yazıksız), Mantık hocası Halil Nimetullah (Öztürk), gibi öğretim üyelerinin Atatürk'ün kişiliği ve devrimlerle ilgili duygu ve düşünceleri yer almıştır (Günergun ve Kadioğlu, 2006, s. 138). Çok geçmeden Darülfünun, Hükümet cenahı ve özellikle Kadrocular tarafından eleştirilmeye başlandı. Onlara göre Darülfünun Kemalist devrimleri kavrayamamış ve çağın gerisinde kalmıştı. Gerçekleştirilen inkılaplar lehine tek bir eser neşredememişlerdi. Ulusal bilinç yaratmaya yönelik Türk Tarih Tezini de anlayamamışlardı (Timur, 2000, s. 231; Yanardağ, 2017, s. 230). Maarif Vekili Cemal Hüsnü Bey (Taray) Darülfünun Rektörü Besim Ömer Bey'in davetiyle Darülfünun divanının açılışında bir konuşma yapmıştır. Aynı günün akşamı çay partisinde Darülfünun hocalarına hitaben bir konuşma daha gerçekleştirmiştir. Cemal Hüsnü Bey konuşmasında Cumhuriyet devrimlerinde Darülfünun'dan destek görmek istediğini belirtmiş, memleketin bu konuda hizmet beklediğini söylemiştir (BCA, 30-10-0-0, 141/10, 09).

Atatürk 15 Aralık 1930 tarihinde Darülfünunu ilk kez ziyaret etmiştir. Habersiz gerçekleşen bu ziyarette, Atatürk'ü Hukuk Fakültesi Umumi Kâtibi Dr. Ethem Akif Bey (Battalgazi) karşılamıştır. Atatürk Rektörlük odasında Akif Bey'den Darülfünun'un genel durumu hakkında bilgi edinmiştir. Darülfünun Rektörü Muammer Raşid Bey'in gelmesiyle birlikte Hukuk Fakültesi Dekanı Tahir Bey'in (Taner) Ceza Hukuku dersine, Mustafa Reşit Bey'in (Belgesay) Hukuk Usulü dersine, İbrahim Fazıl Bey'in (Pelin) İktisat dersine, Kemal Bey'in (Elbir) Deniz Hukuku dersine girmiştir. Atatürk öğrencilerin sıcak sevgi gösterileriyle Darülfünun'dan ayrılmış ve ayrılmadan önce hatıra defterine "İstanbul Darülfünununda yüksek profesörler ve kıymetli gençlerle yakından tanıştığıma çok memnun oldum. İlim timsali olan bu yüksek müessesemizin büyük hizmetleri ile iftihar edeceğimize hiç şüphe yoktur." cümlelerini yazmıştır (Günergun ve Kadioğlu, 2006, s. 139).

1931'de Cumhuriyet Halk Partisi'nin üçüncü büyük kongresinde Darülfünun'da reform yapılması kararı alınmıştır. Kurultayın akabinde Bakanlar Kurulu 20 Eylül 1931 tarihli toplantısında yabancı bir uzman getirmek ve Darülfünun hakkında yapılacak reform esaslarını hazırlamak kararı almış ve Hariciye Vekaleti aracılığıyla İsviçre Hükümeti'ne başvurmuştur. İsviçre Hükümeti bu talebe yanıt vererek Cenevre Üniversitesi'nden Prof. Albert Malche'yi tavsiye etmiştir. Prof. Malche 'in yol ücreti ve harcırah işlemlerinin karşılanması İcra Vekilleri Heyeti tarafından kararlaştırılmıştır (BCA, 30-18-1-2, 24/79). Prof. Albert Malche, 1932 yılında İstanbul Darülfünunu hakkında rapor hazırlamakla görevlendirilmiştir (BCA, 540/44800/216066).

Prof. Malche 16 Ocak 1932'de Türkiye'ye geldikten hemen sonra Darülfünun hocaları ve ardından Başvekil İsmet Paşa ve Maarif Vekili Esad Bey (Sagay) ile görüştü. Darülfünun'un laboratuvarlarını, kütüphanelerini ve fakültelerini gezerek incelemelerde bulundu. Öğrencilerle mülakat yaptı ve hatta derslere iştirak etti. Mart ayında Darülfünun idaresine bir anket formu bırakarak İsviçre'ye geri döndü. Prof. Malche Mayıs ayında tekrar İstanbul'a geldi ve anketteki cevapları değerlendirerek 29 Mayıs 1932'de raporunu takdim ederek İstanbul'dan ayrıldı. Malche raporunda,

Darülfünun'un ilmi özerkliğinden yana olduğunu ancak üniversitenin muhtariyetiyle ilmi serbestliğin farklı şeyler demek olduğunu da ekleyerek eğitim ve idarenin hükümetinin sorumluluğunda olması gerektiği tezini iletmıştır. Darülfünun'da bir ıslahat programının kararlı bir şekilde yapılmasını tavsiye etmiştir. Malche raporunda ekonomik sıkıntılar, hoca sayısının fazla, maaşların düşük olması sebebiyle Darülfünun'daki görevlerinde etkili olamayacaklarını ifade etmiştir. Darülfünun'a kayıtlı öğrenci sayısını da fazla bulmuştur. Akademik özgürlüğü, ders kitapları, kütüphaneleri, yabancı dil öğrenimini yetersiz bulduğunu ifade etmiştir. Tavsiye ve sonuç kısmında ise yükseköğretimde uygulama ve tecrübeye vurgu yaparak eserler verilmesi gerektiğini belirtmiştir. Malche üniversite ile toplum arasında sıkı bir ilişki olduğunu, aşırı soyutçuluktan ve ezbercilikten kaçınılması gerektiğini savunmuştur (Günergun ve Kadioğlu, 2006, s. 138-140; Yanardağ, 2017, s. 127-128; İhsanoğlu, 2021, s. 221).

Prof. Malche'nin raporu hükümet cenahında olumlu karşılandı. Darülfünun'da yeni bir teşkilat kanununun ve geniş bir reformun yapılmasına yönelik fikir olgunlaştı. Hazırlanan tasarı 13 Mayıs 1933'te hükümete sunuldu. Reform konusunda Darülfünun Divanı'ndan ve Fakülte Başkanlarından görüş istendi. Millî Eğitim Bakanı Reşit Galip; "Bu iş kesin olarak, kökünden ve birdenbire halledilecektir. En çok yirmi güne kadar fakülte meclislerinden, Darülfünun Divanı'ndan bir muhtıra gelecektir. Bunlar Mr. Malche'nin görüşü ile birlikte incelenecektir" beyanatını vermiştir (Öklem, 1973, s. 38). Neticede Darülfünun 31 Mayıs 1933 yılında çıkarılan 2252 sayılı yasa ile kapatılmış 31 Ağustos 1933'te İstanbul Üniversitesi adı ile açılmıştır. Bu yasa ile üniversiteler doğrudan Millî Eğitim Bakanlığı'na bağlanmış dolayısıyla İstanbul Üniversitesi Millî Eğitim Bakanlığı'na tabi olmuştur (Kılıç, 1999, s. 18; Aydemir, 2020, s. 2230). İstanbul Üniversitesi 18 Kasım'da öğretime başlamıştır. Yeni üniversitede eski öğretim kadrosundan çoğu, görev verilmeyerek tasfiye edilmişlerdir (Namal ve Karakök, 2011, s. 30).

1933 yılında kurulan İstanbul Üniversitesi 2018 yılında 22 fakültesi, 5100 akademik personeli ile 80.000 lisans ve 17.000 yüksek lisans/doktora öğrencisi ile öğretime devam etmekteydi. Ayrıca 2 tıp fakültesine ait hastane ve kliniklerde 200.000 hastaya hizmet veriyordu. 9 Mayıs 2018'de çıkarılan kanunla üniversite ikiye bölündü. Bu kanunla birlikte İstanbul Üniversitesi'nin bazı enstitü, fakülte ve meslek yüksek okulları İstanbul Üniversitesi-Cerrahpaşa adıyla kurulan bir üniversiteye aktarıldı. Cerrahpaşa Tıp Fakültesi, Orman Fakültesi ve Veteriner Fakültesi bunlar arasındadır. Günümüzde İstanbul Üniversitesi 16 fakülte, 12 enstitü, 2 yüksekokul, 2 meslek yüksek okulu ve araştırma merkezleriyle eğitim-öğretime devam etmektedir (İhsanoğlu, 2021, s. 227-228).

Sonuç

Osmanlı İmparatorluğu'nun temel eğitim-öğretim kurumları medreselerin bozulmaya başladıkları ve devrin ihtiyaçlarına cevap veremediklerinin fark edilmesi Avrupa'da Sanayi Devrimi'nin başladığı 18. yy.'a rastlamaktadır. Avrupa devletleri modern siyasi, askeri anlayış, bilim, teknoloji ve silah üstünlüğü ile Osmanlı İmparatorluğu ile aralarında bir uçurum meydana getirdi. Cephelerde alınan yenilgiler ve toprak kayıpları bu uçurumun sonucuydu. Avrupa'daki süregelen gelişmeler Osmanlı'nın dikkatini buraya çekti. Bilinçli modernleşme ve Batı'nın yöntemlerini iktibas etme hususunda ilk adımı atan Padişah III. Selim oldu. Sultan'ın Nizam-ı Cedit ordusu ve reformları; açılan yüksek öğretim seviyesindeki okullar sorunun eğitim ekseninde

anlaşıldığının ve bu zeminde düzeltmeye gidildiğinin kanıtıdır. Ancak eğitim sorunu askeri amaçlar doğrultusunda giderilmeye çalışılmıştır. Aynı şekilde askeri yüksek okullar III. Selim'den sonra da teşkil edilmeye devam edildi. Reformist Padişah II. Mahmut da sefeli gibi yüksek okullar açmaya devam etmiştir. Günümüzdeki çoğu okulların temeli bu dönemde atılmıştır. Tanzimat (1839–1856) yıllarında, yeni bir anlayışla Avrupa'nın bilimsel ve kültürel gelişmelerine paralel sivil üniversiteye ihtiyaç duyulmuştur. Bu doğrultuda, 1846'da ilk adım atılmıştır. "Fenler evi" manasındaki Darülfünun adlı üniversitenin binasının hizmete girmesi 1863'te gerçekleşmiştir. Her ne kadar eğitimde duyulan ihtiyaç elzem ve acil olsa da okulun nizamnamesinin yayınlanması ile binasının hizmete girmesi arasında on yedi yıl gibi bir süre bulunmaktadır. Darülfünun 1863'te öğretimine inşa edilen bu binada değil bir konakta başlamıştır. Konakta çıkan bir yangınla öğretime ara verilmiş ve Darülfünun öğrencileri kendileri için inşa edilen başka bir binada öğrenimini sürdürmüşlerdir. Ancak halka açık yapılan konferanslar, dönemin bağınaz zihniyeti, ülkenin temel sorununun eğitim olduğunu kavrayamayan bürokrasinin yanlış kararlarıyla okul kapatılmış ve dört yıl aradan sonra Mekteb-i Sultani (Galatasaray Lisesi) bünyesinde tekrar öğretime başlamıştır. Kısa bir süre sonra ekonomik nedenlerle Darülfünun burada da öğrenimini sonlandırmıştır. 1914'te kadınlara yönelik İnas Darülfünunu açılmıştır. İnas Darülfünunu da dönemin bağınaz zihniyetinden nasibini almış kız-erkek karışık öğretime karşı çıkanlar olmuştur. Çeşitli bahanelerle bu okul da 1921'de kapatılmıştır. Mekteb-i Sultani'de kapatılan Darülfünun 1900 yılında tekrar öğretimine başlamıştır. II. Meşrutiyet'in özgürlükçü, modernist havasında okulda reformlar gerçekleştirilmiştir. Ancak okul Birinci Dünya Savaşı ve ardından Millî Mücadele nedeniyle verimli olamamıştır. 1923'te Atatürk'ün önderliğinde başarıya ulaşan Millî Mücadele ve Cumhuriyetin ilanı Darülfünun'da köklü bir reform yapılmasını gerekli kılmıştır. Atatürk'ün talimatı ve TBMM'de çıkarılan kanunla 1 Ağustos 1933'te Darülfünun İstanbul Üniversitesi adı ile öğretimine başlamıştır.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	<i>Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.</i>
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

Peer-Review	Double anonymized - Two External
Ethical Statement	<i>It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.</i>
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Kaynakça / References

- Arslan, A. (2017). *Darülfünun'dan Üniversiteye*. İstanbul: Kitabevi Yayınları.
- Arslan, A. ve Akpınar, Ö. (2005). İnas Darülfünunu (1914-1921). *Osmanlı Bilimi Araştırmaları Dergisi*, 6(2), s. 225-234
- Aydemir, S. S. (2020). Türkiye'de Darülfünun'dan Üniversiteye Geçiş Süreci ve 1933 Üniversite Kanunu Sonrası Yükseköğretimdeki Gelişmeler. *Tarih Okulu Dergisi*, 13(48), s. 2222-2243.
- Ayni, M. A. (1995). *Darülfünun Tarihi*. İstanbul: Pınar Yayınları.
- Baskın, B. (2008). II. Meşrutiyet'te Kadın Eğitime Yönelik Bir Girişim: İnas Darülfünunu. *İstanbul Üniversitesi Siyasal Bilgiler Fakültesi Dergisi*, s. 38-123).
- Berkes, N. (2013). *Türkiye'de Çağdaşlaşma*. İstanbul: Yapı Kredi Yayınları.
- Demiralp, Y. (1997). *Erken Dönem Osmanlı Medreseleri*. Ankara: Kültür Bakanlığı Yayınları.
- Dölen, E. (2008). II. Meşrutiyet Döneminde Darülfünun. *Osmanlı Bilimi Araştırmaları*, 10(1), s. 1-46.
- Er, H. (2003). Osmanlı Devleti'nde Eğitim ve Çağdaşlaşma Çabaları. *Marife Dergisi*, 3(1), s. 211-215.
- Ergin, O. (1977). *Türkiye Maarif Tarihi* (Cilt 1-2). İstanbul: Eser Matbaası.
- Günergun Feza, Sevtap Kadioğlu (2006). İstanbul Üniversitesi'nin Yerleşim Tarihiçesi Üzerine Notlar. *Osmanlı Blimi Araştırmaları dergisi*, 8(1), s. 135-163.
- İhsanoğlu, E. (2021). *Fenler Evi Darülfünun Müslüman Dünyasının İlk Modern Üniversitesi*. İstanbul: Doğan Yayıncılık.
- Kaçar, M. (2009). Türkiye'de Modernleşmenin Öncü Kurumları. *Sosyoloji Dergisi*, 3(19), s. 127-149.
- Kamer, S. T. (2019). Kadınlar İçin Yükseköğretim ve Basına Yansımaları Üzerine Bir Araştırma. *Uluslararası Sosyal Araştırmalar Dergisi*, 12(66), s. 828-834.
- Karakök, T. (2013). Yüksek Öğretim Kurumu Olarak Osmanlı'da Medreseler: Bir Değerlendirme. *Bartın Üniversitesi Eğitim Fakültesi Dergisi*, 2(2), s. 208-234.
- Kılıç, R. (1999). Türkiye'de Yükseköğretimin Kapsamı ve Tarihsel Gelişimi. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*(3), s. 289-310.
- Koçak, F. (1990). "Bir Yükseköğretim Kurumunun Kurumsal Tarihi". Yüksek lisans Tezi, Yıldız Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Lewis, B. (2015). *Modern Türkiye'nin Doğuşu*. Ankara: Arkadaş Yayınları.
- Namal Yücel, Tunay Karakök. (2011). Atatürk ve Üniversite Reformu (1933). *Yükseköğretim ve Bilim Dergisi*, 1(1), s. 27-35.
- Okumuş, E. (1996). *Türkiye'nin Laikleşme Serüveninde Tanzimat*. İstanbul: İnsan Yayınları.
- Olgun, K. (2002). II. Meşrutiyet Dönemi Osmanlı Basınında Bir Eğitim Kurumu Olarak

- Darülfünun (1908-1912). *Yakın Dönem Türkiye Araştırmaları Dergisi*(2), s. 185-204.
- Ortaylı, İ. (2008). *Türkiye İdare ve Teşkilat Tarihi*. Ankara: Cedit Neşriyat.
- Öklem, N. (1973). *Atatürk Döneminde Darülfünun Reformu*. İzmir: Ege Üniversitesi Matbaası.
- Özteke, F. (2021). Vatan Yahut Darülfünun. (ed. Ayşe Çatalcalı Ceylan, Gözde Sunal) , *Sosyal ve Beşeri Bilimlerde Araştırma ve Değerlendirmeler- III* (s. 61-104). Ankara: Gece Kitaplığı.
- Özyalvaç, Ş. P. (2019). Tanzimat Dönemi Reformlarında Mekan Sorunu ve Çözüm Arayışları. (ed. Ahmet Dönmez) *Osmanlı Modernleşmesi Reform Çağında Çözüm Arayışları* (s. 163-197). İstanbul: Kitap Yayınevi.
- Siler, A. (1992). "Türk Yüksek Öğretiminde Darülfünun (1863-1933)". Doktora Tezi. Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü, Ankara.
- Standford J. Shaw, Ezel Kural Shaw (2017). *Osmanlı İmparatorluğu ve Modern Türkiye Reform Devrim ve Cumhuriyet: Modern Türkiye'nin Doğuşu 1808-1975* (Cilt 2). İstanbul: E Yayınları.
- Şanal, M. (2003). Osmanlı Devleti'nde Medreselere Ders Programları, Öğretim Metodu, Ölçme ve Değerlendirme, Öğretimde İhtisaslaşma Bakımından Genel Bir Bakış. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 1(14), s. 149-168.
- Şimşek, H. (2016). Osmanlıdan Cumhuriyete Türk Üniversitelerin Tarihsel Gelişimi. (ed. Necmettin Tozlu, Vefa Taşdelen, Mehmet Önal) (Dü.), *Dünyada ve Türkiye'de Üniversite*. Ankara: Bayburt Üniversitesi Yayınları.
- Taştekin, O. (2019). 18. Yüzyıl ve Sonrası Osmanlı Eğitim Kurumları. *Cumhuriyet İlahiyat Dergisi*, 23(3), s. 1143-1166.
- Timur, T. (2000). *Toplumsal Değişme ve Üniversiteler*. Ankara: İmge Kitabevi.
- Tunçay, M. (1989). *Tc.'inde Tek Parti Yönetiminin Kurulması (1923-1931)*. İstanbul: Cem Yayınevi.
- Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı Cumhuriyet Arşivi, (BCA, 540/44800/216066).
- Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı Cumhuriyet Arşivi, (BCA, 30-18-1-2, 24/79).
- Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı Cumhuriyet Arşivi, (BCA, 30-10-0-0, 141/10, 09).
- Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı Osmanlı Arşivi (BOA), Maarif Nezareti Tedrisatı Aliye Dairesi (MF.ALY) 171/3).
- Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı Osmanlı Arşivi (BOA), Bab-ı Ali Evrak Odası, (BEO), 1914/143497).
- Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı Osmanlı Arşivi (BOA), Bab-ı Ali Evrak Odası, (BEO), 1533/114962).

Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı Osmanlı Arşivi (BOA), Cevdet Maarifi, (C..MF), 144/7190).

Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı Osmanlı Arşivi (BOA), İrade-i Divan-ı Ahkam-ı Adliye (İ..DA), 437/28882).

Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı Osmanlı Arşivi (BOA), İrade-i Dahiliye, (İ..DH) 682/47568).

Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı Osmanlı Arşivi (BOA), İrade-i Dahiliye (İ..DH), 597/41632).

Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı Osmanlı Arşivi (BOA), İrade-i Dahiliye (İ..DH) 589/41014).

Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı Osmanlı Arşivi (BOA), İrade-i Hariciye (İ..HR),118/5781).

Türkiye Cumhuriyeti Cumhurbaşkanlığı Devlet Arşivleri Başkanlığı Osmanlı Arşivi (BOA), İrade-i Meclis-i Vala (İ..MVL), 447/198193).

Yanardağ, A. (2017). Cumhuriyet Dönemi Darülfünun Tartışmaları ve 1933 Darülfünun Reformu. *Akademik Sosyal Araştırmalar Dergisi*, 5(56), s. 112-133.

Zürcher, E. J. (2020). *Modernleşen Türkiye'nin Tarihi*. İstanbul: İletişim Yayınları.

Ekler

Ek-1

İstanbul Fatih Semti Çemberlitaş'ta ilk Darülfünun için yapılan bina (1863)



Ek-2

İkinci Darülfünun Binası Günümüzde Basın Müzesi Olarak Kullanılmaktadır



Ek-3

Zeynep Hanım Konağı



Ek-4

1 Ağustos 1933 İstanbul Üniversitesi Tabelasının Takılması





Üçüncü Sinema Estetiği ve Yavuz Özkan Filmlerindeki Görünümü

Azime CANTAŞ¹

İhsan KOLUAÇIK²

Öz

1960'lı yıllardan itibaren özellikle başta Latin Amerika olmak üzere üçüncü dünya ülkelerinde görülmeye başlayan üçüncü sinema akımı hem estetik hem de tematik anlamda Amerikan ya da Hollywood sineması olarak da adlandırılan birinci sinemadan ve auteur ya da sanat sineması olarak da ifade edilen ikinci sinemadan ayrılmaktadır. Temelinde politik bir tavrı benimseyen üçüncü sinemacılar toplumsal değişimin bir parçası olarak sinemanın ideolojik işlevinin ön plana çıkmasını önemserler ve sinemayı adeta bir silah olarak kullanırlar. Türk sineması içinde 1960'lı yıllarda başlayan toplumsal yaklaşım 1970'li yılların ortasından itibaren yeni sinemacı kuşağının ortaya çıkışıyla Türk sinemasında üçüncü sinemanın etkin olmasının önünü açmıştır. Başta Yılmaz Güney olmak üzere Şerif Gören, Zeki Ökten, Erden Kıral, Yavuz Özkan gibi yönetmenler 1960'ların sonundan itibaren ortaya çıkan Devrimci sinema geleneğinin parçası olmakla birlikte sinemanın politik diline vurgu yapmışlar ve bu çerçevede filmler üretmişlerdir. Ancak bu sinemacılar arasında üçüncü sinema diline en çok yaklaşabilen Yavuz Özkan olmuştur. Özkan, sinemanın ideolojik işlevini toplumsal dönüşümün bir parçasına dönüştürerek izleyicilerin aktif katılımını amaçlamış ve onların bilinçlenmesine katkı sağlamıştır. Bu kapsamda çalışma, Yavuz Özkan'ın 1980 öncesi çekmiş olduğu filmlerdeki politik unsurları ideolojik eleştiri yöntemi ile açığa çıkarmayı hedeflemektedir. Özkan'ın ilk filmi Maden (1978) ve sonrasında çektiği ikinci filmi Demir Yol (1979) ile sinema dilinde politik unsurlar kendisini göstermiş ve sınıf temelli yaklaşımı ile dönemin en önemli yapıtları ve üçüncü sinemanın Türk sinemasındaki en önemli filmleri olduğu tespit edilmiştir.

Anahtar Kelimeler: Politik Sinema, Modern Sinema, Üçüncü Sinema, Türk Sineması, Yavuz Özkan

Cantaş, A. & Koluçak, İ. (2023). Üçüncü Sinema Estetiği ve Yavuz Özkan Filmlerindeki Görünümü . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1768-1790 . <https://doi.org/10.15869/itobiad.1284479>

Date of Submission	17.04.2023
Date of Acceptance	13.08.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Dr. Öğr. Üyesi, Afyon Kocatepe Üniversitesi, Güzel Sanatlar Fakültesi, Sinema ve Televizyon Bölümü, Afyonkarahisar, Türkiye, azimecantas@hotmail.com, ORCID: 0000-0002-9356-3050

² Dr. Öğr. Üyesi, Tekirdağ Namık Kemal Üniversitesi, Güzel Sanatlar Tasarım ve Mimarlık Fakültesi, Radyo Televizyon ve Sinema Bölümü, Tekirdağ, Türkiye, ihsankoluacik@gmail.com, ORCID: 0000-0001-5525-2182



Third Cinema Aesthetics and Its Appearance in Yavuz Özkan Movies

Azime CANTAŞ¹

İhsan KOLUAÇIK²

Abstract

The third cinema movement, which started to be seen in the third world countries, especially in Latin America since the 1960s, differs both aesthetically and thematically from the first cinema, also called American or Hollywood cinema, and the second cinema, also referred to as auteur or art cinema. Third filmmakers, who adopt a political attitude at its core, attach importance to the ideological function of cinema as a part of social change and use cinema as a weapon. The socialist approach in Turkish cinema that started in the 1960s paved the way for the emergence of the third cinema in Turkish cinema with the emergence of a new generation of filmmakers in the mid-1970s. Directors such as Yılmaz Güney, Şerif Gören, Zeki Ökten, Erden Kıral, Yavuz Özkan, and Şerif Gören emphasised the political language of cinema and produced films within this framework. However, among these filmmakers, it was Yavuz Özkan who came closest to the language of third cinema. By transforming the ideological function of cinema into a part of social transformation, Özkan aimed at the active participation of the audience and contributed to their awareness. In this context, this study aims to reveal the political elements in Yavuz Özkan's pre-1980 films with the method of ideological criticism. Özkan's first film Maden (1978) and his second film Demir Yol (1979) are the most important works of the period with their class-based approach and the most important films of the third cinema in Turkish cinema.

Keywords: Political Cinema, Modern Cinema, Third Cinema, Turkish Cinema, Yavuz Özkan

Cantaş, A. & Koluacı, İ. (2023). Third Cinema Aesthetics and Its Appearance in Yavuz Özkan Movies . Journal of the Human and Social Science Researches , 12 (3) , 1768-1790 . <https://doi.org/10.15869/itobiad.1284479>

Geliş Tarihi	17.04.2023
Kabul Tarihi	13.08.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Asst. Prof., Afyon Kocatepe University, Faculty of Fine Arts, Department of Cinema ve Television, Afyonkarahisar, Türkiye, azimecantas@hotmail.com, ORCID: 0000-0002-9356-3050

² Asst. Prof., Tekirdağ Namık Kemal University, Faculty of Fine Arts, Design and Architecture, Department of Radio Television ve Cinema, Tekirdağ, Türkiye, ihsankoluacik@gmail.com, ORCID: 0000-0001-5525-2182

Giriş

Üçüncü Sinema terimi, bir sinema eleştirmeni ve yönetmen olan Solanas ve Getino tarafından 1969 yılında Arjantin’de yayımlanan “Tercer Cine: Hacia un Cine Decolonial” adlı manifestoda ortaya atılmıştır. Bu manifestoda, “birinci sinema” olarak adlandırılan Hollywood yapımı filmler ve “ikinci sinema” olarak adlandırılan Avrupa yapımı filmlerden farklı bir üçüncü türün olması gerektiği savunulmaktadır. Üçüncü sinemanın amacı, kolonyalizm sonrası ülkelerin gerçekliğini, kültürünü, toplumsal ve siyasal sorunlarını yansıtan, özgün bir sinema diline sahip filmler yapmaktır. Üçüncü sinema her şeyden önce politik bir sinemadır (Cantaş & Serarslan, 2021, s. 642). Aslında bütün filmler politiktir ancak kimi filmlerde bu durum örtük biçimde yer alırken kimisindeyse açık bir biçimde politik unsurlara yer verilir. Bu bağlamda üçüncü sinema açık politik unsurlar barındıran bir sinemadır.

Sinema, ortaya çıktığı dönemden itibaren aynı zamanda politik işlevlere de sahip olmuş, daha çok alt tabakadan insanların bir salonda oturarak birlikte izledikleri paralı bir etkinliğe dönüşmüş ve aynı zamanda bu insanların eğlence ihtiyacını da gidermiştir. Sinemanın Hollywood’da başat hale gelmesiyle birlikte politik işlevinde çeşitli değişimler görülmeye başlanmış özellikle David Wark Griffith ile birlikte sinemanın ideolojik işlevi ortaya çıkmaya başlamıştır. Sonrasında Amerika’nın kültürel anlamda ana omurgasını oluşturan; ideolojik olarak beyaz (white), Anglosakson ve Protestan insan sinemasal anlamda anlatının merkezine oturmuştur. WASP ideolojisi çerçevesinde HAYS kodu ya da yönetmeliğine⁵ de uygun olarak Amerikan sineması ideolojik anlamda sinemanın şekillendiği, politik işlev yüklendiği ilk yerdir (Cormak, 1994, s. 80- 82). Sovyetler Birliğinin kurulmasıyla birlikte sinemanın propaganda aracı olarak kullanılması artık Amerika’daki gibi örtük olarak değil açık bir biçimde bir seyir sergilemiş, sinemanın kitleler üstündeki etkisi ve onları dönüştürme gücü somut bir biçimde ortaya konmuştur. Ajitasyon Trenleri, devrimci yönetmenlerin sinemayı Sovyet ideolojisinin bir propaganda aracına dönüştürmeleri sinemanın ideolojik formasyonunda bir dönüm noktası haline gelmiştir. Özellikle *Potemkin Zirhlisi*’nin başta montaj anlayışı olmak üzere dünya sinema tarihine katmış olduğu yenilikler ve propaganda gücü totaliter ya da faşist rejimlerdeki liderlerin *Potemkin Zirhlisi* filminden etkilenmelerini sağlamış ve sinemayı devletin ideolojik bir aygıtı olarak görmelerine neden olmuştur. Bu noktada İtalya’da Mussolini, Almanya’da ise Hitler sinemanın kitleleri etkileme gücünden faydalanmak istemişler ve sinemayı tamamen devletin (partinin) kontrolüne almışlardır. Özellikle Almanya’da 1933 yılında Joseph Goebbels önderliğinde kurulan Halkı Aydınlatma ve Propaganda Bakanlığı sinemayı Nazizmin ideolojisi yaymanın bir aracı olarak görürken diğer ideolojileri, ırkları da kötü göstermenin yollarını aramıştır (Serik & Kılınçarslan, 2019, s. 1251).

İkinci Dünya Savaşı sonunda sinemanın politik işlevi hem estetik hem de tematik anlamda değişmeye başlamış, özellikle İtalya’da Mussolini iktidarının son bulmasından sonra Yeni Gerçekçi İtalyan sinemasıyla birlikte sinema, klasik sinema dilinin sınırlarını zorlayarak yeni bir anlatı dili geliştirmiş ve tematik anlamda sinemanın sınırlarını

⁵ 1922 yılında kurulan Amerikan Film Yapımcıları ve Dağıtıcıları Birliği (Motion Pictures Producers and Distributors of America - MPPDA)’nin ilk başkanı Will H. Hays olduğundan kuruluş halk arasında Hays Birliği olarak tanınmıştır. Toplumun cinsel içerikli ve seks skandallarını içeren filmlere gösterdikleri tepki sonucu yıldız oyuncular ve filmlerinin içeriklerini kontrol altında tutmaları için film şirketlerine baskı yaparak bir otosansür mekanizması oluşturulmuştur (Hayward, 2012, s. 195)

gerçeklik kavramı çerçevesinde yeniden şekillendirmiştir. Yeni Gerçekçi İtalyan sineması ve sonrasında Fransa'da ortaya çıkan Yeni Dalga hareketi, politik anlamda sinemanın yönünü dönemin politik koşullarının da etkisiyle sol ve sosyalizmle yeniden kesmiştir. Bu noktada İtalya'da Luchio Visconti ve Roberto Rossellini başta olmak üzere Elio Petri, Pier Paolo Pasolini, Pietro Germi; Fransa'da Jean Luc Godard, Alain Resnais, François Truffaut, Eric Rohmer gibi yönetmenler, sinemayı estetik ve tematik anlamda yeniden tanımlamışlardır. Bu noktada yeni bir anlatı tarzının (çağdaş anlatı, ikinci sinema) en önemli örneklerini beyaz perdeye aktarmışlardır (Yılmaz, 1997, s. 10-12).

Yeni Gerçekçi İtalyan sineması, kendisinden sonra gelen bütün sinema akımlarını etkilemekle kalmamış aynı zamanda üçüncü dünyadaki sinemacıların ortaya çıkışına ön ayak olmuştur. Bu noktada yeni gerçekçi yönetmenler, film yapımındaki üretim biçimi ve duruşlarıyla üçüncü sinemacılara örnek olmuşlar; sınırlı olanakla, az parayla, dış ve gerçek mekânları kullanmalarıyla, doğal ışık ve amatör oyunculukla zaten olanakları çok sınırlı olan sinemacıların önlerini açmışlardır (Cantaş & Serarlan, 2021, s. 642). Özellikle Güney Amerika'daki yönetmenlerin toplumsal koşullarının İtalyan yönetmenlerle benzerlik gösterdiğinin de altını çizmek gerekir. Güney Amerikalı yönetmenler de Batılı tarzda eğitim almış, orta sınıf üyesi ve kentsoyludurlar. Bu bağlamda Güney Amerika'daki yönetmenlerle yeni gerçekçi yönetmenlerin toplumsal anlamda aynı koşulları paylaştıklarını söylemek gerekir. Ancak yeni gerçekçi yönetmenler sistem karşıtlığı noktasında güney Amerika'daki yönetmenlere göre geride kalmışlar; hatta böyle bir konumda bulunmaktan kaçınmışlardır. Bu bağlamda yeni gerçekçiliği devrimci bir sinema olarak değerlendirmemek gerekir (Erus, 2013, s. 97).

Güney Amerika sinemasını yoğun bir biçimde etkileyen bir diğer sinema akımı ise yine yukarıda belirtildiği üzere 1950'lerin sonundan itibaren Fransız ve dünya sinemasını baştan aşağı değiştiren Yeni Dalga hareketidir. Ancak yeni dalga yönetmenleri auteur hareketinden ötürü kişisel bir sinema diline sahip olmuşlardır. Ele aldıkları konular da zaten kendi kişisel sorunlarından yola çıkılarak değerlendirilmelidir. Bu noktada yeni gerçekçi yönetmenlerden ayrılırlar. Güney Amerikalı yönetmenlerden bir kısmı Paris'te Institut des Haut-Etudes Cinematographiques (IDHEC)'de sinema eğitim alarak kendi ülkelerinde uygulamaya koyulmuşlardır. Bu bağlamda Latin Amerikalı yönetmenler, Yeni Dalga yönetmenlerini bireysel bulmuşlar ve politik anlamda kendilerine uzak olarak değerlendirmişlerdir (Erus, 2013, s. 99).

Mike Wayne, "Politik Film Üçüncü Sinemanın Diyalektiği" isimli kitabında, sinemanın ilk yıllarından günümüze kadar pek çok filmde ideolojik bir biçim olarak görüldüğünü ifade eder. Wayne, sinemanın tarihsel süreç içerisinde geliştirdiği anlatı yapılarını, toplumsal ve kültürel özgürleşmeye katkısı bağlamında ele almıştır. Bu doğrultuda Wayne, ana akım ideolojinin ürünlerini birinci sinema; modern anlatı ya da yönetmen filmlerini ikinci sinema; politik ya da siyasal filmleri ise üçüncü sinema olarak gruplandırır (2011, s. 16). Wayne'in de ifade ettiği gibi üçüncü sinema, toplumsal ve kültürel özgürleşmenin sinemasıdır. Üçüncü sinemanın gerek ikinci sinemaya gerekse birinci sinemaya dönük eleştirileri, film yapım süreçlerini de kapsayacak bir biçimde üretim- dağıtım ve gösterime ilişkin sorunları içermektedir. Üçüncü sinema perspektifinden Türk sinemasına yaklaşan Şükran Kuyucak Esen, filmlerin toplumsal sorunları ele alması ve özgün bir dil yaratması gerektiği görüşündedir. Bu konuda üçüncü sinema hareketinin amaçlarına benzer bir perspektife sahip olduğu söylenebilir.

Esen, Türk sinemasının birinci sinema anlayışından etkilenecek özgünlüğünü yitirdiğini ve toplumsal gerçekleri yansıtmaktan uzaklaştığını savunmaktadır. Bu nedenle, Türk sinemasının “üçüncü sinema” anlayışına yaklaşması gerektiğini ve yerel gerçekliklerini yansıtan, özgün bir sinema diline sahip olması gerektiğini ifade etmektedir. Esen’in eleştirel yönteminde, filmler sadece sinema sanatı açısından değil, aynı zamanda toplumsal ve politik açıdan da ele alınmalıdır (Esen, 2007). Bu nedenle, onun sinema analizleri, sadece filmleri teknik açıdan incelemekle kalmaz, aynı zamanda filmlerin toplumsal ve kültürel bağlamlarını da değerlendirerek, sinemanın toplumsal işlevi ve etkisini anlamaya çalışır. Bu bağlamda çalışmada, Şükran Kuyucak Esen’in ve Mike Wayne’in sunduğu yaklaşımlar çerçevesinde, Yavuz Özkan 1980 öncesi çektiği iki filmine odaklanılmıştır. Çalışma kapsamında ideolojik eleştiri yöntemi ile filmlerin toplumsal, politik ve kültürel bağlamlarının açığa çıkarılması hedeflenmektedir.

Birinci Sinema ve İkinci Sinema

Birinci sinema, dünya genelinde egemen sinemadır ve farklı şekillerde isimlendirilebilir. Bu isimlendirmeler arasında en yaygınları; klasik anlatı sineması, Amerikan sineması, konvansiyonel sinema ya da klasik Hollywood sinemasıdır. Birinci sinemanın temellerini Antik Yunan’daki tragedyalara kadar götürmek mümkündür. Aristoteles’in Poetika adlı eserinde birinci sinema anlatısının temellerine rastlanmaktadır. Birinci sinema karakter odaklı bir sinemadır aksiyonun temelinde karakterlerin almış olduğu kararlar, tercihler ya da karakterin kişisel özellikleri ön plana çıkar (Bordwell & Thompson, 2008, s. 94). Olay örgüsü neden-sonuç ilişkileri bağlamında ilerler ve sonuçta ahlaki yönden iyi olan karakterin arzuladığı, seyircinin de onayladığı biçimde film son bulur. Birinci sinema, sinemayı rüya fabrikası olarak görerek insanları eğlendirme amacı güden (Hayward, 2012, s. 134), içerdiği büyüdü dünyası ile ideolojik yapısını başarılı bir biçimde gizleyen bir sinemadır. Gerçeği taklit etme (mimesis) amacıyla yapılan filmlerde genellikle anlatıcı, kendisini görünmez kılarak nesnel bir anlatım biçimi sergileniyor gibi gözükür. Film; giriş (serim), gelişme (düğüm) ve sonuç (çözüm) biçiminde ilerler. İzleyicinin karakterle özdeşleşmesinden ötürü pasifize edildiği bir anlatım söz konusudur. Karakter, genellikle kötü diye konumlandırılan bir insan ya da bir durumla mücadeleye girer. Bilinci karakterin bilinciyle özdeş olan izleyici, karakterle özdeşleşerek olayları çözüme ulaştırdığı hissine kapılarak katharsis ulaşır. Böylelikle izleyiciye, farkında olmadığı bir yaşam şekli, duygu ve düşünce birliği ya da gerçekliğin yeniden üretimi empoze edilmektedir. Bunu yaparken de sinemasal dilin araçlarını etkili bir biçimde kullanır (Oluk, 2008, s. 76-77).

Birinci sinema kavramına alternatif bir biçimde Vertov’un kuramından ve Brecht’in epik tiyatro geleneğinden izler taşıyan İkinci sinema da farklı adlandırmalara sahiptir. Genellikle yönetmen (auteur), bağımsız, karşı ya da sanat sineması olarak da adlandırılan ikinci sinema, anlatı formu olarak birinci sinemadan ayrılmaktadır. Giriş, gelişme ve sonuca dayalı anlatı çizgisi, ikinci sinemada çoğu zaman kesintiye uğrar; seyirciye sonu belli bir hikâye anlatmanın ötesinde bir olay ya da durumdan bahsedilir. İkinci sinema, birinci sinemanın neden sonuç ilişkisine dayalı özdeşleşme ve katharsis odaklı yapısının dışına çıkarak özdeşleşmenin karşısına yabancılaşmayı, katharsisin yerine de sorgulamayı/düşünmeyi koyar. Filmin birinci sinemada olduğu gibi mutlak belirli bir sonu yoktur; onun yerine film, genellikle açık uçlu bırakılır. Böylece aktif konuma geçen seyirci, izlediği şeyin bir film olduğunun farkına varır ve görünenin ardındaki gerçekliği keşfetmenin peşine düşer. İkinci sinema, bir anlamda muhalif bir sinema olarak da görülebilir ancak üçüncü sinemacılar tarafından yeteri kadar muhalif

olmamakla itham edilirler. Birinci, ikinci ve üçüncü sinema olarak adlandırılan anlatılar, herhangi bir coğrafi ayırım neticesinde belirlenmemiştir. Onları nitelendiren şey toplumsal ve siyasal içerikleridir.

Üçüncü Sinema

Üçüncü sinema kaynağını üçüncü dünyadan alan ilk ve tek sinema teorisi olarak değerlendirilmekle birlikte toplumsal ve kültürel özgürleşimi önceleyen, sinemanın geleneksel yapılış ve tüketiliş tarzına karşı çıkan bir teori ve film yapımı pratiğidir. Kavramsal olarak köklerini Mao'nun "Üç Dünya Teorisi, Üçüncü Dünya" yaklaşımından almıştır. Bu çerçevede üçüncü dünyada devletler bağımsız, uluslar kurtulmuş, halklar ise devrim istemektedirler (Amin, 1992, s. 100). Aslında sayıca çok az olsa da Mike Wayne'in de ifade ettiği gibi politik ve kültürel önemi çerçevesinde "heyecan verici ve meydan okuyucudur" (2011, s. 14). Üçüncü sinemanın köklerini İkinci Dünya Savaşı ardından ortaya çıkan üçüncü dünya ülkelerinin antiemperyalist mücadelelerinde aramak önemlidir. Ancak üçüncü sinemayı coğrafi anlamda sadece üçüncü dünya ülkeleri ile sınırlamamak gerekmektedir (Erus, 2007, s. 19-21; Hayward, 2012, s. 614-616)⁶. Aynı durum diğer sinemalar için de geçerlidir. Michael Chanan "Üçüncü Sinemanın Değişen Coğrafyası" adlı makalesinde birinci sinemanın egemenliğinin çok fazla olduğunu ve Ünlü Sovyet yönetmen Sergei Bondarchuk'un *Savaş ve Barış* (Voyna i Mir - 1967) filmi gibi İkinci Dünya ülkelerinde görünmeye başlayan "anıtısal" filmlerin bile, birinci sinemayla aynı önermelere sahip olduğunu belirtir (Chanan, 1997, s. 372). Bu bağlamda üçüncü dünya ülkelerinde üçüncü sinema örnekleri olabildiği gibi birinci sinema örneklerine de rastlanmaktadır. Benzer biçimde ikinci dünya ülkelerinde ikinci sinemaya dair örneklerin yanı sıra birinci ve üçüncü sinema örnekleri de vardır. Dolayısıyla coğrafi bir ayırımda bulunmak imkânsızlaşmaktadır.

Üçüncü sinema yönetmenleri çektikleri filmlerde genel olarak, kolonyalizm ve postkolonyalizm, sömürgeci yaklaşım, işçi sınıfı, tahakküm ve özgürleşme sorunları üzerinde yoğunlaşmışlardır. Robert Stam "Sinema Teorisine Giriş" adlı çalışmasında üçüncü sinema kavramını ele alırken kavramın ortaya çıkışında tarihsel, toplumsal olayların önemine dikkatleri çeker özellikle Küba Devrimi'nin, Arjantin'de Peronizmin ve Peron'un üçüncü yolu kavramının altını çizer. Bunun yanı sıra sinemasal akımlar ve hareketler de üçüncü sinemanın ortaya çıkışında yoğun etki taşırlar. Brezilya'da ortaya çıkmış olan Cinema Nova, Sovyet montajcılar, gerçeküstücülük, Yeni Gerçekçi İtalyan Sineması, Brecht'in epik tiyatrosu, Cinema Verite ve Yeni Dalga hareketleri estetik anlamda üçüncü sinemanın yolunu belirlemişlerdir (Stam, 2014, s. 110). Bu bağlamda

⁶ Roy Armes Üçüncü "Dünya Sineması ve Batı" adlı çalışmasında özellikle ikinci dünya savaşı sonrası takip eden 1950'ler ve 1960'larda Avrupa sömürgeciliklerinin Latin Amerika, Afrika ve Asya ülkelerinde çöküşte olduğunu, bağımsızlık mücadelelerinin Bolivya (1952) ve Küba'da (1959) devrimle sonuçlanmasının etkisinin önemli olduğunu ifade etmiştir. Robert Stam ise Üçüncü dünya kavramının asıl isim babasının Fransız gazeteci Alfred Sauvy olduğunu belirtmekle birlikte kavramın üç coğrafi terimi işaret ettiğini belirtmiştir. Birinci dünyanın içinde Amerika, Avrupa, Japonya ve Avustralya'nın da bulunduğu kapitalist blok; ikinci dünyanın içinde sosyalist blok, üçüncü dünyanın içinde de Üçüncü dünya ülkeleri (çoğunluğu Asya, Afrika ve Güney Amerika'da bulunan) yer almaktadır (Stam, 2014, s. 104). Üçüncü dünya koalisyonunun Cezayir ve Vietnam'daki antiemperyalist mücadelenin bir yansıması olarak Afrika ve Asya uluslarının 1955'teki Bandung Konferansında birleştiğini belirtmek gerekmektedir. Konferans, Üçüncü Sinema açısından tarihsel ve politik anlamda bir miladı ifade etmektedir.

hem tarihsel ve toplumsal gelişmeler hem de sinemanın estetik anlamda geçirmiş olduğu tarihsel serüven, üçüncü sinemanın ortaya çıkışında oldukça etkili olmuştur.

Üçüncü sinema terimini ilk defa telaffuz eden Arjantinli Fernando Solanas ve Octavio Getino'dur ve her ikisi de aynı zamanda Arjantin'deki "Cine Liberacion" adlı sinema kolektifinin üyesidirler. İki Arjantinli sinemacının ortaya attığı terim ve manifesto, ulusal ve uluslararası çapta büyük etki yaratmış, dünyanın dört bir yanında üçüncü sinemacılar ortaya çıkmaya başlamıştır. Zeynep Çetin Erus, üçüncü sinemanın bir yandan ulusal sinemaları ön plana çıkararak ulusallığa vurgu yaptığını diğer yandansa ulus sınırlarının ötesinde iş birliklerini ortaya çıkardığını belirtir. Solanas ve Getino'nun üçüncü sinema teorisi, sadece Arjantin'e yönelik bir teori değildir emperyalizmle uğraşan, sömürgecilikle mücadele eden bütün ülkeleri kapsamaktadır. Üçüncü sinema, evrensel ya da ulus ötesi bir teodir (Erus, 2013, s. 94). Bu noktada üçüncü sinemayı belirleyen tür ya da belirgin bir yaklaşım değildir. Herhangi bir hikâye ya da konu üçüncü sinemacılar tarafından ele alınabilir özellikle gelişmekte olan ülkelerde ulusal kurtuluş iradesini, mit karşıtlığını, ırkçılık karşıtlığını ve burjuva karşıtlığını da içeren popüler bir sömürgecilik karşıtı sinema olarak ifade edilebilir (Chanan, 1997, s. 379-380).

Birinci, ikinci ve üçüncü sinemalar arasında Wayne'in tabiriyle diyalektik bir ilişki vardır. Bu ilişkiden yola çıkılarak üçüncü sinemayı ortaya çıkaran şey, birinci ve ikinci sinemanın dışında kalanlardır (Wayne, 2011, s. 12). Üçüncü sinema, Klasik Hollywood sinemasının ya da birinci sinemanın yaptığına benzer biçimde yapımcıyı, ikinci sinemanın (auteur sinemacıların) yaptığı gibi yönetmeni ayrıcalıklı bir konuma yerleştirmemiştir. Bunların yerine üçüncü sinemacılar, izleyici ile film arasındaki etkileşimi önemseyerek izleyicileri politik özneye dönüştürecek makale stili belgesellere odaklanmışlardır (Burton, 2018, s. 12). Getino ve Solanas "Üçüncü Sinema'ya Doğru" başlıklı manifestoda, Hollywood'u (Amerikan film endüstri merkezini) Birinci Sinema'nın merkez üssü şeklinde değerlendirirler. Hollywood'da çekilen yapımlar, sistemin parçasıdır ve "dünya film pazarının efendilerinin ideolojik ve ekonomik çıkarlarını tatmin etmeye" yöneliktirler. Getino ve Solanas açısından klasik sinema dilinde (Hollywood stilinde) filmler yapan ulusal sinemalar da Birinci Sinema'ya dâhildir (Getino, 2006, s. 41). İkinci sinemanın⁷ auteur yönetmenleri ise politik anlamda yenilikçi ancak devrimci dönüşümler meydana getirme kapasitesine sahip olmayan sinemacılarıdır. Avrupa'da İkinci Dünya Savaşı sonrası çıkmış olan akım sinemaları ve diğer ülkelerdeki akım filmleri de ikinci sinemanın içinde olarak değerlendirirler. Solanas ve Getino'ya göre birinci sinema, ikinci sinemanın gerisindedir ve ikinci sinema, birinci sinemanın en iyi ihtimalle 'ilerici' kanadıdır. Her ne kadar sinemanın egemen anlayışına bir tepki biçiminde ortaya çıkan ve alternatif/karşı sinema gibi değerlendirilmesine rağmen ikinci sinema, sistemin bir parçasıdır ve eleştirilere maruz kalmıştır (Solanas & Getino, 2013, s. 165). İkinci sinema, Getino ve Solanas tarafından sistemin içinde bir sinema olarak değerlendirilir ve bu yönüyle de sistemin içinde bir yarık açma noktasında yetersizdirler. Chanan'a göre ikinci sinema; nihilist, gizemli ve

⁷ İkinci sinema ağırlıklı olarak Avrupa auteurist sineması tarafından temsil edilen ama aynı zamanda sanat sineması olarak nitelendirilen sinemayı, Amerikan bağımsız sinemasını ve çeşitli yeni dalga sinemalarını kapsamaktadır. İkinci Sinema sansüre ve devlet gücüne karşı direnişinde sosyopolitik olarak yıkıcı olabilese de hala hâkim sistemin belirlediği sınırlar içinde çalışır. Fransız auteur Jean-Luc Godard'ın sözlerini yineleyen Solanas ve Getino, auteur sinemayı "kalenin içinde kapana kısılmış" ve bu nedenle anlamlı toplumsal değişimi hızlandırmaktan aciz olarak tanımlar (Sison, 2006, s. 14)

hüzünlüdür. Daha çok orta tabakaların ya da küçük burjuvazinin arzularını ve özlemlerini anlatır. Bu bağlamda üçüncü sinema, yalnızca birinci sinemaya değil yanı sıra ikinci sinemaya da karşıdır ve üçüncü sinemanın alternatif bir sinema olduğunu ifade etmek gerekmektedir.

Üçüncü sinemacılar manifestolarını “Kızgın Fırınların Saati” filmi sırasında ve sonrasında tuttıkları notlardan yola çıkarak yazmışlardır. Aslında film, manifestoyu doğurmuştur. Önce pratik olarak filmi çekilmiş sonrasında ise filmi de içine alan bir biçimde, Solanas ve Getino’nun sinema, toplum ve politika kavramlarına da sıklıkla yer verdiği manifesto yayınlanmıştır. Manifestonun alt başlığı “Üçüncü Dünya’da Bir Özgürleşme Sinemasının Oluşturulması Doğrultusunda Not ve Denemeler”dir (Yücel, 2021, s. 256). 1969 yılında yazılan manifesto, dünyada devrimci sinema tartışmalarının yoğun bir biçimde tartışıldığı döneme rastlamıştır. Manifestolarında Solanas ve Getino, çok kısa bir zaman öncesine kadar sömürgecilğe, yeni sömürgecilğe son verme filmlerini yapma girişiminde bulunmanın Donkişotluk olarak algılandığını ifade ederek başlarlar ve sonrasında gösteri sineması olarak da adlandırılabilir olan Amerikan sinemasına saldırırlar (Solanas & Getino, 2008, s. 167). Amerikan sineması sömürgecilği ve günümüzün yeni emperyalist biçimlerini onaylayan rıza üreten bir sinema olarak görülür. Salt eğlence ya da sanatsal aktivite olarak düşünülen sinemaya karşı çıkan üçüncü sinemacılar yazdıkları manifestolarını bu kapsamda oluştururlar. Aslında üçüncü sinemacıların temel amacı kültürün sömürgeleştirilmesinin önüne geçmektedir.

Getino ve Solanas manifestoda sinemanın gücüne vurgu yapar ve onlara göre projektör ya da gösterici; “tükenmez bir kamulaştırıcı imge-silahdır; gösterici saniyede 24 kare çekebiyen bir silahdır”. Üçüncü sinemanın tabanını oluşturan devrimci ya da gerilla sinemacılara göre de sinemanın bir silah olarak kullanılması gerekmektedir. Bu kapsamda film çekimi bir gerilla etkinliği olarak da tanımlanabilir. Bu noktada disiplinli ve planlı bir çalışma yöntemi benimserler ve film yapım emekçileri proleterleşmektedirler. Burjuvazinin takipçilerine bağısladığı entelektüel aristokrasiyi yerle bir etmeyi amaç edinirler. Böylece sinemacının gerçeklikle kurmuş olduğu bağ onu halktan birisine dönüştürür, artık halkın bir parçasıdır (Solanas & Getino, 2008, s. 187). Devrimi gerçekleştirmek ve eylemdeki oluşumlara/gruplara destek vermek için Fernando Solanas, Julio Garcia Espinosa ve Octavio Gettino gibi yönetmenler, çekecekleri filmlerin teorik zeminini oluşturmuşlardır. Üçüncü bir sinemanın ortaya çıkışında özellikle Latin Amerika’daki sinema hareketlerinin de önemli etkileri vardır. Brezilya’da ortaya çıkan Cinema Nova (Yeni Sinema) akımı ve en önemli yönetmeni Glauber Rocha 1965 yılında yazdığı “Açlığın Estetiği” adlı makalesinde sinemanın kusursuzluğunun önemini vurgulamış ve dramatik anlamda uyumsuz bir sinemanın varlığına işaret etmiştir. Rocha’nın açlıktan kastı; açlığın bir tema olarak işlenmesinin de ötesine geçmekte, kendi yaptıkları sinemanın yapım koşullarını düşündüklerinde yoksulluk anlamında da aç olan bir sinemadan bahsetmektedir. Bu bağlamda Rocha için Latin Amerika’nın özgünlüğü açlıktadır ve bunun en önemli kültürel göstergesi de şiddettir. Kübalı Espinosa’nın oldukça önemli makalesi “Mükemmel Olmayan Bir Sinema İçin”de mükemmeliyetçiliğin getirmiş olduğu şehvet duygusunun zararlarından bahsederek teknik ve sanatsal anlamda mükemmel sinemanın hemen hemen her zaman reaksiyoner olduğunu belirtmiştir (Espinosa, 2003, s. 100-102). Bu sebeple ne Amerikan ne de Avrupa sinemasının estetik ve tematik değerlerini içselleştirmemiş, popüler kültürün özellikle aşağı formlarından destek alan ve Hollywood (Amerikan) sineması ile yaratıcı bir biçimde iş birliği halinde olan bir

sinema formunun sınırlarını çizmiştir. Espinosa'ya göre Amerikan sineması yani birinci sinema eğlendirmek, Avrupa sineması yani ikinci sinema ise sanatsal aktivite için doğmuştur. Latin Amerika sineması ise politik aktivizm için vardır ve bunun için de bir mücadele alanı oluşturmaktadır (Chanan, 1997).

Üçüncü sinemaya dair üzerinde durulması gereken bir diğer önemli nokta ise sinema seyirci ilişkisine dairdir. Buradan yola çıkıldığında Üçüncü sinemacılar birinci sinemada olduğu gibi pasif bir tüketici olarak seyirci istemezler ve seyircinin politik olarak aktif bir konuma gelmesini öncelerler. Bu noktada sinema sadece halkı bilinçlendirmekle kalmamalı aynı zamanda eyleme geçirmelidir. Manifestoda Solanas ve Getino "Kızgın Fırınların Saati" filmi sonrası şunları ifade ederler;

"Yoldaşlar, ... bu yalnızca bir film gösterisi değildir, bir gösteri de değildir; daha çok bir mitingdir, anti-emperyalist birliğin bir eylemidir; burası yalnızca kendisini bu mücadeleyle özdeş hissedenler için bir yerdir, çünkü burada izleyicilere ve düşmanın suç ortaklarına yer yoktur; burada yalnızca bu filmin tanıklık etmeye ve derinleştirmeye çalıştığı sürecin yaratıcılarına ve kahramanlarına yer vardır. Bu film diyalog için, isteklerin aranması ve bulunması için bahanedir. Değerlendirmeniz ve gösterimden sonra tartışmanız için önüne koyduğumuz bir belgedir" (Solanas & Getino, 2013, s. 191).

Solanas ve Getino filmde bahsetmezler, onun yerine film eylemi kavramını kullanırlar ve filmde sonra izleyici film eylemini devam ettirmekle yükümlüdür. Artık film eylemi, izleyicinin her birinin kendi zihninde yaratılacaktır, dolayısıyla açık uçlu bir eylemdir. Solanas ve Getino, Brecht'in tiyatrodaki yaptığı perde önüyle izleyici arasındaki sınırı ihlal etmesi ve seyircilerin düşünsel anlamda daha özgür ve buna bağlı olarak da didaktik deneyimin farkına varabilmelerine benzer biçimde seyircilerin beyaz perdedeki filme düşünsel anlamda katkı sunacak çeşitli yöntemler geliştirmişlerdir (Buchsbaum, 2007, s. 59). Bunun yanı sıra bireysel kahramanı kolektif kahramana evirerek ben merkezli arzuların dışına çıkmışlardır (Cantaş & Serarslan, 2021). Asıl olan kolektif mücadeledir, ancak bu mücadele yorumlamayı değil değiştirmeyi hedeflemektedir.

"Üçüncü Dünya Filmlerine İlişkin Eleştirel Bir Kurama Doğru" adlı makalesinde Teshome H. Gabriel; üçüncü dünya filmleriyle ilgili eleştirel bir yöntem bilim arayışına girerek onların genel olarak niteliklerini ortaya koymaya çalışır. Özellikle estetik anlamda üçüncü dünya filmlerinde biçime ve temaya ilişkin yeni bir film dili ve kod sisteminin kendini gösterdiğini belirtir. Gabriel, sinemada zaman ve mekânın ele alınış biçimini batı filmleri ve üçüncü dünya filmleri açısından ele alır. Ona göre batılı filmlerde zaman; mekândan daha fazla işlenip, ön plana çıkarken, üçüncü dünya filmlerinde mekân, zamana göre daha fazla ön plandadır. Gabriel'e göre zaman, batı açısından oldukça önemlidir ve sanatın, paranın zamanla eşdeğer bir anlamı söz konusudur. Dolayısıyla doğal zaman, batılı film anlayışında sapmaya uğrar ve kurguyla bu sapma yeniden düzenlenir. Filmlerdeki safiyane ve dramatik olmayan unsurlar sinema fazlası olarak ifade edilir ancak bu unsurlar üçüncü dünya filmlerinde doğal bir biçimde yer alır. Gabriel üçüncü dünya filmlerinde yer alan bu unsurları şöyle sıralar; çapraz kurgu, plan sekans, yakın çekim, çevrinme, sessizlik kavramı ve kahramanın toplumsallığıdır (Gabriel, 2007, s. 122-125). Solanas, Espinosa, Getino ve Rocha'nın savunduğu filmlerin direniş pratikleri ne homojen ne de durağandır; zaman içinde, bölgeden bölgeye ve tür olarak destansı kostümlü dramadan kişisel küçük bütçeli belgesel kadar değişirler. Estetik stratejileri, "ilerici gerçekçi"den Brechtien

yapıbozumcuya, avangardist, tropikçi ve dirençli postmodernistlere kadar uzanır (Shohat, 2003, s. 55).

Türk Sinemasında Üçüncü Sinemanın İzleri

1960'lı yılların sonundan itibaren devrimci sinema tartışmalarının yürütüldüğü Türk sinemasında üçüncü sinema tartışmalarının bu dönemlerden itibaren başladığı söylenebilir. Devrimci sinema tartışmaları tam da üçüncü sinemacıların ele aldığı konular üzerinden ilerlemiş, sinemanın sanatsal bir aktivite olmasının yanı sıra politik bir yanı olduğunun altı çizilmiş ve sanatın politik işlevinin egemen sistem içinde açacağı yarıklardan nasıl yararlanacağıın üstünde durulmuştur. Bu kapsamda üçüncü sinema tartışmaları devrimci sinemanın önünde bir yol açıcı işlev görmüştür. Devrimci sinema tartışmaları öncesinde bazı filmler çeşitli eleştirmenler/akademisyenler tarafından üçüncü sinema içinde değerlendirilmişlerdir (Metin Erksan'ın *Gecelerin Ötesi* (1960), Ertem Göreç'in *Otobüs Yolcuları* (1961) ve *Karanlıkta Uyananlar* (1965), Duygu Sağıroğlu'nun *Bitmeyen Yol* (1965), Metin Erksan'ın *Susuz Yaz* (1963) ve *Yılanların Öcü* (1962) gibi filmleri⁸) (Esen, 2007, s. 316-318). Ancak devrimci sinema fitilinin 1960'ların sonundan itibaren yakılmasıyla tam anlamıyla üçüncü sinemacı olarak değerlendirilebilecek yönetmen Yılmaz Güney'dir.

Devrimci sinema grubu öncelikle Sinematek Derneği ve onun gayri resmi yayın organı olarak değerlendirilen Yeni Sinema Dergisi etrafında bir araya gelmiş ve örgütlenmiş olan genç sinemacılar, yazarlar ve akademisyenlerden (Kuzgun Acar, Ali Gevgilili, Onat Kutlar, Ahmet Somer, Jak Şalom, Veysel Atayman, Sami Şekeroğlu, Kayahan Tolunay... gibi) oluşmuştur. Grup, bir yandan dünya sinemasındaki gelişmeleri takip etmek isterken diğer yandan da kendini Avrupalı avangart sinemacılara daha yakın hissetmektedir (Süalp, 2008, s. 33). 1967 yılında Robert Koleji Sinema Kulübü'nün desteğiyle gerçekleştirilen ve Türk Sinematek Derneği'nin desteklediği yeni sinemacı kuşağın ilk izleri, 1967 yılının 18-21 Haziran tarihleri arasındaki 1. Hisar Kısa Film Yarışması'ndan sonra ortaya çıkar. 2. Hisar Kısa Film Yarışması'ndan sonra grup, kendi içinde ikiye ayrılmıştır. Sinematek içinde yer almaya devam eden, dünya sinemasından çeşitli örnekleri izleyerek tartışan ve sonrasında dergide makaleler halinde yayınlayan grubun yanı sıra 1968 yılından itibaren Genç Sinema hareketini başlatan bir grup daha ortaya çıkar⁹. Daha çok 8 mm kameralar ile kısa filmler çekmeye başlayarak sinemanın özellikle de Türk sinemasının içinde bulunmuş olduğu durumu (Yeşilçam sinemasının) ele alan bu grup, sinematek de toplantılar yapar ve yeni bir sinema estetiğinin olanaklılığını tartışmaya açar. Grubun amacı özgür, devrimci ve bağımsız filmler yapmaktır bunun için de manifestoda yazdıkları gibi birbirlerinin filmlerinde dayanışma içinde çekimler yapmışlar ve gösterim noktasında birbirlerine yardımcı olmuşlardır. Genç Sinema dergisinin ilk sayısında amaçlarını ifade eden bildiri yayınlar ve bu durumu şöyle ifade ederler;

"Genç Sinema yeryüzündeki bütün Yeşilçamlara kesinlikle karşıdır. Yeryüzünün neresinde olursa olunsun gerçekte bir tek düşman vardır. Bu anlamdaki evrensellik ulusallık düşüncesiyle

⁸ Bu filmler aynı zamanda Toplumcu Gerçekçi Türk sinemasının ve sonrasında ortaya çıkan ulusal sinema tartışmalarının da önemli örnekleri olarak değerlendirilebilir. Özellikle 1960 ile 1965 yılları arasında çekilen bu filmlerde manifestosu 1969 yılında yazılacak olan Üçüncü sinemanın izlerine rastlamak mümkündür. Ancak bu filmleri tam anlamıyla üçüncü sinema örneği olarak değerlendirmek söz konusu olamaz.

⁹ Grup içinde Veysel Atayman, Üstün Barışta, Mehmet Gönenc, Engin Ayça, Mutlu Parkan, Gaye Petek, Jak Şalom ve Ahmet Somer gibi isimler yer almaktadır

el eledir. Genç Sinema sağlam, yerine oturmuş ve gerçek sanat değerleri taşıyan bir ulusal yapının kendiliğinden evrensel boyutlar kazanacağına inanır... Genç Sinema var olan bu sinema düzenine karşı çıkar onun içinde bulunduğu toplumsal düzene karşı çıktığı gibi. Çünkü her iki düzen de insanı açıklamaktan, insanı amaçlamaktan uzak düşmüştür. Halkı hem maddi hem de manevilarıyla sömürmekten öte bir amacı yoktur” (Scagnamillo, 1997-1998, s. 45).

Genç sinemacılar bir anlamda eylem sinemacıları olarak da adlandırılabilir. Eyleme geçen bu sinemacılar, kısıtlı olanaklara rağmen politize bir sinema dilinin olanakları üzerinde durarak ve dönemin tarihsel, toplumsal ve politik koşullarına paralel olarak kısa filmler, belgeseller ve haber filmleri yapmışlardır. Bunu yaparken de anti-emperyalist ve anti-kapitalist bir tutum sergilemişler; inandıkları sosyalist ideolojiyi halka benimsetmeye çalışmışlardır. 1970’lerin başından itibaren ise bu kuşağın büyük bölümü farklı alanlarda sinemayla uğraşmaya devam etmişlerdir ancak arzuladıkları hedefe uygun bir ulusal sinema dili geliştirememişlerdir. 12 Mart askeri muhtırası sonrasında 1971 yılında Genç sinemacılar dağılmışlardır. Bu noktada devrimci sinema pratiğini uzun metraj olarak uygulayan tek sinemacı Yılmaz Güney’dir. 1970 yılında çektiği *Umut* filmiyle birlikte Yılmaz Güney, Türk sinemasındaki ilk üçüncü sinema örneğini de ortaya koymuştur. Güney, kendisinden sonra gelecek olan sinemacı kuşağı büyük oranda etkilemiş ve onların sinema dilinin gelişimine önemli katkıda bulunmuştur. Türkiye’de üçüncü sinema üzerine çalışan ilk kişilerden birisi olan Şükran Kuyucak Esen, “Türkiye’de Üçüncü Sinema” başlıklı makalesinde Türk sinemasındaki üçüncü sinema örneklerini ortaya koymaya çalışarak genel bir çerçeve çizmiştir. Bunu yaparken de belirli kriterleri ortaya koymuş ve üçüncü sinema kapsamında değerlendirilen filmlerin ortak özelliklerini şöyle ifade etmiştir (Esen, 2007, s. 315-316)

1. Filmler antiemperyalist olmalıdır.
2. Filmlerde yönetmenin tavrı sömürülenden, ezilenden, yoksuldan ve emekçiden yana olmalıdır.
3. Filmlerde kapitalizme (ekonomik anlamda egemen sisteme), iktidarda yer alan baskıcı yönetime karşı muhalif bir tavır ortaya konmalıdır.
4. Filmlerde gelişmemişlik, geri bırakılmışlık ve feodal ilişkiler irdelenip eleştirilmelidir.
5. Filmlerde konuların ele alınışı “militan” bir biçimde olmalıdır. Seyirci rahatsız edilerek, harekete geçirilmesi sağlanmalı ve seyirci bir şeyler yapmaya aktif olarak çağrılmalıdır.
6. Filmler; egemen sistem içindeki sömürüyü, geri kalmışlığı, bozuklukları, yoksulluğu, çarpıklıkları belgelemeyi ve sergilemeyi amaçlamalıdır.
7. Yeşilçam sineması, uyutucu, uyuşturucu olarak görülür ve onun estetik ve tematik diline karşı çıkılmalıdır.
8. Filmlerin maddi anlamda finansmanı, içinde bulunulan sinemanın ekonomik yapısı dışından sağlanmalıdır. Yeni dağıtım ve gösterim koşulları oluşturulmaya çalışılmalıdır.
9. Bir manifestoları (edilmiş ya da edilmemiş olması önemli değil) vardır ve bu çerçevede hareket edilmelidir.

10. Filmler; belgesel ya da konulu olmasına bakılmaksızın gerçekçi bir yaklaşımla ele alınıp, gerçekçi sinema dili kullanılmalıdır.

11. Yönetmenler çekecekleri filmlerin senaryolarını yazmalıdırlar. Yani inandıkları filmleri çekerler. Filmin protesto-sosyalist-muhafız yapısı, kendi dünya görüşleriyle örtüşür. Dolayısıyla yaşamdaki duruşları da filmdeki duruşlarıyla benzerlik gösterir. Yani militan ve muhalif bir tavır takınmalıdırlar.

Amaç ve Yöntem

Sinemada ideolojik eleştiri, bir filmin ideolojik boyutlarını analiz ederek, filmin toplumsal, politik ve kültürel ideolojilerle olan ilişkisini inceleyen bir eleştiri türüdür. Bu tür eleştiri, filmin alt metinlerini ve mesajlarını açığa çıkarmayı amaçlar ve filmin üretildiği toplumsal, politik ve kültürel koşulların bir yansıması olduğunu savunur. İdeolojik eleştiri, filmin yapıldığı döneme ve topluma ait kültürel, sosyal ve politik bağlamı da dikkate alır. Bu nedenle, bir filmin ideolojik eleştirisi, filmin yapıldığı dönemin toplumsal, siyasi ve kültürel koşulları hakkında da bilgi verir (Mast & Cohen, 1974). İdeolojik eleştiri yapılırken, filmin öyküsü, karakterleri, diyalogları, işitsel ve görsel unsurları, müzikleri, renkleri, ışıklandırması, çekim teknikleri, kamera açıları, kurgusu gibi unsurlar ayrı ayrı incelenir. Bu incelemeler sonucunda, filmin ideolojik boyutları ortaya çıkarılmaya çalışılır (Ryan & Kellner, 2016).

Şükran Kuyucak Esen, filmleri teknik, estetik, toplumsal ve kültürel yönlerden değerlendirirken, sinemanın tarihsel, politik ve ideolojik bağlamını da dikkate almaktadır. Bu bağlamda onun analizi ideolojik eleştiri olarak da tanımlanabilir. İdeolojik eleştiri, bir filmin ideolojik boyutlarını analiz etmek ve filmin toplumsal, politik ve kültürel ideolojilerle olan ilişkisini incelemek için kullanılan bir yöntemdir. Esen, filmin alt metinlerini ve mesajlarını açığa çıkarmayı amaçlar ve filmin üretildiği toplumsal, politik ve kültürel koşulların bir yansıması olduğunu düşünür. Mike Wayne ise film çözümleme yöntemini Marksist perspektiften ele alır ve filmleri toplumsal ve politik bağlamlarıyla birlikte inceler. Wayne'e göre, filmler bize toplumda var olan ideolojik ve sosyal süreçleri yansıtan birer ayna gibidir. Bu nedenle, film çözümleme yöntemi, filmin içerdiği ideolojik ve politik mesajları anlamak için kullanılır. Wayne, filmleri çözümlemek için "iki katmanlı bir yaklaşım" önerir. İlk katman, "dışsal katman" olarak adlandırılır ve filmin görsel, işitsel ve kurgusal öğelerini kapsar. İkinci katman ise "içsel katman"dır. Bu katmanda, filmin toplumsal, siyasal ve ekonomik bağlamı analiz edilir ve filmin vermek istediği mesajın ne olduğu araştırılır. Wayne, film çözümleme yönteminin amacının, filmin yapısal öğelerinin yanı sıra toplumsal bağlamını da anlamak olduğunu belirtir (Wayne, 2011). Bu nedenle, filmin yapısı ve içeriği arasındaki bağlantılar önemlidir. Wayne'in yöntemi, filmin yapısal öğelerinin ve toplumsal bağlamının birlikte ele alınmasını vurgular; bu yüzden sinemayı birinci sinema (the first cinema), ikinci sinema (the second cinema) ve son olarak da Latin Amerika'da başlayan üçüncü sinema (the third cinema) sınıflandırması yapar. Üçüncü sinema filmleri, ikinci sinemanın eleştirel duruşunu daha da ileri götürerek, toplumsal değişim için sinemayı bir araç olarak kullanır. Bu dönemdeki filmler, yerel halkların kendi deneyimlerini yansıtan, yabancı ülkelerin egemenliklerine karşı mücadele eden, siyasi ve ekonomik sorunlara odaklanan filmlerdir. Türk sinemasının özgünlüğünü ve toplumsal gerçekleri yansıtmayı savunan Esen, Türk sinemasının "üçüncü sinema" anlayışına uygun bir değişim geçirmesi gerektiğini ifade etmektedir. Bu kapsamda çalışmada, Yavuz Özkan'ın *Maden* ve *Demir Yol* filmlerinde ideolojik eleştiri yöntemi ile

Türk sinemasında üçüncü sinema izlerinin olup olmadığının açığa çıkarılması hedeflenmektedir. Bu amaç doğrultusunda örnek filmlerde, politik sinema analizleriyle ilişki kurularak, aşağıdaki soruların cevapları aranmıştır.

1. Yavuz Özkan'ın 1980 öncesinde çekmiş olduğu *Maden ve Demir Yol* filmlerinde sosyal ve siyasal sorunlar nasıl ele alınmaktadır?
2. Üçüncü sinemasının karakteristiği olan toplumsal değişim için mücadele yönetmenin her iki filminde de var mıdır? Filmlerde, izleyiciyi harekete geçirme amacı taşıyan ve toplumsal değişimi sağlamak için eyleme geçiren unsurlar nelerdir?
3. *Maden ve Demir Yol* filmlerinde üçüncü sinema özelliği olan merkezi yapıların reddedilmesi ve alternatif bir sinema pratiği söz konusu mudur?
4. Üçüncü sinemada, sıra dışı kamera açıları, ses ve görüntü efektleri ve kurgusal teknikler kullanılır. Bu teknikler, *Maden ve Demir Yol* filmlerinde nasıl kullanılmaktadır?

Yavuz Özkan Sineması

Toplumsal dinamikler ve dünyadaki politik değişimler bağlamında 1970'li yıllar, oldukça önemli gelişmeleri beraberinde getirmiştir. Bu durumun Türk toplumunda karşılığını bulmasıyla beraber sinema açısından bir değişim ve dönüşüm de kaçınılmaz olmuştur. Bu bağlamda toplumsal meselelerin ve siyasal gelişmelerin sinemasal anlamda daha fazla ele alınmaya başladığını söylemek mümkündür. Yılmaz Güney, toplumsal meselelerin ve siyasal gelişmelerin odak noktasındaki en önemli figür olarak Türk sinemasında ayrı bir yere sahiptir. Bununla birlikte 1970'li yıllardan itibaren filmler yönetmeye başlayan sinemacı kuşağının da önemli ölçüde etkili olduğunu belirtmek gerekir. Şükran Kuyucak Esen 1970'lerde çekilen filmleri iki zıt kutup olarak değerlendirmiş ve dönemi karşıtlıklar sineması şeklinde ifade etmiştir. Bu dönemin bir tarafında eleştirel ve politik filmler varken diğer tarafındaysa erotik Türk ya da seks filmleri bulunmaktadır (Esen, 2010, s. 159) Ancak bu iki zıt kutbun dışında da filmler çekilmektedir. Özellikle 1960'ların ortasından itibaren gelişen iç ve dış politik gelişmelere gönderme yaparcasına milliyetçi hassasiyetleri ön plana çıkaran kostüme avantür filmler ve güldürü filmleriyle birlikte aile melodramları da bu dönemin önemli yapımları olmuştur.

1970'lerin ortasından itibaren Yılmaz Güney'in önderliğinde beyaz perdede filmler çekerek yönetmenlik yapmaya başlayan yeni kuşak yönetmenler, yapım şirketlerinin ve yapımcıların istekleri doğrultusunda filmler çekmeyi reddetmişler ve kendi istediklerinde politik ve eleştirel filmler yapmak arzusuyla Türk sinemasına damga vurmuşlardır. Bu kuşağın içinde Şerif Gören (*Endişe* - 1974), Ali Habip Özgentürk (*Hazal* - 1979), Ömer Kavur (*Yatık Emine* - 1974), Erdel Kırıl (*Kanal* - 1979), Tunç Okan (*Otobüs* - 1974), Zeki Ökten (*Sürü* - 1978) ve Korhan Yurtsever (*Fırat'ın Cinleri* - 1977) gibi önemli sinemacılar yer almıştır. Aslında bu dönemde sinemaya adım atan yönetmenlerden bir diğeri de Yavuz Özkan'dır. Özkan, 1970'li yılların ortasından itibaren filmler yapmaya başlamış ve bu dönemde yönettiği filmlerle Yılmaz Güney'den sonra Türk sinemasının en politik filmler çeken yönetmeni olarak değerlendirilmiştir (Esen, 2007, s. 321-332).

Yavuz Özkan ilginç bir yaşam hikâyesine sahiptir ve yaşamındaki dönüm noktaları bir şekilde filmlerine de konu olmuştur. Özkan'ın film çekmeden önceki yaşam hikâyesinin bir bölümünde Kütahya'da maden ocağında 1962-65 yılları arasında çalışması yer alır. Sonrasında çeşitli dergi ve gazetelerde yazarlık yapmakla birlikte Kocaeli Tiyatrosu'nu

kurmuştur. Bir süre sonra da Dostlar Tiyatrosu'nda oyuncu olarak görev almıştır. 1970'lerin ortasından itibaren filmlerde oyuncu ve sonrasında yönetmen olarak çalışmıştır. Önce *Maden* sonra da *Demir Yol* filmlerini çeken Özkan, 1980 Askeri Darbesi sonrası Fransa'ya gitmiş, orada çeşitli televizyon yapımlarını yönetmiştir. 1987 yılında ülkeye dönen ve *Yağmur Kaçakları* filmini çeken Özkan'ın sinema dili, üçüncü sinemadan ikinci sinemaya doğru kaymış, toplumsal meseleler yerine bireyin özellikle de kadınların sorunlarını ön plana çıkarmaya başlamıştır.

***Maden*¹⁰ Filminde Üçüncü Sinema Özellikleri**

Başrollerinde Tarık Akan, Cüneyt Arkın ve Hale Soygazi'nin oynadığı *Maden* filmi, Kütahya Tunçbilek'te bir maden ocağındaki işçilerin gündelik yaşamlarına ve çalışma koşullarına projeksiyon tutar. Maden ocağında kötü ve zorlu yaşam koşullarıyla mücadele etmek zorunda kalan işçilerin hem sarı sendika hem de patrona karşı bilinçlenme aşamalarını anlatan filmde işçi önderi İlyas'ın bu süreçte başından geçen olaylar ve işçi sınıfının bilinçlenmesi işlenir. Kötü çalışma koşullarına karşı önce imza toplayan, sonrasında sendikanın ve patronun hedefi haline gelerek suikast düzenlenen İlyas ve arkadaşları mücadeleye devam ederler ancak İlyas göçük altında kalmaktan kurtulamaz. *Maden* filmi Türkiye'de çekilmiş en önemli işçi filmlerinin başında gelir. Film aynı zamanda Türkiye'deki işçi sınıfı mücadelesinin kızıştığı bir dönemde 1978 yılında çekilmiştir. Bu durum, filmin önemini bir kat daha artırmaktadır. Başak Turan, İlyas karakterini 1960'lı yıllar işçi sınıfının Türkiye'deki temsilcisi olarak değerlendirir. İlyas, dönemin Türkiye'sindeki işçi hareketi gibi "her daim mücadeleye hazır, sistemin işleyişinin ve emeğin sömürülme mekanizmasının farkında olan, düşünen ve eleştiren biridir" (Turan, 2017, s. 132).

Film, yapım öncesi aşamalardan itibaren sansür kurulu tarafından engellenmeye çalışılmış ancak mahkeme süreci sonrasında çekilebilmiştir. Ancak filmin çekilme sürecindeki zorluklar bununla da bitmemiştir. Özellikle Tarık Akan, Cüneyt Arkın ve Arif Keskiner'in filmin bölge temsilcilerine satışıyla ilgili önemli katkıları olduğunu söylemek gerekir. Bunun yanı sıra yönetmen; filmi çekebilmek için sendikadan maddi destek talebinde bulunmuş ve işçilerin vermiş olduğu sendika aidatıyla *Maden* filmi çekilebilmiştir (Sertlek, 2015, s. 242)¹¹. Bu bağlamda filmin yapım masrafları, var olan sinemanın ekonomik yapısı dışından sağlanmıştır. Yeşilçam'daki bölge yapımcılarının isteği doğrultusunda bir film çekilmemiş, dönemin toplumsal, politik koşulları filmin çekilmesinde önemli etken olmuştur. Sonrasında hem maddi sorunlar hem de filmin çekileceği Tunçbilek'teki izinler alınarak film çekilmeye başlanmıştır. Film, senaryo aşamasından itibaren egemen güçleri (özellikle film yapımcılarını) rahatsız etmiş, klasik ekonomik ilişkilerin dışında bir çözüm yolu bulunarak çekilebilmiştir. Filmle ilgili bahsedilmesi gereken bir diğer durum ise filmin dağıtım ve gösterim aşamasına dairdir. Sivas (Divriği), Zonguldak, Malatya (Hekimhan), Amasya (Yeniçeltek), Erzurum (Aşkale) madenlerinde örgütlü olan Yeraltı Maden-İş Sendikası filmin kopyaları

¹⁰ Film, insanları arasında kargaşa çıkarmaya yönelik olduğu, örf ve adetlere zarar verdiği, aile düzenini bozduğu için sansür kurulunca oybirliğiyle reddedilir. Yavuz Özkan filmin senaryosunu sansür kuruluna tekrar gönderir ancak film aynı gerekçelerle yeniden reddedilir. Buna rağmen Özkan pes etmez ve filmin senaryosunu değiştirmeden sansür kuruluna yeniden yollar, üçüncü kez ret cevabını alır. Bunun üzerine sansürü kaldırmak adına mahkemeye başvuran Özkan'ın başvurusu kabul edilir ve sansür kurulunun kararı durdurularak film çekilebilir.

¹¹ Sertlek film çekilmeden önce sendikanın/Yeraltı Maden-İş'in senaryoyu görmek istediğini ve yönetmen ile yapımların da senaryoyu sendikayla paylaşmak noktasında bir sakınca bulmadıklarını belirtmiştir (2015, s. 243)

kendilerine ulaşır ulaşmaz bir projeksiyon makinesi olarak beyaz bir seyyar bez perdeyle birlikte maden ocaklarının bulunduğu köy ve kasabaları ziyaret etmeye başlamışlar ve buralarda film gösterimleri yapmışlardır. Önce sadece erkeklerin izlediği filmi sonrasında kadınlar da talep ederler. Böylece filmi izlemek için madencileri otobüslere doldurup sinema salonlarında göstermek yerine uygun gösterim cihazlarıyla işçilerin doğal yaşam alanlarına taşımışlardır. Tam da üçüncü sinema yönetmenlerinden Getino ve Fernando Solanas'ın yaptığı gibi filmi gerçek sahipleriyle buluşturmuşlar ve sonrasında içinde yaşanan durumu tartışmaya açmışlardır. Tufan Sertlek bu durumu şöyle ifade eder (2015, s. 244); "Film gösterimleri ardından yapılan sohbetler o kadar artar ki film gösterimi yapılan her köy birkaç gün sonra jandarma baskınıyla karşılaşır. Çetin Uygur bu durumu; 'Artık öyle oldu ki köylüler film gösteriminin ardından 'sıra jandarmada o da gelir yakında' diye şakalaşmaya başlamışlardı' diye anlatır. Egemen güçler filmin yaratmış olduğu etkiden rahatsız olarak filmi izleyerek bilinçlenen kitleler adeta cezalandırılmak istenmiştir.

Bir kömür madenindeki işçilerin insani koşullardaki yaşam mücadelesini konu alan *Maden* filmi, klasik sinema kalıplarını kullanıyormuş gibi gözükse de Türk sinemasının politik filmlerinin başında gelmektedir. Hem yapım öncesi hem yapım hem de yapım sonrası düşünüldüğünde Yeşilçam sinema kalıplarının dolayısıyla da ana akım sinemanın dışında politik sinema dilini başat bir biçimde kullanan, izleyicilere özellikle de işçilere politik bilinç aşılama hedefleyen *Maden*, sinemanın gerçeklikle ve politikayla ilişkisi bağlamında Türk sinemasının önemli filmleri arasında yer alır. *Maden* filmi Yavuz Özkan 1960'lı yıllarda maden ocağında çalışmasının ürünü olarak da değerlendirilebilir. Dolayısıyla filmde, filmin gerçeklikle kurmuş olduğu bağda, yönetmenden yola çıkarak öz yaşamsal bir bakış söz konusudur. Yönetmenin işçilerin çalışma ve yaşam koşullarını iyi bir biçimde tahlil ettiği son derece açıktır. Bu koşullar özellikle Nurettin karakteri özelinde başarılı bir biçimde ele alınmış ve beyaz perdeye aktarılmıştır. Filmin üçüncü sinemaya dair birçok özellik barındırdığını söylemek mümkündür. Filmde yönetmen kamerayı adeta bir silah gibi kullanmış ve sınıfsal bakış açısını, politik görüşünü diyaloglarla açıkça ifade etmiştir. Film boyunca özellikle İlyas'ın hem sarı sendika ağalarıyla hem de patronla olan diyalogları, bu durumun açık bir göstergesidir. İlyas, sadece sendikacılar ya da patronlarla karşı karşıya gelmez aynı zamanda işçi sınıfının bilinçlenmesi için de elinden gelen mücadeleyi sergiler¹². Başta Nurettin olmak üzere diğer işçileri, hakları konusunda bilinçlendirir ve mücadele etmeye çağırır. Aslında mesaj sadece işçi sınıfına yönelik değildir. Haksızlığa uğramış olan bütün kitleler gereken payı almalıdır.

"Aslında hepimiz çok işe yarıyoruz. Ama işe yaradığımızın farkında değiliz. Terslik de burada zaten. Bu dünyayı, biz kuruyoruz ellerimizle arkadaşlar. Ama bunun farkında değiliz. Olmalıyız."

Filmde üçüncü sinemaya ait bir diğer özellik ise açık biçimde anti emperyalizm vurgusudur. İşçi önderi olan İlyas karakteri, kız kardeşi ile mektuplaşmalarında bu durumu açık bir biçimde ifade etmektedir. Kız kardeşi İlyas'a yazdığı mektupta üniversitedeki emperyalizm destekçilerinin onları rahat bırakmadıklarını, canice saldırıda bulduklarını belirtir. Dönemin politik yapısına uygun biçimde hem üniversitelerdeki hem de sokaktaki çatışmaların emperyalistlerin bir oyunu olduğunu

¹²İlyas; "Sıra nasıl olsa bize de gelecek. Bugün onlara, yarın sana bana. Şu beş senede grizuda, göçükte, su baskınında kaybettiğimiz adamın haddi hesabı yok. Gümbür gümbür gidiyorlar. Arkalarından üç gün acınıyoruz sonra eski tas eski hamam" diyerek işçi sınıfının tepkisizliğine kaderine razı oluşluğuna tepki gösterir.

vurgulayarak bu oyunun sadece Türkiye'ye özgü olmadığını ve dünyanın dört bir yanında benzer oyunların oynandığını ifade eder. Dünyadaki emperyalistlerin daha fazla sömürmek adına aynı oyunları diğer gelişmemiş ya da geri kalmış ülkelerde de sergiledikleri net bir biçimde filmde ifade edilir. Dolayısıyla üçüncü sinemacılarda olduğu gibi açıkça emperyalizm karşıtlığı söz konusudur. Filmin ezilenden, sömürülenden, emekçiden ve yoksuldan yana olduğu görülmektedir. Yönetmenin daha önce gençlik döneminde bir maden ocağında çalışmış olması bu durumun açık göstergelerinden birisidir. Film boyunca yönetmen, İlyas karakteri üzerinden kendi düşüncelerini, politik bilincini ve ideolojik formasyonunu dışa vurur.

"Bu dünya bizim ulan hıyar. Şöyle bak bir etrafına bak bi. Gördüğün ne varsa bizim eserimiz. Ama sonuç ne? Biz kuralım sonra kendi ellerimizle kurduklarımızın altında ezim ezim ezilelim. Daha sandık başına gidip bir işçi gibi oy kullanmayı bile öğrenemedik be. Sözüm ona aklımız var ama neye yetiyor? Kader demeye... Koyun misali bir oraya bir buraya sürülüyoruz. Köye gideriz toprak ağası anamızı beller. Şehre geliriz patronun kucağına oturmuş sendika ağası sülalemizi beller..."

Filmde İlyas'ın yukarıda belirttiği sözler, üretici sınıf olarak işçi sınıfının kendi özbilincine kavuşması zorunluluğunun göstergesidir. Eğer sınıf bilinciyle hareket edilmediği vakit, başlarına gelecekleri İlyas net bir biçimde özetler. Halbuki birlik ve beraberlik içinde ve sınıf bilinciyle bütün sorunların aşılabileceği ifade edilmek istenir. Açık bir biçimde Marksist ideolojinin sınıfsal argümanları İlyas tarafından dile getirilir ve işçilerin birleşerek kazanımlar elde edebilmelerinin mümkünlüğü üzerinde durulur. Toplumsal mücadelenin en önemli öznesi olarak işçi sınıfının sendikal haklar çerçevesinde örgütlenme kültürü ve emek sermaye çelişkisi filmde İlyas karakterinin sürekli üzerinde durduğu meselelerdir.

Yönetmen açık bir biçimde işçiden emekçiden, ezilenden ya da sömürülenden yana tavır almaktadır. Film, kapitalizme yani egemen sisteme ve iktidarda bulunan baskıcı yönetime-sarı sendikaya-patrona muhaliftir. Bu bağlamda onlar arasındaki ilişkiyi (Patron-sarı sendika ya da devlet ile patron) de gözler önüne sermektedir. Patron ile sarı sendika yöneticilerinin İlyas'a karşı birleşerek mücadele etmeleri, sarı sendika yöneticilerinin İlyas'ı bozgunculukla ve rüşvet istemekle suçlaması söz konusudur. Patronun işçilerden bağımsız İlyas ile anlaşma isteğini İlyas reddeder ve mücadeleye devam edeceklerini belirtir. Filmde İlyas karakteri sayesinde geri bırakılmışlık, gelişmemişlik ve feodal ilişkiler eleştirilmektedir. İlyas, geri kalmışlığın sebebi olarak işçilere haklarını vermekten imtina eden patronu ve sarı sendika yöneticilerini suçlar. Bununla birlikte kendi sınıfsal ve toplumsal gücünün farkında olmayan işçileri de eleştirmekten geri durmaz. Göçük altında kalan işçi arkadaşları için "mukadderat" diye yorum yaparak kaderci bir tutum takınan arkadaşlarına "ulan şu ölenlere bak be, hepsi genç hepsi çakı gibi. Taşı sıksalar suyunu çıkarırlardı. Ecel hep bizi mi buluyor be?" diyerek tepki gösterir. İlyas tepkisini sadece arkadaşlarına yöneltmez aynı zamanda çalışma koşullarını bu haliyle devam ettiren işveren ve buna çanak tutan devlet otoritesi de hedefindedir. İlyas, Nurettin'in eşini aldatma girişimi sonrasında eşini boşayarak panayır çadırındaki kadınla evlenmesini ister. Bununla birlikte Nurettin'in erkek egemen, feodal düşüncesini yüzüne vurur. İlyas'ın tepkisi her türlü yapaylığa ve sahteliğe karşıdır. Feodal ilişki ağı içinde düzenin değişmeyeceği hissi, zaman zaman onu bunaltsa da mücadele etmekten geri durmaz ve bu bilinçle hareket etmeye devam eder.

Filmde konuların işlenişi “militan” bir yapıdadır. İzleyicinin rahatsız edilip, harekete geçirilmesi amaçlanır. Özellikle İlyas ile sendika ağalarının karşılıklı diyaloglarının olduğu ve patronla İlyas’ın karşı karşıya geldiği sahnelerde bu durum açık bir biçimde görülür. İşçilerin bilinçsizliği ve bu durumun patrona ve sarı sendikaya yaradığı, film boyunca sürekli işlenmektedir. Filmde İlyas karakteri bilinçli bir militan bir işçi temsilcisidir. İçinde bulunulan durumun farkında olan İlyas, işçi sınıfını bilinçlendirmek adına her yolu dener. Ancak filmde bu durum, daha çok sloganvari bir biçimde ifade edilmiştir. Bülent Görücü “Türk Sinemasında İşçi: 1973 Sonrası” adlı makalesinde İlyas karakterinin Türk solunun bir dönem görmek istediği tip olarak ifade eder ancak sahicilikten yoksun bir karakterdir (Görücü, 2015, s. 194). Film boyunca çarpıklıklar, bozukluklar, sömürü, geri kalmışlık, yoksulluk belgelenerak sergilenmiştir. Özellikle işçi Nurettin karakteri ve ailesi özelinde bu konuya açık bir biçimde değinilmiştir.

Film, Türk sinemasındaki egemen anlatı biçimi olan Yeşilçam kalıpları dışında bir anlatı yapısına sahiptir. Yeşilçam’ın tipik melodramatik öykü yapısı bu filmde görülmez. *Maden*, anlatı yapısı olarak kahramanın bütün sorunları aşarak işçi sınıfını harekete geçirip mutlu sonla biten bir film değildir. İşçi sınıfının kahramanı militan ve devrimci karakter İlyas, bedel ödeyerek işçi sınıfını harekete geçirmeye çalışmıştır. Önce patron ve sarı sendikacıların sözel saldırılarına ve iftiralarına uğramış, sonradan silahlı saldırıya maruz kalmış ve en sonunda mücadelesi uğrunda ölümü göz almıştır. Dolayısıyla egemen anlatının tipik karakterleri ve mutlu sonla biten öykü anlatımını ya da bir başka ifadeyle birinci sinemanın estetik ve tematik özelliklerini bu filmde görmek mümkün değildir. Tam bu yönüyle de *Maden* filmi üçüncü sinemanın estetik ve tematik özelliklerini içinde barındırır.

Film, son derece gerçekçi bir yaklaşımla ele alınıp, gerçekçi sinema dili kullanılarak çekilmiştir. Filmin hikâyesi bir anlamda yönetmenin öz yaşamsal hikâyesidir ve bu durum, yönetmenin filmi çekerken yaşanan hikâyeleri çok iyi bildiğini göstermektedir. Yavuz Özkan aynı zamanda filmin senaryosunu da yazmıştır. Böylece filmin en başından itibaren nasıl çekilmesi gerektiğini planlamış ve filmini toplumcu gerçekçi estetik özelliklere yakın bir biçimde çekmiştir. Filmin muhalif yapısı, yönetmenin dünya görüşleriyle örtüşmektedir. Yavuz Özkan işçi sınıfı içinden gelen bir yönetmendir ve durum, özellikle 1980 öncesi çekmiş olduğu filmlerde kendisini açık bir biçimde gösterir. Sonrasında çektiği *Demir Yol* filmi de yine benzer meseleler üzerine odaklanmıştır.

***Demir Yol* (1979) Filminde Üçüncü Sinemanın Özellikleri**

Başrollerini Tarık Akan ve Fikret Hakan’ın paylaştığı *Demir Yol* filminde biri grev örgütleyicisi diğeri ise illegal bir yapılanma içinde bulunan iki kardeşin devrimci mücadelesi anlatılır. Yanı sıra sınıf atlama hayalleri kuran lümpen bir genç kadının mücadeleyle tanışması burjuvazinin ahlaksızlığı üzerinden resmedilir. İç içe geçen öyküler ustalıkla yönetmen tarafından birbirlerine bağlanmıştır. Ana öykü olarak grev süreci anlatılırken bir yandan da Bülent’in silahlı mücadelesi ve Sibel’in sınıfsal bilince erişme ve burjuvaziyle yüzleşme süreci işlenir. Devrimci mücadele konusunda iki kardeş arasındaki farklılıklar ifade edilirken Bülent, katı, hoşgörüsüz bir devrimci; Hasan ise Bülent tarafından ekonomizme kaymakla itham edilen, sistem içinde kurtuluşu arayan, sendikal mücadeleye inanmış, bilinçli, örgütlü, sorumlu, sorunları işçi sınıfının sistem içinde birleşerek çözeceğine savunan sakin birisidir. Yönetmen iki kardeş özelinde bize mücadelenin nasıl olması gerektiğine dair bir izlek çizmiş

gibi görünse aslında ipuçları vermektedir. Bülent'in silahlı mücadele sırasında öldürülmesi, Hasan'ın mücadelesinin diğer işçiler ve öğrenci gruplar tarafından da benimsenmesi ya da sahiplenilmesi yönetmenin tavrını ortaya çıkarır. Filmde sınıf atlama hayallerini uluslararası sermaye ile bağlantılı patronunun metresi olarak gerçekleştireceğini düşünen Sibel karakterinin Hasan'ın mücadelesiyle dönüşüme uğraması ve yeterli olmasa da sınıf bilinci kazanmaya başlaması, yönetmenin tavrını ortaya koyan bir diğer göstergedir. Böylece Yavuz Özkan'ın sistem dışına çıkarak devlet mekanizmasına karşı silahlı mücadeleye karşı olduğu açıkça ortaya konar. Dönemin tarihsel toplumsal ve politik koşulları filmin genel çerçevesi içinde oldukça önemli bir yer edinmektedir. *Demir Yol* filmi tam da işçi hareketlerinin yoğunlaştığı, ülke çapında grevlerin yaygınlaştığı bir dönemde çekilmiş ve mücadelenin nasıl olması gerektiğine dair bir sorgulama içine girmiştir.

Demir Yol filmi üçüncü sinema örneklerinde görüldüğü gibi açık biçimde antiemperyalisttir. Uluslararası sermaye ve yerli işbirlikçileri film boyunca çeşitli biçimlerde gösterilir. Filmde; medyanın, uluslararası sermayenin ve devletin bir aradalığına vurgu yapılır. Uluslararası Para Fonu'na (IMF'ye) göndermelerde bulunur. Sermayenin sömürgeci yapısı işçi sınıfının birlikte hareket etmesini zorunlu kılmaktadır. Zaten çatışma iki grup arasındadır. Bir yanda emperyalist güçlerin yerli işbirlikçileri olarak ulusal burjuvazi gösterilirken karşılarında ise emeklerinin karşılığı alabilmek için mücadele eden işçiler, emekçiler vardır. Film boyunca gerek Bülent¹³ gerekse de Hasan emperyalizme karşıtlığı vurgulayarak bir savaş yürüttüklerini belirtirler. Filmde greve giden işçilerin pankartları arasında "Emperyalizme hayır", "Üslere el konsun Amerika defolsun" pankartları da yer alır. Emperyalizm, kapitalizmin ileri aşaması olarak resmedilir ve bu kapsamda ülkede bulunan Amerikan üslerine tepki yansıtılır. Dolayısıyla film, devrimci mücadelenin içeriği konusunda net olmamakla birlikte emperyalizmle mücadele edilmesi gerektiği noktasında çok açıktır.

Demir Yol filminde karakterler politik birer özneler ve filmdeki diyalogları, tavırları; halkı/ kitleyi/seyirciyi harekete geçirici niteliktedir. Filmde hem Bülent hem de Hasan (Bülent'in abisi) devrimci karakterlerdir. Hasan, devrim mücadelesinin sınıfsal olarak ve sistem içinde sürdürülmesi gerektiğini savunurken; Bülent, devrimci mücadelenin silahlı ve illegal olması gerekliliğine vurgu yapar. Ancak Bülent ve arkadaşlarının silahlı mücadelesi kitlelerin devrimci mücadeleye mesafeli davranmalarına neden olmuştur. Yönetmen silahlı mücadelenin koşullarının oluşmadığı fikrindedir. Yanı sıra silahlı mücadeleye inanan Bülent ve arkadaşlarının politik tartışmalardaki katı tutumları eleştiri konusu haline gelmiştir. *Demir Yol*; sistem dışına çıkan/illegal politik figürlere dair dönemin Türk sinemasındaki en cesur ya da radikal filmi olarak değerlendirilebilir. Bununla birlikte ekonomik mücadele ile politik mücadele arasındaki ayrımı iki kardeş üzerinden ve sistem içi mücadele ile sistem dışı mücadele açısından ele almıştır.

Film açık biçimde ezilenden, sömürülenden, emekçiden ve yoksuldan yanadır. Doğal olarak film, bu değerleri içinde barındıran politik düşüncenin (Marksist, Sosyalist) sözcülüğünü yapmıştır. Zaten yönetmen, sınıfsal anlamda içinden çıktığı işçi sınıfı kitesini beyaz perdeye taşımıştır. Dolayısıyla Yavuz Özkan'ın sınıfsal konumu film

¹³ Bülent yoldaşı Selim'in vurulduğu haberini duyduktan sonra "Selim yiğit bir savaşçıdır. Yaralıysa, savaşta yeniden katılabilir için direnecektir. Eğer o yiğit kardeşimizi emperyalizmin uşakları katlettiyse, o devrimci mücadelemizde sönmeyen bir ateş olacaktır. Biz halkımıza adadık kendimizi" diyerek emperyalizme olan düşmanlığını ifade ederken devrimci mücadeleye olan inancını tekrarlar.

inde son derece belirgindir. Yönetmen, antiemperyalist olduğu gibi aynı zamanda antikapitalisttir. Filmin egemen sisteme (kapitalizme) ve onun iktidardaki yönetimine muhalif bir duruşu söz konusudur. Yanı sıra film; sömürüyü, çarpıklıkları, geri kalmışlığı, yoksulluğu, burjuva ilişkilerinin yozluğunu açık bir biçimde ortaya koymayı ve belgelemeyi amaçlamıştır. Bu noktada filmin yeterli ölçüde bunu başardığını söylemek gerekir.

Filmde yönetmen konuların işleniş noktasında “militan” bir duruş sergilemektedir. İzleyicinin perdede gördüğü şeyleri kendilerinin de yaşadığını düşünmesi, bu durumdan rahatsız olması ve durumu değiştirmek için harekete geçmesi amaçlanmıştır. Böylelikle film, seyirciyi hemen bir şeyler yapmaya ya da aktif olmaya çağırılmaktadır. Filmin açık bir biçimde egemen sinemanın estetik ve tematik özelliklerinin dışında olduğunu ifade etmek gerekmektedir. Yeşilçam filmlerinde görülemeyecek biçimde filmin ana karakterlerinden Bülent (Tarık Akan) filmin sonu gelmeden öldürülür, Bülent’in idealleri için savaştığı konular gerçekleşmez ancak mücadele devam eder. Film, bu mücadelenin devamlılığına ve nasıl olması gerektiğine dair ipuçları içerir.

Demir Yol filmi burjuvazi ile medya ilişkisini, onların uluslararası sermaye tarafından nasıl kontrol edildiği vurgusunu açık bir biçimde ortaya koyar. Yabancı ve yerli patronların grevlerle ilgili yaptıkları toplantılarda medyanın ideolojik işlevi de gözler önüne serilir. Patronlardan gazete sahibi olanı “Ben en yüksek tirajlı gazetemde günlerdir greve karşı kamuoyu oluşturmaya çalışıyorum” diyerek grevcileri anarşi yapmakla itham eder ve grevin kırılması için kamuoyu oluşturmaya çalışır. Greve katılan işçiler ve onlara destek veren devrimciler, burjuva basın tarafından terörist olarak gösterilirken, Haydarpasha garında çıkan yangın, gazeteler tarafından “grevciler yangın çıkardı” şeklinde yansıtılarak halkın grevcilere karşı tepki göstermesi amaçlanır. Böylelikle grevcilerin/devrimcilerin şevkleri kırılmak ve grevden vazgeçmeleri sağlanmak istenir. Ancak işçiler dayanışmayla çıkartılan yangını söndürürler. Ancak yine de gazetelerde çıkan haberler sonucu grevden çeşitli kopmalar olur. Buna rağmen ülkenin çeşitli bölgelerinden işçilerin desteği grevin/mücadelenin sürmesini sağlar.

Filmin finansmanı, var olan sinemanın ekonomik yapısı dışından sağlanmaya çalışılmıştır. Bu noktada özellikle cezaevindeki devrimci mahkûmlardan, çeşitli sanatçılardan ve sendikalardan maddi destek alınmıştır. Böylelikle film, Yeşilçam sisteminin bölgesel/ yerel yapımcılarına bağlı sisteminin dışına çıkmayı becerebilmiştir. Bunun yanı sıra film için sendikaların organize ettiği yeni gösterim ve dağıtım koşulları oluşturulmaya çalışılmış ve bu noktada başarı da sağlanmıştır.

Filmde hikâye, gerçekçi yaklaşımla ele alınıp, gerçekçi sinema dili kullanılmıştır. *Maden* filmine göre *Demir Yol* filminin daha gerçekçi bir sinema diline ulaştığını söylemek mümkündür. Özellikle grev hazırlıklarının yapıldığı ve grevin başladığı sahnelerde adeta belgesele yakın bir görsellik söz konusudur. Bu yönüyle film, üçüncü sinemanın esintilerini taşımaktadır. Üçüncü sinemaclarda olduğu gibi yönetmen, senaryo konusunda filme hâkimdir. Filmin senaryosunu Mahmut Tali Öngören ile birlikte yazmıştır. Bu bağlamda yönetmenin inandığı filmi çektiğini ifade etmek gerekmektedir. Zaten yönetmen hem *Maden* hem de *Demir Yol* filminde bir anlamda başından geçen hikâyeleri anlatmaktadır. Hem dönemin tarihsel toplumsal ve politik koşulları hem de yönetmenin biyografik hikâyesi çekmiş olduğu filmlerle çakışmaktadır.

Sonuç

Üçüncü Sinema, Latin Amerika, Afrika ve Asya gibi ülkelerde, toplumsal ve siyasal konulara değinerek, sömürgecilik, emperyalizm ve kapitalizm eleştirisi yaparak ortaya çıkmıştır. Birçok yönetmenin, senaristin ve sinema sanatçısının, yerel halkın hayatlarını ve sorunlarını yansıtmak için ortaya çıkardığı bir akımdır. Bu akım, toplumsal dönüşüm, siyasal mücadele, kültürler arası diyalog ve sosyal adalet gibi konulara odaklanmaktadır. Yavuz Özkan'ın *Maden ve Demir Yol* filmleri de özellikle toplumsal dönüşüm, sosyal adalet ve siyasal mücadele gibi konuları ön plana çıkararak bu konular üzerinden tartışma başlatmıştır. Filmlere bakıldığında Özkan'ın toplumun sosyal ve ekonomik olarak alt tabakasında bulunan işçilerin öykülerini beyaz perdeye aktardığı görülür. Her iki film de konuların işlenişi açısından "militan" bir yapıdadır. Filmlerde, izleyiciyi kendi gerçeklikleriyle karşılaşmakta ve filmdeki olaylarla gerçek yaşam arasında bağlantı kurabilmektedir. Böylelikle izleyicilerde sermaye tarafından sömürüldüğü kanaati oluşmakta ve bu durumun ortadan kalkması için işçi sınıfının örgütlenme zorunluluğu fark edilmektedir. Her iki filmde de bu durum açık bir biçimde görülür. Yönetmen, toplumsal değişimin tabandan gelmesi gerekliliğini savunurken ve bunun da ancak örgütlü sınıfsal mücadeleyle olabileceği üzerinde durmaktadır.

Maden filminde sınıf mücadelesi konusu, etraflıca işlenmiştir. İşçilerin haklarına sahip çıkmaları, patronların işçiler üzerindeki baskıları, emek sömürüsü, sendikal örgütlenme, kolektif eylemler gibi konular, politik sinemanın vurguladığı temel konulardır. Toplumsal ilişkilerin temelinde sınıf mücadelesi vardır. Bu mücadele, üretim araçlarının kontrolünün kimde olduğu, işçilerin emeğinin nasıl sömürüldüğü gibi konular etrafında şekillenir. Filmin ana karakterleri olan maden işçileri, üretim araçlarına sahip olmayan işçi sınıfına örnek olarak verilebilirler. İşçiler, patronların emeğini sömürdüğü ve onları adil bir şekilde karşılamadığı bir ortamda çalışırken, sınıfsal farklılıklar belirgin bir şekilde ortaya çıkar. Filmde, işçilerin hakları için mücadele etmesi ve dayanışma içinde olması, Marksist kuramın temel öğretilerinden biri olan sınıf bilincinin oluşumuna katkıda bulunur. Film, yoksulluk, adaletsizlik, işsizlik, sendikal mücadele, emek sömürüsü gibi Türkiye'deki sosyal sorunları anlatırken, yerel halkın ve işçilerin perspektifinden bakmaktadır.

Yönetmen *Demir Yol* filminde ise zorlu çalışma koşulları altında çalışan demiryolu işçilerinin yaşadıkları güçlükleri anlatılır ve işçi sınıfının örgütlenerek haklarını savunma mücadelesini vurgular. Bu filmde de toplumsal adaletsizliğe karşı duruşu ve bu sorunları eleştirel bir bakış açısıyla anlatmasıyla üçüncü sinema hareketinin özelliklerini taşır. Wayne, politik sinemanın, toplumsal gerçekliği ve siyasi mücadeleyi öne çıkaran bir yaklaşım olduğunu savunur. Bu bağlamda *Demir Yol* filmi, demiryolu işçilerinin mücadelesi aracılığıyla Türkiye'deki sınıfsal gerilimleri ve ekonomik sorunları ele alarak, toplumsal gerçekliği yansıtır. Filmde, işçilerin yaşadığı zorluklar, eşitsizlikler ve adaletsizlikler vurgulanarak, izleyicinin empati kurması ve işçilerin mücadelesine katılması amaçlanır. Bu da politik sinemanın en önemli özelliklerinden biridir. *Demir Yol*, politik sinema eleştirisi bağlamında, toplumsal gerçekliği yansıtan ve izleyiciyi harekete geçirmeyi amaçlayan bir film olarak değerlendirilebilir. Buradan yola çıkıldığında her iki filmin de ezilenlerin sömürülenlerin devrimci mücadelesine vurgu yaptığı açık bir biçimde görülür. *Maden ve Demir Yol* filmlerinde üçüncü sinemanın özellikleri arasında ön plana çıkan merkezi yapıların reddedilmesi ve alternatif bir

sinema pratiđi söz konusudur. Bu kapsamda Türk sinemasında merkezi konumda bulunan Yeşilçam sineması ve onun estetik özelliklerinin yanı sıra, ona bađlı olarak gelişen endüstriyel/ticari ilişki ađının da dışında kalınmıştır ve Yeşilçam sinemasına karşı alternatif bir sinema pratiđi sergilenmiştir. Her iki filmin de sinema endüstrisi dışından katkılarla ve dayanışmayla çekilmesi söz konusudur. Bütün bunlardan yola çıkıldığında *Maden* ve *Demir Yol* filmlerinin üçüncü sinema akımının özelliklerini taşıdığı söylenebilir.

Üçüncü sinemadakine benzer biçimde özellikle *Maden* filminde sıra dışı kamera açıları ve çekimler kullanılmıştır. Sarı sendika başkanının salonda konuştuđu sahnede kamera onun amorsundan hızlı bir şekilde zoom in yaparak İlyas'a yaklaşır. Klasik sinemadaki gibi yönetmen kesme ile İlyas'a dönmez onun yerine zoom yapar ve bel planda İlyas'ı çerçevenin içine dahil eder. Yine aynı sahnede İlyas ile Nurettin, işçileri sarı sendikacıların oyununa gelmeleri konusunda uyardıkları görülürken kamera işçilerin arasından elde taşınarak geçer ve sonraki çekimde işçilerin arasından yükselir. Yakın çekimde ve hızlı bir biçimde İlyas'ın sözleri karşısında işçilerin tepkileri gösterilir. Yine bu sahnede İlyas ile sarı sendika başkanı atışırken kamera işçilerin görüntüleri arasından yakın planda her ikisini de ayrı ayrı gösterir. *Maden* filminde yönetmen tarafından deneysel bir tarz benimsenmiş ve kullanılmıştır. Klasik sinemada olduđu gibi net bir görüntü verilmez. İşçilerin flu görüntüleri arasından her ikisi de ayrı ayrı görünürler. *Demir Yol*'da filmin hemen başındaki genel planda Haydarpaşa garındaki sahneler için izin alınmamış adeta gerilla çekim teknikleriyle o bölümler çekilmiştir. Yine *Demir Yol* filminde yönetmenin sıklıkla genel plan çekimler kullandığı görülür. Dolayısıyla her iki filmin estetik olarak da klasik sinemadan uzaklaştığı ve üçüncü sinema diline yaklaştığı açık biçimde ortaya konmuştur.

Deđerlendirme	İki Dış Hakem / Çift Taraflı Köreme
Etik Beyan	* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduđu ve yararlanılan tüm çalışmaların kaynakçada belirtildiđi beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%50), 2. Yazar (%50) Veri Toplanması: 1. Yazar (%50), 2. Yazar (%50) Veri Analizi: 1. Yazar (%50), 2. Yazar (%50) Makalenin Yazımı: 1. Yazar (%50), 2. Yazar (%50) Makale Gönderimi ve Revizyonu: 1. Yazar (%50), 2. Yazar (%50)

Peer-Review	Double anonymized - Two External
Ethical Statement	* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%50), 2. Author (%50) Data Acquisition: 1. Author (%50), 2. Author (%50) Data Analysis: 1. Author (%50), 2. Author (%50) Writing up: 1. Author (%50), 2. Author (%50) Submission and Revision: 1. Author (%50), 2. Author (%50)

Kaynakça | References

- Amin, S. (1992). *Üçüncü Dünya Demokrasi ve Sosyalizm*. (Fikret Başkaya & Yiğit Bener, Çev.) Ankara: Mülkiyeliler Birliği Vakfı Yayınları.
- Bordwell, D., & Thompson, K. (2008). *Film Sanatı*. (Emrah Suat Onat, Ertan Yılmaz, Çev.) Ankara: De Ki Yayınları.
- Buchsbaum, J. (2007). Üçüncü Sinemaya Yakından Bir Bakış. E. Biryıldız, & Zeynep Çetin Erus içinde, *Üçüncü Sinema ve Üçüncü Dünya Sineması* (E. Kaya, Çev., s. 51-72). İstanbul: Es Yayınları.
- Burton, J. (2018). *Latin Amerika'da Sinema ve Toplumsal Değişim*. (Faik Onur Acar, Çev.) Ankara: Dipnot Yayınları.
- Cantaş, A., & Serarslan, M. (2021). Gerçekliğin Katmanları Arasından Üçüncü Sinemaya Doğru: "Ben, Daniel Blake". *Selçuk İletişim*, 2(14), 634-656. doi: 10.18094/josc.814759
- Chanan, M. (1997). The Changing Geography of Third Cinema. *From Screen Special Latin American Issue*, 38 (4), 372-388.
- Cormak, M. (1994). *Ideology and Cinematography in Hollywood, 1930-1939*. New York: St. Martin's Press.
- Erus, Z. Ç. (2007). Manifestolardan Günümüze Üçüncü Sinema Tartışmaları. Zeynep Çetin Erus ve Esra Biryıldız içinde, *Üçüncü Sinema ve Üçüncü Dünya Sineması* (s. 19-50). İstanbul: Es Yayınları.
- Erus, Z. Ç. (2013). Üçüncü Sinema Kuramı ve Pratiği. Z. Özarslan içinde, *Sinema Kuramları II Beyazperdeyi Aydınlatan Kuramlar* (s. 93-130). İstanbul: Su Yayınevi.
- Esen, Ş. K. (2007). Türkiye'de Üçüncü Sinema. E. Biryıldız, & Z. Ç. Erus içinde, *Üçüncü Sinema ve Üçüncü Dünya Sineması* (s. 310-354). İstanbul: Es Yayınları.
- Esen, Ş. K. (2010). *Türk Sinemasının Kilometre Taşları*. İstanbul: Agora Kitaplığı.
- Espinosa, J. G. (2003). Mükemmel Olmayan Bir Sinema İçin, (A. Ufuk, Çev.). *Yeni Film* (1), s. 93-102.
- Gabriel, T. H. (2007). Üçüncü Dünya Filmlerine İlişkin Eleştirel Bir Kurama Doğru. E. Biryıldız, & Z. Ç. Erus içinde, *Üçüncü Sinema ve Üçüncü Dünya Sineması* (G. Şener, Çev., s. 106-136). İstanbul: Es Yayınları.
- Getino, O. (2006). "Üçüncü Sinema" Kavramı Üzerine Notlar. *Yeni İnsan Yeni Sinema* (23), 40-44.
- Görücü, B. (2015). Türk Sinemasında İşçi: 1973 Sonrası. F. Başaran içinde, *İşçi Filmleri "Öteki Sinemalar"* (s. 178-208). İstanbul: Yordam Yayınları.
- Hayward, S. (2012). *Sinemanın Temel Kavramları*. (U. Kutay, & M. Çavuş, Çev.) İstanbul: Es Yayınları.
- Mast, G., & Cohen, M. (1974). *Film Theory and Criticism; Introductory Readings*. New York : Oxford University Press.
- Oluk, A. (2008). *Klasik Anlatı Sineması*. İstanbul : Hayalet Kitap.

- Ryan, M., & Kellner, D. (2016). *Politik Kamera*. (E. Özsayar, Çev.) İstanbul: Ayrıntı Yayınları.
- Scagnamillo, G. (1997-1998). Tüsk Sinemasında Tartışmalar, Polemikler, Kuramlar 2. Bölüm. *Yeni Sinema* (4), 43-55.
- Serik, Ç., & Kılınçarslan, Y. (2019, Ağustos). Sovyet Sinemasında İdeolojik Aygıt Olarak Çocuğun Temsili. *Uluslararası Sosyal Araştırmalar Dergisi*, 12 (65), s. 1249-1258.
- Sertlek, T. (2015). Sınıf Bilincinin Oluşumunda Bir Sinema Deneyimi: Maden Filmi. F. Başaran içinde, *İşçi Filmleri, Öteki "Sinemalar"* (s. 241-248). İstanbul: Yordam Yayınları.
- Shohat, E. (2003). Post-Third-Worldist Culture: Gender, Nation, and the Cinema. A. R. Guneratne, & W. Dissanayake içinde, *Rethinking Third Cinema* (s. 51-78). New York: Routledge.
- Sison, A. D. (2006). *Screening Schillebeeckx: Theology and Third Cinema in Dialogue*. New York: Palgrave Macmillan.
- Solanas, F., & Getino, O. (2008). Üçüncü Bir Sinemaya Doğru. B. Bakır, Y. Ünal, & S. Saliji içinde, *Sinemasal Yazılar 1 Sinema, İdeoloji, Politika* (E. Yılmaz, Çev., s. 167-194). Ankara: Orienf Yayıncılık.
- Solanas, F., & Getino, O. (2013). Üçüncü Bir Sinemaya Doğru. B. Odabaş içinde, *Üçüncü Sinema* (s. 164-176). İstanbul: Agora Kitaplığı.
- Stam, R. (2014). *Sinema Teorisine Giriş*. (S. Salman, & Ç. Asatekin, Çev.) İstanbul: Ayrıntı Yayınları.
- Süalp, Z. T. (2008). Deneyim Ufkumuzun Sineması. Z. T. Süalp, A. Kanbur, & N. Algan içinde, *Ozgürlüklerden Kayıplara ve Sonrası* (s. 7-54). Ankara: De Ki Basım Yayım.
- Turan, B. (2017). Maden Filmi ve Sınıf Bilinci. M. K. Coşkun içinde, *Emekçileri İzlemek Sinemamızda Sınıf, Kültür, Bilinç ve Direniş* (s. 125-142). İstanbul: Kor Kitap.
- Ünal, Y. (2008). *Dram Sanatı ve Sinema*. İstanbul: Hayalet Kitap.
- Wayne, M. (2011). Giriş: Marksizm, Sinema ve Film İncelemeleri. M. Wayne içinde, *Sinmayı Anlamak: Marksist Perspektifler* (E. Yılmaz, Çev., s. 7-36). Ankara: De Ki Basım Yayım.
- Wayne, M. (2011). *Politik Film Üçüncü Sinemanın Diyalektiği*. (E. Yılmaz, Çev.) İstanbul: Yordam Yayınları.
- Yılmaz, E. (1997). *1968 ve Sinema*. Ankara: Kitle Yayınları.
- Yücel, F. (2021). Üçüncü Sinema'nın Hikayesi: Sinema Perdesine Politik Bakış. S. Sert içinde, *Sinemanın Teorisi* (s. 254-284). İstanbul: Yordam Yayınları.



2023, 12 (3), 1791-1809 | Araştırma Makalesi

Online Çalgı Eğitiminde Değerlendirme

Tarkan YAZICI¹

Soner OKAN²

Öz

Model olarak nitel karakterli olan bu araştırma veri toplama tekniği açısından doküman incelenmesi desenindedir. Bu araştırmanın amacı, online çalgı eğitiminde değerlendirmenin önemini ve gerekliliklerini ortaya koyarak, çalgı eğitimcilerine online eğitimde kullanılabilir değerlendirmeye uygulamaları hakkında geniş bir perspektif sunabilmektir. Araştırmanın problem cümlesi; “online çalgı eğitiminde değerlendirmenin önemi nedir ve kullanılabilir değerlendirme uygulamaları nelerdir?” şeklindedir. Bu nedenle “online çalgı eğitiminde değerlendirme” ile ilgili ulusal ve uluslararası alanyazın taraması yapılarak, araştırmaya ait genel bir içerik belirlenmiştir. Elde edilen veriler incelenen dokümanlardan alıntılar yapılarak betimlenmiştir. Araştırma sonucunda; yüz yüze eğitim ile online eğitim arasında uygulama farklılıkları olduğundan değerlendirme biçimlerinin de birbirinden farklı olduğu; yüz yüze çalgı eğitiminde dersin içeriğine göre tek bir değerlendirme yöntemi yeterli olabilirken online çalgı eğitiminde hem eğitim-öğretim sürecinin hem de değerlendirme sürecinin farklı yöntemlerle gerçekleştirilebildiği; yüz yüze eğitimde, sınıf ortamında öğretmenin öğrenciyi doğrudan gözlemleyebildiği; değerlendirme yapmak amacıyla veri toplama işleminin online eğitime göre daha sade olabildiği ancak online çalgı eğitiminde, öğrenciyi eğitimi süresince ve süreç sonunda gözlemleyebilecek başta ses ve video dosyası olmak üzere birden fazla dosyaya ihtiyaç duyulduğu tespit edilmiştir. Araştırmanın sonuçlarına yönelik önerilerin bazıları şu şekildedir: Online çalgı eğitiminin değerlendirilmesi yalnızca sonuç odaklı değil hem süreç hem de sonuç odaklı bütüncül bir yaklaşımla yapılmalıdır; online çalgı eğitiminde yüz yüze etkileşim mümkün olmadığı için, değerlendirme aşamasında uygun değerlendirme araçları kullanılmalıdır; eğitimin başında tanıma ve yerleştirme amaçlı değerlendirme yapılmalıdır; online çalgı eğitiminde değerlendirme aşamasının da planlanması gereklidir; online çalgı derslerinin sağlıklı ve verimli sürüp sürmediğini belirlemek amacıyla süreç değerlendirme yapılmalıdır; gerekli düzenlemeler yapılarak süreç sonunda ürün değerlendirme yapılmalıdır. E-portfolio, akran değerlendirme ve öz değerlendirme yöntemlerinden de faydalanılmalıdır.

Anahtar Kelimeler: Online, Online Eğitim, Çalgı, Çalgı Eğitimi, Değerlendirme, Çalgı Eğitiminde Değerlendirme.

Yazıcı, T. & Okan, S. (2023). Online Çalgı Eğitiminde Değerlendirme . İnsan ve Toplum Bilimleri Araştırmaları Dergisi, 12 (3), 1791-1809 . <https://doi.org/10.15869/itobiad.1264388>

Geliş Tarihi	13.03.2023
Kabul Tarihi	29.06.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Doç. Dr., Mersin Üniversitesi, Eğitim Fakültesi, Müzik Eğitimi Anabilim Dalı, Mersin, Türkiye, tyazici@mersin.edu.tr, ORCID:0000-0002-7028-7401

² Dr. Öğr. Üyesi, Kahramanmaraş Sütçü İmam Üniversitesi, Güzel Sanatlar Fakültesi, Müzik Anasanat Dalı, Kahramanmaraş, Türkiye, sonerokan@ksu.edu.tr, ORCID:0000-0001-6749-8163



2023, 12 (3), 1791-1809 | Research Article

Evaluation in Online Instrument Education

Tarkan YAZICI¹

Soner OKAN²

Abstract

This research is designed as a qualitative study, focusing on document analysis as a data collection technique. Its objective is to provide music educators with a broad perspective on assessment practices that can be utilized in online music education by highlighting the importance and requirements of evaluation. The research question is: "What is the importance of assessment in online music education and what assessment practices can be used?" To answer this question, a review of national and international literature related to "assessment in online music education" was conducted to establish a general content for the study. The data obtained from the reviewed documents was analyzed and described using quotations. The research findings indicate that there are differences in the application of assessment methods between face-to-face and online education. While single assessment method may be sufficient based on the content of face-to-face music education, online music education allows for various methods in both the teaching-learning process and the assessment process. In face-to-face education, teachers can directly observe students in a classroom setting, while online education requires multiple files, such as audio and video recordings, to observe students throughout the learning process and at the end of it for assessment purposes. Based on the research findings, several recommendations are made. These include the need for a comprehensive approach that focuses on both process and outcomes in assessing online music education, the use of appropriate assessment tools in the absence of face-to-face interaction, conducting assessment for recognition and placement at the beginning of the education, planning for the assessment stage in online music education, conducting process evaluation to determine the effectiveness and efficiency of online music lessons, and conducting product evaluation at the end of the process after necessary adjustments have been made. Additionally, leveraging e-portfolios, peer assessment, and self-assessment methods is suggested.

Keywords: Online, Online Education, Instrument, Instrument Training, Evaluation, Evaluation in Instrument Training.

Yazıcı, T. & Okan, S. (2023). Evaluation in Online Instrument Education . Journal of the Human and Social Science Researches , 12 (3) , 1791-1809 . <https://doi.org/10.15869/itobiad.1264388>

Date of Submission	13.03.2023
Date of Acceptance	29.06.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Assoc. Prof., Mersin University, Faculty of Education, Department of Music Education, Mersin, Türkiye, tyazici@mersin.edu.tr, ORCID:0000-0002-7028-7401

² Assist. Prof. Dr., Kahramanmaraş Sutcu Imam University, Faculty of Fine Arts, Department of Music, Kahramanmaraş, Türkiye, sonerokan@ksu.edu.tr, ORCID:0000-0001-6749-8163

Giriş

Online eğitim, yüz yüze eğitime alternatif olarak ya da onun bir destekleyicisi olarak ortaya çıkmış ve günümüz dünyasında yerini almıştır. Online eğitimin pek çok tercih edilme nedeni bulunmaktadır. Eğitimi toplumun daha geniş kesimlerine yaymak, eğitim kaynaklarına ulaşmada dezavantajlı olan ya da çeşitli sebeplerle örgün eğitimi tamamlayamayan/sürdüremeyen bireyleri eğitim hayatına katmak, zorunlu hallerde yüz yüze eğitimin yerine alternatif bir eğitim şekli olarak kullanmak, iş gücü ve maliyetten tasarruf etmek bu nedenlerin bazılarıdır. Online eğitimde zaman ve mekânın esnekliği söz konusudur. Öğrenci öğretim kaynaklarına herhangi bir yerden herhangi bir zamanda teknolojik ağlar yoluyla ulaşabilmektedir. Bu durum öğrenciye dilediği zaman ve dilediği yerde öğrenimini sürdürme imkânı vermektedir. Online eğitim öğrencilere hem farklı ülkelerdeki üniversitelerin eğitimlerine katılma imkânı tanımakta hem de farklı ülkelerde yaşayan öğrenci ve öğretmenlerin etkileşiminin artmasına da olanak sağlamaktadır (Kırtak Ad, 2020). Bireyin zaman ve mekândan bağımsız olarak eğitimini sürdürebilmesi ve eğitim olanaklarının ulusal ve uluslararası düzeyde artması, online eğitimin avantajlarından bazıları olarak karşımıza çıkmaktadır.

Uzaktan öğretim, çevrimiçi öğrenme, e-öğrenme, dijital eğitim, web tabanlı öğrenme, uzaktan eğitim, sanal öğrenme gibi farklı isimlerle anılan online eğitim; Covid-19 nedeniyle durdurulan yüz yüze eğitiminin en önemli bileşeni olarak ön plana çıkmıştır (Sarıbaş ve Meydan, 2020). Dünyanın pek çok ülkesi gibi Türkiye’de de tüm eğitim kademelerinde eğitim-öğretim faaliyetlerine 11 Mart 2020 tarihinde ara verilmiş ve yüz yüze eğitim yerini online eğitim uygulamalarına bırakmıştır (Topalak, 2021). Bu süreçte müzik bölümlerinde eğitim-öğretim yapan çalgı eğitimcileri de diğer tüm alanlardaki eğitimciler gibi, üniversitelerin teknolojik altyapıları ölçüsünde online eğitime geçmek zorunda kalmışlardır. Dhawan’a göre (2020) bu süreçte geleneksel eğitim sistemini değiştirmekte isteksiz olanlar bile daha sonra tamamen online eğitim-öğretime geçmiştir. Çünkü uzaktan öğrenme mekân ve zamandan bağımsız olarak sunulabilen, bireylere eğitsel materyallerin elektronik ortamda uygun ve esnek olarak yapılandırılabilme, güncellenebilme ve farklı teknolojileri öğrenme sürecine katabilme, 7/24 kullanılabilme gibi özellikler içeren çağdaş ve etkin bir öğrenme biçimidir. Online öğretim zaman içerisinde evrimini tamamlamış, e-öğrenme ya da dijital öğrenme denen kavrama evrilmiştir (Yamamoto Telli ve Altun, 2020).

“Online eğitimle ilgili açıklamalar ve tanımlamalara bakıldığında zaman ve mekân yönünden bağımsız ortam, paydaşların okula gitme zorunluluğunun olmaması, teknoloji araçları ile derslerin işlenmesi, derslerin kayıt altına alınarak tekrar izlenmesi ve çağdaş yenilikçi bir eğitim yaklaşımı temaları ön plana çıkmaktadır” (Taşkın ve Aksoy, 2021). Bu temalar aynı zamanda online eğitimin avantajları olarak da karşımıza çıkmaktadır. Online eğitimin avantajlarından biri de bina, ulaşım, zaman ve kırtasiye gibi ihtiyaçların azaltılarak eğitim maliyetin düşürülmesidir. Okul binasının herhangi bir sınıfında ya da üniversitenin bir amfisinde belli sayıda öğrenciye verilecek ders, online eğitim yoluyla dünyanın her yerinden öğrencinin erişimine sunulabilmekte ve öğrenci istediğin zaman bu dersleri takip ederek öğrenimini deva ettirebilmektedir.

Yüz yüze eğitim öğrenci ve öğretmenin aynı anda hazır bulunduğu sınıfta yürütülürken, online eğitimde dersler eş zamanlı (senkron) ve eş zamansız (asenkron) olmak üzere birbirinden farklı iki şekilde yürütülmektedir. Eş zamanlı online eğitim

öğrenci ve öğretmenin, sanal sınıf ya da uzaktan öğretim sistemi olarak adlandırılan sistemde aynı anda iletişim kurmalarıyla gerçekleşmektedir. Öğrenci ve öğretmen sesli ve görüntülü iletişimin yanında dosya, video, ses paylaşımı yapabilmektedir. Eş zamansız online eğitimde ise öğrenci, daha önceden uzaktan eğitim sistemine yüklenmiş olan ders içeriklerine ulaşarak öğrenimini sürdürebilmektedir.

Online eğitim planlama, uygulama ve değerlendirme basamaklarında yüz yüze eğitime göre farklı niteliklere sahiptir. Çünkü yüz yüze eğitim, öğretmen ve öğrencilerin aynı anda birlikte bulunduğu sınıf ortamında gerçekleştirilirken; uzaktan eğitim senkron ya da asenkron olarak sürdürülmektedir. Öğretim etkinlikleri öğretmen-öğrenci iletişiminin şekline göre planlanmakta ve uygulanmaktadır. Uzaktan eğitime yönelik olarak tasarlanan uygulamalar yüz yüze eğitimdeki uygulamalardan farklı olduğu gibi, değerlendirme basamağı da farklılıklar taşımaktadır. Değerlendirme basamağında, sadece uzaktan eğitim süreci sonundaki durum değil; sürecin kendisi de değerlendirilmektedir. Uzaktan eğitimde değerlendirme, bir defaya mahsus yapılan bir işlem olmamakla birlikte uzaktan eğitimin her safhasında aktif olarak yürütülmesi gereken bir süreci ifade etmektedir. Çünkü uzaktan eğitim faaliyetlerinin başarıyla sonuçlandırılabilmesi için sürecin sürekli denetlenmesi, tespit edilen aksaklıkların giderilmesi ve gerekli durumlarda öğretim programının yeniden şekillendirilmesi gerekmektedir. Online eğitimin karmaşık doğası, değerlendirme için sofistike bir yaklaşım gerektirir. Burge ve Frewin (1985), Dirr (1987) ve Holmberg (1987) program etkinliğini geliştirmek için çeşitli bileşenlerin birbiriyle ilişkili bir sistem olarak anlaşılması ve ele alınması gerektiğini öne sürmüştür (Kutlu, Doğanay ve Karakaya, 2017). Dolayısıyla yüz yüze eğitimdeki değerlendirme uygulamaları ile online eğitimdeki değerlendirme uygulamaları doğal olarak birbirinden ayrılmaktadır.

Özellikle 2020 yılında ortaya çıkan koronavirüs pandemisi nedeniyle geçiş yapılan online eğitim ile ilgili çalışmalarda, değerlendirme uygulamalarının eksikliği ve yetersizliğini ortaya koyan sonuçlar ortaya çıkmıştır. Karadağ ve Yücel'in (2021) 163 üniversitede (111 devlet ve 52 vakıf) öğrenim gören 17.939 öğrenci üzerinde yürüttüğü araştırma sonuçlarına göre öğrencilerin %51'i öğretim elemanlarının öğretmen becerilerinden 'kötü' ve 'çok kötü' düzeyde memnuniyetsizdir. Online eğitim sürecinin önemli bileşenlerinden biri olan değerlendirme basamağında çeşitli sebeplerle problem yaşanmaktadır. Örneğin Bozkurt (2020: 120) pandemi sebebiyle online eğitime geçiş yapılan birçok ülkede geçme-kalma düzeni üzerine kurulu ölçme ve değerlendirme süreçlerinin askıya alındığını ve geleneksel sınavlar ve testler yerine, yeterli geçerlik ve güvenilirlik çalışmaları olmaksızın bir anda çevrimiçi sınavlar yapılması gerektiğini ifade etmiştir. Bu durumda dönem boyunca yapılan etkinliklerin amacına ulaşp ulaşmadığı hakkında objektif bir değerlendirme yapılamayacağı öngörülebilir. Duman'ın (2020: 105) yaptığı çalışmada ders süreçleriyle ilişkili olarak öğretim elemanlarından alınan dönütlerin öğretmen adayları tarafından yetersiz bulunduğu dair görüşler yer almaktadır. Kavuk ve Demirtaş'ın (2021: 70) araştırma sonuçlarına göre öğretmenler, ölçme ve değerlendirmenin yapılamadığını ifade etmişlerdir. Sayan (2020) öğretmenlerin uzaktan eğitimde değerlendirme yapılamayacağı ile ilgili görüş bildirdiklerini ifade etmiştir. Demir ve Özdaş (2020) uzaktan eğitimde ölçme ve değerlendirme etkinliklerinin yetersiz kaldığını belirtmiştir. Özdoğan ve Berkant (2000) öğretmenlerin uzaktan eğitimde ölçme ve değerlendirme ile ilgili sorun yaşadıklarını tespit etmiştir. Can (2020), uzaktan eğitim sürecinde ölçme ve değerlendirmede yetersizlikler bulunduğunu ve ölçme ve değerlendirme uygulamalarının geliştirilmesi

gerektiğini belirtmiştir. Avcı ve Akdeniz (2021: 152) çevrimiçi eğitimler için etkili ölçme değerlendirme sistemlerinin üretilmesi gerektiğini savunmuştur. Akbal ve Akbal (2020: 545) koronavirüs pandemisi sürecinde uzaktan eğitimde yaşanan sorunlara ilişkin yaptıkları çalışmada, bildiklerini uzaktan eğitim sistemi üzerinden yeterince yansıtamayan öğrencilerin, yanlış ya da eksik değerlendirilmesi sorununa vurgu yapmışlardır. Sarı ve Nayır (2020: 963) online eğitimde ölçme ve değerlendirme yöntemlerinin yeniden belirlenmesi ve farklı becerileri farklı değerlendirme yöntemleri ve araçları kullanarak yapılandırılmasının gerekliliğine vurgu yapmışlardır. Öztürk (2020: 659), eğitimde ölçme ve değerlendirme de dâhil olmak üzere uzaktan eğitimin, Covid 19 sürecinde problemlerle karşılaşılan en önemli alanlardan biri olduğunu vurgulamıştır. Zan ve Zan'ın (2020) yaptıkları araştırmada kapsamında öğrenciler, uzaktan eğitimde değerlendirme ve puanlama konusunda adaletsizlik yaşadıklarını ifade etmişlerdir. Erhan ve Gümüş (2020), online eğitimde çoğu öğretmenin ölçme ve değerlendirme faaliyeti olarak sadece yazılı sınav yöntemini kullandığı için sınav güvenliği, adalet ve sınav etiği gibi konularda öğrenciler ve öğretmenler tarafından tartışma konusu haline getirildiğini ifade etmiştir. Kaya (2020), öğretim elemanlarının ölçme ve değerlendirmede öğrenci denetimi konusunda zorluk yaşadıklarını belirtmiştir. Pandemi sürecindeki uzaktan eğitimin hemen hemen her kademesinde yaşanan bu ortak sorunlar, eğitimin amaca ulaşip ulaşmadığı noktasında yanlış kanılara sebep olabilir. Öğrencilerde adaletsizlik duygusu meydana getirerek motivasyonlarını düşürebilir. Öte yandan uzaktan eğitimde sağlıklı bir değerlendirmenin yapılmaması;

- Öğretim faaliyetlerinin hedeften sapmasına,
- Öğrencide yanlış öğrenmelerin meydana gelmesine,
- Öğretim elemanlarının yaşanan sorunları fark etmemesine, bu nedenle gerçekte var olan sorunların çözülmemesine,
- Zaman, iş gücü ve olanakların verimsiz bir şekilde kullanılmasına yol açabilir.

Çalgı dersleri güzel sanatlar lisesi, güzel sanatlar fakültesi, eğitim fakültesi ve konservatuvar gibi kurumların çatısı altındaki müzik ile ilgili bölümlerin en önemli derslerinden biridir. Bu ders bir çalgının icra edilmesi için gerekli olan bilgi ve becerilerin kazandırılmasına yönelik etkinlikleri içermektedir. Tüm derslerde olduğu gibi bu dersler de hedeflenen amaçların gerçekleşip gerçekleşmediğini anlayabilmek için değerlendirmeye tabi tutulmaktadır. Çalgı eğitiminin değerlendirilmesinde daha çok öğrencilerin psikomotor becerileri ölçülmektedir. Ancak öğretim programında hedeflenen becerilerin yalnızca psikomotor kazanımlardan meydana geldiği düşünülmemelidir. Tüm becerilerin bilişsel dayanakları bulunmakla birlikte, pek çok beceri duyuşsal davranışların ortaya çıkmasına zemin hazırlamaktadır (Turgut ve Baykul, 2019: 330). Bilişsel, duyuşsal ve psikomotor kazanımlar farklı ağırlıklarda çalgı dersi içerisinde yer aldığından değerlendirme işleminin bu üç alanı kapsayacak şekilde yapılması önemli görülmektedir. Bütün kazanımların ölçümünden elde edilen veriler, çalgı eğitiminde erişilen başarı hakkında karar verme aşamasında öğretmene kaynak sağlamaktadır. Online eğitim sürecinin ve süreç sonunda ortaya çıkan ürünün değerlendirilmesi ile birlikte programın aksayan yönleri ve materyallerin kullanımında ortaya çıkan sorunlar tespit edilmektedir. Online eğitim yoluyla yapılan çalgı dersinde değerlendirme; öğretim programının, öğretme-öğrenme etkinliklerinin, kullanılan yöntem ve tekniklerin, ders materyallerinin, araç-gereçlerin ve öğrenme ortamının özetle öğretimin başından sonuna yapılan tüm faaliyetler ile birlikte sürece katılanların değerlendirilmesini kapsamaktadır. Dolayısıyla online çalgı eğitiminin

değerlendirilmesine sadece sonuç odaklı değil hem süreç hem de sonuç odaklı bütüncül bir bakış açısıyla yaklaşılması önemli görülmektedir.

Alanyazın incelendiğinde online eğitim yoluyla yapılan çalgı derslerinde değerlendirmeye ilişkin kaynakların azlığı ile karşılaşılmaktadır. “Öğretim programlarında psiko-motor becerilere önemli bir yer verildiği halde, ölçme ve değerlendirmede bu becerilere aynı önem verilmemiştir. Bunun sebebi psiko-motor davranışları veya beceri ürünlerini ölçmenin oldukça güç oluşu ve bu tür ölçmede kullanılacak araç ve yöntemlerin geliştirilmesinde yetersizlikler bulunuşudur” (Turgut ve Baykul, 2019: 330). Bu nedenle konu ile ilgili geniş bir literatür taraması yapılarak, online eğitim yoluyla sürdürülen çalgı öğretiminin değerlendirilmesinde kullanılabilecek uygulamalar ele alınmış ve aşamalı olarak sunulmuştur.

Online Eğitimde Değerlendirmenin Önemi

Online eğitimde başarının sağlanabilmesi için değerlendirme uygulamalarının etkin bir şekilde yürütülmesi büyük bir önem taşır. Çünkü online eğitimde öğrenciler, sınavtaki öğretmenleri tarafından değil, genellikle bir öğrenme tabanı, web sitesi, video, online ödevler ve sınavlar gibi materyaller yoluyla öğrenirler. Öğrencilerin öğrenme süreçlerinin takibinde önemli bir role sahip olan değerlendirme aşaması, öğrenme hedeflerine ulaşabilmek için uygun öğretim yöntemlerini ve materyallerini belirlemeye yardımcı olan önemli bir süreçtir. Öğrencilerin öğrenme sürecinde doğru bir şekilde yönlendirilmesi için doğru bir değerlendirme sistemi kullanılması gerekmektedir.

Online eğitimde öğrencilerin kendilerini ve akranlarını değerlendirebildiği uygulamalar mevcuttur. Böylece öğrenciler, güçlü ve zayıf yönlerini tespit ederek öğrenme ihtiyaçlarını belirleyebilir, süreç boyunca karşılarına çıkan zorlukları aşmak için kendi çözüm yollarını geliştirebilirler. Bu durum öğrencilerin öğrenme sürecinde daha aktif ve sorumlu olmalarını sağlar. Bu bağlamda değerlendirme, bilişüstü becerilerin ve kendi kendine öğrenme becerisinin gelişimine katkısı olan bir unsur olarak karşımıza çıkmaktadır.

Yüz yüze eğitime oranla online eğitimde değerlendirmenin birtakım zorluklar taşıması muhtemeldir. Öğrenci ve öğretmenin farklı mekanlarda olması, fiziki bir sınıf ortamının bulunmaması, katılımcıların online eğitim konusundaki tecrübesizliği ve öğretmenlerin değerlendirme yöntemleri hakkındaki eksikliği ve tecrübesizliği çeşitli zorluklar yaratabilmektedir. Bu zorlukları aşmanın yolu online eğitimin doğasını anlayarak ve değerlendirme yöntemleri hakkında bilgi sahibi olarak, bu yöntemleri uygun zaman ve yerde kullanmayı bilmekten geçmektedir. Online eğitimde değerlendirme uygulamalarının doğru biçimde seçilip kullanılması öğrencilere, öğretmenlerine ve diğer eğitim paydaşlarına geri bildirim sağlar. Bu nedenle, online eğitimde değerlendirme sürecinin doğru ve etkili bir şekilde yürütülmesi, öğrencilerin başarısı ve öğretimin niteliği açısından büyük öneme sahiptir. Değerlendirme, online eğitim sisteminin kurulma aşamasından sonuna kadar gerçekleşen eğitsel uygulamaların, hedeflenen kazanımları sağlayıp sağlamadığına cevap üretmesi anlamında da kritik bir nokta olarak görülmektedir (Hotaman, 2020: 735).

Araştırmanın Amacı

Bu araştırmanın amacı, online çalgı eğitiminde değerlendirmenin önemini ve gerekliliklerini ortaya koyarak, çalgı eğitimcilerine online eğitimde kullanılabilecek

değerlendirme uygulamaları hakkında geniş bir perspektif sunabilmektedir. Bu amaçla aşağıdaki sorulara yanıt aranmıştır:

1. Online eğitiminde değerlendirmenin önemi nedir?
2. Online çalgı eğitiminde kullanılacak değerlendirme uygulamaları nelerdir?

Araştırmanın Problemi

Araştırmanın problem cümlesi; “online çalgı eğitiminde değerlendirmenin önemi nedir ve kullanılacak değerlendirme uygulamaları nelerdir?” şeklinde düzenlenmiştir.

Yöntem

Araştırmanın Modeli

Bu çalışma, doküman incelemesi deseninde nitel bir araştırmadır. Araştırmada, betimsel ve gerçekçi bir resmin ortaya konulmasına çalışılmıştır. “Doküman incelemesi; araştırmanın problemi ile ilgili yazılı ve görsel materyallerden elde edilen verilerin ayrıntılı ve derinlemesine analiz edilmesine olanak sağlamaktadır. Ayrıca araştırma sonucunda ulaşılan sonuçların geçerlik ve güvenilirliğine ilişkin önemli bir gösterge olmakla birlikte, daha sonra yapılacak içerik analizlerine de temel oluşturmaktadır” (Yıldırım ve Şimşek, 2011).

Verilerin Toplanması ve Analiz

Verilerin toplanması işleminde önce “Online eğitim” ile ilgili ulusal ve uluslararası literatür taraması yapılmış ve araştırma ile ilgili genel bir içerik belirlenmiştir. Verilerin analizi için dört aşamalı bir yol önerilmiştir. “Birinci aşama tüm dokümanların bir bütün olarak analize konu olmasının mümkün olmadığı durumlarda veri seti içinden örneklem seçilmesi, ikinci aşama kategorilerin belirlenmesi, üçüncü aşama analiz biriminin saptanması ve son aşama elde edilen verilerin rapor edilmesidir” (Cansız Aktaş, 2014). Buna göre verilerin analizinde aşağıda verilen çerçeve kullanılmıştır:

1. Online eğitimin tanımlanması,
2. Online eğitimde değerlendirme konusu ile ilgili kaynaklara ulaşılması.
3. Online eğitimde kullanılan değerlendirme uygulamalarının analiz edilmesi ve online çalgı eğitiminde nasıl kullanılabileceğinin saptanması.
4. Verilerin betimsel bir yaklaşımla rapor edilmesi.

Geçerlik ve Güvenirlik

Elde edilen veriler, eleştirel bir yaklaşımla karşılaştırılarak net bir biçimde sorgulanmış, sunulmuş ve veriler, incelenen dokümanlardan alıntılar yapılarak betimlenmiştir.

Bulgular ve Yorumlar

Online Çalgı Eğitiminde Değerlendirme

Değerlendirme

Değerlendirme, öğretim ve öğrenme sürecindeki en önemli bileşenlerden biridir. Öğrencilerin ne kadar başarılı olduğunu belirlemek için öğretmenler tarafından kullanılır. Bu nedenle, öğrencilerin akademik başarıları ve diğer yetenekleri ölçmek için doğru değerlendirme yöntemlerinin kullanılması önemlidir. Doğru değerlendirme

teknikleri kullanarak, öğretmenler öğrencilerin güçlü yönlerini ve zayıf yönlerini belirleyebilir, bu sayede daha etkili öğretim stratejileri tasarlayabilirler. Ayrıca, değerlendirme süreci, öğrencilerin ilgi ve motivasyonlarını arttırarak, öğrenme sürecine katılımlarını arttırabilir.

Değerlendirme, bir öğrencinin öğrenme düzeyini ve performansını ölçmek için yapılan sistematik bir süreçtir. Bu süreç, öğrencilerin belirli bir ders veya konuda ne kadar bilgi sahibi olduklarını belirlemek amacıyla farklı teknikler kullanılarak gerçekleştirilir. “Değerlendirme uygulamaları testler, sınavlar, proje sunumları, ödevler, performans görevleri, portfolyolar ve öğrenci görüşmeleri gibi birçok farklı yöntemi içerebilir” (MEB, 2017). Dersin ve öğretim programında yer alan kazanımların yapısı ve özelliğine göre bu uygulamalardan biri ya da birkaçı aynı ya da farklı zamanlarda kullanılabilir.

Değerlendirmenin amacı, öğrencilerin öğrenme sürecindeki başarılarını ve başarısızlıklarını belirlemek, öğretmenlerin öğrencilerin öğrenme ihtiyaçlarını belirlemelerine yardımcı olmak ve öğrencilerin performansını değerlendirmek ve sonuçta öğrenme sürecindeki gelişimlerini izlemektir. Değerlendirme, öğrencilerin öğrenme sürecindeki motivasyonlarını da arttırmaktadır.

Değerlendirme süreci, öğrencilerin öğrenme sürecindeki zayıf noktalarını belirlemelerine ve geliştirmelerine yardımcı olduğu kadar, öğretmenlerin de eğitim yöntemlerini ve öğrenme materyallerini değerlendirmelerine yardımcı olur. Bu şekilde öğretmenler, öğrencilerin öğrenme hedeflerine ulaşmalarını sağlamak için eğitim yöntemlerini ve öğrenme materyallerini değiştirebilir veya iyileştirebilirler.

Değerlendirme kavramı genellikle ölçme kavramı ile birlikte kullanılagelmiştir. Ölçme, “öğrencilerin belli bir alan ya da konudaki gelişme ve başarılarını uygun araçlar ve yöntemler uygulayarak sayısal sonuçlarla belirleme işidir” (Oğuzkan, 1993: 115). Değerlendirme ise “ölçme sonuçlarını bir ölçüte vurarak, ölçülen nitelik hakkında bir değer yargısına varma sürecidir” (Turgut, 1983: 3).

Hew, Liu, Martinez, Bonk ve Lee (2004), değerlendirmeyi üç ana başlık altında gruplandırarak her bir değerlendirme türünün neleri içerdiğini şu şekilde ifade etmişlerdir:

- Makro Düzeyde Değerlendirme: Makro düzeyde değerlendirme, tüm online eğitim programının değerlendirilmesini ifade eder. Makro düzeyde değerlendirme bir programın güvenilirliğini ve kalitesini sağlamaya yardımcı olur.
- Orta Düzeyde Değerlendirme: Orta düzey değerlendirme, bireysel çevrimiçi eğitim kurslarının değerlendirilmesini ifade eder. Bu değerlendirme seviyesinin merkezinde, çevrimiçi kursları ve öğretimi değerlendirmek için hangi kriterlerin kullanılması gerektiği sorusu yer alır.
- Mikro düzeyde değerlendirme: Mikro düzeyde değerlendirmenin odak noktası online eğitimdeki öğrencidir. İlgili literatür, öğrencinin bireysel olarak değerlendirilmesinin tipik olarak şu üç kategoriden birine veya daha fazlasına girdiğini göstermektedir: (a) öğrencinin online öğrenme algısı, (b) öğrencinin online öğrenme süreci ve (c) öğrencinin online öğrenme ürünü.

Eğitim bilimleri alanında yeni yöntem ve teknikler geliştikçe, eğitim-öğretim etkinliklerinin değerlendirilmesi konusunda yeni bakış açıları ortaya çıkmaktadır. Hew ve arkadaşlarının (2004) yukarıdaki gruplaması buna örnek teşkil etmektedir. Bu

gruplamaya göre online çalgı eğitiminde sürecin ve programın değerlendirilmesi orta düzeyde; öğrenci başarısının ve gelişim sürecinin değerlendirilmesi ise mikro düzeyde bir değerlendirmedir.

Değerlendirmenin Planlanması

Online eğitimde değerlendirme, belli bir çerçevede yürütülmesi gereken uygulamaları içeren sürecin kapsar. Sürecin yürütülmesinde planlamadan başlayan bir aşamalılık söz konusudur. Örneğin Yalın (2009), değerlendirmenin planlama gerektiren bir süreç olduğunu vurgulayarak değerlendirmenin aşamalarına başlamadan önce

- Öğrencilerin giriş davranışlarının ölçülüp ölçülmeyeceğinin,
- Öğrenciler için ön test uygulanıp uygulanmayacağına,
- Ne zaman uygulanacağına ve bu testte hangi davranışların ölçüleceğinin,
- Öğretim sırasında ve sonunda öğrenci davranışlarının nasıl ve ne zaman ölçüleceğinin planlanması gerektiğini ifade etmiştir.

Turgut (1983: 217-218) ise değerlendirmenin ilk aşamasının programın hazırlanması aşamasında yapılan yansıtıcı (reflective) değerlendirme olduğunu belirtmiştir. Yansıtıcı değerlendirmede program uygulamaya konulmadan önce;

- Hedeflerin tutarlılığı,
- Hedef davranışların hedeflerle uyumu,
- Konuların ve öğrenme etkinliklerinin hedefleri gerçekleştirme olasılığı,
- Materyallerin ve kullanılacak yöntemlerin öğrenci seviyesine uygunluğu ve değerlendirme araçlarının geçerliği üzerinde uzman ve öğretmen görüşleri toplanmaktadır (Turgut, 1983: 218).

Alan uzmanları, öğretim tasarımcıları ve öğretmenler;

- Program içeriğinin doğruluğunu, sıralanışını ve güncel olup olmadığını,
- Öğretim içeriğinde yer alan hedeflerin, öğretim içeriğinin, seçilen yöntem ve tekniklerin, araç ve gereçlerin doğru belirlenip belirlenmediğini değerlendirirler (Yalın, 2009: 79).

Online çalgı eğitiminde yukarıdaki esaslar dâhilinde bir planlama yapılarak süreçte kullanılacak olan ölçek, gözlem formu gibi veri toplama araçları önceden belirlenebilir. Öğrenci ile olan iletişimin şekline (eş zamanlı/eş zamansız) göre bu araçların uygulama şekline karar verilir.

Tanıma ve Yerleştirme Amaçlı Değerlendirme

Yalın (2009: 83) online eğitimde değerlendirmenin ilk aşamasının tanıma ve yerleştirme amaçlı değerlendirme (diagnostic assessment) olduğunu ifade etmektedir.

“Tanıma ve yerleştirme amaçlı değerlendirme, öğretim başlamadan önce öğrencilerin hazırbulunuşluk düzeylerinin tespit edilmesi amacıyla yapılır. Bu tür değerlendirme, öğretim etkinliklerinin başlangıç düzeyinin belirlenmesinde ve öğrencilerin bireysel farklılıklarından ortaya çıkabilecek sorunların çözümünde yol gösterir. Her bir öğrencinin giriş davranışları tespit edilerek nasıl bir öğretim yapılacağına karar verilir. Eğer çoğu öğrenci giriş davranışlarına sahip değilse, giriş davranışları oluşturacak düzeyde kısa ya da

uzun öğretim çalışmalarına yer verilebilir. Program hedefi aşağıya çekilebilir” (Taşdemir, 1997’den akt. 122; İşman, 2011).

Çalgı eğitimine başlamadan önce, tanıma ve yerleştirme amaçlı değerlendirme yapılarak, öğrencilerin çalgılarında hangi düzeyde oldukları belirlenebilir. Bunun için gözlenecek davranışları içeren bir değerlendirme ya da gözlem formu veya amaca uygun hazır ölçeklerden faydalanılabilir. Tanıma ve yerleştirme amaçlı değerlendirme yoluyla öğrencilerin sahip oldukları ve sahip olmaları gereken kazanımlar karşılaştırılarak eksikler tespit edilebilir. Bu tespit, uygulamaya konulacak olan programın, öğrenci ve öğretim süreciyle tutarlılığını ortaya koyması bakımından önemli görülmektedir. Ayrıca, öğrencilerin online eğitimde kullanılan uygulama ya da programları ne derece kullanabildiği belirlenerek, öğretim sürecini olumsuz yönde etkileyebilecek değişkenler kontrol altına alınabilir. Bu tür bir değerlendirmenin yapılabilmesi için öğrenci ile eş zamanlı veya eş zamansız iletişim kurmak gerekir. Öğrenci eş zamanlı iletişim yoluyla öğretmenin direktifleri doğrultusunda çalgısı ile ilgili bilgi ve becerilerini sergileyebilir. Öte yandan eğer iletişim eş zamansız olarak gerçekleştirilecek ise öğrenci, öğretmenin daha önceden belirlediği ve öğrenciye teknolojik imkânlarla (mail, mesaj, vb.) ulaştırdığı direktifler doğrultusunda bir video çekerek öğretmene gönderebilir. Bunların yanı sıra öğrencinin çalgıyla ilgili mevcut bilgileri, sahip olduğu teknolojik imkânlar ve bunları kullanma becerisi gibi konular da tanıma ve yerleştirme amaçlı değerlendirme kapsamına alınabilir.

Süreç Değerlendirme

Tanıma ve yerleştirmeye yönelik değerlendirmeden sonra süreç değerlendirme aşaması gelmektedir. Yalın’a (2009: 212) göre süreç değerlendirme üç aşamadan meydana gelmektedir. Bunlar programın alan uzmanlarınca değerlendirilmesi, birebir değerlendirme ve pilot değerlendirmedir. Uzman değerlendirmesi, programın uygulanabilirliği hakkında uzman görüşüne başvurulmasıdır. Bu uzmanlar, çalgı eğitimcileri, online eğitim uzmanları, öğretim tasarımcıları, bilgisayar ve öğretim teknolojileri uzmanları, materyal tasarımcıları ve ölçme-değerlendirme uzmanlarıdır. Uzmanların ortak görüşleri doğrultusuna program yeniden şekillendirilir. Uzmanlar, öğretim programını şu açılardan değerlendirmektedirler:

- Ünite, konu, hedefler ve kazanımlar,
- Öğretim materyalleri,
- Öğretme-öğrenme etkinlikleri,
- Online eğitim ilkeleri,
- Kullanılacak teknolojiler,
- Ölçme ve değerlendirme.

Yukarıda sıralanan maddeler ışığında değerlendirme işlemine alınan çalgı öğretim programı daha sonra birebir değerlendirme işlemine tabi tutulmalıdır.

“Hedef kitleyi temsil eden üç ya da daha fazla öğrenci ile bire bir etkileşimde bulunarak, geliştirilen programın aksayan yönleri ve öğrencilerin ilk reaksiyonları hakkında bilgiler toplanır. Her bir öğrenciden elde edilen bilgilere dayalı olarak öğretim materyallerinde gerekli değişiklikler yapılır. Birebir değerlendirmeden sonra pilot değerlendirme aşamasına geçilir. Hedef kitleyi temsil eden 8-20 arası öğrenci ile öğretim yapılarak, öğretim süreci, materyaller, ölçme araçları gibi program içeriği öğrencilerle birlikte değerlendirilir.

Dönütlere göre gerekli değişiklikler yapılarak, eğer gerekirse tekrar pilot uygulama yapılabilir” (Yalın, 2009: 213).

Sürecin değerlendirilmesi, çalgı derslerinin sağlıklı işleyip işlemediğini görmek açısından önemli görülmektedir. Bu değerlendirme, öğretmene geribildirim sağlayarak, tespit edilen aksaklıkların giderilmesine imkân verir. Süreç değerlendirme, eğitim sürecinin kontrol mekanizması olarak da nitelendirilebilir. Öğretim programın aksaklıklardan arındırılıp geliştirilerek hedeflerine uygun şekilde yürütülmesini sağlar.

Ürün Değerlendirme

Ürün değerlendirme (summative assessment), süreç sonunda öğrencide meydana gelen davranış değişikliğinin gözlenmesi ve karar verilmesi işlemidir. Ertürk (1972: 113) ürün değerlendirmeyi toplam değerlendirme olarak isimlendirmiştir. Ürün değerlendirme, dönem sonunda öğrencilerin performansı hakkında bir yargıda bulunmaktır (Gelbal, 2013: 12). Bu değerlendirmede, öğrenci başansının etkili ve hatasız olarak belirlenmesinde göz önüne alınması gereken bazı ölçütler İşman (2011: 506) tarafından şöyle sıralanmıştır:

- Derse katılım,
- Sınav sonuçları,
- Dönem boyunca teslim edilen ödevler,
- Sınıf içindeki başarı durumu
- Öğrencinin giriş davranışları
- Dersin hedefleri ve kazanımları.

Online çalgı eğitiminde ürün değerlendirmesi yapılacaksa öğrencinin eğitim sürecinin başından itibaren tüm gelişimi değerlendirmeye alınır. Öğrencinin hazırbulunuşluk seviyesi göz önüne alınır. Süreç sonunda öğrencinin eğitimin başındaki seviyeye göre nasıl bir gelişim gösterdiği değerlendirilir. Bunun yanında süreç boyunca ders içindeki durumu, derse katılımı, görevlerini yerine getirip getirmediği, çalgısındaki gelişimi ve bireysel performansı değerlendirmede dikkat edilmesi gereken önemli noktalar.

Performans Değerlendirme

Bilişsel alana giren beceriler; yazılı sınav, çoktan seçmeli testler, eşleştirme gibi çok çeşitli ölçme yöntemleri kullanılarak değerlendirilebilmektedir. Ancak çalgı eğitimi el ve kol koordinasyonu başta olmak üzere pek çok psiko-motor beceriyi içerdiği için öğrenciler, performansa dayalı sınavlar yoluyla değerlendirilmektedir. Öğrenci performansı, entonasyon, müzikalite, sağ el tekniği, sol el tekniği, yorumlama becerisi, etüt/eser düzeyi gibi pek çok açıdan değerlendirilmektedir.

Performansa dayalı durum belirlemede öğrencinin bazen; şarkı söylemek, piyano çalmak gibi sunuşları yapması ya da bir takım jimnastik hareketleri göstermesi gerekirken, bazen bir soruna çözüm önermek ya da bir proje tasarlamak gibi yazılı ürünler hazırlamaları gerekmektedir (McMillan, 2007: 72). Dolayısıyla performans değerlendirme, tüm değerlendirme türleri arasında online çalgı eğitiminin değerlendirilmesi amacıyla kullanılacak en uygun uygulamalardan biri olarak karşımıza çıkmaktadır. Bu değerlendirme türünde, öğrencinin psiko-motor becerisini sergileyeceği bir videoya ya da çeşitli görüntülü görüşme araçları kullanılarak senkron bir görüşme yapılmasına ihtiyaç duyulacaktır. Değerlendirme kriterleri ve öğrencinin

çalışmalarını ne şekilde sunacağı değerlendirilmenin planlama aşamasında belirlenmiş olmalıdır. Online çalgı öğretiminde performans değerlendirmede çeşitli araçlardan yararlanılabilir.

“Uçan (2005: 100) çalgı eğitiminde performans değerlendirmede kullanılabilecek araçları şu şekilde gruplandırmıştır:

1. Çeteleme ölçekli araçlar: Gözlenecek davranışların olup olmadığını belirleyen araçlardır.
2. Dereceleme ölçekli araçlar: Gözlenecek davranışların zorluk derecelerinin belirlenerek her bir derecenin betimleyici ifadelerle gösterildiği araçlardır.
3. Hem çeteleme hem dereceleme ölçekli araçlar: Hem gözlenecek davranışların varlığını ya da yokluğunun hem de varlığı halinde yetkinlik derecesini belirleyen ölçme araçlarıdır” (Akt: Güdek ve Öztürk, 2016: 1155).

Yüz yüze yapılan sınavlarda öğretmen, öğrenciyi yakından görebilir ve dinleyerek değerlendirme yapmaktadır. Ancak online eğitim yoluyla yapılan çalgı öğretiminde senkron ve asenkron yöntemler kullanılarak ölçme ve değerlendirme işlemleri yapılabilmektedir. Çalgı eğitimi el ve kol başta olmak üzere pek çok bileşenin aktif olarak görev aldığı becerileri içermektedir. Bilişsel alana giren beceriler yazılı sınav, sözlü sınav, çoktan seçmeli testler, eşleştirme, gibi çok çeşitli ölçme yöntemleriyle psiko-motor beceriler ise performansa dayalı sınavlar-süreçler yoluyla öğrenciler değerlendirilebilmektedir. Değerlendirme formu, geçerliği ve güvenilirliği ispatlanmış ölçekler ya da ölçekli araçlar yoluyla değerlendirme yapılabilir.

Elektronik Portfolyo (E-portfolyo)

Online çalgı eğitiminde değerlendirme yapabilmek için tercih edilebilecek diğer bir yöntem ise elektronik portfolyodur. “Amerikan Ulusal Eğitim Derneği, portfolyoyu belirli bir süreç içinde öğrencilerin göstermiş oldukları çaba ve ilerleme ile gelmiş oldukları başarı düzeyini yansıtan ürünlerden oluşan çalışma koleksiyonu olarak tanımlamıştır” (İşman, 2011:534).

“Portfolyo sözcüğü Latince kökenlidir. Portare (taşımak) ve foglio (kâğıt sayfası) kelimelerinin birleşmesinden meydana gelmiştir” (Sharp, 1997: 273). Portfolyonun yararları şunlardır:

- Çalışmaların değerlendirilmesi amacıyla sistemli bir şekilde bir araya getirilmesi,
- Öğrencilerin gelişim grafiğinin sistemli ve düzenli bir şekilde izlenebilmesi,
- Öğrencilerin yaptıkları akademik çalışmalarını koruma yönündeki doğal eğilimlerin öne çıkarılması.
- Öğrencinin, yapmış olduğu çalışmalara dilediği zaman ulaşabilmesi
- Öğrencinin portfolyodaki çalışmalarına bakarak kendi gelişim süreci hakkında fikir edinebilmesi olarak sıralanabilir. (Demirel ve Altun, 2017: 110).

Öncelikle e-grafik tasarımı, mimarlık, pazarlama gibi alanlarda düzey belirlemeye yönelik değerlendirme aracı olarak kullanılan e-portfolyolar son zamanlarda online eğitimde biçimlendirme/yetiştirme amacına yönelik değerlendirmelerde kullanılmaya başlanmıştır (Simonson, Smaldino, Albright ve Zvacek, 2012: 273). “E-portfolyo öğrencinin öğrenme süreci içerisinde performansının ve başarısının kaydedilmesine olanak sağlar. Başka bir deyişle portfolyo öğrenme çıktıları ya da öğrenme hedefleri doğrultusunda öğrenmenin ve gelişimin kanıtlarını sunan araçtır” (İşman, 2011: 536). Gürol ve Demirli (2006: 786) ise e-portfolyonun çalışma performansını arttırdığını,

öğrencinin öğrenmede sorumluluk alma isteğini ve motivasyonu arttırdığını bildirmişlerdir. E-portfolyo sayesinde öğrencinin çalgısında geldiği son durum ile birlikte gelişim süreci de açık biçimde görülebilmektedir. Öğrencinin çaldığı gam/etüt/eserlerde zamanla ne gibi bir gelişim gösterdiği, süreç boyunca karşılaştığı problemlerle nasıl baş ettiği, çalgısındaki ilerleme hızı gibi pek çok veri e-portfolyo sayesinde elde edilebilmektedir. “E-portfolyo oluşturma sürecini gösteren bir Gantt diyagramı hazırlanır. Bu diyagramda hangi tarihlerde ve ne kadar süre ile materyallerin toplanacağı, güncelleneceği, değerlendirilmesinin ne zaman başlayacağı ve sona ereceği gibi bilgiler bulunur” (Demirel ve Altun, 217: 187-188).

Online çalgı eğitiminin değerlendirilmesinde e-portfolyo kullanılacaksa bu dosyada nelerin bulunması gerektiği önceden belirlenmiş olmalıdır. Dosya içerisinde öğrencinin süreç başından sonuna kadar çaldığı tüm gam, etüt ve eserlerin olup olmayacağına, olmayacaksa hangi çalışmaların dosyaya dâhil edileceğine yani içeriğin nelerden oluşacağına önceden karar verilmiş olmalıdır. Ayrıca e-portfolyonun hangi kriterlere göre değerlendirileceği de belirlenmiş olmalıdır. Diğer değerlendirme türlerinden daha uzun bir zaman gerektirmesi e-portfolyonun sınırlılığı olarak karşımıza çıkmaktadır.

Öz Değerlendirme

Öz değerlendirme öğrencinin kendi kendini değerlendirmesidir. Eğitimin sonunda öğrencinin kendi başarısı hakkında bir yargıda bulunması işidir. Öz değerlendirmede öğrenci, güçlü ve zayıf yönlerini, kendi eksikliklerini ve sürecin aksamasına sebep olan faktörleri tespit ederek daha sonraki süreçlerde nelere dikkat etmesi gerektiğini fark edebilir ve çalışmalarını buna göre şekillendirebilir. Mistar (2011) öğrencilerin planlama, uygulama, izleme ve değerlendirmede daha fazla sorumluluk almasını desteklediği için öz değerlendirmenin eğitimciler tarafından savunulduğunu ifade etmiştir. Öz değerlendirme, öğrencinin kendi bilişsel süreçlerine, ortaya koyduğu ürünlere ve kullandığı stratejilere dayalı olmasından dolayı bilişüstü bir etkinliktir (Eslinger, 2004: 20'den akt: Cihanoğlu, 2008: 33).

Öz değerlendirmenin avantajları aşağıda sıralanmaktadır:

- Öğrencilerin değerlendirme sürecine aktif katılımını sağlar.
- Öğrencilerin hedef koyma ve zaman yönetimi becerilerini geliştirir.
- Öğrencilerin önceden belirlenmiş olan değerlendirme ölçütlerinden haberdar olmalarını sağlar.
- Öğrencilerin hızlı bir şekilde dönüt alabilmelerini sağlar.
- Öğrencilerin kendi kendilerini değerlendirme becerisini geliştirir (Dungan ve Mundhenk; 2006'dan akt: Algan, 2015: 16).

Öz değerlendirmede öğrenciler değerlendirme kriterleri ve nelerin değerlendirme kapsamında olduğu hakkında önceden bilgilendirilmelidir. Öz değerlendirmede, değerlendirmeye alınacak konuların ve kriterlerin bulunduğu formlar, listeler ya da çizelgelerden yararlanılabilir. Bu araçlarda yer alacak olan maddelerin hem sürece hem de süreç sonundaki duruma dayalı olması daha kapsamlı bir değerlendirilmeye imkân tanıyacaktır.

Akran Değerlendirme

Akran değerlendirme, öğrencinin aynı düzeydeki öğrencilerin çalışmalarını, güçlü ve zayıf yönlerini, başarı durumunu değerlendirdiği bir uygulamadır (Topping, Smith,

Swanson ve Eliot, 200: 150). Burada öğrenci kendini diğer arkadaşlarının gözünden görür. Kendisinin fark edemediği ancak sınıf arkadaşlarının dikkatini çeken ayrıntıları görme fırsatı bulur. Kendisi de sınıf arkadaşlarının başarı durumları ve ortaya çıkardıkları öğrenme ürünleri hakkında yorum yapma fırsatı bulur.

“Akran değerlendirme, hem biçimlendirme hem de düzey belirleme amaçlı değerlendirme etkinlikleri içerisinde yer almaktadır. Akran değerlendirme yükseköğretimde daha çok biçimlendirmeye yönelik değerlendirme aracı olarak öne çıkmakta iken, kitlesel açık çevrimiçi derslerle birlikte düzey belirleme amaçlı olarak kullanımı da yaygınlaşmaya başlamıştır”(Ashton ve Davies, 2015’ten akt: Baran, 2020: 33).

Ballantyne, Hughes ve Mylonas’a (2002: 428) göre akran değerlendirme, derse aktif katılımı arttıran, sorumluluk duygusunu geliştiren, eleştirel düşünme becerisine ve öz yeterliğe olumlu katkıları olan bir kavramdır (Akt: Cihanoğlu, 2008: 10). Online eğitimin yürütüldüğü sistemlerde, mesajlaşma, video konferans, chat odaları gibi sosyal iletişim araçları da bulunmaktadır. Online çalgı eğitiminde bu iletişim araçları kullanılarak akran değerlendirme yapılabilir. Davies (2002: 308-309) akran değerlendirme ve öz değerlendirmenin bir arada kullanılmasının daha iyi bir yöntem olduğunu ve elde edilen sonuçların daha güvenilir olacağını ifade etmiştir.

Sonuç ve Öneriler

Yüz yüze eğitim ile online eğitim arasında uygulama farklılıkları olduğundan değerlendirme biçimleri de birbirinden farklıdır. Yüz yüze çalgı eğitiminde dersin içeriğine göre tek bir değerlendirme yöntemi yeterli olabilirken online çalgı eğitiminde hem eğitim-öğretim süreci hem de değerlendirme süreci farklı yöntemlerle gerçekleştirilebilmektedir. Yüz yüze eğitimde, sınıf ortamında öğretmen öğrenciyi doğrudan gözlemleyebilmektedir. Değerlendirme yapmak amacıyla veri toplama işlemi online eğitime göre daha sade olabilmektedir. Ancak online çalgı eğitiminde, öğrenciyi eğitimi süresince ve süreç sonunda gözlemleyebilecek başta ses ve video dosyası olmak üzere birden fazla dosyaya ihtiyaç duyulmaktadır. Bu nedenlerle online eğitimdeki değerlendirme yüz yüze eğitimdeki değerlendirmeye göre daha kapsamlı ve karışık bir dizi uygulamayı gerektirmektedir. Alanyazında konu ile ilgili çalışmalar analiz edilmiş ve araştırmanın sonuçlarına yönelik öneriler aşağıda maddeler halinde sıralanmıştır:

- Online çalgı eğitiminin değerlendirilmesi yalnızca sonuç odaklı değil; hem süreç hem de sonuç odaklı bütüncül bir yaklaşımla yapılmalıdır.
- Online çalgı eğitiminde yüz yüze etkileşim mümkün olmadığı için, değerlendirme aşamasında uygun değerlendirme araçları kullanılmalıdır.
- Eğitimin başında öğrencileri tanımak ve hazırbulunmuşluk seviyelerini belirleyebilmek amacıyla tanıma ve yerleştirme amaçlı değerlendirme yapılmalıdır. Bu değerlendirme öğretimin programının şekillendirilmesinde ve kullanılacak yöntem ve tekniklerin belirlenmesinde etkili olduğu gibi öğrenci merkezli eğitimin ilkelerine de uygun bir aşamadır.
- Online çalgı eğitiminde değerlendirme aşamasının da planlanması gereklidir. Neyin değerlendirme işlemine alınacağı, ne zaman ve hangi değerlendirme uygulamalarının yapılacağı, hangi kazanımların değerlendirileceği ve ağırlıklarının ne olacağı planlama aşamasında belirlenmelidir.
- Öğretme-öğrenme faaliyetlerinin kontrol altında yürüdüğünden emin olmak için sürekli bir değerlendirmeye ihtiyaç duyulmaktadır. Online çalgı derslerinin sağlıklı

ve verimli sürüp sürmediğini belirlemek amacıyla süreç değerlendirme yapılmalıdır. Programın aksayan yönleri tespit edilerek gerekli düzenlemeler yapılmalıdır.

- Süreç sonunda ürün değerlendirme yapılmalıdır. Bu değerlendirmede öğrencinin çalgısında geldiği düzey ile birlikte, sürecin başındaki hazırbulunuşluk seviyesi, süreç içerisindeki gelişimi, derse katılımı, ödevlerini yerine getirip getirmediği de değerlendirilmelidir.
- Online çalgı eğitiminin değerlendirilmesinde e-portfolyodan faydalanılabilir. E-portfolyo öz-değerlendirme imkânı sağladığı için öğrenci çalgısında nasıl gelişme gösterdiğini net bir şekilde görülebilir.
- Online çalgı eğitiminde akran değerlendirme ve öz değerlendirme yöntemlerinden faydalanılabilir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%50), 2. Yazar (%50) Veri Toplanması: 1. Yazar (%50), 2. Yazar (%50) Veri Analizi: 1. Yazar (%50), 2. Yazar (%50) Makalenin Yazımı: 1. Yazar (%50), 2. Yazar (%50) Makale Gönderimi ve Revizyonu: 1. Yazar (%50), 2. Yazar (%50)

Peer-Review	Double anonymized - Two External
Ethical Statement	* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%50), 2. Author (%50) Data Acquisition: 1. Author (%50), 2. Author (%50) Data Analysis: 1. Author (%50), 2. Author (%50) Writing up: 1. Author (%50), 2. Author (%50) Submission and Revision: 1. Author (%50), 2. Author (%50)

Kaynakça / References

- Akbal, H. ve Akbal, H. İ. (2020). Covid-19 Pandemi sürecinde uzaktan eğitim ile ilgili yaşanan sorunların öğrenci bakış açısına göre ahp yöntemi ile incelenmesi. *Bartın Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 11(22), 533-546. <https://dergipark.org.tr/tr/download/article-file/1293986>
- Algan, E. (2015). *Yükseköğretim öğrencilerinin değerlendirme tercihlerine ilişkin yapısal modellerin incelenmesi: Türkiye ve Amerika Birleşik Devletleri örneği*. (Yayımlanmamış Doktora Tezi). Ankara Üniversitesi.
- Ashton, S. ve Davies, R.S. (2015). Using scaffolded rubrics to improve peer assessment in a MOOC writing course. *Distance Education*, 36(3), 312-334. <https://www.tandfonline.com/doi/full/10.1080/01587919.2015.1081733>
- Avcı, F. ve Akdeniz, E. C. (2021). Koronavirüs (covid-19) salgını ve uzaktan eğitim sürecinde karşılaşılan sorunlar konusunda öğretmenlerin değerlendirmeleri. *Uluslararası Sosyal Bilimler ve Eğitim Dergisi*, 3(4), 117-154. <https://dergipark.org.tr/tr/download/article-file/1442067>
- Ballantyne, R., Hughes, K. ve Mylonas, A. (2002). Developing procedures for implementing peer assessment in large classes using an action research process. *Assessment and Evaluation in Higher Education*, 27(5), 427-441. <https://www.tandfonline.com/doi/abs/10.1080/0260293022000009302?journalCode=caeh20>
- Baran, H. (2020). Açık ve uzaktan eğitimde ölçme ve değerlendirme. *Açıköğretim Uygulamaları ve Araştırmaları Dergisi*, 6 (1), 28-40. <https://dergipark.org.tr/en/download/article-file/1179572>
- Bozkurt, A. (2020). Koronavirüs (Covid-19) pandemi süreci ve pandemi sonrası dünyada eğitime yönelik değerlendirmeler: Yeni normal ve yeni eğitim paradigması. *Açıköğretim Uygulamaları ve Araştırmaları Dergisi*, 6(3), 112-142. <https://dergipark.org.tr/en/download/article-file/1215818>
- Burge, E. J. ve Frewin, C. C. (1989). Self-directed learning in distance learning. *In Lifelong Education for Adults*, Pergamon, 260-262. <https://www.sciencedirect.com/science/article/pii/B9780080308517500837>
- Can, E. (2020). Koronavirüs (Covid-19) pandemisi ve pedagojik yansımaları: Türkiye’de açık ve uzaktan eğitim uygulamaları. *Açıköğretim Uygulamaları ve Araştırmaları Dergisi*, 6(2), 11-53. <https://earsiv.anadolu.edu.tr/xmlui/handle/11421/24989>
- Cansız Aktaş, M. (2014). Kuramdan Uygulamaya Eğitimde Bilimsel Araştırma Yöntemleri. (Ed: M. Metin). *Nitel Veri Toplama Araçları* (s. 337-371), Ankara: Pegem Akademi.
- Cihanoğlu, M. O. (2008). Alternatif değerlendirme yaklaşımlarından öz ve akran değerlendirmenin işbirlikli öğrenme ortamlarında akademik başarı, tutum ve kalıcılığa etkileri. (Yayımlanmamış Doktora Tezi). Dokuz Eylül Üniversitesi.

- Davies, P. (2002). Using student reflective self assessment for awarding degree classifications. *Innovations in education and teaching international*, 39(4): 307-318. <https://www.tandfonline.com/doi/abs/10.1080/13558000210161034>
- Demir, F. ve Özdaş, F. (2020). Covid-19 sürecindeki uzaktan eğitime ilişkin öğretmen görüşlerinin incelenmesi. *Millî Eğitim Dergisi*, 49(1), 273-292. <https://dergipark.org.tr/tr/pub/milliegitim/issue/58895/775620>
- Demirel, Ö. ve Altun, E. (2017). *Öğretim teknolojileri ve materyal tasarımı*. Pegem Akademi Yayıncılık.
- Dhawan, S. (2020). Online learning: a panacea in the time of COVID-19 crisis. *Journal of Educational Technology Systems*, 49(1), 5-22. <https://journals.sagepub.com/doi/full/10.1177/0047239520934018>
- Dirr, P. J. (1987). *Critical questions in the evaluation of distance education*. In Third Annual Conference on Teaching at a Distance, Madison, WI.
- Duman, S. N. (2020). Salgın döneminde gerçekleştirilen uzaktan eğitim sürecinin değerlendirilmesi. *Millî Eğitim Dergisi* 49(1), 95-112. <https://dergipark.org.tr/tr/download/article-file/1200448>
- Ellington, H. (1997). *Making effective use of peer and self assessment*. The Robert Gordon University.
- Erhan Ç. E. ve Gümüş, Ş. (2020). Küresel salgın sonrasında yükseköğretimde fırsatlar ve riskler: üniversitelerin geleceği. *Küresel Salgının Anatomisi: İnsan ve Toplumun Geleceği*, 181-193. https://www.tuba.gov.tr/files/yayinlar/bilim-ve-dusun/TUBA-978-605-2249-46-8_Ch9.pdf
- Eslinger, M. E. (2004). *Student Self-Assessment In An Interactive Learning Environment: Technological Tools For Scaffolding And Understanding SelfAssessment Practices*. (Unpublished Doctoral Thesis). Berkeley: University Of California.
- Gelbal, S. (2013). *Ölçme ve değerlendirme*. Eskişehir: Açıköğretim Fakültesi Yayını, No: 1802.
- Güdek, B. ve Öztürk, D. (2016). Viyolonsel öğretiminde öz değerlendirme uygulamalarının öğrencilerin performansına ve tutumlarına etkisi. *Turkish Studies*, 11(3). https://turkishstudies.net/turkishstudies?mod=makale_tr_ozet&makale_id=19207
- Gürol, M. ve Demirli, C. (2006). *E-portfolio sürecinde öğrenci motivasyonu*. 6th International Educational Technology Conference, 19-21 April 2006, 775-786.
- Hew, K. F., Liu, S., Martinez, R., Bonk, C. ve Lee, J. Y. (2004). Online education evaluation: what should we evaluate? *Association for Educational Communications and Technology*, 243-246. <https://files.eric.ed.gov/fulltext/ED485142.pdf>
- Holmberg, B. (1987). The development of distance education research. *American Journal Of Distance Education*, 1(3), 16-23. <https://www.learntechlib.org/p/139179/>.
- Hotaman, D. (2020). Online eğitimin başarısı açısından biçimlendirici değerlendirmenin önemi. *Uluslararası Sosyal Araştırmalar Dergisi*, 13(73), 729-738. <https://www.sosyalarastirmalar.com/articles/onlne-etmn-baarisi-aisindan-bmlendrc->

deerlendirmen-nem-the-importance-of-formative-evaluation-for-success-of-online-educ.pdf

İşman, A. (2011). *Uzaktan Eğitim (4. Sınıf)*. Pegem Akademi Yayıncılık.

Karadağ, E. ve Yücel, C. (2020). Yeni tip koronavirüs pandemisi döneminde üniversitelerde uzaktan eğitim: lisans öğrencileri kapsamında bir değerlendirme çalışması. *Yükseköğretim Dergisi*, 10(2), 181-192. <https://dergipark.org.tr/tr/download/article-file/1276119>

Kavuk, E. ve Demirtaş, H.(2021). COVID-19 Pandemisi sürecinde öğretmenlerin uzaktan eğitimde yaşadığı zorluklar. *E-International Journal of Pedandragogy*, 1(1), 55-73. <https://trdoi.org/10.27579808/e-ijpa.20>.

Kaya, S. (2020). *Zorunlu Uzaktan Eğitimde Karşılaşılan Sorunlar: Öğretim Elemanı Ve Öğrenci Görüşleri*. EJER Congress 2020 Bildiri Özetleri Kitabı, 135-137.

Kırtak Ad, V. N. (2020). Fizik Öğretmen Adaylarının Uzaktan Eğitime Dair Görüşleri. *Eğitim ve Teknoloji*, 2(2) 78-90. <https://dergipark.org.tr/tr/download/article-file/1252463>

Kutlu, Ö., Doğan, C. D. ve Karakaya, İ. (2017). *Ölçme ve değerlendirme*. Pegem Akademi Yayıncılık.

McMillan, T. E. (2007). The relative influence of urban form on a child's travel mode to school. *Transportation Research Part A: Policy and Practice*, 41(1). 69-79. <https://www.sciencedirect.com/science/article/abs/pii/S0965856406000620>

MEB (2017). *Ortaöğretim kurumları biyoloji dersi öğretim programı (9-12. sınıflar)*. Ankara: MEB Yayınları.

Mistar, J. (2011). A study of the validity and reliability of self-assessment. *Teflin Journal*, 22(1), 45-58. <https://core.ac.uk/reader/233167910>

Özdoğan, A. Ç. ve Berkant, H. G. (2000). Covid-19 pandemi dönemindeki uzaktan eğitime ilişkin paydaş görüşlerinin incelenmesi. *Millî Eğitim Dergisi*, 49(1), 13-43. <https://dergipark.org.tr/tr/download/article-file/1265175>

Öztürk, R. (2020). "COVID-19: pathogenesis, genetic polymorphism, clinical features and laboratory findings". *Turkish Journal of Medical Sciences*, 50(9), 638-657. <https://pubmed.ncbi.nlm.nih.gov/32512673/>

Sarı, T. ve Nayır, F. (2020). Pandemi dönemi eğitim: sorunlar ve fırsatlar. *Turkish Studies*, 15(4), 959-975. https://turkishstudies.net/turkishstudies?mod=makale_tr_ozet&makale_id=44335

Sarıbaş, M. ve Meydan, A. (2020). Coğrafya bölümü öğrencilerinin çevrimiçi öğrenmeye karşı tutumları. *Türk Coğrafya Dergisi*, 76, 95-106. <https://dergipark.org.tr/tr/download/article-file/1347622>

Sayan, H. (2020). *Covid-19 pandemisi sürecinde öğretim elemanlarının uzaktan eğitime ilişkin görüşlerinin değerlendirilmesi*. Bilişim Teknolojileri Online Dergisi, (11)42, 100-121. <https://dergipark.org.tr/tr/download/article-file/1240294>

Sharp, J. E. (1997). *Using portfolios in the classroom. in frontiers in education conference. 27th Annual Conference. Teaching and Learning in an Era of Change. Proceedings, 1, 272-279.*

Simonson, M. Smaldino, S. Albright, M. V. ve Zvacek, S. (2012). *Teaching and learning at a distance: Foundations of distance education (3. Baskı).* New Jersey: Prentice Hall.

Taşdemir, M. (1997). *Birleştirilmiş sınıflarda öğretim.* Ankara Üniversitesi Yayınları.

Taşkın, G. ve Aksoy, G. (2021). Uzaktan eğitim hakkında öğretmen görüşleri, *Buca Eğitim Fakültesi Dergisi*, 52, 622-647. <https://dergipark.org.tr/en/download/articlefile/1877427#:~:text=Elde%20edilen%20bulgulara%20g%C3%B6re%20%C3%B6%C4%9Fretmenler,sosyalle%C5%9Fme%20bak%C4%B1mdan%20zarar%20verdi%C4%9Fi%20g%C3%B6r%C3%BC%C5%9F%C3%BCndedir.>

Topalak, Ş. (2021). Müzik öğretmenlerinin bakış açısından pandemi döneminde online eğitim. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 17 (2), 291-308. <https://dergipark.org.tr/tr/download/article-file/1762988>

Topping, K. J., Smith, E. F., Swanson, I. ve Elliot, A. (2000). Formative peer assessment of academic writing between postgraduate students. *Assessment and Evaluation in Higher Education*, 25(2), 149-169. <https://www.tandfonline.com/doi/abs/10.1080/713611428>

Turgut, M.F. (1983). *Program değerlendirme. Cumhuriyet döneminde eğitim.* İstanbul: Milli Eğitim Basımevi.

Turgut, M. F. ve Baykul, Y. (2019). *Eğitimde ölçme ve değerlendirme (9. baskı).* Ankara: Pegem A yayıncılık.

Uçan, A. (2005). *Müzik eğitimi temel kavramlar-ilkeler-yaklaşımlar ve Türkiye'deki durum.* Ankara: Evrensel Müzikevi.

Yalın, H. İ. (2009). *Öğretim teknolojileri ve materyal geliştirme. (30. basım).* Nobel Akademik Yayıncılık.

Yamamoto Telli, G. ve Altun, D. (2020). Coronavirüs ve çevrimiçi (online) eğitimin önlenemeyen yükselişi. *Üniversite Araştırmaları Dergisi*, 3(1), 25-34. <https://dergipark.org.tr/en/download/article-file/1051865>

Yıldırım, A. ve Şimşek, H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri (8. baskı).* Ankara: Seçkin Yayıncılık.

Zan, N. ve Zan, B. U. (2020). Koronavirüs ile acil durumda eğitim: Türkiye'nin farklı bölgelerinden uzaktan eğitim sistemine dahil olan edebiyat fakültesi öğrencilerine genel bakış. *Turkish Studies*, 1367-1394. https://turkishstudies.net/turkishstudies?mod=makale_tr_ozet&makale_id=44365



Inhaltanalyse der Nachrichten über die Deutsche Sprache in Türkischen Zeitungen

Ayşe ARSLAN ÇAVUŐOĐLU¹

Abstract

Ziel dieser Studie ist es, die in den türkischen Zeitungen zwischen dem Zeitraum 2017 und 2021 publizierten Nachrichten, welche sich auf die deutsche Sprache (german- news stories) fokussieren, zu untersuchen. Das Interesse an diesem Thema rührt von der Bedeutung der türkisch-deutschen Beziehungen und der Darstellung der deutschen Sprache in den Medien her. Um die Untersuchung durchzuführen, wurden zunächst zehn türkische Zeitungen mithilfe von zweckmäßigen Stichprobenverfahren ausgewählt. Nach einem Eliminierungsprozess blieben sieben Zeitungen übrig, die für die Analyse herangezogen wurden. Zur Datenerhebung wurden die elektronischen Archive dieser Zeitungen genutzt, wobei das Schlüsselwort „Deutsch bzw. deutsche Sprache“ verwendet wurde. Die gesammelten Daten wurden mit der Inhaltsanalysetechnik analysiert, um eine gründliche Untersuchung der Nachrichteninhalte zu ermöglichen. Bei der Analyse der Zeitungsartikel wurden vier Hauptvariablen betrachtet: die Zirkulation der deutschen Sprache nach Jahren, die Ressorts, in denen die Nachrichten veröffentlicht wurden, die inhaltliche Herangehensweise an die Nachrichtenmeldungen (positiv, negativ, neutral) und der Inhalt der Nachrichten selbst. Die Ergebnisse dieser Studie zeigen, dass die Anzahl der Nachrichten, die sich auf die deutsche Sprache in türkischen Zeitungen beziehen, im Laufe der Jahre zugenommen hat. Dies deutet darauf hin, dass das Interesse an der deutschen Sprache in der türkischen Gesellschaft gestiegen ist und dass die Medien eine wichtige Rolle bei der Berichterstattung über dieses Thema spielen. Die Erkenntnisse dieser Studie tragen dazu bei, das Verständnis für die Wahrnehmung und Darstellung der deutschen Sprache in der türkischen Presse zu erweitern. Darüber hinaus bieten sie eine Grundlage für weitere Untersuchungen zu den türkisch-deutschen Beziehungen und den Einflussfaktoren auf die Berichterstattung in den Medien.

Schlüsselwörter: Deutsche Sprache, Nachrichten, Deutsch-Türkische Beziehungen, Deutsche Sprache in Türkische Medien, türkische Gesellschaft

Arslan Çavuşođlu, A. (2023). Inhaltanalyse der Nachrichten über die Deutsche Sprache in Türkischen Zeitungen . Journal of the Human and Social Science Researches , 12 (3) , 1810-1828 . <https://doi.org/10.15869/itobiad.1308122>

Eingangsdatum	31.05.2023
Akzeptanzdatum	22.09.2023
Veröffentlichungsdatum	30.09.2023
* Dies ist ein Open-Access-Artikel unter der CC BY-NC-Lizenz.	

¹ Asst. Prof., Necmettin Erbakan Universität, Ahmet Keleşođlu Pädagogische Fakultät, Fachbereich für Deutsch als Fremdsprache, Konya, Türkiye, aysearslancavusoglu@gmail.com ORCID:0000-0001-9426-3722



Content Analysis of News about the German Language in Turkish Newspapers

Ayşe ARSLAN ÇAVUŞOĞLU¹

Abstract

This study aims to examine the news published in Turkish newspapers between 2017 and 2021, focusing on the German language (German news stories). The interest in this topic stems from the significance of Turkish-German relations and the portrayal of the German language in the media. Initially, ten Turkish newspapers were selected using purposeful sampling procedures to conduct the investigation. After an elimination process, seven newspapers remained for the analysis. The electronic archives of these newspapers were utilized for data collection, with the keyword "German or German language" being employed. The collected data were analysed using content analysis techniques to comprehensively examine the news content. Four main variables were considered during the analysis of newspaper articles: circulation over the years regarding the German language, newspaper sections where the news was published, the approach taken in the news reports (positive, negative, neutral), and the content of the news itself. The results of this study indicate that the number of news articles concerning the German language in Turkish newspapers has increased over the years. This suggests an elevated interest in the German language within Turkish society and emphasizes the significant role played by the media in reporting on this topic. The findings of this study contribute to expanding understanding of the perception and portrayal of the German language in the Turkish press. Additionally, they provide a foundation for further investigations into Turkish-German relations and the influencing factors on media coverage.

Keywords: German Language, News, German-Turkish Relations, German Language in Turkish Media, Turkish Society

Arslan Çavuşoğlu, A. (2023). Content Analysis of News about the German Language in Turkish Newspapers . Journal of the Human and Social Science Researches , 12 (3) , 1810-1828 . <https://doi.org/10.15869/itobiad.1308122>

Date of Submission	31.05.2023
Date of Acceptance	22.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Asst. Prof., Necmettin Erbakan University, Ahmet Keleşoğlu Faculty of Education, Department of German Language Teaching, Konya, Türkiye, aysearslançavusoglu@gmail.com, ORCID:0000-0001-9426-3722



2023, 12 (3), 1810-1828 | Araştırma Makalesi
Türk Gazetelerinde Alman Diline Dair Haberlerin

İçerik Analizi

Ayşe ARSLAN ÇAVUŞOĞLU¹

Öz

Bu çalışmanın amacı, Alman diliyle (Almanca ile) ilgili Türk gazetelerinde 2017-2021 dönemi arasında yayımlanan haberleri incelemektir. Bu çalışma ile Alman Dili üzerinden Türk-Alman ilişkilerinin öneminin medya aracılığı ile toplumdaki algısının ve Türk medyasında Alman dilinin nasıl tasvir edildiğinin ortaya konması hedeflenmiştir. Araştırmayı yürütmek için öncelikli örneklem kullanılarak on Türk gazetesi seçilmiştir. Bazı kriterler sonucunda eleme süreci gerçekleştirilmiş, analiz için yedi gazete kalmıştır. Bu gazetelerin elektronik arşivleri, "Almanca veya Alman dili" anahtar kelimesi kullanılarak veri toplama amacıyla kullanılmıştır. Toplanan veriler, haber içeriğinin kapsamlı bir şekilde incelenmesini sağlamak için içerik analizi tekniği ile analiz edilmiştir. Gazete makalelerinin analizi sırasında dört ana değişken dikkate alınmıştır: Alman diline ilişkin yıllara göre yayılım, haberlerin yayımlandığı gazete bölümleri, haber raporlarında benimsenen yaklaşım (pozitif, negatif, tarafsız) ve haberin içeriği. Bu çalışmanın sonuçları, Türk gazetelerinde Alman diliyle ilgili haberlerin sayısının yıllar içinde sistematik olmasa da arttığını göstermektedir. Bu, Türk toplumunda Alman diline olan artan ilgiyi işaret etmekte ve medyanın bu konuda raporlama yaparken oynadığı önemli rolü vurgulamaktadır. Bu çalışmanın bulguları, Alman dilinin Türk basınındaki algı ve tasvirinin anlaşılmasını genişletmeye katkıda bulunmaktadır. Ayrıca, Türk-Alman ilişkileri ve medya haberlerine etki eden faktörler üzerine daha fazla araştırma yapılabilmesi için zemin oluşturmaktadır.

Anahtar Kelimeler: Alman dili, Haberler, Türk-Alman ilişkileri, Türk medyasında Alman dili, Türk toplumu

Arslan Çavuşoğlu, A. (2023). Türk Gazetelerinde Alman Diline Dair Haberlerin İçerik Analizi . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1810-1828 . <https://doi.org/10.15869/itobiad.1308122>

Geliş Tarihi	31.05.2023
Kabul Tarihi	22.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, Necmettin Erbakan Üniversitesi, A. K. Eğitim Fakültesi, Alman Dili Eğitimi Anabilim Dalı, Konya, Türkiye, aysearslancavusoglu@gmail.com, ORCID:0000-0001-9426-3722

Einführung

Die Bedeutsamkeit der deutschen Sprache in der Türkei reicht viele Jahre zurück. Die Vergangenheit beider Länder, die vorrangig von dem Bündnis im ersten Weltkrieg und der Auswanderungsgeschichte der Türken nach Deutschland in den 1960ern geprägt ist, stärkte die Beziehung in positiver Hinsicht. Dadurch gewann die deutsche Sprache an Bekanntheit und Interesse in der Türkei.

Neben den geschichtlichen Hintergründen bewährt die deutsche Sprache in der Türkei ihre lange Tradition und Wichtigkeit durch heutige ökonomische, politische, kulturelle, akademische und wissenschaftliche Beziehungen (Akdoğan, 2003, s. 46). Nach den statistischen Erläuterungen von Karbi (2020) steht die Türkei auf Rang 16 von insgesamt 239 Handelspartnern und mehr als 4,5 Millionen deutsche Touristen besuchten die Türkei im Jahr 2018. Von den erhaltenen Daten von DAAD⁴ (2019) ausgehend kann man eindeutig ermitteln, dass sich die Zusammenarbeit zwischen Deutschland und der Türkei besonders im akademischen bzw. wissenschaftlichen Bereich auf interdisziplinärer Ebene im Vergleich zu den Vorjahren intensivieren (DAAD,2019).

Die Medien als Hauptbereich, der die Aufmerksamkeit von Entscheidungsträgern, Interessengruppen und der Öffentlichkeit auf sich zieht, lenken nicht nur die Aufmerksamkeit auf wissenschaftliche Widersprüche und Probleme, sondern prägen auch maßgeblich, wie politische Fragen im Zusammenhang mit Wissenschafts- und Technologiedebatten definiert, symbolisiert und letztendlich gelöst werden (Nisbet, Brossard und Kroepsch, 2003). Daher haben Medien eine wichtige Verantwortung bei der Berichterstattung über Neuigkeiten, der Festlegung der Agenda und der Reflexion der Agenda des Landes (Budak, 2015; McCombs, 2014). Während Medien durch die Auswirkungen sozialer und wirtschaftlicher Veränderungen neue Dimensionen gewonnen haben, behalten Zeitungen als Basis der Medien immer noch ihren Platz und ihre Bedeutung in der heutigen Kommunikationsumgebung (Orçin, 2013). Zeitungen sind soziale Einrichtungen mit vielfältigen Funktionen; sie informieren einerseits die Gesellschaft und lenken andererseits die Gesellschaft (Budak, 2015; Orçin, 2013). Das liegt daran, dass Journalisten nicht nur „Fakten“ oder „beide Seiten einer Geschichte“ berichten, sondern die Nachrichten der Gesellschaft in einem bestimmten „Rahmen“ präsentieren (Congrad und Markens, 2001). Dieser Effekt kann erreicht werden, indem Informationen auf bestimmte Weise „dargestellt“ oder „eingerahmt“ oder indem bestimmte Aspekte von Themen gegenüber anderen „betont“ werden. Daher ist es wichtig zu verstehen, wie deutsche Sprache von verschiedenen Medienorganisationen behandelt und wie sie als das Thema dargestellt wird.

Es ist eine allgemein anerkannte Tatsache, dass die Berichterstattung in den Medien einen erheblichen Einfluss auf das Wissen und die Meinung der Öffentlichkeit zu einem aufkommenden Thema ausübt und dass sie die Vorstellung prägt, dass Versuche, die öffentlichen Ansichten zu verstehen, unvollständig sind, ohne die Botschaften in den populären Medien angemessen zu berücksichtigen. (David,

⁴ DAAD: Deutscher Akademischer Austausch Dienst.

2011). Die vorliegende Studie untersucht, wie in bestimmten Zeitungen in der Türkei zwischen 2017 und 2021 über deutsche Sprache berichtet wurde. Dazu wurden Antworten auf folgende Fragen gesucht:

F1: Wie verteilen sich die Nachrichten von „Deutsch“ über die Jahre?

F2: Wie verändert sich die Verbreitung von „Deutsch“ nach Zeitungsressorts?

F3: Wie ändert sich die Verbreitung von „Deutsch“ entsprechend dem Inhalt der Nachrichten?

F4: Wie ist die generelle inhaltliche Herangehensweise an „Deutsch“?

Methode

Forschungsmodell für die vorliegende Forschung wurde die Dokumentenanalyse, die eine der qualitativen Forschungsmethoden ist, bevorzugt. Ziel dieses Forschungsdesigns ist es, unter vorher festgelegten Gesichtspunkten „bestimmte Themen, Inhalte, Aspekte aus dem Material herauszufiltern und zusammenzufassen“ (Mayring, 1988, s. 82; zitiert nach⁵). Die Dokumentenanalyse erfordert häufig einen speziellen analytischen Ansatz, der als Inhaltsanalyse bezeichnet wird (Marschall und Rossman, 1999). Die Inhaltsanalyse ist eine Technik, die eine indirekte Untersuchung des menschlichen Verhaltens ermöglicht, indem der Inhalt aller Arten von Kommunikation wie Büchern, Zeitungen, Kochbüchern, Liedern, politischen Reden, Anzeigen oder Bildern analysiert wird. Auf diese Weise können oft die bewussten und unbewussten Überzeugungen, Einstellungen, Werte und Vorstellungen einer Person oder Gruppe offengelegt werden (Fraenkel und Wallen, 2009). Die Dokumente, deren Inhalte in dieser Studie berücksichtigt werden, sind 7 nationale Zeitungen, die in der Türkei gedruckt und herausgegeben werden.

Stichprobe

Die Stichprobe dieser Studie wurde durch Kriterium-Stichprobe (criterion sampling) bestimmt, die eines der zweckmäßigen Stichprobenverfahren ist. Die Gruppe der bewussten Auswahlverfahren ist durch einen vorher festgelegten Auswahlplan und die darin definierten Auswahlkriterien charakterisiert (Kops, 1977, s. 96). Insofern wurden folgende Kriterien bei der Auswahl der im Rahmen dieser Recherche untersuchten Zeitungen zugrunde gelegt:

- **Zirkulation:** Vor Beginn der Untersuchung wurde die Auflage der Zeitungen in der Türkei untersucht [Siehe nach⁶] und die 10 auflagenstärksten Zeitungen der letzten fünf Jahre zur Analyse ausgewählt.
- **Elektronisches Archiv:** Nach dem ersten Kriterium wurde berücksichtigt, ob auf die Archive der 10 auflagenstärksten Zeitungen zwischen 2017 und 2021 zugegriffen werden konnte oder nicht. Gemäß diesem Kriterium wurden die Zeitungen (*Milliyet*, *Güneş* und *Takvim*), deren Archive aus verschiedenen Gründen nicht zugänglich oder begrenzt zugänglich waren, von der Untersuchung ausgeschlossen.

⁵(2008). Dokumentenanalyse. In: Übergewicht als Politikum?. VS Verlag für Sozialwissenschaften.
https://doi.org/10.1007/978-3-531-90976-9_3

⁶ <http://app.speedmedya.com/Report/ReportDetail?ReportCode=110> (Zugriffsdatum: 20.07.2022)

Die fokussierten Zeitungen wurden keinen Unterscheidungen nach Medienbesitz oder Ideologie unterzogen. Die Stichprobe der Studie wurde auf Basis der Zirkulation der oben genannten Zeitungen und ihrer Zugänglichkeit in elektronischen Archiven erstellt. Infolgedessen bildeten 7 nach diesen Kriterien ausgewählte Zeitungen die Stichprobe der zu untersuchenden Studie: *Sabah*, *Hürriyet*, *Sözcü*, *Posta*, *Habertürk*, *Türkiye*, *Yeni Şafak*.

Datenerhebung

Die elektronischen Archive der Zeitungen wurden zur Untersuchung der Nachrichten genutzt. Bestimmende Faktoren bei der Auswahl elektronischer Archive waren wie folgt:

- Obwohl einige Nachrichten nicht in den gedruckten Zeitungen enthalten sind, können sie auf den Websites in speziellen Kategorien platziert werden. Auf Websites können detailliertere Informationen gegeben werden als in gedruckten Zeitungen (Kamanlioğlu und Güzeloğlu, 2010)
- Das Internetarchiv der Zeitungen kann mehr detailliert sein.
- Die elektronischen Archive können Praktikabilität für die Erhebung und Analyse der Daten bieten (Taşdemir und Kuş, 2011).
- Auch dieser Ansatz ist für die Forscher zeit- und kostensparend.

Dabei wurden zunächst die Suchleisten auf den Webseiten der jeweiligen Zeitungen genutzt, um die betreffenden Nachrichten über die deutsche Sprache in den elektronischen Archiven der Zeitungen zu finden. Das Wort „Deutsch“ wurde mithilfe der Suchleiste gesucht, um alle Nachrichten einzuschließen und keine Nachrichten zu verpassen.

Die für diese Suche aufgelisteten Nachrichtenergebnisse auf der Webseite wurden dann eins nach dem anderen von der Forscherin untersucht und die folgenden Ergebnisse wurden manuell eliminiert, zumal sie nicht mit den Zwecken der Forschungsarbeit übereinstimmten:

- Nachrichten, die das Wort „deutsch“ enthielten, aber keinen Bezug auf die deutsche Sprache oder unsichere Inhalte hatten (16.200 Türken wurden deutsche Staatsbürger. 9 Juni 2020/*Sözcü*).
- Nachrichten, die das Wort „deutsch in Bezug auf die deutsche Sprache“ enthielten, die aber irrelevant für das Thema waren (Serpil Erfindik, Dozentin am Institut für deutsche Sprache und Literatur an der Dokuz-Eylül-Universität, wurde von Vedat Atık, von der sie sich nach dreijähriger Ehe scheiden ließ, an sechs Stellen erstochen. 6 Juni 2018/*Türkiye*).
- Nachrichten, in denen das Wort „Deutsch“ als Privatname, Firmenname oder Institut bzw. Name des Zentrums verwendet wurde (Der deutsche Automobilhersteller Mercedes-Benz hat ein neues Nutzfahrzeugkonzept vorgestellt, das neben Familien auch Hobbynutzer anspricht (11 Mai 2021/*Habertürk*)).

- Nachrichten, die über das Leben berühmter Personen berichteten und eine Aufzählung bekannter Sprachen beinhalteten (Fahriye Evcen ist in Deutschland geboren und aufgewachsen, spricht also Deutsch als Muttersprache. 29 September 2017 aus *Hürriyet*.)
- Nachrichten über Fremdsprachenprüfungen, die jedes Jahr in regelmäßigen Abständen in der Türkei stattfinden (Die YÖKDİL-Prüfung, die aus den Fachbereichen Naturwissenschaften, Gesundheitswissenschaften und Sozialwissenschaften besteht, wurde in deutscher, arabischer, französischer und englischer Sprache abgehalten 20 März 2018 aus *Hürriyet*)

Da solche Nachrichten mit der deutschen Sprache in der vorliegenden Forschung nichts zu tun haben, wurden sie aus der Studie ausgelassen. In dieser Arbeit wurden Nachrichten, die die Bedeutung der deutschen Sprache in den Vordergrund gestellt haben, ausgewertet.

Nach diesem Eliminierungsprozess wurden insgesamt 675 Nachrichtmeldungen in den Datenanalyseprozess aufgenommen.

Datenanalyse

Als Ergebnis des Datenerfassungsprozesses erhaltene Nachrichtmeldungen wurden gemäß der Verteilung der Nachrichtmeldungen nach Jahr, Zeitungsressort, Inhalt und Herangehensweise an den Inhalt analysiert.

Verteilung der Nachrichtmeldungen nach Jahren

Bei der Datenanalyse wurde zunächst die Verteilung der Nachrichtmeldungen nach Zeitungen und Jahrgängen untersucht. Die Daten interpretiert man als Häufigkeits- und Prozentwerte.

Verteilung der Nachrichten nach Zeitungsressort

Untersucht wurden die Ausschnitte der Zeitung, in denen die Nachrichten veröffentlicht wurden. Generell wurden die in allen Zeitungen gefundenen Ausschnitte als „lokal“, „Wirtschaft“, „Technik“, „Agenda“, „Gesundheit“, „Kultur“, „Europa“, „Kolumnisten“, „Erziehung“, „Leben“, „global“, „Wanderschaft“, „Politik“, „Magazin“, „Sport“ und „hochaktuelle Nachrichten“ differenziert. Eine zusätzliche Kategorie unter dem Begriff „Andere“ wurde von der Forscherin bei der Analyse festgelegt, worin Nachrichten, die in Abschnitten von Zeitungen enthalten sind, aber nicht in anderen Zeitungen vorkommen, und des Weiteren nicht näher bestimmte Videonachrichten ihren Platz finden. Die erhaltenen Daten wurden als Häufigkeit und Prozentwerte interpretiert.

Verteilung der Nachrichtmeldungen nach Inhalt

Codes wurden den Nachrichten entsprechend dem Zeitungsinhalt zugeteilt. Dann wurden Kategorien nach diesen Codes erstellt. Als Ergebnis dieses Prozesses wurden insgesamt 12 Kategorien und die zu diesen Kategorien gehörenden Codes erhalten, wie in Tabelle 1 angegeben. Die aus der Analyse erhaltenen Daten wurden als Häufigkeits- und Prozentwerte interpretiert.

Tabelle 1: Die Kategorien und Codes, die von den Nachrichteninhalten erstellt wurden

Kategorien	Codes
Buch, Filmpräsentation, Musik, Theaterspiel	Buch, Zeitschrift, veröffentlicht in Zeitschrift, Film, Spiel, Kritik, Theaterspiel, Buch, das in der deutschen Sprache verfasst sind, Lied, Rap, Musik
nationale und internationale Politik	Strategien, Politik
wissenschaftliche Projekte und Forschung	nationale und internationale Projekte wie Tübitak, Erasmus
Geschäft, Unternehmen, kommerzielle Anwendungen	Produktion, Verkauf, Kommerzialisierung, Firmen
soziale Wirkung	Auswirkungen auf das Leben
privates und öffentliches Budget, diverse Förderprogramme, und Organisationen	Budget, Investition, Förderung, Förderprogramm, Unterstützung des Ministeriums
Erziehungs- und Karrieresituationen	Ausbildung, Curriculum, Deutsch als Fremdsprache in den verschiedenen Abteilungen der Universitäten
Gesundheitswesen	Gesundheit, Medizin, Untersuchung,
nationale Sicherheit, Militär	Verteidigung, Militär, Sicherheit, Terror
wirtschaftliche Auswirkung	Einkommen, Beschäftigungsmöglichkeiten, Beschäftigung, wirtschaftliche Auswirkungen, Finanzen
Feiern und Preise	Preis, Essen, Feier, Fest, Konferenz
Kultur	alte Schrift usw., Informationen über ein deutsches Wort oder Redewendung oder deutsches Lebewesen

Verbreitung der Nachrichten durch die Herangehensweise an den Inhalt

Bei der Analyse der Nachrichten nach inhaltlicher Herangehensweise wurde der emotionale Ton der Nachrichten für den Leser untersucht und die Nachrichten entsprechend der Literatur als positiv, negativ oder neutral kodiert. Tunçel und seine Kollegen (2012) diskutierten den Ton der Nachrichten auf drei Arten: ein positiver Ton, der Nachrichten enthält, die akzeptieren, loben und bestätigen; ein negativer Ton, der Nachrichten enthält, die ablehnen, kritisieren und verneinen; und ein neutraler Ton, der alle anderen Nachrichten einschließt.

Pilotstudie

Vor der Analyse wurden insgesamt 20 Nachrichten über die deutsche Sprache in einer anderen Zeitung (eine, die nicht in der Studie enthalten ist) im Rahmen der Pilotstudie

von zwei Forschern unabhängig voneinander untersucht. Nach Abschluss des Codierungsprozesses wurden die von den Forschern erstellten Listen verglichen und die Punkte identifiziert, in denen Konsens oder Uneinigkeit bestand. Es wurden Diskussionen über Meinungsverschiedenheiten geführt, um einen Konsens zu erzielen. Der Intercoder-Zuverlässigkeitskoeffizient wurde dann unter Verwendung der Zuverlässigkeitsformel von Miles und Huberman (1994) [Zuverlässigkeit = $\frac{\text{Konsens}}{\text{Konsens} + \text{Konflikt}}$] mit 0,80 berechnet. Er ist nach Beseitigung der Meinungsverschiedenheiten um 0,95 gestiegen. Nach der Pilotstudie wurde die Hauptforschung von einem der beiden Forscher durchgeführt, die die Pilotstudie durchgeführt hatte.

Befunde

Befunde zur Verteilung der Nachrichten nach Jahren

Die Befunde zur Verbreitung der Nachrichten nach Jahren sind in Tabelle 2 dargestellt. Betrachtet man die Verteilung der Nachrichten nach Jahr, wie in Tabelle 2 angegeben, zeigt sich, dass es im Jahr 2017, 85 (12,5%), 2018, 78 (11,5%), 2019, 207 (31%), 2020, 129 (19%) 2021, 176 (26%) Nachrichten über die deutsche Sprache gab. Demnach wurden die Nachrichten über die deutsche Sprache 2019 am häufigsten, 2018 dagegen am seltensten in den türkischen Zeitungen veröffentlicht. Wenn die in Tabelle 2 angegebene Verteilung der Nachrichten untersucht wird, ist es ersichtlich, dass insgesamt 16 Nachrichten über die deutsche Sprache in Sabah, 25 in *Sözcü*, 10 in *Posta*, 11 in *Hürriyet*, 14 in *Yeni Şafak* veröffentlicht wurden. Diesen Ergebnissen zufolge hatte *Hürriyet* mit insgesamt 570 Beiträgen die höchste Berichterstattung über die deutsche Sprache-Nachrichten, während *Posta* mit 10 Beiträgen die niedrigste hatte.

Tabelle 2: Befunde zur Verteilung der Nachrichten nach Jahren

	Jahre					Insgesamt	%
	2017	2018	2019	2020	2021		
Zeitungen							
Sabah	2	2	3	1	8	16	2,37
Sözcü	2	3	7	6	7	25	3,70
Posta	0	2	4	0	4	10	1,48
Türkiye	2	1	2	0	6	11	1,62
hürriyet	77	64	172	112	145	570	84,4
Yeni şafak	0	0	8	3	3	14	2,07
habertürk	2	6	11	7	3	29	4,29
Insgesamt	85	78	207	129	176	675	100
%	12,5	11,5	31	19	26	100	

Befunde zur Verteilung der Nachrichten nach Zeitungsressort

Die Befunde zur Verbreitung der Nachrichten über die deutsche Sprache nach Zeitungsressort, in denen die Nachrichten veröffentlicht wurden, sind in Tabelle 3 dargestellt.

Wenn Tabelle 3 untersucht wird, ist es zu erkennen, dass 166 (24,6%) Nachrichten über die deutsche Sprache im Abschnitt „Europa“, 119 (17,6%) in „Erziehung“, 83 in Agenda (12,3%), 52 (7,70%) in „Welt“, 49 (7,25) in „Lokal“, 44 (5,51) in „Kolumnist“, 30 (4,44%) in „Wirtschaft“, 28 (4,14%) in „Kultur“, 22 (3,25) in „Sport“, 21 (3,11%) in „Magazine“ 19 (2,81%) in „Technologie“, und 20 (2,96%) im Abschnitt „Andere“, der alle Nachrichten enthält, die in ungewöhnlichen Abschnitten der Zeitungen veröffentlicht wurden. Demnach ist das Ressort „Europa“ mit 166 Beiträgen die Rubrik, die die Nachrichten über die deutsche Sprache am häufigsten veröffentlicht, während die Rubrik „Politik“ mit 2 Beiträgen das Ressort mit den wenigsten Veröffentlichungen ist.

Tabelle 3: Verteilung der Nachrichten nach Zeitungsressorts

	Wirtschaft	Kultur	Kolumnist	Leben	Hochaktuelle Nachrichten	Erziehung	Andere	Sport	Agenda	Wanderschaft	Lokal Nachrichten	Welt	Politik	Media	Europa	Technik	Magazine	Insgesamt
Sabah		3		1		2	6		2		2							16
Sözcü	1	4	1	1	1	1	1	4	2	1		8						25
Posta		1			1	1			5			1	1					10
Türkiye		1		1		7	1					1						11
Hürriyet	25	16	41	1		107	11	16	64	8	47	30	1		163	19	21	570
Yeni şafak	2		2	1					3			3			3			14
habertürk	2	3		2	2	1	1	2	7			9						29
Insg.	30	28	44	7	4	119	20	22	83	9	49	52	2		166	19	21	675
%	4,44	4,14	5,51	1,03	0,59	17,6	2,96	3,25	12,3	1,3	7,25	7,70	0,29		24,6	2,81	3,11	

Befunde zur Verteilung der Nachrichtenmeldungen nach Inhalt

Die Befunde in Bezug auf die Verbreitung der Nachrichten über die deutsche Sprache nach Inhalten sind in Tabelle 4 dargestellt.

Wie in Tabelle 4 erkennbar wird, sind die Kategorien, in denen die Inhalte der Nachrichten über die deutsche Sprache am häufigsten gefunden werden, „Buch, Filmpräsentation, Kritik, Theaterspiel“ 133 (%19,7) und „Erziehungs- und Karrieresituationen“ 126 (%18,6). Die Kategorien, in denen die Inhalte von Nachrichten über die deutsche Sprache am niedrigsten zu finden sind, sind „nationale Sicherheit, Militär“ 1 (0,14%).

Tabelle 4: Verteilung der Nachrichtmeldungen nach Inhalt

Zeitungen	Kategorien													Insgesamt	
	Buch, Filmpräsentation, Kritik, Theaterspiel	Nationale und internationale Politik	Wissenschaftliche Projekte und Forschung	Geschäft, Unternehmen, kommerzielle Beziehungen	soziale Wirkung	Privates und öffentliches Budget, diverse Förderprogramme und Erziehungs- und Karrieresituationen	Kultur	Gesundheitswesen	nationale Sicherheit, Militär	Wirtschaftliche Auswirkung	Feiern und Preise	Andere	Technologie		
Sabah	8	1	2			3	1			1				16	
Sözcü	4	5		1	8	1	3	1		2				25	
Posta	2	1								5	2			10	
Türkiye	1	1			1					8				11	
Hürriyet	115	72		6	75	1	119	60	7	1	58	28	28	570	
Yeni Şafak		7		2	3					2				14	
Habertürk	3	7		1	3	1	3	5			4	1	1	29	
Insg.	133	94	2	10	90	2	126	69	8	1	80	31	1	28	675
	%19,7	%13,9	%0,3	%1,5	%13,3	%0,3	%18,6	%10,2	%1,18	%0,14	%11,85	%4,59	%0,14	%4,18	%100

Befunde zur Verbreitung der Nachrichten durch die Herangehensweise an den Inhalt

Die Befunde zur Verbreitung der Nachrichten über die deutsche Sprache nach inhaltlicher Herangehensweise sind in Tabelle 5 dargestellt.

Wenn der Inhalt der Nachrichten über die deutsche Sprache, wie in Tabelle 5 angegeben, und die Verteilung gemäß dem allgemeinen Ansatz untersucht werden, zeigt sich, dass 90,5 % der Nachrichten mit einem positiven Ton präsentiert wurden. 7 % mit einem neutralen Ton und 2,5 % mit negativem Ton. Die Nachrichten, die mit einem positiven Ton präsentiert werden, fallen hauptsächlich in die Kategorie „Buch, Filmpräsentation, Kritik, Theaterspiel“. In der Kategorie „nationale Sicherheit, Militär“ befindet sich kein positiver Ton (In der sogenannten Kategorie gibt es bereits nur eine Nachricht). Die neutral präsentierten Meldungen erscheinen in der Kategorie „Nationale und internationale Politik“. „Soziale Wirkung“, „Wirtschaftliche Auswirkung“, „Buch, Filmpräsentation, Kritik, Theaterspiel“, „Gesundheitswesen“. Schließlich erscheinen die mit einem negativen Ton präsentierten Nachrichten in der Kategorie „Nationale und internationale Politik“, „Geschäft, Unternehmen, kommerzielle Anwendungen“, „soziale Wirkung“, „Erziehungs- und Karrieresituationen“, „nationale Sicherheit, Militär“.

Tabelle 5: Verbreitung der Nachrichten über die deutsche Sprache nach dem allgemeinen Ansatz

	Kategorien															
	Buch, Filmpräsentation, Kritik, Theaterspiel	Nationale und internationale Politik	Wissenschaftliche Projekte und Forschung	Geschäft, Unternehmen, kommerzielle Anwendungen	soziale Wirkung	Privates und öffentliches Budget, diverse Förderprogramme und Organisationen	Erziehungs- und Karrieresituationen	Kultur	Gesundheitswesen	nationale Sicherheit, Militär	Wirtschaftliche Auswirkung	Feiern und Preise	Andere	Technologie	Total	%
Positiv	130	67	2	5	74	2	124	68	7	-	72	31	1	28	611	90,5
Negativ	-	5	-	5	5	-	1	-	-	1	-	-	-	-	17	2,5
Neutral	3	22	-	-	11	-	1	1	1	-	8	-	-	-	47	7
Insg.	133	94	2	10	90	2	126	69	8	1	80	31	1	28	675	100

Resultate und Diskussion

Die Ergebnisse dieser Studie, die untersucht, wie Nachrichten über die deutsche Sprache in ausgewählten Zeitungen präsentiert wurden, die zwischen 2017 und 2021 in der Türkei veröffentlicht wurden, werden im Folgenden Schritt für Schritt mit Beispielnachrichten diskutiert und Schlussfolgerungen durch Interpretation der Ergebnisse erzielt.

Ergebnisse nach jährlicher Verteilung der Nachrichten

Analysiert man die Verbreitung der Nachrichten nach Jahr, so zeigt sich, dass die Anzahl der Nachrichten je nach Jahr und je nach Zeitung variiert. Obwohl es nicht systematisch ist, gibt es im Laufe der Jahre eine zunehmende Tendenz. Insbesondere der deutliche Anstieg im Jahr 2019 macht auf sich aufmerksam. Die Tatsache, dass die Nachrichten, über die in dieser Studie berichtet wird, im Laufe der Jahre, besonders in der Pandemieperiode zugenommen haben, kann auf den Ausbau der gegenseitigen Beziehungen insbesondere im Gesundheits-, Bildungsbereich und Wirtschaft der beiden Länder und die in diesem Prozess angenommene Politik zurückzuführen sein. Nach den Forschungsergebnissen von Mrutzek-Hartmann und seinen Kollegen (2022), stellt sich heraus, dass die Covid-19-Pandemie ein einzigartiges Profil der Kunden geschaffen hat, obwohl es unterschiedliche Erkenntnisse aus Deutschland und der Türkei gibt. Möglicherweise spiegeln sich diese Situationen in Wirtschaft der beiden Länder in ihren politischen und sozialen Beziehungen wider.

Ergebnisse zur Verteilung der Nachrichten nach Zeitungsressort

Wenn die Verteilung der Nachrichten über die deutsche Sprache nach Zeitungssektionen untersucht wird, in denen die Nachrichtenmeldungen platziert wurden, wird auffällig, dass verschiedene Ressorts in verschiedenen Zeitungen eine größere Bedeutung haben. Allerdings finden sich die meisten Nachrichten in den Sektionen „Europa“, „Erziehung“ und „Agenda“ und die wenigsten in den Rubriken „Politik“, „Hochaktuelle Nachrichten“ und „Leben“.

Die hohe Anzahl an Nachrichten im Abschnitt „Europa“ ist darauf zurückzuführen, dass die Zeitung Hürriyet in Europa tätig ist. Die Tatsache, dass es in den letzten 5 Jahren (2017-2021) so viele Nachrichten über die deutsche Sprache gab, ist ein Hinweis darauf, dass die deutsche Sprache einen wichtigen Platz für in Europa lebende Türken einnimmt. Wenn wir uns die Literatur ansehen, kann man leicht auf Studien stoßen, die diese Ansicht stützen. Becker (2010) untersucht in ihrer Studie die Wirkung der Kindertagenausstattung auf die Entwicklung des deutschen Wortschatzes bei 3–5-jährigen Kindern mit türkischem Migrationshintergrund. Als Ergebnis der Recherche kam der Forscher zu dem Schluss, dass türkische Kinder im Gegensatz zu deutschsprachigen Kindern geringere Testwerte im deutschen Wortschatz erzielen, sich jedoch effizient verbessern können. Das zeigt, dass türkische Kinder Deutsch zu erlernen und ihr Bestes dafür zu tun versuchen. Ein anderer Beitrag (Küppers und Schroeder, 2017) stellt heraus, dass die Kinder mit Migrationshintergrund deutsch mehr akzeptiert haben als türkisch. Wenn wir uns den Inhalt der Nachrichten in „Europa“ ansehen, sticht es auch hervor, dass sich manche türkische Jugendliche weder beim Deutsch noch beim Türkisch zu Hause fühlen. In ihrem Paper betont Wiese (2011), dass der Sprachgebrauch Jugendlicher seit längerer Zeit Gegenstand öffentlicher Diskussion und die Wahrnehmung der sprachlichen Kompetenzen überwiegend negativ geprägt

ist. Wie es bereits ersichtlich ist, spiegeln sich all diese Situationen in Bezug auf die deutsche Sprache in den Nachrichten im Abschnitt „Europa“ der türkischen Zeitungen wider.

Ein anderes Ressort, in dem die Nachrichten über die deutsche Sprache zu viel erwähnt sind, ist die Sektion „Erziehung“. In diesem Abschnitt befinden sich besonders die Nachrichten, die über die deutsche Sprache informieren, wie z. B. Die Farben in der deutschen Sprache oder was für eine Struktur die deutsche Sprache hat. Oder die Nachrichten der Staat- oder Privatschulen, die sich zum Ziel gesetzt haben, qualitativ hochwertigen Deutschunterricht anzubieten. Ein Beispiel mit der Schlagzeile »Welche Themen stehen auf dem Stufenniveau A1« [Menschen, die eine neue Sprache lernen möchten, sollten sich über Struktur der Sprache, die sie lernen werden, informieren. Wenn Menschen anfangen, eine neue Sprache zu lernen, trägt das Lernen innerhalb eines bestimmten Programms positiv dazu bei. Auch Deutsch gehört zu den bevorzugten Sprachen von Menschen, die eine neue Sprache lernen möchten. Also, welche Themen stehen auf dem Stufenniveau A1? Hier haben wir die notwendigen Informationen für diejenigen zusammengestellt, die Deutsch lernen möchten (27.11.2018 22:18 aus *Hürriyet*)] kann gegeben werden. Von den Nachrichten in diesem Abschnitt ausgehend kann man klar sagen, dass in der Türkei Deutsch als Fremdsprache in dem türkischen Erziehungssystem eine wichtige Rolle spielt.

In einem anderen Abschnitt „Agenda“ befinden sich die Nachrichten, die sich auf die Tagesordnung beziehen. Z.B. eine Nachricht mit der Schlagzeile »Covid hat etwas vieles stark geändert! Auch die Sprache« [Covid-19 hat alles verändert, von unseren Beziehungen zu Menschen bis hin zu unserer Arbeitsweise, und hat sich auch auf einen Bereich ausgewirkt, den wir kaum wahrnehmen: die Sprache, die wir sprechen. 1200 neue Wörter wurden dem Deutschen hinzugefügt (09.03.2021 13:23 aus *Hürriyet*)] findet in Zeitungsressort „Agenda“ statt. Oder eine andere Nachricht mit der Schlagzeile »Der türkische Präsident Erdogan sprach Deutsch« [Präsident Recep Tayyip Erdoğan sprach bei dem Abendessen, das ihm zu Ehren während seines Besuchs in Deutschland gegeben wurde. Präsident Erdoğan beendete seine Rede mit einer Rede auf Deutsch (29.09.2018 8:38 aus *Yenişafak*).] befindet sich auch in dem Zeitungsabschnitt „Agenda“. Aus diesen Resultaten ist es ersichtlich, dass die deutsche Sprache auch auf der Tagesordnung in der Türkei steht.

Ergebnisse zur Verteilung der Nachrichtenmeldungen nach Inhalt

Wenn die Verbreitung der Nachrichten über die deutsche Sprache nach Inhalt untersucht wird, sind die meisten Nachrichtenmeldungen im Zusammenhang mit „Erziehungs- und Karrieresituationen“, „Buch, Filmpräsentation, Kritik, Theaterspiel“ und „soziale Wirkung“.

Wie oben erwähnt, ist die deutsche Sprache ein unverzichtbarer Teil des türkischen Erziehungssystems. Für eine bessere Ausbildung und eine gute Karriere hält man die deutsche Sprache für essenziell in der Türkei. Die Nachricht mit der Schlagzeile »Das İhlas College folgte den Spuren der deutschen Sprache« [Das İhlas College, das mit der Bedeutung, die es der Fremdsprache beimisst, und den Abschlüssen, die es bei den Wettbewerben, an denen es teilgenommen hat, gewonnen hat, auf sich aufmerksam macht, organisierte für seine Schüler eine Reise zum Goethe-Institut, um die deutsche Sprache besser kennenzulernen (12.03.2019 13:04 aus *Türkiye*)] kann als Beispiel

herangezogen werden. Eine andere Nachricht mit der Schlagzeile »Deutschland startet white collar Programm« [Axel Rosenthal, Leiter des Fachkräftemigrationszentrums Nordrhein-Westfalen, der die Fragen von DW-Türkisch zu den Sprachvoraussetzungen für die Einreise nach Deutschland beantwortete, stellte fest, dass grundlegende Deutschkenntnisse unabdingbar sind, obwohl es in einigen Positionen Ausnahmen gibt (05.02.2020 11:29 aus *Sözcü*)] könnte als Beispiel fungieren. Solche und ähnliche in der vorliegenden Forschung herausgestellte Nachrichten zeigen, dass Deutsch als Fremdsprache Möglichkeiten für eine gute Karriere und Erziehung sowohl in der Türkei als auch in Deutschland anbieten kann.

„Buch, Filmpräsentation, Kritik, Theaterspiel“ und andere Inhalte sind die am meisten in den Zeitungen erwähnten Kategorien. Als Beispiel für solch eine Nachricht können wir folgendes Beispiel heranziehen. Mit der Schlagzeile » Literaturnobelpreis geht an Herta Müller« [Es wurde festgestellt, dass die deutsche Schriftstellerin Herta Müller, die mit dem Nobelpreis mit 10 Millionen schwedischen Kronen (1 Million Euro) ausgezeichnet wurde, eine einzigartige Schriftsprache hat und für ihren hervorragenden Gebrauch der deutschen Sprache bekannt ist (08.10.2018 15:15 aus *Posta*.)] Dass diese und Dutzende ähnlicher Nachrichten über Kultur und Kunst in den türkischen Zeitungen erschienen, ist ein Zeichen, dass die Sprache auch eine Kulturbrücke zwischen der Türkei und Deutschland gebaut hat.

Auch der Inhalt „Soziale Wirkung“ steht mit höherer Anzahl in dieser Kategorie. Eine Nachricht mit der Schlagzeile »Die Epidemie wird Einwanderer negativer treffen« [In dieser Zeit ohne Präsenzunterricht haben Kinder, die in Familien mit Eltern, die keine genügende deutschsprachliche Kenntnisse haben, aufwachsen, mehr Schwierigkeiten als Kinder in Elternhäusern mit guten Deutschkenntnissen (20 Januar 2021 aus *Hürriyet*)] dient als gutes Beispiel dafür.

Ergebnisse zur Verbreitung der Nachrichten durch die Herangehensweise an den Inhalt

In dieser Studie wird die Verbreitung der Nachrichten über die deutsche Sprache nach dem allgemeinen Ansatz des Nachrichteninhalts analysiert. Daraus wird geschlossen, dass 90,5 % der Nachrichten einen positiven Ton haben. Nachrichten über die deutsche Sprache in türkischen Zeitungen, die einen positiven Ton bevorzugen, beweisen, dass Fakten verstanden wurden, die die Wahrnehmung und Gültigkeit beeinflussen können, sowie dass die Medien die positiven Aspekte in den Vordergrund rücken und die negativen Aspekte in den Hintergrund drängen. 7 Prozent der in dieser Studie analysierten Nachrichten wurden als neutral betrachtet. Als ein Beispiel kann mit der Schlagzeile »Sehr besorgniserregend ist das Bild beim Thema Ärzteneinwanderung ins Ausland« [Die weite Verbreitung des deutschsprachigen Unterrichts unter den Medizinstudierenden weist jedoch darauf hin, dass Deutschland der wichtigste Anziehungspunkt ist (18 Dezember 2021 aus *Hürriyet*.)] gegeben werden. Während diese Nachricht von manchen Menschen positiv gesehen wird, weil es Karrieremöglichkeiten im Ausland bietet, kann sie von manchen Menschen als Verlust der Ärzte in der Türkei negativ gesehen werden. Deshalb werden diese und ähnliche Nachrichten als neutral beschrieben.

2.5 Prozent der in dieser Studie analysierten Nachrichten wurden als negativ betrachtet. Ein Beispiel dafür ist mit der Schlagzeile »Übersetzungskrise bei der Konferenz von

TÜSİAD« [Der frühere deutsche Bundespräsident Christian Wulff, der zur Konferenz von TÜSİAD eingeladen war, stieg vom Podium herunter, als er gebeten wurde, englisch statt Deutsch zu sprechen, weil er kein Übersetzer sei (10.12.2019 11:51 aus Hürriyet).] Diese Nachricht wurde in verschiedenen Zeitungsressorts der Zeitungen wie Agenda, Wirtschaft, hochaktuelle Nachrichten veröffentlicht und sowohl von den Menschen in der Türkei als auch von den Menschen in Deutschland als negativ bewertet.

Vorschläge

In Übereinstimmung mit den Ergebnissen dieser Studie können Vorschläge für Forscher, Journalisten, und Zeitungsredakteure, die an ähnlichen Themen arbeiten wollen, gemacht werden, weil akkurat diese Gruppen von dieser Forschung betroffen sein und von den vorliegenden Ergebnissen profitieren können. In dieser Studie wurden nur ausgewählte Zeitungen aus der Türkei betrachtet. In Zukunft könnten Forscher ähnliche Untersuchungen mit Zeitungen durchführen, die nicht in dieser Studie behandelt werden oder indem sie sich auf verschiedene Perioden konzentrieren. Dies kann nützlich sein, um die Berichterstattung über die deutsche Sprache in den Medien und damit die Reflexion über das Feld in der Gesellschaft auf nationaler Ebene besser zu bewerten. Die Untersuchung auflagenstarker Zeitungen in verschiedenen Ländern, Vergleiche zwischen Ländern und das Aufdecken von Ähnlichkeiten, Unterschieden und Gründen können ebenfalls wichtige Beiträge zur internationalen Literatur leisten. In diesem Zusammenhang kann ein Vergleich zwischen den Mitgliedstaaten der Europäischen Union vorgenommen werden. Während es in dieser Studie viele Nachrichten zum Deutschlehren gibt, gibt es nicht viele Nachrichten dazu, ob das Deutschlehren in der Türkei erfolgreiche Ergebnisse liefert oder nicht. Eine detaillierte Untersuchung des Erfolgs beim Deutschlehren in den Medien kann daher ein weiteres relevantes Forschungsthema sein. Forscher können die Ursachen und möglichen Folgen der Vernachlässigung dieses Themas untersuchen. Außerdem kann jede Kategorie von Nachrichteninhalten detailliert durchsucht und die Art und Weise der Präsentation der in den Nachrichten berichteten Themen untersucht werden. Eine weitere Gruppe, Zeitungsreporter und Zeitungsredakteure, die von den Ergebnissen dieser Studie profitieren könnte, kann die Nachrichtenauswahlkriterien von Zeitungen überprüfen, die fehlenden Inhaltskategorien besser adressieren, und der Gesellschaft dabei helfen, ein genaueres Verständnis zu erlangen.

Peer-Review	Double anonymized - Two External
Ethical Statement	<i>It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.</i>
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	<i>Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.</i>
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

Quellenverzeichnis / Kaynakça

Akdoğan, F. (2003). *Deutsch als Fremdsprache in der Türkei, Bestandsaufnahme und Prognosen*. In: Info DaF 30. (s. 46-54).

Becker, B. (2010). Wer profitiert mehr vom Kindergarten? Die Wirkung der Kindergartenbesuchsdauer und Ausstattungsqualität auf die Entwicklung des deutschen Wortschatzes bei deutschen und türkischen Kindern. *Kölner Zeitschrift für Soziologie und Sozialpsychologie* 62, 1, 139-163.

Budak, S. (2015). *Consideration of press releases as news sources in newspapers within the framework of relations between media and public relations: Cases of Zaman and Hurriyet dailies*. (Unpublished Doctoral Thesis), Selcuk University, Konya.

Conrad, P. & Markens S. (2001). Constructing the “gay gene” in the news: Optimism and skepticism in the US and British press. <https://doi.org/10.1177/136345930100500306>

Çalık, Ş., Koç, A., Şenel Zor, T., Zor, E., & Aslan, O. (2021). Content Analysis of Nano-news Published Between 2011 and 2018 in Turkish Newspapers. *Nanoethics* 15, 117–132 <https://doi.org/10.1007/s11569-021-00391-x>

Davis, R. (2011). A computer-aided affective content analysis of nanotechnology newspaper articles. *NanoEthics* 5, 319-334. <https://doi.org/10.1007/s11569-011-0129-8>

Fraenkel, J. R. & Wallen, N. E. (2009). *How to design and evaluate research in education*. New York.

Kamanlioğlu, E. B. & Güzeloğlu, C. (2010). Frames about nanotechnology agenda in Turkish media, 2005–2009. *Int J Soc Manag Econ Bus Eng* 4, 59-66. <https://doi.org/10.5281/zenodo.1060593>

Karbi, G. (2020). Deutsch Als Fremdsprache in Der Türkei - Eine Aktuelle Bestandsaufnahme. *Deutsch Weltweit –Grenzüberschreitende Perspektiven Auf Die Schnittstellen Von Forschung Und Vermittlung* 104, 255-267.

Kops, M. (1977). *Auswahlverfahren in der Inhaltsanalyse*. Meisenheim.

Küppers, A. & Schroeder, C. (2017). *Warum der türkische Herkunftssprachenunterricht ein Auslaufmodell ist und warum es sinnvoll wäre, Türkisch zu einer modernen Fremdsprache auszubauen Eine sprachpolitische Streitschrift*. In: Fremdsprachen Lehren und Lernen.

Marshall, C. & Rossman, G. B. (1999). *Designing qualitative research*. London.

McCombs, M. (2014). *Setting the agenda: Mass media and public opinion*.

Miles, M. B. & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks.

Mrutzek, H, B., Kotzab, H., Yumurtacı H., Işık, Ö. & Kühling, S. (2022). Omni-channel retailing resources and capabilities of SME specialty retailers – insights from Germany and Turkey. *International Journal of Retail & Distribution Management*.

Nisbet, M. C., Brossard, D. & Kroepsch, A. (2003). *Framing science: The stem cell controversy in an age of press/politics*. Int J Press. <https://doi.org/10.1177/1081180X02251047>

Orçin, G. (2013). *A review on the representation of the juvenile delinquency at press* (Master's Thesis). 01.05.2023

Taşdemir, A. & Kuş, Z. (2011). Yenilenen ilköğretim programı ile ilgili ulusal gazetelerde yayınlanan haberlerin içerik analizi. *Educ Sci Theory Pract* 11, 1-23.

Tunçel, M., Vuran Doğan, Ö. & Ardıç Çobaner, A. (2012). Performans sistemine medyanın bakışını anlamak: Performans konulu sağlık haberleri üzerine bir araştırma [Understanding the media's view of the performance system: Thematic research on the performance of health news]. *Sağlıkta Performans ve Kalite Dergisi* 3, 93–118.

Wiese, H. (2011). *Führt Mehrsprachigkeit zum Sprachverfall? Populäre Mythen vom „gebrochenen Deutsch“ bis zur „doppelten Halbsprachigkeit“ türkischstämmiger Jugendlicher in Deutschland*. In: Ozil, Ş., Hoffmann, M., Dayıoğlu Yücel, Y. (Hgg.), *Türkisch-deutscher Kulturkontakt und Kulturtransfer. Kontroversen und Lernprozesse*. Göttingen. (s.73–84).



2023, 12 (3), 1829-1854 | Research Article

The Effect of Death Anxiety on Hedonistic and Utilitarian Consumer Behaviours During the Covid-19 Pandemic

Sema MERCANOĞLU ERİN¹ Hande AYHAN GÖKCEK²

Abstract

The aim of the research is to determine how the death anxiety felt by individuals during the Covid-19 process affects hedonic consumption and utilitarian consumption.. The original aspect of this research is that it covers the period of the Covid-19 epidemic processively and includes psychology, socioalology, religion and marketing of sciences. Death anxiety, which has been widely reported to have an effect on consumer behavior in the literature, has generally been interpreted later or examined retrospectively in disaster studies. This research was carried out during the Covid-19 pandemic process. Although there are many studies in the literature affecting utilitarian and hedonic consumption, it is thought that its contribution to the literature is to focus on the effect of death anxiety.

E-survey with Google forms was used as the research method. Three different measurement tools were used for the data, namely "Hedonistic Consumption Scale", "Utilitarian Consumption Scale", and "Death Anxiety Scale" with demographic variables. In the research, an electronic questionnaire was applied to 403 people in the 18-64 age group residing in Istanbul using the "Snowball Sampling Method" and the data obtained were analyzed and interpreted with licensed SPSS 24 and AMOS 27 statistical programs. According to the results of the structural equation modeling used in the research, the 1st dimension of death anxiety affects (Uncertainty of Death) the 5 dimensions of hedonic consumption(hedonic effect, hedonic adaptation, passiveness, impulsive tendency and the reflection of identity) negatively, and the 2nd dimension affects(Thinking of and Witnessing Death) the 5 dimensions of hedonic consumption (hedonic effect, hedonic adaptation, passiveness, impulsive tendency and the reflection of identity) in a positive way. On the other hand, while the 1st dimension of death anxiety (Uncertainty of Death) is ineffective in 2 dimensions of utilitarian consumption (goal orientation and control orientation), the 2nd dimension (Thinking of and Witnessing Death) negatively affects 2 dimensions of utilitarian consumption (goal orientation and control orientation).

Keywords: Covid-19, Consumer Behavior, Marketing, Death Anxiety, Hedonic Consumption, Utilitarian Consumption, Structural Equation Modelling.

Mercanoğlu Erin, S. & Ayhan Gökcek, H. (2023). The Effect of Death Anxiety on Hedonistic and Utilitarian Consumer Behaviours During the Covid-19 Pandemic . Journal of the Human and Social Science Researches , 12 (3) , 1829-1854 . <https://doi.org/10.15869/itobiad.1238650>

Date of Submission	18.01.2023
Date of Acceptance	22.08.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Asistant Prof., HKU Hasan Kalyoncu University, Vocational School, Banking and Insurance Program
/sema.merin@hku.edu.tr ,ORCID: 0000-0002-2460-4306

² Asistant Prof., IGU Istanbul Gelisim University, Faculty of Applied Sciences, Department of Management Information Systems / hayhan@gelisim.edu.tr, ORCID: 0000-0001-6349-3023



2023, 12 (3), 1829-1854 | Araştırma Makalesi

Covid-19 Pandemi Sürecinde Ölüm Kaygısının Hedonik ve Faydacı Tüketici Davranışlarına Etkisi

Sema MERCANOĞLU ERİN¹ Hande AYHAN GÖKCEK²

Öz

Araştırmanın amacı, bireylerin Covid-19 sürecinde hissettiği ölüm kaygısının hedonik tüketim ve faydacı tüketimi nasıl etkilediğini tespit etmektir. Bu araştırmanın özgün yanı, süreçsel olarak Covid-19 salgın dönemini kapsamı ve psikoloji, sosyoloji, din ve pazarlama bilimlerini içermesidir. Literatürde tüketici davranışları üzerinde etkisi olduğu çokça raporlanmış olan ölüm kaygısı, afet çalışmalarında genellikle sonradan yorumlanmış veya geriye dönük bütünü incelemiştir. Bu araştırma ise Covid-19 pandemi süreci devam ederken yapılmıştır. Literatürde faydacı ve hedonik tüketimi etkileyen birçok araştırma olmasına rağmen, literatüre katkısının ölüm kaygısının etkisine odaklanması olduğu düşünülmektedir.

Araştırma yöntemi olarak google forms ile e-anket kullanılmıştır. Veriler için, demografik değişkenler ile "Hedonistik Tüketim Ölçeği", "Faydacı Tüketim Ölçeği", ve "Ölüm Kaygısı Ölçeği" olmak üzere üç ayrı ölçme aracı kullanılmıştır. Araştırmada İstanbul'da ikamet eden 18-64 yaş grubunda 403 kişiye "Kartopu Örneklem Yöntemi" ile ulaşılarak elektronik anket uygulanmış ve elde edilen veriler lisanslı olan SPSS 24 ve AMOS 27 istatistik programları ile analiz edilerek yorumlanmıştır. Araştırmada kullanılan yapısal eşitlik modellemesi sonuçlarına göre, Ölüm kaygısının 1. Boyutu (ölüm belirsizliği), hedonik tüketimin 5 Boyutunu (Hedonik Etki, Hedonik Adaptasyon, Edilgenlik Durumu, Dürtüsel Eğilim, Kimlik Yansıtma) da negatif yönde anlamlı olarak, 2. Boyutu (ölümü düşünme ve tanıklık) ise hedonik tüketimin 5 boyutunu (Hedonik Etki, Hedonik Adaptasyon, Edilgenlik Durumu, Dürtüsel Eğilim, Kimlik Yansıtma) pozitif yönde anlamlı olarak etkilemektedir. Buna karşılık, ölüm kaygısının 1.boyutu (ölüm belirsizliği) faydacı tüketimin 2 boyutunda (hedef odaklılık, kontrol odaklılık) etkisizken, 2. Boyut (ölümü düşünme ve tanıklık) faydacı tüketimin 2 boyutunu (hedef odaklılık, kontrol odaklılık) da negatif anlamlı etkilemektedir.

Anahtar Kelimeler: Covid-19, Tüketici Davranışları, Pazarlama, Ölüm Kaygısı, Hedonik Tüketim, Faydacı Tüketim, Yapısal Eşitlik Modellemesi.

Mercanoğlu Erin, S. & Ayhan Gökcek, H. (2023). Covid-19 Pandemi Sürecinde Ölüm Kaygısının Hedonik ve Faydacı Tüketici Davranışlarına Etkisi . *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 12 (3) , 1829-1854 .
<https://doi.org/10.15869/itobiad.1238650>

Geliş Tarihi	18.01.2023
Kabul Tarihi	22.08.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üy. Hasan Kalyoncu Üniversitesi, Meslek Yüksekokulu Bankacılık ve Sigortacılık Programı, Gaziantep, Türkiye, sema.merin@hku.edu.tr, ORCID: 0000-0002-2460-4306

² Dr.Öğr.Üy.,İstanbul Gelişim Üniversitesi,Uygulamalı Bilimler Fakültesi ,Yönetim Bilişim Sistemleri ,İstanbul, Türkiye, hayhan@gelisim.edu.tr , ORCID: 0000-0001-6349-3023

Introduction

Ever since the first Covid-19 case, the changes it may bring to the healthcare field and to consumer behaviors have been a topic of interest. Covid-19 or the novel coronavirus first emerged in the Wuhan province of China in December 2019 and has since affected the whole world. It was declared a pandemic on March 11, 2020, by the World Health Organization. According to the report of WHO dated May 23, 2020, the pandemic has spread to 212 countries and over 5 million people killing more than 333 thousand (WHO, 2020). While in Turkey, the first case of Covid-19 emerged on March 10, 2020 and has since caused significant change in not only the field of healthcare but in every aspect of life(Yıldırım,2021) Throughout this pandemic people were encouraged to abide by the social distancing rules and stay at home. After the emergence of the first case in Turkey 31, cities declared curfews. Even though all of these central measures were aimed at decreasing the risk of infection to the minimum, it triggered death anxiety because of the increasing number of deaths.

Having been studied multiple times in the literature because of its effect on consumer behavior, death anxiety was usually analyzed in a post-disaster context. However, the data collected on the change in consumer behavior only through questionnaires also need scientific proof (Turhan,2021)

This is where the current study becomes important. Within this context, this study will try to answer the following questions to determine the effect of death anxiety on hedonic and utilitarian consumer behavior during the Covid-19 pandemic:

- 1- How does death anxiety affect hedonic consumer behavior during the Covid-19 pandemic?
- 2- How does death anxiety affect utilitarian consumer behavior during the Covid-19 pandemic?

The original aspect of this research ; it was carried out during the Covid-19 pandemic process. Although there are many studies in the literature that affect utilitarian and hedonic consumption, it is thought that focusing on the effect of death anxiety contributes to the literature.

In the second part of the study, a literature review consisting of death anxiety, hedonic consumption and utilitarian consumption was made. In Chapter 3, research method and analysis are given. In the last section, there are conclusions, discussions and recommendations.

1.Literature Review

1.1. Death Anxiety

During the current COVID-19 pandemic, all our daily routines have been affected one by one while the ways that the pandemic spreads and prevention methods are circulating through social media and cleaning and consumption habits are changing (Müller-Perez,2023) While individually trying to keep up with the changes, the main emotion that lies beneath our behaviors is fear. Fear is the emotional and spiritual reaction of a person against an abstract or concrete threatening or dangerous situation, event, phenomenon, object or person that one sees, feels, thinks or perceives (Köknel, 1998, p.16).

During this period the only way to get information is digital screens. What affects people the most is the daily number of deaths caused by the pandemic. So much so that the number of daily deaths in a country has started to be interpreted as the symbol of the success of a country's healthcare system. Quarantines away from one's loved ones, not being able to arrange proper funerals, the images of people in hospital corridors, deaths caused by the lack of equipment and the number of deaths exceeding thousands have not only keeps making people face with the reality of death but also causes fear. Death is defined differently in different disciplines. Its definition in the field of healthcare is "the irreversible cessation of all functions of the circulatory and respiratory processes or the brain" (Sakıb et al,2023, Dönmez, 2012, p.5).

The uncertainty of the situation, the number of unvaccinated people, the emergence of new variants day by day and the lack of treatment post-diagnosis are turning the fear of death into anxiety. Anxiety is an emotional condition whose source is unclear, that has no connection to reality, is about the future and is impossible to understand or explain. In addition to physiological and physical symptoms, anxiety also has emotional and cognitive symptoms (Köknel, 1998, p.16). According to Abdel-Khalek (2005), death anxiety is the conceptualization of the anxiety caused by the awareness that everyone will die one day.

The way someone understands death individually also determines one's level of anxiety. The more a person perceives a threatening situation as frightening, out of control and insurmountable, the more anxious they become. According to Yalom (2008), everyone understands death anxiety in their own way. The emotional, cognitive and motivational components of death anxiety are different in each individual, and this situation customizes people's responses to anxiety.

When a person tries to understand and adapt to the anxiety that s/he is feeling in the face of a threatening situation, s/he tries to take the anxiety under control through different defense mechanisms. Fear works like an alarm system in our body, warning us to act in dangerous situations and thereby protecting us. The function of this system is quite simple. When we become aware of a dangerous situation, we quickly and automatically move into a tense and alert state. If the distress caused by death does not make someone feel paralyzed then that means the defense mechanisms are activated on their own (Hökeleklı, 1991).

When it comes to explaining how death anxiety affects our behaviors, the theory that has been researched the most is the Terror Management Theory (TMT). According to this theory, the idea of being mortal causes horror and anxiety in individuals, and in the face of the necessity of coping with this horror and anxiety, individuals cling to their cultural worldviews and produce a type of defense mechanism. This fear and horror of death that every person will experience pushes people to do something to protect themselves from death-related anxiety (Greenberg et al., 1986; Pyszcański et al., 2004). According to this theory, an individual copes with the fear of death at two levels, on a conscious level and unconscious level (Greenberg et al., 1994). An individual who is using conscious defense mechanisms (denial, suppression, reaction etc.) also uses remote unconscious mechanisms. These are the cultural worldview and symbolic efforts to gain self-esteem by living in accordance with the values of views (Greenberg et al., 2000).

Cultural worldview is shaped by the society and includes symbolic realities and beliefs.

These are used to suppress the fear caused by the idea of death. Self-esteem, on the other hand, is the self-reflection of living in accordance with the standards specified by the cultural worldview (Pyszcaynski et al., 2004). According to the terror management theory, individuals first believe in the correctness of their own cultural worldview and then builds their self-esteem by trying to conform to its standards (Harmon-Jones et al., 1997). Individuals adopt the values of their own culture thinking that the world is a good, fair and meaningful place. They determine their lifestyle based on these values and take their place as a valuable individual who respects the rules of the world where they live. The more one adapts to the values accepted and desired in a society, the less one would experience death anxiety.(Erciş et al.,2016)

The studies on consumer behavior have shown that external situations that have the potential to threaten one's security simultaneously trigger compensatory processes and behaviors. Any fearful event can activate coping behaviors, and researchers have found that shopping behavior is one of the protective measures against the anxiety that accompanies fear (Arndt et al. 2004; Maheswaran and Agrawal, 2004). While fear may cause a negative perception of the convenience of shopping, the management of fear can unreasonably motivate shopping behaviors. In social psychology, it has often been pointed out that attitudes are not always consistent with behaviors (Kraus, 1995), which is why even though consumers with fear experience the urges to fix their emotional states at the same time.

The Death Anxiety Scale (DAS) used in this study was made by Sarıkaya (2013) and includes 20 items. It has three following dimensions: uncertainty of death, thinking of and witnessing death and suffering (Karahan et al., 2020).

Uncertainty of Death (1. Dimension)

What scares people the most is how one could die rather than the death itself. As humans are the only living things that know and realize that death is inevitable, the anxiety may become constant.

Thinking of and Witnessing Death (2. dimension)

Uncertainty, sudden changes in the emotional states of people that takes place during outbreaks or natural disasters and witnessing death make people think more about death and feel more anxious.

Suffering (3. dimension)

Being affected by uncertainty, outbreaks and natural disasters, thinking about suffering physically or psychologically affect the level of death anxiety.

1.2. Hedonic Consumption

As retailers and service providers work with multiple shareholders, they do not have previously laid-out plans for natural disasters, outbreaks or similar unpredictable situations (Vencatesh et.al. 2015). For this reason, it is particularly important for the literature and the real sector to know how consumers will react to these unusual situations.

Studies have shown that the most common psychological reaction in an uncertain. The psychological state of fear is defined by a low sense of control and high levels of

uncertainty. Fear is a strong emotion that affects perception, thinking and behavior (Izard, 1991). It is a high probability that people who fear experience anxiety and behave in a way to lower the sense of threat (Insko et al. 1990).

Hedonic shopping is mostly associated with entertainment or enjoyment; however, it is also known to be a coping mechanism against stress (Atalay and Meloy, 2011; Tauber, 1972). The choices a person has while shopping is known to be helpful in decreasing one's troubles and creating a sense of control over their environment again (Rick, Pereira and Burson, 2014). Under the influence of a highly negative emotion such as fear, there can be a "common motivational shift" towards mood improvement through shopping, whether with utilitarian or hedonic intentions.

The purchasing decision-making process of a consumer is complex and structured and there are a lot of contributing external (culture, race, marketing activities) and internal factors (experience, motivation, personality) (Šramová and Pavelka, 2017).

Purchasing a product in today's world is not only about meeting needs and the decisions to meet one's needs may not always be rational (Armagan, I.Ulku;2023) The traditional ways of shopping are replaced by an experience based on enjoyment, entertainment and satisfaction (Babin, Darden and Griffin, 1994).

Being based on enjoyment and entertainment, hedonic consumption is defined as a behavior including emotional stimuli based on fantasy (Hirschman and Holbrook 1982). Hedonic consumers are more interested in what a product represents rather than its benefits (Hirschman and Holbrook, 1982). This term was first studied in the late 1970s. Hedonic consumption is more than just having a product. Hedonic consumption embodies reality because it depends on the imagination. Since instant satisfaction is more dominant than delayed satisfaction in hedonic consumption, hedonic factors directly affect consumption processes (Odabaşı, 2013, p. 115-117).

Song and Qu (2017) found that both utilitarian and hedonic dimensions are associated with customer satisfaction and behavioral outcomes.

Hedonic services especially satisfy the enjoyment, excitement and entertainment needs of customers. As hedonic services are more inclined to reflect emotional needs (Jang and Namkung, 2009) the role of positive emotions is extremely important.

1.2.1. Factors of Hedonic Consumption

Contrary to the belief that consumers shop to purchase products and services, they actually purchase material or non-material benefits. While some consumers achieve their plans when they make their purchases, some aim to feel joy through entertainment and excitement.

Utilitarian values based on cognitive processes, critical thinking on emotions and entertainment and hedonistic values significantly affect the purchasing process (Babin et al.,1994)

The factors put forth within the study are hedonic effect, hedonic adaptation, passiveness, impulsive tendency and the reflection of identity.

Hedonic Effect Dimension (1. dimension)

The positive emotional outcome of shopping is defined as the hedonic effect. From an

emotional point of view, the hedonic effect, which increases as a result of motivation and daydreaming, is more common in consumers who act with their emotions. The excitement felt for spontaneous, unplanned and sudden purchases is the most distinct feature of the hedonic effect.

The Hedonic Adaptation Dimension (2. dimension)

Adaptation implies familiarity with a constantly recurring situation. People believe that with each end, there is bigger happiness to achieve and therefore they keep chasing this happiness. This shows that the hedonic effect and the effect of the reactions that people give to good or bad situations decreases in time. In terms of consumption, it is the decrease in the emotional reactions caused by owning and using a product. It is the decrease and adaptation of the hedonic reactions over time with repeated consumption of products and services or it is the adaptation and decrease of emotions towards a one-time stimulant like purchasing a luxury product.

The Passiveness Dimension (3. dimension)

Passiveness is the state that is driven by external influencers. It represents how hedonic consumers are affected by promotional activities more.

The Impulsive Tendency Dimension (4. dimension)

Impulsive Tendency: The impulse of individuals to purchase something is defined as shopping behavior that happens spontaneously, without thinking, suddenly and rapidly.

The Reflection of Identity Dimension (5. size)

Reflection of Identity: The reflection of the sense of self onto conscious or unconscious consumption habits (Coşkun and Marangoz, 2019, p.523).

1.3. Utilitarian Consumption

While hedonic values focus on entertainment, visuals, experimental and pleasure-related issues, utilitarian values focus on the ability of goods and services to meet one's needs and their practical, functional and instrumental benefits (Chitturi et al., 2008). Hedonic values make use of sensations derived from goods or services, while utilitarian values reflect their functions (Voss et al., 2003). Utilitarian goods and services are bought and consumed for their functional values; however, the primary goal of the consumer is fulfilling their basic needs, specific tasks or functional purposes (Dhar and Wertenbroch, 2000).

Individuals do not show completely hedonic or completely utilitarian behaviors while consuming. Many studies in the literature support the coexistence of hedonic and utilitarian values (Dhar, Wertenbroch, 2000, p.60; Sarıtaş, 2018, p.38-40). In utilitarian consumption, the functionality of a product is handled independently from rational emotions. While goods like food and clothes are within utilitarian consumption, ones like designer clothes, luxury cars or diamond jewelry are within hedonic consumption. Consumer motivation is the determining factor in differentiating between hedonic and utilitarian consumption (Liu et al, 2020 ; Khan, Dhar and Wertenbroch, 2004).

On the other hand, some argue that hedonic and utilitarian consumption are opposite things. In utilitarian consumption, shopping is an activity that fulfills responsibilities in

one way or another. It focuses on meeting needs with the most suitable product (Hopkins and Davashish, 1999, p. 280).

An online shopping environment has lots of advantages in terms of utilitarian consumption. The first and foremost of these advantages is the convenience of shopping. Through online shopping, utilitarian consumers have the opportunity to shop 7/24 without even moving (Chang and Samuel, 2006, p. 71). As consumers do not need to go anywhere for shopping, they save time on going out and traveling (Jensen, 2012, p. 59).

Online shopping focuses on the excitement of shopping and has a variety of promotional activities (Altulkari and Kesari, 2017, p. 24) such as periodic sales, paid or free shipping, shopping festivals (Black Friday or activities for special occasions), the convenience of being able to follow the release of new products or current sales easily (Arnold and Reynold, 2003).

The studies in the literature conceptualized the hedonic and utilitarian dimension of consumption. Babin et al. (1994) argue that the utilitarian dimension of consumption includes pragmatism, economic value and convenience while the hedonic dimension includes entertainment, good experiences, excitement or pleasure. Voss et al. (2003) state that hedonic consumption stems from the emotional side of consumption while utilitarian consumption is about the functions of the products and focuses on the functionality of goods and services (Jiang and Wang, 2006).

Utilitarian goods and services are mainly functional or instrumental (Batra and Ahtola, 1991). Especially services that are called short-term services with low emotional quality (Foxall, 1990).

The factors put forth within the study are goal orientation and control orientation.

Goal Orientation: Utilitarian goods and services are goods that are purchased and consumed for their functional value; and in turn, the most important consumption goal of consumers is to fulfill basic needs, specific tasks or functional purpose goals based on rational cognition (Dhar and Wertenbroch, 2000). Utilitarian services are mainly functional and instrumental in nature.

Control Orientation:

Utilitarian consumption is expected to be a more conscious and controlled process compared to hedonic consumption. Utilitarian consumption is thought to be as rational as how hedonic consumption is emotional. Thus, people who have hedonic shopping tendencies and the ones with utilitarian shopping tendencies are different in terms of the meaning they place on consumption. People who have more utilitarian tendencies are more prone to postpone enjoyment and better at managing or controlling their budget (Coşkun and Marangoz, 2019, p.524)

1.4. Relationship Between Death Anxiety And Hedonic & Utility Consumption

Research shows that death anxiety can affect consumer behavior. It can give these examples: Solomon et al. (2009) found that death anxiety leads people to be more cautious and conservative in their brand choices. Mandel et al. (2011) found that reminders of death lead people to spend more. However, death anxiety can sometimes negatively affect consumer behavior as well. For example, death anxiety may lead to a

tendency to avoid consumption rather than an increased desire to consume. Pyszczynski et al. (2006) found that death anxiety can distract people from consumption and lead them to focus more on intangible values. This can happen at a time when consumers are trying to find meaning in their lives and seek deeper meanings.

Death Anxiety and Hedonic Consumption: Hedonic consumption refers to pleasure and pleasure-oriented spending. Studies show that hedonic consumption may increase in relation to death anxiety. People with high death awareness may be more interested in products and experiences for instant pleasure, entertainment, and emotional satisfaction. This type of consumption is thought to contribute to alleviating death-related anxieties or seeking meaning (Mandel and Heine, 1999, p:527-533).

Death Uncertainty and Hedonic Consumption: Death uncertainty refers to the uncertainty and anxiety of individuals about death. Studies show that the uncertainty of death can increase hedonic consumption. Individuals experiencing death uncertainty may turn to more hedonic consumption patterns with the desire to enjoy pleasant experiences. This type of consumption can help reduce the feelings of anxiety and uncertainty that death brings (Routledge et al., 2004, p. 541-560)

Death Thought and Hedonic Consumption: Death thought may be a factor that can affect hedonic consumption. Research shows that with increased awareness of death, people tend to gravitate towards pleasurable experiences. The thought of death may cause people to develop an awareness of the shortness of life and thus give more importance to meaningful and enjoyable experiences (Arndt & Goldenberg, 2004, p.133-142).

Witnessing Death and Hedonic Consumption: Experiences of witnessing death can be associated with hedonic consumption. Research shows that people tend to gravitate towards pleasurable and pleasurable experiences following death-related experiences. For example, individuals who have had a near-death experience may appreciate their surviving moments more and therefore focus more on enjoyable activities (Hekkert, P., & van den Hoven, E., 2003, p. 489-506)

Death Anxiety and Utilitarian Consumption: Utilitarian consumption refers to spending that meets needs and provides practical benefits. Studies show that utilitarian consumption may also be affected in relation to death anxiety. People with high death awareness may focus more on basic needs and practical solutions, such as safety, health, or longevity. This type of consumption may reflect the need to avoid death-related risks and strengthen the sense of control (Ruvio & Gurău, 2016, p. 3044-3053)

Death Uncertainty and Utilitarian Consumption: Death uncertainty can be among the factors affecting utilitarian consumption. Utilitarian consumption refers to consumption patterns based on practical and functional needs. Research shows that individuals experiencing death uncertainty seek security and control. For this reason, it is thought that as death uncertainty increases, individuals may tend to tend towards utilitarian consumption patterns. Preferring practical products can make individuals feel more secure (Burke et al., 2010, p. 155-195)

Death Thought and Utilitarian Consumption: Death thought may be a factor that can affect utilitarian consumption. Studies show that with increased awareness of death, people may seek security, control and functionality, and therefore they may turn more towards utilitarian forms of consumption. The thought of death may cause individuals

to develop an awareness of the shortness of life and therefore to emphasize practical and functional needs (Van Tilburg & Igou, 2011, p. 956-969).

Witnessing Death and Utilitarian Consumption: Experiences of witnessing death can be associated with utilitarian consumption. Research shows that individuals who have a near-death experience may be more likely to turn to practical and functional consumption patterns. For example, these experiences may push individuals to seek security and control, thus causing them to be more interested in utilitarian products and services (Routledge et al., 2012, p.452-460).

2.Methodology

This section includes information about the data collection method, scales, research model and hypotheses, frequency analysis, exploratory factor analysis, confirmatory factor analysis, reliability analysis and structural equation modeling and path analysis. Analyses were made using SPSS 24 and AMOS 27.

2.1. Data Collection Method

The population of the study consists of people who shop online and live in İstanbul. The questionnaires were made online using google drive. Out of non-probability sampling methods, snowball sampling was used. The study used 3 scales in addition to 7 demographic questions and 1 question about online shopping frequency. These scales are:

Death Anxiety Scale: It consists of three sub-factors: “uncertainty of death”, “thinking and witnessing death” and “suffering”. The whole scale consists of 20 questions. The Cronbach alpha coefficient and the reliability of the scale were found to be .95 and .82 respectively (Sarıkaya Y, Baloglu M. 2016). The death anxiety scale was grouped into 2 dimensions in this research’s exploratory factor analysis.

Hedonic and Utilitarian Consumption Behaviors Scale: The scale has a five-factor structure for hedonic consumption behavior: Hedonic Effect, Hedonic Adaptation, Impulsive Tendency, Passiveness and the Reflection of Identity. Utilitarian consumption has two factors which are goal orientation and control orientation. The whole scale consists of 42 questions (Coşkun T. and Marangoz M., 2019)

2.2. Preliminary Testing and Results

In order to test the comprehensibility of the expressions, a preliminary questionnaire was first conducted with 30 participants. A preliminary evaluation was made by performing reliability analysis and factor analysis on the results obtained from 30 people. The reliability of the scales was checked first. Cronbach’s Alpha model was used in the reliability analysis of the scales. The results of the analysis are as follows:

Hedonic Consumption Scale Alpha Coefficient = **0.928 (32 questions)**

Utilitarian Consumption Scale Alpha Coefficient = **0.777 (10 questions)**

Death Anxiety Scale Alpha Coefficient= **0.962 (20 questions)**

The Cronbach’s alpha values of all the scales are above 0.70 indicating that the research is reliable.

2.3. Research Model and Hypotheses

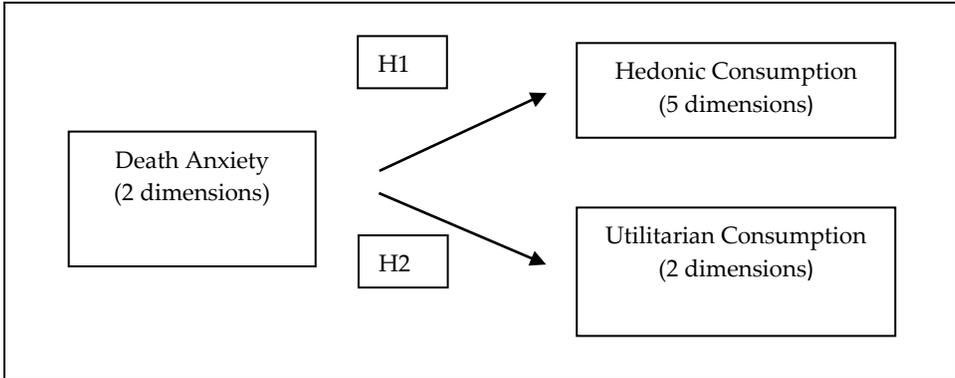


Figure 1. The Research Model

The research hypotheses:

H1: The effect of death anxiety on hedonic consumption behavior during COVID-19 is statistically significant.

H2: The effect of death anxiety on utilitarian consumption behavior during COVID-19 is statistically significant.

2.4 Frequency Analysis

Table 1 shows the demographic data of the study. The 60.3% (243) of the participants are women while 39.7% (160) are men. The number of married and single participants is 197 and 193 respectively. With 33.5% (135), most of the participants are aged between 35-44. 65% (262) of the participants have bachelor's degrees which constitutes the biggest group in terms of education. Finally, in terms of income, people with an income of 2300 and less constitute the biggest percentage with 28.5% (115).

Table 1. Frequency Analysis for Demographic Variables

	Categories	<i>f</i>	%
Gender	Woman	243	60.3
	Man	160	39.7
Marital Status	Married	197	48.9
	Single	193	47.9
	Other	13	3.2
Age	aged 18-24	108	26.8
	aged 25-34	84	20.8
	aged 35-44	135	33.5
	aged 45-54	63	15.6
	aged 55-64	13	3.2
Education Level	Primary Education	8	2
	High school	46	11.4
	Bachelor's Degree	262	65
	Graduate (Master's Degree & PhD)	87	21.6

	2300 TL and below	115	28.5
Income Level	between 2301-3500 TL	49	12.2
	between 3501-5000 TL	82	20.3
	between 5001-6500 TL	75	18.6
	between 6501-7500 TL	26	6.5
	7501 TL and above	56	13.9
Total		403	100

2.5. Exploratory and Confirmatory Factor Analyses and Reliability Analysis Results

Table 2 presents the KMO values, Bartlett test significance values, total variance explained values and Cronbach's Alpha reliability values obtained as a result of examining the suitability of the variables for Exploratory Factor Analysis.

For the exploratory factor analysis results, the results of the Kaiser-Meyer-Olkin (KMO) Sampling Adequacy and Bartlett sphericity test were determined first as they are the prerequisites of this analysis. The values of the scales are as follows; death anxiety scale (KMO= ,938; Bartlett’s Test of Sphericity: Approx. Chi-Square = 1840,679; df=28 ; Sig=0,00), hedonic consumption scale (KMO= ,926; Bartlett’s Test of Sphericity: Approx. Chi-Square =7338,551; df=496; Sig=0,00), utilitarian consumption scale (KMO=,871 ; Bartlett’s Test of Sphericity: Approx. Chi-Square =1694,669; df=45; Sig=0,00). KMO values of all variables were above 0.50 and the p significance values of the Bartlett sphericity tests were significant for each variable which revealed that it was appropriate to perform factor analysis for these variables.

The exploratory factor analysis results show that death anxiety has 2 dimensions, hedonic consumption has 5 dimensions, and utilitarian consumption has 2. The factor loadings of the 18th and 20th questions of the death anxiety scale were found to be 0.35 and 0.42, respectively, and only these 2 questions were excluded from the analysis. Total variance explained values were 71.183% for death anxiety scale, 59.147% for hedonic consumption scale and 58.077% for utilitarian consumption scale. Additionally, the results of the reliability analysis performed after the factor analysis show that the Cronbach's Alpha values of all variables were higher than 0.70.

Table 2. Cronbach's Alpha Values and KFA results of the variables

	KMO	Bartlett's test sig	Total Variance Explained	Cronbach's Alpha
Death Anxiety Scale	0.938	0.000	71.183	0.968
Hedonic Consumption Behavior Scale	0.926	0.000	59.147	0.942
Utilitarian Consumption Behavior Scale	0.871	0.000	58.077	0.787

The factor loading distributions of the death anxiety variable are shown in Table 3, of the hedonic consumption variable in Table 4, and of the utilitarian consumption variable in

Table 5.

	Component	
	1	2
da6	,811	
da7	,810	
da2	,785	
da1	,765	
da11	,756	
da9	,715	
da10	,698	
da5	,675	
da15	,670	
da3	,665	
da17	,637	
da14		,849
da13		,833
da19		,782
da16		,781
da12		,733
da8		,687
da4		,685

Table 3. Factor Loadings Distribution of the Death Anxiety Scale

	Component				
	1	2	3	4	5
hed11	,784				
hed13	,750				
hed14	,716				
hed12	,692				
hed9	,602				
hed18	,572				
hed17	,551				
hed19	,548				

hed15	,544			
hed20	,472			
hed10	,456			
hed16	,448			
hed4		,829		
hed6		,786		
hed7		,767		
hed2		,707		
hed3		,686		
hed1		,644		
hed5		,587		
hed23			,686	
hed25			,684	
hed22			,680	
hed24			,672	
hed21			,670	
hed26			,669	
hed8			,461	
hed31				,731
hed29				,685
hed32				,477
hed28				,810
hed27				,801
hed30				,472

Table 4. Factor Loadings Distribution of the Hedonic Consumption Scale

	Component	
	1	2
uti3	,778	
uti8	,709	
uti4	,703	
uti5	,639	
uti2	,631	
uti1	,548	
uti7		,813

uti9		,763
uti6		,702
uti10		,553

Table 5. Factor Loadings Distribution of the Utilitarian Consumption Scale

AMOS27 was used for Confirmatory Factor Analysis. Figure 2 shows the program image of the confirmatory factor analysis of the death anxiety variable. The goodness of fit values are CMIN= 693,701, df=129, CMIN/df= 5,378, GFI=0,838, RMSEA= 0,104 and NFI = 0,907.

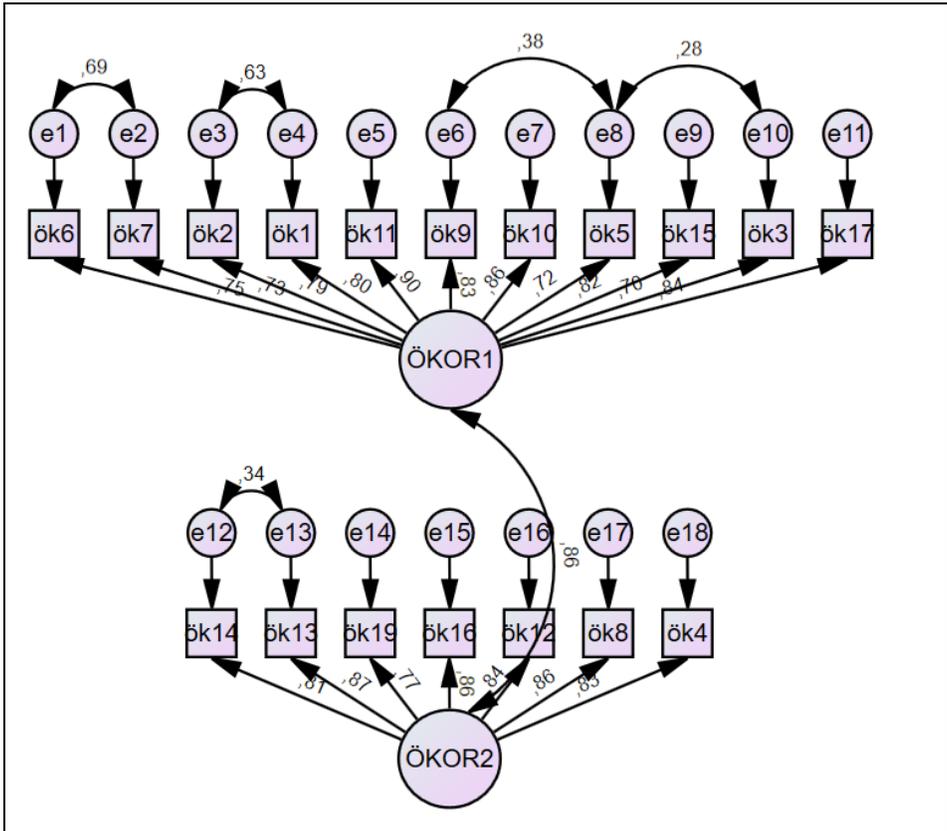


Figure 2. AMOS Model for the Confirmatory Factor Analysis of the Death Anxiety Variable

Figure 3 shows the program image of the confirmatory factor analysis of the hedonic consumption variable. The goodness of fit values are CMIN= 1289,51, df=446, CMIN/df= 2,89, GFI=0,839, RMSEA= 0,069 and NFI = 0,827.

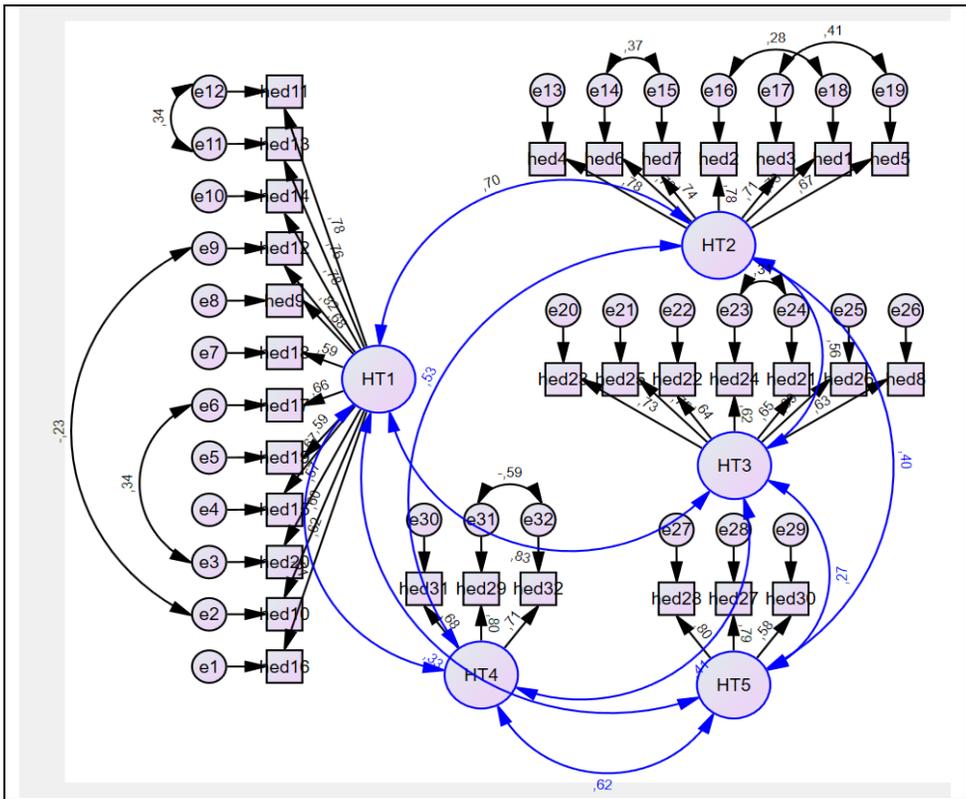


Figure 3. AMOS Model for the Confirmatory Factor Analysis of the Hedonic Consumption Variable

Figure 4 shows the program image of the confirmatory factor analysis of the utilitarian consumption variable. The goodness of fit values were found to be CMIN= 103.302, df=32, CMIN/df= 3.228, GFI=0.952, RMSEA= 0.074 and NFI = 0.940.

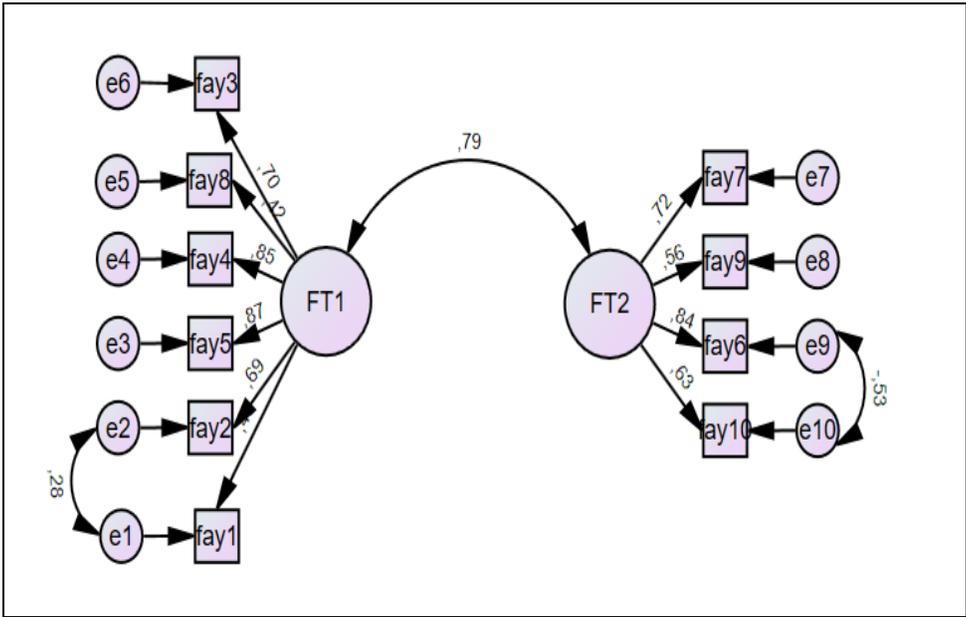


Figure 4. AMOS Model for the Confirmatory Factor Analysis of the Utilitarian Consumption Variable

2.6. Structural Equation Modeling and Path Analysis

The first step was to measure the effect of the 2 dimensions of the death anxiety scale on the 5 dimensions of hedonic consumption behavior. Afterwards, the effect of death anxiety on 2-dimensional utilitarian consumption behavior was analyzed. The AMOS 27 statistical program was used for the analyses.

The goodness of fit values of the first structural equation modeling were found to be CMIN= 3456,504, $df=1149$ CMIN/ $df= 3,008$, GFI=0,750, CFI= 0,846, RMSEA= 0,071 and NFI = 0,787.

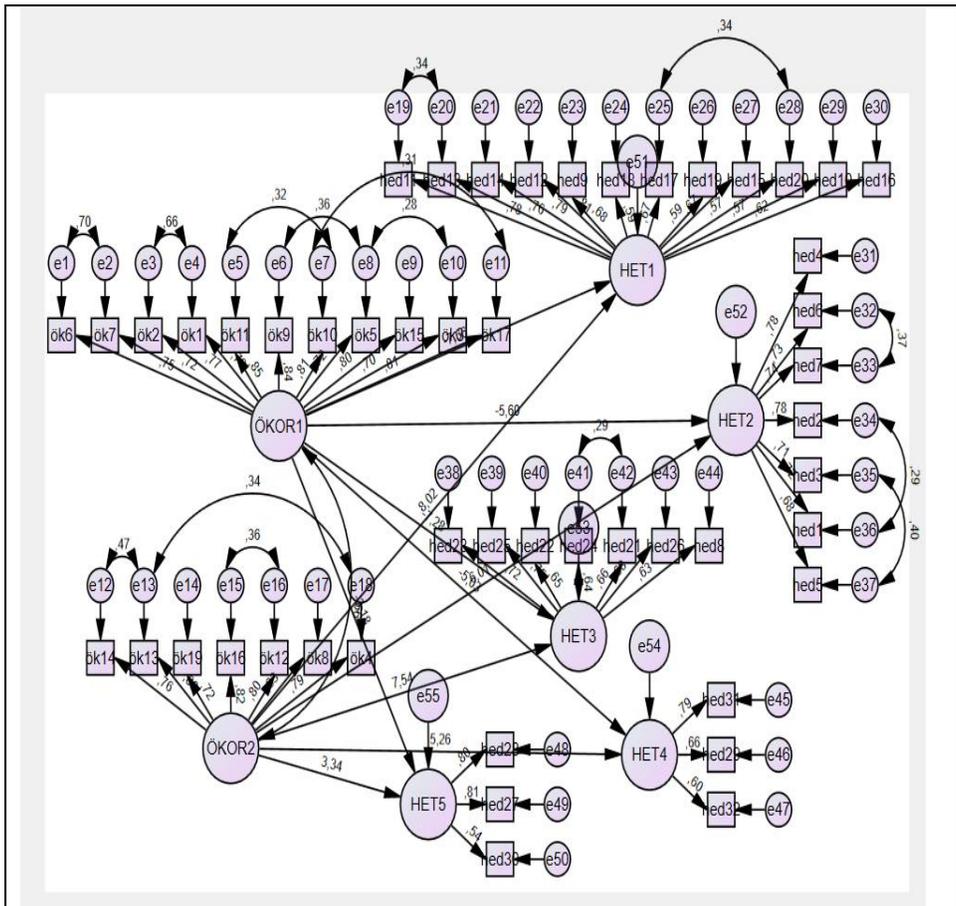


Figure 5. Standard Regression Coefficients – Structural Equation Modeling - AMOS Model of the effect of 2 dimensions of Death Anxiety on 5 dimensions of Hedonic Consumption Behavior

The results of the analysis show that all the standard regression coefficients of the 1st model were found to be significant. Another important result is that ÖKOR1, the 1st dimension of the death anxiety scale, has a negative significant effect on all 5 dimensions of hedonic consumption behavior, while ÖKOR2, the 2nd dimension of death anxiety, has a positive and significant effect on all 5 dimensions of hedonic consumption behavior. Table 6 shows all the standard regression coefficients and their significance for modeling.

			Estimate	S.E.	C.R.	P Significance
HET1	<---	ÖKOR1	-7.663	1.241	-4.400	***
HET2	<---	ÖKOR1	-5.595	1.248	-4.231	***
HET3	<---	ÖKOR1	-7.281	1.048	-4.376	***
HET4	<---	ÖKOR1	-5.026	1.170	-4.116	***
HET5	<---	ÖKOR1	-3.177	,680	-3.611	***
HET1	<---	ÖKOR2	8.025	1.280	4.610	***
HET2	<---	ÖKOR2	6.007	1.289	4.538	***
HET3	<---	ÖKOR2	7.536	1.081	4.533	***
HET4	<---	ÖKOR2	5.255	1.207	4.307	***
HET5	<---	ÖKOR2	3.339	,701	3.797	***

Table 6. The Effect of Death Anxiety Dimensions on Hedonic Consumption Behavior Dimensions – Standard Estimate Values and Their Significance

Secondly, the effect of the 2 dimensions of the death anxiety scale on the 2 dimensions of utilitarian consumption behavior was measured. After the analysis, the goodness of fit values of the second structural equation modeling were found as CMIN= 1288,148, df=334 CMIN/df= 3.857, GFI=0.826, CFI= 0.896, RMSEA=0.084 and NFI = 0.865.

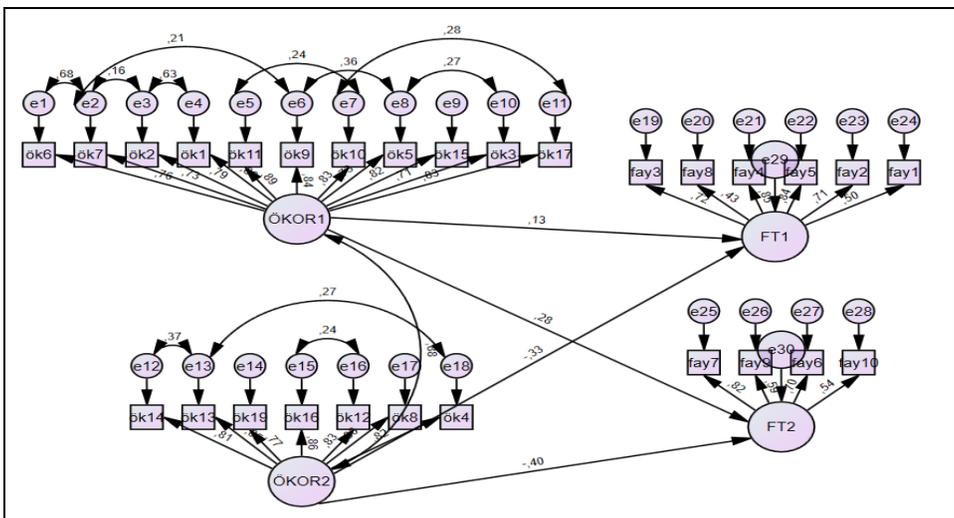


Figure 6. Standard Regression Coefficients – Structural Equation Modeling - AMOS

Model of the effect of 2 dimensions of Death Anxiety on 2 dimensions of Utilitarian Consumption Behavior

The results of the analysis show that two of the four coefficients of the 2. model were significant and two were insignificant. While the effect of ÖKOR1, the 1st dimension of the death anxiety scale, on both dimensions of utilitarian consumption behavior is insignificant, the 2nd dimension of death anxiety, ÖKOR2, has a negative significant effect on both dimensions of utilitarian consumption behavior. Table 7 shows all the standard regression coefficients and their significance for modeling.

			Estimate	S.E.	C.R.	P
FT1	<---	ÖKOR1	,126	,091	,926	,354
FT2	<---	ÖKOR1	,278	,083	1.912	,056
FT1	<---	ÖKOR2	-.333	,090	-2.416	,016
FT2	<---	ÖKOR2	-.403	,082	-2.750	,006

Table 7. The Effect of Death Anxiety Dimensions on Utilitarian Consumption Behavior Dimensions – Standard Estimate Values and Their Significance

3. Conclusion, Discussion and Recommendations

The phenomenon of death affects life in many different ways. The anxiety that is experienced by people who turn to consumption to prove their existence in the face of death is reflected on their different attitudes as well. In order to understand the effects of death and contribute to the literature, this concept should be studied within the limits of measurability.

This study aims to find out how Covid-19 related death anxiety on an individual and a social level affects the utilitarian and hedonic consumption behaviors of people whose shopping habits mostly shifted to online shopping. Although there are many studies in the literature on the effects utilitarian and hedonic consumption, analyzing the effect of the fear of death variable provides new findings for the literature.

People who are experiencing high levels of fear can be more susceptible to hedonic shopping even when they use utilitarian shopping as a coping mechanism. While more instrumental behaviors aimed directly at addressing or mitigating a problem are more overt responses to threatening conditions, shopping for diversion occurs particularly in response to an emotionally stressful event. Under the influence of highly negative emotions such as fear, there can be a "common motivational shift" towards restoring one's mood through shopping whether with utilitarian or hedonic intentions. Considering that shopping is used as a means of coping with fear, Larson and Shin (2018) found that those who experience higher levels of fear about natural disasters are more likely to engage in both utilitarian and hedonic shopping behavior during those times.

Odabaşı (2017) concluded that utilitarian consumption-oriented individuals generally prefer to postpone the pleasure they will get from shopping to another moment that they think will be more happy or benefit more. However, in the research conducted, the fear of death gives meaningless results in the dimensions of utilitarian consumption.

The result of the study that the first dimension of death anxiety has a negative significant effect on all dimensions of hedonistic consumption is similar to the study of Özdemir and Yaman (2007). For individuals who are afraid of death, their time is limited, so they do not prefer utilitarian consumption and show more hedonic behaviors. Arnold and Reynolds (2003) reached the same results as the research and explained that getting away from negativities is "shopping for relaxation".

Emiroğlu and Aktaç (2023) study, research result; It is parallel to the conclusion that the fear of death positively affects hedonic and utilitarian consumption. Impulsivity, especially in fear and anxiety situations; Uncontrolled and excessive behaviors reveal themselves more and contribute to the development and continuation of consumption addiction. Increased impulsivity is predicted to increase the power of environmental influencers, making it harder to resist. Evidence for the role of different components of impulsivity, such as dietary habits, has increased in recent years.

Baumann (2013); The consumer can do everything in moments of fear and stress. Believing that he deserves it, he believes that he can be happy only by consuming it, and it is in line with the research and supports it. However, this situation disrupts the psychology of the individual and as consumption takes place, the desire to consume more instead of happiness develops.

In conclusion, having examined the effects of death anxiety on hedonic and utilitarian consumption behaviors, this study found that death anxiety had a significant effect on hedonic and utilitarian consumption behaviors. The first dimension of death anxiety (Uncertainty of Death) was found to have a negative significant effect on all dimensions of hedonic consumption, while the 2nd dimension of death anxiety (Thinking of and Witnessing Death) had a positive significant effect on them. In the 2nd model of the study from the perspective of utilitarian consumption, the effect of the 1st dimension of death anxiety on all dimensions of utilitarian consumption was insignificant, while the effect of the 2nd dimension of death anxiety (Thinking of and Witnessing Death) was negative. Two hypotheses of the research have been accepted.

Uncertainty, danger, epidemics and natural disasters cannot be completely controlled. However, product and service providers and retailers must prepare their strategies in advance. Because after such challenging times, it is extremely important to be sensitive in marketing strategies. While it some customers will shop hedonically to relieve stress or after a difficult time, this does not mean that product and service providers should target stressed people or present shopping as a coping mechanism. The steps taken without considering the emotional state of consumers not only deem the emotional experiences of the victims unimportant but may also lead customers to perceive these companies as exploitative. For this reason, instead of focusing on sales, companies can consider these moments as times to build trust with customers with anxiety, as gaining the trust of the consumer can be much more valuable in the long run. In line with these inferences, uncertainties and the marketing campaigns consumers respond more to in tough times are among the important issues that can be investigated in future research. In addition, the research focuses on the behavior of the consumer with the mood before shopping. However, in future studies, consumer satisfaction and next purchase behavior can be examined after shopping for fear of death, and predictions can be made for companies that offer products and services.

Peer-Review	Double anonymized - Two External
Ethical Statement	* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited. *(IGU, Istanbul Gelisim University, Ethics Committee Chairman was taken with the decision dated 17.07.2020, numbered 2020/19 of the Presidency of the Publication Ethics Committee.)
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%30), 2. Author (%70) Data Acquisition: 1. Author (%50), 2. Author (%50) Data Analysis: 1. Author (%50), 2. Author (%50) Writing up: 1. Author (%70), 2. Author (%30) Submission and Revision: 1. Author (%70), 2. Author (%30)

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	*Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur. * (İstanbul Gelişim Üniversitesi, Etik Kurulu Başkanlığının 17.07.2020 tarih ve 2020/19 sayılı kararı ile Etik Kurul KARarı Alınmıştır.)
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%30), 2. Yazar (%70) Veri Toplanması: 1. Yazar (%50), 2. Yazar (%50) Veri Analizi: 1. Yazar (%50), 2. Yazar (%50) Makalenin Yazımı: 1. Yazar (%70), 2. Yazar (%30) Makale Gönderimi ve Revizyonu: 1. Yazar (%70), 2. Yazar (%30)

References / Kaynakça

Abdel-Khalek, A. M. (2005). Death anxiety in clinical and non-clinical groups. *Death Studies*, 29, 251-259.

Altulkari , S., & Kesari, B. (2017). Satisfaction, loyalty and repatronage intentions: Role of hedonic shopping values. *Journal of Retailing and Consumer Services*

Armagan,Ülkü,İ. (2023) "Human from Mainstream economic thought to behavioral approach" Süleyman Demirel University Visionary Journal, Year: 2023, Volume: 14, No: 38, 720-738.,<https://doi.org/10.21076/vizyoner.1144332>

Arndt, J., Solomon, S., Kasser, T., & Sheldon, K. M. (2004). The urge to splurge: A terror management account of materialism and consumer behavior. *Journal of Consumer Psychology*, 14(3), 198–212.

Arndt, J., & Goldenberg, J. L. (2004). Death can enhance the good life: Evidence that mortality salience improves individuals' evaluations of life on the dimensions of pace and of the dynamic between the self and others. *Basic and Applied Social Psychology*, 26(2-3), 133-142.

Arnold, M. J., and Reynolds, K. E. (2003). Hedonic Shopping Motivations. *Journal of Retailing*, 79, 77-95.

Atalay, A. S., & Meloy, M. G. (2011). Retail therapy: A strategic effort to improve mood. *Psychology & Marketing*, 28(6), 638–659.

Burke, B. L., Martens, A., & Faucher, E. H. (2010). Two decades of terror management theory: A meta-analysis of mortality salience research. *Personality and Social Psychology Review*, 14(2), 155-195.

Batra, R., & Ahtola, O.T. (1991), "Measuring the Hedonic and Utilitarian Sources of Consumer Attitudes", *Marketing Letters*, Vol. 2(April), pp. 159-170.

Bauman, Z. (2013). *Postmodernism and its discontents.* (İ. Türkmen, Trans.) Istanbul:Detail Publications.

Chang, J., & Samuel, N. (2006). Why purchase online? An empirical study of Australian internet shoppers. *Studies in Business and Economics*, 69-79.

Chitturi, R., Raghunathan, R., & Mahajan, V. (2008). Delight by design: The role of hedonic versus utilitarian benefits. *Journal of Marketing*, 72(3), 48–63. <https://doi.org/10.1509/JMKG.72.3.048>

Coskun, T., & Marangoz, M. (2019). Development of Hedonic and Utilitarian Consumption Behaviors Scale: Reliability and Validity Study. *Business and Economics Research Journal*, 10(2), 517-540.

Dhar, R. and Wertenbroch, K. (2000), "Consumer choice between hedonic and utilitarian goods", *Journal of Marketing Research*, Vol. 37 No. 1, pp. 60-71.

Donmez C., F. (2012) "Opinions of dialysis patients and nephrology nurses on the concept of death". (Master's thesis) Mersin: Mersin University Institute of Health Sciences

Emiroğlu, E. and Aktaç, Ş. (2023), Food-Related Impulsivity in the triangel of obesity,

eating behaviors and diet, *Black Sea Journal of Health Science*, Volume 6, Issue 1, 178 - 184, doi:10.19127/bshealthscience.109893

Erciş, A., Kotan, G., Türk, B. "Effects of death anxiety on consumer attitudes", *Journal of Süleyman Demirel University Institute of Social Sciences* Year: 2016/1, Number:23

Foxall, G.R. (1990), *Consumer Psychology in Behavior Perspective*, Routledge, New York, NY.

Greenberg, J., Arndt, J., Simon, L., Pyszczynski, T. ve Solomon, S. (2000). Proximal and distal defenses in response to reminders of one's mortality: Evidence of a temporal sequence. *Personality and Social Psychology Bulletin*, 26(1), 91-99. doi: 10.1177/0146167200261009

Greenberg, J., Pyszczynski, T. ve Solomon, S. (1986). The causes and consequences of a need for self-esteem: A terror management theory. R. F. Baumeister, (Ed.), *Public self and private self içinde* (189-212). New York: Springer-Verlag.

Greenberg, J., Pyszczynski, T., Solomon, S., Simon, L. ve Breus, M. (1994). Role of consciousness and accessibility of death-related thoughts in mortality salience effects. *Journal of Personality and Social Psychology*, 67(4), 627- 637. doi: 10.1037/0022-3514.67.4.627

Harmon-Jones, E., Simon, L., Greenberg, J., Pyszczynski, T., Solomon, S. ve McGregor, H. (1997). Terror management theory and self-esteem: Evidence that increased self-esteem reduces mortality salience effects. *Journal of Personality and Social Psychology*, 72(1), 24-36.

Hekkert, P., & van den Hoven, E. (2003). Design for the unexpected: How can we increase people's control over uncertain events? *International Journal of Human-Computer Studies*, 58(4), 489-506.

Hirschman, E. C., & Holbrook, M. B. (1982). Hedonic consumption: Emerging concepts, methods and propositions. *Journal of Marketing*, 46, 92-101.

Hökelekli, H.(1991) "Death and Post-Death Psychology", U.Ü.İ.F.D., Bursa, C.3, S.3, p. 151-165

Hopkins, G., & Davashish, P. (1999). A factor analytic study of the sources of meaning on hedonic consumption. *European Journal of Marketing*, 273-290.

Insko, C. A., Schopler, J., Hoyle, R. H., Dardis, G. J., & Graetz, K. A. (1990). Individual/group discontinuity as a function of fear and greed. *Journal of Personality and Social Psychology*, 58(1), 68-79.

Irvin D. Yalom (2008) Staring at the Sun: Overcoming the Terror of Death, *The Humanistic Psychologist*, 36:3-4, 283-297, DOI: [10.1080/08873260802350006](https://doi.org/10.1080/08873260802350006)

Jensen, J. (2012). Shopping orientation and online travel shopping: The role of travel experience. *International Journal of Tourism Research*, 56-70.

Jiang, Y. and Wang, C.L. (2006), "The impact of affect on service quality and satisfaction: the moderation of service context", *Journal of Services Marketing*, Vol. 20 No. 4, pp. 211-218.

Karahan, Faika, Ş. ,Gülmez E. , Hamarta E. (2020) "The aim of this Research Was to Examine the Death Anxiety of the Pregnants in the Terms of Some Variables" *International Medical Journal*, 2020;2(1):5-10, DOI: 10.37990/medr.701196

Koknel, O. (1998). *Fears, Obsessions, Obsessions*. Istanbul: Altın Kitaplar Publishing House.

Kraus, S. J. (1995). Attitudes and the prediction of behavior: A meta-analysis of the empirical literature. *Personality and Social Psychology Bulletin*, 21(1), 58–75

Larson, L. R., & Shin, H. (2018). Fear during natural disaster: its impact on perceptions of shopping convenience and shopping behavior. *Services Marketing Quarterly*, 39(4), 293-309

Liu, F., Lim, E., Li, H., Tan, C., & Cyr, D. (2020). Disentangling utilitarian and hedonic consumption behavior in online shopping: An expectation disconfirmation perspective. *I57(3)*, 103199. *information & Management*

Maheswaran, D., & Agrawal, N. (2004). Motivational and cultural variations in mortality salience effects: Contemplations on terror management theory and consumer behavior. *Journal of Consumer Psychology*, 14(3), 213–218.

Mandel, N., & Heine, S. J. (1999). Terror management and marketing: He who dies with the most toys wins. *Advances in Consumer Research*, 26(1), 527-533.

Mandel, N., Rucker, D. D., Levav, J., & Galinsky, A. D. (2011). The unbearable lightness of focusing: Considering one's death increases preference for strong brands. *Journal of Consumer Psychology*, 21(4), 397-405.

Müller-Pérez, J., Acevedo-Duque, Á., Rettig, P. V., García-Salirrosas, E. E., Fernández-

Mantilla, M. M., Izquierdo-Marín, S. S., & Álvarez-Becerra, R. (2023). Consumer Behavior after COVID-19: Interpersonal Influences, eWOM and Digital Lifestyles in More Diverse Youths. *Sustainability*, 15(8), 6570.

Odabaşı, Y. (2013). *Consumption culture*. Istanbul: Sistem Publishing

Odabasi, Y. (2017b). *Consumption culture, from the society that is content to the society that consumes*. Istanbul: Aura.

Özdemir, S., and Yaman, F. (2007). Gender differentiation of hedonic shopping research on it. *Eskişehir Osmangazi University Journal of FEAS*, 2(2), 81-91

Pyszczynski, T., Greenberg, J., Solomon, S., Arndt, J. ve Schimel, J. (2004). Why do people need self-esteem? A theoretical and empirical overview. *Psychology Bulletin*, 130(3), 435-468. doi: 10.1037/0033-2909.130.3.435

Pyszczynski, T., Greenberg, J., & Solomon, S. (2006). *In the Wake of 9/11: The Psychology of Terror*. American Psychological Association.

Routledge, C., Arndt, J., & Goldenberg, J. L. (2004). A glimpse behind the veil: The search for meaning in death-related thoughts and images. *Death Studies*, 28(6), 541-560.,

Routledge, C., Wildschut, T., Sedikides, C., Juhl, J., & Arndt, J. (2012). *The power of the*

past: Nostalgia as a meaning-making resource. *Memory*, 20(5), 452-460

Ruvio, A., & Gurău, C. (2016). Consumer coping with the fear of death: A review of the literature and implications for marketing communication. *Journal of Business Research*, 69(8), 3044-3053.

Sarikaya, Y. (2013). Development of Death Anxiety Scale: Validity and Reliability Study. (Published Master's Thesis). Tokat: Gaziosmanpaşa University Institute of Educational Sciences, Department of Educational Sciences, Department of Guidance and Psychological Counseling.

Sakib, N., Akter, T., Zohra, F., Bhuiyan, A. I., Mamun, M. A., & Griffiths, M. D. (2023). Fear of COVID-19 and depression: a comparative study among the general population and healthcare professionals during COVID-19 pandemic crisis in Bangladesh. *International Journal of Mental Health and Addiction*, 21(2), 976-992.

Sarikaya, Y., & Baloğlu, M. (2016). The development and psychometric properties of the Turkish death anxiety scale (TDAS). *Death studies*, 40(7), 419-431.

Solomon, S., Greenberg, J., & Pyszczynski, T. (2009). *The Worm at the Core: On the Role of Death in Life*. Random House.

Šramová, B. and Pavelka, J. (2017), "The perception of media messages by preschool children", *Young Consumer*, Vol. 18 No. 2, pp. 121-140.

Tauber, E. M. (1972). Why do people shop? *Journal of Marketing*, 36(4), 46-49.

Turhan, E. H. (2021). Death Anxiety and Coronavirus on The Axis Of Death Sociology, *HABITUS Journal of Sociology*, (2), 85-101.

Van Tilburg, W. A., & Igou, E. R. (2011). On boredom and social identity: A pragmatic meaning-regulation approach. *Personality and Social Psychology Bulletin*, 37(7), 956-969.

Venkatesh, V. G., Rath, S., & Patwa, S. (2015). Analysis on supply chain risks in Indian apparel retail chains and proposal of risk prioritization model using Interpretive structural modeling. *Journal of Retailing and Consumer Services*, 26, 153-167.

Voss, K.E., Spangenberg, E.R. and Grohmann, B. (2003), "Measuring the hedonic and utilitarian dimensions of consumer attitude", *Journal of Marketing Research*, Vol. 40 No. 3, pp. 310-320

Yıldırım, Y. (2021), "The Effects of COVID-19 On Economic Life, Political Field, and Society: A Comprehensive Evaluation", *Sosyoekonomi*, 29(50), 277-297.



Examining The Effect of School Principals' Democratic Attitudes On Teachers' Perceptions of Organizational Alineation

Hüseyin ASLAN¹

Ümit DOĞAN²

Ezgi AKBULUT³

Abstract

This study examined the effect of school principals' democratic attitudes on teachers' perceptions of organizational alienation. The survey method was used in the research, and the study population consisted of 7455 teachers working in Sakarya province. In comparison, the sample selected based on a simple random sampling technique consisted of 410 teachers. It was found that participant teachers perceived school principals' democratic attitudes as moderate level. Furthermore, teachers' perceptions of school principals' democratic attitudes and organizational alienation did not differ statistically regarding their gender and professional experience. In contrast, their perceptions differed in terms of school level. At the end of the research, it was reached that teachers' perceptions of organizational alienation correlated statistically positively with school principals' democratic attitudes. School principals' democratic attitudes could explain 9% of the variance in teachers' perceptions of organizational alienation. In light of these findings, school principals should create environments where teachers can express themselves freely and use horizontal and vertical communication channels effectively. Further, teachers should take part in professional team projects with school principals, where they can be involved in decision-making processes to increase their perceptions of school principals' democratic attitudes. Based on all findings obtained in the study, school principals should create environments where teachers can express themselves freely and use both horizontal and vertical communication channels effectively. Further, teachers should take part in professional team projects with school principals, where they can be involved in decision-making processes to increase their perceptions of school principals' democratic attitudes.

Keywords: School Principal, Democratic Attitude, Organizational Alienation, Perception, School

Aslan, H. , Doğan, Ü. & Akbulut, E. (2023). Examining The Effect of School Principals' Democratic Attitudes On Teachers' Perceptions of Organizational Alineation . Journal of the Human and Social Science Researches , 12 (3) , 1855-1873 . <https://doi.org/10.15869/itobiad.1288957>

Date of Submission	27.04.2023
Date of Acceptance	04.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ As. Prof., Ondokuz Mayıs University, Education Faculty, Samsun, Türkiye, huseyarslan@yahoo.com, ORCID:0000-0003-2724-0445

² Dr., Ministry of National Education, Sakarya, Türkiye, doganmit18@hotmail.com, ORCID:0000-0002-8144-9744

³ Teacher., Ministry of National Education, İzmir, Türkiye, ezgiakb@yahoo.com, ORCID:0000-0002-7947-3358



Okul Müdürlerinin Demokratik Tutumlarının Öğretmenlerin Örgütsel Yabancılaşma Algıları Üzerindeki Etkisinin İncelenmesi

Hüseyin ASLAN¹

Ümit DOĞAN²

Ezgi AKBULUT³

Öz

Okul müdürlerinin demokratik tutumlarının öğretmenlerin örgütsel yabancılaşmalarına etkisini incelemek amacıyla bu araştırma gerçekleştirilmiştir. Araştırmada genel tarama modeli kullanılmış olup araştırmanın evrenini Sakarya ilinde görev yapmakta olan 7455 öğretmen oluştururken örneklemini ise basit seçkisiz örneklem yöntemiyle seçilmiş olan 410 öğretmen oluşturmaktadır. Araştırmaya katılan öğretmenlerin okul müdürlerinin demokratik tutumlarını orta düzey olarak algıladığı, okul müdürlerinin demokratik tutumlarına ilişkin öğretmen algılarının ve örgütsel yabancılaşma algılarının öğretmenlerin cinsiyet ve mesleki kıdem değişkenlerine göre istatistiksel olarak farklılık göstermediği, çalıştıkları okul türüne göre ise algılarının farklılık gösterdiği bulunmuştur. Araştırma sonucunda öğretmenlerin örgütsel yabancılaşma algılarının okul müdürlerince sergilenen demokratik tutumlarıyla istatistiksel olarak pozitif yönde bir ilişki içinde olduğu, okul müdürlerinin demokratik tutumlarının öğretmenlerin örgütsel yabancılaşma algılarının toplam varyansının %9'unu açıkladığı bulgusuna ulaşılmıştır. Tüm bulgular ışığında okul yöneticileri, okullarında tüm süreçlerde öğretmenlerin kendilerini rahat ifade edebilecekleri ortamlar yaratmaya çalışmaları; gerek dikey gerekse yatay iletişim kanallarını etkili kullanmaları; öğretmenlerin okul müdürlerinin demokratik tutumlarına ilişkin algılarının yükselmesi adına karar süreçlerine dâhil olabilecekleri okul yöneticileriyle mesleki takım projelerinde yer almaları sağlamaları önerilebilir.

Anahtar Kelimeler: Okul Müdürü, Demokratik Tutum, Örgütsel Yabancılaşma, Algı, Okul

Aslan, H. , Doğan, Ü. & Akbulut, E. (2023). Okul Müdürlerinin Demokratik Tutumlarının Öğretmenlerin Örgütsel Yabancılaşma Algıları Üzerindeki Etkisinin İncelenmesi . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1855-1873 . <https://doi.org/10.15869/itobiad.1288957>

Geliş Tarihi	27.04.2023
Kabul Tarihi	04.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ As. Prof., Ondokuz Mayıs Üniversitesi, Education Faculty, Samsun, Türkiye, huseyarslan@yahoo.com, ORCID:0000-0003-2724-0445

² Dr., Ministry of National Education, Sakarya, Türkiye, doganimit18@hotmail.com, ORCID:0000-0002-8144-9744

³ Dr., Ministry of National Education, İzmir, Türkiye, ezgiakb@yahoo.com, ORCID:0000-0002-7947-3358

Introduction

Education has a great role to make democracy a way of life and to be adopted by society. Societies learn, adopt, and apply democracy to their social lives in proportion to the democratic processes that their education systems have. Schools can discharge the role according to the decisions that concern their structure and all stakeholders (Aytac, 2013; Gul and Sarac, 2018; Gunduz and Sarac, 2021). School principals have a key role in that regard because the presence of democratic school principals is important for the school organization's efficiency and continuity (Celik, 2012; Durdagi, 2014). In addition, school principals' democratic attitudes in educational processes affect teachers' democratic attitudes toward students (Guner, 2002; Russel, 1995). Teachers' democratic attitudes will help students to adopt democracy more and reflect it in their behaviors. Therefore, this process that starts with the school principal can potentially affect the educational system and society (Acikalin, 1994; Bursalioglu, 2000).

In recent years, developments in social, cultural and economic fields have brought some changes in the functioning of schools and made it necessary to re-determine the qualifications of school principals. In this context, school principals, who can motivate all stakeholders in the inner and outer environment of the and enable them to focus on a common goal, are needed in today's world. In this respect, school principals are in a position that can directly affect teachers' behaviors and serve to establish a democratic climate and values in the school (Kilbas, 2013; Sagir, 2013). The success of educational processes and an effective and healthy communication environment can only be achieved based on teachers' reliance and commitment to school organization and respect for their decisions (Balci, 2001; Born, 1998). It is clear that this can be possible with school principals' democratic attitudes in school management. School principals having democratic attitudes value the people with whom they work together to achieve their goals, share the management authority with the subordinates, take their opinions in all educational and administrative processes, and shape leadership behaviors in line with their opinions. Further, they are agreeable, tolerant, and honest, demonstrate proper management, and show effective communication skills (Buyukkaragoz and Kesici, 1996). On the other hand, internal stakeholders may gradually trail, feel powerless, and decrease organizational happiness in the schools managed by school principals without democratic attitudes (Dogan and Aslan, 2021).

In the modern world, institutions are functionally integrated into each other. For this reason, it is inevitable for the employees to be alienated from their profession in bureaucratic organizations that have a formal structure and are based on production. This alienation leads to the inability of the employee to make sense of what she/he does in the organization and loss of working purpose (Froom, 1998). When faced with such a situation, the employee soon loses the meaning of the job that is available to him/her, is unable to see his/her contribution to both the organization and society and gradually turns into an individual who is alienated from the society, the organization and himself/herself (Basaran, 1998; Elma, 2003). Educational institutions are among the institutions that are most affected by alienation. Although the reasons are very diverse, one is that today's schools have become much more complex and multivariate due to various developments and changes occurring around schools' environments (Elma, 2003; Eryilmaz and Burgaz, 2011). From this perspective, alienation in school organizations occurs in the form of teachers finding the job meaningless due to the

school and its environment, feeling inadequate and powerless in the field of teaching, having negative feelings toward the school, and isolating himself/herself from their colleagues and school (Sooko, 2014; Yildiz, Akgun and Yildiz, 2013).

In this research, it was important to examine the effect of school principals' democratic attitudes on teachers' perceptions of organizational alienation. As mentioned earlier, relations were examined multidimensionally based on the teachers as the practitioners of educational activities. These possible psychological and social problems may be caused by school principals' undemocratic behaviors. In literature, although there are studies which reported the effect of school principals' democratic attitudes on school culture (Durdagi, 2014), change (Can, 2004), organizational trust (Gunduz and Sarac, 2021), stability in motivation (Bayar and Yildirim, 2022), organizational commitment (Kamar and Gokbulut, 2023) and democratic value (Karadag, Baloglu and Yalcinkayalar, 2006), finding any study regarding the effect of democratic attitude on organizational alienation shows the originality of the study. In this context, this study is carried out to examine the effect of school principals' democratic attitudes on teachers' perceptions of organizational alienation and try to find answers to the following questions:

- What are the levels of teachers' perceptions of school principals' democratic attitudes?
- Do teachers' perceptions of school principals' democratic attitudes differ in their gender, school level where they work and professional experience?
- What are the levels of teachers' perceptions of organizational alienation?
- Do teachers' perceptions of organizational alienation show differences in terms of their gender, school type where they work, and professional experience?
- Is there a statistically meaningful relationship between teachers' perceptions of school principals' democratic attitudes and organizational alienation?
- Do school principals' democratic attitudes predict teachers' perceptions of organizational alienation?

Method

Research Design

This study is carried out to examine the effect of school principals' democratic attitudes on teachers' perceptions of organizational alienation. Teachers' views are evaluated using independent variables (gender, school type, professional experience). General survey method was used in the study. Survey methods are used to make a general judgment about a population consisting of many elements through data from the whole population or a sample (Karasar, 2006). Before the collection of research data, approval was requested and obtained from Ondokuz Mayıs University Social and Human Sciences Scientific Research Ethics Committee; the approval was dated 29/03/2023 and numbered 2023-170. The research project was initiated after the decision was taken that the research was ethically appropriate.

Population and Sample

The population of the study consists of 7455 teachers working in Sakarya province and the sample consists of 410 teachers selected by simple random sampling technique. The demographic characteristics of participant teachers are shown in Table 1.

Table 1. *Distribution of Teachers' Demographic Characteristics*

Characteristics		N	%
Gender	Female	216	52.8
	Male	194	47.2
School Level	Middle School	238	58.0
	High Schol	172	42.0
Professional Experience	1-10 years	119	29.1
	11-19 years	148	36.0
	20 years and above	143	34.9

Table 1 shows 216 of the participant teachers are female (52.8%) and 194 male (47.2%). Two hundred thirty-eight are working at middle school (58.0%), while 172 are at high school (42.0%). One hundred nineteen teachers (29.1%) have 1-10 years of professional experience, while 148 of them (36.0%) have 11-19 years, and 143 of them (41.6%) have 20 years and above.

Data Collection Tools

Democratic Attitude Scale: This scale, developed by Bakır (2007), aims to measure the school principals' democratic attitudes levels. The scale has one dimension and consists of 33 items. The scale is a 5-point Likert-type ranging between 1 as the most negative response and five as the most positive. The reliability coefficient of the scale was .98; however, the reliability analysis was repeated in the context of this study and found as .96.

Work Alienation Scale: The scale developed by Elma (2003) aims to measure teachers' organizational alienation level. The scale has four dimensions: powerlessness, meaningfulness, isolation, and school alienation, respectively, and consists of 38 items. The scale is a 5-point Likert-type ranging between 1 as the most negative response and five as the most positive. The reliability coefficient of the scale was .82; however, the reliability analysis was repeated in the context of this study and found as .81. The reliability coefficient of the scale is .82. However, the reliability analysis was repeated within the scope of this study and it was found to be .83 for the powerlessness dimension, .81 for the meaningfulness dimension, .82 for the isolation dimension, .82 for the school alienation dimension and .81 for the whole scale.

Data Analysis

Since 9 of the 419 data collection tools collected from the research sample were

considered to be incomplete and/or inaccurate, 410 data were taken into consideration. After this stage, the kurtosis and skewness values of the expressions belonging to the scales were examined for normality condition and it was determined that these values were within the limits and it was decided that the normal distribution condition was met (Tabachnick and Fidel, 2003). In the study, t-test and one-way analysis of variance were conducted according to the number of groups appropriate to the demographic characteristics of school principals' democratic attitudes and teachers' perceptions of organizational alienation. Pearson correlation analysis was used to determine the relationship between the variables. In addition, simple regression analysis was used to determine the percentage of teachers' perceptions of school principals' democratic attitudes explaining their perceptions of organizational alienation. In order to apply regression analysis with the least squares method, some assumptions must be met. These assumptions are that the variables are normally distributed, the independent variables are independent of each other, the errors are normally distributed with zero mean and constant variance, and the error terms is the absence of autocorrelation. As a result of the analysis, it was determined that the data met the assumptions.

Findings

This study examined the effect of school principals' democratic attitudes on teachers' perceptions of organizational alienation regarding some demographic variables (gender, professional experience, and school level).

Findings Related to Teachers' Perceptions Toward School Principals' Democratic Attitudes

Teachers' perceptions of school principals' democratic attitudes are shown in Table 2.

Table 2. Teachers' Perception Levels Towards School Principals' Democratic Attitudes

	N	\bar{X}	SD
Democratic Attitude Scale	410	2.83	.55

Table 2 shows teachers' perceptions of school principals' democratic attitudes are $\bar{X} = 2.83$. This level shows that teachers' perceptions of school principals' democratic attitudes are at a medium level.

Findings related to Teachers' Perceptions toward School Principals' Democratic Attitudes in terms of Gender Variable

Teachers' perceptions of school principals' democratic attitudes regarding gender variables are shown in Table 3.

Table 3. Teachers' Perception Levels Towards School Principals' Democratic Attitudes Based on Gender Variable

	Gender	N	\bar{X}	SD	t	df	p
Democratic Attitude Scale	Female	216	2.80	.52	-.050	408	.90
	Male	194	2.81	.53			

According to Table 3, teachers' perceptions of school principals' democratic attitudes did not differ statistically in terms of gender [$t_{(408)} = -.050$; $p > .05$].

Findings related to Teachers' Perceptions toward School Principals' Democratic Attitudes in terms of School level Variable

Findings related to teachers' perceptions levels towards school principals' democratic attitudes in terms of school level variables are presented in Table 4.

Table 4. Teachers' Perception Levels Towards School Principals' Democratic Attitudes Based on School level Variable

Dimension	School Level	N	\bar{X}	SD	t	df	p
Democratic Attitude Scale	Middle School	238	2.71	.50	-2.42	408	.03*
	High School	172	2.84	.51			

* $p < .05$

The homogeneity of the variance test was conducted to determine teachers' perceptions of school principals' democratic attitudes regarding school level. The variance was found to be homogeneous, so a t-test was used. According to Table 4, teachers' perceptions of school principals' democratic attitudes differed significantly in terms of school level [$t_{(408)} = -2.42$; $p < .05$]. Based on this, high school teachers' perceptions are higher than middle school teachers.

Findings related to Teachers' Perceptions toward School Principals' Democratic Attitudes in terms of Professional Experience Variable

Teachers' perceptions levels towards school principals' democratic attitudes in terms of professional experience variable are presented in Table 5.

Table 5. Teachers' Perception Levels Towards School Principals' Democratic Attitudes Based on Professional Experience Variable

Dimension	Professional Experience (Year)	Descriptive Statistics					ANOVA Results			
		N	\bar{X}	SD	Se	SV	SS	df	F	p
Democratic Attitude Scale	1-10	119	2.77	.54	.08	Between Groups	.530	2	1.17	.34
	11-19	148	2.81	.44	.04					
	20 and above	143	2.72	.54	.04	Within Groups	72.077	407		
	Total	410	2.74	.50	.03	Total	72.407	409		

The homogeneity of the variance test was conducted to determine teachers' perceptions of school principals' democratic attitudes regarding professional experience. The variance was found to be homogenous, so one-way ANOVA was used. According to table 5, teachers' perceptions of school principals' democratic attitudes did not differ statistically in terms of school level [$F_{(2,407)} = 1.17$; $p > .05$].

Findings Related to Teachers' Perceptions of Organizational Alienation

Findings related to teachers' perceptions of organizational alienation are presented in Table 6.

Table 6. Teachers' Perception Levels for Organizational Alienation

Dimension	N	\bar{X}	SD
Powerlessness	410	1.13	.79
Meaningfulness	410	2.00	.12
Isolation	410	2.22	.94
School Alienation	410	2.65	.93
Whole Scale	410	2.61	.80

According to Table 2, teachers' perception levels towards school principals' democratic attitudes are $\bar{X} = 1.13$ for the powerlessness dimension, $\bar{X} = 2.00$ for meaningfulness, $\bar{X} = 2.22$ for isolation, and $\bar{X} = 2.65$ for school alienation. Further, the mean for the whole scale is $\bar{X} = 2.61$. It was found that teachers' perceptions of the whole scale and school alienation dimension were at medium level, while their perceptions of all other sub-dimensions were at low level.

Findings related to Teachers' Perceptions of Organizational Alienation in terms of Gender Variable

Teachers' perception levels for organizational alienation in terms of gender variable are shown in Table 7.

Table 7. Teachers' Perception Levels for Organizational Alienation in terms of Gender Variable

Dimension	Gender	N	\bar{X}	SD	t	df	p
Powerlessness	Female	216	1.79	.75	-1.458	408	.152
	Male	194	1.94	.79			
Meaningfulness	Female	216	1.73	.80	-1.254	408	.253
	Male	194	2.15	.83			
Isolation	Female	216	2.22	.82	-.179	408	.860
	Male	194	2.21	.79			

School Alienation	Female	216	2.20	.85	-.139	40 8	.891
	Male	194	2.16	.89			
The Whole Scale	Female	216	1.97	.80	-.977	40 8	.299
	Male	194	2.14	.79			

The homogeneity of the variance test was conducted to determine teachers' perceptions of organizational alienation regarding gender. The variance was found to be homogeneous, so a t-test was used. According to Table 7, teachers' perceptions of organizational alienation did not differ statistically in both all dimensions and the whole scale in terms of gender [$t_{(408)} = -.977$; $p > .05$].

Findings related to Teachers' Perceptions of Organizational Alienation in terms of School Level Variable

Teachers' perception levels for organizational alienation in terms of school level variable are shown in Table 8.

Table 8. Teachers' Perception Levels for Organizational Alienation in terms of School Level Variable

Dimension	School Level	N	\bar{X}	SD	T	df	p
Powerlessness	Middle school	238	1.80	.76	-2.81	408	.00*
	High School	172	2.12	.81			
Meaningfulness	Middle school	238	1.93	.88	-1.41	408	.19
	High School	172	2.15	.90			
Isolation	Middle school	238	2.13	1.00	-.50	408	.72
	High School	172	2.20	.88			
School Alienation	Middle school	238	2.11	.92	-2.64	408	.02*
	High School	172	2.31	.92			
The Whole Scale	Middle school	238	1.88	.79	-2.19	408	.03*
	High School	172	2.13	.80			

* $p < .05$

The homogeneity of the variance test was conducted to determine teachers' perceptions of organizational alienation regarding school level. The variance was found to be homogeneous, so a t-test was used. Table 8 shows that teachers' perceptions of

organizational alienation differed significantly in powerlessness [$t_{(408)} = -2.81; p < .05$], school alienation [$t_{(408)} = -2.64; p < .05$] dimensions, and the whole scale in terms of school level. [$t_{(408)} = -2.19; p < .05$]. According to this, high school teachers' perceptions of organizational alienation are higher than middle school teachers in the powerlessness dimension and the whole scale.

Findings related to Teachers' Perceptions of Organizational Alienation in terms of Professional Experience Variable

Findings of teachers' perceptions levels for organizational alienation in terms of professional experience variable are shown in Table 9.

Table 9. Teachers' Perceptions of Organizational Alienation in terms of Professional Experience Variable

Dimension	Professional experience (year)	Descriptive Statistics					ANOVA Results				
		N	\bar{X}	SD	Se	SV	SS	df	F	p	
Powerlessness	1-10	119	1.89	0.74	0.11	Between groups	.211	2	.159	.888	
	11-19	148	1.19	0.86	0.09						
	20 and above	143	1.90	0.76	0.06	Within groups	192.11	407			
	Total	410	1.21	0.80	0.07	Total	192.33				
Meaningfulness	1-10	119	2.11	0.82	0.12	Between groups	.086	2	.062	.953	
	11-19	148	1.88	0.96	0.11						
	20 and above	143	2.10	0.88	0.06	Within groups	244.04	407			
	Total	410	2.11	0.89	0.07	Total	244.12				
Isolation	1-10	119	2.20	0.69	0.10	Between groups	.020	2	.22	.913	
	11-19	148	2.21	1.01	0.10						
	20 and above	143	2.19	0.89	0.11	Within groups	272.90	407			
	Total	410	2.18	0.91	0.06	Total	272.92				
School Alienation	1-10	119	2.32	0.89	0.13	Between groups	.961	2	.562	.529	
	11-19	148	2.29	1.01	0.11						
	20 and above	143	2.31	0.88	0.10	Within groups	263.29	407			
	Total	410	2.30	0.92	0.11	Total	264.26				
The Whole Scale	1-10	119	2.10	0.72	0.12	Between groups	.091	2	.069	.948	
	11-19	148	2.11	0.88	0.09						

20 and above	143	2.10	0.81	0.06	Within groups	197.09	407
Total	410	2.11	0.85	0.07	Total	197.19	

The homogeneity of the variance test was conducted to determine teachers' perceptions of organizational alienation in terms of professional experience. The variance was found to be homogeneous, so one-way ANOVA was used. As shown in Table 9, teachers' perceptions of organizational alienation did not differ statistically in both all dimensions and the whole scale in terms of professional experience [$F_{(2;407)} = .069$; $p > .05$].

Findings on Correlation Analysis

The Pearson Correlation Coefficient was used to determine the relationship between teachers' perceptions of school principals' democratic attitudes and organizational alienation. The findings are shown in Table 10.

Table 10. Correlation coefficients

		1	2	3	4	5	6
1- Democratic attitude	<i>r</i>	1					
2- Powerlessness	<i>r</i>	-.820**	1				
3- Meaningfulness	<i>r</i>	-.569**	.560**	1			
4- Isolation	<i>r</i>	-.491**	.427**	.390**	1		
5- School alienation	<i>r</i>	-.652**	.536**	.571**	.760**	1	
6- Organizational Alienation Scale	<i>r</i>	-.619**	.431**	.352**	.733**	.651**	1

** $p < .01$

Table 10 shows that there is a moderate negative relationship between teachers' perceptions of principals' democratic attitudes and organizational alienation ($r = -.619$; $p < .01$).

Findings on Regression Analysis

Regression analyses were used to determine whether school principals' democratic attitudes predict teachers' perceptions of organizational alienation. Obtained findings are presented in Table 11.

Table 11. Regression Analysis Results

Variable	B	ShB	β	t	p
Constant	2.411	.069	-	32.422	.000
Perception of Organizational Alienation	.183	.042	.411	5.658	.000

R = .399	R ² = .091
F= 31.781	p = .00

Table 11 shows a moderate positive relationship between school principals' democratic attitudes and teachers' perceptions of organizational alienation ($r=.399$). Further, findings indicate that school principals' democratic attitudes can explain the 9% variance in teachers' perceptions of organizational alienation.

Conclusion, Discussion and Suggestions

This study examines the effect of school principals' democratic attitudes on teachers' perceptions of organizational alienation. The first finding was that teachers perceived school principals' democratic attitudes as moderate. This finding is in line with Bayır's study (2016). In literature, there are evaluations that school principals' democratic attitudes should be high today, and studies reported that school principals' democratic attitudes levels are high (Ozbek, 2016; Terzi and Kurt, 2005). Schools are undoubtedly the organizations where democracy is taught and established (Zencirci, 2013). As a result, it is expected and desired that all stakeholders in educational organizations have a highly democratic attitude.

The second finding was that there is no statistical difference in their gender in teachers' perceptions of school principals' democratic attitudes. This finding is consistent with Bakır's studies (2007, 2016). However, other studies state that male teachers' perceptions had higher than females (Akyel, 2015; Gulmek, 2012; Ozbek, 2015; Ozdemir, 2012). This result can be explained with that male teachers have a closer relationship with school principals. The existence of democracy depends on the presence of people who believe in democratic values and fair practices and can only be achieved without discriminating against gender, ethnicity, language, or religion (Demir, 2010).

The third finding reported that teachers' perceptions of school principals' democratic attitudes differed significantly regarding school level. According to this, it was found that high school teachers' perceptions were higher than middle school teachers. Besides, Gunduz and Sarac (2021) reported similar findings. The reason may be that high school teachers must work more closely and cooperatively with school principals than middle school teachers.

The fourth finding was that teachers' perceptions of school principals' democratic attitudes differed significantly regarding professional experience. This finding is consistent with Bakır's (2007), Gulmek's (2012), and Gunduz and Sarac's studies (2021); however, there are also other studies reporting different findings (Akyel, 2015; Ozbek, 2015; Ozdemir, 2012).

The fifth finding reported that teachers' perceptions of organizational alienation were moderate. This finding is in line with Abaslı's study (2018); however, it was found in other studies that teachers' perceptions of organizational alienation level are low (Calisir, 2006; Eryilmaz, 2010; Kinik, 2010; Kovanci, 2020). Nevertheless, the lack of a common purpose and the limited and inadequate professional support can increase the teachers' alienation (Thomson, 1994).

The sixth finding was that teachers' perceptions of organizational alienation did not differ statistically regarding their gender. Other researchers reported similar findings (Demirel Yazici, 2019; Guloren, 2011; Unsal, 2018). However, unlike these, other studies report teachers' perceptions of organizational alienation in support of female teachers (Aslan, 2008; Minibas, 1993) or male teachers (Akpolat, 2014; Cevik, 2009; Kartal, 2019). Therefore, when interpreting obtained findings, it can be said that gender is ineffective for their perceptions of organizational alienation.

The seventh finding found that teachers' perceptions of organizational alienation differed significantly regarding school level. According to this, high school teachers' perceptions showed meaningful differences in the scale and the dimensions of powerlessness and school alienation. The fact that teachers cannot give enough support to their students may cause their alienation. Other studies supported this finding (Eryilmaz, 2010; Kahveci, 2015; Kazoglu, 2014; Kinik, 2010; Temel, 2010); however, studies are reporting that teachers' perceptions did not differ in terms of the school level (Guloren, 2011; Kihri, 2013; Unsal, 2018). The reason the perception is higher in high school teachers may stem from their students' age group. In high schools, anxiety about the future is high and adolescent psychology is experienced intensely by the students. In this regard, Zielinski and Hoy (1983) stated that the alienation of subject teachers is higher than that of classroom teachers due to the instructional difficulty.

The eighth finding reported that teachers' perceptions of organizational alienation showed statistically no difference in professional experience. Some researchers found similar results (Emir, 2012; Eryilmaz, 2010; Sirin, 2009; Unsal, 2018), while some reported that teachers with more teaching years experienced more organizational alienation than those with fewer teaching years (Erdem, 2014; Guloren, 2011; Kahveci, 2015) or teachers with less teaching years experienced more organizational alienation than those with more teaching years (Celep, 2008; Erdem, 2014; Kesik and Cömert, 2014). In light of the obtained findings, professional experience is not an effective factor in teachers' perceptions of organizational alienation.

The study also found a statistically positive relationship between school principals' democratic attitudes and teachers' perceptions of organizational alienation. School principals' democratic attitudes could explain 9% of the variance in teachers' perceptions of organizational alienation. In literature, researchers reported the relationship between organizational alienation and various variables (Akpolat and Ebru, 2015; Dogan and Aslan, 2021; Kahveci and Demirtas, 2014; Koz and Secilmis, 2021; Kurtulmus and Karabiyik, 2016; Zengin and Kaygın, 2016). Although it was not found any study focused on the relationship between organizational alienation and school principals' democratic attitudes; however, it may be hypothesized that democratic attitudes and organizational alienation have a negative relationship considering the positive nature of school principals' democratic attitudes and the negative nature of organizational alienation. Accordingly, teachers are expected to experience negative emotions and alienation and be unhappy in educational organizations where a democratic climate is not dominant.

Based on all findings obtained in the study, school principals should create environments where teachers can express themselves freely and use both horizontal and vertical communication channels effectively. Further, teachers should take part in professional

team projects with school principals, where they can be involved in decision-making processes to increase their perceptions of school principals' democratic attitudes.

Peer-Review	Double anonymized - Two External
Ethical Statement	* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited. * (Ondokuz Mayıs University Rectorate, Social Sciences and Humanities Research Ethics Committee Decision was taken with the decision dated 29/03/2023, numbered 2023-170 of the Presidency of the Publication Ethics Committee.)
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%40), 2. Author (%30), 3. Author (%30) Data Acquisition: 1. Author (%40), 2. Author (%30), 3. Author (%30) Data Analysis: 1. Author (%40), 2. Author (%30), 3. Author (%30) Writing up: 1. Author (%40), 2. Author (%30), 3. Author (%30) Submission and Revision: 1. Author (%40), 2. Author (%30), 3. Author (%30)

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur. * (Ondokuz Mayıs Üniversitesi Rektörlüğü, Sosyal ve Beşeri Bilimler Araştırmaları Yayın Etiği Kurulu Başkanlığının 29/03/2023 Tarih , 2023-170 Nolu kararı ile Etik Kurul Kararı alınmıştır.)
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Veri Toplanması: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Veri Analizi: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Makalenin Yazımı: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Makale Gönderimi ve Revizyonu: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30)

References / Kaynakça

- Abaslı, K. (2018). *Teachers' views on the relationship between organizational exclusion, job alienation and organizational cynicism*. Unpublished Doctoral Dissertation, Hacettepe University Institute of Educational Sciences, Ankara.
- Açıkalin, A. (1994). *Teknik ve toplumsal yönleriyle okul yöneticiliği*. Ankara: Pegem Yayıncılık.
- Akpolat, T. (2014). *The effect of organizational cynicism attitude of primary school teachers on the level of alienation to work*. Master's Thesis, Ondokuz Mayıs University, Institute of Educational Sciences, Samsun.
- Akpolat, T. ve Ebru, O. (2015). The effect of organizational cynicism on the level of job alienation in primary and secondary school teachers. *Mersin University Journal of Faculty of Education*, 11(3). <https://doi.org/10.17860/efd.81842>
- Akyel, Ö. (2015). *Determining the level of democratic attitudes and behaviors of school principals based on the opinions of secondary school teachers: Kocaeli province İzmit district case*. Unpublished Master's Thesis. Okan University, Institute of Social Sciences, Istanbul.
- Aslan, H. (2008). *Profession and institutional alienation levels of culture courses teachers in industrial vocational high schools*. Unpublished Master's Thesis, Marmara University, Institute of Science and Technology, Istanbul.
- Aytaç, T. (2013). *Eğitim yönetiminde yeni paradigmalr/ okul merkezli yönetim*. Ankara: Nobel Yayıncılık.
- Bakır, A. A. (2007). *Evaluation of primary school administrators in terms of democratic attitudes and behaviors*. Unpublished Master's Thesis, İnönü University, Malatya.
- Balcı, A. (2001). *Etkili okul ve okul geliştirme*. Ankara: Pegem A Yayıncılık.
- Başaran İ. E. (1998). *Yönetimde insan ilişkileri: Yöneltil davranış*. Ankara: Nobel Yayınları.
- Bayar, Y. ve Yıldırım, B. (2022). The relationship between school administrators' democratic attitudes and teachers' motivational determination, *Balıkesir University Journal of Institute of Social Sciences*, 25(47), 1-20. <https://doi.org/10.31795/baunsobed.1093304>
- Bayır, E. (2016). *A research on the democratic attitudes of primary and secondary school administrators in terms of teacher perceptions: The case of Ataşehir district of Istanbul province*. Unpublished Master's Thesis. Yeditepe University, Institute of Educational Sciences, Istanbul.
- Born, D. (1998). *Fransız eğitim sisteminde tarih, coğrafya ve yurttaşlık bilgisi tasarımı ve bu tasarımın yurttaşın oluşumuna katkısı dersimiz yurttaşlık*. (Çev: T. İlğaz). İstanbul: Kesit Yayıncılık
- Bursalioğlu, Z. (2000). *Eğitimde yönetimi anlamak ve sistemi çözümlmek*. Ankara: Pegem Yayınları.
- Büyükkaragöz, S. ve Kesici, Ş. (1996). Teachers' tolerance and democratic attitudes, *Educational Administration*, 3(2), 353-365.

Can, N. (2004). School administrators' thoughts and behaviors about change and democratic participation according to teachers' perceptions, *Educational Research*, 1(15), 132-142.

Celep, B. (2008). *İlköğretim okulu öğretmenlerinin işe yabancılaşması*. Yüksek lisans Tezi, Kocaeli Üniversitesi, Sosyal Bilimler Enstitüsü, Kocaeli.

Çalışır, İ. (2006). *Primary school teachers' alienation to work*. Unpublished Master's Thesis, Abant İzzet Baysal University, Institute of Social Sciences, Bolu.

Çelik, V. (2012). *Okul kültürü ve yönetimi*. Ankara: Pegem Yayınları.

Çevik, R. (2009). *The effect of administrator behaviors on teachers' alienation from their profession in secondary education institutions*. Unpublished Master's Thesis, Yeditepe University, Institute of Social Sciences, Istanbul.

Demir, N. (2010). Basic principles of democracy and modern theories of democracy, *Journal of Aegean Academic Review*, 10(2), 597-611.

Demirel Yazıcı, S. (2019). *The relationship between perceived organizational climate and job alienation (The case of Ministry of National Education)*. Master's Thesis, Ankara University Institute of Educational Sciences, Ankara.

Doğan, Ü. ve Aslan, M. (2021). Examining the relationship between teachers' perceptions of chaotic leadership, organizational alienation and organizational happiness with structural equation modeling, *Journal of Inonu University Faculty of Education*, 23(1), 460-485. <https://doi.org/10.17679/inuefd.1061369>

Durdağı, A. (2014). The relationship between democratic attitudes of primary and secondary school administrators and school culture according to teachers' perceptions, *Journal of Educational Sciences Research*, 4(2), 35-48.

Elma, C. (2003). *Primary school teachers' alienation to work (Ankara province sample)*. Unpublished Doctoral Dissertation, Ankara University Institute of Educational Sciences, Ankara.

Emir, S. (2012). *Alienation levels of secondary school teachers*. Unpublished Master's Thesis, Adnan Menderes University Institute of Social Sciences, Aydın.

Erdem, M. (2014). The level of work life quality predicting job alienation, *Educational Sciences in Theory and Practice*, 14(2),1-26.

Eryılmaz, A. (2009). *The mediating role of coping strategies between personality traits and adolescent subjective well-being*. Unpublished Doctoral Dissertation, Ankara University Institute of Educational Sciences, Ankara.

Eryılmaz A. (2010). *Organizational alienation level of high school teachers*. Unpublished Master's Thesis, Hacettepe University Institute of Social Sciences, Ankara.

Eryılmaz, A. ve Burgaz, B. (2011). Organizational alienation levels of private and public high school teachers, *Education and Science*, 36(161), 78-89.

Fromm E. (1998). *Yeni bir insan yeni bir toplum* (Çev. Necla Arat). İstanbul: Say Yayınları.

Gül, İ. ve Saraç, G. (2018). Democratic attitudes of school principals,

International Journal of Social and Educational Sciences, 5(10), 155-172.
<https://doi.org/10.20860/ijoses.435764>

Gülmek, M. N. (2012). *The relationship between democratic attitudes of primary school administrators and teachers' organizational commitment: Zeytinburnu sample*. Unpublished Master's Thesis. Yeditepe University, Institute of Social Sciences, Istanbul.

Gülören, E. (2011). *Professional alienation in technical teachers*. Master's Thesis, Süleyman Demirel University, Institute of Science and Technology. Isparta.

Gündüz, Y. ve Saraç, G. (2021). The relationship between school principals' democratic attitudes and teachers' perceptions of organizational trust, *Journal of National Education*, 50(232), 335-356. <https://doi.org/10.37669/milliegitim.754383>

Güner, Ş. (2002). *Power sources of transformational leadership and evaluation of the armed forces organization in terms of suitability for transformational leadership*. Unpublished Master's Thesis. Süleyman Demirel University, Institute of Social Sciences, Isparta.

Kahveci, G. (2015). *The relationships between organizational culture, organizational trust, organizational alienation and organizational cynicism in schools*. Unpublished Doctoral Dissertation, Fırat University Institute of Educational Sciences, Elazığ.

Kahveci, G. ve Demirtaş, Z. (2014). The effect of organizational culture on organizational alienation and the mediating role of organizational trust, *Turkish Journal of Educational Studies*, 1(3), 27- 62.

Kamar, M. ve Gökbulut, B. (2023). The relationship between school administrators' democratic attitudes and behaviors and teachers' motivation and organizational commitment levels, *EKEV Academy Journal*, 1(93), 359-377. <https://doi.org/10.17753/sosekev.1200148>

Karadağ, E., Baloğlu, N. ve Yalçınkayalar, P. (2006). A correlational study on primary school administrators' democratic attitudes perceived by teachers and teachers' democratic values, *Journal of Values Education*, 4(12), 65-82.

Karasar, N. (2006). *Bilimsel araştırma yöntemleri*. Ankara: Nobel yayıncılık.

Kartal, M. (2019). *The relationship between teachers' self-efficacy beliefs and job alienation*. Master's Thesis, Kütahta Dumrupınar University, Institute of Educational Sciences, Kütahta.

Kazoğlu, M. A. (2014). *The relationship between teachers' perceptions of organizational intimidation and job alienation*. Unpublished Master's Thesis, Harran University, Şanlıurfa.

Kıhrı, G. (2013). *Development of preschool teachers' alienation scale and a sample application*. Unpublished Master's Thesis, Yeditepe University Institute of Social Sciences, İstanbul.

Kılbaş, Ş. (2013). *Okul yönetimi ve önderlik*. Ankara: Akademisyen Kitabevi.

Kesik, F. and Cömert, M. (2014). Elementary school teachers' perceptions about their work alienation levels (The Case Of Malatya), *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 15(1) , 31-45 . <https://doi.org/10.17679/iuefd.99916>.

Kınık, F. Ş. F. (2010). *Teachers' perceptions of alienation*. Unpublished Master's Thesis, Yıldız Technical University, Institute of Social Sciences, İstanbul.

Kovancı, M. (2020). The relationship between teachers' perceptions of organizational trust and organizational alienation behaviors, *World Journal of Multidisciplinary Research*, 1(1), 96-124.

Köz, E. N. ve Seçilmiş, C. (2021). The effect of alienation and its antecedents on organizational commitment, *Eskişehir Osmangazi University Journal of Social Sciences*, 22(2), 727-748. <https://doi.org/10.17494/ogusbd>.

Kurtulmuş, M. ve Karabıyık, H. (2016). The effect of perceived organizational justice on teachers' alienation levels, *Bartın University Journal of Faculty of Education*, 5(2), 459-477. <https://doi.org/10.14686/buefad.v5i2.5000175962>

Minibaş, J. (1993). *Examination of the concept of alienation and a research on the banking sector*. Unpublished PhD Thesis, İstanbul University Institute of Social Sciences, İstanbul.

Özbek, B. (2015). *Teachers' views on democratic attitudes and behaviors of school administrators*. Unpublished Master's Thesis, Zirve University, Institute of Social Sciences, Gaziantep.

Özdemir, A. (2012). *The relationship between primary school principals' democratic attitudes and teachers' perception of organizational commitment: Sancaktepe-Çekmeköy Districts of İstanbul Province*. Unpublished Master's Thesis, Yeditepe University, Institute of Social Sciences, İstanbul.

Russel, B. (1995) *Sorgulayan denemeler*, (Çev.: Nermin Arık), Ankara: Basım Matbaacılık.

Sağır, M. (2013). *Okul liderliği*. Can N. (Yay. Haz.). Kuram ve uygulamada eğitim yönetimi içinde (s. 184-198). Ankara: Pegem A Akademi.

Sookoo, N. (2014). Perceptions of injustice and alienation dynamics within the workplace, *Journal of the Department of Behavioural Sciences*, 3(1), 73-92.

Şirin, E. F. (2009). Investigation of physical education teachers' alienation levels in terms of some variables, *Journal of Physical Education and Sport Sciences*, 4(4), 164-177.

Temel, C. (2010). *Investigation of physical education teachers' job alienation levels in terms of various variables*. Unpublished Doctoral Dissertation, Abant İzzet Baysal University, Institute of Social Sciences, Bolu.

Terzi, A. R. ve Kurt, T. (2005). The effect of primary school principals' managerial behaviors on teachers' organizational commitment, *Journal of National Education*, 166, 98-113.

Thomson, W. C. (1994). The contrubition of school climate and hardness to the level of alienation experienced by student teachers, *Dissertation Abstracts International*, 54, 8, 85-96.

Ünsal, Y. (2018). *The effect of servant leadership roles exhibited in educational organizations on teachers' organizational alienation*. Unpublished Master's Thesis, Harran University, Şanlıurfa.

Yıldız, K., Akgün, N. ve Yıldız, S. (2013). The relationship between job alienation and organizational cynicism, *International Journal of Social Science*, 6(6), 1253-1284, <https://dx.doi.org/10.9761/JASSS1193>

Zencirci, İ. (2003). *Evaluation of the democratic level of administration in primary schools in terms of participation, freedom and autonomy dimensions*. Unpublished Doctoral Dissertation. Ankara University Institute of Social Sciences, Ankara.

Zengin, Y., ve Kaygın, E. (2016). A research to determine the relationship between organizational justice and organizational alienation, *Academic Overview International Journal of Refereed Social Sciences*, (56), 391-415.



Behavioral Intentions of Customers Under the Technology Acceptance Model (TAM): Example of Migros Jet Kasa

Cemal GÜMÜŞ¹

Selda FINDIKLI²

Emine Pınar SAYGIN³

Abstract

This study aims to reveal the attitudes and intentions of consumers towards self check-out points in their grocery shopping. For this purpose, a questionnaire was applied to consumers who used the Migros Jet Kasa (self check-out) payment points in Migros shopping stores at least once. In this direction, the results of the survey answered by 383 people were analyzed. As a result of the study it has been observed that technology use proficiency has a positive effect on both perceived ease of use and perceived usefulness. From this point of view, it can be stated that when the ability to use technology increases, perceived ease of use and perceived usefulness will increase. New technology concern does not significantly affect perceived ease of use and perceived usefulness. On the other hand, perceived ease of use affects attitude significantly and positively. Similarly, perceived usefulness also affects attitude in a meaningful and positive way. Therefore, it can be said that when both perceived ease of use and perceived usefulness increase, the attitude will increase in a positive way. Finally, attitude significantly and positively affects behavioral intention. It can be stated that when the attitude increases positively, the behavioral intention will also increase.

Keywords: Customer behavior, Self Service Technologies, Self-Checkout, Technology Acceptance Model, Migros Jet Kasa

Gümüş, C., Fındıklı, S. & Saygın, E. P. (2023). Behavioral Intentions of Customers Under the Technology Acceptance Model (TAM): Example of Migros Jet Kasa . Journal of the Human and Social Science Researches , 12 (3) , 1874-1903 . <https://doi.org/10.15869/itobiad.1296686>

Date of Submission	14.05.2023
Date of Acceptance	21.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ PhD., Zonguldak Bülent Ecevit University, Zonguldak, Türkiye, cemalgumus@beun.edu.tr, ORCID: 0000-0002-0283-1073

² PhD., seldakiygi@hotmail.com, ORCID: 0000-0002-4341-3249

³ Asst. Prof., Kütahya Dumlupınar University, Kütahya, Türkiye, emine.saygin@dpu.edu.tr, ORCID: 0000-0001-8435-2924



Müşterilerin Teknoloji Kabul Modeli (TAM) Kapsamında Davranışsal Niyetleri: Migros Jet Kasa Örneği

Cemal GÜMÜŞ¹

Selda FINDIKLI²

Emine Pınar SAYGIN³

Öz

Bu çalışma, tüketicilerin market alışverişlerinde self check-out noktalarına yönelik tutum ve niyetlerini ortaya çıkarmayı amaçlamaktadır. Bu amaçla Migros alışveriş mağazalarında Migros Jet Kasa (self check-out) ödeme noktalarını en az bir kez kullanan tüketicilere anket uygulanmıştır. Bu doğrultuda 383 kişinin cevapladığı anketin sonuçları analiz edilmiştir. Araştırma sonucunda teknoloji kullanım yeterliliğinin hem algılanan kullanım kolaylığı hem de algılanan fayda üzerinde olumlu bir etkiye sahip olduğu görülmüştür. Buradan hareketle teknoloji kullanma becerisi arttıkça algılanan kullanım kolaylığı ve algılanan faydanın artacağı ifade edilebilir. Yeni teknoloji endişesi, algılanan kullanım kolaylığını ve algılanan kullanışlılığı önemli ölçüde etkilemediği görülmüştür. Öte yandan algılanan kullanım kolaylığı, tutumu anlamlı ve olumlu yönde etkilemektedir. Benzer şekilde algılanan fayda da tutumu anlamlı ve olumlu yönde etkiler. Dolayısıyla hem algılanan kullanım kolaylığı hem de algılanan fayda arttıkça tutumun da olumlu yönde artacağı söylenebilir. Son olarak, tutum, davranışsal niyeti önemli ölçüde ve olumlu yönde etkiler. Tutum olumlu yönde arttığında davranışsal niyetin de artacağı ifade edilebilir.

Anahtar Kelimeler: Müşteri davranışı, Self Servis Teknolojileri, Self-Checkout, Teknoloji Kabul Modeli, Migros Jet Kasa

Gümüő, C., Fındıklı, S. & Saygın, E. P. (2023). Müőterilerin Teknoloji Kabul Modeli (TAM) Kapsamında Davranışsal Niyetleri: Migros Jet Kasa Örneđi . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1874-1903 . <https://doi.org/10.15869/itobiad.1296686>

Geliő Tarihi	14.05.2023
Kabul Tarihi	21.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr., Zonguldak Bülent Ecevit Üniversitesi, Zonguldak, Türkiye, cemalgumus@beun.edu.tr, ORCID: 0000-0002-0283-1073

² Dr., seldakiygi@hotmail.com, ORCID: 0000-0002-4341-3249

³ Dr. Öğr. Üye, Kütahya Dumlupınar Üniversitesi, Kütahya, Türkiye, emine.saygin@dpu.edu.tr, ORCID: 0000-0001-8435-2924

Introduction

Technology opens up new ways to create customer value while going beyond boundaries and enabling collaboration with customers. Many companies are taking advantage of digital intelligence to reduce power usage and are using technology to find new ways to create shared value with customers (Porter and Kramer 2019:333). One of the most effective ways to facilitate this is through the use of self-service technologies (SST). SST is a technological interface that provides customers with the best communication while interacting with their products and services, making them semi-participants. SST allows businesses to produce services independently without the participation of a service employee. SST is a proven business model that has a positive impact on both the customer and the service provider (Taufik and Hanafiah, 2019: 1). There are many self-service applications where individuals can provide their service. In this context, the number of people using this service to make their payments (Self Checkout) in supermarkets is increasing. Self-checkout (SCO) is a self-payment system where the customer scans the products they want to buy and then takes on the responsibility of making payments using an interactive operating system. SCOs typically have a barcode reader, a scale for free purchases such as fruits and vegetables, a 'bagging area' (where a scale is also used to verify the transition to bagging), and usually, a payment system that accepts cash and/or credit cards (Taylor, 2018: 100). In summary, it is an automatic process that involves customers scanning (scan), bagging (bag), and paying (pay) for the products they have purchased (McWilliams et al., 2016: 79). The semi-participant and co-producer role allows Generation Y to feel temporally and spatially free, even perceiving this situation as autonomy, and values the control they have over this process (Lee and Leonas, 2021: 269). In line with all of this, the use of SCOs leaves the execution of the most important point of the shopping experience, the payment stage, to the customer, creating a revolution in many ways in the relationship between the customer and the retailer. SCOs are becoming an increasingly common feature of retailing, with some stores even offering entirely self-service. In other words, self-service payment solutions can be interpreted as a permanent feature of contemporary shopping experiences (Taylor, 2018: 100).

The problem of this study is to investigate how self-service payment application in self-service technologies is reflected in retail consumption experiences. The sample of the study consists of people who have used jet cash registers at least once. In the research, it is aimed to reveal the attitudes and behavioral intentions of customers regarding the four scales of the extended technology acceptance model at jet cash payment points in Migros shopping stores. In this context, revealing how self-check-out technology affects the attitudes and behaviors of consumers constitutes the problem of the research. The answer to the research question; It has been tried to be revealed through the Migros Jet Kasa (Self-checkout) example within the framework of the TAM model.

Conceptual Model and Hypothesis Development

Self-Service Technologies and Self-Checkout Definition and Scope

In marketing literature, vending machines used in markets are referred to as the first self-service technologies. In the 1980s, self-service technologies for customers were expressed as automatic teller machines (ATMs) and payment at gas stations for their cars. Dabholkar (1994) defined the customer-technology interaction in self-service as technology-based self-service (TBSS) 1994 (Dabholkar, 1994; Garg, 2019: 5). In general terms, self-service technologies (SST) are defined as a technological interface that allows customers to receive services without the physical presence or participation of service employees (Meuter et al., 2000; 50). Examples of SST include self-service gas stations where customers pump their gas, self-service hotels where check-in and check-out processes do not require any interaction with hotel staff, and air travel where passengers use airport kiosks to make online ticket reservations, make payments, and obtain boarding passes (Campbell, Maglio, and Davis, 2011: 174-175; Castillo-Manzano and López-Valpuesta, 2013: 2431). At this point, it is appropriate to define the kiosk that provides self-service. The word "kiosk", derived from the Turkish word "köşk", has also passed into European languages from Turkish. In English, the word "kiosk", which is equivalent to a pavilion or hut, can be interpreted as an interactive media tool in connection with its roots. They have touchscreen technology that allows users to interact with the information on the screen. There are also examples in restaurants. McDonald's self-service kiosks, which we have started to see in our country, are among them (Zedeli, 2021: 15-18). The self-service kiosks that make up the subject of the study are the self-check-out cash registers in retail operations operating in real space. Automatic payment systems or electronic point-of-sale scanning devices, which have become an important part of the retail customer experience, use payment lanes that consumers can use to scan their products and theoretically pay without the help of a cashier (Mendat and Mayhorn, 2007: 1011). Automatic payment machines are computerized systems that allow customers to scan their shopping products on their own, pack them and make payments. Automatic scanning devices are defined as handheld terminals that can read product barcodes and display their prices, allowing shoppers to directly place the product in their bags while shopping, track their expenses, and make payments in a designated area without opening their packages (Sharma et al., 2021: 3).

The literature indicates that the most important main element of SST usage is time savings, with some customers preferring the self-service experience simply because they receive their services in a shorter amount of time. Time savings and control over service delivery are the main factors influencing the choice of self-service options (Barteson, 1985: 49). Other reasons for consumers to make their payments include not wanting to interact with cashiers, having more payment options, seeking more privacy, control, and comfort (Lee et al., 2010: 47). Self-checkout also provides benefits to retailers. The benefits and limitations of the application for both the customer and the retailer are summarized in the table below. The benefits and limitations of self-Service systems are shown in Table 1.

Table 1. Self-Service Checkout: Benefits and Limitations

	Consumer Benefits	Consumer Limitations	Retail Benefits	Retail Limitations
	*The perception of speed,	*Usual fear of making embarrassing mistakes,	*Decreased labor costs,	* The decrease in impulse purchases,
	*Short lines and increased privacy at checkouts,	*Customer mistakes when using technology can stop the system until the intervention of the supervising cashier,	* Free employees for other customer-service tasks,	* Taking away jobs from humans,
Self-service Checkout (SCO)	*Convenience,	*Slow down the checkout process when cigarettes or alcohol drinks are being purchased.	*Improved labor allocation, which leads to greater efficiency,	*The preferences of some customers to deal with human beings, rather than machines.
	*Free employees to help shoppers make purchase decisions,		* Better handling unexpected customer traffic during hours of unexpected increases in the numbers of customers,	
	*The new level of control over their checkout experiences,		* A short payback period to receive a desired ROI	
	*The ability to scan items at their own pace which gives consumers time to verify ns			

Source: Renko ve Druzijanic, 2014: 838

The Use of Self-Service and Self-Service Checkouts (Self-Checkout) In The Retail Sector

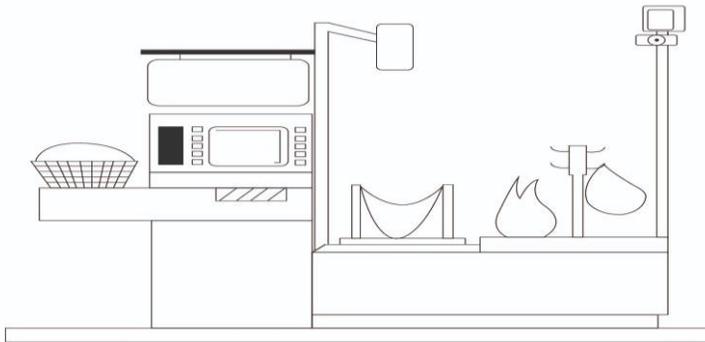
Professional retailing is thought to have begun in the second half of the 19th century worldwide, while its modern implementation in Turkey dates back to the 1950s. Organized retail activities began in the 1950s with Migros and Gima and grew rapidly with the entry of foreign-capital retailers such as CarrefourSA and Metro in the 1990s. In the 1990s, discount stores were created, inspired by the European discount store format, and their presence in the market increased significantly in the 2000s. These discount stores spread throughout Turkey, causing significant changes in the retail sector's development (Kurumu, R, 2021:9). Since the beginning of retailing in the early 1800s, technology has continued to influence the retail sector and consumer expectations by using the latest technology. In this regard, technological changes also affect how consumers interact with retailers when consuming products and services (Garg, 2019:27). Another component of the context is the word "Service," which is expressed in Turkish as "Hizmet" and refers specifically to retail sales environments as the application of specialized competencies for the benefit of another organization or its own. As an organization, a retailer is identified as a service provider by its employees, customers, suppliers, partners, computers, and machines. Current developments in

technology provide new tools to improve the quality of retail processes by enhancing consumers' shopping experiences, facilitating shopping processes, or improving retailers' capabilities through what is termed "interactive technology." Self-checkout technology-based self-service provides a self-payment service that requires multiple actions such as barcode reader technology and touch screen usage. Interactive technologies carried out in stores contribute to the creation of retail value by fulfilling a human purpose, improving customers' shopping experiences, or facilitating retailers' capabilities (Wolpert and Roth, 2020: 500-501). Self-checkout technology is an automated process that allows shoppers to scan, package, and pay for their purchases without the need for a cashier. The self-scanning checkout lane resembles a traditional checkout lane except that the shopper interacts with a computer user interface instead of a store employee. When it comes to payment, the self-scan interface guides the customer on where to place each product during and after scanning (Inman & Nikolova, 2017).

The first example of a self-service application for the retail sector and supermarkets in the United States began in 1916 with Clarence Saunders' new supermarket concept at his Piggly Wiggly store, which allowed customers to use a shopping cart and select products from the shelves without the assistance of store employees (Ncr, 2022). The example from England began with a store opened by John James Sainsbury's on London Road. John James' grandson Alan Sainsbury, who visited the United States to receive retail training, implemented the self-service system in 1950. Until then, customers would give their shopping lists to the staff and wait while their goods were packaged at the counter. With this application, the power was given to the shopper's hands, making shopping a much more enjoyable experience for customers (Retailhumanresources, 2022). Sainsbury's store has posters in its archives explaining self-service shopping to its customers (Heritagecalling, 2022). On March 3, 1955, F. W Woolworth's new store on High Street in Cobham, Surrey was built and opened in a self-service supermarket style following a model created by its American parent company that started testing in 1950 and quickly brought the concept to life. Woolworth stores offered revolutionary services. The name "self-service" came from customers being able to touch and pick up products before deciding to buy them and being able to collect what they bought at each counter before paying the assistant there and moving on to the next counter. At that time, most stores expected customers to choose what they wanted from a display window and go to the store to request it and receive the product packaged and ready to go (Woolwortmuseum, 2022). In 2010, the Tesco Express store in Northampton region is cited as an example of the first fully self-service store of Tesco, the United Kingdom's largest retailer. This store was supervised by a single employee and had only five self-service checkouts with no staffed checkout.

In the early 1990s, Dr. Howard Schneider developed the first retail automatic payment system, called a "service robot," and by 2003 automatic payment had become widespread in retail stores in America (Qikserve, 2022). In 1995, the Kroger supermarket chain introduced its first self-payment method to consumers at select locations and this application has since expanded exponentially (Harrington, 2002). The patent for the "Automated Point-of-Sale Machine" was obtained in 1992 by Schneider (Schneider 1992), and the first "Self-Checkout System" was established in 1992 by Price Chopper Supermarkets (Inman & Nikolova, 2017).

Picture 1. Self-checkout sketch from original patent 5,083,638.



Source: Inman & Nikolova, 2017

The drawing above shows the operation of the first patented self-checkout system (Picture 1). The first modern self-payment system was introduced in 1995 by a Florida company called CheckRobot, which held the patent and was introduced in several Kroger supermarket chains. The system, seen as a revolution in the supermarket, allowed customers to scan their products and place them on a conveyor belt. At the other end of the belt, an employee packed the food. Customers were then taken to a central cashier area to make their payments (Edition, 2023). The transformation of the self-service system in various service industries is shown in Table 2.

Table 2. Evaluation of self-service

Service Industry	Human Contact	Machine Service	Assisted	Electronic Service
Retail Banking	Teller	ATM		Online Banking
Grocery	Checkout Clerk	Self-checkout Station		Online Order/Pickup
Airline	Ticket Agent	Check-in Kiosk		Print Boarding Pass
Restaurants	Waiting Staff	Vending Machine		Online Order/Delivery
Movie Theater	Ticket Sales	Kiosk Ticketing		Pay-per-view
Book Store	Shop Assistant	Stock-availability Terminal		Online Ordering
Education	Teacher	Computer Tutorial		Distance Learning
Retail Store	Checkout Clerk	Self-Checkout Station		Online Shopping

Source: Fitzsimmons, 2003: 444

In Turkey, self-checkout systems first met with customers in five markets in 1999 and shoppers quickly adapted to them. According to a study conducted in 2013, 107 markets offered self-payment services (Orel and Kara, 2014: 118). The application, generally known as “Self-checkout” in English and sometimes referred to as “Frictionless checkout” in some studies, is used under different names by various stores in Turkey (Zebra, 2022: 6). These names include “Cashierless checkout”, “TikTak checkout” by Çağdaş Market, “Self-service checkout” by Kipa and “Jet Checkout” used by Migros (Gültekin and Esen, 2020: 1623; Doğrul and Koşar, 2017: 102). Migros’ pilot study of Jet checkouts, which was implemented in 2009, was reflected in the news titled “Turkish retailers aim for cashier-free Checkout” a decade ago (Supermarketsnews, 1999). The jet checkout application, which was first put into operation as a pilot study in Turkey in January 2009, is an example of the first. As of 13-09-2023, Migros serves with 3,184 stores in 81 provinces in Turkey, including 3,022 Migros, 147 Macrocenter and 15 Mion,

with a closed area of 3,084,392 m². (Migros Kurumsal, 2023). The value of the global self-payment system market was determined to be \$3.90 billion in 2019. This value is expected to rise from \$4.51 billion in 2022 to \$12.01 billion in 2029. According to 2021 data, retail users are the largest users of this market with a rate of 75.6% (Fortune, 2022). Like the rest of the world, this technology has become widespread in Turkey over time and has become the subject of scientific studies. There are various studies conducted on SCOs in Turkey. The scope for the title, purpose and result of the studies is given in Table 3.

Table 3. Self-Checkout Studies in Turkey

Authors	Publication Title	Purpose	Result
Fatma Demirciörel & Ali Kara (2014)	"Süpermarket Self-check-out hizmet kalitesi, müşteri memnuniyeti ve sadakati: Gelişmekte olan bir pazardan Ampirik Kanıt/Süpermarket self-checkout service quality, customer satisfaction, and loyalty: Empirical evidence from an emerging market"	"To examine the effect of the service quality of supermarket/grocery store SCS on customer satisfaction and loyalty."	"It was found that SCS service quality positively affects loyalty through customer satisfaction."
Ümit Doğrul & Alaiddin Koşar (2017)	"Perakendecilik Sektöründe Tüketicilerin Kasiyersiz Kasalara Adaptasyonunu Etkileyen Faktörlerin İncelenmesi Üzerine Ampirik Bir Çalışma/ An Empirical Study on the Factors Affecting Consumers' Adaptation to Cashierless Checkouts in the Retail Sector"	"To examine and explain the factors affecting consumers' adaptation to the use of cashierless checkouts, based on the technology acceptance model."	"The perception of ease of use of cashier-less checkouts, the perceived benefits after use, and the enjoyment of use positively affect the satisfaction obtained after using cashier-less checkouts. Satisfaction with the use of cashier-less checkouts positively affects the intention to reuse. Satisfaction has a mediating effect on the relationship between ease of use, perceived benefit, and enjoyment of use with intention."
Ayşegül Özkavukcu (2017)	"Hoshin Kanri Sistematiği Altında Aksiyomlarla Ürün Ve Süreç Tasarımı: Perakende Sektöründe Bir Uygulama/ Product and Process Design with Axioms under the Hoshin Kanri" System: An Application in the Retail Sector	"Within the scope of the study, a methodology has been developed in which product and process development and the Hoshin Kanri system are considered together. The main purpose of the newly developed methodology is to realize product and process design based on Hoshin and to provide a holistic perspective."	"The application design is presented"
İzzet Gülşen, Şuayip Özdemir (2018)	"Perakendecilikte Teknolojik Yenilikler ve Uygulamalar/ Technological Innovations and Applications in Retail"	"To examine technological innovations in the retail sector from a broad perspective and discuss the benefits of these technologies	"Significant technological innovations in the retail sector have been examined from

		and their roles in the transformative change of retail.”	the 1970s to 2018.”
Deniz Karaömerli oğlu & Eda Yaşa Özeltürkay (2018)	“Teknoloji Çocuklarının Akıllı Perakendecilik Uygulamalarına İlişkin Deneyim ve Beklentilerini Belirlemeye Yönelik Keşifsel Bir Çalışma/An exploratory study to determine the experiences and expectations of technology children about smart retail applications.”	“To determine the opinions, expectations, and experiences of Generation Z consumers born in 1995 and later about smart retail applications.”	“Findings have been reached that there are experiences with smart retail applications and that they will become more frequent in the future.”
Figen Yıldırım & Koray Taştekin (2019)	“Perakende Yönetiminde Teknoloji Kullanımının Algılanan Hizmet Kalitesindeki Önemi: Gıda Perakendeciliği Üzerine Bir Araştırma/The Importance of Technology Use in Perceived Service Quality in Retail Management: A Study on Food Retailing.”	“To measure the perceived service quality of cashier-less checkout systems by consumers.”	“According to the findings, the cashier-less checkout technology of a reliable and well-known brand that offers functionality, ease of use, and personal benefits will increase consumers’ motivation to use it more.”
Tolga Kahrimanoğlu (2019)	“Jet Kasa (Self-Checkout) Hizmet Kalitesinin Perakende Hizmet Kalitesi ve Algılanan Değere Etkisi: Migros Süpermarket Çalışması /The Effect of Jet Kasa (Self-Checkout) Service Quality on Retail Service Quality and Perceived Value: A Study on Migros Supermarket.”	“To determine the effect of self-checkout (jet kasa) service quality on retail service quality and perceived value, and to identify differences in self-checkout (jet kasa) usage among consumers based on their demographic and shopping behavior characteristics”	“It was found that consumers were satisfied with the use of self-checkout (jet kasa) service quality and that this satisfaction contributed positively to retail service quality.”
Tevfik Elmas (2019)	“Mobil Jet Kasa Tasarımı/Mobile Jet Kasa Design.”	“To design a new payment system that eliminates the disadvantages brought by existing payment systems and allows for more efficient use of technology’s power”	“A portable device design, intended for use by supermarket chains, has been presented.”
Yasin Gültekin & Selin Küçükkancabaş Esen (2020)	“Perakendecilikte Self Servis Teknoloji Kullanımını Etkileyen Faktörler ve Sonuçları: Süpermarketlerde Self Servis Kasalar Üzerine Bir Çalışma/ Factors and Results Affecting the Use of Self-Service Technology in Retail: A Study on Self-Service Checkouts in Supermarkets.”	“To examine the factors affecting the use of self-service technologies and to present academically the strategies and analyses that will enable the efficient use and implementation of self-service technology applications preferred by businesses for the efficient use of resources in supermarkets.”	“It has been revealed that there are positive relationships between attitudes toward self-service checkouts, perceived behavioral control, and use, and use and recommendation behaviors.”
Yankı Çelik (2020)	“Self Servis Kasa Sistemlerinin Kullanılabilirlik Karşılaştırması/Comparison of the Usability of Self-Service Checkout Systems.”	“A comparison of the usability of two self-service checkout systems commonly used by supermarkets under the heading of usability.”	“Efficiency and effectiveness results for the compared checkout systems were presented, followed by participant satisfaction results.”

Source: Created by the authors.

Technology Acceptance Model

The Technology Acceptance Model is one of the models that reveal the adoption of technology by potential users. The model was first developed by Fred D. Davis in 1986. In his model, based on the theory of reasoned action, Davis tried to explain people's adoption of technologies by taking into account the relationships between perceived ease of use, perceived usefulness, users' attitudes, intentions, and actual behaviors (Davis, 1989). The Technology Acceptance Model assumes that there are several conceptually independent determinants of users' attitudes toward using new technology. The first is the perceived usefulness of the system or technology, which reveals the extent to which using the technology will improve the user's performance in their job. The second is the ease of use of technology, which represents the process leading to the outcome (Childers et al., 2001:513). These two factors affect attitude. Attitude affects behavioral intention. Fishbein and Ajzen (1975) define behavioral intention as a measure of the strength of a person's intention to exhibit a behavior. In the Technology Acceptance Model, behavioral intention is determined according to attitudes. According to most researchers, attitude is defined as a learned predisposition to consistently respond positively or negatively to a particular object (Fishbein and Ajzen, 1975:6). The attitude concept in the Technology Acceptance Model is directed toward using technology (Childers et al. 2001:513). Davis et al. (1989:985) have shown the Technology Acceptance Model as follows:

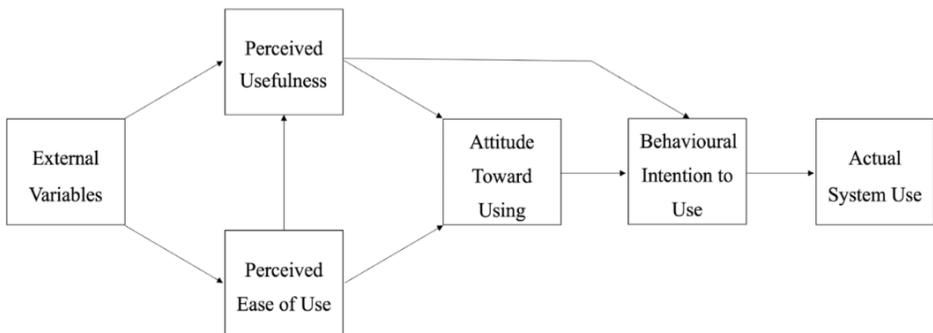


Figure 1: Technology Acceptance Model (Davis et al., 1989: 985)

Several factors determine consumers' behavioral intentions regarding the use of new technology. According to the TAM model, the process of actually using technology works as shown above. According to this model, behavioral intention, which helps to understand user behavior, is influenced by perceived ease of use, perceived usefulness, and attitude (Davis et al., 1989:985).

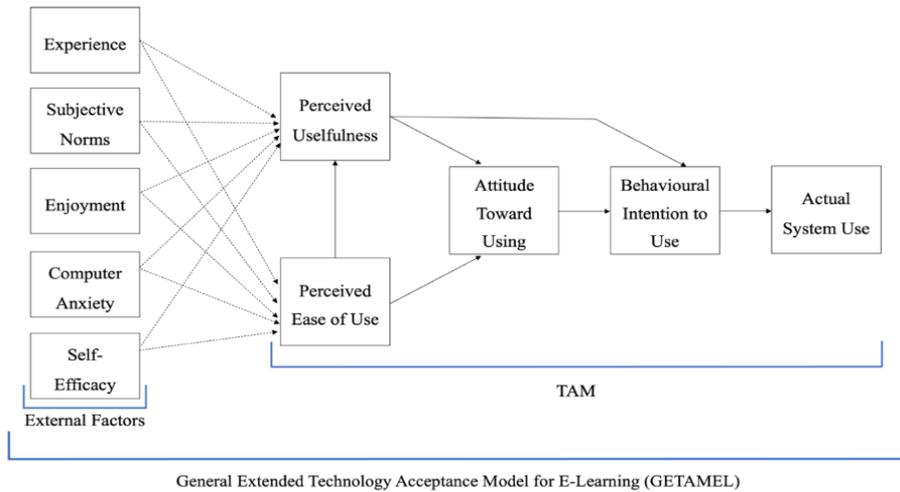


Figure 2. General Extended Technology Acceptance Model for E-Learning (Abdullah and Ward, 2016: 246).

Later, the model was expanded by Abdullah and Ward to include elements such as experience, subjective norms, enjoyment, computer anxiety and self-efficacy. This situation is shown in Figure 2. The content of the technology acceptance model discussed in the study will be tried to be conveyed comprehensively.

Technological Savviness (Tech Savviness)

Technological understanding, referred to as technology usage skills and consumer learning, is defined as the ability to competently interact with modern technology by having an intuitive knowledge of technological operations and the ability to use technical devices, especially computers (Zaman et al., 2022: 5). Three statements of this scale are based on Mathwick and Rigdon's 2004 study "Play, Flow, And The Online Search Experience" (Mathwick and Rigdon, 2004: 331). The final statement of the scale is taken from Thomas-Francois and Somogyi's study (Thomas-Francois and Somogyi: 2022: 20). The scales and hypotheses are as follows:

- 1- I am extremely skilled at making payments with jet cash applications.
- 2- I think I am knowledgeable about good search techniques for making payments with jet cash applications.
- 3- I know how to find what I'm looking for in a jet cash application.
- 4- I would trust myself when using jet cash applications to buy products.

H1: Consumers' ability to use technology (TechS) affects the perceived ease of use of jet cash when shopping.

H2: Consumers' ability to use technology (TechS) affects the perceived usefulness of jet cash when shopping.

New Technology Anxiety

The effect of anxiety during everyday experiences varies depending on how far beyond a person's skill level they are pushed. Moderately challenging tasks can be both satisfying and engaging as a person tries to master them (Mathwick and Rigdon, 2004:326). Technology anxiety is the fear or even phobia of using technology in general

or simply thinking about using it (Venkatesh, 2000; Meuter et al., 2003). It is likely to lead to avoidance of technology (Venkatesh, 2000; Meuter et al., 2005). Conceptualized as a stabilizing belief, technology anxiety affects the perceived ease of use of a system (Venkatesh, 2000; Venkatesh and Bala, 2008); therefore, customers who are anxious about using technology may not perceive SST as easy to use. The scale statements based on Bailey et al.'s 2017 study are as follows:

- 5- I am anxious about using the jet cash application.
 - 6- Using the jet cash application can be intimidating.
 - 7- I am afraid of doing something wrong when using the jet cash application.
 - 8- I am not very comfortable using the jet cash application (Bailey et al., 2017: 26).
- H3: New technology anxiety affects the perceived usefulness of jet cash when shopping.

H4: New technology anxiety affects the perceived ease of use of jet cash when shopping.

Perceived Ease of Use

Perceived ease of use is expressed as the thought that any use can be done without requiring too much effort (Davis, 1989:985). The literature shows that perceived ease of use is a strong determinant of perceived usefulness in the adoption of technological products. Scale expressions have been presented in various studies (Davis,1989: 985); (Chien et al., 2003: 221); (Bhatiasevi and Naglis, 2016: 1203); (Driediger and Bhatiasevi, 2019: 228). The following statements are adapted from Thomas-Francois and Somogyi (Thomas-Francois and Somogyi, 2022: 20).

- 9- I think using the jet cash application is easy.
- 10- I think it is easy to gain the skill to use the jet cash application.
- 11- I think it is easy for me to follow the procedures when making payments using the jet cash application.
- 12- Overall, I believe it is easy to use jet cash applications when shopping. H5: Perceived ease of use affects attitudes towards using jet cash when shopping.

Perceived Usefulness

It includes the benefits that customers associate with using SST. When faced with the choice of using SST, users tend to focus on the potential benefits offered by the technology. Perceived usefulness is also defined as the primary motivation for technology acceptance (Öztürk et al., 2015: 142). The scale expressions are as follows (Kim et al., 2009: 314):

- 13- Using the jet cash application allows me to make payments faster.
- 14- Using the jet cash application makes it easier for me to make transactions.
- 15- I would see using the jet cash application as a useful possibility for payment. H6: Perceived usefulness affects attitudes towards using jet cash when shopping.

Attitude

Attitude is conveyed as preconceptions that indicate whether we like something or not (Severin and Tankard 2001: 151). It emerges as positive or negative approaches toward an object (Kağıtçıbaşı and Cemalcılar, 2016:130). The scale expressions are as follows (Yeo, 2017:159; Childers, 2001: 524):

- 16- Making payments with Jet Cash is smart.
 17- Making payments with Jet Cash is good.
 18- Making payments with Jet Cash is logical.
 19- Making payments with Jet Cash is rewarding.

H7: Attitude towards using jet cash affects behavioral intention.

Behavior Intention

In order to increase their competitiveness level, businesses have made an effort to respond to the demands and needs of their customers. Customers who meet their demands and needs also stay connected to the businesses they visit and visit them again, increasing their purchases from them (Kement, 2019: 375). Accordingly, the dimensions of behavioral intention in the literature are also expressed as repurchase, revisit, recommend and positive observation (Liu vd., 2005: 292). The scale expressions are as follows (Kim et al., 2009: 311):

- 20- I now make payments with the jet cash application for purchases.
 21- Assuming I have access to the jet cash, I am considering using it for payment.
 22- I plan to make payments with the jet cash application for the next month.
 23- I plan to make payments with the jet cash application five years from now.

Research Methodology

Conceptual Model

In the research, within the framework of the technology acceptance model, the effects of technology useability and new technology anxiety, perceived ease of use, and perceived usefulness on customers' attitudes and behavioral intentions are evaluated. In the conceptual model of the research, hypotheses describing the relationships between these dimensions are included.

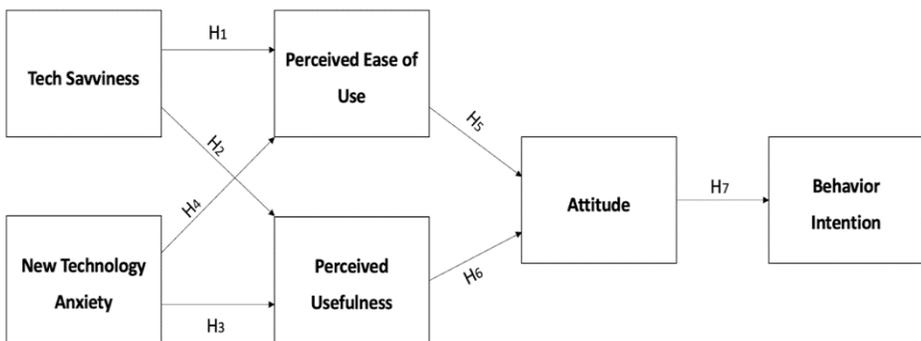


Figure 3. Research Conceptual Model

Sampling And Population

The population of the research consists of customers who used jet cash registers at least once in Migros shopping stores operating in 81 provinces of Turkey. Since it is not possible to reach the entire universe due to time and cost constraints, convenience sampling method was used in the research.

Data Collection Method, Tool and Analysis

This study aims to reveal the attitudes and intentions of customers' ability to use technology, new technology anxiety, and perceptions of ease of use and usefulness towards self-checkout points in grocery shopping. For this purpose, a questionnaire was applied to consumers who used the jet cash register payment points in Migros shopping stores at least once. The online survey method (Google Forms) was preferred as the data collection method in the research. The variables in the study were measured using a 7-point Likert type scale (1: I totally disagree- 7: I totally agree). The survey link was sent to the participants who were suitable for the purpose of the research. The data were obtained from a total of 382 participants between 26.10.2022 and 09.01.2023. The prepared questionnaire consists of two parts. In the first part, there are questions to define the demographic characteristics of the participants (gender, age, marital status, education status, income status, frequency of shopping, duration of shopping, frequency of using jet-safes, time to be aware of jet-safes). In the second part, there are statements to measure the ability to use technology, new technology anxiety, perceived ease of use, perceived usefulness, and attitude and behavioral intentions for cash register applications. In order to achieve the purpose of the research, the analysis of the collected data was made with SPSS 26 and AMOS 25 package programs.

Findings

Within the scope of the research, data were obtained from 382 people. As a result of the pre-controls and univariate and multivariate normality examinations, the answers of 50 participants were excluded from the data set (Pallant, 2011; Arifin, 2015). With the remaining 332 responses, it was concluded that the data set provided both univariate normal distribution and multivariate normal distribution.

Findings For Participants

66.3% of the study participants were female and 33.7% were male. The ages of the participants are mostly between the ages of 18-22 (36.2%) and the marital status of the participants is mostly single (58.4%). Participants are predominantly undergraduate graduates (54.8%) and their monthly income is mostly 15,001 TL and above (44.9%). The average shopping time of the participants is mostly less than 30 minutes (65.3%). The frequency of use of jet safes by the participants is predominantly low (49.7%). Finally, participants mostly use Migros Jet Kasa for less than 1 year (31.6%). - The relevant results are presented in Table 4.

Table 4. Sample Profiles

Demographic Variable	Group	N	Percent
Gender	Female	220	66,3
	Male	112	33,7
	Total	332	100,0
Age	18-22	120	36,2
	23-29	40	12,0
	30-39	86	25,9
	40-49	60	18,1
	50 and above	26	7,8
	Total	332	100,0
Marital Status	Married	138	41,6
	Single	194	58,4
	Total	332	100,0

Education	Primary education	1	0,3
	High school	26	7,8
	Associate degree	39	11,8
	Licence	182	54,8
	Graduate	84	25,3
	Total	332	100,0
Montly Income	3.500 TL and below	37	11,1
	3.501-5.500 TL	39	11,7
	5.501-10.000 TL	50	15,1
	10.001-15.000 TL	57	17,2
	15.001 TL and above	149	44,9
	Total	332	100,0
Shopping (Migros) Frequency	2 times a week	93	28,0
	1 in 10 days	85	25,6
	1 per month	81	24,4
	1 in 3 months	15	4,5
	Less	58	17,5
	Total	332	100,0
Avarage Shopping Time	Less than 30 minutes	220	65,3
	30 minutes to 1 hour	97	29,2
	Over 1 hour	15	4,5
	Total	332	100,0
Jet Kasa (Self-checkout) Usage Frequency	2 times a week	39	11,7
	1 in 10 days	44	13,3
	1 per month	61	18,4
	Quarterly 1	23	6,9
	Less	165	49,7
	Total	332	100,0
Jet Kasa (Self-checkout) Usage Period	Less than 1 Year	105	31,6
	1-3 Years	94	28,3
	4-6 Years	84	25,3
	7 Years and Over	49	14,8
	Total	332	100,0

Findings Regarding the Scales Used

Explanatory (EFA) and confirmatory factor analyzes (CFA) for reliability and validity evaluations of a) ability to use technology, b) anxiety about new technology, c) perceived ease of use, d) perceived usefulness, e) attitude and f) behavioral intention constructs utilized in the study has been carried out. Based on the results, Cronbach's Alpha reliability scores were calculated for the structures.

As a result of the applied EFAs ("Maximum Likelihood" subtraction method and "Promax" rotation method), it was determined that the results of the KMO and Barlett Sphericity Test were at a good level and were significant. It was determined that the total variances explained for the structures were at a sufficient level and the EFA factor loads for the structures were above the 0.5 limit value suggested in the literature (Hair et al., 2017, p. 102). It was noted that the CFA factor loads determined for each structure as a result of CFA were also well above the recommended threshold value (Hair et al., 2019). On the other hand, Cronbach's Alpha reliability coefficients for the structures were also found to be in a very reliable range (>0.70) (Kalaycı, 2017, p. 405). The relevant results are presented in Table 5.

Table 5. Findings on structures

Structure	\bar{x}	s	EFY	CFY	EV (E)	CA
Technological Savviness (KMO = 0,866; $\chi^2 = 1370,44$; df = 6; $p < 0,001$)					87,28 (3,49)	0,951
TS2	4,86	1,63	0,932	0,944		
TS1	4,88	1,60	0,917	0,932		
TS3	4,92	1,65	0,838	0,885		
TS4	5,16	1,53	0,824	0,882		
<i>Arithmetic Mean</i>	4,95	1,50	-	-		
New Technology Anxiety (KMO = 0,790; $\chi^2 = 802,124$; df = 6; $p < 0,001$)					75,38 (3,01)	0,890
NTA1	2,86	1,64	0,837	0,857		
NTA4	3,09	1,72	0,814	0,826		
NFA2	2,49	1,50	0,810	0,825		
NFA3	3,26	1,75	0,754	0,770		
<i>Arithmetic Mean</i>	2,92	1,43	-	-		
Perceived Ease of Use (KMO = 0,790; $\chi^2 = 802,124$; df = 6; $p < 0,001$)					88,72 (3,55)	0,957
PEU4	5,33	1,34	0,923	0,943		
PEU2	5,27	1,36	0,914	0,935		
PEU3	5,33	1,40	0,911	0,921		
PEU1	5,23	1,38	0,879	0,889		
<i>Arithmetic Mean</i>	5,29	1,29	-	-		
Perceived Usefulness (KMO = 0,766; $\chi^2 = 1070,875$; df = 3; $p < 0,001$)					91,87 (2,76)	0,955
PU2	5,39	1,37	0,924	0,968		
PU1	5,33	1,46	0,913	0,923		
PU3	5,45	1,34	0,900	0,920		
<i>Arithmetic Mean</i>	5,39	1,33	-	-		
Attitude (KMO = 0,825; $\chi^2 = 1271,76$; df = 6; $p < 0,001$)					78,96 (3,16)	0,892
A1	5,32	1,32	0,954	0,961		
A3	5,39	1,29	0,933	0,949		
A2	5,28	1,33	0,920	0,930		
A4	4,43	1,64	0,521	0,542		
<i>Arithmetic Mean</i>	5,10	1,21	-	-		
Behavior Intention (KMO = 0,747; $\chi^2 = 769,423$; df = 6; $p < 0,001$)					73,47 (2,94)	0,875
BI3	4,72	1,64	0,917	0,934		
BI4	4,98	1,61	0,822	0,839		
BI1	4,31	1,85	0,705	0,715		
BI2	5,26	1,45	0,701	0,709		
<i>Arithmetic Mean</i>	4,82	1,40	-	-		

EFA = EFA Factor Load; CFA = CFA Factor Load; EV = Explained variance; E = Eigenvalue; CA = Cronbach's Alpha.

As a result of the CFA applied, it is observed that all structures have good and acceptable goodness-of-fit coefficients, except for perceived usefulness in Table 5 where the model goodness-of-fit coefficients are examined in particular (Hu & Bentler, 1999; Tabachnick & Fidell, 2012; Hair et al., 2019). Since the perceived usefulness structure consists of three (3) items, the coefficient of goodness of fit could not be calculated (Hair

et al., 2019). Instead, only construct validity was evaluated for the structure in question. On the other hand, due to the fact that the constructs in question consist of a single factor within the scope of construct validity, only the convergent validity was evaluated in the CFA stage, and it was observed that the constructs were well above the threshold values suggested in the literature in terms of AVE and CR coefficients (Fornell & Larcker, 1981).

Table 6. CFA model goodness of fit and construct validity

Structure	Model Fit Index				Construct Validity	
	χ^2/df	CFI	SRMR	RMSEA	AVE	CR
Technological Savviness	2,567	0,998	0,010	0,069	0,830	0,951
New Technology Anxiety	3,837	0,928	0,061	0,082	0,672	0,891
Perceived Ease of Use	4,121	0,994	0,011	0,079	0,850	0,958
Perceived Usefulness	-	-	-	-	0,879	0,956
Attitude	3,081	0,997	0,003	0,009	0,746	0,918
Behavior Intention	4,456	0,936	0,064	0,072	0,648	0,879
Threshold value (Hu & Bentler, 1999; Tabachnick & Fidell, 2012; Hair et al., 2019)	<5,0	>0,90	<0,1	<0,1	>0,50	>0,70

Common Method Bias

Before testing the research model, common method bias analysis was carried out. As a matter of fact, since the data collected through the survey in the research were collected from a single source, it is important to check whether the answers of the participants are biased, and if there is bias, to what extent they affect the analyzes (Podsakoff et al., 2003, p. 879). In this context, the existence of common method bias was examined by 1) adding all the items in the measurement model to a single common latent factor and 2) comparing the standardized regression loads with the common latent factor test.

It was noted that the goodness of fit coefficients determined as a result of adding all the items in the confirmatory measurement model to a single common latent factor were lower than the goodness of fit values determined as a result of testing the confirmatory measurement model ($\chi^2/df = 6.23$; CFI = 0.75; SRMR) = 0.62 and RMSEA = 0.138). Here, it is stated that there is potential environment method bias if the goodness of fit coefficients of the model improve dramatically after all items are linked to a single common latent factor (Malhotra et al., 2006, p. 1867). However, the coefficients of goodness of fit obtained within the scope of the study show that there is no common method bias. Based on this result, the common latent factor test was applied and standardized regression coefficients for all items were compared in both models with and without a common latent factor (measurement model itself). As a result, it was seen that the differences in the regression coefficients on the two models were quite small (<0.1) (Archimi et al., 2018, p. 914). Therefore, it was concluded that the research data did not pose a major problem in terms of common method bias in this study.

Testing The Measurement Model

After the constructs used in the research were proven to be valid and reliable, the research model was tested. The model in question was tested using covariance-based structural equation modeling (CB-SEM) and the evaluation process was carried out through a two-stage approach (Hair et al., 2019, p. 783). At the first stage, the research model was validated as a measurement model, and convergent and discriminant

validity were taken into account in the evaluation of the model (Hair et al., 2017, p. 97). In the second step, the hypotheses were tested by testing the structural model.

In the evaluation of the measurement model, the goodness of fit coefficients of the model were examined first. In this context, one of the goodness-of-fit parameters is $\chi^2/df = 3.228$; CFI = 0.945; SRMR = 0.045; The determination of RMSEA = 0.082 indicates that the model has acceptable and good goodness-of-fit coefficients (Hu & Bentler, 1999; Tabachnick & Fidell, 2012; Hair et al., 2019). Secondly, the factor loads of the structures in the model were examined and it was determined that these loads were well above the 0.50 threshold (Hair et al., 2017, p. 102). Third, the convergent validity of the constructs in the model was examined, and in this context, a close examination of the AVE and CR values was carried out. It has been understood that there is no problem in terms of the convergent validity of the measurement model, since the relevant values are above the threshold values recommended by the literature. Subsequently, for discriminant validity, whether the square roots of the AVE values were higher than the inter-structure correlation values and the criteria that the HTMT coefficients did not exceed the threshold value of 0.90 were checked. In this context, as can be seen in Table 7 and Table 8, the square roots of the AVE coefficients for the structures are higher than the correlation values between the structures and the HTMT coefficients for the structures do not exceed the threshold value of 0.90 (Hanseler et al., 2015, p. 129). These results prove that the model is validated as a measurement model.

Table 7. Evaluation of the measurement model

Structure	Item	Standardized Loads	Factor	convergent validity	
				AVE	CR
Technological Savviness	TS1	0,931	0,832	0,952	
	TS2	0,932			
	TS3	0,887			
	TS4	0,898			
New Technology Anxiety	NTA1	0,853	0,673	0,891	
	NTA2	0,817			
	NTA3	0,775			
	NTA4	0,834			
Perceived Ease of Use	PEU1	0,901	0,851	0,958	
	PEU2	0,927			
	PEU3	0,918			
	PEU4	0,944			
Perceived Usefulness	PU1	0,926	0,880	0,956	
	PU2	0,958			
	PU3	0,930			
Attitude	A4	0,547	0,747	0,919	
	A3	0,951			
	A2	0,936			
	A1	0,954			
Behavior Intention	BI1	0,737	0,649	0,881	
	BI2	0,822			
	BI3	0,844			
	BI4	0,815			

$\chi^2/df = 3,228$; CFI = 0,945; SRMR = 0,045; RMSEA = 0,082.

Table 8. Convergent validity results

Structures	1. TS	2. NTA	3. PEU	4. PU	5. A	6. BI
1. Technological Savviness	0,912	(0,587)	(0,761)	(0,657)	(0,699)	(0,730)
2. New Technology Anxiety	-0,581	0,820	(0,539)	(0,448)	(0,410)	(0,532)
3. Perceived Ease of Use	0,749	-0,536	0,923	(0,784)	(0,745)	(0,768)
4. Perceived Usefulness	0,646	-0,454	0,779	0,938	(0,750)	(0,798)
5. Attitude	0,698	-0,452	0,745	0,725	0,864	(0,793)
6. Behavior Intention	0,611	-0,523	0,662	0,713	0,677	0,806

The square roots for the AVE coefficients are shown in bold on the diagonals. The coefficients in parentheses represent the HTMT coefficients.

Testing The Structural Model

In the evaluation phase of the structural model, firstly, the coefficients of goodness of fit of the model tested as a structural model were examined ($\chi^2/df = 3.841$; CFI = 0.928; SRMR = 0.082; RMSEA = 0.093) and it was determined that the results were in the range of acceptable goodness-of-fit coefficients (Hu and Bentler, 1999; Tabachnick and Fidell, 2012; Hair et al., 2019). Therefore, when it was concluded that the structural model was reliable, the hypotheses were tested and in Table 7, standardized beta coefficients (β), non-standardized beta coefficients (B), standard errors (SE), critical ratios (CR) and the significance of beta coefficients (p) are presented.

Table 9. Testing the Structural Model

Hipotez		β	B	SE	CR	p	Results
H1	TS → PEU	0,828	0,593	0,041	16,861	***	Supported
H2	TS → PU	0,616	0,561	0,053	10,557	***	Supported
H3	NTA → PEU	-0,057	-0,050	0,038	-1,331	-0,050	Not supported
H4	NTA → PU	-0,098	-0,095	0,056	-1,707	-0,095	Not supported
H5	PEU → A	0,534	0,372	0,043	8,719	***	Supported
H6	PU → A	0,461	0,296	0,036	8,289	***	Supported
H7	A → BI	0,877	0,996	0,144	8,973	***	Supported

*** $p < 0,001$.

According to the findings in Table 9, the ability to use technology significantly and positively affects both perceived ease of use ($\beta = 0.828$; $p < 0.001$) and perceived usefulness ($\beta = 0.616$; $p < 0.001$). From this point of view, it can be stated that when the ability to use technology increases, perceived ease of use and perceived usefulness will increase. New technology concern does not significantly affect perceived ease of use and perceived usefulness ($p > 0.05$). On the other hand, perceived ease of use affects attitude significantly and positively ($\beta = 0.534$; $p < 0.001$). Similarly, perceived usefulness also affects attitude significantly and positively ($\beta = 0.461$; $p < 0.001$). Therefore, it can be said that when both perceived ease of use and perceived usefulness increase, the attitude will increase in a positive way. Finally, attitude significantly and positively affects behavioral intention ($\beta = 0.877$; $p < 0.001$). It can be stated that when the attitude increases positively, the behavioral intention will also increase. In Figure 1, these findings are shown on the visual.

Discussion

Considering the findings of the study, the perceived ease of use of the self-checkout system affects attitude and repurchase intention. These results support previous studies in the literature (Davis, 1989: 985; Chien et al., 2003: 221; Bhatiasevi and Naglis, 2016: 1203; (Driediger and Bhatiasevi, 2019: 228; Thomas-Francois and Somogyi, 2022: 2022). The results of the research show that the ease of use perceived by customers regarding the use of jet cash registers is considered important in terms of realising their shopping experiences well and quickly. This finding coincides with the conclusion of Yıldırım and Taştekin in their study in 2019 that cashierless payment technology that offers ease of use will further increase consumers' motivation to use the product. Users' intention to use information technology largely depends on the perceived usefulness of the system (Davis et al., 1989). This study also confirms this. Perceived usefulness positively affects the intention to use self-checkout technology. Considering the research findings on perceived usefulness, when perceived usefulness increases, the attitude increases positively. This result supports previous studies in the literature (Öztürk et al., 2015: 142; Kim et al., 2009: 314). Another finding of the study is that people's ability to use technology affects perceived usefulness and ease of use. This result differs from the study conducted by Thomas-Francois and Somogyi in the literature. In their study, the authors state that consumers' technological usage skills or technological understanding do not affect consumers' intention to adopt self-checkout (Thomas-Francois and Somogyi: 2022: 55). The last finding of the study is that new technology anxiety does not affect perceived ease of use and perceived usefulness. This result is similar to the study emphasising that the technological capacity of a population will determine the intention to adopt new shopping methods (Thomas-Francois and Somogyi: 2022: 55).

From barcode scanning to RFID technology, from the internet of things to artificial intelligence and robots, each technological innovation in retailing has benefits and effects (Gülşen & Özdemir, 2018: 129-131). RFID is an automatic identification method that can store and retrieve data based on Radio Frequency. They are effective for calculating how much product is sold and the need to create an invoice to the customer. RFID system is considered important for consumers to solve queuing problems by self-payment (Maulana et al., 2021: 273). The sector that obtains the highest output value from artificial intelligence, which is a more current approach, is the retail sector. This shows that the application of artificial intelligence in the retail sector can provide significant benefits for retailers (Chang et al., 2023: 773) The most important area where Artificial Intelligence (AI) is of great benefit to the retail industry is productivity, operational cost reductions and faster time to profitability. The global market for the use of Artificial Intelligence (AI) in retail is valued at approximately USD 4.84 billion in 2021 (Statista, 2023). As quoted in the article "Here's how artificial intelligence can benefit the retail sector" published by the World Economic Forum, it is predicted that the use of AI tools in the retail sector will increase from \$5 billion to over \$31 billion by 2028 (weforum, 2023). AI-powered automated checkout solutions use advanced algorithms to analyse images of products scanned by customers to identify them and calculate the total cost of purchases. These systems can detect errors such as incorrect product selection, incorrect invoice amount almost instantly. This feature makes the payment process faster and more accurate compared to manual methods (dogtownmedia, 2023). New generation customers demand more self-service while shopping. At this point, it is

thought that businesses can benefit from artificial intelligence applications (Gülşen, 2019: 418).

Advanced technology in retail stores is suggested as an important tool in reducing customer churn as it offers an exciting experience to consumers in the store (Kim et al., 2017). New technologies applied in retail stores affect consumer behaviour in the retail sector. Consumers are confronted with technologies in retail stores and this situation is reflected in consumers' purchase intentions. For this reason, it is considered important to investigate their perceptions towards technology. Self-checkout systems, which have a history of approximately 25 years in Turkey, started to be used in Migros in 2009. In the literature, studies examining the service quality of these systems and the adaptation to these systems have been emphasised since 2014. The details of these studies on self-checkout in Turkey are shown in Table 3. Migros follows the path of differentiation according to Porter's generic competitive strategy (cost leadership, differentiation and focus) in the retail sector in Turkey (Özdemir; 2022:50). As of 2018, Migros' being the only one in the market with 860 active self-service cash registers in 250 different stores (Gültekin and Esen; 2020: 162) is an example of this differentiation. This study is different and unique from the studies in the literature in many aspects. In the literature, the study on Migros in 2019 was only reported by conducting a survey to investigate the effect of self-checkout (jet checkout) service quality on retail service quality and perceived value in 2M Migros supermarket in Kadıköy district of Istanbul (Kahrimanoğlu, 2019). The research population of this study is more inclusive and was conducted with the customers of Migros shopping stores living in various provinces of Turkey. Another study conducted in 2020 on self-service cash registers reflects the positive relationship between perceived benefit and attitude towards the technology acceptance model (Gültekin & Esen; 2020: 1626).

This article in 2020 is not only about Migros stores and in this respect, it does not reflect the context of the study with Migros. One of the findings of the study is that new technology anxiety does not affect perceived ease of use and perceived usefulness. In the literature, it is seen that technological anxiety is a consistent and negative determinant of self-service technology use (Meuter et al., 2003:903). In this respect, the results of the study differ. Sociological, social and technological developments are at the basis of the change in marketing. The retail sector can be interpreted as a strong data for understanding this structure. Examining the traces of how the behaviours of retail consumers in the dynamic structure of marketing and technology work in multiple channels in Migros, which is the pioneer of this business in Turkey, with the new elements added to the technology acceptance model (Tech Savviness and New Technology Anxiety) reveals the contribution of the study both to other studies and to other studies. In addition, the world is preparing for major developments in terms of retail technology. For example, artificial intelligence in retail can help predict customer demand, automation of store operations, customer engagement, customer personalisation and price optimisation (Pillai et al., 2020: 1-2). In Turkey, artificial intelligence-supported retailing applications have not yet become widespread. Understanding the outcome of consumers' encounters with this new development through self-checkout, a relatively older technological innovation, will contribute to the field. For this reason, this study on Migros, one of the leading retailers, offers important implications.

In the light of the above explanations, it is seen that the use of technology in retailing has developed in a multifaceted and rapid manner in a way that will also affect the consumer. Considering that the place of technology in daily life is increasing, it is meaningful to reveal the attitudes and intentions of consumers towards the use of technology through frequently visited retail stores. In this process moving towards unmanned retailing, it is thought to be important in understanding the cooperation of consumers with technology in terms of the results of the study.

Conclusion and Suggestions

In the study, the definition of self-service technologies and how technology develops in the retail sector are explained within the framework of the literature. The expansion of the self-service network with the development of technology and the reflection of this expansion in retail services have been tried to be explained in the historical process. At this point, it has been seen that shopping carts are an important building block on the way to unmanned stores since they are seen as a self-service tools. It can be said that self-service technologies have an important place in the transformation of the retailer and technology relationship. Therefore, understanding this relationship and revealing it in all its aspects will help to reveal the picture of the consumer technology and retailer triangle in the future. Self check-out applications, which are a pillar of self-service services, are an important point where consumers are alone with technology. Various studies have been carried out in order to understand this point where the consumer is both alone and uses technology. The technology acceptance model is seen as a good roadmap in this context. The answers given by the consumers who cooperate with them as a service tool to the technology acceptance model in multimedia constitute the starting point of the method. The research tried to reveal consumers' attitudes and intentions towards self-check-out points in grocery shopping, their technology use skills, new technology anxiety, ease of use and usefulness perceptions. In this context, the main point of the study is to determine the factors that affect the attitudes and behaviors of customers towards their adoption and not resisting the jet cash register applications in their shopping.

Various results were obtained in the study. It has been observed that technology use proficiency has a positive effect on both perceived ease of use and perceived usefulness. From this point of view, it can be stated that when the ability to use technology increases, perceived ease of use and perceived usefulness will increase. New technology concern does not significantly affect perceived ease of use and perceived usefulness. On the other hand, perceived ease of use affects attitude significantly and positively. Similarly, perceived usefulness also affects attitude in a meaningful and positive way. Therefore, it can be said that when both perceived ease of use and perceived usefulness increase, the attitude will increase in a positive way. Finally, attitude significantly and positively affects behavioral intention. It can be stated that when the attitude increases positively, the behavioral intention will also increase.

As a result, it is seen that the external factors selected within the scope of the research generally affect the attitudes and intentions of consumers towards self-check-out use in a positive and meaningful way. Only the concern of new technology does not significantly affect perceived ease of use and perceived usefulness. In this case, it is possible to say that using jet cash register applications is easy and understandable and does not require much effort, enabling customers to complete their shopping with

confidence and increasing their shopping performance. In other words, it can be concluded that customers who use Migros Jet Kasa applications are confident in their abilities and their technology anxiety level does not affect their perceptions of finding jet safes easy and convenient to use. Or the reason for this may be the possibility of being more comfortable with new technology due to the young sample age.

It is observed that customers who believe that using Migros Jet Kasa applications are easy and convenient have a positive attitude towards the use of jet safe applications. In addition, it is concluded that this attitude has a positive and significant effect on behavioral intention. From this point of view, it can be said that the customers participating in the research are pleased to use the Migros Jet Kasa applications. Therefore, it can be stated that the effects of these positive reactions on the customers' intention to use Migros Jet Kasa applications more frequently and the efforts of their businesses to encourage them cannot be denied. The ease of use that customers perceive regarding the use of jet cash registers can be seen as important in terms of realizing their shopping experience in the best and fastest way. On the other hand, the level of usefulness perceived by customers can be associated with the benefits to be obtained at the point of acceptance of using this application.

Considering that the place of technology in daily life is increasing, it is meaningful to reveal the attitudes and intentions of consumers towards the use of technology through the retail channel that is frequently visited. In this process, which is progressing towards unmanned merchandising, it is thought that it is important for consumers to understand their cooperation with technology, in terms of the results of the study.

Future research can look at how other new technologies in the retailing sector are evaluated from a consumer perspective within the scope of TAM. The results can be enriched by including other items in the model that may affect consumers' attitudes and purchase intentions. The parallelism of the findings can be looked at. In line with the experience gained from the study, various suggestions can be made for future studies. Investigation of attitudes and intentions towards jet safes only found in Migros stores, which constitutes the limitation of the study, can also be carried out in self-check-out applications in other stores in Turkey. While the retail service sector uses technology-based applications as a competitive strategy, a broader perspective can be obtained by supporting consumers' reflections on external factors not only with quantitative but also qualitative research.

By taking into account the elements that have been shown to affect the attitude and purchase intention by the practitioners, measures can be taken for consumers to use self-checkout systems more internally.

Peer-Review	Double anonymized - Two External
Ethical Statement	<p>It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.</p> <p>* (Kütahya Dumlupınar University Rectorate, Social and Human Sciences Scientific Research and Publication Ethics Committee Decision was taken with the decision dated 20.10.2022, numbered E-67750228-050.01.04-150340 of the Presidency of the Publication Ethics Committee.)</p>
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	<p>Design of Study: 1. Author (%33), 2. Author (%34), 3. Author (%33)</p> <p>Data Acquisition: 1. Author (%34), 2. Author (%33), 3. Author (%33)</p> <p>Data Analysis: 1. Author (%34), 2. Author (%33), 3. Author (%33)</p> <p>Writing up: 1. Author (%33), 2. Author (%34), 3. Author (%33)</p> <p>Submission and Revision: 1. Author (%33), 2. Author (%33), 3. Author (%34)</p>

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	<p><i>Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.</i></p> <p>*(Kütahya Dumlupınar Üniversitesi Rektörlüğü, Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etik Kurulu Başkanlığının 20.10.2022 Tarih , E-67750228-050.01.04-150340 Nolu kararı ile Etik Kurul Kararı alınmıştır.)</p>
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	<p>Çalışmanın Tasarlanması: 1. Yazar (%33), 2. Yazar (%34), 3. Yazar (%33)</p> <p>Veri Toplanması: 1. Yazar (%34), 2. Yazar (%33), 3. Yazar (%33)</p> <p>Veri Analizi: 1. Yazar (%34), 2. Yazar (%33), 3. Yazar (%33)</p> <p>Makalenin Yazımı: 1. Yazar (%33), 2. Yazar (%34), 3. Yazar (%33)</p> <p>Makale Gönderimi ve Revizyonu: 1. Yazar (%33), 2. Yazar (%33), 3. Yazar (%34)</p>

References / Kaynakça

- Archimi, C. S., Reynaud, E. Yasin, H. M. & Bhatti, Z. A. (2018). How perceived corporate social responsibility affects employee cynicism: The mediating role of organizational trust. *Journal of Business Ethics*, 151(4), 907-921.
- Arifin, W. N. (2015). The graphical assessment of multivariate normality using SPSS. *Education in Medicine Journal*, 7(2), 71-75.
- Bailey, A. A., Pentina, I., Mishra, A. S., & Ben Mimoun, M. S. (2017), "Mobile payments adoption by US consumers: an extended TAM. *International Journal of Retail & Distribution Management*, 45(6), 626-640. DOI: 10.1108/IJRDM-08-2016-0144.
- Bateson, J.E.G. (1985). Self-service consumer: an exploratory study. *Journal of Retailing*, Vol. 61 No. 3, pp. 49-76.
- Bhatiasevi, V., & Naglis, M. (2016). Investigating the structural relationship for the determinants of cloud computing adoption in education. *Education and Information Technologies*, 21, 1197-1223.
- Campbell, C. S., Maglio, P. P., & Davis, M. M. (2011). From self-service to super-service: a resource mapping framework for co-creating value by shifting the boundary between provider and customer. *Information Systems and E-Business Management*, 9, 173-191. doi:10.1007/s10257-010-0142-4 .
- Castillo-Manzano, J. I., & López-Valpuesta, L. (2013). Check-in services and passenger behavior: Self service technologies in airport systems. *Computers in Human Behavior*. 29(6), 2431-2437.
- Chien, A. W., Kurnia, S., & von Westarp, F. (2003). The acceptance of online grocery shopping, *BLED 2003 Proceedings*, 52.
- Childers, T. L., Carr, C. L., Peck, J., & Carson, S. (2001). Hedonic and utilitarian motivations for online retail shopping behavior. *Journal of Retailing*, 77(4), 511-535.
- Çelik, Y. (2020). *Self Servis Kasa Sistemlerinin Kullanılabilirlik Karşılaştırması* (Master's thesis, Bahçeşehir Üniversitesi).
- Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989). User acceptance of computer technology: A comparison of two theoretical models. *Management Science*, 35(8), 982-1003.
- Davis, F.D. (1986), *Technology Acceptance Model for Empirically Testing New and User Information Systems: Theory and Results*, Doctoral Dissertation, MIT.
- Davis, F.D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology, *MIS Quarterly*, September.
- Dabholkar, P. A. (1994). Technology-based service delivery: a classification scheme for developing marketing strategies. *Advances in Services Marketing and Management*, 3(1), 241-271.
- Dogtownmedia, (2023). *Computer Vision and AI self-checkout solutions* Available at: <https://www.dogtownmedia.com/computer-vision-and-ai-powered-self-checkout-solutions/>, date of access: 28. 08. 2023

Doğrul, Ü., & Koşar, A. Perakendecilik Sektöründe Tüketicilerin Kasiyersiz Kasalara Adaptasyonunu Etkileyen Faktörlerin İncelenmesi Üzerine Ampirik Bir Çalışma. *Uluslararası İktisadi ve İdari İncelemeler Dergisi*, 101-116.

Driediger, F., & Bhatiasevi, V. (2019). Online grocery shopping in Thailand: Consumer acceptance and usage behavior. *Journal of Retailing and Consumer Services*, 48, 224-237.

Edition, (2022). *Nobody likes self-checkout. Here's why it's everywhere* Available at: <https://edition.cnn.com/2022/07/09/business/self-checkout-retail/index.html>, date of access: 04.02.2023

Elmas, T. (2019). *Mobil jet kasa tasarımı* (Master's thesis, Altınbaş Üniversitesi).

Fishbein, M., & Ajzen, I. (1975), *Belief, Attitude, Intention and Behaviour: An Introduction to Theory and Research*, MA: Addison-Wesley.

Fitzsimmons, J. A. (2003). Is self-service the future of services? *Managing Service Quality: An International Journal*, 13(6), 443-444.

Fornell, C., & D. F. Larcker. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39 – 50.

Fortune, (2022). The global self-checkout system market is projected to grow from \$4.51 billion in 2022 to \$12.01 billion by 2029, at a CAGR of 15.0% in forecast period”, <https://www.fortunebusinessinsights.com/self-checkout-system-market-106779>, (Erişim: 07.02.2023).

Fu, H. P., Chang, T. H., Lin, S. W., Teng, Y. H., & Huang, Y. Z. (2023). Evaluation and adoption of artificial intelligence in the retail industry. *International Journal of Retail & Distribution Management*, 51(6), 773-790.

Garg, A. K. (2019). *Self-Checkout Systems For Grocery Stores in Dublin! A Customers'perspective*, Master's Thesis, Technological University Dublin.

Gülşen, İ. (2019). İşletmelerde Yapay Zekâ Uygulamaları ve Faydaları: Perakende Sektöründe Bir Derleme, *Tüketici ve Tüketim Araştırmaları Dergisi*, 11(2), 407-436

Gülşen, İ., & Özdemir, Ş. (2018). Perakendecilikte teknolojik yenilikler ve uygulamalar. *Pazarlama Teorisi ve Uygulamaları Dergisi*, 4(1), 869-876.

Gültekin, Y., & Esen, S. K. (2020). Perakendecilikte Self Servis Teknoloji Kullanımını Etkileyen Faktörler ve Sonuçları: Süpermarketlerde Self Servis Kasalar Üzerine Bir Çalışma, *İşletme Araştırmaları Dergisi*, 12(2), 1622-1638.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2019). *Multivariate data analysis*. China: Cengage.

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). *A Primer on Partial Least Squares Structural Equation Modeling (PLS-SEM)*. Thousand Oaks: Sage.

Hanseler, J., Ringle, C. M., & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43(1), 115–135.

Heritagecalling, (2022). "How Endland's First Self-Service Store Heralded the Birth of the Modern Supermarket", <https://heritagecalling.com/2023/01/12/how-englands-first-self-service-store-heralded-the-birth-of-the-modern-supermarket/>, (Eriřim: 04.02.2022).

Hu, L., & Bentler, P. (1999). Cut off criteria for fit indexes in covariance structure analysis: conventional criteria versus new alternatives. *Structural Equation Modeling: A Multidisciplinary Journal*, 6(1), 1-55.

Inman, J. J., & Nikolova, H. (2017). Shopper-facing retail technology: A retailer adoption decision framework incorporating shopper attitudes and privacy concerns. *Journal of Retailing*, 93(1), 7-28.

Ivanov, S., & Webster, C. (2019). Conceptual framework of the use of robots, artificial intelligence and service automation in travel, tourism, and hospitality companies. *Robots, artificial intelligence, and service automation in travel, tourism and hospitality*, 7-37.

Kađıtçibaşı, Ç., ve Cemalçılar, Z. (2016). *Dünden Bugüne İnsan ve İnsanlar, Sosyal Psikolojiye Giriř*. İstanbul: Evrim yayınevi.

Kahrımanođlu, T. (2019). *Jet kasa (Self-checkout) hizmet kalitesinin perakende hizmet kalitesi ve algılanan deđere etkisi: Migros süpermarket çalıřması* (Master's thesis, Altınbař Üniversitesi).

Kalaycı, ř. (2017). *SPSS Uygulamalı Çok Deđiřkenli İstatistik Teknikleri*. Ankara: Dinamik Akademi Yayın Dađıtım.

Karaömerliođlu, D., & Özeltürkay, E. Y. (2018). Teknoloji çocuklarının akıllı perakendecilik uygulamalarına iliřkin deneyim ve beklentilerini belirlemeye yönelik keřifsel bir çalıřma. *Gençlik Arařtırmaları Dergisi*, 6(15), 135-158.

Kement, Ü. (2019). Yeřil tutumunun davranıřsal niyet türlerine etkisi: Yeřil imajın aracılık rolü. *OPUS International Journal of Society Researches*, 10(17), 370-394.

Kim, H. Y., Lee, J. Y., Mun, J. M., & Johnson, K. K. (2017). Consumer adoption of smart in-store technology: assessing the predictive value of attitude versus beliefs in the technology acceptance model. *International Journal of Fashion Design, Technology and Education*, 10(1), 26-36.

Kurumu, R. (2021). *Türkiye HTM Perakendeciliđi Sektör İncelemesi Ön Raporu*. Ankara: Rekabet Kurumu.

Lee, H. J., Cho, H. J., Xu, W., & Fairhurst, A. (2010). The influence of consumer traits and demographics on intention to use retail self-service checkouts. *Marketing Intelligence & Planning*, 28(1), 46-58.

Liu, C., Marchewka, J. T., Lu, J. & Yu, C. S. (2005). Beyond concern: A privacy-trust behavioral intention model of electronic commerce. *Information & Management*, 42, 289-304.

Malhotra, N. K., Kim, S. S., & Patil, A. (2006). Common method variance in IS research: comparison of alternative approaches and a reanalysis of past research. *Management Science*, 52(12), 1865-1883.

Mathwick, C., & Rigdon, E. (2004). Play, flow, and the online search experience. *Journal of consumer research*, 31(2), 324-332.

Maulana, F., Putra, R. P., & Hanafiah, N. (2021, October). Self-checkout system using RFID (Radio Frequency Identification) technology: A survey. In *2021 1st International Conference on Computer Science and Artificial Intelligence (ICCSAI)* (Vol. 1, pp. 273-277). IEEE.

McKinsey, (2022). *Navigating the market headwinds: The state of grocery retail 2022* Available

at:<https://www.mckinsey.com/~media/mckinsey/industries/retail/our%20insights/state%20of%20grocery%20europe%202022/navigating-the-market-headwinds-the-state-of-grocery-retail-2022-europe.pdf>, date of access: 03.02.2023

McKinsey, (2022). *The State of Grocery Retail 2022* Available at: <https://www.mckinsey.com/~media/mckinsey/industries/retail/our%20insights/state%20of%20grocery%20europe%202022/navigating-the-market-headwinds-the-state-of-grocery-retail-2022-europe.pdf> date of access: 05.02.2022

McWilliams, A., Anitsal, I., & Anitsal, M. M. (2016). Customer vs. employee perceptions: A review of self-service technology options as illustrated in self-checkouts in U.S. retail industry. *Academy of Marketing Studies Journal*, 20(1), 79–98.

Mendat, C. C., & Mayhorn, C. B. (2007, October). An evaluation of self-checkout systems. In *Proceedings of the Human Factors and Ergonomics Society Annual Meeting* (Vol. 51, No. 17, pp. 1011-1014). Sage CA: Los Angeles, CA: SAGE Publications.

Meuter, M. L., Ostrom, A. L., Roundtree, R. I., & Bitner, M. J. (2000). Self-service technologies: understanding customer satisfaction with technology-based service encounters. *Journal of Marketing*, 64(3), 50-64

Meuter, M. L., Ostrom, A. L., Bitner, M. J., & Roundtree, R. (2003). The influence of technology anxiety on consumer use and experiences with self-service technologies. *Journal of Business Research*, 56(11), 899-906.

Migros Kurumsal, (2023), *Migros Hakkımızda* Available at: <https://www.migroskurumsal.com/hakkimizda/markalarimiz>, date of access: 13.09.2023

Ncr.co (2022). *Self-Checkout: A Global Consumer Perspective* Available at: https://www.ncr.co.jp/wpcontent/uploads/files/solutions/self/fl/fl_wpa/RET_SCO_wp.pdf, date of access: 04.02.2023

Orel, F. D., & Kara, A. (2014). Supermarket self-checkout service quality, customer satisfaction, and loyalty: Empirical evidence from an emerging market. *Journal of Retailing and Consumer services*, 21(2), 118-129.

Ozdemir, A. (2022). Porter Jenerik Rekabet Stratejileri: Türkiye Perakende Market Zincirleri. *Al Farabi Uluslararası Sosyal Bilimler Dergisi*, 7(4), 50-59.

Özkavukcu, A. (2017). *Hoshin Kanri sistemi altında aksiyonlarla ürün ve süreç tasarımı: Perakende sektöründe bir uygulama*. (Doktora Tezi, İstanbul Teknik Üniversitesi)

Öztürk, S., Kıyıcı, S., Ürper, C., & Özgür, U. (2015, October). Comparing non-users, moderate users and high users of self-service technologies in an emerging economy. In

Thriving in a New World Economy: Proceedings of the 2012 World Marketing Congress/Cultural Perspectives in Marketing Conference (pp. 138-142). Cham: Springer International Publishing.

Porter, M. E., & Kramer, M. R. (2019). Creating shared value. In *Managing sustainable business* (pp. 323-346). Springer, Dordrecht.

Qikserve, (2022). *The evolution of self-service technology* Available at: <https://qikserve.com/the-evolution-of-self-service-technology/>, date of access: 04.02.2022

Pallant, J. (2011). *SPSS survival manual: A step-by-step guide to data analysis using SPSS* (4th ed.). New York: Open University Press.

Pillai, R., Sivathanu, B., & Dwivedi, Y. K. (2020). Shopping intention at AI-powered automated retail stores (AIPARS). *Journal of Retailing and Consumer Services*, 57, 102207.

Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Nathan, P. P. (2003). Common Method Biases in Behavioral Research: A Critical Review of the Literature and Recommended Remedies. *Journal of Applied Psychology*, 88(5), 879–903.

Renko, S., & Druzijanic, M. (2014). Perceived usefulness of innovative technology in retailing: Consumers' and retailers' point of view, *Journal of Retailing and Consumer services*, 21(5), 836-843.

Retailhumanresources, (2022). *Sainsbury's opens on site of first self-service supermarket* Available at: <https://www.retailhumanresources.com/business-news/sainsbury-s-opens-on-site-of-first-self-service-supermarket>, date of access: 04.02.2022

Schneider, H. (1992). U.S. Patent No. US 5083638 A. Washington, DC: U.S. Patent and Trademark Office. Available at: <https://patents.justia.com/patent/5083638>, date of access: 09.02.2022

Severin W. J. & Tankard J. W. (2001). *Communication theories: origins methods and uses in the mass media* (5th ed.). Addison Wesley Longman.

Sharma, P., Ueno, A., & Kingshott, R. (2021). Self-service technology in supermarkets—do frontline staff still matter? *Journal of Retailing and Consumer Services*, 59, 102356.

Statista, (2022). *Share of marketer budgets to be spent on metaverse marketing and advertising in the United States in 2023* Available at: <https://www.statista.com/statistics/1345237/marketing-budgets-devoted-to-metaverse-us/>, date of access: 10.12.2022.

Statista, (2023). *Here's how artificial intelligence can benefit the retail sector* Available at: <https://www.weforum.org/agenda/2023/01/here-s-how-artificial-intelligence-benefit-retail-sector-davos2023/>, date of access: 28.08.2023

Supermarketnews, (1999). *Turkish retailers aims for cashier-free checkout* <https://www.supermarketnews.com/archive/turkish-retailer-aims-cashier-free-checkout>, date of access: 04.02.2022

Tabachnick, B., & Fidell, L. (2012). *Using multivariate statistics* (Global Edition). USA: Pearson.

Taufik, N., & Hanafiah, M. H. (2019). Airport passengers' adoption behaviour towards self-check-in Kiosk Services: the roles of perceived ease of use, perceived usefulness and need for human interaction. *Heliyon*, 5(12), e02960.

Taylor, E. (2018). COPS and robbers: Customer operated payment systems, self-service checkout and the impact on retail crime. *Retail crime: International evidence and prevention*, 99-119.

Thomas-Francois, K., & Somogyi, S. (2022). Self-Checkout behaviours at supermarkets: does the technological acceptance model (TAM) predict smart grocery shopping adoption? *The International Review of Retail, Distribution and Consumer Research*, 1-23.

Venkatesh, V., Morris, M. G., Davis, G. B., & Davis, F. D. (2003). User acceptance of information technology: Toward a unified view. *MIS quarterly*, 425-478.

Yıldırım, F., & Taştekin, K. (2020). Perakende yönetiminde teknoloji kullanımının algılanan hizmet kalitesindeki önemi: gıda perakendeciliği üzerine bir araştırma. *İstanbul Ticaret Üniversitesi Girişimcilik Dergisi*, 3(6), 75-88.

Zaman, U., Koo, I., Abbasi, S., Raza, S. H., & Qureshi, M. G. (2022). Meet your digital twin in space? Profiling international expat's readiness for metaverse space travel, tech-savviness, COVID-19 travel anxiety, and travel fear of missing out. *Sustainability*, 14(11), 6441.

Zebra, (2022). *The World Has Changed Have Retailers?* Available at: https://www.zebra.com/content/dam/zebra_dam/en/reports/vision-study/retail-shopper-report-vision-study-2023-en-us.pdf, date of access: 02.02.2022

Zedeli, A. R. (2021). *Günümüzde kent meydanlarında bir etkileşim yöntemi olarak kiosk: İnteraktif tasarım uygulaması*, (Doktora Tezi, Yıldız Teknik Üniversitesi)

Wolpert, S., & Roth, A. (2020). Development of a classification framework for technology based retail services: A retailers' perspective. *The International Review of Retail, Distribution and Consumer Research*, 30(5), 498-537.

Woolworthmuseum, (2022). *Natural selection?* Available at: <https://www.woolworthmuseum.co.uk/1950s-firstselfservice.htm>, date of access: 05.02.2022



2023, 12 (3), 1904-1923 | Araştırma Makalesi

Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeğinin Geliştirilmesi: Geçerlilik ve Güvenirlilik Çalışması

Fadime İŞCEN KARASU¹ Didem KAYAHAN YÜKSEL² Cem GÖKMEN³

Öz

Bu araştırmada çeşitli disiplin alanlarından öğretmen adaylarının yeni davranış kazandırma stratejilerini kullanmaya yönelik öz yeterliklerini ölçecek geçerli ve güvenilir bir araç kazandırmak amaçlanmıştır. Çalışma grubu 2022-2023 eğitim-öğretim yılının güz döneminde Sivas Cumhuriyet Üniversitesi Eğitim Fakültesine devam eden toplam 938 öğrenciden oluşturmaktadır. Çalışmanın Açımlayıcı Faktör Analizi (AFA) aşamasında 705, Doğrulayıcı Faktör Analizi aşamasında 233 üniversite öğrencisi ile çalışılmıştır. Çalışmada taslak ölçeği oluşturmak için ilgili alanyazın taraması ve uzmanlarla bire bir görüşme yoluyla 30 maddelik bir havuz oluşturulmuştur. Uzman görüşlerinin alınması ve Lawshe Tekniği ile yapılan kapsam geçerliği çalışması sonucunda ölçekte 28 madde için .771 şeklinde hesaplanan değer Lawshe tekniğine göre minimum KGİ değerinin üzerinde olduğu belirlenmiştir. AFA sonucunda faktör yükü düşük ve binişik beş madde ölçekten çıkarılarak, toplam varyansın %54.144 oranında açıklandığı iki faktörlü bir yapıya ulaşılmıştır. Ölçeğin boyutları pekiştirici temelli stratejiler ve ipucu temelli stratejiler olarak adlandırılmıştır. İki faktörlü yapının doğruluğunu test etmek amacıyla birinci düzey ve ikinci düzey DFA yapılmıştır. Bu bağlamda model uyum değerlerinden CMIN/DF değeri iyi uyum; RMSEA, CFI, GFI ve IFI değerleri ise kabul edilebilir uyum düzeyinde olduğu belirlenmiş ve sonuçlar neticesinde AFA ile belirlenen yapının DFA ile doğrulandığı görülmüştür. Güvenirlilik analizleri incelendiğinde ise pekiştirici temelli stratejiler boyutunun .937, ipucu temelli stratejiler boyutunun .885 ve genel olarak ölçeğin .952 şeklinde hesaplanan omega düzeyiyle yüksek düzeyde güvenilir olduğu belirlenmiştir. Cronbach alfa değerleri ise pekiştirici temelli stratejiler boyutunda .934, ipucu temelli stratejiler boyutunda .882 ve ölçeğin toplamında .950 şeklinde olup yüksek düzeyde güvenilirliğe işaret etmektedir. İki faktörlü 23 maddelik ölçeğin, çeşitli disiplin alanlarından öğretmen adaylarının öğretim sürecinde ve problem davranışların kontrolünde yeni davranış kazandırma stratejilerini kullanmaya yönelik öz yeterliklerini incelemek için kullanılabilirliği geçerli ve güvenilir bir araç olduğu söylenebilir.

Anahtar Kelimeler: Öğretim Süreci, Problem Davranışların Kontrolü, Yeni Davranış Kazandırma Stratejileri, Bütünleştirici Eğitim Ortamları, Tüm Öğrenciler, Öğretmen Adayları

İşcen Karasu, F. , Kayahan Yüksel, D. & Gökmen, C. (2023). Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeğinin Geliştirilmesi: Geçerlilik ve Güvenirlilik Çalışması . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1904-1923 . <https://doi.org/10.15869/itobiad.1312235>

Geliş Tarihi	09.06.2023
Kabul Tarihi	22.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, Sivas Cumhuriyet Üniversitesi, Eğitim Fakültesi, Özel Eğitim Bölümü, Sivas, Türkiye, fiscen@cumhuriyet.edu.tr, 0000-0003-3703-3343

² Dr. Öğr. Üyesi, Sivas Cumhuriyet Üniversitesi, Eğitim Fakültesi, Özel Eğitim Bölümü, Sivas, Türkiye, didemkayahan@cumhuriyet.edu.tr, 0000-0002-0184-6070

³ Dr. Öğr. Üyesi, Sivas Cumhuriyet Üniversitesi, Eğitim Fakültesi, Özel Eğitim Bölümü, Sivas, Türkiye, cgokmen@cumhuriyet.edu.tr, 0000-0002-0967-7566



2023, 12 (3), 1904-1923 | Research Article
Developing the Self-Efficacy Scale for Using New Behavior Acquisition
Strategies: A Validity and Reliability Study

Fadime İŞÇEN KARASU ¹ Didem KAYAHAN YÜKSEL ² Cem GÖKMEN ³

Abstract

This research aims to provide the field with a valid and reliable tool to measure the self-efficacy of teacher candidates from various disciplines in using new behavior acquisition strategies. The study group consists of a total of 938 students attending the faculty of education of Sivas Cumhuriyet University in the fall semester of the 2022-2023 academic year. In the Exploratory Factor Analysis (EFA) phase of the study, 705 university students were studied, and in the Confirmatory Factor Analysis phase, 233 university students were studied. To create the draft scale in the study, a pool of 30 items was created through relevant literature review and one-on-one interviews with experts. As a result of obtaining expert opinions and the content validity study conducted with the Lawshe Technique, it was determined that the value calculated as .771 for 28 items in the scale was above the minimum CVI value according to the Lawshe Technique. As a result of EFA, five overlapping items with low factor loads were removed from the scale and a two-factor structure was achieved, explaining 54.144% of the total variance. The dimensions of the scale are called reinforcer-based strategies and cue-based strategies. First level and second level CFA were conducted to test the accuracy of the two-factor structure. In this context, among the model fit values, CMIN/DF value indicates good fit; RMSEA, CFI, GFI and IFI values were determined to be at an acceptable fit level and as a result of the results, it was seen that the structure determined by EFA was confirmed by CFA. When the reliability analyzes were examined, it was determined that the reinforcement-based strategies dimension was highly reliable, with the omega level calculated as .937, the cue-based strategies dimension as .885, and the overall scale as .952. Cronbach's alpha values are .934 in the reinforcement-based strategies dimension, .882 in the cue-based strategies dimension and .950 in the total scale, indicating a high level of reliability. It can be said that the two-factor, 23-item scale is a valid and reliable tool that can be used to examine the self-efficacy of prospective teachers from various disciplines in using new behavior acquisition strategies in the teaching process and in the control of problem behaviors.

Keywords: Teaching Process, Problem Behavior Control, New Behavior Acquisition Strategies, Inclusive Education Settings, All Students, Teacher Candidates

İşçen Karasu, F. , Kayahan Yüksel, D. & Gökmen, C. (2023). Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeğinin Geliştirilmesi: Geçerlilik ve Güvenirlik Çalışması . Title, *Journal of the Human and Social Science Researches* , 12 (3) , 1904-1923 . <https://doi.org/10.15869/itobiad.1312235>

Date of Submission	09.06.2023
Date of Acceptance	22.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Assist. Prof., Sivas Cumhuriyet University, Faculty of Education, Department of Special Education, Sivas, Türkiye, fiscen@cumhuriyet.edu.tr, 0000-0003-3703-3343

² Assist. Prof., Sivas Cumhuriyet University, Faculty of Education, Department of Special Education, Sivas, Türkiye, didemkayahan@cumhuriyet.edu.tr, 0000-0002-0184-6070

³ Assist. Prof., Sivas Cumhuriyet University, Faculty of Education, Department of Special Education, Sivas, Türkiye, cgokmen@cumhuriyet.edu.tr, 0000-0002-0967-7566

1. Giriş

Yeni davranış kazandırma, *öğretim sürecinde* öğrencilerin eğitim programlarında belirlenen hedefleri en üst düzeyde karşılamalarını sağlamak üzere öğretmenlerin bir okul gününde sıklıkla yaptıkları ana faaliyet alanlarından birisidir. Formal eğitim faaliyetlerinin işlevini yerine getirmek üzere anahtar konumda sorumlu uzmanlar olan öğretmenler, bireysel ve toplumsal beklenti ve gereksinimler doğrultusunda öğrencilerine daha önce repertuarlarında yer almayan yeni akademik ve uygun sosyal davranışlar kazandırır. Bu yolla öğrencilerinin gelişimlerini, öğrenmelerini ve içinde buldukları topluma uygun davranışlar geliştirmelerini destekleyerek toplumun dönüşümüne katkıda bulunurlar (Fidan, 2012; Senemoğlu, 2020).

Yeni davranış kazandırma aynı zamanda öğretmenlerin *problem davranışların kontrolünde* işe koşmaları gereken, öğrenciye destek sağlayan süreçlerden birisidir. Öğretmenlerin zaman ve emeklerini kendi öğretimlerini ve öğrencilerinin öğrenmelerini daha etkile hale dönüştürmek üzere harcayabilmeleri, problem davranışların yönetiminde yeterli olmalarıyla sıkı sıkıya ilişkilidir. Öğrencilerin devam eden etkinliklere katılımının sağlanmasında zorluk yaşanan ve zamanın çoğunun öğrencilerin davranış sorunlarıyla başa çıkılması için harcanan sınıflarda etkili öğretim ve öğrenme ortamlarının oluşturulamadığı düşünülebilir (Evertson & Emmer, 1982; Ming-tak & Wai-shing, 2008; Sucuoğlu, Bayraklı, İşçen-Karasu & Demir, 2017). Öğretmenler (a) sınıflarında davranış sorunlarının ortaya çıkmasını önleyerek, (b) sahip olunan ancak uygun sıklık ve zamanlarda sergilenemeyen olumlu davranışları artırarak, (c) *öğrencilere uygun yeni davranışlar kazandırarak*, (d) bu tür önleyici ve destekleyici çabalara rağmen hala ortaya çıkıyorsa uygun olmayan davranışları azaltarak etkili öğretim ve öğrenme ortamları oluşturabilirler (Başar, 2014; Charles, Senter & Barr, 1996; İşçen-Karasu, 2021; Yumuşak & Balcı, 2018; Yücesoy-Özkan, 2013).

Devam eden etkinliklere katılımın sağlanması ve uygun olmayan davranışların kontrolü sürecinde öğrencilerin yeni akademik ve uygun sosyal davranış kazandırılması yoluyla desteklenmesi (yukarıda c maddesi), etkili davranış kontrolü ile nihai olarak etkili öğrenme ve öğretim ortamı oluşturulmasının önemli bir unsurudur. Öğrencilerin uyum ve davranış sorunlarının temeli aslında uygun davranışlara ilişkin bilginin repertuarlarında hiç olamamasıyla da ilgili olabilir (Ünlü, 2019; Yücesoy-Özkan, 2017). Öğretmenler sınıf ya da okul için beklenen uygun akademik ve sosyal davranışları öğrencileri sergilerken hiç gözlemlememiş olabilir. Bu durumlarda bu öğrencilere yeni akademik ve uygun sosyal davranış kazandırarak sınıfa uyumlarını, etkinliklere katılmalarını sağlayabilir; aynı zamanda problem davranışlarını kontrol edebilirler.

Örneğin okul öncesi bir sınıfta serbest oyun zamanında bir çocuğun arkadaşının elinden oyuncakını kapması, bir diğeri için dikkatini çekmek için kulesini devirmesi ya da sallanan ata binene kadar ağlamayı sürdürmesi gibi uygun olmayan davranışları olduğu gözlenebilir. Gözlemlerimiz bize bu davranışların çocuğun daha önce benzer bir sosyal ortamda bulunmaması, başkalarıyla etkileşim fırsatlarının olmaması, herhangi bir yetersizlikten etkileniyor olması gibi nedenlerle izin isteme, oyuna katılma ya da sırasını bekleme gibi sosyal davranışlara sahip olmamasıyla ilgili olduğunu gösterebilir. Başka bir örnekte yine okul öncesi bir sınıfta bir çocuğun devam eden masa başı sanat etkinliklerine katılmaya hiç niyetli olmadığı, katılsa bile etkinlikleri sıklıkla yanda

bıraktığı gözlemlenebilir. Diğer taraftan bu çocuğun etkinliğe katılmadığı bu zamanlarda genellikle hiçbir şey yapmadığı, uygun olmayan işlerle/materyallerle uğraştığı ya da diğer çocukların etkinliğe katılımını engelleyecek davranışlarda bulunduğu da gözlenecektir. Gözlemlerimiz bize çocuğun uygun olmayan bu davranışlarının aslında etkinliklere katılım gösterebilmesi için gerekli çizme, boyama, kesme, yapıştırma gibi akademik davranışlara sahip olmaması ile ilgili olduğunu gösterebilir. Her iki örnek durumda da çocuğa yeni akademik ve uygun sosyal davranış kazandırmanın katılımın sağlanması, problem davranışların kontrolü ve öğrenmenin gerçekleşmesi için en uygun yol olduğu söylenebilir.

Tüm bu açıklamalardan yola çıkıldığında, hem öğretim sürecinde hem de etkili öğretme ve öğrenme ortamı oluşturmanın anahtarı olan problem davranışların kontrolünde önemli yeri olan yeni davranış kazandırma konusunda öğretmen yeterliliğinin öğrenci başarısı açısından oldukça önemli olduğu görülmektedir. Özellikle yetersizlik, yoksulluk, dil gibi özelliklere bağlı olarak öğrenme bakımından akranlarına göre yavaş ve güç ilerleme, problem davranışlar bakımından daha yoğun ve sık davranışlar sergileme riskleri bulunan öğrencilerin de sıklıkla bulunduğu günümüz heterojen sınıflarında öğretmenlerin tüm çocuklara yardımcı olacak yeni davranış kazandırma stratejilerine ilişkin yeterince bilgi, beceri ve deneyime sahip olmaları daha da önem kazanmaktadır. Özel eğitim gereksinimleri olan öğrenciler de dâhil olmak üzere tüm öğrencilere yardımcı olabilecek yeni davranış kazandırma stratejileri arasında ayrımlı pekiştirme, taklit etme, şekil verme, ipucu sunma, zincirleme stratejileri yer almaktadır. *Ayrımlı Pekiştirme*, ayırt edici bir uyaran ortamda bulunmaktayken sergilenmesi hedeflenen uygun davranışların pekiştirilmesi, ortamda ayırt edici bir uyaran yokken hedef davranışların sergilenmesi durumunda ise pekiştirilmemesidir (Cooper, Heron & Heward, 2007; Akt: Ünlü, 2019; Kurt, 2018). *Taklit Etme*, bir modelin ya da örneğin davranış ya da sözlerini benzer olarak tekrar etmektir (Ledford & Wolery, 2011; Yücesoy-Özkan, 2017). *Şekil Verme*, çocuğa öğretilmesi hedeflenen davranışın yaklaşıklarının ya da benzerlerinin pekiştirilmesi yoluyla istenen davranışın öğretimidir (Kurt, 2018; Ünlü, 2019; Yücesoy-Özkan, 2017). *İpucu Sunma*, çocuğun bir davranışa olan doğru tepkisini kesinleştiren öğretmen tarafından sunulan planlı yardımdır (Simonsen & Myers, 2010; Ünlü, 2019). *Zincirleme* ise çocuğa kazandırılması hedeflenen karmaşık ve çok basamaklı davranışların küçük parçalara bölünerek öğretimidir (Smith, 1999; Yücesoy-Özkan, 2017).

Yukarıda tanımlanan yeni davranış kazandırma stratejileri sınıflarda gün içinde her türlü etkinlikte kullanılabilir öğretmen temelli stratejilerdir. Bu stratejilerin kullanımı için öncesinde materyal hazırlama vb. gibi herhangi bir hazırlık gerekmez. Etkinlikler sırasında da bu stratejilerin kullanımı kolaydır, kullanımı fazla zaman almaz ve devam eden etkinlikleri kesintiye uğratmaz. En önemli özelliklerinden birisi de herhangi bir yetersizlikten etkilenmiş olsun ya da olmasın bir sınıftaki tüm öğrencilerinin öğrenmelerini ve uyumlarını sağlamaya yardımcı stratejilerdir. Bu açıdan günümüzde hızla kabul gören ve çarpıcı bir şekilde yaygınlaşan bütünleştirme uygulamalarının yürütüldüğü sınıflarda tüm öğrencilerin devam eden etkinliklere katılımını sağlayan ve herkesin gereksinimlerinin en üst düzeyde karşılanabilmesine olanak sağlayan stratejilerdir. Taşdıkları tüm bu önemli özellikler bakımından bu çalışmada yer verilen yeni davranış kazandırma stratejileri, öğretmenlerin sınıflarında kullanmayı tercih edebilecekleri stratejilerdir (Kreton, Wood, & Cooke, 2011).

Öğrencilere yeni bir davranış kazandırmada kullanılacak stratejilerin güvenilir bir şekilde uygulanabiliyor olması, öğrencilerin hedeflenen davranışları kısa sürede, etkili ve kalıcı olarak kazanmaları açısından son derece önemlidir (Erbaş, 2018). Bu nedenle öğretmenlerin yeni davranış kazandırma stratejileri ile ilgili bilinmesi gereken temel kavramlar ile uygulanmasında izlenmesi gereken adımlar konusunda bilgi, beceri, deneyimleri konusunda kendilerini yeterli hissetmeleri önemlidir (Ünlü, 2019). Ancak öğretmenler hizmet öncesinde ve hizmet içinde mesleğe hazırlanırken daha çok genel bilgilerin didaktik aktarımına yönelik dersler almaktadırlar. Sınıflarına girdiklerinde ise daha spesifik ihtiyaçlara yanıt verecek, aynı zamanda kendilerine yük getirmeyen stratejileri uygulayamamaktadır. Özellikle de sınıflarında özel eğitim gereksinimleri olan öğrenciler bulunması halinde sınıflarındaki tüm çocukların öğrenmesi ve uyumunu artırmada etkili olabilecek uygun stratejilere karar verme, bu stratejilerin uygulama basamaklarını güvenilir bir şekilde takip edebilme gibi konularda kendilerini yeterli hissetmemektedir (Demir, 2016; Desimone, 2009; Dunst & Trivette, 2009; Guskey, 2003; Sucuoğlu & Bakkaloğlu, 2015). Bu nedenle öğretmenlerin yeni davranış kazandırma stratejileri ile ilgili öz yeterliklerini belirleyecek bir araç geliştirmek önem kazanmaktadır. Böylece öğretmenlere bu konuda gereksinim duydukları desteği etkili bir şekilde sunabilecek hizmet öncesi ve hizmet içi eğitim programları tasarlanabilir ve uygulanabilir.

İlgili alanyazın incelendiğinde farklı disiplin alanlarından öğretmenlerin ya da öğretmen adaylarının çeşitli alanlarda öğrencilerine öğretim yapma ya da beceri kazandırma konusunda öz-yeterliklerini ortaya koymaya yönelik araçlara rastlanmaktadır (Arkan, 2011; Dede, 2008; Delican, 2016; Özmenteş, 2011). Öğretim sürecinde ya da sınıf yönetimi ve davranış kontrolünde öğretmen ya da öğretmen adaylarının çeşitli stratejilerle ilgili durumlarının belirlenmesine yönelik olarak az sayıda da olsa çalışmayla karşılaşmaktadır (Ayan, Akay, Ceylan, & Orhan, 2022; Cücük, Kara, Şiraz, & Bay, 2018; Sucuoğlu vd., 2017). Ancak öğretim sürecinde ya da problem davranışların kontrolünde yeni davranış kazandırma stratejileri ile ilgili öğretmen ya da öğretmen adaylarının öz yeterliklerini belirlemeye yönelik herhangi bir araca rastlanmamıştır. Buradan hareketle, bu çalışmanın amacı yeni davranış kazandırma stratejilerini kullanmaya yönelik çeşitli disiplin alanlarından öğretmen adaylarının öz yeterliklerini ölçecek geçerli ve güvenilir bir araç geliştirmektir.

2. Yöntem

Bu çalışma Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeğinin geçerlilik ve güvenilirlik analizlerini içeren bir ölçek geliştirme çalışmasıdır. Bu nedenle çalışmada amaca uygun olarak ölçek geliştirme süreçleri takip edilmiştir.

2. 1. Çalışma Grubu

Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeğinin geliştirilmesi sürecinde açılımcı ve doğrulayıcı faktör analizlerinin yapılması amacıyla iki farklı örneklem grubu ile çalışılmıştır. Açılımcı faktör analizi (AFA) için gerekli örneklem büyüklüğü hesaplanırken alanyazında bulunan farklı görüşler dikkate alınmıştır. Kline (1994) örneklem büyüklüğü hesaplanırken taslak ölçekte yer alan madde sayısının en az on katı kadar sayıda olan bir örneklem ile çalışılmasını önerirken Comrey ve Lee (1992) ise ölçek geliştirme çalışmaları için örneklem büyüklüğünü; 50 çok zayıf, 100 zayıf, 200 orta, 300 iyi, 500 çok iyi ve 1000 ise mükemmel olarak

derecelendirmiştir. Bu çalışmada 30 maddeden oluşan bir taslak ölçek bulunmaktadır. Bu bağlamda ilgili ölçütler dikkate alınarak çalışmanın AFA örnekleme, Sivas Cumhuriyet Üniversitesinin eğitim fakültesinde eğitime devam eden (750 öğrenciden eksik veriler çıkarılınca oluşan) 705 üçüncü ve dördüncü sınıf öğrencisinden oluşmaktadır. Örnekleme ilişkin demografik bilgiler Tablo 1’de sunulmaktadır.

Tablo 1. Açıklayıcı Faktör Analizinin Yapıldığı Çalışma Grubuna İlişkin Demografik Bilgiler

Değişken		f	%
Cinsiyet	Kadın	542	76.9
	Erkek	163	23.1
Branş	Okul Öncesi Öğretmenliği	124	17.6
	Sınıf Öğretmenliği	125	17.7
	Sosyal Bilgiler Öğretmenliği	90	12.8
	Türkçe Öğretmenliği	97	13.8
	İlköğretim Matematik Öğretmenliği	105	14.9
	Fen Bilgisi Öğretmenliği	55	7.8
	Resim-iş Öğretmenliği	19	2.7
	İngilizce Öğretmenliği	36	5.1
	Psikolojik Danışmanlık ve Rehberlik	54	7.7
Sınıf Düzeyi	3. Sınıf	312	44.4
	4. Sınıf	393	55.7
Toplam		705	100

Tablo 1’de görüldüğü üzere AFA örnekleme 542 kadın 163 erkek öğrenci dahil olmuştur. Okul öncesi öğretmenliği, sınıf öğretmenliği, sosyal bilgiler öğretmenliği, Türkçe öğretmenliği, ilköğretim matematik öğretmenliği, fen bilgisi öğretmenliği, resim-iş öğretmenliği, İngilizce öğretmenliği, psikolojik danışmanlık ve rehberlik bölümlerinde eğitime devam eden öğrencilerin 312’si üçüncü sınıf, 393’ü ise dördüncü sınıftadır.

Alanyazında doğrulayıcı faktör analizinin (DFA) yapılacağı örneklem büyüklüğüne ilişkin net bir görüş birliği bulunmamakla birlikte Kline (1994) DFA için örneklem büyüklüğünün en az 100 olması gerektiğini ifade etmektedir. Bu nedenle DFA örnekleme Sivas Cumhuriyet Üniversitesinin eğitim fakültesinde eğitime devam eden (250 öğrenciden eksik veriler çıkarılınca oluşan) 233 üçüncü ve dördüncü sınıf öğrencisinden oluşmaktadır. Örnekleme ilişkin demografik bilgiler Tablo 2’de sunulmaktadır.

Tablo 2. Doğrulayıcı Faktör Analizinin Yapıldığı Çalışma Grubuna İlişkin Demografik Bilgiler

Değişken		f	%
Cinsiyet	Kadın	174	74.7
	Erkek	59	25.3
Branş	Okul Öncesi Öğretmenliği	50	21.5
	Sınıf Öğretmenliği	52	22.3
	Sosyal Bilgiler Öğretmenliği	11	4.7
	Türkçe Öğretmenliği	13	5.6
	İlköğretim Matematik Öğretmenliği	45	19.3
	Fen Bilgisi Öğretmenliği	9	3.9

	Resim-iş Öğretmenliği	13	5.6
	İngilizce Öğretmenliği	25	10.7
	Psikolojik Danışmanlık ve Rehberlik	15	6.4
Sınıf Düzeyi	3. Sınıf	118	50.6
	4. Sınıf	115	49.4
Toplam		233	100

Tablo 2'ye göre DFA örnekleme 174 kadın, 59 erkek öğrenci dahil olmuştur. AFA örnekleminde olduğu gibi okul öncesi öğretmenliği, sınıf öğretmenliği, sosyal bilgiler öğretmenliği, Türkçe öğretmenliği, ilköğretim matematik öğretmenliği, fen bilgisi öğretmenliği, resim-iş öğretmenliği, İngilizce öğretmenliği, psikolojik danışmanlık ve rehberlik bölümlerinde eğitime devam eden öğrencilerin 118'i üçüncü sınıf 115'i ise dördüncü sınıftır.

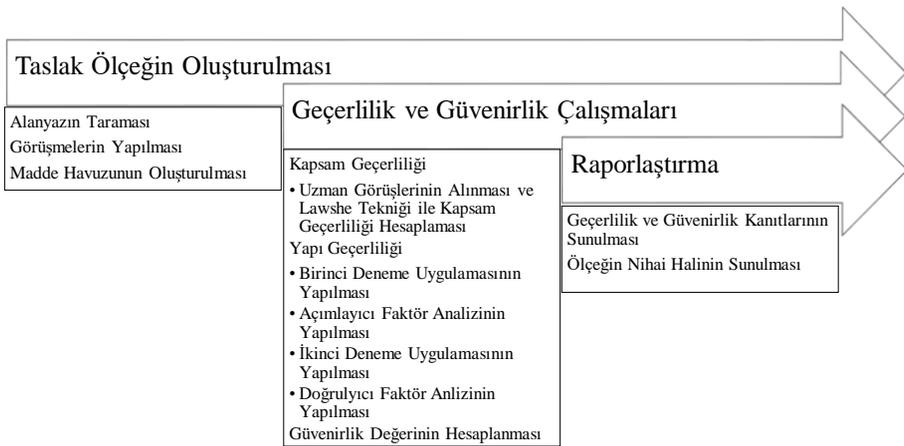
2. 2. Süreç ve İşlem

Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeği geliştirme sürecinde öncelikle ilgili alanyazın taraması yapılarak (Aral, 2011; Aral & Gürsoy, 2007; Cüçük vd., 2018; Ergin & Bakkaloğlu, 2015; Gurney, 2007; Kurt, 2018; Ledford & Wolery, 2011; McTighe & O'Connor, 2005; Sakarneh & Nair, 2014; Senemoğlu, 2020; Simonsen & Myers, 2010; Smith, 1999; Smittle, 2003; Ünlü, 2019; Yücesoy-Özkan, 2017) dört özel eğitim ve dört eğitim bilimleri alanı doktora derecesine sahip olan sekiz öğretim üyesi ile görüşme yapılmıştır. Bire bir olacak şekilde yapılan görüşmelerde uzmanlara yeni davranış kazandırma stratejileri ve bu stratejileri kullanmaya yönelik öz yeterlilik ifadelerinin ne şekilde olabileceğine dair sorular yöneltilmiştir. Alanyazın taraması ve görüşmelere dayalı olarak 30 maddelik madde havuzu oluşturularak dilbilgisel anlaşılabilirlik açısından uygunluğunu değerlendirmek üzere bir Türkçe Eğitimi alanı doktora derecesine sahip uzmanın görüşüne başvurulmuştur. Gerekli bulunan düzenlemeler yapıldıktan sonra ölçeğin kapsam (içerik) geçerliliğini sağlamak amacıyla on dört uzmanın (dört özel eğitim, iki sınıf eğitimi, iki okul öncesi eğitimi, iki ölçme ve değerlendirme ve dört eğitim programları ve öğretim alanı doktora derecesine sahip öğretim üyesi) görüşüne başvurulmuştur. Lawshe Tekniği kullanılarak her bir ölçek maddesi için Kapsam Geçerlilik Oranı (KGO) ve ölçeğin tamamı için ise Kapsam Geçerlilik İndeksi (KGİ) hesaplanmıştır. KGO her madde için uygun görüşü veren uzman sayısı toplam madde sayısının yarısına bölünerek bir eksiltmesiyle $[KGO = NG / (N/2) - 1]$ ortaya çıkan değerdir (Yurdugül, 2005, s.2). Lawshe (1975) tarafından $\alpha = 0.05$ anlamlılık düzeyinde uzman sayısına karşılık gelen minimum KGO değeri on dört uzman için 0.51 şeklindedir. Bu çalışmada bu değer dikkate alınmıştır. KGİ ise uzman görüşleri doğrultusunda KGO düşük olan maddelerin ölçekten çıkarıldıktan sonra kalan maddelerin aritmetik ortalaması alınarak hesaplanmaktadır (Lawshe, 1975). Bu bağlamda KGİ değerinin KGO değerinden daha yüksek olması beklenmekte olup elde edilen değer ölçeğin kapsam geçerliliğini sağladığının kanıtı olarak değerlendirilmektedir (Yeşilyurt & Çapraz, 2018).

Bu çalışmada on dört uzmandan alınan görüşler doğrultusunda kapsam geçerliliğine ilişkin hesaplamalar yapıldıktan sonra yapı geçerliliğini test edilmiştir. Yapı geçerliliğini test etmek adına AFA ve DFA yapılmıştır. AFA ölçek maddelerinin varyansın ne kadarını açıkladığı, birlikte boyutlanan maddelerin hangilerinin korunacağı, hangilerinin ölçekten atılması gerektiği ve alt boyutların isimlendirilmesi işlemleri

amacıyla yapılmaktadır (Başol, 2019). Bu bağlamda AFA sürecinde yapılan işlemler şu şekildedir: Örneklemin belirlenerek birinci deneme uygulamasının yapılması, Kasier-Meyer-Olkin (KMO) ve Bartlett Küresellik değerlerinin tespiti, ortak faktör modellerinden temel eksen faktör analizinin seçimi, döndürme tekniklerinden eğik (direct oblimin) döndürme tekniğinin uygulanması, öz değeri 1'in üzerinde olan faktörlerin dikkate alınması, madde atma/eleme kriterlerinin belirlenmesi (maddelerin faktör yük değerinin minimum 0,30 olması, madde ortak varyans değeri 0,40'ın altında olan maddelerin analizden çıkarılması, binişikli maddelerin analizden çıkarılması), analiz sonucu ortaya çıkan faktörlerin isimlendirilmesi. Yukarıda bahsi geçen işlemlerden sonra elde edilen ölçek yapısının doğrulanması amacıyla hem birinci düzey hem de ikinci düzey DFA yapılmıştır. Bu bağlamda model uyum değerlerinden CMIN/DF, RMSEA, CFI, GFI ve IFI değerlerinin uyum iyiliği ölçütleri dikkate alınmıştır (Karagöz, 2017).

Son aşamada ise güvenilirlik çalışması yapılmıştır. Ölçeğin ve alt boyutlarının omega ve Cronbach alfa katsayısı hesaplanarak ölçeğin güvenilirliği test edilmiştir. Elde edilen sonuçlar raporlaştırılarak okuyucuya sunulmuştur. Şekil 1'de çalışma süreci ve yapılan işlemler sunulmaktadır.



Şekil 1. Süreç ve İşlem

2. 3. Verilerin Analizi

Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeğinin geçerlilik ve güvenilirlik analizlerini yapmak amacıyla SPSS 29 ve SPSS AMOS 23 programları kullanılmıştır. Çalışmadan elde edilen bulgular tablolar, şekiller ve açıklamalar eşliğinde sunulmuştur.

3. Bulgular

Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeği beşli likert yapıda bir ölçektir. Ölçekte yer alan derecelendirme ifadeleri beni hiç yansıtmıyor/1, beni çok az yansıtmıyor/2, beni biraz yansıtmıyor/3, beni çoğunluk yansıtmıyor/4, beni tamamen yansıtmıyor/5 şeklindedir. Yeni Davranış Kazandırma

Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeğine ilişkin bulgular kapsam geçerliliği, yapı geçerliliği ve güvenirlik alt başlıklarında sunulmaktadır.

3. 1. Kapsam Geçerliliği

Bu çalışmada kapsam geçerliliğini test etmek amacıyla on dört uzmandan görüş alınarak Lawshe Tekniği ile KGO ve KGİ hesaplamaları yapılmıştır. Ölçekte yer alan maddelere ilişkin KGO ve KGİ değerleri Tablo 3'te sunulmaktadır.

Tablo 3. Ölçekte Yer Alan Maddelere İlişkin Kapsam Geçerlilik Oranları ve İndeksi

Maddeler	Uygun	Düzeltilmeli	Uygun Değil	KGO
1	12	2	0	.71
2	13	1	0	.85
3	12	2	0	.71
4	14	0	0	1
5	14	0	0	1
6	12	2	0	.71
7	13	1	0	.85
8	11	3	0	.57
9	13	1	0	.85
10	12	2	0	.71
11	12	2	0	.71
12	13	1	0	.85
13	14	0	0	1
14*	0	7	7	0
15	11	3	0	.57
16	12	2	0	.71
17	14	0	0	1
18	11	3	0	.57
19	12	2	0	.71
20	13	1	0	.85
21	13	1	0	.85
22	11	3	0	.57
23	13	1	0	.85
24*	0	7	7	0
25	11	3	0	.57
26	12	2	0	.71
27	12	2	0	.71
28	11	3	0	.57
29	13	1	0	.85
30	14	0	0	1
Toplam Uzman Sayısı (N) = 14				
Minimum Kapsam Geçerlilik Oranı (KGO) = 0.51				
Kapsam Geçerlilik İndeksi (KGİ) = 0.771				
*= KGO Değerinin Altında Kalan Maddeler				

Tablo 3'te görüldüğü üzere 14. ve 24. maddeler minimum KGO'nun altında kaldığı için ölçekten çıkarılmıştır. Ayrıca uzmanların düzeltilmeli şeklinde görüş bildirdiği maddeler uzmanların açıklamaları ile örtüşecek biçimde düzenlenmiştir. Ölçekte kalan 28 maddenin KGİ oranlarının .771 olduğu ve bu değer minimum KGİ değerinin

üzerinde olduğu görülmektedir. Bu bağlamda Lawshe Tekniği'ne göre ölçeğin kapsam geçerliliği varsayımını sağladığı söylenebilir.

3. 2. Yapı Geçerliliği

Bu başlık altında yapı geçerliliğini test etmek amacıyla yapılan AFA ve DFA bulguları sunulmaktadır.

3. 2.1. Açıklayıcı Faktör Analizi

Aşağıda Tablo 4'te birinci deneme uygulaması sonrasında elde edilen verilerin faktör analizi için yeterlilik ve uygunluğunu incelemek amacıyla yapılan Kasier-Meyer-Olkin (KMO) ve Bartlett Küresellik test istatistikleri sunulmaktadır.

Tablo 4. Ölçeğe Ait KMO ve Bartlett's Test İstatistikleri

Kaiser-Meyer-Olkin (KMO) Örneklem Uygunluğu Ölçüsü	.969
Bartlett's Küresellik Testi Yaklaşık Ki-Kare Değeri	9058.281
Serbestlik Derecesi (sd)	253
Anlamlılık Düzeyi (Sig.)	<.001

Tablo 4'te görüldüğü üzere KMO değeri (.969) $1.00 \leq KMO \leq 0.90$ aralığında yer alarak mükemmel olarak değerlendirilmiştir (Kasier, 1974). Ayrıca .05 anlamlılık düzeyinde Bartlett's test sonucu (<.001) da faktör analizi için uygunluğu işaret etmektedir.

Çalışma verilerinin faktör analizine uygunluğu tespit edildikten sonra ortak faktör modellerinden temel eksen faktör analizi yapılmış ve döndürme tekniklerinden eğik (direct oblimin) döndürme tekniği uygulanmıştır. Faktör yük değeri 0,30'un altında olan M16, madde ortak varyans değeri 0,40'ın altında olan M20, M21 ve binişikli maddeler olan M17, M19 ölçekten teker teker çıkarılarak tekrarlanan analizler sonucunda öz değeri 1'in üzerinde olan iki faktörlü yapıya ulaşılmıştır. Elde edilen iki faktörlü yapıya ilişkin toplam açıklanan ve boyutların açıkladığı varyans değerleri Tablo 5'te sunulmaktadır.

Tablo 5. Toplam Açıklanan ve Boyutların Açıkladığı Varyans

Bileşenler	Öncelikli Öz değerler			Çıkarılan Kareler Toplamı Yük Değerleri (Faktörler)		
	Toplam	Açıklanan Varyans Yüzdeliği	Açıklanan Yığmal Varyans Yüzdeliği	Toplam	Açıklanan Varyans Yüzdeliği	Açıklanan Yığmal Varyans Yüzdeliği
1. Faktör	11.236	48.854	48.854	10.739	46.692	46.692
2. Faktör	1.217	5.290	54.144	.745	3.239	49.931

Tablo 5'te görüldüğü üzere açıklanan varyans oranı %54.144'tür. Açıklanan toplam varyansın %48.854'si 1. faktör ve %5.290'ı 2. faktör ile açıklanmaktadır. Tablo 6'da Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeği faktör yapısına ilişkin değerler sunulmaktadır.

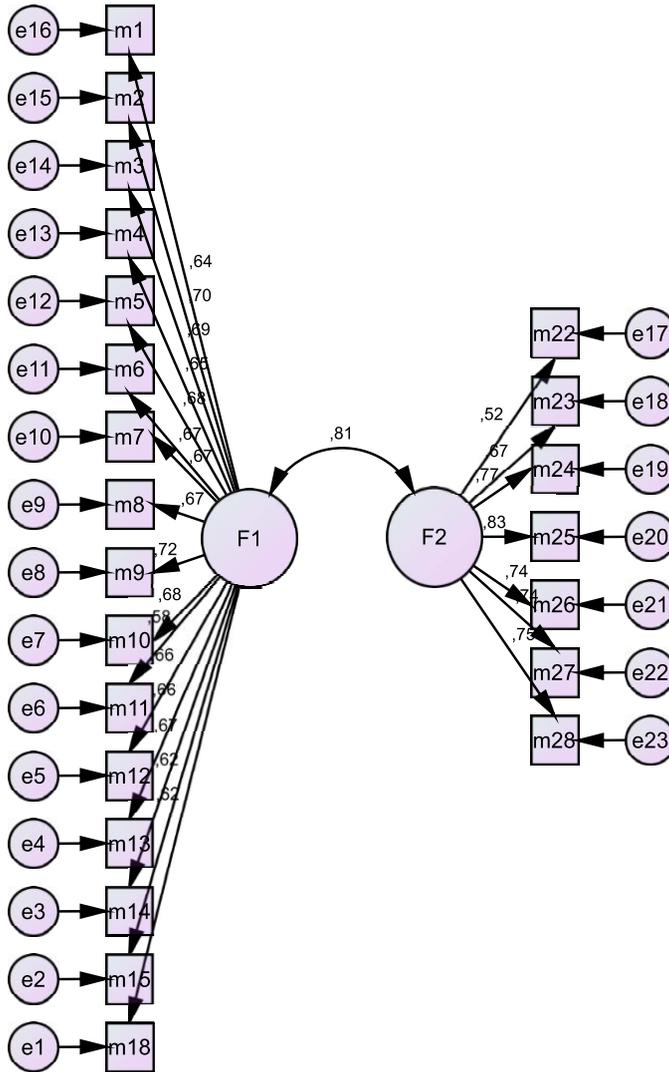
Tablo 6. Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeği Faktör Yapısı

Madde No	Ortak Faktör Varyans Değeri	Ölçeğin Faktörüne Yük (Döndürme Yapmadan)	Tek Ait Değeri	1.Faktör Pekiştireç Temelli Stratejiler	2.Faktör İpucu Temelli Stratejiler
M1	.491	.680		.660	.038
M2	.582	.731		.816	.073
M3	.562	.697		.795	.087
M4	.505	.680		.723	.030
M5	.572	.722		.736	.002
M6	.488	.685		.616	.089
M7	.570	.704		.752	.034
M8	.506	.643		.742	.090
M9	.515	.700		.653	.067
M10	.495	.669		.697	.013
M11	.441	.644		.494	.174
M12	.467	.672		.606	.085
M13	.477	.670		.535	.158
M14	.494	.683		.583	.122
M15	.473	.681		.475	.233
M18	.518	.701		.454	.277
M22	.416	.606		.108	.541
M23	.497	.649		.022	.725
M24	.581	.718		.032	.742
M25	.579	.721		.059	.842
M26	.546	.693		.036	.711
M27	.538	.693		.038	.709
M28	.475	.659		.094	.613

Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeği 23 madde ve iki boyuttan oluşmaktadır. Ölçeğin faktörleri isimlendirilirken literatürle uyumlu biçimde maddelerde ifadeleri yer alan stratejiler dikkate alınmıştır. Bu bağlamda 1. Faktör Pekiştireç Temelli Stratejiler Boyutu ve 2. Faktör İpucu Temelli Stratejiler Boyutu olarak isimlendirilmiştir.

3.2.2. Doğrulayıcı Faktör Analizi

Bu çalışmada açıklayıcı faktör analizi ile elde edilen Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeği boyutları ve boyutlar altında yer alan maddelerinin uyumunu incelemek amacıyla doğrulayıcı faktör analizi yapılmıştır. Şekil 2'de birinci düzey doğrulayıcı faktör analizine ait path diyagramı sunulmaktadır.



Şekil 2. Birinci Düzey Doğrulayıcı Faktör Analizine Ait Path Diyagramı

Şekil 2 incelendiğinde beş faktörlü yapıda yer alan maddelerin faktör yüklerinin .52 - .83 aralığında olduğu görülmektedir. Tablo 7’de birinci düzey DFA ilişkin uyum iyiliği ölçütleri sunulmaktadır.

Tablo 7. Uyum İyiliği Ölçütleri

Uyum Ölçütleri	Elde Edilen Değerler	Yorum
χ^2/sd (CMIN/DF)	1,942	İyi Uyum ($\chi^2/sd \leq 3$)
RMSEA	0.064	Kabul Edilebilir Uyum ($0.05 \leq RMSEA \leq 0.08$)
CFI	0.919	Kabul Edilebilir Uyum ($0.90 \leq CFI \leq 0.97$)
GFI	0.855	Kabul Edilebilir Uyum ($0.85 \leq GFI \leq 0.90$)
IFI	0.920	Kabul Edilebilir Uyum ($0.90 \leq IFI \leq 0.95$)

Tablo 7'ye göre χ^2/sd (CMIN/DF) değeri iyi uyum; RMSEA, CFI, GFI ve IFI değerleri ise kabul edilebilir uyum düzeyindedir. Bu bağlamda AFA ile belirlenen yapının DFA ile doğrulandığı söylenebilir. Bu çalışmada ayrıca ölçeğin kendisinin de modele dâhil edildiği ikinci düzey DFA yapılmıştır. İkinci düzey DFA uyum iyiliği ölçütleri Tablo 8'de sunulmaktadır.

Tablo 8. Uyum iyiliği ölçütleri

Uyum Ölçütleri	Elde Edilen Değerler	Açıklama
χ^2/sd (CMIN/DF)	1.942	İyi Uyum ($\chi^2/sd \leq 3$)
RMSEA	0.064	Kabul Edilebilir Uyum ($0.05 \leq RMSEA \leq 0.08$)
CFI	0.919	Kabul Edilebilir Uyum ($0.90 \leq CFI \leq 0.97$)
GFI	0.855	Kabul Edilebilir Uyum ($0.85 \leq GFI \leq 0.90$)
IFI	0.920	Kabul Edilebilir Uyum ($0.90 \leq IFI \leq 0.95$)

Tablo 8'e göre χ^2/sd (CMIN/DF) değeri iyi uyum; RMSEA, CFI, GFI ve IFI değerleri ise kabul edilebilir uyum düzeyindedir. Bu bağlamda birinci ve ikinci düzey DFA sonuçları dikkate alınarak ölçek modelinin doğrulandığı söylenebilir. Bir başka ifade ile Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeği yapı geçerliliği kriterlerini sağlamaktadır.

3. 3. Güvenirlilik

Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeği için hesaplanan madde istatistikleri Tablo 9'da sunulmaktadır.

Tablo 9. Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeği İçin Hesaplanan Madde İstatistikleri

Madde No	X	ss	Madde Toplam Korelasyonu
M1	4.0227	.83397	.661
M2	4.0482	.84809	.710
M3	4.0213	.86330	.675
M4	4.0142	.79224	.660
M5	4.0511	.81023	.701
M6	3.9404	.85072	.667
M7	4.0624	.81990	.684
M8	4.0213	.82286	.623
M9	3.8752	.85365	.683
M10	4.0468	.82180	.651
M11	3.9901	.83507	.629
M12	4.0227	.79383	.654
M13	3.8539	.83594	.655
M14	3.9064	.81344	.666
M15	3.8113	.86595	.666
M18	4.0298	.82432	.685
M22	3.8440	.87161	.592
M23	3.8950	.86622	.631
M24	3.8823	.85715	.698
M25	3.8638	.89580	.699
M26	3.8511	.87204	.674
M27	3.7730	.92295	.674
M28	3.6723	.95593	.643

Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeğinin güvenilirliğini test etmek amacıyla ölçeğin tamamı ve alt boyutları için omega ve Cronbach alfa değerleri hesaplanmıştır. Tablo 10'da Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeği omega ve Cronbach alfa değerleri sunulmaktadır.

Tablo 10. Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeği Omega ve Cronbach alfa Değerleri

Bileşen	N	Omega	Cronbach alfa	Açıklama
1. Faktör- Pekiştirici Temelli Stratejiler	16	.937	.934	Yüksek düzeyde güvenilir
2. Faktör- İpucu Temelli Stratejiler	7	.885	.882	Yüksek düzeyde güvenilir
Ölçek Toplam	23	.952	.950	Yüksek düzeyde güvenilir

Tablo incelendiğinde ölçeğin pekiştirici temelli stratejiler boyutunun yüksek düzeyde ($\Omega=.937$, $\alpha=.934$) ve ipucu temelli stratejiler boyutunun yüksek düzeyde ($\Omega=.885$, $\alpha=.882$) güvenilir olduğu görülmektedir. Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeği ($\Omega=.952$, $\alpha=.950$) ise yüksek düzeyde güvenilirirdir.

4. Sonuç

Bu araştırmada çeşitli disiplin alanlarından öğretmen adaylarının yeni davranış kazandırma stratejilerini kullanmaya yönelik öz yeterliklerini ortaya koymak üzere geçerli ve güvenilir bir ölçek geliştirilmesi amaçlanmıştır. Bu amaçla ölçek geliştirme ilkelerine ve aşamalarına uygun olarak ilk adımda alanyazın taraması ve alanda uzmanlarla bire bir görüşme yapılması yoluyla madde havuzu oluşturulmuştur. Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeğinin geçerlik çalışmaları kapsamında uzman görüşlerinin alınması ve Lawshe tekniği ile kapsam geçerliği ardından, AFA ve DFA ile yapı geçerliği ile ilgili hesaplamalar yapılmıştır. Ölçeğin güvenilirliğini belirlemek üzere ise omega ve Cronbach alfa değerleri hesaplanmıştır.

Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeğini geliştirmeye yönelik gerçekleştirilen analizler sonucunda 23 madde ve iki faktörden meydana gelen, toplam varyansın %54.144'ünü açıklayan geçerli, uyum iyiliği ölçütlerine göre iyi ve kabul edilebilir değere sahip kullanılabilir ve yüksek düzeyde güvenilir ($\Omega=.952$) bir ölçek elde edilmiştir. Ölçeğin boyutları literatür incelenerek pekiştirici temelli stratejiler ve ipucu temelli stratejiler şeklinde isimlendirilmiştir (Kurt, 2018; Ünlü, 2019; Yücesoy-Özkan, 2017). Ölçekte tersten kodlanması gereken (olumsuz) madde bulunmamaktadır. Ölçek beşli Likert yapıda hazırlanmış bir ölçektir. Ölçekte yer alan derecelendirme ifadeleri "beni hiç yansıtmıyor/1 ile beni tamamen yansıtmıyor/5" aralığındadır. Ölçeğin son haline ekte yer verilmiştir. Sonuç olarak ölçek çeşitli disiplin alanlarından öğretmen adaylarının öğretim sürecinde ve problem davranışların kontrolünde yeni davranış kazandırma stratejilerini kullanmaya yönelik öz yeterliklerini incelemek için kullanılabilir geçerli ve güvenilir bir ölçektir.

Konuyla ilgili herhangi bir ölçekle karşılaşılmaş olmasından yola çıkarak Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeğinin ilgili alanyazına katkı sağlayacağı umut edilmektedir. Bu ölçek öğretmen adaylarının yeni davranış kazandırmaya yönelik öz yeterliklerini belirlemeye yönelik çalışmalarında

kullanılabilir. Diğer taraftan çeşitli demografik değişkenlere göre katılımcıların yeni davranış kazandırma stratejilerini kullanmaya yönelik öz yeterliklerinin değişip değişmediği incelenebilir. Ayrıca katılımcıların farklı alanlarda çeşitli konularda bilgi düzeyleri, tutumları, görüşleri, inançları, yeterlikleri, davranışları, öz yeterlikleri gibi özellikleri ile yeni davranış kazandırma stratejilerini kullanmaya yönelik öz yeterliklerinin ilişkisini ortaya koymak için kullanılabilir. Bu ölçek ile elde edilecek bilgiler, hizmet öncesi ve özellikle hizmet içi etkili öğretmen eğitimi programlarının tasarlanabilmesi ve uygulanabilmesine rehberlik edebilecektir. Araştırma sonuçlarının orta Anadolu'dan bir ilde toplanan verilerle sınırlı olduğu unutulmamalıdır. İleri araştırmalarda farklı bölgelerden, farklı sınıf düzeylerinden ve farklı branşlardan öğretmen ve öğretmen adaylarından veriler toplanarak ölçeğin psikometrik özellikleri geliştirilebilir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	<p>*Bu çalışma birinci yazarın yürütücülüğünde (ikinci ve üçüncü yazarın araştırmacı olarak yer aldığı) hazırlanan MRK-2021-002 numaralı ve "Performans Geribildirimini İçeren Bir Hizmet Öncesi Öğretmen Eğitim Modülü: Kaynaştırma Eğitiminde Kullanılabilecek Davranış Kazandırma Stratejilerinin Öğretimi" başlıklı Sivas Cumhuriyet Üniversitesi Bilimsel Araştırma Projeleri Koordinasyon Birimi tarafından Araştırma Altyapısını Destekleme ve Geliştirme Projesi türünde desteklenen araştırmadan üretilmiştir.</p> <p>* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.</p> <p>* (Sivas Cumhuriyet Üniversitesi Rektörlüğü Bilimsel Araştırma ve Yayın Etiği Sosyal ve Beşeri Bilimler Etik Kurulu Başkanlığının 03.10.2022 Tarih 213708 Nolu kararı ile Etik Kurul Kararı alınmıştır.)</p>
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Sivas Cumhuriyet Üniversitesi Bilimsel Araştırma Projeleri Koordinasyon Birimi tarafından Araştırma Altyapısını Destekleme ve Geliştirme Projesi türünde desteklenen araştırmadan üretilmiştir.
Yazar Katkıları	<p>Çalışmanın Tasarlanması: 1. Yazar (%40), 2. Yazar (%40), 3. Yazar (%20)</p> <p>Veri Toplanması: 1. Yazar (%40), 2. Yazar (%40), 3. Yazar (%20)</p> <p>Veri Analizi: 1. Yazar (%40), 2. Yazar (%40), 3. Yazar (%20)</p> <p>Makalenin Yazımı: 1. Yazar (%40), 2. Yazar (%40), 3. Yazar (%20)</p> <p>Makale Gönderimi ve Revizyonu: 1. Yazar (%40), 2. Yazar (%40), 3. Yazar (%20)</p>

Peer-Review	Double anonymized - Two External
Ethical Statement	<p>* This study was carried out under the supervision of the first author (The second and third authors served as researchers) and was supported by Sivas Cumhuriyet University Scientific Research Projects Coordination Unit as a Research Infrastructure Support and Development Project, numbered MRK-2021-002 and titled "A Pre-Service Teacher Training Module Including Performance Feedback: Teaching Behavior Acquisition Strategies That Can Be Used in Integration Education" produced from research.</p> <p>* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.</p> <p>* (An Ethics Committee Decision was taken with the decision of the Scientific Research and Publication Ethics Social and Human Sciences Ethics Committee of Sivas Cumhuriyet University Rectorate dated 03.10.2022 and numbered 213708.)</p>
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	It was produced from research supported by the Sivas Cumhuriyet University Scientific Research Projects Coordination Unit in the Research Infrastructure Support and Development Project type.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Author Contributions	Design of Study: 1. Author (%40), 2. Author (%40), 3. Author (%20) Data Acquisition: 1. Author (%40), 2. Author (%40), 3. Author (%20) Data Analysis: 1. Author (%40), 2. Author (%40), 3. Author (%20) Writing up: 1. Author (%40), 2. Author (%40), 3. Author (%20) Submission and Revision: 1. Author (%40), 2. Author (%40), 3. Author (%20)
----------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Kaynakça / References

Aral, N., & Gürsoy, F. (2007). *Özel eğitim gerektiren çocuklar ve özel eğitime giriş*. Morpa Kültür Yayınları.

Aral, N. (2011). *Okul öncesi eğitimde kaynaştırma*. Morpa Yayınları.

Arkan, K. (2011). *Sınıf öğretmenlerinin problem çözme becerisini kazandırmaya yönelik öz-yeterlikleri ile ilköğretim öğrencilerinin problem çözme becerileri arasındaki ilişki* (Yayımlanmamış yüksek lisans tezi). Marmara Üniversitesi, İstanbul.

Ayan, S., Akay, B., Ceylan, M., & Orhan, R. (2022). Beden eğitimi öğretmeni adayları için özel öğretim yöntemleri öz-yeterlik ölçeği: Geliştirme ve güvenilirlik çalışması. *Uluslararası Güncel Eğitim Araştırmaları Dergisi*, 8(2), 624-635.

Başar, H. (2014). *Sınıf yönetimi*. (27. Baskı). Anı Yayıncılık.

Başol, G. (2019). *Araştırmacılar için istatistik*. Pegem Akademi.

Charles, C. M., Senter, G. M., & Barr, K. B. (1996). *Building classroom discipline*. (5th. Ed.). Longman Publishers.

Comrey, A. L., & Lee, H. B., (1992). *A first course in factor analysis*. (2nd. Ed.). Lawrence Erlbaum.

Cüçük, E., Kara, K., Şiraz, F., & Bay, E. (2018). Etkili Öğretim Stratejileri Ölçeği'nin geliştirilmesi (EÖSÖ): Geçerlik ve güvenilirlik çalışması. *Elektronik Sosyal Bilimler Dergisi*, 17(67), 1181-1198.

Dede, Y. (2008). Matematik öğretmenlerinin öğretimlerine yönelik öz-yeterlik inançları. *Journal of Turkish Educational Sciences*, 6(4), 741-757.

Delican, B. (2016). İlk okuma yazma öğretimine yönelik öz yeterlik ölçeğinin geliştirilmesi. *Electronic Turkish Studies*, 11(3), 861-878. <http://dx.doi.org/10.7827/turkishstudies.9277>

Demir, Ş. (2016). *Öğretmen eğitimi programının kaynaştırma uygulamaları yürütülen okul öncesi sınıflarındaki öğretmen ve özel gereksinimli çocuklar üzerindeki etkileri* (Yayımlanmamış doktora tezi). Ankara Üniversitesi, Ankara.

Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational Researcher*, 38(3), 181-199. <https://doi.org/10.3102/0013189x08331140>

Dunst, C. J., & Trivette, C. M. (2009). Let's be PALS: An evidence-based approach to professional development. *Infants & Young Children*, 22(3), 164-175. <https://doi.org/10.1097/iy.0b013e3181abe169>

Erbaş, D. (2018). Güvenirlik. (2. Baskı). E. Tekin-İftar (Ed.). *Eğitim ve davranış bilimlerinde tek-denekli araştırmalar*. Anı Yayıncılık.

- Ergin, E., & Bakkaloğlu, H. (2015). Kaynaştırma uygulamaları yürütülen okul öncesi sınıflarda sınıf içi geçişlerin kolaylaştırılması. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 16(02), 173-193. https://doi.org/10.1501/Ozlegt_0000000226
- Evertson, C. M., & Emmer, E. T. (1982). Effective management at the beginning of the school year in junior high classes. *Journal of Educational Psychology*, 74(4), 485-498.
- Fidan, N. (2012). *Okulda öğrenme ve öğretme*. (3. Baskı). Pegem Akedemi
- Gurney, P. (2007). Five factors for effective teaching. *New Zealand Journal of Teachers' Work*, 4(2), 89-98.
- Guskey, T. R. (2003). What makes professional development effective? *Phi Delta Kappan*, 84(10), 748-750. <https://doi.org/10.1177/00317217030840>
- İşcen-Karasu, F. (2021). Sınıfta pozitif disiplin. M. Ersoy, M. Kanak (Ed.). *Pozitif eğitim*. Eğiten Kitap.
- Kaiser, H. F. (1974). An index of factorial simplicity. *Psychometrika*, 39, 31-36. <https://doi.org/10.1007/BF02291575>
- Karagöz, Y. (2017). *Spss ve Amos uygulamalı nitel-nicel karma bilimsel araştırma yöntemleri ve yayım etiği*. Nobel Yayıncılık.
- Kline, P. (1994). *An easy guide to factor analysis*. Routledge.
- Kretlow, A. G., Wood, C. L., & Cooke, N. L. (2011). Using in-service and coaching to increase kindergarten teachers' accurate delivery of group instructional units. *Journal of Special Education*, 44(4), 234-246. <https://doi.org/10.1177/0022466909341333>
- Kurt, O. (2018). Davranış artırma ve azaltma yöntemleri. (2. Baskı). E. Tekin-İftar (Ed.). *Eğitim ve davranış bilimlerinde tek-denekli araştırmalar*. Anı Yayıncılık.
- Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel Psychology*, 28, 563-575. <https://doi.org/10.1111/j.1744-6570.1975.tb01393.x>
- Ledford, J. R., & Wolery, M. (2011). Teaching imitation to young children with disabilities: A review of the literature. *Topics in Early Childhood Special Education*, 30(4), 245-255. <https://doi.org/10.1177/0271121410363831>
- McTighe, J., & O'Connor, K. (2005). Seven practices for effective learning. *Educational Leadership*, 63(3), 10-17.
- Ming-tak, H., & Wai-shing, L. (2008). *Classroom management: Creating a positive learning environment*. Hong Kong University Press.
- Özmenteş, S. (2011). Müzik öğretimine yönelik özyeterlik ölçeğinin geliştirilmesi. *J. Educ. Instr. Stud. World*, 1(1), 30-36.
- Sakarneh, M., & Nair, N. A. (2014). Effective teaching in inclusive classroom: Literature review. *Journal of Education and Practice*, 5(24), 28-34.
- Senemoğlu, N. (2020). *Gelişim, öğrenme ve öğretim: Kuramdan uygulamaya*. (27. Baskı). Anı Yayıncılık.

Simonsen, B., Myers, D., & DeLuca, C. (2010). Teaching teachers to use prompts, opportunities to respond, and specific praise. *Teacher Education and Special Education*, 33(4), 300-318. <https://doi.org/10.1177/0888406409359905>

Smith, G. J. (1999). Teaching a long sequence of behavior using whole task training, forward chaining, and backward chaining. *Perceptual and Motor skills*, 89(3), 951-965.

Smittle, P. (2003). Principles for effective teaching. *Journal of Developmental Education*, 26(3), 1-9.

Sucuoğlu, B., & Bakkaloğlu, H. (2015). *Okul öncesinde kaynaştırma: Öğretmen eğitimi monograf*. (Birinci basım). Pegem Akademi.

Sucuoğlu, N. B., Bayraklı, H., Karasu, F. İ., & Demir, Ş. (2017). The preschool classroom management and inclusion in Turkey. *International Journal of Early Childhood Special Education*, 9(2), 66-80. <https://doi.org/10.20489/intjcesse.341324>

Ünlü, E. (2019). Yeni davranışları öğretme. D. Erbaş ve Ş. Yücesoy-Özkan (Ed.). *Uygulamalı davranış analizi*. (s. 323-348). Pegem Akademi.

Yeşilyurt, S., & Çapraz, C. (2018). Ölçek geliştirme çalışmalarında kullanılan kapsam geçerliği için bir yol haritası. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi*, 20(1), 251-264. <https://doi.org/10.17556/erziefd.297741>

Yumuşak, G., & Balcı, Ö. (2018). Öğretmenlerin istenmeyen öğrenci davranışları ile başa çıkma yöntemleri ve bu yöntemlerin etkililiğine ilişkin görüşleri. *Balıkesir University The Journal of Social Sciences Institute*, 21(40), 223-254. [https://doi.org/Yurdugül, H. \(2005\). Ölçek geliştirme çalışmalarında kapsam geçerliği için kapsam geçerlik indekslerinin kullanılması. XIV. Ulusal Eğitim Bilimleri Kongresi, 28-30 Eylül Denizli, 1-6.](https://doi.org/Yurdugül, H. (2005). Ölçek geliştirme çalışmalarında kapsam geçerliği için kapsam geçerlik indekslerinin kullanılması. XIV. Ulusal Eğitim Bilimleri Kongresi, 28-30 Eylül Denizli, 1-6.)

Yücesoy-Özkan, Ş. (2017). Okul öncesi sınıflarında sınıf yönetimi ve problem davranışların kontrolü. B. Sucuoğlu ve H. Bakkaloğlu (Ed.). *Okul öncesinde kaynaştırma: Ne, ne zaman, nerede, neden, nasıl, kim?* Kök Yayıncılık.

Ek. Yeni Davranış Kazandırma Stratejilerini Kullanmaya Yönelik Öz Yeterlilik Ölçeği

Boyutlar	Maddeler
Pekiştirici Temelli Stratejiler	<ul style="list-style-type: none"> • İstenilen davranışı, öğrenci uygun durumlarda sergilediğinde pekiştirerek (ayrımli pekiştirme) öğretmek istediğim davranışı kazandırabilirim. • Öğretimden önce pekiştirilecek uygun davranışları belirleyebilirim. • Öğrenci için etkili olabilecek pekiştiricileri belirleyebilirim. • İstenilen davranışın öğrenci tarafından sergilenebilmesi için uygun uyaran sunabilirim. • Uygun uyaran varlığında öğrencinin sergilediği uygun davranışı pekiştirebilirim. • Uygun pekiştirme tarifesi (pekiştirmenin hangi sıklıkta ve/veya ne zaman sunulacağına ilişkin kuralları) kullanabilirim. • İstenilen davranışa model/örnek olup, öğrenciye benzer biçimde tekrarlatarak (taklit etme) öğretmek istediğim davranışı kazandırabilirim. • Taklit edilerek öğretilecek model davranışları belirleyebilirim. • Taklit edilecek model davranışı belirlerken öğrencinin sahip olduğu ön koşul davranışları ayırt edebilirim. • Taklit edilecek model davranışları doğru biçimde gerçekleştirerek öğrenciye model olabilirim. • Öğrencinin model davranışı taklit etmesini sağlayabilirim. • Öğretmek istediğim davranışa benzer ya da yakın olan davranışları pekiştirerek (şekil verme) öğretmek istediğim davranışı kazandırabilirim. • Şekil vererek öğretmek istediğim davranış için pekiştirilecek ilk davranışı (öğrencinin az sıklıkta olsa da sergilediği ve istenilen davranışın en az benzeri olan davranışı) belirleyebilirim. • Şekil vererek öğretmek istediğim davranış için pekiştirilecek diğer benzer davranışları (ilk davranış ile istenilen davranış arasındaki diğer benzer davranışları) belirleyebilirim. • Şekil vererek öğretmek istediğim davranışın önceleri en az benzerini pekiştirirken giderek davranışın en fazla benzerini pekiştirebilirim. • Şekil vererek istenilen davranışı öğretirken öğrenci benzer davranışı sergilemezse ipuçlarını kullanabilirim.

İpucu
Temelli
Stratejiler

- Uygun ipucu hiyerarşisini (belirlediğim ipucu türlerini nasıl bir sırayla kullanacağımı) belirleyebilirim.
- Öğrenci istenilen davranıőı doğru biçimde sergiler hale geldiğinde ipuçlarını olabildiğince kısa sürede ortadan kaldırabilirim.
- Karmaşık veya çok basamaklı davranıőları, küçük/alt basamaklara bölerek belirli bir sırayla öğrenciye öğretebilirim (zincirleme).
- Uygun zincirleme türüne (küçük/alt basamaklarına ayırdığım davranıőları hangi sırayla öğreteceğime) karar verebilirim.
- İleri zincirleme (davranıőın öğretimini küçük/alt basamaklarına ayırdığım davranıőların ilk basamağından başlayarak son basamağına doğru yapabilirim) ile öğretim yapabilirim.
- Geri zincirleme (davranıőın öğretimini küçük/alt basamaklarına ayırdığım davranıőların son basamağından başlayarak ilk basamağına doğru yapabilirim) ile öğretim yapabilirim.
- Tüm basamakların birlikte öğretimini (küçük/alt basamaklarına ayırdığım davranıőların tüm basamaklarını bir seferde bir arada öğretebilirim) yapabilirim.



2023, 12 (3), 1924-1947 | Araştırma Makalesi

Ebeveynlik Tutumuna Yeni Bir Bakış: Merhametli Ebeveynlik

Eşref NAS¹

Öz

Bu çalışmada ebeveynlik tutumunun yeni bir bakış açısıyla ele alınması ve merhametli ebeveynlik tutumu konusunda aileler, aile danışmanları, aile-çocuk ruh sağlığı çalışanları ve araştırmacılar açısından farkındalık oluşturulması amaçlanmıştır. Bu amaç kapsamında alanyazındaki mevcut ebeveyn tutumlarından hareketle ebeveynliğin farklı stillerinden bahsedilmiştir. Ebeveynliğin çeşitli sınıflandırmalar bağlamında incelendiği anlaşılacak şekilde birlikte genel anlamda otoriter, izin verici, kararsız, aşırı koruyucu, ihmalkâr ve demokratik tutum olmak üzere altı ebeveynlik yaklaşımının bulunduğu ortaya konulmuştur. Ayrıca ebeveyn tutumlarıyla ilişkili olan ebeveynlik uygulamaları ele alınmıştır. Ebeveynlik uygulamaları içinde özellikle ebeveyn desteği ve ebeveyn kontrolünün önemine değinilmiştir. Ardından ebeveynlerin kendilerini geliştirebilmeleri, çocuk eğitimi ve yetiştirme açısından farkındalık kazanmaları, aile içi sorunları sağlıklı bir zeminde çözüme kavuşturmaları ve çocuklarını geleceğe hazırlamada yeni yaklaşımlar edinmeleri amacıyla birtakım eğitim ve programların hazırlanıp sunulduğu tespit edilmiştir. Bu çalışmada merhamet kavramının, bir ebeveynlik tutumu çerçevesinde işlenmesi önemli görülmüştür. Merhametli ebeveynlik tutumunun anlaşılması noktasında bilgi sunulmuştur. Bu bağlamda, merhametli ebeveynlik, bir ebeveynin olayları ve durumları çocuğun bakış açısından ele alabilmesi, çocuğa gerekli ilgi, ilgi ve şefkati sunabilmesi ve çocuğun hata, başarısızlık ve yetersizliklerine karşı duyarlılık ve anlayış gösterebilmesi şeklinde özetlenmiştir. Merhametli ebeveynlik davranışsal, duygusal ve bilişsel olmak üzere üç yönden ele alınmıştır. Merhametli bir ebeveynin, merhamet içeren hedeflere sahip olabileceği göz önünde bulundurularak merhametli hedeflerin öneminden bahsedilmiştir. Bununla birlikte merhametli ebeveynlik sürecinde ortaya çıkabilecek muhtemel engeller ele alınmıştır. Söz konusu engeller, ebeveynlerin merhamet korkusu yaşayabilmeleri ve merhamet yorgunluğunu deneyimleyebilmeleri ile açıklanmıştır. Bu engeller dikkate alınarak merhametli ebeveynlik tutumunda yer alması gerekli görülen önemli bir kavramdan, öz-merhametten bahsedilmiştir. Öz-merhametli ebeveynlerin hem kendilerine karşı hem de çocuklarına yönelik merhametli duygu, düşünce ve eylemler geliştirebilmesinin mümkün olabileceği belirtilmiştir. Böylece merhametli ebeveynlik tutumunun önemli bir parçasının, ebeveynlerin kendilerine karşı merhametli olmalarıyla açıklanabileceği anlaşılmıştır. Son olarak ebeveynlerin merhametli ebeveynlik tutumunu geliştirebilmeleri noktasında katkı sağlayabilecek potansiyel eğitimler ve programlar önerilmiştir.

Anahtar Kelimeler: Merhamet, Merhametli Ebeveynlik, Ebeveyn Tutumları, Ebeveynlik Uygulamaları, Ebeveynlik Programları.

Nas, E. (2023). Ebeveynlik Tutumuna Yeni Bir Bakış: Merhametli Ebeveynlik . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1924-1947 . <https://doi.org/10.15869/itobiad.1310451>

Geliş Tarihi	06.06.2023
Kabul Tarihi	22.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, Muş Alparslan Üniversitesi, Fen Edebiyat Fakültesi, Psikoloji Bölümü, Muş, Türkiye, esrefnasx@gmail.com, ORCID: 0000-0002-4524-9534



2023, 12 (3), 1924-1947 | Research Article

A New Perspective to Parenting Attitude: Compassionate Parenting

Eşref NAS¹

Abstract

This study aims to discuss parenting attitudes from a new perspective and to raise awareness about compassionate parenting attitudes in terms of families, family counselors, family-child mental health professionals and researchers. Within the scope of this purpose, different styles of parenting were mentioned based on the existing parenting attitudes in the literature. Although it was understood that parenting has been examined in the context of various classifications, it has been revealed that there was six parenting approaches in general, including authoritarian, permissive, indecisive, overprotective, negligent and democratic attitudes. In addition, parenting practices related to parental attitudes were discussed. The importance of parental support and parental control was mentioned in parenting practices. Then, it was determined that some trainings and programs were prepared and presented in order for parents to develop themselves, to gain awareness in terms of child education and raising, to solve family problems on a healthy basis, and to acquire new approaches in preparing their children for the future. In this study, it was considered important to process the concept of compassion within the framework of a parental attitude. Information was presented at the point of understanding the compassionate parenting attitude. In this context, compassionate parenting was summarized as a parent's ability to handle events and situations from the child's perspective, to offer the child the necessary love, care and compassion, and to show sensitivity and understanding to the child's mistakes, failures and inadequacies. Compassionate parenting has been addressed from three aspects: behavioral, emotional, and cognitive. Considering that a compassionate parent can have compassionate goals, the importance of compassionate goals was mentioned. In addition, possible obstacles may arise in the compassionate parenting process were discussed. These barriers were explained by the fact that parents may experience fear of compassion and experience compassion fatigue. Considering these obstacles, self-compassion deemed necessary to be included in the compassionate parenting attitude was mentioned. It has been stated that it is possible for self-compassionate parents to develop compassionate feelings, thoughts and actions both towards themselves and towards their children. Thus, it has been understood that an important part of the compassionate parenting attitude can be explained by the parents being compassionate towards themselves. Finally, potential trainings and programs that can contribute to the development of compassionate parenting attitudes of parents were suggested.

Keywords: Compassion, Compassionate Parenting, Parenting Attitudes, Parenting Practices, Parenting Programs.

Nas, E. (2023). A New Perspective to Parenting Attitude: Compassionate Parenting , *Journal of the Human and Social Science Researches* , 12 (3), 1924-1947. <https://doi.org/10.15869/itobiad.1310451>

Date of Submission	06.06.2023
Date of Acceptance	22.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Asst. Prof., Muş Alparslan University, Faculty of Science and Literature, Department of Psychology, Muş, Türkiye, esrefinasx@gmail.com, ORCID: 0000-0002-4524-9534

Giriş

Merhametli ebeveynlik tutumu, alanyazında yer alan mevcut ebeveyn tutumlarının dışında farklı, ayrı ve alternatif bir tutum olmaktan ziyade genel olarak anne-babaların ebeveynlik rolü içinde merhametin, sevginin, ilginin ve şefkatin yer almasıyla açıklanabilir. Dolayısıyla bu çalışmada, merhametli ebeveynlik kavramının anne-babaların çocuklarına karşı merhametli bir tutum sergilemeleri şeklinde ön plana çıkarılması önemsenmiştir. Bu kavramın yurt dışında yapılan çalışmalarda (Örn., Kirby, 2016, s.147) özellikle de aile ve ebeveyn eğitimi kapsamında incelendiği, terapi süreçlerinde ele alındığı görülmüştür. Ancak ülkemizde yapılan araştırmalara bakıldığında kavramın yer aldığı herhangi bir çalışmaya rastlanmamıştır. Bu yüzden bu çalışmanın yurt içindeki alanyazın açısından ilk ve orijinal bir çalışma konusu olabileceği kanısına varılmıştır. Merhametli ebeveynlik kavramının araştırmacılar, aileler, aile danışmanları gibi profesyoneller tarafından gündeme getirilmesi, eğitim ve seminer çalışmalarında merhametli ebeveynliğin öneminin vurgulanması ve elbette anne-babalık rollerine merhametin taşınmasının önemli ve gerekli olduğu düşünülmüştür. Buradan hareketle bu çalışmada ebeveynlik tutumuna yeni bir bakış getirilmesi ve merhametli ebeveynlik tutumu konusunda aileler, aile danışmanları, aile-çocuk ruh sağlığı çalışanları ve araştırmacılar açısından farkındalık oluşturulması amaçlanmıştır. Bu amaç doğrultusunda öncelikle alanyazındaki ebeveyn tutumları ele alınmıştır. Ardından mevcut ebeveynlik uygulamaları ve programlarından bahsedilmiştir. Merhametli ebeveynlik tutumu hakkında bilgi verilmiştir. Merhametli ebeveynliğin yönleri, hedefleri ve olası zorluklarına değinilmiştir. Öz-merhametin merhametli ebeveynlik açısından önemi belirtilmiştir.

Ebeveyn Tutumları

Çocukların ilk yıllarda ve sonrasında nasıl yetiştirildiği büyük önem arz etmektedir. Yetiştirme konusu, anne-babaların çocuklara karşı tutum ve yaklaşımlarını yansıtmaktadır. Diğer bir ifadeyle, çocukların nasıl yetiştirildiği, esasında ebeveynlik tutumunun bir göstergesi olarak anlaşılmaktadır. Ebeveynlik tutumu, çocukların beyin gelişimi, dil ve sosyal becerileri, duygu düzenleme süreçleri, öz-denetimleri, zihinsel ve fiziksel sağlıkları gibi hayatlarının birçok yönünü etkileyebilmektedir (Beaver ve Belsky, 2012, s.30; Belsky ve de Haan, 2011, s.410; Cecil, Barker, Jaffee ve Viding, 2012, s.292).

Ebeveynlik tutumu, anne-babanın çocuğa yönelik yaklaşımlarını, davranışlarını, ilgi ve beklentilerini açıklamak için kullanılan bir kavramdır (Darling ve Steinberg, 1993, s.488; Güller vd., 2020, s.465). Ebeveynlik tutumu, ebeveynlerin çocuklarını yetiştirmek için kullandıkları yaklaşımlar olarak tanımlanabilmektedir (Curley ve Kotera, 2023, s3). Ebeveynlerin çocuklarına yönelttikleri tutumların sağlıklı olması, büyük ölçüde onların kendi içlerinde barışık, dengeli, huzurlu ve birbirlerine karşı sevgi dolu ve saygılı olmalarıyla ilişkilidir (Yavuzer, 2001, s.27).

Baumrind (1966, s.889; 1967, s.45; 1971, s.3) ebeveynlik tutumları ile ilgili araştırmaların öncüsü olarak kabul edilmektedir. İlk çalışmalarında, Baumrind (1971, s.22) ebeveyn tutumlarını dört boyut (ebeveyn kontrolü, iletişimde açıklık, olgunluk beklentisi ve bakım sunma desteği) üzerinden açıklamış ancak sonraki süreçte otoriter, izin verici ve demokratik ebeveynlik olmak üzere üç tutumdan bahsetmiştir.

Alanyazındaki çalışmalarda ebeveyn tutumlarının farklı şekillerde sınıflandırıldığı görülmektedir. Yapılan sınıflandırmalarda farklı ebeveyn tutumları yer almakla birlikte genel olarak bütünsel şekilde incelendiğinde otoriter/baskıcı, izin verici/gevşek, dengesiz/kararsız, aşırı koruyucu, ilgisiz/ihmalkâr, demokratik olmak üzere altı ebeveyn tutumundan bahsedilebilir.

Otoriter/Baskıcı Tutum: Otoriter ebeveyn tutumu, geleneksel aile yapılarında daha fazla görülmektedir (Göktuna, 2017). Bu ebeveyn tutumunu sergileyen anne-babalar, çocukları üzerinde baskı kurup onlardan mutlak itaat beklemektedir. Ailede, ebeveynler tarafından konulan kurallar bulunmaktadır ve çocukların bu kurallara sorgusuz bir şekilde uymaları beklenmektedir. Kurallar üzerinden yürütülen ebeveynlik sürecinde çoğu zaman sert tavırlar, katı yaklaşımlar ve cezaya dayalı tutumlar yer almaktadır (Güenalp, 2007, s.41). Diğer bir ifadeyle, katı kuralların cezayla pekiştirildiği, çocuğun duygu ve düşüncelerinin genellikle dikkate alınmadığı, oldukça talepkâr bir yaklaşım görülmektedir (Curley ve Kotera, 2023, s.3). Otoriter tutumun hâkim olduğu ailede, çocuk-ebeveyn arasındaki iletişim zayıf olur ve çocukların aileye karşı duyarsız tavırlar ortaya koyması veya düşmanca duygular beslemesi kaçınılmazdır (Aydın, Meriç, Şahin ve Ergün, 2022, s.109). Çocuğun ilgi ve yetenekleri, beklenti ve gereksinimleri dikkate alınmamaktadır. Ailede iletişim tek yönlü gerçekleşmektedir (Göktuna, 2017). Otoriter ebeveyn tutumunda kurallar ve denetim mekanizması çok katı şekilde çalışmaktadır. Anne-babanın çocuklarından beklentileri çok yüksek düzeyde olmaktadır (Rayana ve Atak, 2023, s.260). Otoriter ebeveyn tutumunun saldırganlık, suç içeren davranışlar, somatik şikayetler, duyarsızlaşma ve kaygı gibi olumsuz gelişimsel sonuçlarla ilişkili olduğu belirtilmektedir (Hoeve vd., 2008, s.229; Steinberg, Lamborn, Darling, Mounts ve Dornbusch, 1994, s.755; Williams vd., 2009, s.1065; Wolfradt, Hempel ve Miles, 2003, s.523). Baskının hâkim olduğu bir ortamda büyüyen çocuklarda genellikle isyankâr bir durum görülmekle birlikte aşağılık duygusu da gelişebilmektedir. Bu çocukların dıştan denetimli bir kişilikte olmaları muhtemeldir (Yavuzer, 2001, s.29).

İzin Verici/Gevşek Tutum: Bu tutum, çocuk merkezci ailelerde daha çok görülmektedir. Böyle bir ailede çocuk inisiyatif sahibi tek kişi olup ailenin diğer bireyleri çocuğun isteklerine boyun eğmektedir. Bu şekilde şımartılan çocuk, yaşamın ileriki süreçlerinde tüm isteklerinin karşılanacağını düşünmektedir. Ancak her türlü istek ve beklentilerinin karşılanmadığını fark ettiğinde hayal kırıklığı yaşayabilmektedir (Yavuzer, 2001, s.30). İzin verici ebeveynler, sıcaklığın ve izin vericiliğin yüksek olduğu tutumları benimseyen ebeveynlerdir (Rayana ve Atak, 2023, s.260). Bu tutumunun ailedeki en önemli göstergesi, aile bireyleri arasındaki iletişim ve ilişki üzerinden anlaşılmaktadır. İzin verici tutum, aşırı hoşgörüyü dayanmaktadır ve ebeveynin birincil odak noktası çocuğa sıcaklık ve duygusal destek sağlamak olduğu gibi bu tutumda kurallarla ilgili çok az talep yer almaktadır (Curley ve Kotera, 2023, s.3). Genelde bu tür ailelerde kurallar ya hiç yoktur ya da konulan kuralların etkisi bulunmamaktadır. Dolayısıyla ebeveynlerin çocuklar üzerindeki kontrol durumları çok zayıf kalmaktadır. Çocuklar denetlenmemektedir (Aydın vd., 2022, s.109). Genelde bu ailelerde çocuklara sınır koymada gevşek davranılmaktadır (Sümer, Gündoğdu Aktürk ve Helvacı, 2010, s.44).

Dengesiz/Kararsız Tutum: Bu tür ailelerde ebeveynlerin tutumları arasında bir tutarsızlık ve kararsızlık görülmektedir. Tutarsızlık, ebeveynler arasındaki görüş ayrılıklarında ortaya çıkabildiği gibi, ebeveynlerin anne-babalık rolü açısından gösterdikleri farklı yaklaşımlar sonucunda da görülebilmektedir (Yavuzer, 2001, s.31). Bir ebeveynin çocukların davranışlarına yönelik tepkisi otoriter olabilirken diğer ebeveyn daha hoşgörülü ve izin verici bir tutum sergileyebilmektedir. Dengesiz ve kararsız ebeveyn tutumları, otoriter (aşırı baskı, katı kurallar) ve izin verici (aşırı hoşgörülü, serbest) yaklaşımlar arasında gidip gelen anne-babaların sergilediği tutumlardır. Çocukların hangi davranışlarının kabul edilip hangilerinin reddedildiği bilinmemektedir (Cengil, 2016, s.122). Kimi zaman bir ebeveyn sert bir tepki verirken diğer ebeveyn daha anlayışlı bir cevap verebilmektedir. Ortaya çıkan dengesizlik, çocukların her an tetikte olmasına, her eylemini kontrol etmesine ve karar alma durumunda güvensizlik yaşamasına neden olabilmekte (McKinney ve Renk, 2008, s.810) ve çocuğun eğitim ve gelişim sürecini olumsuz etkileyebilmektedir (Yavuzer, 2001, s.31).

Aşırı Koruyucu Tutum: Ebeveynlerin çocuklarını aşırı derecede korumaya çalışması, onları gereğinden fazla kontrol etme veya onlara özen gösterme şeklinde ortaya çıkabilmektedir (Yavuzer, 2001, s.31). Aşırı koruyucu ebeveyn tutumunu sergileyen anne-babalar, çocuklarını sürekli koruma ve muhafaza etme halindedir. Çocuklarının her haline karışıp müdahalede bulunmaktadır. Bu tür ailelerde büyüyen çocukların kendi başlarına davranma ve karar alma süreçleri gelişmemektedir. İlerleyen zamanlarda çocukların bağımsız davranmada, öz-düzenleme ve öz-yönetim süreçlerinde sorun yaşadıkları belirtilmektedir (Göktuna, 2017). Çocukların yeni tecrübeler edinmesine fırsat sunulmamakta, başarabilecekleri ve yeterli olabilecekleri alanlarda bile ebeveynler devreye girip kendileri çocuklarının yerine görevleri gerçekleştirmektedir (Alabay, 2017, s.160).

İlgisiz/İhmalkâr Tutum: İhmalkâr ebeveynler, en olumsuz ebeveynlik tutumunu sergileyen ebeveynler olarak kabul edilmektedir (Rayana ve Atak, 2023, s.260). Bu ebeveyn tutumu, ailede çocuklara ilgi ve sevginin gösterilmediği, değer verilmediği anlamına gelmektedir. İlgisiz ailelerde çocukların sebep olduğu herhangi bir problem nüksetmediği müddetçe her şeyin yolunda gittiği kabul edilmektedir (Ayyıldız, 2005, s.7; Özyürek, 2017, s.27). İlerleyen zamanlarda bu tür ailelerdeki çocuklarda birtakım sorunların ve travmatik deneyimlerin ortaya çıkma ve çocukların suça yönelme ihtimali bulunmaktadır (Beşer, Arabacı, Uzunoğlu, Bilaç ve Ozan, 2019, s.220). İhmalkâr ebeveyn tutumunda ne kontrol bulunur ne de aile içinde sıcaklık ve güven vardır (Passer ve Smith, 2008). Dolayısıyla çocuklarda öz-düzenleme ve sosyal sorumluluk eksikliği, düşük öz-güven ve sosyal yeterlilik, okul başarısızlığı, antisosyal davranışlar ve suç işleme, kaygı, depresyon ve somatik şikayetler ortaya çıkabilmektedir (Baumrind, 1991, s.57; Hoeve vd., 2008, s.226; Lamborn, Mounts, Steinberg ve Dornbusch, 1991, s.1051; Steinberg vd., 1994, s.755).

Demokratik Tutum: Bu tutum, güven verici, destekleyici ve hoşgörülü tutum olarak geçmektedir. Ebeveynlerin çocuklarına karşı destekleyici ve hoşgörü sahibi olmaları, zorunlu birtakım sınırlamalar hariç, genelde çocuklara özgür bir ortam sağlamaları anlamına gelmektedir (Yavuzer, 2001, s.33). Bu tutumun ön plana çıktığı ebeveynlik sürecinde, ailedeki kurallar karşılıklı görüşler alındıktan sonra oluşturulmaktadır. Çocukların ailedeki konumları aktiftir ve ebeveynler, çocuklarla birlikte kararlar

almaktadır. Kural ve kararların bir açıklaması yapılmakta ve gerekçeler sunulmaktadır. Bu şekilde çocuklar da hem sağlıklı davranışlar sergileyebilmekte hem de başkalarının iyiliğini dikkate alacak yaklaşımlarda bulunmaktadır (Hastings, Zahn-Waxler, Robinson, Usher ve Bridges, 2000, s.533). Demokratik ebeveyn tutumunda çocuklara sınırlama ve kısıtlama getirilmektedir ancak çocuğun katılımı ve fikrinin dikkate alınması da önemli görülmektedir (Passer ve Smith, 2008). Özetle demokratik ebeveyn tutumunda ebeveynler, çocuklarla birlikte kurallar ve beklentiler belirlerken aynı zamanda sıcak ve destekleyici bir tutum da sergilemektedir (Curley ve Kotera, 2023, s.3).

Yukarıda verilen ebeveyn tutumları genel olarak göz önünde bulundurulduğunda, merhametli ebeveynliğin demokratik tutumun nitelikleri ile örtüşebildiği söylenebilir. Aile içinde güven ve hoşgörü sağlayabilen anne-babaların merhametli yaklaşım ortaya koymaları muhtemeldir. Yine de merhametli ebeveynliğin çok daha fazla şefkat, bakım, ilgi ve sevgi içerdiğini belirtmek mümkündür. Ancak otoriter, gevşek, dengesiz, ilgisiz ve aşırı koruyucu ebeveyn tutumlarının hâkim olduğu aile ortamlarında merhametli ebeveynliğin ya gerektiği kadar bulunmadığı ya da yanlış şekillerde kullanıldığı ifade edilebilir. Örneğin izin verici/gevşek tutuma sahip ebeveynler, aşırı hoşgörülü bir tavır takınıp çocuklarının her istediğine “evet” diyebilirler. Diğer yandan aşırı koruyucu ebeveynler de çocuklarının her anını ve her şeyini kontrol altında tutabilirler. Söz konusu bu iki ebeveyn tutumu olumsuz sonuçlanabilmesine rağmen aslında ebeveynlerin bu yaklaşımlarının arka planında çocuklarına karşı merhametli oluşlarının yer aldığı belirtilebilir. Dolayısıyla da bazı ebeveynlerin aile içinde merhamet içeren tutumları sergilemede yeterli ve başarılı olabildiği ama bazı ebeveynlerin gerektiği kadar merhametli olamadığı söylenebilir. Bazı ebeveynlik tutumlarında ise merhametin suiistimale açık hale geldiği ifade edilebilir. Bu durum ise ebeveynlik uygulamaları ve programlarına olan ihtiyaç açısından dikkate alınabilir.

Ebeveynlik Uygulamaları

Ebeveynlik uygulamaları, ebeveyn tutumlarıyla ilişkili anne-baba yaklaşımlarıdır. Bu yaklaşımlar genel itibarıyla olumlu pratikler ve uygulamalar içermektedir. Bu yüzden çeşitli eğitim ve müdahale süreçleri içinde ebeveynlik uygulamalarına yer verilerek anne-babaların işe yarar, sağlıklı ve faydalı ebeveyn tutumları konusunda farkındalık kazanmaları önemli görülmektedir. En temel ifadesiyle ebeveynlik uygulamaları, ebeveynlerin çocuklarını sosyalleştirmek, psikolojik ve duygusal gelişimlerine destek olmak için sergiledikleri tutum ve davranışlardır (Darling ve Steinberg, 1993, s.488). Örneğin çocuklarının akademik başarılarına destek olmayı amaçlayan ebeveynlik uygulamalarına bakıldığında, bu ebeveynlerin okul-veli toplantılarına katıldıkları ve çocuklarının ev ödevlerini düzenli olarak takip ettikleri anlaşılmaktadır. Ayrıca olumlu pekiştirme, disiplin ve problem çözme gibi süreçlere dayanan pratiklere sahip oldukları belirtilmektedir (Kuppens ve Ceulemans, 2019, s.168).

Ebeveynlik uygulamaları, ebeveyn desteği ve ebeveyn kontrolü olmak üzere iki boyutta ele alınmaktadır. Ebeveyn desteği, ebeveyn ve çocuk arasındaki duygusal ilişkiyi yansıtmaktadır (Cummings, Davies ve Campbell, 2000). Söz konusu duygusal ilişki aynı zamanda çocuğun ebeveyninden aldığı yardım ve desteği ifade etmektedir. Araştırma bulguları incelendiğinde, ebeveyn desteğinin çocukların psiko-sosyal gelişimleri açısından ve riskli davranışların önlenmesi noktasında önemli olduğu

anlaşılmaktadır. Bu anlamda ebeveyn desteğinin çocukların madde kullanımını engellemede (Barnes ve Farrel, 1992, s.763), depresyon belirtilerini azaltmada (Bean, Barber ve Crane, 2006, s.1336) ve dışlanmışlık duygularını hafifletmede (Shaw, Keenan ve Vondra, 1994, s.356) önemli bir etkiye sahip olduğu ortaya çıkmaktadır.

Ebeveynlik uygulamalarının diğer boyutunu ebeveyn kontrolü oluşturmaktadır. Ebeveyn kontrolü, anne-babanın çocuklar üzerinden kurdukları hafif baskı, denetim ve aynı zamanda aile yönetimi olarak anlaşılabilir. Ebeveyn kontrolü ile ilgili literatüre bakıldığında, bu kontrolün davranışsal ve psikolojik kontrol olmak üzere iki şekilde ele alındığı görülmektedir (Barber, 1996, s.3297; Steinberg, 1990, s.255-276; Schaefer, 1965, s.413).

Ebeveyn kontrolünün davranışsal kısmı birtakım talepler, kurallar, disiplin stratejileri, ödül ve ceza mekanizmaları gibi stratejiler kullanılarak çocukların davranışlarını kontrol etmeye, yönetmeye veya düzenlemeye çalışan ebeveynlik davranışlarını içermektedir (Barber, 2002, s.3-11; Maccoby, 1990; Steinberg, 1990, s.255-276). Ebeveynlerin çocuklar üzerindeki davranış kontrolleri dengeli olduğu müddetçe sağlıklı ve işlevsel görülmekte ve çocukların gelişimleri açısından olumlu yönde sonuçlara yol açmaktadır. Ancak yetersiz (örneğin ihmalkârlığa varacak şekilde ebeveynin çocuklara karşı ilgisiz ve kayıtsız olması) veya aşırı kontrol (örneğin çocuğun kendi başına hiçbir şey yapamayacak durumda olması ya da çocuğun en ufak hatası karşısında fiziksel cezaya başvurulması) içeren ebeveyn davranışı, çocuk gelişimi üzerinde olumsuz sonuçlar doğurabilmektedir (Kuppens ve Ceulemans, 2019, s.169).

Ebeveyn tarafından sergilenen psikolojik kontrol ise ebeveynlerin çocukların duygularını, hislerini ve düşüncelerini kontrol etmeye çalışarak onlar üzerinde psikolojik baskı oluşturmayla ilgilidir (Barber, 1996, s.3297; Barber, Stolz, Olsen, Collins ve Burchinal, 2005). Psikolojik kontrol, büyük ölçüde depresyon ve antisosyal davranışlar gibi olumsuz gelişimsel sonuçlarla ilişkili olduğu belirtilmektedir (Barber ve Harmon, 2002, s.15-52; Barber vd., 2005; Kuppens, Laurent, Heyvaert ve Onghena, 2013, s.1698). Buna göre psikolojik kontrolün çocuklar ve ergenler açısından negatif bir etkisi olabileceği akla gelmektedir. Yine de davranışsal kontrolde olduğu gibi, dengeli ve işlevsel bir yaklaşımla psikolojik kontrolün sağlanabileceği, destekleyici ve güven verici bir tutumla çocuğun duygu dünyasına ve zihinsel süreçlerine katkı sunulabileceği düşünülmektedir.

Ebeveynlik Programları

Anne-babaların çocuklarına yönelik tutum ve yaklaşımları birbirinden farklılık gösterebilmektedir. Bazı ebeveynler daha katı ve sert bir tutum benimsemektedir. Bazıları daha müsamahakâr ve izin verici olmayı iyi bir anne-baba rolü olarak düşünebilmektedir. Bazı ebeveynler aile içinde güven ve huzurun oluşabilmesi için demokratik bir tutum sergileyebilmektedir. Ebeveynlerin tutumları arasındaki bu farklılığın birçok nedeni bulunabilmektedir. Anne-babaların geçmiş deneyimleri ve erken çocukluk dönemindeki yaşantıları, ebeveynlik tutumunu etkileyen bir etmen olarak düşünülebilir. Sosyal öğrenme yoluyla anne-babalarını ve çevrelerindeki yetişkinleri gözlemleyen çocuklar, ilerleyen yaşlarında anne-babalık rollerini sergilerken önceki öğrenmelerinin ve yaşantılarının etkisinde kalabilir. Ayrıca ergenlik ve genç yetişkinlik dönemlerinde okuma, öğrenme, eğitim ve benzeri kazanımlar yoluyla bireyler, yetiştikleri ailedeki anne-baba rollerinin dışında farklı ebeveyn

tutumlarının farkına varabilir. Bu süreçte bireyler, hem kendi ebeveynlerinin rollerini hem de diğer/başka ebeveynlik rollerini harmanlayarak evlilik süreçlerine başlayabilir. Dolayısıyla bireylerin ebeveynlik tutumlarının birbirinden farklı olmasının arka planında aile deneyimleri, çocukluk yaşantıları, eğitim süreci, kültürlenme ve medya gibi birçok faktörün yer aldığı söylenebilir.

Ebeveynlerin daha sağlıklı ve işlevsel bir tutum sergilemeleri noktasında birtakım uygulamalardan bahsedilmektedir. Anne-babaların kendilerini geliştirebilmeleri, çocuk eğitimi ve yetiştirme açısından farkındalık kazanmaları, aile içi sorunları sağlıklı bir şekilde çözüme kavuşturmaları ve çocuklarını geleceğe hazırlamada anlayışlı olmaları amacıyla çeşitli eğitimler ve programlar hazırlanmaktadır. Alanyazın incelendiğinde farklı bağlamlarda çeşitli ebeveynlik programlarının geliştirildiği görülmektedir. Örneğin Ebeveynler Korur Programı (Parents Protect), Çocukların Temsilcileri Programı (Stewards of Children), İkinci Adım Çocuk Koruma Birimi Programı (The Second Step Child Protection Unit Program), Beşte Bir Projesi ve Psikososyal Destek Programları Projesi (Türk Kurtça, 2022, s.249-251) gibi programlar, daha özel bağlamda geliştirilen ve ebeveynlere eğitimlerin sunulduğu programlardır. Bunun yanı sıra İnanılmaz Yıllar [The Incredible Years] (Webster-Stratton, Jamila Reid ve Stoolmiller, 2008, s.471), Ebeveyn-Çocuk Etkileşimi Terapisi [Parent-Child Interaction Therapy] (Fernandez ve Eyberg, 2009, s.431), Öğretmen Olarak Ebeveynler [Parents as Teachers] (Schaub, Eberli, Ramseier, Neuhauser ve Lanfranchi, 2021, s.285), Üç P-Pozitif Ebeveynlik Programı [Triple P-Positive Parenting Program] (Sanders, 2012, s.1) ve Ebeveyn Yönetimi Eğitimi [Parent Management Training] (Forgatch ve Patterson, 2010) gibi daha kapsamlı konuları esas alan programlar literatürde yer almaktadır. Bu programların ampirik olarak en çok desteklenen, ortak bir teorik temeli (sosyal öğrenme teorisi) bulunan, davranışsal, bilişsel, gelişimsel ilke ve kavramları içeren programlar olduğu belirtilmektedir (Kirby, 2016, s.144).

Yapılan çalışmalarda hem ebeveynlerin anne-babalık rollerine destek olmak hem de aile bireyleri arasındaki ilişkiye katkı sağlamak amacıyla çeşitli eğitim programları geliştirilmiştir. Ebeveyn eğitimi programları şeklinde tasarlanan bu çalışmalarda aile içi iletişimi güçlendirmek ve çatışmaları azaltmak (Turna, 1999) ve ebeveynlerin problem çözüme becerilerini geliştirmek (Armağan Yıldız, 2003, s.3) gibi amaçlar esas alınmıştır. Ayrıca ebeveynlerin çocuklarına karşı gösterdikleri olumsuz tutumların azaltılmasına (Kaya Sezer, 1992), ebeveynlere sağlıklı aile işlevleri kazandırmaya (Kabasakal, 2001, s.2), çocuk ihmal ve istismarını önlemeye (Sahillioğlu, 2016, s.3) ve aile içi şiddeti azaltmaya (Düzgüner ve Martı, 2020, s.2) yönelik birtakım eğitim programları hazırlanmış ve aile modelleri sunulmuştur.

Ebeveynlik programları ile ilgili en çok vurgulanan konu, ilgili programın geliştirici, yetiştirici ve besleyici niteliklere sahip olmasıdır. Çünkü ebeveynlik programları, besleyici ortamların hazırlanmasında etkili olabilmektedir (Biglan, 2015). Çalışmalarda, besleyici ortamların dört temel ilkeyi içerdiği belirtilmektedir: (a) prososyal/toplum yanlısı davranışları teşvik etmek ve güçlendirmek, (b) baskıyı, saldırganlığı ve çatışmaları en aza indirmek, (c) olası sorunlu davranışların nüksetmesini engellemek ve (d) farkındalığa, psikolojik esnekliğe dayalı prososyal değerleri teşvik etmek (Biglan, 2015; Biglan, Flay, Embry ve Sandler, 2012, s.257).

Ebeveynlik programları, besleyici ortamları teşvik etmeye yardımcı olmak için mükemmel bir fırsat sunmaktadır (Kirby, 2016, s.143). Sıcak, samimi, destekleyici ve güven verici ebeveynlik uygulamalarıyla karakterize edilen ortamlarda büyüyen çocukların, yoksulluk ve düşük sosyoekonomik durum gibi olumsuz faktörlere rağmen anti-sosyal davranışlar geliştirme olasılığının daha düşük olduğu ifade edilmektedir (Odgers vd., 2012, s.705). Bu nedenle ebeveynlik programları, ebeveynlerin çocuklarla empati kurmasını ve aynı zamanda çocukların olumsuz duygularına karşı daha sakin, yapıcı ve olumlu bir yaklaşım sergilenmesini amaçlayan modülleri içermektedir (Havighurst, Wilson, Harley, Prior ve Kehoe, 2010, s.1342).

Ebeveynlik programlarının katkı sağladığı besleyici ortamlarda, söz konusu dört temel ilkenin gittikçe farklı eğitim alanlarında ve psikoloji uygulamalarında yer bulduğunu belirtmek mümkündür. Son yıllarda bu ilkeler, pozitif ebeveynlik programları içinde yer almış ve pozitif psikoloji yaklaşımı kapsamında değerlendirilmiştir. Çalışmalarda, pozitif ebeveynlik programlarının, var olan sorunları gidermeye veya olumsuz düşünceleri, duyguları ve davranışları azaltmaya odaklanmak yerine mevcut işe yarayan durumları vurgulamayı, olumlu duygu, düşünce ve davranışları artırmaya yönelik bir süreç izlediği belirtilmektedir (Kirby, 2016, s.144).

Pozitif ebeveynlik uygulamaları ve besleyici eğitim programları bağlamında merhamete dayalı ebeveynlik tutumunun öneminden bahsedilmektedir. Bu bağlamda, besleyici aile ortamlarını güçlendirmeye ve ailelerde psikolojik esnekliği artırmaya yardımcı olmanın bir yolu, merhamet faktörünü ebeveynlik programlarına dâhil edebilmektir (Düzgüner ve Martı, 2020, s.2; Kirby, 2016, s.146). Merhametin ebeveynlik eğitimlerine dâhil edilmesi ise merhametli ebeveynlik tutumu ile açıklanabilmektedir. Son yıllardaki alanyazında bu konunun önemle ele alındığı görülmektedir. Örneğin yapılan bir çalışmada (Fernandes, Monteiro, Canavarró ve Moreira, 2022) Mindful Moment (Dikkatli An veya Anın Farkındalığı) gibi eğitimler sunularak ebeveynlerin merhametli tutumlarının artırılması hedeflenmektedir. Bu şekilde bir tarafta ebeveynlik stresiyle ilişkili semptomlar azaltılabilmekte diğer tarafta ise ebeveynlerin dikkatlerinin yanı sıra merhametli tutumlarına katkı sağlanabilmektedir. Dolayısıyla merhametli ebeveynliğin kavramsal açıdan ve literatür bağlamında güncel bir konu olarak ele alınabileceği düşünülmektedir.

Merhametli Ebeveynlik Tutumu

Merhamet, zor durumda olan canlıya karşı hissedilen üzüntü ve acıdır (Türk Dil Kurumu, 2023). Başkasının yaşadığı acıya şahit olan kişinin yardım etmek amacıyla eyleme geçmesidir (Goetz, Keltner ve Simon-Thomas, 2010, s.351). Başkalarının acılarının ve sıkıntılarının farkına varmak, bu sıkıntıları azaltmaya yönelik çaba ortaya koymaktır. Bununla birlikte sadece başkalarının değil aynı zamanda kişinin kendi yaşadığı zorlukların ve acıların farkına varması, sıkıntılı zamanlarında kendine karşı anlayış göstermesi ve tecrübe ettiği sorunları gidermeye çalışması da merhamet olarak açıklanmaktadır. Bu durum ise öz-merhamet (self-compassion) kavramıyla alanyazında yer almaktadır (Neff, 2003a, s.223; 2003b, s.86). Dolayısıyla merhamet kavramı, daha genel bir ifadeyle, bireyin kendi yaşadığı veya başkasının içinde bulunduğu zorlukların/acıların/sıkıntılarının farkında olması, bu zor süreçle başa çıkmak için istekli olup eyleme geçmesi şeklinde açıklanabilmektedir (Nas ve Sak, 2020, s.66).

Merhametin bilişsel, duyuşsal, davranışsal, amaçsal, motivasyonel olmak üzere bir dizi bileşenden oluştuğu belirtilmektedir (Jazaieri vd., 2014, s.23; Strauss vd., 2016, s.17-18). Genel olarak bu bileşenler; (a) yaşanan acının farkında olmak, (b) acı çekenin evrenselliğini kabul etmek, (c) acı çeken varlıkla empati kurmak, (d) acı çeken varlıktan kaynaklanan rahatsız edici duyguları azaltmak, (e) acı veren durumu önlemek için motivasyona sahip olmak şeklinde sıralanabilmektedir (Strauss vd., 2016,s.17-18). Kirby (2020, s.5) tarafından yapılan çalışmada merhamet kavramı iki temel yönden ele alınmıştır. Birinci yön, acı çeken kişiyi veya durumu algılamakla ilgili olup daha çok duyarlılık ve farkındalık açısından önemli görülmektedir. İkinci yön ise acı çeken kişiye veya duruma karşı uygun bir tepki vermekle ilgilidir ki bu da esasında tanık olan acının azaltılması, hafifletilmesi veya önlenmesi amacıyla bir tür eylemde bulunmayı içermektedir. Bu açıdan bakıldığında merhametin en önemli bileşenleri (a) farkında olmak ve (b) eylemde bulunmak şeklinde anlaşılabilir.

Kişinin merhameti öğrenip deneyimleyebileceği birçok ortam vardır. Aile ortamı, çocukların merhametli eylemlere tanık olabileceği ve ebeveynlerin merhametli tutumlar sergileyebileceği ortamlardır. Bu anlamda mutlu ve huzurlu bir aile ortamının inşa edilmesinde anne-babalar arasındaki merhamet ilişkisi kadar çocukların merhamete ne kadar şahit oldukları da önemli görülmektedir (Düzgüner ve Martı, 2020, s.2).

Çocuklar için güvenli ve destekleyici bir ortam yaratmak için önemli görülen ebeveynlik tutumlarından bahsedilmektedir. Bu tutumlardan biri, çocuğun ihtiyaçlarına ve sıkıntılara karşı duyarlı olmak, sorunlarına anlayış göstermek, beklentilerine uygun yanıt vermek ve merhametle yaklaşabilmektir. Çocuklar için güvenli ve destekleyici bir aile ortamı oluşturmanın yollarından biri elbette onlara karşı şefkatli bir tutum içinde olabilmektir. Özellikle de erken çocukluk sürecinde, çocukların savunmasız ve hassas oldukları ve aynı zamanda ihtiyaçları açısından ebeveynlerine bağımlı oldukları dikkate alındığında ebeveynlerin merhamet merkezli bir aile kurma çabalarının ne kadar kıymetli olduğu anlaşılabilir (Kirby, 2020, s.5).

Merhamet kavramı, genellikle aile psikolojisi alanında ihmal edildiği belirtilmekle birlikte (Kirby, 2016, s.147), son yıllarda ebeveyn tutumları açısından merhametin önemli ve gerekli bir özellik olduğu ortaya çıkmaktadır. Bu durum alanyazında merhametli ebeveynlik (compassionate parenting) olarak geçmektedir. Merhametli ebeveynlik, bir ebeveyn veya bakanın olayları çocuğun gözünden görme ve çocuğa nasıl değer verildiğini ve anlaşıldığını aktarma girişimi olarak tanımlanmaktadır (Kirby, 2020, s.2). Merhametli ebeveynlik, bir ebeveynin/bakımverenin çocuğuyla empatik bir şekilde ilişki ve iletişim kurması, çocuğun yaşadığı herhangi bir acıyı veya sıkıntıyı hafifletme niyetiyle eyleme geçmesi olarak açıklanabilmektedir (Kotera, Kaluzeviciute ve Bennett-Viliardos, 2022). Merhametli ebeveynlik açısından önem arz eden çeşitli becerilerden ve ilkelerden bahsedilmektedir:

<p>Merhametli ebeveynlik becerileri:</p> <ul style="list-style-type: none"> •Çocukları empatiyle dinlemek •Sorunların çözümünde çocukların katılımını ve aktif olmasını sağlamak •Çocukların ilgilerini derinleştirmek •Olumsuz duygulara olduğu kadar olumlu duygulara da yanıt vermek •Çocuklara karşı sevgi duygusunu açık bir şekilde ifade etmek •Çocuklarla eğlenceli ve nitelikli vakit geçirmek •Çocuklardan bir şeyler öğrenmek
<p>Merhametli ebeveynlik ilkeleri:</p> <ul style="list-style-type: none"> •Koşulsuz sevgi, şefkat ve kabul sağlamak •İyimserlik aşılamak •Müzakere/işbirliği becerilerini öğretmek

Şekil 1. Merhametli Ebeveynlik Becerileri ve İlkeleri (Stosny, 2011; 2014)

Merhametli ebeveynliğin tipik olarak davranışsal, duygusal ve bilişsel olmak üzere üç karakteristik yönü olduğu varsayılmaktadır. Birincisi davranışsal yöndür. Davranışsal yöne göre, merhametli ebeveynlik çocuğun fiziksel veya psikolojik ihtiyaçlarına uygun zamanda duyarlı bir şekilde tepki verilmesi ve çocuğun gereksinimlerini karşılamada sağlıklı bakım-veren davranışları ortaya konulmasıdır (Swain ve Ho, 2017, s.27-43). Örneğin, bir çocuğun korku duygusu karşısında ebeveynin merhametli davranışı hem korku kaynaklı durumu azaltmaya çalışmak hem de güven ortamını sağlamak şeklinde gerçekleşebilir.

Merhametli ebeveynliğin ikinci yönü, ebeveyn ile çocuk arasındaki duygusal bağa işaret etmektedir. Ebeveynin çocuğun yaşantılarına açık olması ve onunla empati kurması, bu yönün en temel göstergesidir. Merhametli ebeveyn tutumu, çocuğa gereksinim duyduğu ilgi ve sevginin sunulması ve ona karşı şefkatli bir yaklaşım ortaya konulması olarak anlaşılabilir (Swain ve Ho, 2017, s.27-43). Örneğin çocuğun bir konudaki kaygısını azaltmaya yönelik ebeveynin çocuğun duygusunu anladığını ona hissettirmesiyle merhametli ebeveynliğin duygusal bağı yansıtılabilir ve çocuğun sakinleşmesi sağlanabilir.

Merhametli ebeveynliğin üçüncü ve son yönü ise bilişsel olarak ortaya çıkmaktadır. Bu durum, ebeveynin çocuğun duygu dünyasının, zihinsel süreçlerinin ve yaşantılarının farkında olmasıyla açıklanmaktadır. Yine çocuğun ihtiyaçlarının ve beklentilerinin önemli görülmesi de bilişsel yönü yansıtmaktadır (Swain ve Ho, 2017, s.27-43). Örneğin ebeveynin, çocuğun bir alandaki başarısızlığı sonucunda yaşadığı üzüntüyü fark etmesi, anlaması ve bunu çocukla paylaşması bilişsel yönün bir yansıması olarak anlaşılabilir. Bu anlamda bilişsel yön, yansıtıcı farkındalık şeklinde de ifade edilmektedir (Swain ve Ho, 2017, s.27-43).

Birlikte ele alındığında, merhametli ebeveynliğin bu davranışsal, duygusal ve bilişsel yönleri, bir ebeveynin çocukluk dönemindeki bağlanma modellerini ve çocuğun yetişkin olduğunda sergileyebileceği ebeveynlik tutumlarını şekillendirebilmektedir (Shah, Fonagy ve Strathearn, 2010, s.329). Merhametli ebeveynliğin bu yönleri

ebeveynin empati becerileriyle de ilişki olup çocuğun sosyal bağlamlardaki özgecil davranışlar ortaya koymasında etkili olabilmektedir (Preston, 2013, s.1305; Swain vd., 2012, s.115).

Ebeveynlik davranışları sadece bebeklerin/çocukların hayatta kalması için değil, aynı zamanda onların özgecil ve prososyal davranışlar geliştirmeleri açısından da büyük bir önem arz etmektedir (Brown ve Brown, 2015, s.7; Preston, 2013, s.1305). Merhametli ebeveynlik tutumu, anne-babanın duyarlılığı ile somutlaşabilmektedir (Kim vd., 2011, s.907). Özellikle anne duyarlılığının yapılan çalışma bulgularından hareketle daha çok ön plana çıktığı anlaşılmaktadır (Musser, Kaiser-Laurent ve Ablow, 2012, s.428). Anne duyarlılığı (maternal sensitivity), bir annenin çocuğun ihtiyaçlarına bağlı olarak ilgi göstermesi ve uygun tepki vermesi ile açıklanmaktadır (Ainsworth, Blehar, Waters ve Wall, 1978). Anne duyarlılığı, annenin merhametli tutumunun açık bir yansımasıdır. Anne duyarlılığı, merhametli ebeveynlikte anahtar rol oynamaktadır (Feldman, 1998).

Merhametli ebeveynlikte anahtar rol oynayan başka bir durum ise ebeveynlerin merhamet içeren hedeflere sahip olmasıdır. Merhametli ebeveynlik hedefleri, dünyaya çocuğun bakış açısıyla bakmayı, çocuğun ilgi ve yeteneklerini önemsemeyi ve ebeveynlik çabalarını çocuğun bireysel ihtiyaçlarını karşılayacak şekilde yansıtmaktır (Conti, 2015, s.2008). Ebeveynlerin çocukların ihtiyaçlarına merhametle odaklanarak onların iyilik hallerini geliştirebilecekleri belirtilmektedir (Crocker ve Canevello, 2011, s.211-223). Çocuklarına merhametli tepkiler veren ebeveynler, çocuklarının karşılaştıkları zorluklarla büyüyeceklerine ve gelişeceklerine inanmaktadır ve bu ebeveynlerin çocuklarıyla daha sıcak ve samimi bir bağ kurmaları daha olasıdır (Conti, 2015, s.2010). Merhametli hedeflere sahip olmak, iyi oluşu artırabilmektedir (Crocker, 2008, s.63-72). Bunun yanı sıra merhametli hedefler, çocukların sosyal inisiyatif geliştirmesiyle ilgili olan ve çocukları/ergenleri depresyon gelişimine karşı korumaya hizmet eden ebeveyn desteğini teşvik edebilmektedir (Conti, 2015, s.2010).

Merhametli ebeveynlik, ebeveynin çocuğuna karşı duyarlı ve anlayışlı olmasıdır. Aile ortamında merhametin anne-baba tarafından yansıtıldığında, çocukların merhametli yaşantıları örnek almaları ve ilerideki hayatlarına taşınmaları muhtemeldir (Sayar ve Manisaligil, 2016, s.463). Alanyazındaki çalışmalar, özellikle anne-bebek arasındaki ilişki üzerinden merhametin nasıl somutlaştığına odaklanmaktadır. Bu anlamda merhamet, bir annenin çocuğu rahatsızlık yaşadığında (örneğin bebeği ağlarken) onu sevgiyle kucaklaması, çocuğun acısını yatıştırmaya ve hafifletmeye yardımcı olması şeklinde açıklanmaktadır (Gilbert ve Choden, 2013). Annenin bu tepkisinde hem empatik hem de sempatik ilginin yanı sıra çocuğa yardım etmeye ve destek olmaya çalışmak için motivasyon bulunmaktadır (Gilbert, 2014, s.6-41). Bir ebeveyn çocukla ilgilenmek için merhametli bir bakış açısına sahip olduğunda, diğer bir ifadeyle, merhametli ebeveynlik tutumu sergilediğinde, çocuğuna karşı daha sağlıklı ve çözüm odaklı bir yaklaşım geliştirebilir. Böyle bir durumda ebeveyn, önce sorunun ne olduğunun farkına varmak, sonra sorunu anlamaya çalışmak ve ardından sorunu çözmek için bir şeyler yapmaya çabalamak gibi bir dizi süreci empati, farkındalık ve merhamet yoluyla takip edebilir.

Bazı ebeveynler, çocuklarına karşı merhametli olmada birtakım zorluklar yaşayabilmektedir. Diğer bir ifadeyle ebeveynler merhametli olmada dirençli olabilmekte ve bu konuda korku yaşayabilmektedir. Bu durum merhamet korkusu (fear

of compassion) ile açıklanabilmektedir (Gilbert, McEwan, Matos ve Ravis, 2011, s.239). Merhamet korkusu, kişinin merhametli deneyimler ve davranışlar ortaya koymada dirençli olması ve endişe duymasıdır. Merhamet korkusu yaşayan bir ebeveyn, çocuklarının sıkıntılarını tahammül etmekte ve sorunlara tolerans göstermede güçlük çekebilir (Gilbert ve Choden, 2014).

Hem pozitif duygular hem de merhamet korkusu gibi negatif durumlar genellikle erken çocukluk döneminde bağlanma sisteminin eksikliği veya az gelişmişliği ile ilgili olduğu belirtilmektedir (Gilbert vd., 2011, s.243). Dolayısıyla erken çocuk döneminde olumsuz yaşantılarla karşılaşan veya gençlik yıllarında merhametli olmanın bedeli olarak istenmeyen sonuçlara maruz kalan bireyler, yaşamlarının sonraki süreçlerinde başkalarına merhamet göstermede zorluk yaşayabilmekte, merhametli eylemler ortaya koyarken endişe hissedebilmektedir. Örneğin bir çocuk, fiziksel veya duygusal istismar-ihmal (muhtemelen travma) yaşadığında, bakım veren kişilerle güvenli bir bağ kurma becerisi tehlikeye girebilmekte ve bu durum ise kişinin duygu düzenleme becerisi üzerinde uzun vadeli olumsuz sonuçlar doğurabilmektedir (Denham vd., 2000, s.23; Gilbert, 2014). Bu durum ise merhametli ebeveynliğin önünde olası bir engel olarak düşünülebilir.

Ebeveynlerin merhamet korkusunun yanı sıra merhamet yorgunluğu (compassion fatigue) deneyimleyebileceklerini belirtmek de mümkündür. Merhamet yorgunluğu, bakım vermenin, ilgi göstermenin ve yardım etmenin olumsuz bedeli olarak açıklanabilir (Stamm, 2010). Bu durumun önemli belirtilerinden biri, tükenmişlik ve ikincil travmatik stres şeklinde görülebilir. Dolayısıyla ebeveynlerin çocuklarla ilgilenmeleri ve ailedeki rol ve sorumlulukları dikkate alındığında, özellikle de annelerin merhamet yorgunluğu deneyimleyebileceği söylenebilir. Merhamet yorgunluğu yaşayan ebeveynler, çocukların ihtiyaçlarına ilgisiz, duyarsız ve tepkisiz olabilir. Ebeveynlerin özgüven ve benlik saygıları düşebilir. Ebeveynler, güçsüzlük, yetersizlik, isteksizlik, suçluluk duygusu, öfke, korku ve depresyon belirtileri gösterebilir. Ebeveynlerde uyku-yeme bozuklukları, aşırı hassasiyet, karamsarlık, çaresizlik ve ümitsizlik gibi durumlar ortaya çıkabilir (Berzoff ve Kita, 2010, s.344).

Ebeveynlerin merhamet korkusu ve yorgunluğuna karşı farkındalık sahibi olması önem arz etmektedir. Bu bağlamda eşler arasındaki ilişkinin güçlü olması ve karşılıklı destek üzerinden aile ilişkisinin geliştirilmesi gerekli görülmektedir. Özellikle de merhamet yorgunluğunun azaltılması noktasında sosyal desteğin etkili bir faktör olduğu ifade edilmektedir (Figley, 2002, s.1439). Bunun yanı sıra ailedeki manevi atmosferin ve birlikteliğin artırılması, güven hissinin geliştirilmesi, aile dışındaki uğraşların çeşitlendirilmesi, iyi rol modellere sahip olunması ve olumlu sosyal çevre edinilmesi de merhamet yorgunluğuna/korkusuna karşı tedbirler olarak sunulabilir (Berzoff ve Kita, 2010, s.348; Sayar ve Manisalıgil, 2016, s.121). Bununla birlikte ebeveynlerin kendilerine karşı merhametli olmaları da çocuklara gösterdikleri merhametli tutumdan kaynaklı rahatsızlıkların önlenmesinde ve azaltılmasında etkili olabilir.

Merhamete dayanan ebeveynlik modelinde ebeveynlerin çocuklarına karşı merhametli bir yaklaşım sergilemeleri önemli görüldüğü gibi ebeveynlerin kendilerine karşı da merhametli bir tutum ortaya koymaları gerekmektedir. Bu durum öz-merhamet kavramı (Neff, 2003a, s.223; 2003b, s.85) üzerinden şekillenmektedir. Dolayısıyla merhametli ebeveynlik demek aynı zamanda ebeveynin öz-merhamete sahip olması

demektir. Öz-merhamet, ebeveynlerin merhametli ebeveynlik sergilemesi açısından gerekli görülmektedir. Merhametli ebeveynler, yaşadıkları sorunların üstesinden gelmek için çaba gösterirken aynı zamanda yetersiz kalabileceklerini ve hata yapabileceklerini de kabullenebilmektedir (Sayar ve Manisalıgil, 2016, s.464).

Öz-merhamet, bireyin yaşadığı olumsuz ve zor durumların farkında olması, bu olumsuzlukları ve zorlukları azaltmak için istekli olmasıdır (Neff, 2003b, s.85). Öz-merhamet, iyi bir ebeveynlik modeli için gereklidir. Öz-merhametli ebeveynler, çocuklarına merhametli olmayı aşılayabilir. Bu şekilde çocukların karşılaştıkları problemler ve yaşadıkları acılarla başa çıkabilmeleri sağlanabilir. Aynı şekilde ebeveynlerin kendilerine karşı merhametli olmaları da onların hayal kırıklıklarına ve ebeveynlik sürecinde yaşadıkları zorluklarla rahat bir şekilde başa çıkabilmelerini kolaylaştırabilir (Sayar ve Manisalıgil, 2016, s.464). Ebeveynler açısından düşünüldüğünde, bir ebeveynin öz-merhametli olması, sıkıntılarını, başarısızlıklarını ve yetersizliklerini insan olmanın bir deneyimi olarak kabul etmesi şeklinde ortaya çıkabilir. Ebeveynin çocuklarıyla ilgilenirken yaşadığı çaresizlikleri ve rahatsızlıkları inkâr etmek yerine bunları anlayışla karşılaması olarak açıklanabilir (Gilbert, 2010; Neff, 2003a, s.223). Öz-merhametli ebeveynler, acı veren durumlar karşısında daha sakin kalabilmekte, daha işlevsel tepkiler verebilmekte ve zor deneyimlerle daha sağlıklı bir biçimde başa çıkabilmektedir (Neff, Kirkpatrick ve Rude, 2007, s.139).

Öz-merhamet, ebeveynlerin olumsuz düşüncelerini fark etmelerini ve bunlardan uzaklaşmalarını sağlayabilmektedir (Psychogiou vd., 2016, s.904). Bu durum aynı zamanda ebeveynlerin çocuklarının ihtiyaçlarına duyarlı olmalarını sağlayıp olumlu bir şekilde yanıt verme yeteneklerini artırabilmektedir (Kabat-Zinn ve Kabat-Zinn, 1998). Öz-merhametli anne-babaların ebeveynlik stres düzeyleri daha düşük olduğu (Garcia, Born, Carotta, Lavender-Stott ve Liu, 2022, s.164) ve öz-merhametin pozitif ebeveynlik uygulamaları ile ilişkisi bulunduğu (Gouveia, Carona, Canavarro ve Moreira, 2016, s.700) belirtilmektedir. Öz-merhamet düzeyi yüksek olan ebeveynler, otomatik düşünce ve davranış kalıplarının sıklığını azaltabilmektedir. Bu şekilde ebeveynlikten kaynaklanan zorluklara karşı daha duyarlı ve esnek bir tepki ortaya koyabilmektedir. Örneğin, gece boyunca ağlayan bebeğini teselli etmeyi başaramayan bir anne, "Ben kötü bir anneyim" diyerek kendini yargılayan bir düşünceye sahip olabilir ve bu durum bir çaresizlik ve umutsuzluk duygusuna dönüşebilir. Ancak öz-merhameti daha yüksek olan bir anne, aynı durum karşısında kendini anlayışla karşılayabilir, olumsuz düşüncelerle özdeşleşmeyi bırakabilir ve psikolojik dayanıklılık gösterebilir (Psychogiou vd., 2016, s.905).

Yapılan çalışmalarda aile sisteminde ve ebeveynlik açısından merhametin yeri incelenmiştir. Moreira, Gouveia, Carona, Silva ve Canavarro (2014, s.2332) tarafından yapılan çalışmada stres düzeyi yüksek olan annelerin düşük öz-merhamete sahip oldukları bulunmuştur. Bu bağlamda ebeveynlerin stresini azaltmayı amaçlayan ve ebeveynlerin kendilerine karşı daha merhametli olmalarını sağlayan ebeveynlik programları tasarlanmanın önemi belirtilmiştir. Neff ve McGehee (2010, s.225) tarafından gerçekleştirilen çalışmada aile işlevi ele alınmış ve ergenlerin algılanan anne desteği incelenmiştir. Anne desteğinin ergenlerde daha yüksek öz-merhamet seviyesi ile anlamlı bir şekilde ilişkili olduğu bulunmuştur. Aksine algılanan anne eleştirisinin ise ergenlerde öz-merhametin düşük olmasıyla bağlantılı olduğu görülmüştür. Ayrıca stres ve çatışmanın olduğu ailelerde yaşayan ergenlerde öz-merhametin düşük düzeyde

olduğu saptanmıştır. Bununla birlikte, bir ebeveynin kendine yönelik merhametli tutumu, çocukları açısından olumlu bir yönde sonuçlanabilmektedir. Örneğin ebeveyninin zorlayıcı olaylara ve sıkıntılı durumlara karşı öz-merhametle karşılık verdiği şahit olan bir çocuğun, gözlemsel öğrenme yoluyla aynı şekilde tepki vermeyi öğrenebileceği belirtilmiştir (Psychogiou vd., 2016, s.905). Dolayısıyla araştırmaların, ebeveynlerin hem kendilerine hem de çocuklarına karşı merhametli geliştirebilmelerini ön plana çıkardığı görülmektedir. Bu durum ise merhametli ebeveynlik tutumunun bir yansıması olarak anlaşılmaktadır.

Sonuç

Çocukların yetiştirilme konusu, ebeveynlerin tutumlarıyla ilgilidir. Ebeveynlik tutumu otoriter/baskıcı, izin verici/gevşek, dengesiz/kararsız, aşırı koruyucu, ilgisiz/ihmalkâr ve demokratik gibi şekillerde ortaya çıkabilmektedir. Ebeveynlerin sergilediği tutumlar, birtakım uygulamalar yoluyla desteklenebilmekte ve geliştirilebilmektedir. Ebeveynlik uygulamalarında ebeveyn desteği ve ebeveyn kontrolü ön plana çıkmaktadır. Ebeveyn tutumlarının sağlıklı ve işlevsel yönde izlenebilmesi için çeşitli eğitsel çalışmalar ve psiko-eğitim programları hazırlanmakta ve uygulanmaktadır. İlgili programların temel vurgusu, ailede besleyici bir ortamın sağlanmasıyla anlaşılmaktadır.

Ailede sağlıklı bir iletişim ve ilişkinin gerçekleşmesi önemli görülmektedir. Ebeveynlerin birbirleriyle ve çocuklarıyla olan ilişkilerinde duyarlılığın, anlayışın, şefkatin ve merhametin yer alması sayesinde ebeveyn tutumu açısından fayda sağlayıcı bir yol izlenebilmektedir. Bu durum, merhametli ebeveynlik tutumu ile daha güçlü hale gelebilmektedir. Merhametli ebeveynlik, ebeveynlerin çocuklarla empati kurabilmeleri, onlara ilgi, sevgi ve şefkat gösterebilmeleri, sorunlar ortaya çıktığında anlayışlı ve sabırlı olabilmeleri ve zor süreçlerde kendilerine de merhamet duyabilmeleri ile açıklanabilmektedir. Ebeveynlik sürecinde anne-babalar çeşitli nedenlerden ötürü merhametli olmada zorluk çekebilmekte ve çocuklarına karşı merhametli eylemlerde bulunmaktan kaçınabilmektedir. Merhametli olmaktan korkan ebeveynlerin deneyimlerine merhamet yorgunluğu ve tükenmişlik belirtileri eşlik edebilmektedir. Bu anlamda merhamet akışı (flow of compassion) dikkate alınarak ebeveynlerin sadece çocuklarına değil aynı zamanda kendilerine karşı da merhametli olabilmeleri önerilmektedir. Başka bir ifadeyle, merhametli ebeveynlik tutumu ile ebeveynlerin çocuklarına karşı merhametli bir yaklaşım sergileyebilmeleri kadar kendilerine karşı da merhametli olabilmeleri gerektiği anlaşılmaktadır.

Verilenlerden hareketle birkaç öneri sunulabilir. Bu bağlamda, ebeveyn tutumları ile ilgili klasik sınıflandırmanın yanı sıra merhamet gibi önemli, etkili ve gerekli değerler/erdemler ve pozitif psikolojide vurgulanan karakter güçleri üzerinden ebeveyn tutumlarına yeni bir perspektif getirilebilir. Bunun için ebeveyn eğitimleri çerçevesinde anne-babalara merhamet geliştirmeye yönelik eğitimler ve müdahale programları hazırlanabilir. Merhamete dayandırılarak hazırlanacak/tasarlanacak programlarda mevcut merhamet-temelli çalışmalara ve bilimsel bulgulara yer verilebilir. Diğer bir ifadeyle kanıta dayalı ve ampirik olarak desteklenen merhamet araştırmalarından yola çıkılarak programlar geliştirilebilir. Örneğin Gilbert (2014, s.6; 2017, s.218; 2018, s.47) tarafından geliştirilen Merhamet-Odaklı Terapi (Compassion-Focused Therapy) ile ilgili kuramsal çerçeve ve araştırma verileri kullanılabilir. Merhamet-Odaklı Terapi, ebeveynlik tutumlarından kaynaklı sorunların ve rahatsızlıkların azaltılmasında etkili

olabilir (Kirby vd., 2020, s.143). Merhamet-Odaklı Terapinin ebeveynlik bağlamında uygulanmasıyla Merhamet-Odaklı Ebeveynlik (Compassion-Focused Parenting) tekniği kullanılabilir (Kirby, 2020, s.144). Merhamet odaklı ebeveynlik kapsamında önemle vurgulanan merhametli dikkat, merhametli anlayış ve merhametli davranış süreçleri ebeveynlerle birlikte ele alınabilir ve bu konuda farkındalık kazandırılabilir (Sayar ve Manisalıgil, 2016, s.465-466). Ayrıca Neff ve Germer (2012, s.1-17) tarafından geliştirilen Öz-merhametli Farkındalık (Mindful Self-Compassion) programı kullanılabilir. Bu programın temel amacı, bireylerin kendilerine yönelik merhametli bir anlayış geliştirmelerini sağlamak ve öz-merhamete dayalı davranışlar sergilemelerine yardımcı olmaktır (Germer ve Neff, 2019, s.358). Söz konusu programın, ebeveynlerin faydalanabilecekleri alternatif programlara entegre edilmesi sağlanarak ebeveynlerin öz-merhamete (kendilerine yönelik merhametli) dayalı duygu ve davranışları güçlendirilebilir. Bunların yanı sıra Goldin ve Jazaieri (2017) tarafından geliştirilen Merhamet Geliştirme Eğitimi (Compassion Cultivation Training) uygulanabilir. Bu program, bireylerin kendilerine, başkalarına ve diğer canlılara karşı merhamet, empati, nezaket, incelik ve sevgi gibi duygu ve tutumları geliştirmelerini amaçlamakta ve böylece bireylerde ruhsal ve duygusal iyi oluşu arttırmayı hedeflemektedir. Bunun dışında Bilişsel-Temelli Merhamet Eğitimi (Cognitively-Based Compassion Training) uygulanarak ebeveynlerin kendine ve çocuklarına karşı empati ve merhamet geliştirmeleri sağlanabilir (Pace vd., 2013, s.294). Ayrıca kültüre duyarlı ve ailelerin değerleriyle uyumlu orijinal bir eğitim programı hazırlanarak ebeveynlerin merhametli tutumlarının güçlenmesine destek olunabilir. Son olarak anne-babaların ne kadar merhametli ebeveynlik tutumuna sahip olduklarının belirlenebilmesi amacıyla geçerli ve güvenilir ölçme araçları geliştirilebilir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author acknowledge that they received no external funding in support of this research.

Kaynakça | References

Ainsworth, M. S., Blehar, M. C., Waters, E. ve Wall, S. (1978). *Patterns of attachment: A psychological study of the strange situation*. Oxford, UK: Erlbaum.

Alabay, E. (2017). Okul öncesi dönem çocuğu olan ebeveynlerin ebeveynlik tutumlarının incelenmesi. *Erken Çocukluk Araştırmaları Dergisi*, 1(2), 156-174. <https://doi.org/10.24130/eccd-jecs.196720171234>

Armağan Yıldız, S. (2003). *Ebeveynin problem çözme becerisini geliştirmeye yönelik deneysel bir çalışma*. Doktora Tezi, İstanbul Üniversitesi.

Aydın, M.Ş., Meriç, İ., Şahin, F.B. ve Ergün, Y.E. (2022). Ebeveyn tutumları ve benlik kurgusu ile çocukların yalana ilişkin değerlendirmeleri arasındaki ilişkilerin incelenmesi. *Gelişim Psikolojisi Dergisi*, 3(6), 107-120. <https://doi.org/10.51503/gpd.1110452>

Ayyıldız, T. (2005). *Zonguldak il merkezinde 0-6 yaş çocuğu olan annelerin çocuk yetiştirme tutumları*. Yüksek Lisans Tezi, Karaelmas Üniversitesi.

Barber, B. K. (1996). Parental psychological control: Revisiting a neglected construct. *Child Development*, 67, 3296–3319. <https://doi.org/10.2307/1131780>

Barber, B. K. (2002). Reintroducing parental psychological control. In B. K. Barber (Ed.), *Intrusive parenting: How psychological control affects children and adolescents* (pp. 3–11). Washington, DC: American Psychological Association.

Barber, B. K. ve Harmon, E. L. (2002). Violating the self: Parental psychological control of children and adolescents. In B. K. Barber (Ed.), *Intrusive parenting: How psychological control affects children and adolescents* (pp. 15–52). Washington, DC: American Psychological Association.

Barber, B. K., Stolz, H. E., Olsen, J. A., Collins, W. A. ve Burchinal, M. (2005). Parental support, psychological control, and behavioral control: Assessing relevance across time, culture, and method. *Monographs of The Society for Research in Child Development*, 70, i-147. <https://www.jstor.org/stable/3701442>

Barnes, G. M. ve Farrell, M. P. (1992). Parental support and control as predictors of adolescent drinking, delinquency, and related problem behaviors. *Journal of Marriage and the Family*, 54, 763–776. <https://doi.org/10.2307/353159>

Baumrind, D. (1966). Effects of authoritative parental control on child behavior. *Child Development*, 37, 887–907. <https://doi.org/10.2307/1126611>

Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behaviour. *Genetic Psychology Monographs*, 75, 43–88.

Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology*, 4(1), 1-103. <https://psycnet.apa.org/doi/10.1037/h0030372>

Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance abuse. *Journal of Early Adolescence*, 11, 56–95. <https://psycnet.apa.org/doi/10.1177/0272431691111004>

Bean, R. A., Barber, B. K. ve Crane, D. R. (2006). Parental support, behavioral control, and psychological control among African American youth: The relationships to academic grades, delinquency, and depression. *Journal of Family Issues*, 27, 1335–1355. <https://doi.org/10.1177/0192513X06289649>

Beaver, K. M. ve Belsky, J. (2012). Gene-environment interaction and the intergenerational transmission of parenting: Testing the differential-susceptibility hypothesis. *Psychiatry Quarterly*, 83, 29–40. <https://doi.org/10.1007/s11126-011-9180-4>

Belsky, J. ve de Haan, M. (2011). Annual research review: Parenting and children's brain development: The end of the beginning. *Journal of Child Psychology and Psychiatry*, 52, 409–428. <https://doi.org/10.1111/j.1469-7610.2010.02281.x>

Berzoff, J. ve Kita, E. (2010). Compassion fatigue and countertransference: Two different concepts. *Clinical Social Work Journal*, 38, 341-349. <https://doi.org/10.1007/s10615-010-0271-8>

Beşer, N. G., Arabacı, L. B., Uzunoğlu, G., Bilaç, Ö. ve Ozan, E. (2019). Suça itilmiş ergenlerde ebeveyn tutumu ve çocukluk çağı travmalarının belirlenmesi. *Klinik Psikiyatri Dergisi*, 22(2), 219-227. <https://dx.doi.org/10.5505/kpd.2019.94834>

Biglan, A. (2015). *The nurture effect: How the science of human behavior can improve our lives and our world*. Oakland, CA: New Harbinger.

Biglan, A., Flay, B. R., Embry, D. D. ve Sandler, I. N. (2012). The critical role of nurturing environments for promoting human well-being. *American Psychologist*, 67, 257–271. <https://doi.org/10.1037/a0026796>

Brown, S. L. ve Brown, R. M. (2015). Connecting prosocial behavior to improved physical health: Contributions from the neurobiology of parenting. *Neuroscience & Biobehavioral Reviews*, 55, 1–17. <https://doi.org/10.1016/j.neubiorev.2015.04.004>

Cecil, C. A. M., Barker, E. D., Jaffee, S. ve Viding, E. (2012). Association between maladaptive parenting and child self-control over time: Cross-lagged study using a monozygotic twin difference design. *British Journal of Psychiatry*, 201, 291–297. <https://doi.org/10.1192/bjp.bp.111.107581>

Cengil, M. (2016). Gençlik ve aile içi iletişim–Çorum Anadolu İmam Hatip Lisesi Örneği. *Hitit Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 9 (1), 119-136. <https://dergipark.org.tr/tr/pub/hititsosbil/issue/45202/566074>

Conti, R. (2015). Compassionate parenting as a key to satisfaction, efficacy and meaning among mothers of children with autism. *J Autism Dev Disord* 45, 2008–2018. <https://doi.org/10.1007/s10803-015-2360-6>

Crocker, J. (2008). From egosystem to ecosystem: Implications for learning, relationships, and well-being. In H. Wayment & J. Brauer (Eds.), *Transcending Self-interest: Psychological Explorations of The Quiet Ego* (pp. 63–72). Washington, DC: American Psychological Association.

Crocker, J. ve Canevello, A. (2011). Egosystem and ecosystem: Motivational perspectives on caregiving. In S. E. Brown, M. Brown, & L. Penner (Eds.), *Self-interest*

and Beyond: Toward a New Understanding of Human Caregiving (pp. 211–223). Oxford: Oxford University Press.

Cummings, E. M., Davies, P. T. ve Campbell, S. B. (2000). *Developmental psychopathology and family process*. New York, NY: The Guilford Press.

Curley, K. ve Kotera, Y. (2023). Qualitative investigation into the perception towards compassionate parenting among parents of autistic children: Cross-cultural comparison between the UK and the Netherlands. *Healthcare*, 11(8), 1199. <https://doi.org/10.3390/healthcare11081199>

Darling, N. ve Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113, 487–496. <https://psycnet.apa.org/doi/10.1037/0033-2909.113.3.487>

Denham, S. A., Workman, E., Cole, P. M., Weissbrod, C., Kendziora, K. T. ve Zahn-Waxler, C. (2000). Prediction of externalizing behavior problems from early to middle childhood: The role of parental socialization and emotion expression. *Development and Psychopathology*, 12, 23–45. <https://doi.org/10.1017/s0954579400001024>

Düzgüner, S. ve Martı, H. (2020). Aile içi şiddetin önleyicisi olarak İslam'ın merhamet temelli aile modeli. *Sakarya Üniversitesi İlahiyat Fakültesi Dergisi*, 22(42), 457-482. <https://doi.org/10.17335/sakaifd.794868>.

Feldman, R. (1998). *Mother-newborn coding system manual*. Tel Aviv, Israel: Bar-Ilan University Press.

Fernandes, D.V., Monteiro, F., Canavarro, M.C. ve Moreira, H. (2022). A web-based, mindful, and compassionate parenting training for mothers experiencing parenting stress: Results from a pilot randomized controlled trial of the mindful moment program. *Mindfulness* 13, 3091–3108. <https://doi.org/10.1007/s12671-022-02016-0>

Fernandez, M. ve Eyberg, S. (2009). Predicting treatment and follow-up attrition in parent-child interaction therapy. *Journal of Abnormal Child Psychology*, 37, 431–441. <https://doi.org/10.1007/s10802-008-9281-1>

Figley, C. R. (2002). Compassion fatigue: psychotherapists' chronic lack of self care. *Journal of Clinical Psychology*, 58(11), 1433-1441. <https://doi.org/10.1002/jclp.10090>

Forgatch, M. S. ve Patterson, G. R. (2010). Parent Management Training – Oregon Model: An intervention for antisocial behavior in children and adolescents. In J. R. Weisz & A. E. Kazdin (Eds.), *Evidence-Based Psychotherapies for Children and Adolescents* (2nd ed.). New York, NY: Guilford Press.

Garcia, A. S., Born, S. L., Carotta, C. L., Lavender-Stott, E. S. ve Stella Liu, H. L. (2022). Hope and Self-Compassion to Alleviate Parenting Stress in the Context of the COVID-19 Pandemic. *Family Journal* (Alexandria, Va.), 30(2), 164–173. <https://doi.org/10.1177/10664807211040836>

Germer, C. ve Neff, K. D. (2019). Mindful Self-Compassion (MSC). In I. Itvzan (Ed.) *The handbook of mindfulness-based programs: Every established intervention, from medicine to education* (pp. 357-367). London: Routledge.

Gilbert, P. (2010). *Training Our Minds in with and for Compassion An Introduction to Concepts and Compassion-Focused Exercises*.
<https://www.getselfhelp.co.uk/docs/GILBERT-COMPASSION-HANDOUT.pdf>

Gilbert, P. (2014). The origins and nature of compassion focused therapy. *British Journal of Clinical Psychology*, 53, 6–41. <https://doi.org/10.1111/bjc.12043>

Gilbert, P. (2017). A brief outline of the evolutionary approach for compassion focused therapy. *EC Psychology and Psychiatry*, 3(6), 218-227. <http://hdl.handle.net/10545/622126>

Gilbert, P. (2018). Compassion-focused therapy. (Common language for psychotherapy procedures, the first 101; Borgo, S., Marks, I. ve Sibilia, L.). *Centro perla Ricerca in Psicoterapia (CRP)*, 47-48. www.commonlanguagepsychotherapy.org

Gilbert, P. ve Choden. (2013). *Mindful compassion*. London, UK: Constable-Robinson.

Gilbert, P. ve Choden. (2014). *Mindful compassion*. Oakland, CA: New Harbinger

Gilbert, P., McEwan, K., Matos, M. ve Ravis, A. (2011). Fears of compassion: Development of three self-report measures. *Psychology and Psychotherapy: Theory, Research and Practice*, 84, 239-255. <https://doi.org/10.1348/147608310x526511>

Goetz, J. L., Keltner, D. ve Simon-Thomas, E. (2010). Compassion: An evolutionary analysis and empirical review. *Psychological Bulletin*, 136(3), 351-374. <https://doi.org/10.1037/a0018807>

Goldin, P. ve Jazaieri, H. (2017). The compassion cultivation training (cct) program. In Seppälä, E.M., Simon-Thomas, E., Brown, S.L., Worline, M.C., Cameron, D.C., & Doty, J.R. (Eds.). *The Oxford Handbook of Cmpassion Science*. <http://dx.doi.org/10.1093/oxfordhb/9780190464684.013.18>

Gouveia, M. J., Carona, C., Canavarro, M. C. ve Moreira, H. (2016). Self-compassion and dispositional mindfulness are associated with parenting styles and parenting stress: The mediating role of mindful parenting. *Mindfulness*, 7(3), 700–712. <https://link.springer.com/article/10.1007/s12671-016-0507-y>

Göktuna, Z. (2017). Kişiliğin en büyük mimarları anne ve baba, Milliyet Gazetesi, 22 Mayıs tarihli haber, <http://www.milliyet.com.tr/pembenar/kisiligin-en-buyuk-mimarlari-anne-ve-baba-1271751> (Erişim Tarihi: 14.02.2023).

Güller, B., Güvenir, T., Buran, B. S., Aydemir, Ö., Varol, F., Özbek, A., ve Kıdak, Ö. G. (2020). Klinik ve toplum örneklemelerinde Anne babalık ve Aile Uyum Ölçeği'nin, 2-12 yaş aralığındaki çocukların anne babaları için Türkçe geçerlik ve güvenilirlik özelliklerinin değerlendirilmesi. *Klinik Psikiyatri Dergisi*, 23(4), 464-475. <https://dx.doi.org/10.5505/kpd.2020.25002>

Günalp, A. (2007). *Farklı anne baba tutumlarının okul öncesi eğitim çağındaki çocukların özgüven duygusunun gelişimine etkisi*. Yüksek Lisans Tezi, Selçuk Üniversitesi.

Hastings, P. D., Zahn-Waxler, C., Robinson, J., Usher, B. ve Bridges, D. (2000). The development of concern for others in children with behavior problems. *Developmental Psychology*, 36, 531-546. <https://doi.org/10.1037/0012-1649.36.5.531>

Havighurst, S. S., Wilson, K. R., Harley, A. E., Prior, M. R. ve Kehoe, C. (2010). Tuning in to kids: Improving emotion socialization practices in parents of preschool children – Findings from a community trial. *Journal of Child Psychology and Psychiatry*, 51, 1342–1350. <https://doi.org/10.1111/j.1469-7610.2010.02303.x>

Hoeve, M., Blokland, A., Dubas, J. S., Loeber, R., Gerris, J. R. M. ve van der Laan, P. H. (2008). Trajectories of delinquency and parenting styles. *Journal of Abnormal Child Psychology*, 36, 223–235. <https://doi.org/10.1007/s10802-007-9172-x>

Jazaieri, H., McGonigal, K., Jinpa, T., Doty, J. R., Gross, J. J. ve Goldin, P. R. (2014). A randomized controlled trial of compassion cultivation training: Effects on mindfulness, affect, and emotion regulation. *Motivation and Emotion*, 38(1), 23-35. <http://dx.doi.org/10.1007/s11031-013-9368-z>

Kabasakal, Z.T. (2001). *Uyum sorunlu çocukların aile işlevlerini iyileştirmede anne eğitim gruplarının etkisi*. Doktora Tezi, Dokuz Eylül Üniversitesi.

Kabat-Zinn, M. ve Kabat-Zinn, J. (1998). *Everyday blessings: The inner work of mindful parenting*. Hyperion.

Kaya Sezer, Ö. (1992). *Annelere verilen eğitimin çocuklarına karşı istenmedik tutumlarına etkisi*. Doktora Tezi, Gazi Üniversitesi.

Kim, P., Feldman, R., Mayes, L. C., Eicher, V., Thompson, N., Leckman, J. F. ve Swain, J. E. (2011). Breastfeeding, brain activation to own infant cry, and maternal sensitivity. *Journal of Child Psychology & Psychiatry*, 52(8), 907–915. <https://doi.org/10.1111/j.1469-7610.2011.02406.x>

Kirby, J.N. (2016). The role of mindfulness and compassion in enhancing nurturing family environments. *Clin. Psychol. Sci. Prac*, 23, 142–157. <https://doi.org/10.1111/cpsp.12149>

Kirby, J.N. (2020). Nurturing family environments for children: Compassion-focused parenting as a form of parenting intervention. *Educ. Sci.* 10, 3. <https://doi.org/10.3390/educsci10010003>

Kirby, J.N., Grzazek, O. ve Gilbert, P. (2019). The role of compassionate and self-image goals in predicting psychological controlling and facilitative parenting styles. *Front. Psychol.* 10, 1041. <https://doi.org/10.3389/fpsyg.2019.01041>

Kotera, Y., Kaluzeviciute, G. ve Bennett-Viliardos, L. (2022). Qualitative investigation into pre- and post-natal experience of parents of triplets. *J. Child Fam. Stud.* 31, 1785-1797. <https://doi.org/10.1007/s10826-021-02200-1>

Kuppens, S. ve Ceulemans, E. (2019). Parenting styles: A closer look at a well-known concept. *Journal of Child and Family Studies*, 28, 168-181. <https://doi.org/10.1007/s10826-018-1242-x>

Kuppens, S., Laurent, L., Heyvaert, M. ve Onghena, P. (2013). Associations between parental psychological control and relational aggression in children and adolescents: A multilevel and sequential meta-analysis. *Developmental Psychology*, 49, 1697–1712. <https://doi.org/10.1037/a0030740>

Lamborn, S. D., Mounts, N. S., Steinberg, L. ve Dornbusch, S. M. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 62, 1049–1065. <https://doi.org/10.1111/j.1467-8624.1991.tb01588.x>

Maccoby, E. M. (1990). *Social Development: Psychological Growth and the Parent–child Relationship*. New York, NY: Harcourt Brace Jovanovich.

McKinney, C. ve Renk, K. (2008). Differential parenting between mothers and fathers. implications for late adolescents. *Journal of Family Issues*, 29(6), 806–827. <https://doi.org/10.1177/0192513X07311222>

Moreira, H., Gouveia, M. J., Carona, C., Silva, N. ve Canavarro, M. C. (2014). Maternal attachment and children’s quality of life: The mediating role of selfcompassion and parenting stress. *Journal of Child and Family Studies*. 24(8), 2332–2344. <https://doi.org/10.1007/s10826-014-0036-z>

Musser, E. D., Kaiser-Laurent, H. ve Ablow, J. C. (2012). The neural correlates of maternal sensitivity: An fMRI study. *Developmental Cognitive Neuroscience*, 2(4), 428–436. <https://doi.org/10.1016/j.dcn.2012.04.003>

Nas, E. ve Sak, R. (2020). Merhamet ve merhamet odaklı terapi. *Celal Bayar Üniversitesi Sosyal Bilimler Dergisi*, 18(1), 64–84. <https://doi.org/10.18026/cbayarsos.525744>

Neff, K. D. (2003a). The development of validation of a scale to measure self compassion. *Self and Identity*, 2(3), 223–250. <https://doi.org/10.1080/15298860309027>

Neff, K. D. (2003b). Self-compassion: an alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2(2), 85–101. <https://doi.org/10.1080/15298860309032>

Neff, K. D. ve Germer, C. K. (2012). A pilot and randomized controlled trial of the mindful sel-compassion program. *Journal of Clinical Psychology*, 1-17. <https://doi.org/10.1002/jclp.21923>

Neff, K. D. ve McGehee, P. (2010). Self-compassion and psychological resilience among adolescents and young adults. *Self and Identity*, 2, 225–240. <http://dx.doi.org/10.1080/15298860902979307>

Neff, K. D., Kirkpatrick, K. L. ve Rude, S. S. (2007). Self-compassion and adaptive psychological functioning. *Journal of Research in Personality*, 41, 139-154. <https://doi.org/10.1016/j.jrp.2006.03.004>

Odgers, C. L., Caspi, A., Russell, M. A., Sampson, R. J., Arseneault, L. ve Moffit, T. E. (2012). Supportive parenting mediates neighborhood socioeconomic disparities in children’s antisocial behavior from ages 5 to 12. *Development and Psychopathology*, 24, 705–721. <https://doi.org/10.1017/s0954579412000326>

Özyürek, A. (2017). Okul Öncesi Çocuğa Sahip Anne-Babalara Yönelik “Çocuk Yetiştirmeye İlişkin Anne-Baba Görüşleri Ölçeği” ve “Anne-Baba Tutum Ölçeği” Geliştirme Çalışması. *Uluslararası Erken Çocukluk Eğitimi Çalışmaları Dergisi*, 2 (1), 26-38. from <http://ijeces.hku.edu.tr/pub/issue/29006/286377>

Pace, T. W. W., Negi, L. T., Dodson-Lavelle, B., Ozawa-de Silva, B., Reddy, S. D., Cole, S. P., Danese, A., Craighead, L. W. ve Raison, C. L. (2013). Engagement with cognitively-based compassion training is associated with reduced salivary c-reactive protein from before to after training in foster care program adolescents. *Psychoneuroendocrinology*, 38, 294-299. <http://dx.doi.org/10.1016/j.psyneuen.2012.05.019>

Passer, M. W. ve Smith, R. E. (2008). *Psychology the science of mind and behavior*. New York

Preston, S. D. (2013). The origins of altruism in offspring care. *Psychology Bulletin*, 139(6), 1305–1341. <https://doi.org/10.1037/a0031755>

Psychogiou, L., Legge, K., Parry, E., Mann, J., Nath, S., Ford, T. ve Kuyken, W. (2016). Self-compassion and parenting in mothers and fathers with depression. *Mindfulness*, 7, 896–908. <https://doi.org/10.1007/s12671-016-0528-6>

Rayana, S. ve Atak, H. (2023). Ebeveyn geřalt temas engelleriyle çocukta anksiyete arasındaki iliřkide ebeveynlik stillerinin aracılık rolü. *Kırıkkale Üniversitesi Sosyal Bilimler Dergisi*, 13(1), 257-279. from <https://dergipark.org.tr/tr/pub/kusbd/issue/75703/1206244>

Sahilliođlu, D. (2016). *0-12 yař çocukların istismar ve ihmaliini önlemeye yönelik anne baba eđitim programı önerisi*. Doktora Tezi, Hacettepe Üniversitesi.

Sanders, M. R. (2012). Development, evaluation, and multinational dissemination of the Triple P-Positive Parenting Program. *Annual Review of Clinical Psychology*, 8, 1–35. <https://doi.org/10.1146/annurev-clinpsy-032511-143104>

Sayar, K. ve Manisalıgil, A. (2016). *Merhamet devrimi*. (3.Baskı). İstanbul: Timař Yayınları.

Schaefer, E. S. (1965). Children’s reports of parental behavior: An inventory. *Child Development*, 36, 413–424. <https://doi.org/10.2307/1126465>

Schaub, S., Eberli, R., Ramseier, E., Neuhauser, A. ve Lanfranchi, A. (2021). Early support with the program «PAT – Mit Eltern Lernen»: Effects in the first year of Kindergarten. *Swiss Journal of Educational Research*, 43(2), 285–296. <https://doi.org/10.24452/sjer.43.2.8>.

Shah, P. E., Fonagy, P. ve Strathearn, L. (2010). Is attachment transmitted across generations? The plot thickens. *Clinical Child Psychology & Psychiatry*, 15(3), 329–346. <https://doi.org/10.1177/1359104510365449>

Shaw, D. S., Keenan, K. ve Vondra, J. I. (1994). Developmental precursors of externalizing behavior: Ages 1 to 3. *Developmental Psychology*, 30, 355–364. <https://psycnet.apa.org/doi/10.1037/0012-1649.30.3.355>

Stamm, B. H. (2010). The Concise ProQOL Manual. <https://proqol.org/proqol-manual>

Steinberg, L. (1990). Autonomy, conflict, and harmony in the family relationship. In S. S. Feldman & G. R. Elliot (Eds.), *At the Threshold: The developing Adolescent* (pp. 255–276). Cambridge, MA: Harvard University Press.

Steinberg, L., Lamborn, S. D., Darling, N., Mounts, N. S. ve Dornbusch, S. M. (1994). Over-time changes in adjustment and competence among adolescents from

authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 65, 754–770. <https://doi.org/10.1111/j.1467-8624.1994.tb00781.x>

Stosny, S. (2011). *Compassionate parenting*. <https://www.psychologytoday.com/intl>

Stosny, S. (2014). Do's and don'ts of compassionate parenting. <https://www.psychologytoday.com/intl>

Strauss, C., Taylor, B. L., Gu, J., Kuyken, W., Baer, R., Jones, F. ve Cavanagh, K. (2016). What is compassion and how can we measure it? A review of definitions and measures. *Clinical Psychology Review* 47, 15-27. <https://doi.org/10.1016/j.cpr.2016.05.004>

Sümer, N., Gündoğdu Aktürk, E. ve Helvacı, E.(2010). Anne-baba tutum ve davranışlarının psikolojik etkileri: Türkiye’de yapılan çalışmalara toplu bakış. *Türk Psikoloji Yazıları*, 13(25), 42-59.

Swain, J. E. ve Ho, S. S. (2017). Parental brain: The crucible of compassion. Seppälä, E.M., Simon-Thomas, E., Brown, S.L., Worline, M.C., Cameron, C.D. ve Doty, J.R. (Ed.). *The Oxford handbook of compassion science* (s. 27-43). New York: Oxford University Press

Swain, J. E., Konrath, S., Brown, S. L., Finegood, E. D., Akce, L. B., Dayton, C. J. ve Ho, S. S. (2012). Parenting and beyond: Common neurocircuits underlying parental and altruistic caregiving. *Parenting, Science & Practice*, 12(2–3), 115–123. <https://doi.org/10.1080/15295192.2012.680409>

Turna, Z.R. (1999). *İletişim becerilerini geliştirmeye yönelik bilgi verici danışmanlığın baba-çocuk arasındaki çatışma düzeyine etkisi*. Yüksek Lisans Tezi, Ankara Üniversitesi.

Türk Dil Kurumu (2023). *Güncel Türkçe Sözlük*. <https://sozluk.gov.tr/>

Türk Kurtça, T. (2022). Çocuk cinsel istismarını önleme programlarında ebeveyn eğitimi. *Psikiyatride Güncel Yaklaşımlar*, 14(2), 247-254. <https://doi.org/10.18863/pgy.983264>

Webster-Stratton, C., Jamila Reid, M. ve Stoolmiller, M. (2008). Preventing conduct problems and improving school readiness: Evaluation of the Incredible Years Teacher and Child Training Programs in high-risk schools. *Journal of Child Psychology and Psychiatry*, 49, 471–488. <https://doi.org/10.1111/j.1469-7610.2007.01861.x>

Williams, L. R., Degnan, K. A., Perez-Edgar, K. E., Henderson, H. A., Rubin, K. H., Pine, D. S. ve Fox, N. A. (2009). Impact of behavioral inhibition and parenting style on internalizing and externalizing problems from early childhood through adolescence. *Journal of Abnormal Child Psychology*, 37, 1063–1075. <https://doi.org/10.1007/s10802-009-9331-3>

Wolfradt, U., Hempel, S. ve Miles, J. N. (2003). Perceived parenting styles, depersonalisation, anxiety and coping behaviour in adolescents. *Personality and Individual Differences*, 34(3), 521–532. [https://doi.org/10.1016/S0191-8869\(02\)00092-2](https://doi.org/10.1016/S0191-8869(02)00092-2)

Yavuzer, H. (2001). *Ana-baba ve çocuk*. (14.Basım). Remzi Kitabevi.



2023, 12 (3), 1948-1964 | Araştırma Makalesi

Evrensel Etik Değerler Işığında Anadolu'da Ahilik Anlayışı ve Stratejik Liderlik Yaklaşımı

Göksel MARŞAP¹

Öz

Tarihte Ahi Evran tarafından Anadolu'da kurulan, sosyal, iktisadi ve siyasi hayatı etkileyen Ahi teşkilatı, bilim ve sanat dallarını iş hayatıyla uyumlaştırarak halka sunulan hizmetlerin en mükemmel halini ortaya çıkarmayı gaye edinmiştir. Bu çalışmada, Anadolu topraklarında Türk toplumunun bölgede barış ve huzur içinde yaşamalarını sağlamak amacıyla ahlaki, mesleki, ekonomik, ticari, siyasi ve idari alanlarda etkili olan Ahi Evran ve Ahilik Teşkilatı'nın vizyon, misyon ve evrensel etik değerler ve stratejik liderlik sistemi ilişkisi kapsamında gelecek odaklı yönetsel öğretiler ortaya konulmaya çalışılmıştır. Türklerin Anadolu'ya yerleşmelerinden itibaren pozitif bilimlerin günlük yaşamda başarıyla kullanılması yolunda insanların sosyal yaşamlarında mükemmel niteliklere sahip, sağlıklı organizasyonlar çalışmada gösterilmek istenmiştir. Bu kapsamda, toplumun öncelikle ihtiyaç duyduğu güven veren kaliteli ürünlerin üretilmesi için gerekli olan yöntemlerin tespit edilerek geliştirilmesi, insanların artan ve değişen yaşamsal ihtiyaçlarını karşılayacak şekilde geleceğe yönelik yeni vizyonlar içeren yaratıcı düşüncelerin somutlaştırılması için geçmiş dönemdeki Ahi ilke ve değerlerinin deneyimleriyle birlikte derin bir bakış açısı sunmak amaçlanmıştır. Toplumun her kesimini kapsayıcı olan esnaf ve sanatkarların oluşturduğu örgütlenme olarak Ahilik ahlakında yer alan ana ilke ve prensipleri içeren "doğruluk, haram ve helal sınırlarına uymak, nefsine hâkim olmak, başkalarını düşünerek erdemli hizmet üretmek gibi" olguların evrensel etik kurallarıyla bütünleşen yanları irdelenmiştir. Çalışma, Ahi anlayışının doğuşu ve tarihsel gelişimi sürecinde toplumsal ticari yapıları oluşturan kurumlara olan etkilerini teorik bir açıdan ele alarak, günümüz yönetimlerinde karşılaşılan kurumsal liderlik anlayışının köklerine inen bir bakış açısı sunmayı amaçlamaktadır. Anadolu'da yaşanan etkin sosyal dönüşümlerin iktisadi ve idari açıdan halk üzerinde oluşturduğu sonuçlar ve liderliğin kurumsallaştığı günümüz dünyasına farklı bir perspektif sunmak amacıyla yazılan çalışmada ahilik değerlerinin zamanla toplumda yer etmeye başlaması neticesinde sosyal yaşamı biçimlendiren kurumlar çerçevesinde bugünün çağdaş küçük ve orta ölçekli şirketleri olarak değerlendirebileceğimiz yapıların stratejik liderlik yönünden Ahilik anlayışıyla ortak paydada buluşan noktalar teorik çerçevede analiz edilmiştir.

Anahtar Kelimeler: Ahilik Teşkilatı, Vizyon ve Misyon, Evrensel Etik Değerler, Stratejik Liderlik Sistemi.

Marşap, G. (2023). Evrensel Etik Değerler Işığında Anadolu'da Ahilik Anlayışı ve Stratejik Liderlik Yaklaşımı . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1948-1964 . <https://doi.org/10.15869/itobiad.1258910>

Geliş Tarihi	02.03.2023
Kabul Tarihi	25.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	



2023, 12 (3), 1948-1964 | Research Article

In the Light of Universal Ethical Values Akhism And Strategic Leadership Approach in Anatolia Abstract

Göksel MARŞAP¹

Abstract

The Akhi organization, which was founded in Anatolia by Ahi Evran in history and influenced social, economic and political life, aimed to reveal the most perfect form of services offered to the public by harmonizing science and art branches with business life. In this study, it is tried to reveal future-oriented managerial teachings within the scope of the relationship between the vision, mission and universal ethical values and strategic leadership system of Ahi Evran and Akhism Organization, which are effective in moral, professional, economic, commercial, political and administrative fields in order to ensure that the Turkish society lives in peace and tranquility in Anatolia. Since the settlement of Turks in Anatolia, it has been aimed to show healthy organizations with excellent qualities in the social lives of people in the way of using positive sciences successfully in daily life. In this context, it is aimed to present a deep perspective together with the experiences of Akhi principles and values in the past period in order to identify and develop the methods necessary for the production of quality products that give confidence that the society primarily needs, and to embody creative thoughts with new visions for the future in order to meet the increasing and changing vital needs of people. As an organization formed by tradesmen and craftsmen, which is inclusive of all segments of the society, the aspects of the facts that integrate with universal ethical rules, including the main principles and principles of Akhi ethics, such as "truthfulness, obeying the limits of haram and halal, controlling one's ego, and producing virtuous service by thinking of others" have been examined. The study aims to provide a perspective that goes to the roots of the corporate leadership understanding encountered in today's administrations by addressing the effects of the Akhi understanding on the institutions that constitute social commercial structures in the process of its emergence and historical development from a theoretical perspective. In the study, which was written in order to present a different perspective on the results of the effective social transformations experienced in Anatolia on the people in terms of economic and administrative aspects and today's world where leadership is institutionalized, the points that meet in common with the Akhi understanding in terms of strategic leadership of the structures that we can consider as today's contemporary small and medium-sized companies within the framework of institutions that shape social life as a result of the Akhi values that started to take place in society over time were analyzed in a theoretical framework.

Keywords: Akhism Community, Vision and Mission, Universal Ethical Values, Strategic Leadership System.

Marşap, G. (2023). In the Light of Universal Ethical Values Akhism And Strategic Leadership Approach in Anatolia Abstract . Journal of the Human and Social Science Researches , 12 (3) , 1948-1964 .
<https://doi.org/10.15869/itobiad.1258910>

Date of Submission	02.03.2023
Date of Acceptance	25.09.2023
Date of Publication	30.09.2023
* This is an open access article under the CC BY-NC license .	

¹ Doktora öğrencisi, Sakarya Üniversitesi, Siyasal Bilgiler Fakültesi, Siyaset Bilimi ve Kamu Yönetimi, Sakarya, Türkiye, gmarsap2008@gmail.com, ORCID 0000-0003-4462-6083

Giriş

21'inci yüzyılın başında bilgi teknolojisindeki gelişmeler, küreselleşmenin etkisi, yoğun rekabet ortamının varlığı, toplumsal beklentiler ve yönetim anlayışındaki değişimlerle birlikte çağdaş kuruluşların çoğu stratejik yönetim tarzını benimseyerek bu süreci belirleyecek olan ana mekanizmalardan olan vizyon, misyon gibi kavramları içeren motivasyonları iş dünyası için hayata geçirilmesine yönelmişlerdir. Bugünün çalışma hayatını tam manasıyla özümseyebilmek için geçmişin değerlerine, sosyal ve kültürel eserlerine kısaca ilgili alanın tarihsel miraslarına bakmamız gerekmektedir.

Ahi Evran, aslen dericilik mesleğini ifa eden 1171 yılında Azerbaycan'ın Hoy şehrinde doğmuş, dönemin önemli âlimleri tarafından yetiştirilmiş ve Anadolu'ya gelmiş mutasavvıf bir şahsiyettir. Geniş bir vizyon ve misyon odağıyla Anadolu şehirlerini adım adım dolaşmış ve zamanla çevresindeki esnafı örgütleyerek Anadolu topraklarında İslamiyet'in genişleyerek Türkleşmesi yönünde önemli katkı sağlamıştır. Osmanlılarda Beylikten Devlet'e geçiş sürecine hayati katkı sağlayan Ahilik teşkilatını kurarak tasavvuf anlayışını esnaf teşkilatı ile birleştirerek bu alanda kalıcı temel kuralları içeren sürdürülebilir bir formda tasarlayarak esnaf ve sanatkâr odaklı gelecek vizyonunu başarıyla oluşturmuştur. Ahi anlayışının Anadolu'da kurulup gelişmesine ve dünyaya yayılmasına öncülük eden esnaf ve sanatkârların örgütlenmesine yönelik faaliyetleri, ölümünden sonra da yüzyıllar boyunca Anadolu'da ve dünyada disiplin ve kararlılıkla sürdürülmüştür.

İslamiyet içerisinde yer alan "fütüvvet" anlayışı ile Orta Asya'dan gelen "akı" ruhunun Anadolu topraklarında harmanlayarak somutlaşan Ahilik, birçok alanda önemli katkılar sağlamış mükemmel bir organizasyon olarak karşımıza çıkmıştır. Ahlaki, iktisadi, dini, sosyal, ticari, sınai, sosyal ve askeri değerleri barındıran "Ahi Teşkilatı" bu esaslarla her açıdan derin izler bırakmıştır. Ahi Evran-ı Veli'nin Fütüvveti sistemleştirmesiyle Anadolu'da vücut bulan Ahi teşkilatı, XIII. yüzyıldan itibaren ahlaki, dini, iktisadi, sınai, ticari ve sosyal hayata ortak bir vizyon, misyon ve evrensel etik değerler kazandıran stratejik bir liderlik ve mükemmel bir yönetim sistemidir.

Öncelikle on üçüncü yüzyılda Anadolu'da başlayan Ahilik sisteminin etkisi ve rolü neydi? Dönemin iş hayatına, ekonomisine, sosyal ve idari yönetim sistemine ne gibi değerler katmıştır? Ahi yönetimindeki esnaf teşkilatının stratejik yönetim açısından irdelediğimizde vizyon, misyon ve etik değerlerle nasıl karşılaştırılabilir? Soruları özelinde Ahilik kavramının, iş hayatının yanı sıra ekonomik, sosyal ve idari hayatı da olumlu yönde derinden etkileyen hususlar bu çerçevede irdelenecektir. Profesyonel çalışma hayatında doğruluk, dürüstlük ve yüksek insanlık ilkelerine azami düzeyde uymak, ahlaklı ve erdemli olmak Ahiliğin en temel reformist konuları arasındadır. Bu anlamda evrensel ahlak ilkelerine uyan teşkilat üyeleri iyi, güzel ve insani vasıflarıyla çevrelerinde iyi insan olarak tanınmışlardır. Bu durum sosyal hayatın gündeminde daha ahlaklı ve erdemli insanların sayısının ve toplumsal mutluluğun artmasına yol açmış, bu süreçte insani yardım faaliyetleri olumlu örnek oluşturmuştur. Bunun sonucunda kamu alanında medrese, zaviye, han ve hamam gibi birçok kentsel yapılar vakıf olarak inşa edilmiştir.

Ahilik Anlayışının Kavramsal Çerçevesi, Tarihçesi ve Kuruluş Felsefesi

Arapça'da "kardeş" anlamına gelen "ahi" Türkçe "akı" (cömert) kelimesinden gelmektedir (Günaydın, 2021: 6). Ahilik sistemi, 13. yüzyıldan itibaren Anadolu'da faaliyet gösteren

esnaf ve sanatkâr birliklerine verilen genel bir isim olarak tarihte yerini alarak, İslam inançları ile Türk örf ve adetlerinin sentezinde oluşmuş bir düşünce sistemidir. İnsan-insan, insan-nesne, insan-doğa ilişkilerinin ana eksenine insanın mutluluğunu gaye edinen bu anlayış insanlar arasında dayanışma ruhunu yerleştirme, birlik ve beraberlik içinde hedeflere yönelmeyi arzulayan Ahilik, 13. yüzyıldan 20. yüzyıla kadar Anadolu şehir ve kasabalarında hatta köylerinde etkili olmuştur (Deveci, 2021: 84).

Ahilik, bir esnaf örgütü olmasının yanı sıra, başlangıçta askeri ve iskân birimlerinin yönetimiyle ilgili idari işlemlere sahipti. Anadolu topraklarının iskânı, Osmanlı Devleti'nin askerî açıdan güçlenmesi ve yönetimin belli ilkelere bağlanmasından sonra ahiliğin sosyal ve ekonomik işlevleri (Güçlü, 2021: 13) olmasının yanında bir yandan da esnaf teşkilatı olarak Anadolu'nun Türkleşmesi ve İslamlaşmasında askeri ve iskân birimlerinin yönetimiyle ilgili idari işlemlere sahipti. Ahiliğin işlevlerinin temel felsefesinde helalinden kazanmak, yoksullara ve yetimlere yardım etmek, yardımlaşmak gibi dini değerler de ön plana çıkmıştır (Güçlü, 2021: 13).

Yüzyıllar boyunca başarıyla varlığını sürdüren esnaf ve zanaatkârlara önderlik eden ve onları idari anlamda tek çatı altında birleştiren tarihsel bir model olarak da değerlendirilebileceğimiz Ahiliğin köklerine ilişkin üç temel yaklaşım bulunmaktadır. Birincisi, batı ülkelerindeki ve Bizans İmparatorluğu'ndaki lonca teşkilatının devamı olduğu, ikincisi Arap ülkelerinde gelişen fütüvvet teşkilatının Anadolu'daki bir kolu olduğu, üçüncüsü ise Türklerin kendi ekonomik ve sosyal özellikleri ile bu zihniyeti yansıtan (Aydemir, 2019: 4) Ahilik sistemi, lonca esasına dayalı Bizans dönemindeki esnaf ve zanaatkârlardan etkilenmiştir (Aydemir, 2019: 4). Türkler Anadolu şehirlerine yerleştikleri dönemlerde, bu bölgedeki el sanatları ve ticaret Bizans Devleti'nin localarına bağlı Rum ve Ermenilerin kontrolünde olduğundan, Türk esnaf ve tüccarının karşılaştığı rekabet ortamında ayakta kalabilmesi ilk yıllarda zordu. Ancak güçlü bir dayanışma sistemi, kaliteli ve dayanıklı üretimin yapılarak satılmasında Ahi Birlikleri dayanışma gösterip aynı zamanda vatandaşlar ile esnaf arasında köprü görevi de görerek çözümsüzlüklerde birleştirici unsur şeklinde ortaya çıktıkları görülmektedir. Anadolu'da Ahi teşkilatının öncülüğünü yapan Ahi Evran, Selçuklu Sultanı I.Gıyâseddin Keyhüsrev döneminde Anadolu'ya gelen dericiler ve diğer esnaf için bugün hâlâ "Bedesten" olarak adlandırılan büyük sanayi sitelerinin kurulmasına da öncülük etmiştir. Fetihlerin batıya taşınacağı noktalarda sınır boylarındaki halkı koordine eden Ahiler, Anadolu Selçukluları dönemi ve sonrasında Ankara'nın da dâhil Anadolu şehirlerinin siyasi, sosyal ve kültürel hayatını olumlu yönde etkilemişlerdir.

Anadolu'da Ahiliğin kurucusu olarak bilinen Ahi Evran bir debbâğdı ve kendi mesleği olan debbâğlık başta olmak üzere birçok meslek kuruluşunu Kayseri, Kırşehir bölgesinde dönemin toplumunda giyim, gıda, ticaret, günlük araç ve gereç, sağlık, beslenme, temizlik, eğlence vb. temel ihtiyaçlarını karşılayan esnafın (debbâğ, nalbant, demirci, bakkal, ebe, hamamcı, bakırcı, çömlekçi, soğancı, çiftçi vb.) bir araya getirilmesine öncülük ederek (Deveci, 2021: 84) aynı zamanda Anadolu'nun başlıca şehirleri olan Ankara, Sivas, Bursa, Erzurum gibi yerlerde şehirlerin korunması gibi yönlerden de destekleyici olmuştur. 15. yüzyılda Bektaşî tarikatı ile birleşen Ahilik anlayışı yaşamaya ve Türk esnaf ve sanatkârının hayatındaki yerini korumaya devam ederlerken (Esbosin, 2017: 180) dönemin şehir hayatında çeşitli sanat ve mesleklerle uğraşan demirciler, dericiler, dokumacılar, tüccarlar ve âlimler bulunmaktaydı ve toplum ihtiyaçlarının giderilmesinde faaliyet gösteren, ekonomik hayatın ilerleyerek büyümesini sağlayan esnaf, zanaatkâr ile tüccarlar (Deveci, 2021: 55) kanalıyla yaygın eğitim kurumları olarak

bilinen ilk ciddi meslek kuruluşlarıydı. Ahilik ve Bektaşilik hem adap ve erkân hem de sosyal düzen üzerindeki etkileri yönlerinden ortak paydaları olan gerek Osmanlı'nın kuruluş öncesinde gerekse kuruluş döneminde ve sonraki dönemlerde, toplumsal dokunun iki güzel rengi, iki zenginliği olmuş, devletle ilişkilerde makul ve "birlik" düşüncesine gönülden bağlı kalarak kuruluş felsefesiyle varlıklarını muazzam ve dengeli bir şekilde devleti kuran iradenin toplumsal dinamiklerini oluşturmuşlardır. Selçuklu ve Osmanlı dönemi Anadolu'sunda XIII-XVI. yüzyıl arasında siyasi tarihin şekillenmesinde özellikle Ahilik, Bektaşilik ve Mevlevilik diğer oluşumlardan da önce, etkin görevler (idari, askeri, iktisadi alanlarda) almışlardır (Köksal, 2010: 69).

Ahilik Anlayışının Ortaya Çıkardığı Ahlaki Düşünceler ile Bütünleşen Günümüz Etik Değerleri

Ahilik, "Akı" (cömertlik) felsefesinin İslami fütüvvet geleneği ile kaynaşması sonucu ortaya çıkmış, insanın her yönüyle yetişmesini sağlayan (mesleki) bir "Ahlak Okulu" dur. Ahilik, bilim alanına yönelmek ve bilim yapmak, meslek hayatına yönelmek ve sanat öğrenmektir. Bütün ilkelerini dinin asıl kaynağından alan Ahiliğin yönetmeliklerine "Fütüvvetname" adı verilmiştir. Teşkilata giren herkes öncelikle bu kitaplarda belirtilen dini ve ahlaki normlara uymak zorundaydı. Fütüvvetnamelere göre teşkilat mensuplarında bulunması gereken hususlar olarak, doğruluk, güven, cömertlik, tevazu, dostlarına nasihat etmek, onları doğru yola yönlendirmek, bağışlayıcılık, bencil olmama, gerçekçilik (uyanıklık) (Öztürk, 2002: 4) gibi özellikleri barındırırken; bireysel açıdan önce insani ve ahlaki değerlerin öğretildiği akabinde mesleki eğitime yönlendirilerek teoriden ziyade "yaparak ve yaşayarak öğrenme" nin ön plana alınarak akılcı, bilinçli ve sosyal sorumluluk sahibi insanlar yetiştirilmesine özel önem veren, "çalışmak, öğrenmek ve olgun bir insan olmak" için özel çaba sarf edilen ve "biri olmadan diğeri olmaz" anlayışı benimseyen düşünce temeline dayanır. İnsanların birbirlerini sevmeleri, değer vermeleri ve yardımlaşmaları, fakir ve muhtaçları gözetmeleri, iş hayatında ve alışverişte ahlaki kurallarını azami ölçütü kabul eden Ahilik, yüzyıllar boyunca sanat ve meslekleri icra edenlerin ihtiyaçlarını, davranışlarını, temel çalışma şartlarını ve ilkelerini düzenleyen, mesleki, ahlaki ve sosyal olgunlaşmayı sağlayan olumlu ve yapıcı etkileri halen görülmekte (Deveci, 2021: 55) ve kurumsal manada sosyo-ekonomik yaşamda etkili olan günümüz sivil toplum kuruluşlarına benzer sosyo-ekonomik yaşamda kolektif huzur ile barış ortamını sağlayıcı rolü (Soysal ve Tan, 2013: 189) olması yanında doğruluk, yardımseverlik ve güzel ahlaki birleştirici unsur olarak, eğitim öğretim esasıyla kalite standartları ile üretici-tüketici ilişkilerini düzenlemiştir (Marşap, 2005: 76).

Osmanlılarda XV. yüzyılın ortalarına kadar Ahi anlayışı, askeri, siyasi ve idari fonksiyonların yanı sıra sanatsal, kültürel, sosyal ve ekonomik fonksiyonlar çerçevesinde kurumsallaşarak belli bir paradigma değişimi sonucu ortaya çıkan, zaman zaman kethüda ve yiğitbaşı gibi devlet görevlilerinin öncülüğünde yapılan toplantılarda halk ve devlet yönetimiyle ilgili sorunlara müzakereler yoluyla çözümler sağlayan bir vizyon ile misyonda ve aynı zamanda evrensel etik değerler öğretisi kapsamında görev ve işlevlerin yerine getirildiği bir anlayıştır. Doğru, güvenilir ve emin insan olma bağlamında yaşam mutluluğu için dengeli bir hayat sürdürülmesi, bireylerin dayanışmacı ve güçlü bir ruha sahip olması gerektiğine inanan Ahilik anlayışı, üretmeden tüketmeye, ihtiyaç fazlası tüketime, israfa, güçlünün zayıfı sömürmesine, haksız kazanca, insanları kandırmaya karşı olan bir sistemi esas alır. Emek, doğa öncelikli adalet ilkeleri ışığında bireysel ve toplumsal barışa yönelik duruşun ön plana çıktığı ve esasen 750-1258 arasında Abbasiler

döneminde Orta Asya ile İran'da filizlenerek örgütsel anlamda somutlaşan ve şehir hayatında kendilerine özgü kurallarla biçimlenen yapıya bürünen Ahilik, aidiyet bilinci oluşturarak insanların beklentilerini, istek ve taleplerini temelden başlayarak bugünden itibaren gelecek dönemleri de kapsayacak biçimde insan odaklı, mesleki kalite ve standartları gözetken, çalışanın yaptığı işe değer veren toplumun genel çıkarlarını koruyan ve büyük saygı duyan, esnaf ve sanatkarların oluşturduğu gelecek nesillere uzanan önemli bir değerler sistemidir.

Ahiliğin felsefesi iki önemli unsuru olan maddi yönü ve manevi yönlerinin uyumunda şekillenmiştir. Ahilik temelde İslam'daki Fütüvvet inancına dayanır. Her Ahi, fütüvvet ehli olmak zorundadır ama her fütüvvet ehli Ahi olamaz. Ahi olmanın en temel şartı bir işle, bir sanatla meşgul olmakken, ahlak ve sanatın uyumlaşması (Deveci, 2021: 84) sonucu olarak değerlendirebileceğimiz faaliyetler günümüzdeki etik ilkelerin ilk öncüleridir. Etik kelimesi kökeni itibariyle Yunanca "karakter" anlamına gelen "ethos" kelimesinden türetilen, ideal ve soyut olanı ifade ederek, ahlaki kural ve değerlerin incelenmesi sonucunda oluşan, doğru-yanlış ya da iyi-kötü gibi insanların kurdukları bireysel ve toplumsal ilişkilerin altında yatan anlamlarla ortaya çıkan değerleri, normları ve kuralları araştıran bir felsefi disiplinken, toplumun her kesimini kapsayıcı esnaf ve sanatkarların oluşturduğu örgütlenme olarak (Soysal, 2013: 8) Ahilik ahlakında yer bulan temel prensiplerden olan doğruluk ve dürüstlükten ayrılmamak, nefesine hâkim olmak, çalışmak, mükemmel iş yapmak, haram ve helal sınırlarına riayet etmek, eline, beline ve diline sahip olmak, başkalarını düşünmek, paylaşmak, hizmet etmek, empati ve erdemlilik gibi kapsayıcı değerler (Sancaklı, 2020: 15-22) günümüz etik ilkelerinin o dönemdeki yansımaları olarak ele alınabilir. Etik, her şeyden önce arzu edilen bir yaşam kalitesinin arayışı ve anlayışıdır. Daha geniş bir perspektiften bakıldığında, tüm faaliyetlerin ve hedeflerin yerli yerine oturtulmasıdır; neyin yapıp neyin yapılmayacağına fark edilmesidir. Temel ve evrensel etik değerler veya ahlak felsefesi bağlamında, doğru insan olmak, doğru davranmak ve insani değerleri uygulamakla ilgili bir düşünce ve uygulama sistemidir. Tıp tarihindeki "önce zarar verme ilkesi" gibi, tıp etiği açısından da tıbbın babası sayılan Hipokrat'ın yemini gibidir. Etik, geleneksel olarak bir düşünme biçimi, bir ahlaki ilkeler teorisi veya insanın değer verme deneyimi de dahil olmak üzere yaşama anlam veren ve katkıda bulunan her şeyi içeren değerle ilgilenen bir felsefe disiplini olarak açıkça tanımlanabilir.

İş yaşamında zamanla ortaya çıkabilen hallerden olan şahsılık, yalan söyleme, etik ve ahlak dışılık gibi tutumların toplumda yolsuzluk ile başlayan bu süreci zamanla yoksulluk ve açlığa kadar varan bir hale gelmesine yol açabilmektedir. Ahilik ilkelerinin izleri olarak nitelendirilebilecek "etik ilke ve yöntemlere" bağlı kalarak faaliyet gösterilmesini (Soysal, 2013: 17) sağlayan kıdem tazminatı, işverenin sorumluluğu, yeni iş arama izni, çalışma belgesi, işverenin ödeme yükümlülüğü, asgari ücret, fazla mesai ücreti, sigorta primi (Öztürk, 2022: 5) gibi günümüzde üretici ile tüketicinin, devlet ile halkın, emek ile sermayenin sağlıklı işleyişi açılarından oluşturulan hukuksal düzenlemeler özünde, Ahi teşkilatının var olduğu dönemdeki Anadolu'da sağlanan huzur ortamının günümüz koşullarında tesis edilmesi amacını taşır. İş hayatına ilişkin, Ahi teşkilatında yüzyıllardır geçerli iş ahlakının değerlendirilmesi ile toplumsal yaşam için bugün gerekli olabilecek ve tarihte yüzlerce yıllık güçlü bir sistem olan Ahilik ilkeleri içerisinde işleyen sosyal yapısının incelenerek topluma faydalı sonuçlarını çağdaş koşullara uyarlayarak ortaya konulması bu açıdan önemlidir (Öztürk, 2002: 11).

Ahi anlayışında toplumun milli ve manevi değerleri esas olduğu için bayram gibi özel

gün ve dönemlerde kendilerine özgü kıyafet, musiki alet ve silahları ile katıldığı ve Selçuklu Devletinin son zamanlarından Osmanlıların ilk dönemlerine kadar olan süreçte ise sosyal, toplumsal ve siyasi hayat içerisinde önemli roller oynamaları (Esbosin, 2017: 180) belli bir misyonu barındırdıklarının somutlaşmış gösterimi açısından organizasyonların temel amacını ve felsefesini özetleyerek ne iş yapıldığı (Ferrell, Hirt ve Ferrell, 2013: 199) ve üst amaca varmak için iktisadi kurumların niçin var olduğunu gördüğümüz Ahiliğin sistemsel açılardan dönemin misyon çizgisini de göstermektedir. İktisadi hayatta hangi ürün ya da hizmet sektörünün belirleyici olduğu ve tüm faaliyetlerin nihai hedefini ifade ederek kurumların uzun süreçte yaratacağı değerini açığa çıkarılması ile iş dünyasında sunulan hizmetlerin üretim alanlarındaki farklılaşan belli beklentilerinin nasıl karşılanacağı (Barutçugil, 2013: 38) hususları ile esnafın güçlerini bir araya toplaması, motivasyon sağlaması, akılcı kaynaklar bulmasına yardımcı olması ile yöneticilerin iş sorumluluğu alırken amaç ve strateji belirlemesini kolaylaştırıcı (Eren, 2013: 21) unsurlar taşıyan misyon kavramı Ahilik sisteminde dönemin şartları içerisinde farklı yansımalarla karşımıza çıkmaktadır. Toplumlarda hizmet ile organizasyon kültürünü oluşturan değerlerden olan etik ise esas olarak değer odaklı liderlik vasıtasıyla geliştirilir ve güçlendirilir. Lider, bu değerlerin savunucusu ve takipçisidir. Yöneticinin her hareketinin ve beyanının, kültür ve değerler üzerinde bir etkisi vardır. Eylemin sesi, söylemden daha yüksek olduğundan, değer odaklı liderler, söylemini eyleme dönüştürmelidir (Daft, 2015: 355).

Ekonomik açıdan kişiliğin gelişmesi mesleki hayatın bulunması ile mümkün olduğuna inanan Ahiliğin kurucusu olan Ahi Evran, esnaf ve sanatkârları da bu anlamda etkilemiş olup, ekonominin sosyal durumları biçimlenmesine yön vererek, iktisadi standartların artışı sonucunda halkın refahının aynı ölçüde artacağını savunmuştur. Kendisi bir debbağ olan Ahi Evran farklı türlerden 32 mesleğin örgütlenmesine öncülük ederek kentlerde ilk sanayi örnekleri olabilecek esnaf oluşumlarını şekillendirmiştir (Deveci, 2021: 54). Ahilik esasen ekonomik farklılıklar toplumsal üretim ilişkileri yönlerinden ağlar ören; adalet temelli fikirlerin özümsemiği görüşleri kökleştiren bir eğitim sistemi de olmuş (Öztürk, 2002: 1) tarihi açıdan Osmanlı devletinin kuruluşunda oldukça önemli bir rol oynamıştır. Merkez teşkilatı Osmanlı dönemi için devlet kadrolarında adalet ve hakka uygun olarak biçimlenmiş ve aynı zamanda ekonomik, sosyal ve kültürel yaşamın şekillenmesinde önemli görevler üstlenerek ilk Osmanlı ordusunun kuruluş aşamasında da Ahi birliklerinin katkısı olmuştur. Sosyal hayatın hemen her alanında var olan Ahilik geleneği geleceğe doğru evrilerek yaklaşık sekiz yüz yıl boyunca varlığını sürdürmüştür.

Ahilik esasen birbirini seven, sayan, iş hayatında ahlaki kurallarını içeren bir esnaf teşkilatlanma modeli olarak toplumsal huzurun yükselmesi ile şehirlerde mesleki faaliyetler ve genel ahlakla birlikte esnaf ve sanatkârların özümsemiği aynı zamanda ahlaki değerler manzumesi iken (Deveci, 2021: 54) etik kavramı da bu çerçevede düşünüldüğünde, bir grubun ya da bir bireyin davranışlarını yönlendiren, bu davranışların doğruluğuna/yanlışlığına dair ahlaki değerler ile uygulanması sonucu karar vermede neyin iyi neyin kötü olduğuna ilişkin davranışsal işleyiş sağlamaktadır. Toplumda etik davranışın ne olduğu konusunda fikir birliğine varılmış birçok alan vardır ama buna rağmen etik, bireye veya gruba özgüdür (Daft, 2015: 351). İş etiği, iş hayatında kabul edilebilir icraatı belirleyen ilkeler ve standartlardır. Etik kurallar özünde kurumların çalışanlarından beklediği davranış standartlarıdır. Sosyal sorumluluk, işletmelerin toplum üzerindeki olumlu etkisini azamiye çıkarıp olumsuz etkisini en aza indirme yükümlülüğüdür. Kurumsal vatandaşlık, paydaşların işletmelerden beklediği

ekonomik, etik, yasal ve gönüllülük içeren sorumluluklarını yerine getirme ölçüsüdür (Ferrell, Hirt ve Ferrell, 2013: 52).

Ahi anlayışında, topluma kaliteli mal ve hizmetlerin daha ucuza satılması gaye edinilirken, kalitesiz ürünlerin ise daha yüksek fiyata satılması suç sayılıyordu. Ahi birliklerinde hem üretilen ürünler hem de ustaların yanlarına alacakları çırak sayısı belli bir standarda tabiydi. Usta ancak ahi teşkilatının öngördüğü kadar çırak alabilirdi. Çünkü çırak sayısı çok fazla olursa işyerindeki eğitim, üretim, kalite ve standart istenilen düzeyde olmaz ve denetim zorlaşırdı. Eğer bir usta kalitesiz mal üretmiş, üretim standartlarına uymamış, kalfaların ücretlerini ödememiş, çıraklarına bildiklerini öğretmemiş ve kendisinden beklenen görevleri yerine getirmemişse işyeri kapatılır ve usta cezalandırılırdı. Ahiler, somut ve temel protokollerle, ilkel ve yapıcı türden prensiplere dayanmaktadır. Bu bağlamda dönemin iletişim strateji belgesi kapsamında karşılıklı sevgi, saygı ve hoşgörü, adalet, dürüstlük, ahlak ve idealizm, kalite, standartlar, üretici ve tüketici haklarının azami korunması çok önemlidir. Ahilik, daha dürüst, sade, sakın, özgün bir hareketlilik içinde, işbirliğine dayalı mutlu bir iş ve yaşam anlayışı ile evrensel etik ilke ve kurallara dayalı bir meslek örgütlenmesini esas alan güçlü bir ahlak öğretisine sahiptir. Ahilikte ana düşünce, dürüst ve insanca çalışmak ve bu ortak vizyon yoluyla bolluk ve bereketin her kesime gelmesidir. Ahilik kültüründe insan, üretim, ticaret, ekonomi ve sanatın yanı sıra insani ilişkiler ve ahlaki değerler, iş dünyasının birçok sorununa çözüm üreten kurumsal bir yaklaşımı temsil eder. Ahilerin "elini, dilini, belini bağlı; kapını, keseni, sofranı açık tut" düsturuyla yetiştirilmeleri, kendi aralarında güçlü bir dayanışma ve yardımlaşma yarattığı gibi, yerli ve yabancı tüccar ve esnafla güçlü bir rekabeti de sağlamıştır. Ahiler iş hayatında ve ticaretle genel ahlakı temel ilke olarak benimsemiş, meslek ahlakı her şeyin üstünde tutulmuş ve otokontrol sistemi bir şekilde işlemiştir. Bu anlayış ve vizyon çerçevesinde müşteriye veya halka doğruyu söylemek, hile yapmamak, doğru ölçüp tartmak ve müşteriye hoş tutmak çok önemli ahlaki ilkelerdir. Ahilik, esnaf arasında dayanışmayı esas almasının yanında tüketiciyi de korur ve kollardı. Sonuç olarak bir esnaf teşkilatı hem kendi haklarını hem de çalışanların, tüketicilerin ve genel olarak toplumun haklarını korumakla sorumlu olması da ekonomik-sosyal-siyasi ve idari bir teşkilat olarak Ahiliğin, toplumun her kesimindeki vatandaşların huzurlu ve sağlıklı yaşaması için ahlaki temellerle kökleşmiş olan evrensel etik ilkelerle bu açılardan benzeşmektedir.

Ahi Anlayışında Liderliğin Tarihsel ve Önemi

XIII. yüzyılda Anadolu Selçuklu Devleti'nde Ahi Evran'ın önderliğinde ortaya çıkan bir teşkilatlanma olarak Ahilik, Türk ve Osmanlı İmparatorluğu'nun ekonomik ve sosyal hayatında ayrıcalıklı bir yere sahip ve kendine özgü nitelikleri olan bir örgütsel yapıdır. Ortaya çıktığı dönemde hem doğudaki hem de batıdaki benzer örgütlerle etkileşim içinde, dönemin ekonomik ve siyasi koşulları Ahiliği fütüvvet ve loncalara benzeterek, Ahiliğin Türklerin ve Osmanlı İmparatorluğu'nun var olduğu coğrafyalarda ortaya çıkan ve faaliyet gösteren örgütlenme yapısına sahiptir. Tarihsel süreçte Ahilik, işletme grubu perspektifinden incelendiğinde dönemin Türk işletme grubu olduğu görülmektedir. Ahiliğin örgütsel yapı özellikleri, üretim yapısı ve sektörel çeşitliliği, Osmanlı ekonomisinin temel üretim ve pazarlama sistemi olması ve finansal özellikleri güncel işletme grubu özellikleri ile benzerlik gösterir (Aydemir, 2019: 14).

Türk toplumu içinde çatışan görüşleri uzlaştırarak, zayıflayan ortak bağları güçlendiren ve yerleşik hayata uygun olarak yeniden düzenleyen düşünce anlayışı ile toplumun

refahını sağlamak amacıyla Ahi birlikleri oluşturulmuştur. Ahi birlikleri, ülke kaynaklarını hikmetli ve bilgece bir yaklaşımla çok daha doğal, etkin ve insani şekilde yönlendiren, hak ve adalete dayalı hakça adaletin ve gelirin eşit paylaşıldığı, milli birliğin ekonomik temellerini oluşturan ortak anlayışı kabul edildiği, "Biz ruhu" sistemin çekirdeği kabul edilerek insanı kaynağa koyan ve yetiştiren işletme yöneticilerinin aynı zamanda çevreye duyarlı evrensel ahlak ilkelerinden taviz vermeden sürdürülebilir müşteri memnuniyetleri ön plana çıkmaktadır (Soysal ve Tan, 2013: 200).

Ahiler, Ahi-Baba önderliğinde şehirdeki sosyal hayatı yaşarken, Ahi Baba, esnaf örgütlerinin seçimiyle belirlenmektedir. Çalışma hayatında bulunan esnafın denetimi de yine Ahi Baba önderliğinde belirlenen atölye başkan yardımcılarını yapmaktadır (Esbosin,2017:180). Bugünün çağdaş yönetim ve temel organizasyon modellerinde de, yönetim ve liderlik birbiriyle yakından ilişkilidir. Kuruluşlar yaptıkları işi, stratejik yönetimin önemli araçları olan vizyon ve misyon ile piyasaya uyumlu olarak görürken, kâr odaklılık günümüzde sektörlerin asıl hedefleri iken, aslen müşteri beklentileri ve memnuniyeti büyük önem arz etmektedir. Değişken karmaşık yapı içinde stratejiler belirlenirken, amaç, politika ve süreçler ile yapı, teknoloji, otorite süreci yönetim kademelerinin yer aldığı görülmeyen bölümde, informal etkileşimler sağlayarak kişilerarası ve gruplar arası çatışmaların (Robbins ve Coulter, 2016) stratejik yönetim ile bütünleştiği analitik, rasyonel yaklaşımlar (Ülgen ve Mirze, 2014:49) doğrultusunda müşteri memnuniyetini artırmak için yöneticilerin müşterilerle de etkileşime girerek iletişim kurması gerektiği hususları ile karşılıklı etkileşim sırasında müşterilerin ihtiyaçlarını daha iyi anlayarak onları memnun edici üretkenliğin ön plana alınmasını belirleyen politikalar Ahi anlayışında o dönemin liderliği ile günümüz modelleri ile benzeşmektedir.

Ahiler tarafından Fütüvvet verilen yaklaşık 85 esnaf, Fütüvvetnâmelerde adı geçen yaklaşık 85 esnaf, Şecerenâmelerde adı geçen yaklaşık 116 esnaf ve genel olarak yaklaşık 200 esnaf zümresi varlığı olduğu tespit edilmiştir. Bu esnaf gruplarının mesleklerini dayandırdıkları profesyonel pirleri vardı ve Ahi anlayışında her meslek teşkilatının temeli fütüvvet inancına dayandığı için fütüvvet ehlinde bulunmaması gereken özelliklere sahip meslekler (Muhtekir, Ameldâr gibi) makbul sayılmamış olup, Fütüvvet verilmeyen ve fütüvvetnâmelerde isimleri geçen on iki esnaf zümresi (Deveci, 2021: 84) doğruluğu, dürüstlüğü, kaliteyi, üretimi, ahlakı, sanatı, akli ve bilimi esas alarak, Selçuklu ve Osmanlı coğrafyasında sanatlarını icra etmişlerdir. Ahilik, büyük bir açılım süreci ile halk ile siyasi iktidar arasında temel bir iletişim köprüsü görevi görmüş, kişilerin kişisel hak ve özgürlüklerinin azami ölçüde korunmasını esas almıştır. Diğer taraftan adalet ekseninde ahlak kurallarına uygun etik anlayışı esas alınmıştır. Osmanlı Devleti'nde Ahi teşkilat sistemi, sosyal ve idari yapı içerisinde ekonomik, sosyal ve siyasal ilişkileri mükemmel bir şekilde düzenleyerek devlet organları ve kurumları karşısında tüm vatandaşların sorunlarına açık, anlaşılır ve akılcı çözümler bulunmasında çok yönlü ve kolektif bir etkiye sahip olmuştur. Bu bağlamda Ahi teşkilatı, tüm vatandaşların toplumsal ve idari düzene ilişkin çeşitli sorunlarına akılcı, kolektif ve yaratıcı çözümler arayan bir tür toplumsal destekli değerlendirme kurumu olarak da çalışmıştır. Bu bağlamda düşünüldüğünde Ahi teşkilatının liderlik perspektifi, stratejik liderlik vizyonu kapsamında hareket ettiğini ve belirlenen hedeflere ulaşma kararlılığı göstermektedir.

Ahiler, dönemin üretim tekniği olan el sanatlarını üretim tarzı olarak kullanmışlardır.

Usta ve çırakların sayısı ve terfileri önceden belirlenmiş genel kurallara göre açıkça tanımlanan Anadolu'da uzun süredir faaliyet gösteren bir kurum olarak Ahilik, çok yönlü bir örgütlenme içinde çeşitli şehirlerde uygun bir girişim başlatarak ortak işlevleri başarıyla yerine getirmiştir. Bu işlevler arasında iş hayatı, ahlak, eğitim ve dayanışma, sosyal güvenlik ve arabuluculuk, gençlik, siyasi ve askeri konular yer almaktadır. Bu ilkeler doğrultusunda Ahilik, üretim birlikleri, ahlak ve sanat okulu, sivil toplum kuruluşu, esnaf ve sanatkârlar ile iş adamları derneği, sosyo-ekonomik kurum, gençlik kulübü gibi birçok farklı işlevle donatıldı. Bir bakıma çalışma hayatının düzenlenmesi, kamudaki mesleki gelişim süreçlerinin net ve doğru bir şekilde belirlenmesi, istihdam yaratılması ve kişilerin iş tatmini ve iş kalitesi açısından stratejik bir hamle başlatmışlardır.

Çağdaş örgütlerde bir grup insanın veya bir faaliyetin başında bulunan kişiye yönetici denirken, yönetici yönettiği örgütte işlerin düzenli bir şekilde yürütülmesinden sorumludur. Liderlik, bir grup insanı, örgütü, kurumu yönetme, yönlendirme, denetleme ve koçluk yapma faaliyetlerini kapsar. Ahi Evran-ı Veli, yaklaşık sekiz yüz yıl önce Anadolu'da Ahi Teşkilatının kurucu lideri ve piri olarak, dünyada ilk defa esnaf ve sanatkâr sistemini planlayan, örgütleyen, yöneten ve denetleyen kurumsal olarak yaşayan ve sürdürülebilir bir sistem kurmuştur. Bu bağlamda Ahi Teşkilatı, geleceğe dönük esnaf ve sanatkârların amaç ve hedeflerine ulaşması için temel stratejik yönetim fonksiyonlarını dönemin şartları içinde başarılı bir şekilde yerine getirmiştir.

Stratejik Liderlik Açısından Ahi Birlikleri ve Bunların Çağdaş Dönem Yansımaları

Strateji, uzak geleceğe nasıl ve ne şekilde güvenle ulaşılacağını gösteren genel bir plandır. Stratejik yönetim, özel sektör, kamu sektörü ve üçüncü sektörde (kâr amacı gütmeyen gönüllü sektör) faaliyet gösteren tüm kuruluşların geleceğe yönelik amaç ve hedeflerini belirleyerek temel hedeflere ulaşmak için yapılması gerekli sistemli eylemleri açık ve anlaşılır bir biçimde tespit etmelerini sağlayarak vizyon, misyon, strateji ve eylem süreçlerini içermektedir. Gelecekle ilgili ilham verici hayaller, idealler ve önsözleri kapsayan vizyon, kuruluşların ulaşmak istediği geleceğin resmidir. Misyon, gelecekte ulaşılabilecek hedefe (vizyon) yönelik bir görev ve kararlılık ifadesi olarak, geleceğe yönelik kuruluş potansiyeli açısından "neden varız?" sorusunun cevabıdır. Kurumların yönetici başarısı açısından karar alma, kadrolama, koordinasyon, uygulama ve yürütme görev tanımının bir unsurudur. Yönetim fonksiyonları planlama, organizasyon, liderlik ve kontrolden oluşur. Planlama, ulaşılabilecek hedeflerin tanımlanmasını ve belirtilen örgütsel hedeflere ulaşmak için en iyi yolların seçilmesini gerektirir. Bir kuruluşun iş vizyonunu gerçekleştirilmesine, görevleri yerine getirmesine, zamanlama, maliyetli hatalardan kaçınmasına ve görevleri başarıyla tamamlamak için gereken kaynakları oluşturmasına yardımcı olur. Ahilik kimi zaman halk arasındaki anlaşmazlıkların çözümünde arabuluculuk rolü üstlenmiştir. Ahilik bilimsel ve objektif biçimde lider seçimi demokratik teamüllere ve usullere göre yapılmış, göreve getirilen kişide "dürüstlük, liyakat, tarafsızlık" gibi özellikler aranmıştır. Sekiz yüz yıl önce kendi döneminde önemli bir girişim olan Ahilik sistemsel açıdan uzak geleceği dikkate alması yönlerinden stratejik liderlik anlayışla benzeşmektedir. Zaman içinde sosyal hayattaki gelişmelere paralel olarak Ahiliğin dini temellere dayalı felsefesine orta sandıkları gibi sosyal güvenlik tedbirleri, ürünlerin standardizasyonunu temelinde toplam kalite yönetimi, kooperatifçilik gibi modern ekonomik yaklaşımları çağrıştıran bazı düzenlemeler de eklenmiştir (Güçlü, 2021: 13).

Stratejik liderlik kalitesi örgütsel başarıda çok önemli bir rol oynar ve kuruluşun başarı

ve ilerlemesi için esas etkiye sahiptir. Liderler, çalışanlarla paylaşılan bir vizyon ve misyon aracılığıyla kurum çapında değişimi başlatma ve sürdürme becerisini gösterirler. Stratejik liderler dikkatlerini ve enerjilerini işin ötesine geçen ve büyük resme odaklanan çözümlere ve uygulamalara odaklanırlar. Stratejik rekabet, müşterileri yerleşik konumlarından çekip çıkararak ya da yeni müşterilerin pazara çekilmesine rol oynayan atılımlar olarak düşünülebilir. Prensipite yerleşik firmalar ve yeni gelenler yeni stratejik pozisyonlar bulma konusunda aynı zorlukları yaşarlar. Pratikte üstünlük yeni girişimcilerdedir (Porter, 2011: 20). Artan küresellik olgusu, elektronik ticaret ve internet kullanımının yaygınlaşması stratejik yönetim üzerinde oldukça önemli etkiler yapmıştır (Eren, 2013:9). Strateji bilimi aslında insanlık tarihinin başlangıcına değin gider. Yeni çağın strateji bilim çağı olacağını sezinleyen, strateji biliminin gelişimini hızlandıran yöntemi (tümevarım/tümdengelim) ve aynı şekilde strateji bilimini yapılan araştırmalarla yeniden temellendirerek kuruluşun yapısını belirleyen ve hedeflerine odaklanmasını sağlayan bir yönetim sürecidir (Marşap, 2015: 62).

Modern çağın kuruluşları, kurumsal hedefleri başarıyla tamamlamak için ekiplerini desteklemeyi taahhüt eden pratik liderlere ihtiyaç duymaktadır. Bu şekilde rekabet ortamında ayakta kalabilmeleri için mal ve hizmet üretiminde standardizasyonu sağlayacak yönetim sürekliliğine ihtiyaç vardır. Bir kuruluşun vizyonu, misyonu ve hedefleri açık ve net olması bunlarında tüm ekip üyeleri tarafından takibi sağlanırsa, başarılı olma ve pazar rekabetini kazanma şansı daha yüksek olur ve kuruluşa yön vererek problem çözmeye yardımcı olur. İstenilen sonuçlara ulaşılması ancak iyi bir yönetim (organizasyon yapısı, fonksiyonel yönetim düzeyi ve etkin emir komuta zinciri) ile kolaylaştırılır. Becerikli, yetenekli ve deneyimli bir lider, ekibini etkileyerek organizasyona daha fazla değer katacaktır.

Geleceğe dair bir vizyon olarak ileriye bakış, sınır ve öncelikleri belirlerken bugünü de düşünmektir. İş dünyasının paydaşları arasında kilit aktör konumundaki müşteri gereksinimini karşılayabilmek için ileriye bakacak becerilerle bunları eşleştirmek için bugünü düşünmektir. Piyasanın rakip davranışlarını anlayabilmek için ileriye bakarak kendini koruyacak bariyerler oluşturup, müşterileri kendisine bağlamaya gayret eder. Sektörün kırılma noktalarını anlayabilmek için ileriye bakmak, sürekli değişime bağlı kalmak ve belirlenen yolda ilerlemek için bugünü düşünmektir (Gates, Grove ve Jobs, 2015: 40). Edmund Burke'nin ünlü deyişinde belirttiği üzere; "Tarihi bilmeyenler onu tekrarlamaya mahkumdur." Kurumlar önemli kararlar alırken öncelikle, tarihe bakarak bugün insanı saran zorluklara karşı önceki tarihi derslerden yararlanmalıdır. Strateji ise doğası gereği ileriye bakmayı gerektirir ve geleceğin planı ile ilgili olduğundan geçmişin deneyimlerini içselleştirmek elbette önemlidir. Ancak oyun planını geleceğin geçmişe benzeyeceğini varsayarak oluşturmak her zaman istenen sonuçları vermeyebilir. Andy Grove'nin dillendirdiği Einstein'ın deyişindeki gibi, "Vizyoner düşünce geçmişten öğrenirken onun sınırlamalarından kendini özgürleştirmeyi gerektirir" (Gates, Glove ve Jobs, 2015: 17) bakış açısı bize şunu da göstermektedir ki, gelecek sadece geçmiş dikkate almak değil özgün bakış açılarıyla yapılmış olanların üstüne yeni adımlarla ilerlemektir.

Esnaf odaklı hizmet ve üretim sektöründe stratejik yönetim sistemi, değişen çevresel jeopolitik ve iklimsel koşullara rasyonel bir şekilde uyum sağlamasıdır. Çalışanların mesleki alanlarında insan kaynakları yönetimi kapsamında temel kariyer basamaklarını, eğitim ve gelişim süreçlerini net olarak belirleyen, gözlemleyen, değerlendiren ve

sınıflandıran rasyonel ve bilimsel bir formasyonda geleceğe doğru yol almalarını öngörmektedir. "Birlikten kuvvet doğar, bir elin nesi var, iki elin sesi var" gibi atasözlerine uygun olacak şekilde, bugünün işini yarına bırakmadan, son derece dinamik ve sistematik bir şekilde strateji vizyonu' nu kararlılıkla geleceğe taşıma sanatıdır. Böylece başta müşteriler, piyasalar ve ilişkiler olmak üzere tüm paydaşlardan gelen beklenti ve talepler doğrultusunda Ahi teşkilatı için yüzyılları kapsayan uzun vadeli değer yaratılması mümkün olmuş, kariyer gelişim ve stratejik liderlik ve yönetim açısından çok önemli bir gelişim süreci başlatılmıştır. Yenilik, yeni ürünlerin araştırılması ve ticarileştirilmesinin kurumun ve hatta sektörün sınırlarının ötesine genişletilmesi anlamına gelirken (Daft, 2015: 382) strateji ise "ileriye bakarak" bugünü düşünmektir (Gates, Grove ve Jobs, 2015: 40). Stratejik yönetim de idari kadroların hepsi için birer stratejist gibi katılım sorumluluğu hissetmeleri, takım ruhu anlayışı içinde hareket ederek ortak vizyon, misyon, amaçlar ve stratejiler doğrultusunda uygulamaların yürütülmesini ve topyekûn işletmenin geleceğine sahip çıkılmasıdır (Eren, 2013: 9). Stratejik konumlanmanın üç kilit ilkesi olarak, stratejinin benzersizliği, farklı faaliyete yönelim, strateji rekabette değişim, nelerin yapılıp/yapılmayacağı seçimi, strateji, işletme faaliyetlerine uymalıdır (Porter, 2011: 10). Stratejinin üç temel branşı vardır; bunlar; Konteks (iç ve dış); endüstri analizi, kültürel analiz ve kaynak temelli bakış, içerik (stratejik opsiyonlar); seçim ve performansı, süreç (formasyon ve uygulama); stratejik plan, seçim, değişim ve strateji pratikliğidir (Johnson, Whittington ve Scholes, 2011: 11). Stratejik liderlik, stratejik yönetim sürecinin önemli bir bileşenidir. Stratejik liderlik, geleceği görme, vizyon yaratma, esneklik sağlama, stratejik düşünme ve örgüt için gerçekleştirilebilir bir gelecek yaratacak değişimleri açığa çıkartarak başkalarıyla birlikte çalışma yeteneği olarak tanımlanmaktadır (Uğurluoğlu ve Çelik, 2009: 121).

Stratejik yönetim sisteminde, tüm organizasyonel paydaşlar (sanat çalışanları, müşteriler, sosyal ve politik aktif gruplar, rekabettekiler, ticaret ve endüstri birlikleri, hükümet, medya, tedarikçiler, toplum, paydaşlar ve sendikalar bir bütün halinde işletme organizasyonu ile açık, etkin ve paylaşan yakın bir iş birliği içindedir (Robbins, 2016). Bazen bir film seti, bazen bir tiyatro sahnesinde, beklenmeyen durumlar, krizler ya da problemler olabilir. Her koşulda, sanatsal ve kültürel stratejik süreçlere, pro-aktif ve reaktif olası çözümlere hazırlıklı olunmalıdır. Osmanlı Devleti'nde Ahiler her şart ve koşulda halka seve seve hizmet etmiş ve halkın sorunlarının çözümünde söz sahibi olmuşlardır. İş hayatının dinamiklerindeki dalgalanmalar ve değişkenlikler, iş süreçlerinin değişen ihtiyaçlarını etkin bir şekilde karşılamış ve belirsizliği giderebilen stratejik liderlik tarzını benimsemişlerdir. Değişen iş ortamında başarılı bir şekilde stratejiler geliştirmiş ve stratejik yönetim araçlarını organizasyonel süreçlere başarıyla uygulayarak tüm takipçilerini etkilemiştir. Çalışanların katılımını ve belirlenen hedeflere bağlılığını artıran performanslarını geliştirmiş, dönemin belirsizliğini gidermiş ve kurumun geleceğini öngörebilme becerisine sahip olmuşlardır.

Geçmişin iktisadi şartları düşünüldüğünde çağımızın işletme gruplarının özelliklerini taşıyan Ahiliği, örgütsel olarak "Mikro İşletme Grupları" "Küçük İşletme Grupları" olarak adlandırılabilirken; esnaf ve sanatkârları da Ahilikle özdeş kabul etmiştir (Aydemir, 2019: 14). Ahilik stratejik yönetim sisteminde güçlenen organizasyon yapısıyla, enformasyon bağları ve yatay ilişkilerle harmanlanan, tedarikçi-üretici ve müşteri arasındaki uyumlu entegrasyon ve örgüt içi eşgüdümün etkili bir biçimde senkronizasyonu ile mükemmel gelişim dinamizmi içinde var olmuştur. Bugünün organizasyonlarında kurumların eşgüdüm mekanizması açısından; karşılıklı uyum, doğrudan denetim, iş süreçlerinin

standardizasyonu, ürünlerin ve çalışanların becerilerinin standartlaştığı birleştirici (Mintzberg, 2014: 3) olmaları ve birçok organizasyonun, cesur bir inovasyon kültürü yerine kopyalama ve çoğaltmaya yönelmeleri sonucunda yalnızca belli büyük şirketlerin nitelikli çalışanlar kanalıyla stratejik liderlerin finansal güç, teknoloji ve bilişim teknoloji, sanayi bilgisi ve pazarlama tekniklerini kullanarak yüksek inovasyon potansiyeline sahip nitelikli personellerle başarı sağlayabildiği (Kramer, 2020: 98) görülmektedir.

Tarihsel süreçten gelen Ahilik ilke ve geleneklerinin sosyal ve kişisel yaşam ile iş dünyasının davranışlarına yön vermede belli hallerde çalışma hayatında etkili olabilmektedir. Bu bağlamda küçük esnaf yöneticilerinin sosyal dayanışma, müşteri memnuniyeti, çalışanlarına adil davranma, dini anlayış ve yaşayışlarını iş ve sosyal hayata yansıtmaya çalışma, geleneksel değerleri yaşatma çabası içinde oldukları söylenebilir (Soysal ve Tan, 2013: 200). Günümüz insanı iş ve çalışma hayatında, kalite yönetim sistemlerinde, üretim-tüketim ve pazarlama ilişkilerinde, kadın-erkek hayatın her aşamasında; psikolojik, biyolojik ve fizyolojik yapılarına uygun fonksiyonları yerine getirmede, bireysel ve toplumsal huzur, refah, birlik ve beraberlik açısından ahilik sisteminin olumlu özelliklerinden faydalanabilir. Bu tarihsel pratikten yola çıkarak günümüz insanının ihtiyaçlarına cevap verebilecek iş ve sosyal yaşam projeleri geliştirmek, teoriyi pratiğe aktarabilen mesleki ve ahlaki nitelikleri yüksek insanlar yetiştiren bilim insanlarına da bu alanda ayrıca ihtiyaç vardır (Aslan, 2015: 269).

Günümüz küresel dünyasında kuruluşlar kendilerini farklı amaç ve hedeflerle ortaya koyarken elde etmeyi umdukları başarılarla ise ulaşamama riskiyle karşı karşıya kalabilmektedirler. Kuruluşların belirgin ve ulaşılabilir bir vizyon ve misyonun olmasının yanı sıra bunları destekleyecek güçlü değerler geliştirmeleri gerektiğinden tam da bu noktada Ahilik anlayışının benimsemiş olduğu sistem ile desteklenmesi önem taşımaktadır. Ahilik vizyonu, kurumsal sosyal sorumluluk ve sürdürülebilirlik açısından gelecek yönetimini kapsayan bir vizyonda tasarlanmıştır. Ahilik sisteminde strateji planlamanın yönetim araçları misyon, vizyon ve prensiplerdir. Örgütsel yapılar, Ahi teşkilatını arzu edilen hedeflerine ulaşmanın bir yolu olarak görmüşlerdir. Liderlik en insan odaklı yönetim fonksiyonudur. Teşkilatın misyon beyanı, bu liderlik rolünü yerine getirmek için bir temel sağlar. Yönetici lider, güçlü kişiler arası becerilere sahip olduğu ölçüde başarılı olacaktır. Liderlik özellikleri arasında yön vermek, takipçilere ilham vermek, ekip oluşturmak, örnek olmak ve sevilme yer alır. İyi bir yönetici işleri doğru yapan kişidir, lider ise doğru olanı yapan kişidir. Stratejik yönetim açısından süreçleri başlatma, uygulama, performans ve geliştirme aşamalarını içeren yaklaşım, Ahi teşkilatında katılımcı vizyoner liderlik ve yönetim tarzı olarak benimsenmiştir. Ahi Evran, örgütsel bağlılığın güçlendirilmesinde özellikle duygusal iklimin geliştirilmesine stratejik liderlik niteliklerini tamamladığı ölçüde azami değer vermiştir.

Çağdaş örgütlerde bir grup insanın veya bir faaliyetin başında bulunan kişiye denilen yönetici, yönettiği örgütte işlerin düzenli bir şekilde yürütülmesinden de sorumludur. Liderlik, bir grup insanı, örgütü, kurumu yönetme, yönlendirme, denetleme ve koçluk yapma faaliyetlerini kapsar. Ahi Evran, yaklaşık sekiz yüz yıl önce Anadolu'da Ahi Teşkilatının kurucu lideri ve piri olarak, dünyada ilk defa esnaf ve sanatkâr sistemini planlayan, örgütleyen, yöneten ve denetleyen kurumsal olarak yaşayan ve sürdürülebilir bir sistem kurmuştur. Bu bağlamda Ahi Teşkilatı, geleceğe dönük esnaf ve sanatkârların amaç ve hedeflerine ulaşması için temel stratejik yönetim fonksiyonlarını dönemin şartları içinde başarılı bir şekilde yerine getirmiştir. 1982'de Tom Peters ve Robert

Waterman'ın, günümüz piyasalarında üretim yapan işletmelerin ortak mükemmellik anahtarlarını tanımlarken; Eylem için önceden verilmiş kararlılığa sahip olarak müşteri odaklılık ve müşteriye tanıyıp ona yakın olmak, girişimcilik ile insanlara inisiyatif alımı için yetki verim konusunda istekli ve cesur olmak, insanları verimliliğe özendirilecek biçimde insanlara saygılı davranarak verimliliği sağlamak, değerlere dayalı liderlik; kurum kültürünü tüm organizasyona benimsetecek aktif olarak ilham verecek liderlik, iyi bildiği işe sarılmak; en iyi bildiği işe odaklanmak, işleri basit ve yalın tutumlu olarak israfı ve kafa karışıklığını besleyen karmaşıklıktan kaçınım ve bir taraftan sıkı bir merkezci kontrol uygularken, diğer taraftan da bireysel otonomiye olabildiğince izin verilmesi (Barutçugil, 2013: 71) günümüz piyasa ekonomik süreçlerin işleyişinin Anadolu'da tarihi köklerine bakıldığında Ahi birlikleri karşımıza çıkmaktadır. Uzun bir dönemde birçok insanın hayatına etki eden Ahilik, günümüz esnaf ve sanatkarların geçmişteki kökleri olarak kabul edilen yönetim bilimi perspektifi ile henüz yeterince değerlendirilmemiş olup (Aydemir, 2019: 14) Ahilik geleneğine yaratıcı bakış ile aslen günümüz esnaf işletmelerindeki uygulanmalarına geçmişten gelen iz bırakıcı çalışmalarla bütünleştirecek şekilde işletme içinde ve dışında gönüllü olarak çalışanların anlayış ve davranışlarının da bu sisteme entegre edilmesi de faydalı olacaktır. Yine ilgili kurum ve kuruluşların hem ulusal hem de yerel kuruluşların içinde bulunduğu koşulları iyileştirecek sonuç odaklı destek politikaları hayata geçirilmelidir (Soysal ve Tan, 2013: 200). Ahiliğin kurucusu Ahi Evran, her şeyden önce esnafa genel bir birlik, beraberlik ve uyum sağlayarak dönemin stratejik liderlik vizyonu olarak düşünebileceğimiz insan kaynaklarında objektif bir kariyer gelişimini oluşturan esnaf eğitimi, seçimi, gelişimi ve denetimine özel önem vererek, sürdürülebilir öğretileri benimsemiştir. Böylece esnafın düzgün işleyişini, aktif çalışmasını ve müşteri davranışlarını denetleyerek üretim ve hizmetlerin belirli bir kalite ve standartta olmasını sağlamıştır.

Sonuç

Başlangıçta, Ahi Evran'ın gayretleriyle Anadolu'da kök salan Ahilik, sadece geçmiş ve bugün için değil bu toprakların insanlarını aynı zamanda bünyesinde barındırdığı değerler bütünü ile geleceğe yönelik sosyal yaşamlarına katkı yapabilecek atılımları barındıran derin bir vizyon ve misyona sahiptir. Ahilik, bin yıllık zarif tecrübe ile tarih, sosyoloji, ilahiyat, iktisat, felsefe, dil ve edebiyat gibi sosyal bilim alanlarını kapsayan girişimcilik örneği, öncü niteliklere sahip tarihi bir yapıdır. İnsan, toplum ve meslek bilimlerinin hemen her alanındaki araştırmacılar tarafından her dönemde dikkatle incelendiği, bu çok boyutlu yapının dünün insanına ve toplumuna kattığı değerlerin yanı sıra bugünün insanına vereceği önemli tecrübeler ve mesajlarla birlikte daha da anlam ve değer kazanacaktır. Bir meslek örgütü olarak Ahilik vizyon, misyon ve evrensel etik değerleri kapsamında derinlemesine ve ileriye dönük olarak tüm Anadolu insanının hayatını bir bütün halinde şekillendirmiştir. Temelde bir iş ve meslek etiği örgütü olarak gelişen Ahilik, ekonomik ve sosyal hayatın bu alanlarında büyük bir anlayış, değer ve farkındalık yaratarak, geçmişten bugüne ve yarına sürdürülebilir bir yaşam rehberi olarak insanlığa yol göstermeye halen devam etmektedir. Ahlak ve sanatı Türk-İslam potasında eriterek Anadolu insanının toplumsal ruhunu şekillendiren bu anlayış, günümüzde insanların kazanması gereken yüksek insani ve ahlaki değerleri sağlayan bir tür şifa sistemidir.

Anadolu'nun Türkleşmesi ve İslamlaşması sürecinde Ahiler, dini ve tasavvufi değerlere dayalı güçlü bir ahlak sisteminin kurumsallaşmasında ve Anadolu insanının sosyal

yaşamının eğitilip geliştirilmesinde başarılı olmuşlardır. Bu ahlak ve gelenekler Türk toplumunun sosyal hayatında kök salmış ve sonraki yüzyıllarda şehir, kasaba ve köylerin otokontrolünün sağlanması, kamu düzeni ve genel ahlakın korunması, belediye hizmetlerinin sürdürülmesi gibi alanlarda belirleyici ve yönlendirici bir unsur haline gelmiştir. Ahilik, uzun bir zaman dilimine yayılmış ve sıkı bir hayat eğitime tabi tutulmuş bir insan ve toplum tipine öncülük ederek öncelikli hedefi esnaf, özellikle de gençlerdi. Osmanlı devletindeki esnaf teşkilatları, özellikle düşünce bakımından Anadolu'da kurulan Ahi teşkilatının bir uzantısı niteliğindedir. Bu bakımdan Osmanlı esnafının sanat ve üretim düzenine yön veren değerler, Ahi teşkilatının etkisiyle eşitlik, dayanışma, ölçülülük ve gelenekçilik gibi belirli ahlaki ilkeler tarafından belirlenmiştir.

Çağımızın modern kuruluşları için en önemli görev akılcı, bilimsel ve stratejik yönetim sistemi ile işleyen anlayışlardır. İnsan kaynakları, finans, üretim, bakım, finans ve diğerleri dahil olmak üzere bir kuruluşun tüm alanları veya bölümleri büyük ölçüde yöneticilere bağlıdır. Yönetim, yöneticilerin sistematik, eşgüdümlü ve işbirliğine dayalı insan çabası yoluyla amaca yönelik organizasyonlar yaratma, yönlendirme, sürdürme ve işletme sürecidir. Planlama, örgütlenme, yöneltme, koordine etme ve kontrol etme işlevlerinden oluşur. Her kuruluşun bilgi ve deneyim sahibi yetişmiş yöneticilere ihtiyacı vardır. Yönetim, yönetim bilimi olduğu bilinciyle, belirlenen amaçlara ulaşmak için koordinasyon sağlayan, etkin ve verimli bir şekilde yöneten, kararlar alan ve problemleri çözen bir meslek, bilim ve sanat olarak da görülebilir. Ahilik, öncelikle bir sivil toplum kuruluşu olarak, üyelerinin bir meslek örgütü çatısı altında karşılıklı hoşgörü, işbirliği ve sadakatle görev ve faaliyetlerini yerine getirdikleri güçlü bir kültüre dayanmaktadır. Bu anlayışa bağlı ahilerin herhangi bir uyumsuzluk ya da kötü yönetim uygulamasına şahit olduklarında konuyu kuruluşun yönetim kademesine bildirerek ivedilikle çözüm bulunarak meslek etiği ve genel ahlaka dayalı temel kuralların işletilmesini sağlamaya yönelik sosyal adalet ile gelir dağılımında eşitliğe yönelik sistemin işleyişine önem vermişlerdir. Bu bağlamda Ahi iradesi ve yaklaşımı bugünün ombudsmanlığına benzer temel özellikler göstermiş ve halkın sorunlarıyla yakından ilgilenerken, halk ile devlet arasında işlevsel şekilde işleyen mükemmel bir halkla ilişkiler kanalı olarak görev yapmışlardır.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	<i>Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.</i>
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

Peer-Review	Double anonymized - Two External
Ethical Statement	<i>It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.</i>
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Kaynakça | References

- Aslan, H. (2015). Ahilik Teşkilatının Sosyo-İktisadi Yapısı ve Örneklilik Değeri, Akademik Bakış Dergisi, 49(Özel Sayı) , ss.248-271.
- Aydemir, M. (2019).Osmanlı Küçük İşletme Grupları Olarak Ahilik: Tarihsel Bir Değerlendirme, S.C.U. İktisadi ve İdari Bilimler Dergisi, 20(2), 1-18.
- Barutçugil, İ. (2013). Stratejik yönetim, İstanbul: Kariyer Yayıncılık.
- Daft, L, R. (2015). Örgüt kuramları ve tasarımı anlamak, Ankara: Nobel Yayınları.
- Deveci, S. (2021). Ahilik Teşkilatı ve Esnaf Zümreleri, Kırşehir Ahi Evran Üniversitesi, İ.İ.B.F. Dergisi, Fütüvvet, Ahilik ve İktisadi Hayat Özel Sayısı, 5(Özel Sayı), ss.54 – 87.
- Eren, E. (2013). Stratejik yönetim ve işletme politikası. İstanbul: Beta Yayıncılık.
- Esbosin, E. (2017), Orta Asya'da (Kazaklarda) Ahilik Geleneğinin İzleri, III. Uluslararası Ahilik Sempozyumu: XIII. Yüzyıla Kadar Türk ve İslam Dünyasında Ahiliğin Temelleri Kırşehir Ahi Evran Üniversitesi, 1(Bildiriler), ss.173-182.
- Gates, B., Grove A. ve Jobs S. (2015). Strateji yasaları, İstanbul: Media Cat.
- Ferrell O. C., Hirt, A.G. ve Ferrell L. (2013). Değişen Dünyada İşletmeler, Mc Graw-Hill .
- Haksever, A. C. (2017). Şehirleşme-Medenileşme ve Ahilik: Ankara Örneği, III. Uluslararası Ahilik Sempozyumu: XIII. Yüzyıla Kadar Türk ve İslam Dünyasında Ahiliğin Temelleri, Kırşehir Ahi Evran Üniversitesi,1(Bildiriler) ss.27-36.
- Johnson, G., Johnson, W. R. (2011). K. Stratejiyi keşfetmek, Prentice Hall.
- Gates, B., Grove A. ve Jobs, S. (2015). Strateji Yasaları, İstanbul: Media Cat.
- Günaydın, M. (2021). Ahi Teşkilatı ve Ahi Evran, Türk Medeniyeti Dergisi Anadolu-Sen Konfederasyonu Akademik Yayını, 2 (3), 4-12.
- Güçlü, M. (2021), Ahi Teşkilatının Fonksiyonları, Türk Medeniyeti Dergisi Anadolu-Sen Konfederasyonu Akademik Yayını, 2(3), 13-17.
- Koçel, T. (2014). İşletme yöneticiliği, İstanbul: Beta Yayınevi.
- Marşap, A.(2005). Ahi Ervan-ı Veli ve Evrensel İş Etiğinde Yeni Gelişmeler, Ahilik Araştırmaları Dergisi, 1(2), ss.69-89.
- Marşap, A. (2015). Sağlıkta stratejik yönetim, İstanbul: Beta Yayınları.
- Mintzberg, H. (2014). Örgütler ve yapıları, İstanbul: Nobel Yayınları.
- Kramer, B. H. (2020). Dijital offroad dijital dönüşüm için başarı stratejileri, İstanbul: Beta Yayınları.
- Köksal, F. (2010). Ayin, Erkan ve Adap Benzerlikleri Açısından Ahilik Bektaşilik Münasebeti, Turkish Culture and Hacı Bektas Veli Research Quarterly, 1(Özel Sayı) , ss.59-71.
- Robbins, S. P. (2016). Mary coulter, management, Pearson: Prentice Hall.
- Porter, M.(2011). Strateji nedir? Strateji. İstanbul: Harward İş Dünyası İncelemesi.

Soysal, A. ve Tan, M. (2013). Ahilik İlkelerinin Güncel İşletmelere Yansıması: Kilis Küçük Sanayi Sitesi İşletmeleri Örneği, Niğde Üniversitesi İİBF Dergisi, 6 (1), ss. 186-202.

Soysal, A. (2013). İşletmelerin Başarısında Ahilik ve Uygulamalarının Önemi: Bir Değerlendirme, Çimento Endüstrisi İşverenler Sendikası, 27(2),ss. 4-18.

Uğurluoğlu Ö. ve Çelik, Y. (2009). Örgütlerde Stratejik Liderlik ve Özellikleri, Hacettepe Sağlık İdaresi Dergisi, 12(2), ss. 121-156.

Öztürk, N. (2002), Ahilik Teşkilatı ve Günümüz Ekonomisi, Çalışma Hayatı ve İş Ahlakı Açısından Değerlendirilmesi, Dumlupınar Üniversitesi Sosyal Bilimler Dergisi, 7(Özel Sayı), 1-12.

Ülgen, H. ve Mirze, K.(2014). Stratejik yönetim. İstanbul: Beta Yayınları.



2023, 12 (3), 1965-1988 | Araştırma Makalesi

Şer'iyye Sicillerinin Serlevhaları -İstanbul Kadılığı Şer'iyye Sicilleri Özelinde-

Esra YILDIZ ¹

Öz

Osmanlı Devleti'nin kuruluşundan Tanzimat'a kadarki süreçte en etkili hukuki icrâ mercii şer'iyye mahkemeleridir. Bu mahkemelerde her açıdan kamuyu ilgilendiren cezâî davalar, şahıslar ve kurumlar arasındaki hukukî davalar, ordu mensuplarıyla ilgili askerî davalar, vergi, harç vb. mali yükümlülüklerle ilgili malî davalar görülmüştür. Bundan dolayıdır ki bu tarihe kadarki şer'iyye sicilleri, muhteva açısından oldukça zengindir. Osmanlı hukuk sisteminin işleyişi ve geçirdiği değişimin incelenmesinde birinci el kaynak niteliğindeki bu sicillerle ilgili zamanla standart formlar oluşmuştur. Sicillerin başında genelde Arapça olan dibâce yani bir giriş kısmı yer almaktadır. Bu kısımda, şer'î kanunları koyan Allah'a ve bu hükümleri tebliğ eden Hz. Peygamber'e saygı arz edilerek sicile başlanmıştır. Sicillerin serlevhalarında ilk olarak Esmâ-i hüsnâ, hamdele ve besmele yazılmıştır. İstanbul Kadı Sicillerinde Tanzimat öncesinde ve sonrasında, sicillerin kapağında sicil defterini tutan kadı'nın adı, görev tarihi, defterin ihtiva ettiği tarihler ve muhtevasına ait özlü bilgiler yer almaktadır. Bu bilgiler genelde katı' adı verilen sanatla kesilen kâğıtların üzerine yazılarak, sicil kapağına yapıştırılmıştır. Şer'iyye sicillerinde deri, cilt ve ebru sanatlarının uygulanmasının yanında katı' sanatının da bulunması, onların sanatsal kıymetini artırmıştır. Şer'iyye Sicillerinin serlevhalarında Esmâ-i hüsnâ ve Besmele, farklı ifade kalıplarıyla yazılmıştır. Tanzimat öncesinde özellikle sicilin başında Allah'ın adaleti, ilmi, affediciliği, zenginliği, her şeyi işitmesi, duyması ve bilmesi, bağışlayıcılığı, izzet ve şerefli oluşu, karşılıksız ihsan ediciliği, cömertliği, benzersiz yaratıcılığı, eşi ve denginin olmayışını ifade eden Esmâ-i hüsnâsı zikredilmiştir. Tanzimat'tan sonra ise sadece Allah'ın birliğine vurgu yapan isimleri tercih edilmiştir. Bu bağlamda İstanbul Kadılığı'nın payitaht kadılığı olması hasebiyle İstanbul Kadılığı Sicillerinin muhtevâları kadar serlevhalarının diplomatik özellikleri de oldukça önemlidir. Çalışmamızda Şer'iyye Sicilleri Arşivi'ndeki İstanbul Kadılığı sicillerinin serlevhaları ve başlangıç formları yıllara göre muhtevâ, diplomatika ve sanatsal açıdan tahlil edilmiştir.

Anahtar Kelimeler: İslam Tarihi ve Sanatları, Şer'iyye Sicilleri, Tanzimat, Diplomatika, Serlevha.

Yıldız, E. (2023). Şer'iyye Sicillerinin Serlevhaları -İstanbul Kadılığı Şer'iyye Sicilleri Özelinde-. İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1965-1988 . <https://doi.org/10.15869/itobiad.1300040>

Geliş Tarihi	24.05.2023
Kabul Tarihi	16.08.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğretim Üyesi, Yalova Üniversitesi, İslami İlimler Fakültesi, İslam Tarihi ve Sanatları Bölümü, Türkiye, esra.yildiz@yalova.edu.tr / ORCID: 0000-0002-1236-7446.



2023, 12 (3), 1965-1988 | Research Article

Sharia Registers' Sarlawhas

- Within the Scope of Istanbul Qadi Sharia Registers -

Esra YILDIZ ¹

Abstract

From the foundation of the Ottoman State to the Tanzimat period, the most effective legal execution authority was the sharia (Islamic law) courts. All kinds of criminal, legal, military, judicial and financial cases were executed in these courts. Thus the sharia registers up to that date were very rich considering content. Over time, standard forms have emerged regarding these registers, which are primary sources of study for examining the functioning of the Ottoman Judicial system and the changes it has undergone. At the beginning of the registers (Sijill), an introductory part is typically written in Arabic named dibâce. This section begins by respecting Allah, who established the Sharia laws, and the Prophet, who conveyed these provisions. Sarlavhas (the headlines) of the registers include Asma-ul-Husna, hamdalah, and Basmala. Before and after the Tanzimat Reforms, the name of the qadi responsible for maintaining the registry book, the date of duty, the dates covered in the book, and concise information about its contents are included in the Istanbul Qadi Registries. This information is written on specially cut and artfully designed papers known as 'solid' and affixed to the cover of the registry. In addition to applying leather, bookbinding, and marbling arts in the Shariyyah registers, including the 'solid' art, has enhanced their artistic value. Asma-ul-Husna and Basmala were written in different expression patterns in the headlines of the Shariyyah Registers. Among the Asma-ul-Husna "Fattah, Razzak, Kareem, Aleem, Baqi, Ghaffar, Hakeem, Ghafoor, Muqsit, Rahmaan, Ghaniyy, Mughni, Samee', Lateef, Hameed, Samad, Wadud, Hafeedh, Majeed, Mu'iiz, Mutaali, Malik, Haleem, and Wahhaab" were recorded as sarlavha. In addition to these, "Hannaan, Mannaan, Sattar, Fayyaz, Jawaad, Ahad, Hallaq, Naseer, Moeen and Fard" are among the most frequently mentioned names in the Istanbul Qadi Shariyyah Registers. The diplomatic features of the sarlawhas (registers) as well as their contents are important for the study of the Istanbul Qadi Registers. In this study, the sharia registers of the Istanbul Qadi in the Archive of Sharia Registries emerged between the years 1021-1342/1612-1923 were analyzed in terms of content, diplomatic and artistic aspects. Thus, the significance of the Istanbul Qadi Registers in terms of Ottoman diplomacy has been brought to light through the presented data.

Keywords: Islamic History and Arts, Sharia Registries, Tanzimat, Diplomatic, Sarlawha/Tittle.

Yıldız, E. (2023). Shana Registers' Sarlawhas - Within the Scope of Istanbul Qadi Sharia Registers- . Journal of the Human and Social Sciene Researches , 12 (3) , 1965-1988 . <https://doi.org/10.15869/itobiad.1300040>

Date of Submission	24.05.2023
Date of Acceptance	16.08.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Asst. Prof., Yalova University, Faculty of İslamic Sciences, İslamic History and Arts, Türkiye, esra.yildiz@yalova.edu.tr/ ORCID: 0000-0002-1236-7446.

Giriş

Osmanlı Devleti, kendisinden önceki İslam Devletlerinden tevarüs ettiği “kadılık kurumunu” geliştirerek devletin vazgeçilmez bir hukuk sistemi haline getirmiştir. Kadılık kurumunun yönetim sisteminde kadılar ve naibler birinci derecede yetkilidir. Şer’î mahkemelerde tutulan zabıtlara “Şer’iyye Sicili”, “Kadı Sicili”, “Sicill-i Mahfûz”, “Kadı Defteri” veya “Sicil” isimleri verilmiştir (Şer’iyye Sicilleri Arşivi (ŞSA), İstanbul Kadılığı Mahkemesi (İKM)).

Şer’iyye Sicilleri, Osmanlı Devleti’nde her türlü hukukî meseleleri içeren ve mahkemelerde görülen davalara ait bilgileri ihtiva eden resmi vesikalardır. Daha farklı bir ifadeyle bu siciller Osmanlı Devleti’nin askerî, siyasî, hukukî, ictimai ve iktisadî hayatını günümüze taşıyan birinci el kaynaklardır.

Osmanlı Döneminden günümüze intikal eden şer’iyye sicillerinin özellikle üslubunun ve diplomatik özelliklerinin doğru tespit edilmesi ulaşılabilecek ve üretilecek bilgi açısından önemlidir. Devletin bürokratik yapısındaki gelişmeler diplomatikaya da yansımış ve hatta kadılık kurumu da bu değişim ve dönüşümün içinde yer almıştır. Devlet kurumlarında yaşanan bu değişimi, Payitaht Kadılığı/İstanbul Kadılığı şer’iyye sicillerinden takip etmek mümkündür.

Çalışmamızda Şer’iyye Sicilleri Arşivi’ndeki İstanbul Kadılığı Sicillerinin muhtevâları ile serlevhalarının diplomatik özellikleri incelenmiştir. İstanbul’daki şer’iyye mahkemeleri ve sicillerinin sayısı oldukça fazladır. Yirmi yedi şer’iyye mahkemesinin yaklaşık on bin şer’iyye sicili mevcuttur. Bundan dolayı çalışmamızda İstanbul Kadılığı sicilleri ile sınırlandırarak bu defterlerin serlevhaları ve başlangıç formları tahlil edilmiştir.

Elbette daha öncesinde şer’iyye sicillerinin genel olarak diplomatik hususlarıyla ilgili çalışmalar yapılmıştır. Ahmet Akgündüz’ün “Şer’iyye Sicilleri: Mahiyeti Toplu Kataloğu ve Seçme Hükümler” ve yine “İslam Hukukunun Osmanlı Devleti’nde Tatbiki: Şer’iyye Mahkemeleri ve Şer’iyye Sicilleri”, Ali Akyıldız’ın “Tanzimat Döneminde Belgelerin Şekil, Dil ve Muhteva Yönünden Geçirdiği Bazı Değişiklikler (1839-1956)”, Mehmet Akif Aydın’ın “Osmanlı Hukukunun Genel Yapısı ve İşleyişi”, Muhammed Ceyhan’ın “Yozgat Şer’iyye Sicillerinin Kaynak Değeri ve Diplomatik Özellikleri Hakkında Bir Değerlendirme” ve “Tanzimat Dönemi Sonrası Şer’iyye Sicil Defterlerinin Muhteva ve Diplomatik Açından Tahlili”, Mustafa Denктаş’ın “Şer’iyye Sicil Defterleri’nin Sanat Tarihi Araştırmalarındaki Önemi (Kayseri Ölçeği)”, Yılmaz Kurt ve Muhammed Ceyhan’ın “Osmanlı Paleografyası ve Osmanlı Diplomatikası”, İlber Ortaylı’nın “Osmanlı Kançılıryasında Reform: Tanzimat Devri Osmanlı Diplomatikasının Bazı Yönleri”, Ekrem Tak’ın “Diplomatik Bilimi Bakımından XVI-XVII. Yüzyıl Kadı Sicilleri ve Bu Sicillerin İhtiva Ettiği Belge Türlerinin Form Özellikleri ve Gelişimi” başlıklı çalışmalarında şer’iyye sicillerinin diplomatik özellikleri incelenmiştir. Bizim makalemizi bu çalışmalardan farklı kılan husus ise İstanbul Kadı sicilleri özelinde sicillerin hem diplomatik özelliklerinin hem de Türk İslam sanatları açısından değeri ele alınmış olmasıdır. İstanbul Kadı sicillerinin dibâce yahut serlevha olarak isimlendirilen kısımları yani başlangıç formlarından derlenen örnekler, bu çalışmayla detaylı olarak izah edilerek ilim dünyasına kazandırılmıştır.

İstanbul Kadı sicillerinin cilt kapağında sicil defterini tutan kadı’nın adı, görev tarihi,

defterin ihtiva ettiği tarihler ve muhtevasına ait özlü bilgiler yer almaktadır. Bu bilgiler genelde katı' adı verilen sanatla kesilen kâğıtların üzerine yazılarak sicil kapağına yapıştırılmıştır. Şer'iyeye sicillerinin kapaklarında cilt ve ebru sanatlarının uygulanmasının yanında katı' sanatının da bulunması, onların zengin sanatsal yönünü göstermektedir.

Şer'iyeye sicillerinin bir defter haline dönüşme serüveninde cildi, cilt kapağı, kapakta uygulanan ebru ve katı' sanatları hem diplomatika hem de sanat tarihi açısından incelenmelidir. Sicillerin cilt kapağı ve iç kapağındaki başlıklar, bu sicillerin anahtarı mahiyetindedir. Şer'iyeye sicillerinin diplomatik diline uygun olarak kaydedilen ifadeler, sicilin muhtevası hakkında kısa, öz ve net bilgiler vermektedir. İstanbul Kadı Sicillerinin başlıkları ve başlangıç formlarıyla ilgili ipuçları sunan çalışmamızla, şer'iyeye sicilleriyle ilgili yapılacak çalışmalara yeni bir bakış açısı kazandırılması hedeflenmiştir.

1. Osmanlı Devleti'nde Şer'iyeye Mahkemeleri ve Kadı Sicillerinin Özellikleri

İslâmiyet sonrasında oluşan Türk-İslâm adlî yapısı içerisinde Osmanlı mahkemelerinin ayrı bir yeri vardır. Şer'iyeye mahkemeleri, örfî ve şer'î davalarda tek yetkilidir. Osmanlı hukuk sisteminde, Tanzimat sonrası döneme kadar klasik yapı büyük ölçüde bu şekilde muhafaza edilmiştir (Aydın, 2003, s.341-344).

Osmanlı Devleti'nin hukuk sisteminde kadı tarafından hazırlanan ve sicil defterine kaydedilen hüccet, temessük, ilâm vb. belgelerin yazılış usulüne "sakk-i şer'î" denilmektedir. Sak ilmiyle ilgili kaideleri ihtiva eden mecmualarda, şer'î belgenin müsveddesinin yazılmasından temize çekilme sürecine kadar olan her aşamanın nasıl yapılacağı ve hangi ifadelerin kullanılacağına kadar tüm detaylar yazılmıştır. (Kaya, 2008, s. 586). Kadı sicillerinin hem şekil hem de muhtevası incelendiğinde sak ilmiyle günümüzdeki ifadesiyle diplomatik özellikleriyle ilgili detaylı bulabilmekteyiz.

1.1. Osmanlı Devleti'nde Şer'iyeye Mahkemeleri

Osmanlı Devleti, kendinden önceki İslam Devletlerinden tevârus ettiği "kadılık kurumunu" geliştirmiştir. Bu kurumun yönetim sisteminde kadılar ve naibler birinci derecede yetkilidir (Özdemir, 1987, s. 191-198).

Osmanlı Devleti'nde şer'iyeye mahkemeleri ve kadılar ile ilgili önemli düzenlemeler Sultan II. Mahmut ile başlamıştır. Yeniçeriliğin kaldırılması ve akabinde Şeyhülislamlığın Ağa kapısına taşınmasından sonra 1837/1263 yılında İstanbul kadısının makâmı, Şeyhülislamlığa intikal etmiştir. İstanbul kadıları bu tarihten sonra artık konaklarında hizmet vermek yerine ilk kez resmî mahkeme binalarında yargı görevini ifa etmeye başlamıştır (Akgündüz, 1986).

Tanzimat Fermanıyla birlikte adlî ve hukukî saha başta olmak üzere devlet kademelerinin birçoğunda yenilikler yapılmış, şer'î mahkemeler de bu düzenlemeden nasibini almıştır. İlk olarak 1859 yılında Mehâkim-i Şer'iyeye Nizâmname'si ile şer'iyeye mahkemelerinin yetkileri yeniden belirlenmiş ve aleyhlerine olacak şekilde bazı sınırlamalar getirilmiştir. 1867/1284 yılındaki düzenlemeyle, şer'iyeye mahkemeleri dışında bir takım idarî ve hukukî mahkemeler açılmış, böylece şer'iyeye mahkemelerinin görev alanı daralmıştır. 1870 yılındaki nizamnameyle Nizamiye Mahkemelerinin temeli atılmış ve 1871 yılında bu mahkemeler tam olarak kurulmuştur. Böylece Osmanlı adliye teşkilatında ikili bir hukuk sistemi ortaya çıkmıştır (Akgündüz, 1988). Artık Osmanlı yenileşme sürecinde Şer'iyeye mahkemeleri dışında batı tarzında Cemaat, Konsolosluk,

Ticaret ve Nizamiye Mahkemeleri de kurulmuştur (Fendioğlu, 2002, s. 727-738).

Adli sahadaki yenilikler daha sonraki yıllarda da hız kesmeden devam etmiştir. Şeyhülislamlık bünyesinde Şer'iyeye Mahkemelerinin bir üst mahkemesi olarak 1862 yılında kadıların verdiği hükümlerin temyiziyle görevli Meclis-i Tedkîkât-ı Şer'iyeye birimi kurulmuştur. 1873 yılındaki düzenlemelerle bu meclis Şeyhülislamlığın Ağa Kapısındaki kompleksi içerisinde yerini almıştır (Aydın, 2003).

1913 yılına gelindiğinde Kanûn-ı Muvakkat ile Şer'iyeye Mahkemelerinin yapısı yeniden düzenlenmiştir. Şer'iyeye Mahkemeleri, 1916 yılında Kazaskerlik ve Evkaf Mahkemeleri de dâhil olmak üzere Adliye Nezareti'ne bağlanmıştır. 1919 tarihli Kararname ile tekrar Şeyhülislamlığa bağlanan bu mahkemeler, 8 Nisan 1924 tarihli "Mehâkim-i Şer'iyeye'nin İlgâsına ve Mehâkimin Teşkilatına Ait Ahkâmı Muâdil Kanûn" ile tamamen kaldırılmıştır (Ekinci, 2002, s. 772; Ceyhan, 2011).

1.2. İstanbul Kadı Sicillerinin Özellikleri

Günümüzde İstanbul Müftülüğü bünyesinde Sultan II. Abdülhamit tarafından yaptırılan Şer'iyeye Sicilleri Arşivi'nde İstanbul ve bilâd-ı selâse kadılıklarıyla çevresine ait 27 mahkemenin 9.872 adet şer'iyeye sicili yer almaktadır. Bahse konu sicillerin 335'i İstanbul Kadılığı'na aittir.

1.2.1. İstanbul Kadı Sicillerinin Muhtevâ Özellikleri

İstanbul Kadı Sicilleri, her türlü dava zabıtlarını, ilam, hüccet, vakfiye, tereke başta olmak üzere İslam fıkhnın öncelikli mevzularını içeren resmi tutanaklarla birlikte merkezden yazılan ferman, berat ve buyruldu gibi resmi belgelerin suretlerini de ihtiva etmektedir. Şer'iyeye sicillerinden birçok alanda istifade edilmesi mümkündür. Özellikle bir beldenin tarihinin araştırılmasında o yerin idarî, askerî, malî ve demografik hususiyetlerinin gün yüzüne çıkartılmasında bu belgeler büyük önem arz etmektedir (Bayındır, 1986, s. 1; İnalçık, 1997, s. 693). Ayrıca şer'iyeye sicillerinde cami, mescit, mektep, medrese, türbe, imaret, hankâh, kervansaray, çarşı, han, hamam gibi vakıf yapıları hakkında detaylı bilgiler yer almaktadır. Bu yapılan faal olduğu dönemler, bâniler, inşaat ve tamir tarihleri, görevlileri ve vakıf gelirleri gibi bilgiler, dönemin ekonomik düzeyi hakkında fikir vermektedir (Denktaş, 2005; Akgündüz, 2009).

İstanbul Kadı Sicillerindeki vakfiye kayıtları, berat, ferman ve emirname suretleri (İnalçık, 1947, s. 705), ferdi ve ictimai hayatla ilgili hukuki vesikalar önemli bir yer tutar. Ayrıca insanlar arasında yapılan senetler (Oral, 1945, s. 12), savaşın imparatorluk bünyesinde açtığı yaralar (İnalçık, 1942, s. 178), sefere ait emirler, vergiler ve savaşın gidişatı gibi hususlar da yine sicillerden takip edilebilmektedir. Kadı, müftü, naib, ayan, yeniçeri, nakîbü'l-eşrâf kaymakamı, kethüda ve dizdar gibi görevlilerin tayin, azil ve nakil işlemleri de sicillere kaydedilmiştir. Halk sınıfları, aşiretlere ait emirler, şehir idaresi, salgın hastalıklar, bu hastalıklar için alınan tedbirler, doğal afetler, asker kaçakları, idari ve inzibati tedbirler, vefat eden devlet memurlarının tereke kayıtları, soygunculuk ve eşkıyalıkla ilgili ilam ve hüccetler (Uluçay, 1951, 10/285-2856; Özdemir, 1977) de yine bu sicillerde mevcuttur.

İstanbul Şer'iyeye Sicilleri, içerik ve sanatsal yönüyle taşra sicillerinden farklılık arz etmektedir. Bu sicillerde evlenme, boşanma, nafaka, vekâlet, tereke, borçlanma, vesayet, vakfiye, tevliyet, evlâdiyet, alım satım ve kefalet başta olmak üzere her çeşit dava zabıtlarıyla ilmî ve askerî erkânın miras taksimleri (Şer'iyeye Sicilleri Arşivi (ŞSA)),

Kısmet-i Askeriye Mahkemesi Sicilleri), ferman ve emirlerin suretleri (ŞSA, İstanbul Kadılığı Mahkemesi (İKM), No. 94) yer almaktadır. Ayrıca su davalarına ait mâ-i leziz defterleri (ŞSA, Havâss-ı Refia Kadılığı Mahkemesi, No. 258, 280, 293, 285, 323), yeniçeri ahidnameleri (ŞSA, Rumeli Sadareti Mahkemesi, No. 438), diğer dinî liderlerin mühür tatbikleri (ŞSA, İKM, No. 334, 28), vakıf muhasebe kayıtları (ŞSA, Evkâf-ı Hümayun Mahkemesi ve Evkâf Muhasebeciliği Sicilleri), esnafın sorumluluklarını içeren esnaf nizamnameleri (ŞSA, İKM, No. 97, 41, 42, 80), ürünlerin fiyatlarını ve amele ücretlerini belirleyen narh kayıtları (ŞSA, İKM, No. 201) da bu sicillerde önemli bir yer tutmaktadır.

1.2.2. İstanbul Kadı Sicillerinin Diplomatik Özellikleri

Tanzimat ile birlikte devletin birçok kurumunun işleyişinde ve resmi yazışmalarında değişiklikler yaşandığı gibi şeri mahkemelerin işleyişinde ve şer'iyye sicillerinin düzenlenmesinde de bir takım yenilikler olmuştur (Ceyhan, 2016, s. 591). Bu düzenlemelerle birlikte şer'î mahkemelerdeki yazışmaların başta dil, üslup, kaligrafi ve kâğıt cinsi olmak üzere defter ve belgelerin muhteva ve diplomatiği değişmiştir. Bu süreçten sonraki yazışmaların üslubu da daha sadedir. Okunabilirlik açısından divânî ve siyakat gibi zor olan hat çeşitleri yerine daha okunaklı nesih, talik ve rik'a tercih edilmiştir. İkinci olarak yazışmaların kişiler arasında kime yazıldığına göstergesi olan "elkâb ve duâ" formları da kısa ve daha sade bir hale dönüşmüştür. Ayrıca belgelerin daha rahat anlaşılması için bir muhteva özetine de yer verilmiştir (Akyıldız, 2006). Şer'iyye sicillerinin fiziksel yapısında da değişiklik olmuş, dar ve uzun ebat yerine daha geniş ebatta siciller tercih edilmiştir. Maliyet sebebiyle eski âharlı kâğıtlar ve kaliteli mürekkepler yerini Avrupa kâğıtları ve daha ucuz mürekkeplere bırakmıştır.

Şer'iyye Sicillerinin diplomatik alandaki değişimi, defterlerin muhteva ve konu bütünlüğüne de yansımıştır. Kadı ya da naip tayin edildiği zaman sicil defterinin başına yahut defterde kalman sayfaya atama beratının bir suretini kaydetmiştir. Tayin tarihiyle birlikte gördüğü davaların bir suretini sicil defterine yazmıştır. Ancak, Tanzimat döneminden sonraki şer'iyye sicilleri klasik usulden farklılık arz etmiş ve konu bütünlüğü açısından defterler vakfiye, hüccet, ferman, tereke vb. konular göz önüne alınarak ayrı ayrı tutulmuştur (Akyıldız, 2006, s. 407). Kadılar, tayin beratını defterin başına yazdığından ayrıca kendi isimlerini hükümlerin altına yazmazlardı. Tanzimat dönemi ile birlikte artım imza ve mühür uygulaması yaygınlaşmış ve hatta bu durum zorunlu hale gelmiştir (Kurt, 2012; Kütükoğlu, 1998; Ortaylı, 2006).

Sicillerin başında genellikle Arapça dibâce denilen bir giriş kısmı yer almaktadır. Bu kısımda, şer'î kanunları koyan Allah'a ve bu hükümleri tebliğ eden Hz. Peygamber'e saygı arz edilerek sicile başlanmıştır. Sonra sicili tutan kadı'nın ismi, ünvanı ve görev tarihi yazılmıştır. Her kadı değişikliğinde bu dibacenin değiştiğini ancak standart bir üslubun da belirlendiğini söylemeliyiz (Akgündüz, 2009, 14/13-48).

2. İstanbul Kadı Sicillerinde Kullanılan Türk İslam Sanatları ve Estetik Anlayışı

İslam estetik anlayışı, İslam kültür ve medeniyetinden bağımsız olarak değerlendirilemez. İslam estetiği, hayata bakış tarzıyla Tanrı sistemiyle uyumlu bir sistemdir ve bunun can damarı ise İslam'ın ilke ve esaslarıdır. Aslında İslam estetiği, "mana" ile "suret" in mükemmel uyumunun, metafizikle ilgisinin kesilmeden ortaya konulmasıdır (Altıntaş, 2002; Aydın, 1986, 4/9-24.).

Osmanlı Devleti'nde İslam'a dayalı bu estetik anlayışı, hayatın her alanında kendisini

göstermiştir. Allah'ın "Cemâl" isminin tecellisi (Topaloğlu, 1995, 11/404-418) ve Hz. Peygamber'in "Allah, güzeldir güzel olanı sever." (Müslim, "İman", 39) buyruğuna binaen yapılan her iş ve eylemde güzellik ve estetik esas alınmıştır (Derman, 2014, s. 480).

Arşivler, bir yandan tarih, tarih sosyolojisi, coğrafya, iktisat, hukuk, siyaset bilimi, din sosyolojisi, tıp tarihi, tarım, ziraat ve üretim sanayisi, bir yandan da sanat tarihi, zanaat ve sanat çeşitliliği açısından önemli bir kültür mirasıdır (Tekingür, 2023; Altıntaş, 2021). Şer'iyye sicilleri ihtiva ettiği mahkeme kayıtlarının yanı sıra sicillerde uygulanan ebru ve katı' gibi süsleme sanatlarını da içermektedir. Arşivdeki defterlerin cilt kapaklarının dış ve iç yüzeyinde çok sayıda ebru ve katı' sanatı örnekleri mevcuttur (Akgündüz, 1988).

Ebru, kitreli su üzerine serpilen boylarla bezenmiş kâğıt ve bunu hazırlama sanatıdır (Derman, 1994, 10/80-82). Ebru kelimesinin asıl olarak Ab-ru'dan geldiğini, bunun Farsçada isim tamlaması karşılığının "yüzsuyu", sıfat tamlaması karşılığının "su yüzü" demek olduğunu, çünkü bu sanatın su yüzünde icra edildiğini dile getirenler de vardır (Arıtan, 2002). Günümüzün değerli ebru sanatçılarından biri olan Timuçin Tanarlan'a göre "Ebru, görmek isteyen bir gözle bakıldığında insana gökyüzünde ahenkli bir bulut kümesi, bir mermer kesitindeki harelili billurlar veya bir damar, bazen suya susamış toprağın yüzündeki çatlaklar manzumesi, bazen bir avuç kumda oluşuvermiş ahenkli bir desen, bazen rengârenk bir çiçek bahçesi etkilerini aktarabilen ve sanatkâra sonsuz anlatım imkânları sağlayan, her devre uyan bir sanattır" (Bozdağ, 2018, s. 8; Tanarlan, 1998, s. 17; Tanarlan, 1994, s. 316).

Katı' ise kâğıt veya deri oyma sanatıdır. Katı' Sanatı, herhangi bir motifin ya da yazı örneğinin ince bir kâğıt veya deriden oyulması ile oluşturulmaktadır (Çağman, 2022, 25/32-35). Kâğıt oymacılığı, XVIII. ve XIX. yüzyıllarda vazo içinde çiçek figürleri ve oyma yazı türündeki eserlerle canlılığını sürdürmeye devam etmiştir. Özellikle şer'iyye sicillerinin etiketlerinde gayet iyi bir biçimde muhtelif örnekleri izlenebilmektedir (Ünver, 2021, s. 33). Cilt sanatının şemse ve köşebent tarzındaki ince ve zarif motifleri, hüsn-i hat örnekleri, vazo desenleri, tek çiçekler, buketler, tabiat manzaraları ve tasvirleri bu eserlerin süsleri arasında görülmektedir. Yazma eserlerin koruyucusu olduğu gibi bunlara estetik ve güzellik kazandıran ciltler, katı' sanatı tezyinatları ile yazma eserlerin sanatsal değerini artırmaktadır (Çetintaş, 2006, s. 77; Uşan, 2022, s. 84). Kitap süsleme sanatları içerisinde yer alan ve başlı başına bir alan teşkil eden katı' sanatı Geleneksel Türk El Sanatlarının değerli bir dalı olarak günümüze kadar ulaşmıştır (Köylü, 2021; Ovalıoğlu, 2007, s. 17; Çığ, 1958, s. 159; Arseven, 1947, 980; Ünver, 1998, s. 237; Arseven, 1965, s. 980).

İstanbul Kadı Sicillerinde hicri 900'lü yıllardan sonra başta Battal formu olmak üzere, gelgit, şal, bülbül yuvası, yürekli motifler ve hatip ebrusu en fazla rastlanılan ebru çeşitleridir (Ertan, <https://www.academia.edu/32197363>). Sicillerin ait olduğu mahkemenin ismi, dönemi ve sicili tutan kadı'nın ismini içeren bilgiler, katı' etiketlere yazılmış ve cilt üzerine yapııştırılmıştır. İstanbul kadı sicillerinde katı' sanatında en kaliteli ve mühürlenmiş kâğıtlar kullanılmıştır (Tiryaki, 2018, s. 161).

Katı' sanatının çiçekli oymalar, bahçe ve tabiat resimleri, vazolar başta olmak üzere muhtelif çeşitleri bulunmaktadır (Çetintaş, 2006, s. 76-77). İstanbul Kadılığı Sicillerinde ise katı' sanatının bir yan dalı olarak kullanılan etiketlerin çoğunluğu, tek kat olarak

krem renkli kâğıttan çalışılmıştır. Tarihi ve kültürel önemi haiz bu etiketler, Türk katı sanatının ve kültürel mirasın mütevazı bir numunesi olarak görülebilir (Morçay, 2014, s. 50-52; Ovaloğlu, 2007, s. 5).

İstanbul Kadı Sicillerindeki katı etiket örnekleri, şekil olarak birbirleriyle benzerlik göstermektedir. Vazo, çiçek yahut rumî motifler şeklinde kesilen etiketler, genelde sicilin cildinin üst kısmına yapıştırılmıştır (Ek-2). Bu örnekler, hüsn-i hat, ebru ve katı gibi Türk İslam sanatlarının menşei ve kullanım alanları hakkında mühim bilgiler vermektedir. Ayrıca Şer'iyye Sicillerinin serlevhalarının da yazılı olduğu bu etiketler, hem sanat hem de diplomatika açısından önem arz etmektedir.

3. İstanbul Kadı Sicillerinin Serlevhaları

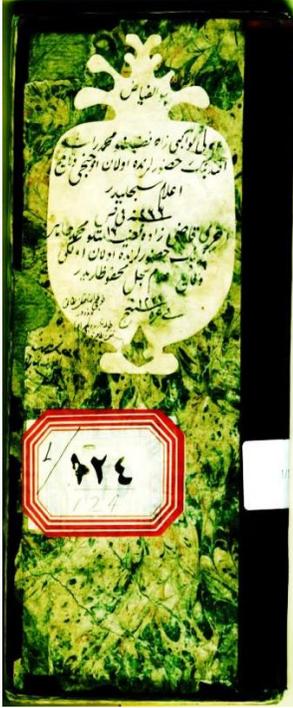
Şer'iyye Sicilleri Arşivi'ndeki İstanbul Kadı Sicillerinin kapak yahut ilk sayfasında sicilin muhtevasına dair önemli bilgiler içeren dibâce yani serlevhalar bulunmaktadır. Devletin ilk yıllarından yıkılışına kadar tutulan sicillerin serlevhalarındaki bilgiler sürekli değişim göstermiştir.

3.1. İstanbul Kadı Sicillerinin Cilt Kapaklarının Serlevhaları ve Diplomatika Açısından Önemi

İstanbul Kadı Sicilleri genellikle Allah'ın adıyla ve Besmele ile başlanmaktadır. Bu durum ise Hz. Peygamber'in "Besmele, her hayrın başıdır." (İbn Mâce, Nikâh, 19) buyruğunun şer'î mahkemelerde de yerine getirildiğinin bir nişanesidir. Hz. Süleyman'ın Belkis'a gönderdiği mektubun besmele ile başlaması (En-Neml 27/30), Hz. Peygamber'in resmî mektupları ve yaptığı antlaşmaların da besmeleyle başlaması, gerek devlet erkânının resmi yazışmalarında gerekse ilim adamlarının eserlerinde Besmele ile başlamayı gelenek haline getirmelerini sağlamıştır. Hatta ulema, bir işe besmelesiz başlamayı câiz görmemiştir. Kitâbet usulüne göre "Bismillâhırrahmânırrahîm" yerine kısaltma olarak "Bihî" yahut "Bismihî" kalıpları da tercih edilmiştir. Bazen de besmelenin sonuna Allah'ın yardımıyla manasına gelen "ve bihî nesta'in veya "ve bihî'l-avn" ibaresi de eklenmiştir (Derman, 1992), 5/532-537).

Görev süreleri dolan kadılar vazifelerinden ayrılırken dönemlerinde tuttıkları sicilleri "Temme'l-keîâm" (Şer'iyye Sicilleri Arşivi (ŞSA), İstanbul Kadılığı Mahkemesi (İKM), No. 122, 40), "Temme bi-avnilâhî ve hüsn-i tevfkîhî" (ŞSA, İKM, No. 33, 41), "Temme'l-keîâm bi-avnilâhî'l-Azîzî'l-Allâm" (ŞSA, İKM, No. 33, 72) gibi kalıp ifadeleri yazarak mühürlemişlerdir. Göreve yeni başlayan kadı ise Allah'a nispet edilen en güzel isimleri yani Esmâ-i hüsnâ (Topaloğlu, 1995, 11/404-418.) tertipleri ile besmeleyi yazıldıktan sonra kendi ismini de yazarak göreve başlamıştır (Ek-1). Bu bilgiler orijinal cildi bulunan siciller üzerinde yazılıdır. Bazı sicillerin cilt kapağı restorasyon aşamasında değiştirilmiş olsa da sicilin muhtevasının yazılı olduğu katı sanatıyla kesilen kağıdın ve Osmanlı son döneminde yapıştırılan etiketlerin sicil üzerinde muhafaza edildiği görülmektedir. Ancak İstanbul Kadı Sicilleri içerisinde kapak sayfasında sicile ait herhangi bir bilgi bulunmayan siciller de vardır. Bazı sicillerin cilt kapaklarının zamanla tahrip olması veya kâğıt ve cilt restorasyonu aşamasında kapakların yenilenmesi sebebiyle bu bilgilerin bir kısmı günümüze kadar ulaşmamıştır.

İstanbul Kadı Sicillerinin Cilt Kapaklarına Örnek-I (ŞSA, İKM, No. 124)



Hüve'l-Feyyâz

Evveli Kevâkibizâde
Faziletlü Mehmed
Râşid Efendi'nin
huzurlarında olan
üçüncü vekâyi'-i i'lâm
sicilidir. Fî 13 S [Safer]
sene [1]233/[23 Aralık
1817].

Âhiri Kadızâde
Faziletlü Mehmed
Tahir Efendi'nin
huzurlarında olan
evvelki vekâyi'-i i'lâm
sicil-i mahfûzlarıdır.

Fî Gurre-i C
[Cemâziyelâhir] sene
1233/[8 Nisan 1818].

1233/[1818] senesi
i'lâmât-ı İstanbul
Kadılığı

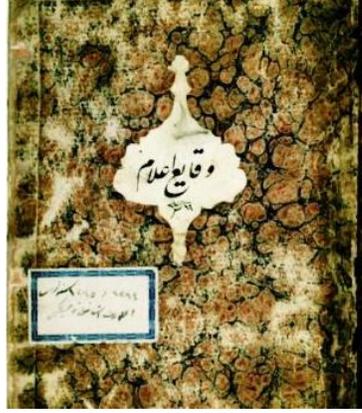
İstanbul Kadılığı Mahkemesinin 124 numaralı sicil defteri, Allah'ın Feyyâz (Feyyâz: Bereket ve bolluk veren) ismiyle başlamaktadır. Sicilin cilt kapağında İstanbul Kadısı Kevâkibizâde Mehmet Râşid Efendi'nin 23 Aralık 1817 tarihinde ve Kadızâde Mehmet Tahir Efendi'nin ise 8 Nisan 1818 tarihinde tuttuğu sicil defterinin i'lâm sicili (Akgündüz, 2000, 22/72-73) olduğu yazılmıştır. Ayrıca cilt kapağında önemine binaen bazı esnafların nizamı ile ilgili notlar düşülmüştür.

İstanbul Kadılığı Sicillerinin çoğu, cilt çeşitlerinden çaharkuşe adı verilen ciltlerden oluşmaktadır. Ön ve arka kapakların geniş bir kısmı ebru ile kaplanmış, kapak kenarları ile sırtı deriden oluşmaktadır. Bazı sicillerin kapaklarında yer alan ebruların kapak içine kadar sıvama şeklinde geldiği görülmektedir (Tiryaki, 2018, 161-164).

İstanbul Kadılığı Mahkemesinin 124 numaralı sicil defteri, çaharkuşe ciltli şal ebru desenli kapaklardan oluşmaktadır. Defter kapağına yapıştırılmış katı' sanatlı etiketin üzerinde sicili tutan kadı'nın ismi, sicilin tarihi ve çeşidiyle ilgili bilgiler yer almaktadır. Bu sicil, oluşturulduğu tarihlerde çok sık kullanıldığından tahrir olmuş ve ebrularının renkleri solmuştur.³

³ Şer'iyye Sicilleri Arşivi'ndeki sicillerin ihtivâ ettiği Türk İslam Sanatları ile ilgili bilgiler, Meşihat Arşivi'nde görevli kâğıt restoratörü Merve Er'den alınmıştır.

İstanbul Kadı Sicillerinin Cilt Kapaklarına Örnek-II (ŞSA, İKM, No. 189)



Vekâyî-i i'lâm fi
12 Ş [Şaban]
[12]64/[14
Temmuz 1848].

1264 ve 1265
seneleri i'lâmât-ı
İstanbul Kadılığı

İstanbul Kadılığı Mahkemesinin 189 numaralı sicil defterinin cilt kapağında 1848-1849 yıllarına ait i'lâm sicili olduğu yazılmıştır. Bu sicilin cildi, nefli battal desenli ebru ile sıvanmış çaharkuşe bir cilttir. Katı' sanatlı olan etiketin formu tepelik şeklindedir. Her bir etiket formu tasarım olarak diğerlerinden farklı olarak düzenlenmiştir.

İstanbul Kadı Sicillerinin Cilt Kapaklarına Örnek-III (ŞSA, İKM, No. 70)

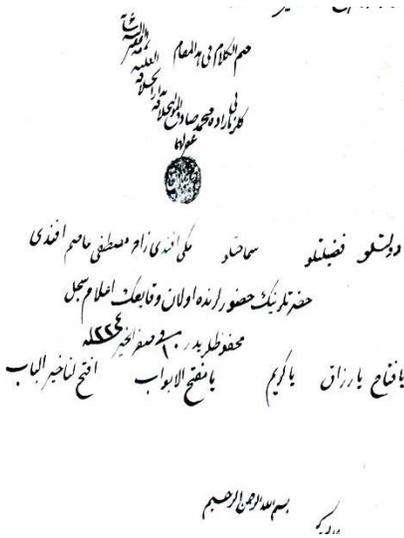


Hüve
Evveli Devletlü
İnâyetlü Ebûbekir
Paşazâde
Hamdullah
Beyefendî'nin ve
Vâsıtizâde Seyyid
Ahmed Efendî'nin
ve Semahatlü
Hazine Kâtibi
Mehmed Emin
Efendî'nin hüccet-i
vakâyî' sicilidir
Döşemeci Arandi
Fî 15 R [Rebiülâhîr]
sene 1212/[7 Ekim
1797].
Sene 1213
Bakıldı

İstanbul Kadılığı Mahkemesinin 70 numaralı sicil defteri, Allah'ı kastederek "O" anlamında "Hüve" zamiriyle başlamaktadır. Sicilin cilt kapağında İstanbul Kadısı Ebûbekir Paşazâde Hamdullah Beyefendi, Vâsıtizâde Seyyid Ahmed Efendi ve Mehmed Emin Efendi'nin 7 Ekim 1797 tarihinde tuttuğu sicil defterinin hüccet sicili olduğu yazılmıştır. Ayrıca sicildeki kayıtların gözden geçirildiğine dair "Bakıldı" ifadesi not düşülmüştür. İstisnâî bir durum olarak "Döşemeci Arandı" hakkındaki şikayete binaen görülen dava temyize gönderilmiş ve hükmün bir sureti çıkartıldığı için kâtip tarafından cilt kapağına ismi yazılmıştır.

Bu sicilin cildinde keçi derisi ve şal ebru kullanılmıştır. Ayrıca katı' etiketi de çiçek motifindedir. Sicili oluşturan kâğıt ile etiketlerin yazıldığı kâğıdın cinsi Avrupa kâğıdıdır.

İstanbul Kadı Sicillerinin Serlevhalarına Örnek-IV (ŞSA, İKM, No. 98)



"Hateme'l-kelâm fi hâze'l-makâm
Gülzamanîzâde Mehmed Sadık el-
müvellâ bi-dâri'l-hilâfeti'l-aliyye
nemekahû el-fakîr ileyhi azze şânuhû

Gufira lehümâ

[Mühür:] Mehmed Sadık

Devletlü Faziletlü Semahatlü Mekki
Efendizade Mustafa Asım Efendi
hazretlerinin huzurlarında olan vakâyi'-i
i'lâm sicill-i mahfuzlarıdır.

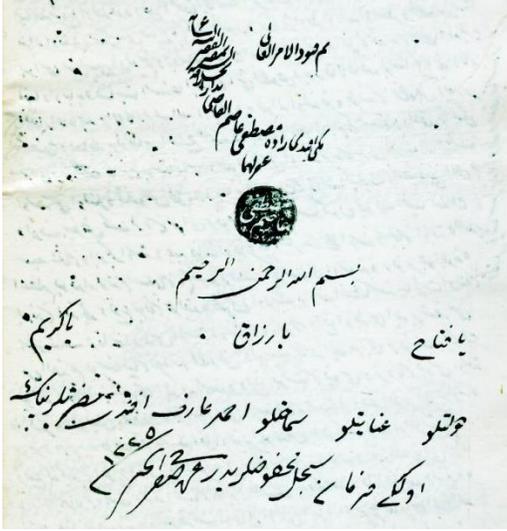
Fî 10 Saferi'l-hayr sene 1224/[27 Mart
1809].

Yâ Fettâh yâ Rezzâk yâ Kerîm yâ
Müfettiha'l-ebvâb iftah lenâ hayra'l-bâb

Bismillâhirrahmânirrahîm"

İstanbul Kadılığı Mahkemesinin 98 numaralı sicil defterinin serlevha olan sayfasında İstanbul Kadısı Gülzamanîzâde Mehmed Sadık Efendi'nin görev süresinin dolduğundan ve yerine 10 Safer 1224/27 Mart 1809 tarihinde Mekki Efendizade Mustafa Asım Efendi'nin tayin edildiği ifade edilmiştir. Akabinde Allah'ın Fettâh, Rezzâk ve Kerîm isimleri zikredilerek hayır kapılarının açılması için dua cümlesi yazılmıştır.

İstanbul Kadı Sicillerinin Serlevhalarına Örnek-V (ŞSA, İKM, No. 97)



“Temme kuyûdü'l-emri'l-âli

Mekki Efendizâde Mustafa Asım el-
Kâdı bi-dâri'l-hilâfeti'l-aliyye
nemekahû el-fakîr ileyhi azze
şânuhû

[Mühür] Mustafa Asım

Bismillâhirrahmânirrahîm

Yâ Fettâh yâ Rezzâk yâ Kerîm

Devletlü İnâyetlü Semahatlü Ahmed
Arif Efendi hazretlerinin evvelki
fermân sicill-i mahfûzlarıdır.

Fî gurre-i Saferü'l-hayr sene 1225/[8
Mart 1810]”

İstanbul Kadılığı Mahkemesinin 97 numaralı sicil defterinin serlevha olan sayfasında İstanbul Kadısı Mekki Efendizâde Mustafa Asım Efendi'nin görev süresinin dolduğundan ve yerine 1 Safer 1225/8 Mart 1810 tarihinde Ahmed Arif Efendi'nin tayin edildiği ifade edilmiştir. Akabinde İstanbul Kadısı, Allah'ın Fettâh, Rezzâk ve Kerîm isimleri zikredilerek Besmeleyle göreve başlamıştır.

3.2. İstanbul Kadı Sicillerinin Serlevhalarının Diplomatik Dili

Sicillerin serlevhalarında ilk olarak Esmâ-i hüsnâ, hamdele ve besmele yazılmış, akabinde sicili düzenleyen kadı'nın ismi ve mührü yer almıştır. Sicilin türü ve ihtiva ettiği tarih yazıldıktan sonra sicilin iç kapağında veya ilk sayfalarında müsvedde yazı denemeleri örnekleri görülse de genelde kalıplaşmış ifadeler kullanılmıştır (ŞSA, İKM, No. 3, iç kapak sayfası). İstanbul Kadı Sicillerinin cilt kapağında ve ilk başlangıç sayfasında sicili düzenleyen kadı'nın ismi ve sicilin muhtevası ile birlikte Allah'ı kastederek “O” anlamında “Hüve” yahut “Yâ Hû” zamiri kullanılmıştır.

Besmelenin “Bismillâhirrahmânirrahîm”, “Bihî”, “Bismillâhirrahmânirrahîm ve bihi neste'in”, “Bismillâhirrahmânirrahîm ve bihi'l-avn”, “Bede'et bi-bismillâh”, “Bismihi Sübhânehû”, “Yâ Allah Bismillâhi Te'âlâ”, “Bismillâhi Te'âlâ”, “Bismihi Celle Celâluhû”, E'uzu billahi's-Semî'i'l-Alîm mine'ş-şeytâni'r-racîm Bismillâhirrahmânirrahîm” gibi farklı formlarıyla sicil defterine başlangıç yapılmıştır.

İstanbul Kadılığı sicillerinde Besmeleden sonra Allah'ın güzel isimlerinden “Fettâh: İyilik ve lütuf kapılarını açan, Rezzâk: ruh ve bedenlerin gıdasını ihsan eden, Kerîm: Fazilet türlerinin hepsine sahip, Alîm: Hakıyla bilen, Bâki: Varlığının sonu olmayan, Gaffâr: sürekli affeden, Hakîm: Bütün emirleri ve işleri yerli yerinde olan, Gafûr: Bütün günahları bağışlayan, Muksit: Adaletle hükmeden, Rahman ve Rahîm: Bağışlayan, esirgeyen, Ganî: her şeyin O'na muhtaç olduğu ve O'nun ise hiçbir şeye muhtaç olmadığı, Muğni: Zenginlik veren, Semî': İşiten, Latîf: yarattıklarının her ihtiyacını en

ince ayrıntısına kadar bilip gideren, Hamîd: Övülmeye lâyık, Samed: herkesin ihtiyaçları için yöneldiği yüceler yücesi, Vedûd: Çok seven, çok sevilen, Hafiz: koruyan ve muhafaza eden, Mecîd: Şanlı, şerefli, Mu'iz: Yücelten, izzet ve şeref veren, Müte'âl: şerefli ve izzetli, Melik: Görünmeyen ve görünen âlemlerin mâliki, Halîm: sakin ve merhametle muamele eden, Vehhâb: Karşılıksız ihsan eden, Hannân: çok merhametli, Mennân: çok ihsan eden, Mu'în: destekleyen ve yardım eden, Settâr: günahları ve kötülükleri örten gizleyen, Feyyâz: bereket ve bolluk veren, Cevâd: çok cömert, Ehad: tek ve bir, Hallâk: her şeyi hikmetle yaratan, Nâsır: yardım eden ve zafer veren, Ferd: tek ve eşi benzeri olmayan, biricik" gibi esmâsı zikredilmiştir (Topaloğlu, 1995, 11/404-418).

"Bismillâhi yetemmennâ bi-zikrihi'l-celîl yâ Müyessir külli asîr", "Hasbiyallâhu'l-Muîn ve Hüve Ahkamü'l-hâkimîn", "Hasbiyallâh", "Yâ müfettiha'l-ebvâb iftah lehâ hayra'l-bâb", "Rabbi yessir ve lâ tu'assir Rabbi temmim bi'l-hayr", "iyyâke neste'in ve aleyke't-tiklân", "tevekkeltü alellâh i'tesamtü billâh feveddu emrî ilallâh innallâhe Basîrun bi'l-ibâd", "Bi-mennihi'l-Hamîd Fa'âlû limâ yürîd", "Allahu müfeffizü'l-hayri ve'l-felâh", "Allahu mütenezzihun anî-ş-şebîh ve'l-emsâl", "Bi-mennihi'l-Mu'izz el-Müftekir ilallâhi te'âlâ" ve "Hüve'l-Kâdiya'l-hâcât" şeklinde hitap ve dualarla başlayan siciller de bulunmaktadır.

3.3. İstanbul Kadı Sicillerinin Serlevhalarının Listesi

İstanbul Kadılığı sicil defterleri incelendiğinde muhtelif kalıplarda serlevhalar ve başlangıç formlarının olduğu tespit edilmiştir.

Serlevha	Kaynakça: Şer'iyye Sicilleri Arşivi (ŞSA) İstanbul Kadılığı Mahkemesi (İKM)
"Hüve"	ŞSA, İKM, No. 6
"Bismillâhirrahmânirrahîm"	ŞSA, İKM, No. 10, 127
"Bismillâhirrahmânirrahîm ve bihi neste'in"	ŞSA, İKM, No. 10, 125
"Bismillâhirrahmânirrahîm ve bihi'l-avn"	ŞSA, İKM, No. 15, 1
"Bismillâhi yetemmennâ bi-zikrihi'l-celîl yâ Müyessir külli asîr"	ŞSA, İKM, No. 24, 89
"Hüve'l-Muîn"	ŞSA, İKM, No. 14, 1
"el-Muîn"	ŞSA, İKM, No. 60, kapak sayfası
"Hasbiyallâhu'l-Muîn ve Hüve Ahkamü'l-hâkimîn"	ŞSA, İKM, No. 25, 2
"Hasbiyallâh"	ŞSA, İKM, No. 27, 1
"bi-mennihi Teâlâ"	ŞSA, İKM, No. 35, kapak sayfası
"Hüve Hasbî"	ŞSA, İKM, No. 35, 6
"Yâ müfettiha'l-ebvâb iftah lehâ hayra'l-bâb yâ Fettâh yâ Rezzâk yâ Kerîm"	ŞSA, İKM, No. 6, 60

“yâ Fettâh yâ Rezzâk yâ Hannân yâ Mennân”	ŞSA, İKM, No. 40, 1
“yâ Fettâh yâ Rezzâk yâ Kerîm”	ŞSA, İKM, No. 41, 1
“Bismillâhirrahmânirrahîm yâ Fettâh yâ Rezzâk yâ Kerîm”	ŞSA, İKM, No. 49, 77
“Bismillâhirrahmânirrahîm yâ Fettâh yâ Rezzâk yâ Allah”	ŞSA, İKM, No. 21, 1
“Bismillâhirrahmânirrahîm yâ Fettâh yâ Rezzâk”	ŞSA, İKM, No. 51, 8
“Bismillâhirrahmânirrahîm yâ Fettâh yâ Rezzâk yâ Alîm”	ŞSA, İKM, No. 52, 1
“yâ Fettâh yâ Rezzâk yâ Kerîm yâ Alîm”	ŞSA, İKM, No. 52, 98
“Bismillâhirrahmânirrahîm yâ Fettâh yâ Rezzâk yâ Allah yâ Muîn”	ŞSA, İKM, No. 56, 1
“Yâ Hazret-i Allah Bismillâhirrahmânirrahîm yâ Fettâh yâ Kerîm yâ Settâr”	ŞSA, İKM, No. 56, 41
“yâ Allah Hû Bismillâhirrahmânirrahîm yâ Hannân yâ Mennân yâ Kerîm”	ŞSA, İKM, No. 58, 1
“yâ Allah Bismillâhirrahmânirrahîm yâ Kerîm”	ŞSA, İKM, No. 58, 4
“Bismillâhirrahmânirrahîm Rabbi yessir ve lâ tu’assir Rabbi temmim bi’l-hayr yâ Rezzâk yâ Kerîm yâ Rahîm”	ŞSA, İKM, No. 63, 1
“yâ Fettâh”	ŞSA, İKM, No. 65, 1
“Yâ Allah yâ Settaru’l-uyûb ve yâ Gaffâru’z-zünûb yâ Fettâh yâ Rezzâk”	ŞSA, İKM, No. 66, 1
“E’ûzu billahi mine’ş-şeytânî’r-racîm Bismillâhirrahmânirrahîm yâ Fettâh yâ Alîm yâ Kerîm yâ Settâr”	ŞSA, İKM, No. 68, 1
“Bede’et bi-bismillâh”	ŞSA, İKM, No. 71, 1
“Hüve’l-Bâki”	ŞSA, İKM, No. 72, kapak sayfası
“Yâ Fettâh”	ŞSA, İKM, No. 72, 1
“Bismillâhirrahmânirrahîm yâ Gafûr yâ Hakîm yâ Kerîm”	ŞSA, İKM, No. 74, 41
“Bismillâhirrahmânirrahîm yâ Gafûr yâ Rezzâk yâ Hakîm”	ŞSA, İKM, No. 75, 1
“Bismillâhirrahmânirrahîm yâ Fettâh yâ Muksit yâ Rahman iyyâke neste’in ve aleyke’t-	ŞSA, İKM, No. 78, 1

tiklân”	
“Bismillâhirrahmânirrahîm tevekkeltü alellâh i’tesamtü billâh feveddu emrî ilallâh innallâhe Basîrun bi’l-ibâd”	ŞSA, İKM, No. 79, 1
“yâ Fettâh yâ Kerîm yâ Allah”	ŞSA, İKM, No.86, 1
“yâ Fettâh yâ Rezzâk yâ Kerîm Yâ müfettiha’l-ebvâb iftah lehâ hayra’l-bâb Bismillâhirrahmânirrahîm”	ŞSA, İKM, No. 96, 51
“yâ Fettâh yâ Rezzâk yâ Gani yâ Muğni Bismillâhirrahmânirrahîm”	ŞSA, İKM, No. 99, 1
“yâ Fettâh yâ Rezzâk yâ Alîm”	ŞSA, İKM, No. 100, 1
“Bismillâhirrahmânirrahîm yâ Rezzâk yâ Kerîm yâ Rahîm yâ Alîm”	ŞSA, İKM, No. 101, 61
“Hüve’l-Feyyâz”	ŞSA, İKM, No. 104, 1
“yâ Fettâh yâ Rezzâk yâ Alîm Bismillâhirrahmânirrahîm”	ŞSA, İKM, No. 106, 1
“Hüve’l-Feyyâz Bismillâhi’l-Fettâhi’l-Alîmi’l-Gaffâr”	ŞSA, İKM, No. 110, 1
“Hüve’r-Rahîm”	ŞSA, İKM, No. 112, kapak sayfası
“Bismihi Sübhânehû”	ŞSA, İKM, No. 113, kapak sayfası
“Yâ Fettâh Bismillâhi’s-Semî’i’l-Alîm”	ŞSA, İKM, No. 116, 1
“Yâ Rezzâk yâ Fettâh”	ŞSA, İKM, No. 120, 1
“Yâ Hû Bismillâhirrahmânirrahîm”	ŞSA, İKM, No. 122, kapak sayfası
“yâ Fettâh yâ Rezzâk yâ Allah”	ŞSA, İKM, No. 122, 1
“yâ Fettâh yâ Kerîm yâ Rahîm bismihi Celle Celâluhû”	ŞSA, İKM, No. 115, 1
“Hüve’l-Mu’înü’l-Mu’iz”	ŞSA, İKM, No. 113, 1
“Bismillâhi Te’âlâ”	ŞSA, İKM, No. 114, 1
“Yâ Allah Bismillâhi Te’âlâ”	ŞSA, İKM, No. 114, kapak sayfası
“Yâ Fettâh yâ Rezzâk yâ Latîf Bismillâhirrahmânirrahîm ve bihi’l-avn”	ŞSA, İKM, No. 124, 50
“Hüve’l-Ferd”	ŞSA, İKM, No. 130, 46
“Bismillâhirrahmânirrahîm Allahu Gafûrun ve Kerîmun ve Mennân”	ŞSA, İKM, No. 140, 1
“Hüve’r-Rezzâku’l-Kerîm”	ŞSA, İKM, No. 153, 51

“Hüve'l-Hallâku'l-Bâki”	ŞSA, İKM, No. 154, kapak sayfası
“yâ Fettâh yâ Nâsır yâ Mu'în yâ Rezzâk Bismillâhi'l-Meliki'l-Mennân”	ŞSA, İKM, No. 154, 1
“Hüve'l-Hallâku'l-Bâki er-Rezzâk Bismillâhirrahmânirrahîm el-Fettâh”	ŞSA, İKM, No. 141, 1
“Yâ Kerîm Bismillâhirrahmânirrahîm yâ Rezzâk”	ŞSA, İKM, No. 143, 1
“Bismillâhirrahmânirrahîm tevekkeltü alellâh ile Hüve'l-Ehadu's-Samed”	ŞSA, İKM, No. 144, 1
“yâ Rezzâk yâ Kerîm yâ Fettâh”	ŞSA, İKM, No. 146, 1
“Bismillâhirrahmânirrahîm Hüve'l-Mu'în”	ŞSA, İKM, No. 146, 63
“Hüve'l-Fettâhu'l-Alîm”	ŞSA, İKM, No. 150, 84
“Hüve'r-Rezzâk”	ŞSA, İKM, No. 153, 1
“Hüve'l-Ferdü'l-Mecîdü'l-Hamîd”	ŞSA, İKM, No. 131, kapak sayfası
“Hüve'l-Mu'izzü'l-Müte'âl Allahu mütenezzihun anî's-şebîh ve'l-emsâl”	ŞSA, İKM, No. 131, 1
“Yâ Fettâh Bismillâhirrahmânirrahîm yâ Rezzâk”	ŞSA, İKM, No. 132, 1
“Hüve'l-İzzü'l-Mu'iz”	ŞSA, İKM, No. 134, kapak sayfası
“Hüve'l-Mu'iz”	ŞSA, İKM, No. 134, 1
“Hüve'l-Mu'în” kapak sayfası)	ŞSA, İKM, No. 136,
“Yâ Mu'în”	ŞSA, İKM, No. 158, 2
“Bi-mennihi'l-Mu'izz el-Müftekir ilallâhi te'âlâ”	ŞSA, İKM, No. 137, 1
“Yâ Fettâh”	ŞSA, İKM, No. 139, 1
“Hüve'l-Fettâh”	ŞSA, İKM, No. 206, 1
“Yâ Allah Hû Bismillâhirrahmânirrahîm yâ Fettâh yâ Alîm yâ Rezzâk”	ŞSA, İKM, No. 125, 1
“Yâ Fettâh yâ Rezzâk yâ Latîf Bismillâhirrahmânirrahîm”	ŞSA, İKM, No. 126, 1
“Bismillâhi'l-Alîmî'l-Fettâh”	ŞSA, İKM, No. 127, 42
“yâ Allah yâ Rahîm yâ Kerîm Bismillâhirrahmânirrahîm”	ŞSA, İKM, No. 129, 1
“Bi-mennihi'l-Hamîd Fa'âlün limâ yürîd”	ŞSA, İKM, No. 130, kapak sayfası
“Hüve'l-Cevvâdü'r-Rahîmü'l-Vedûd	ŞSA, İKM, No. 130, 1

Bismillâhi'l-Hafîzi'l-Fettâh Allahu müfeffizü'l-hayri ve'l-felâh"	
"Hüve'r-Rahîm"	ŞSA, İKM, No. 155, kapak sayfası
"Hüve'l-Kâdıya'l-hâcât"	ŞSA, İKM, No. 155, 3
"yâ Fettâh yâ Rezzâk yâ Fettâh" (ŞSA, İKM, No. 156, 1),	
"Hüve'l-Mu'in yâ Fettâh yâ Rezzâk"	ŞSA, İKM, No. 157, 80
"Hüve'l-Mu'in yâ Fettâh yâ Rezzâk yâ Halîm"	ŞSA, İKM, No. 159, 1
"Hüve'l-Mu'in yâ Rezzâk yâ Fettâh yâ Kerîm"	ŞSA, İKM, No. 209, 33
"Yâ Hû Meded"	ŞSA, İKM, No. 221, 1
"yâ Fettâh Hüve'l-Mu'in yâ Alîm"	ŞSA, İKM, No. 157, 80
"yâ Fettâh yâ Rezzâk yâ Vehhâb"	ŞSA, İKM, No. 160, 1
"Hüve'l-Mu'in yâ Fettâh yâ Rezzâk yâ Vehhâb"	ŞSA, İKM, No. 160, 57
"Hüve yâ Fettâh yâ Rezzâk yâ Vehhâb"	ŞSA, İKM, No. 162, 1
"Hüve yâ Allah yâ Rezzâk yâ Kerîm yâ Hû"	ŞSA, İKM, No. 168, 55
"yâ Allah yâ Kerîm yâ Mu'in"	ŞSA, İKM, No. 170, kapak sayfası
"yâ Fettâh yâ Rezzâk yâ Mu'in"	ŞSA, İKM, No. 171, 2
"Hüve'l-Kâdıya'l-hâcât yâ Allah yâ Kerîm yâ Mu'in"	ŞSA, İKM, No. 172, 2
"Hüve yâ Fettâh yâ Alîm yâ Kerîm yâ Gaffâr"	ŞSA, İKM, No. 182, 33
"Hüve'l-Mu'in E'ûzu billahi's-Semî'i'l-Alîm mine'ş-şeytânî'r-racîm Bismillâhirrahmânirrahîm"	ŞSA, İKM, No. 197, 1)

Yukarıda bahsi geçtiği üzere İstanbul Şer'iyeye Sicillerinde Esmâ-i hüsnâ arasında en fazla Allah'ın "Fettâh, Rezzâk, Kerîm, Alîm, Bâki, Gaffâr, Hakîm, Gafûr, Muksit, Rahman, Ganî, Muğnî, Semî', Latîf, Hâmid, Samed, Vedûd, Hafîz, Mecîd, Mu'iz, Mûte'âl, Melik, Halîm, Vehhâb, Hannân, Mennân, Settâr, Feyyâz, Cevâd, Ehad, Hallâk, Nâsir, Mu'in ve Ferd" isimleri yazılmıştır. Allah'ın diğer isimlerinin yazımının tercih edilmemesinin gerekçesiyle ilgili sak mecmualarında herhangi bir detay bulunmamaktadır.

Sonuç

İstanbul Şer'iyeye sicillerinin serlevhalarını konu alan çalışmamızda İstanbul Kadılığı sicillerinin serlevhaları yani başlıkları ve başlangıç formları incelenmiştir. Sicillerdeki serlevhalarda genellikle sicil kapağına katı' sanatıyla yapılandırılan kâğıtlara talik hattıyla

kadı'nın ismi, görev tarihi ve sicilın muhtevası yazılmıştır. Tanzimat ile birlikte hukuk sistemindeki yeniliklere paralel olarak serlevhaların da farklılaştığı görülmektedir.

İstanbul Kadı Sicillerinin serlevhalarının sanatsal yönü incelendiğinde Şer'iyye Sicillerindeki katı' etiket örneklerinin şekil olarak birbirleriyle benzerlik gösterdiği görülmektedir. Vazo, çiçek yahut rumî motifler şeklinde kesilen etiketler, genelde sicilın cilt kapağının üstüne yapıştırılmıştır. Şer'iyye Sicilleri Arşivi'nde yer alan bu örnekler, hüsn-i hat, ebru ve katı' gibi Türk İslam sanatlarının menşei ve kullanım alanları hakkında mühim bilgiler vermektedir. Ayrıca Şer'iyye Sicillerinin serlevhalarının da yazılı olduğu bu etiketler, sanat ve diplomatika açısından önem arz etmektedir.

Şer'iyye Sicillerinin serlevhalarını diplomatik açıdan değerlendirecek olursak, sicillerin genel olarak Esmâ-i hüsnâ ve Besmele ile başladığı tespit edilmiştir. Besmelede, "Bismillâhirrahmânirrahîm ve bihi neste'in", "Bismillâhirrahmânirrahîm ve bihi'l-avn", "Bismillâh yetemennâ bi-zikrihi'l-celîl yâ Müyessir külli asîr", "E'uzu billahi mine's-şeytânî'r-racîm Bismillâhirrahmânirrahîm", "Bismihi Sübhânehû" ve "Bismihi Celle Celâluhû" tarzında farklı formlar tercih edilmiştir.

Esmâ-i hüsnâ arasından Allah'ın "Fettâh, Rezzâk, Kerîm, Alîm, Bâki, Gaffâr, Hakîm, Gafûr, Muksit, Rahman, Ganî, Muğnî, Semî', Latîf, Hâmid, Samed, Vedûd, Hafiz, Mecîd, Mu'iz, Mute'âl, Melik, Halîm ve Vehhâb" gibi isimleri serlevha olarak kaydedilmiştir. Ayrıca "Hannân, Mennân, Settâr, Feyyâz, Cevâd, Ehad, Hallâk, Nâsır, Mu'in ve Ferd" isimleri de İstanbul Kadılığı Şer'iyye sicillerinde en fazla zikredilenlerdir. Ayrıca "Kâdıyu'l-hâcât", "Ahkamü'l-hâkimîn, yâ Müyessir külli asîr", "Settârü'l-uyûb ve yâ Gaffârü'z-zünûb", "Bi-mennihi'l-Hamîd Fa'âlû limâ yürîd", "Allahu müfevzî'l-hayr ve'l-felâh", "Allahu mütenezzihun anî's-şebîh ve'l-emsâl", "Rabbi yessir ve lâ tu'assir Rabbi temmim bi'l-hayr", "tevekkeltü alellâh i'tesamtü billâh fevedtü emrî ilallâh innallâhe Basîrun bi'l-ibâd", "Yâ müfettiha'l-ebvâb iftah lehâ hayra'l-bâb" şeklinde hitap ve dualarla başlayan siciller de bulunmaktadır.

Altı yüz yılı aşkın süre varlığını devam ettiren Osman Devleti'nin en temel kurumu olan hukuk sistemi, diğer kurumlarda olduğu gibi zaman içerisinde değişim ve dönüşüme sahne olmuştur. Tabii olarak bu değişimin izleri, İstanbul kadı sicillerindeki kayıt ve tutanaklara da yansımıştır. Örneğin, 1 Muharrem 1278/9 Temmuz 1861 tarihli ve 210 numaralı sicilden sonra serlevha olarak sadece "Hüve, Hüve'l-Muîn" yazılmış ve diğer Esmâü'l-hüsnâ'nın yazımı terk edilmiştir. 1 Muharrem 1304/30 Eylül 1886 tarih ve 260 numaralı sicilden sonra Esmâü'l-hüsnâ ve besmeleye yer verilmemiş sadece görevli olan kadı'nın ismi ve sicilın özelliği yazılmıştır. Bazı sicillerin dış kapak ve iç kapağına ise sadece "Hüve" yazılmış ve aynı şekilde diğer Esmâü'l-hüsnâ yazılmamıştır.

Şer'iyye sicillerinin serlevhalarını ele alan çalışmamızda Şer'iyye Sicillerindeki İstanbul Kadılığı Şer'iyye Sicillerinin diplomatik özellikleri, serlevha ve başlıkları mercek altına alınmıştır. Yıllara göre şer'iyye sicillerinin serlevha kısmının diplomatikasında yaşanan değişim açıklanmış ve şer'iyye sicillerinin hem diplomatik hem de sanatsal yönlerine yeni bir bakış açısı kazandırılması hedeflenmiştir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – İthenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - İthenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Kaynakça | References

Akgündüz, A. (1988-1989). Şer'îye Sicilleri: Mahiyeti. Toplu Kataloğu ve Seçme Hükümler. I-II İstanbul: Türk Dünyası Araştırmaları Vakfı.

Akgündüz, A. (2000). "İ'lâm". Türkiye Diyanet Vakfı İslâm Ansiklopedisi. 22/72-73. İstanbul: TDV Yayınları.

Akgündüz, A. (1986). Mukayeseli İslam ve Osmanlı Hukuku Külliyyatı. Diyarbakır: Dicle Üniversitesi Hukuk Fakültesi Yayınları.

Akgündüz, A. (1990). Osmanlı Kanunnameleri ve Hukukî Tahlilleri. II. Kitap. İstanbul: OSAV Yayınları.

Akgündüz, A. (2009). "İslam Hukukunun Osmanlı Devleti'nde Tatbiki: Şer'îyye Mahkemeleri ve Şer'îyye Sicilleri". İslam Hukuku Araştırmaları Dergisi 14 /13-48.

Akgündüz, A. (2002). "İslâm Hukukunun Osmanlı Devleti'nde Tatbiki: Şer'îyye Mahkemeleri ve Şer'îyye Sicilleri". Türkler 10. Cilt. Ankara: Yeni Türkiye Yayınları.

Akgündüz, A. (2002). "Osmanlı Kanunnâmeleri: Doğuşu, Çeşitleri ve Tarihi Seyri". Türkler 10. Cilt. Ankara: Yeni Türkiye Yayınları.

Aköz, A. (1989). "XVI. Yüzyıl Sonunda Karaman". Osmanlı Araştırmaları 9 /331-345.

Akyıldız, A. (2006). "Tanzimat Döneminde Belgelerin Şekil, Dil ve Muhteva Yönünden Geçirdiği Bazı Değişiklikler (1839-1956)". Tanzimat Değişim Sürecinde Osmanlı İmparatorluğu Ed. Halil İnalıcık-Mehmet Seyitdanlıoğlu. Ankara: İş Bankası yayınları, 407-418.

Akyıldız, A. (1993). Tanzimat Dönemi Osmanlı Merkez Teşkilâtında Reform (1836-1856). İstanbul: Eren Yayınları.

Altıntaş, R. (2002). İslam Düşüncesinde Tevhid ve Estetik İlişkisi. İstanbul: Pınar Yayınları.

Arıtan, A. S. (2002). "Türk Ebru Sanatı". Türkler 12.cilt. Ankara.

Altıntaş, R. (2021). "İslam Sanatının Tevhîdi Temelleri". İslam Sanatları Kozmolojik Dengenin Sanatsal Tezahürleri. İstanbul: Divan Kitap Yayınları, ss. 27-34.

Arseven, C. E. (1965). "Kati". Sanat Ansiklopedisi 2. Cilt. Ankara: MEB Yayınları.

Atabey, H. (2014). Manisa'nın 79 Numaralı Şer'îyye Sicil Defteri (H. 1049-1050) Transkripsiyonu ve Değerlendirilmesi. Ankara: Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Yüksek Lisans Tezi.

Aydın, M. A. (2002). "Osmanlı Hukukunun Genel Yapısı ve İşleyişi". Türkler 10. Cilt. Ankara: Yeni Türkiye Yayınları.

Aydın, M. S. (1986). "İslam'ın Estetik Görüşü". Kubbealtı Akademi Mecmuası 4/9-24.

Aydın, M. A. (2003). "Mahkeme". Türkiye Diyanet Vakfı İslâm Ansiklopedisi. 27/341-344. İstanbul: TDV Yayınları.

Aydın, M. A. (1994). "Osmanlı'da Hukûk". Osmanlı Devleti ve Medeniyeti Tarihi 1. cilt İstanbul: İslâm Tarihi, Sanat ve Kültür Araştırma Merkezi yayınları.

- Ayvazoğlu, B. (1999). *Aşk Estetiği* 5. Baskı, İstanbul: Ötügen Yayınları.
- Bayındır, A. (1999). "Osmanlıda Yargının İşleyişi". *Osmanlı* 6. Cilt. Ankara: Yeni Türkiye Yayınları.
- Bayındır, A. (1986). *İslam Muhakeme Hukuku (Osmanlı Devri Uygulaması)*. İstanbul: İslami İlimler Araştırma Vakfı Yayınları.
- Bingöl, S. (2004). *Tanzimat Devrinde Osmanlı'da Yargı Reformu (Nizâmiyye Mahkemelerinin Kuruluşu ve İşleyişi 1840-1876)*. Eskişehir: Anadolu Üniversitesi Yayınları.
- Bozdağ, T. (2018). *Gelenekten Geleceğe Ebru*. Ankara: İKSAD Yayınları.
- Ceyhan, M. (2016). "Yozgat Şer'iyye Sicillerinin Kaynak Değeri ve Diplomatik Özellikleri Hakkında Bir Değerlendirme". *I. Uluslararası Bozok Sempozyumu Kitabı* 1.
- Ceyhan, M. (2011). "Tanzimat Dönemi Sonrası Şer'iyye Sicil Defterlerinin Muhteva ve Diplomatik Açından Tahlili". *OTAM Ankara Üniversitesi Osmanlı Tarihi Araştırma ve Uygulama Merkezi Dergisi* 29/29 (Mart 2011), 49-82.
- Coşkun, İ. (2021). "Allah İnancının Klâsik İslâm Sanatlarındaki Yansımaları". *İslam Sanatları Kozmolojik Dengenin Sanatsal Tezahürleri*. İstanbul: Divan Kitap Yayınları, 35-46.
- Çadırcı, M. (2013). *Tanzimat Döneminde Anadolu'nun Ekonomik ve Sosyal Yapısı* 3. Basım Ankara: TTK Yayınları, 2013.
- Çağman, F. (2022). "Katı". *Türkiye Diyanet Vakfı İslâm Ansiklopedisi*. 25/32-35. İstanbul: TDV Yayınları.
- Çağman, F. (1976). "XV. Yüzyıl Kâğıt Oymacılık (kaat'ı) Eserleri". *Sanat Dünyamız* 8 (İstanbul), 22-27.
- Çalışkan, Â. (1998). "İslam Estetiği Üzerine Bir Deneme". *On Dokuz Mayıs Üniversitesi İlahiyat Fakültesi Dergisi* 10/331-342.
- Çetintaş, V. (2006). "Külliyat-ı Divan-ı Selim Adlı Eser İçinde Yer Alan Kat'ı Kompozisyonlar". *Uluslararası Geleneksel Sanatlar Sempozyumu Bildirileri*. İzmir: Dokuz Eylül Üniversitesi Yayınları.
- Çiğ, K. (1958). "Türk Oymacıları (Katı'ları) ve Eserleri". *Yıllık Araştırma Dergisi* 2 Ankara: Ankara Üniversitesi İlahiyat Fakültesi Türk ve İslam Sanatları Tarihi Enstitüsü Ajans-Türk Matbaası, 159-179.
- Demil, E. (2021). "İslâm Sanatlarının Karakteristik Özellikleri Çerçevesinde Hadislerde "Estetik" Tasavvuru". *İslam Sanatları Kozmolojik Dengenin Sanatsal Tezahürleri* İstanbul: Divan Kitap Yayınları, 189-208.
- Demirel, Ö. (1988). "1788-1808 Tarihlerinde Sivas Şer'iyeye Sicillerinde Geçen Vakfiyeler". *Vakıflar Dergisi* 20/377-383.
- Denktaş, M. (2005). "Şer'iyye Sicil Defterleri'nin Sanat Tarihi Araştırmalarındaki Önemi (Kayseri Ölçeği)". *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi* 18.
- Derman, M. U. (1992). "Besmele". *Türkiye Diyanet Vakfı İslâm Ansiklopedisi*. 5/532-537.

İstanbul: TDV Yayınları.

Derman. M. U. "Osmanlı İstanbul'unda Hat Sanatı" Osmanlı İstanbulu-I Ed. Feridun M. Emecen-Emrah Safa Gürkan İstanbul: 29 Mayıs Üniversitesi Yayınları-İstanbul Büyükşehir Belediyesi Kültür A.Ş. 475-494.
https://osmanliistanbulu.org/tr/images/osmanliistanbulu-1/26_ugur-derman.pdf

Derman. M. U. (1994). "Ebru". Türkiye Diyanet Vakfı İslâm Ansiklopedisi. 10/80-82. İstanbul: TDV Yayınları.

Derman. M. U. (1977). Türk Sanatında Ebrû. İstanbul: Akbank Yayınları.

Durhan, İ. (2008). "Osmanlı Döneminde Yargı Teşkilatındaki Değişmeler". Erzincan Üniversitesi Hukuk Fakültesi Dergisi (EÜHFD) 12/3-4.

Ekinci, E. B. (2002). "Tanzimat Devri Osmanlı Mahkemeleri". Türkler Ansiklopedisi 13. cilt Ankara: Yeni Türkiye yayınları.

Ekinci, E. B. (2004). Osmanlı Mahkemeleri: Tanzimat ve Sonrası. İstanbul, Arı Sanat Yayınları.

Ertan, M. H. "Osmanlı Arşivinde Bulunan Ebru Örnekleri ve Sanat Tarihi Açısından Önemi". <https://www.academia.edu/32197363>.

Fendoğlu, H. T. (2002). "Tanzimat Sonrası Hukuki Dualizmi". Türkler XIV, 727-738.

Fendoğlu, H. T. (1996). İslam ve Osmanlı Anayasa Hukukunda Yargı Bağımsızlığı. İstanbul: Beyan Yayınları.

Gür, A. R. Hukuk Tarihi ve Tefekkürü Bakımından Mecelle. İstanbul: Sebil Yayınları, 1993.

Halaçoğlu, A. (1987). "Şer'iyye Sicillerinin Önemi ve 381 Numaralı Harput Şer'iyye Sicili (H.1283-84, M.1866-68)'nin Tanıtımı". Fırat Üniversitesi Sosyal Bilimler Dergisi C. 1/1, 33-48.

Hızlı, M. (1991). "Maddi Kültür Varlıklarımızın Onarımlarını Belirlemede Şer'iyye Sicillerinin Rolü". Taç Vakfı Yıllığı I/142-153.

Işık, A. (2019). "Şer'iyye Sicilleri Arşivi". Ağa Kapısından Şeyhülislamlığa İstanbul Müftülüğü. Ed. Ayhan Işık-Kamil Büyüker. Ankara: Diyanet Vakfı Yayınları, 233-243.

İnalçık, H. (1947). "Bursa Şer'iyye Sicillerinde Fatih Sultan Mehmed'in Fermanları". Belleten C.11/44, 693-708.

İnalçık, H. (1981). "Osmanlı İdâre, Sosyal ve Ekonomik Tarihiyle İlgili Belgeler; Bursa Kadı Sicillerinden Seçmeler". Türk Tarih Belgeleri Dergisi/Belgeler C. 10/14, 1- 91.

İnalçık, H. (1942). "Saray Bosna Şer'iyye Sicillerine Göre Viyana Bozgunundan Sonra Harp Yıllarında Bosna". Tarih Vesikaları C. 2/9, 178-187.

Karaman, H. (1974). İslam Hukuk Tarihi. İstanbul: İrfan Yayınları.

Köstüklü, N. (1993). 1820-1836 Yıllarında Hamid Sancağı ve Türkiye (182 numaralı Isparta Şer'iyye Siciline Göre). Konya: Selçuk Üniversitesi Yayınları.

Köylü, S. ve Etikan, S. (2021). "Kati' Sanatı ve Çağdaş Yorumcularından Emel Nurhan

Ogan". Uluslararası Sosyal Araştırmalar Dergisi 14/78.

Kurt, Y. ve Ceyhan, M. (2012). Osmanlı Paleografyası ve Osmanlı Diplomatası Ankara: Akçağ Yayınları.

Kütükoğlu, M. S. (1998). Osmanlı Belgelerinin Dili (Diplomatik). İstanbul, Kubbealtı Neşriyat.

Moğol, H. (1996). Teke Sancağı Şer'iyye Sicilleri (1223-1232/ 1807-1812) 1. Baskı. Ankara: Mehter Yayınları.

Morçay, S. (2014). Türk Sanatında Kat' İstanbul: Fatih Sultan Mehmet Vakıf Üniversitesi Güzel Sanatlar Enstitüsü, Yüksek Lisans Tezi.

Oral, M. Z. (1945). "Şer'iyye Mahkemeleri Sicilleri". Konya Halkevi Aylık Kültür Dergisi 83/12-15.

Ortaylı, İ. (2006). "Osmanlı Kançılıyasında Reform: Tanzimat Devri Osmanlı Diplomatasının Bazı Yönleri". Tanzimat Değişim Sürecinde Osmanlı İmparatorluğu Ed. Halil İnalçık-Mehmet Seyitdanlıoğlu. Ankara: İş Bankası Yayınları, 389-403.

Ovaloğlu, İ. (2007). Arşivin Rengi Osmanlı Belgelerinde Ebru ve Etiket İstanbul: Türkiye İş bankası Yayınları.

Özdemir, O. H. (1977). "Şer'iye Sicil Defteri ve Yunus Emre". Uluslararası Yunus Emre, Nasrettin Hoca, Karamanoğlu Mehmet Bey ve Türk Dili Semineri Bildirileri, Konya Mevlâna Enstitüsü, 42-51.

Özdemir, R. (1987). "Şer'iyye Sicillerinin Toplu Kataloğuna Doğru". Fırat Üniversitesi Sosyal Bilimler Dergisi 1/1, 191-198.

Özdemir, R. (1986). "Şer'iyye Sicillerinin Sosyo-Ekonomik Tarih ve Halk Kültürü Açısından Önemi". I. Battalgazi ve Malatya Çevresi Halk Kültürü Sempozyumu Tebliğler. Malatya, 179-187.

Sönmez, G. (2007). Gelenekselden Günümüze Ebru. İstanbul: İnkılâp Kitabevi.

Şekeroğlu, E. (1999). 183 Numaralı Kayseri Şer'iyye Sicili Defteri (H. 1224/25-M.1809/1810) Metin Transkripsiyonu ve Değerlendirme. Kayseri: Erciyes Üniversitesi Sosyal Bilimler Enstitüsü, Yüksek Lisans Tezi.

Şen, G. (1996). 69 Numaralı Kayseri Şer'iyye Sicili (H. 1069-M.1658/59) Transkripsiyonu ve Değerlendirilme. Kayseri: Erciyes Üniversitesi Sosyal Bilimler Enstitüsü, Yüksek Lisans Tezi.

Şer'iyye Sicilleri Arşivi (ŞŞA). İstanbul Kadılığı Mahkemesi (İKM), No. 1-335.

Şer'iyye Sicilleri Arşivi. Kısmet-i Askeriye Mahkemesi, No. 2134, 246-248; 2028, 154; 2006, 29; 2023, 52-53; 2028, 176-178; 2023, 27, 31; 2028, 4, 46, 68, 80, 114, 120, 142, 146, 174.

Şer'iyye Sicilleri Arşivi. Havâss-ı Refia Kadılığı Mahkemesi, No. 258, 280, 293, 285, 323.

Şer'iyye Sicilleri Arşivi. Rumeli Sadareti Mahkemesi, No. 438.

Tak, E. (2009). Diplomatik Bilimi Bakımından XVI.-XVII. Yüzyıl Kadı Sicilleri ve Bu Sicillerin İhtiva Ettiği Belge Türlerinin Form Özellikleri ve Gelişimi. İstanbul: Marmara

Üniversitesi Türkiyat Araştırmaları Enstitüsü, Doktora Tezi.

Tan, M. (1998). 66/2 Numaralı Kayseri Şer'iyeye Sicili Defteri (H. 1067/68- M.1656/57) Transkripsiyon ve Değerlendirme. Kayseri: Erciyes Üniversitesi Sosyal Bilimler Enstitüsü, Yüksek Lisans Tezi.

Tanarşlan, T. (1988). "Bir Ebrucu Gözüyle Ebru Sanatı". Antika 36/12-17.

Tanarşlan, T. (1994). "Bilimsen Açısından Ebru" Bilim ve Teknik 316.

Taneri, A. (1989). "Kültür Tarihimizin Kaynaklarından Şer'iyeye Sicillerinin Değerlendirilmesi: Ankara'nın 1 Numaralı Şer'iyeye Sicili". Milli Kültür 65 /48-53.

Tekingür, S. (2023). İslâm Düşüncesinde Estetik Anlayışı. Ankara: İksad Yayınları.

Tiryaki, Y. (2018). "Şer'î Siciller ve Meşihat Arşivi'nde Yer Alan Yazmalarda Kullanılan Sanatlar". Din ve Hayat Dergisi 34 /161-164.

Tiryaki, Y. (2000). Türk Ebru Sanatı. İstanbul: Gözen Yayınları.

Topaloğlu, B. (1995). "Esmâ-i Hüsnâ". Türkiye Diyanet Vakfı İslâm Ansiklopedisi. 11/404-418. İstanbul: TDV Yayınları.

Turan, Ş. (1974). "Şer'iyeye Sicillerinin Tarihî Kaynak Olarak Önemi". [CIEPO=Ciepo] Studi Preottomani e Ottomani: Atti del Convegno di Napoli (24-26 Settembre 1974), 225-228.

Turgal, H. (1938). "Cumhuriyetin Tarihimize Verdiği Mühim Bir Kaynak: Mülga Şer'iyeye Mahkemeleri Sicilleri". Çorumlu 7/ 7-10.

Uğur, Y. (2010). "Şer'iyeye Sicilleri". Türkiye Diyanet Vakfı İslâm Ansiklopedisi. 39/8-11. İstanbul: TDV Yayınları.

Uğur, Y. (2003). "Mahkeme Kayıtları (Şer'iyeye Sicilleri): Literatür Değerlendirmesi ve Bibliyografya". Türkiye Araştırmaları Literatür Dergisi 1/1-305-344.

Uluçay, M. Ç. (1951-1953). "Manisa Şer'iyeye Sicillerine Dair Bir Araştırma". Türkiyat Mecmuası 10/285-298.

Uşan, H. (2022). "Kat'ı Sanatı Klasik Cilt Uygulaması". Bursa Uludağ Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi C. 41/1, 83-101.

Uzunçarşılı, İ. H. (1935). "Şer'î Mahkeme Sicilleri". Ülkü C. 29, 365-368.

Ünver, D. "Sabrın Kâğıtla Sınandığı Sanat (Kaati')". Nigarhane Dergisi 1/1 (2021), 33-41.

Ünver, S. ve Mesara, G. Türk Sanatında İnce Kâğıt Oymacılığı. Ankara: Türkiye İş Bankası Kültür Yayınları, 1998.

Ünver, S. (1944). "Türk Tezyinatında Tezhip ve Ebru". Radyo 3/29

Yavuz, Y. Ş. (1997). "Hamdele". Türkiye Diyanet Vakfı İslâm Ansiklopedisi. 15/448-449. İstanbul: TDV Yayınları.

Yücelt, N. (1938). "17. Asırda Kumaş ve Kumaşçılar -Bursa Mahkeme-i Şer'iyeye Sicillerine Göre". Uludağ: Bursa Halkevi Dergisi 17.



2023, 12 (3), 1989-2008 | Araştırma Makalesi

Birlik ve Rodop Rüzgârı Haberlerinde Batı Trakya Türklerinin Eğitim Sorunları

Hüsnü ERGÜN¹

Öz

Osmanlı Devleti sınırları Birinci Dünya Savaşı sonrası işgal edilmiş, Mustafa Kemal Atatürk önderliğinde bu işgalden kurtulmuştu. Ancak Batı Trakya Türkleri, bu sınırlar dışında vatan olarak bildikleri topraklarda kalmışlardı. Lozan Barış Antlaşması ile ülke sınırları dışında kalan Batı Trakya Türklerinin hakları güvence altına alınmıştı. Lozan Barış Antlaşması, Batı Trakya Türklerine, masrafları kendilerine ait olmak üzere, her türlü okul ve benzeri eğitim ve öğretim kurumlarını kurma, bu kurumları yönetme ve denetleme haklarını sunmaktadır. Ancak Yunanistan ve Türkiye Cumhuriyeti Devleti arasındaki ilişkiler Batı Trakya Türkleri için değişik sorunların ortaya çıkmasına neden olmaktadır. Lozan Barış Antlaşması'nın imzalanmasından beri değişik sorunlar yaşayan Batı Trakya Türkeri'nin günümüzde yaşadıkları eğitim sorunlarını belirlemek bu araştırmanın amacını oluşturmaktadır. Araştırma doküman incelemesi türünde yapılmıştır. İnternet üzerinden Batı Trakya'da yayın yapan haber siteleri incelenmiştir. Haberlerin yoğun olarak "Birlik Gazetesi" ve "Rodop Rüzgârı" isimli haber sitelerinde yer aldığı görülmüştür. Bu haber sitelerinden "okul, öğrenci ve eğitim" anahtar kelimeleri kullanılarak aramalar yapılmıştır. Elde edilen veriler, betimsel analiz yoluyla incelenmiştir. Veriler belirlenen temalara göre özetlenmiş ve yorumlanmıştır. Araştırma sonucunda; Batı Trakya Türklerinin okul kapatma, ibadet sorunu, encümen heyeti sorunları, etnik inkâr, kıyas, iki dilli azınlık anaokulları talebi, nitelikli eğitim gibi sorunlar yaşadıkları tespit edilmiştir. Bu sorunların genel olarak Yunanistan'ın Batı Trakya Türklerine karşı yaklaşımından kaynaklandığı söylenebilir.

Anahtar Kelimeler: Batı Trakya Türkleri, Lozan Antlaşması, Eğitim, Sorun, Azınlık.

Ergün, H. (2023). Birlik ve Rodop Rüzgârı Haberlerinde Batı Trakya Türklerinin Eğitim Sorunları . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 1989-2008 . <https://doi.org/10.15869/itobiad.1271732>

Geliş Tarihi	27.03.2023
Kabul Tarihi	21.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Doç. Dr., Pamukkale Üniversitesi, Acıpayam Meslek Yüksek Okulu, Denizli, Türkiye, husnue@pau.edu.tr, ORCID:0000-0002-5501-8019



2023, 12 (3), 1989-2008 | Research Article

Educational Problems of Western Thrace Turks in the News of Birlik and Rodop Rüzgârı

Hüsnü ERGÜN¹

Abstract

The Ottoman state's borders were occupied after the First World War, and under the leadership of Mustafa Kemal Atatürk, they escaped the occupation. However, the West Thracian Turks remained in the territory they knew as their homeland outside these borders. With the Lausanne Peace Treaty, the rights of the Turks of Western Thrace who were outside the borders of the country were guaranteed. The Lausanne Peace Treaty provides the Turks of Western Thrace with the right to establish, manage and supervise all kinds of schools and similar educational and training institutions, at their own expenses. However, the relations between the State of Greece and the Republic of Turkey cause various problems to arise for the Turks of Western Thrace. The aim of this research is to determine the educational problems that the Western Thracian Turks, who have been experiencing various problems since the signing of the Lausanne Peace Treaty, are experiencing today. The research was conducted in the type of document review. News sites broadcasting in Western Thrace via the Internet were examined. It has been seen that the news has been extensively included in the news websites named "Birlik Gazetesi" and "Rodop Rüzgârı". Searches were made from these news sites using the keywords "school, student and education". The obtained data were examined through descriptive analysis. The data were summarized and interpreted according to the determined themes. As a result of the research, it has been determined that the Turks of Western Thrace are experiencing problems such as school closure, worship problems, council delegation problems, ethnic denial, comparison, demand for bilingual minority kindergartens, qualified education. It can be said that these problems are generally caused by Greece's approach towards the Turks of Western Thrace.

Keywords: Western Thrace Turks, Lausanne Treaty, Education, Problem, Minority.

Ergün, H. (2023). Educational Problems of Western Thrace Turks in the News of Birlik and Rodop Rüzgârı . Journal of the Human and Social Science Researches , 12 (3) , 1989-2008 . <https://doi.org/10.15869/itobiad.1271732>

Date of Submission	27.03.2023
Date of Acceptance	21.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Assoc. Prof., Pamukkale University, Acıpayam Vocational School of Higher Education, Department, Denizli, Türkiye husnue@pau.edu.tr, ORCID:0000-0002-5501-8019

Giriş

Osmanlı Devleti Birinci Dünya Savaşından yenilgi ile ayrılınca devletin her tarafı işgal edilmeye başlamış, Mustafa Kemal Atatürk önderliğindeki grup, bu işgalden vatani kurtarma mücadelesine girmişlerdi. Bu kurtarma mücadelesi sonrası daha önce Osmanlı Devleti sınırlarında yaşayan bazı Türkler yeni devletin sınırları dışında kalmıştı. Bu şekilde kendi istek ve iradeleri dışında azınlık olarak kalan gruplar, gönülsüz azınlık olarak adlandırılmaktadır (Ogbu & Simons, 1998, s. 162-165).

Batı Trakya Türkleri de iradeleri dışında yıllarca vatan olarak bildikleri yerde azınlık statüsüne geçmişlerdi. Osmanlı geçmişinin izlerini taşıyan Trakya'nın Müslüman toplumu, Lozan Antlaşması'yla (1923) kabul edilen Yunanistan ve Türkiye arasındaki zorunlu nüfus mübadelesinden, İstanbul Rumları gibi muaf tutulmuştu. Lozan Barış Antlaşması, Yunanistan ile Türkiye arasında, muaf tutulan azınlık nüfuslarının haklarını güvence altına almak için 'Azınlıkların Korunması' ile ilgili bir bölüm içermektedir (Anagnostou & Triandafyllidou, 2007, s. 2).

Lozan Barış Antlaşması'nın 38. ve 45. maddeleri Türkiye Cumhuriyeti Devleti ve Yunanistan'da yaşayan azınlıkların hakları ile ilgilidir. Bu anlaşmanın 38. ve 44. maddeleri Türkiye'nin yükümlülüklerinden bahsederken 45. madde Türkiye'nin Müslüman olmayanlara sağladığı hakların Yunanistan'daki Müslüman azınlığa da sağlanacağından bahsetmektedir. Bu maddelere göre Yunanistan ve Türkiye Cumhuriyeti Devletlerinin doğum, milliyet, dil, soy ya da din ayırt etmeyeceği, tüm vatandaşların, medeni ve siyasal haklardan, seyahat ve göç özgürlüğünden yararlanacağı, memurluk ve diğer mesleklerin yapılmasında engel çıkarılmayacağı, yasa önünde eşit olacağı, azınlıkların kilise, havra, mezarlık gibi dinsel kurumların korunacağı gibi haklar karşılıklı kabul edilmiştir. Çalışmanın amacı ile ilgili olması bakımından bu azınlıkların eğitim ile ilgili hakları 40. ve 41. maddelerde yer almaktadır. Bu maddelerde eğitimle ilgili, özellikle, harcamaları kendilerince yapılmak üzere, her türlü okul ve benzeri öğretim ve eğitim kurumları kurma, yönetme ve denetleme ve buralarda kendi dillerini özgürce kullanma ve dinsel ayinlerini serbestçe yapma bakımından eşit bir hakka sahip bulunacakları, azınlıkların yoğun olduğu yerlerde ilgili devletin dilinin öğretilmesine engel olmadan İlkokullarda ana dillerini kullanabilecekleri ve bu eğitim kurumlarının devlet veya belediye bütçesinden hakka bir pay alacakları vurgulanmaktadır (TBMM, 1923; Human Rights Watch, 1999).

Lozan Barış Antlaşması gereği Yunanistan'da Türk yerine Müslüman azınlık ifadesi kullanılmaktadır (Hammarberg, 2009, s. 2). Azınlıklar konusu Yunan siyasetinde ve kamu yaşamında her zaman gündemde kalmış, zaman zaman Atina ve Ankara'yı sıklıkla savaşın eşiğine getirmiştir. Tüm Yunan anayasaları, Hıristiyan Ortodoksluğu Yunan devletinin yerleşik dini olarak tanırken, Rumluk-Ortodoksluk ile yakın ilişki içinde tanımlanmıştır, bu nedenle Ortodoks olmayan insanların Yunanlı olarak görülmesi veya muamele görmesi beklenmemektedir. Yunanistan'da yaşayan Müslümanlar ya susturulmuş ya da Yunanistan'ın modern tarihinin çoğu için en iyi ihtimalle kötü temsil edilmişlerdir (Katsikas, 2012, s. 3-22).

Yunanistan, Batı Trakya Türklerini kanserli bir doku olarak görmüştür (Oran, 1995, s. 53). Yunan devleti, bir insanın sadık bir Yunan vatandaşı ve aynı zamanda kendi kültürü ve diniyle gurur duyan etnik bir Türk olabileceği gerçeğini çoğunlukla kabul edememiştir. Yunanistan, bu azınlığı Lozan Antlaşması'ndaki Müslüman azınlık

tarifinden dolayı Müslüman olarak tanımakta, Türklük bilincinin ön plana çıkmasını istememektedir. Yunanistan bunun için 1998 yılına kadar tek taraflı vatandaşlık iptali yetkisini elinde bulunduruyordu ve 1955-1998 yılları arasında yaklaşık 60000 kişinin vatandaşlığını iptal etmişti. Ayrıca Batı Trakya'da eğitim açısından da insan hakları ihlalleri bulunmaktadır (Human Rights Watch, 1999).

Yunanistan'ın 1974'te demokrasiye geçişine rağmen, Trakya'daki azınlıkla devlet ilişkileri, Türkiye ile derinleşen kriz ve Yunan hükümetleri tarafından kabul edilen ve Müslüman nüfusu temel sosyal ve ekonomik haklardan mahrum bırakan bir dizi kısıtlayıcı önlem nedeniyle kötüleşti. Trakya'daki çalkantılı koşullardan endişelenen Yunan hükümeti, 1991'de ayrımcı önlemleri kaldırmaya karar verdi ve azınlığa, yasal eşitlik – eşit vatandaşlık (Economia-isopoliteia) rehberliğinde yeni bir yaklaşım ilan etti (Anagnostou & Triandafyllidou, 2007, s.3). Ataöv (1992)'de Yunan Hükümeti tarafından Türk azınlıkla ilgili iyileştirici adımlar atılsa da dernekler ve okulların isimlerinde 'Türk' ifadesini kullanamaması, Türkiye'den Batı Trakya'ya Türkçe gazete ve kitapların getirilememesi, yüzlerce Türk'ün, Yunan vatandaşlığından çıkarılması, istihdam ve hizmetlerde ayrımcılığa uğraması, topraklarına el konulması, seçimlerde ve kendi dini liderlerini seçmede zorluklarla karşılaşması gibi sorunların bulunduğu belirtilmektedir (Ataöv, 1992, s. 98).

2000 yılına kadar eski ders kitaplarının fotokopisi kullanılmış bu yıldan sonra Türkiye'den gönderilen kitaplar kullanılmaya başlamıştır (Dragonas & Frangoudaki, 2006, s. 29). Karamanlis, 2004 yılında, azınlık eğitimi için eski okul binalarının onarılması, azınlık okullarına eğitim ve teknik malzeme sağlanması, yeni azınlık ilköğretim okulları ve tek dilli (Rum) anaokullarının kurulması ve bazı azınlık ve çoğunluk öğretmenlerinin yetiştirilmesi gibi çalışmalar yapsa da bu yeterli olmamıştır. Karamanlis, iki dilli eğitim, Türk Anaokullarının açılması gibi sorunlara dokunmamıştır. Karamanlis, iyi niyetli olsa da hastalığa antibiyotik tedavisi uygulaması gerekirken aspirin tedavisi uyguladığından bu iyi niyet sorunları çözmeye yetmemiştir (Hüseyinoğlu, 2013, s. 67).

Türk azınlık ve Yunan halkı, azınlığın sahip olması gereken pozitif özgürlükler, özellikle de 1923 Lozan Antlaşması'nda güvence altına alınan azınlık eğitimi hakkı konusunda hemfikirdir. Bununla birlikte, iki taraf, bu eğitimin tam olarak ne anlama geldiği ve hangi araçlar aracılığıyla işlenmesi gerektiği konusunda anlaşamamaktadır. Yakın zamana kadar Yunanistan, Batı Trakya azınlık okulu öğretmenleri için kaliteli altyapı (okul binaları), öğrenme materyalleri (eskimiş) ve yükseköğretim eğitimi sağlama konusunda başarısız oldu. Çoğunluk, (bütün yerel aktörlerin bölgenin kalkınması için büyük önem taşıdığını kabul ettiği) eğitim sorununun çözüldüğüne inanırken, azınlık temsilcileri aksini düşünmektedir. Azınlık temsilcileri, altyapının büyük ölçüde iyileştiğini ve dolayısıyla öğrenme materyallerinin de olduğunu kabul etseler de azınlık eğitim müfredatının genel yapısını ve azınlık öğretmenlerinin eğitim sistemini eleştirmektedirler (Anagnostou & Triandafyllidou, 25).

Genel olarak eğitim sistemine bakıldığında; eğitim ve din eğitiminin sorumluluğunun yalnızca devlete ait olduğu görülmektedir. Genel halk eğitimi dokuz yıl zorunludur ve tüm çocuklara ilkokulda altı yıl (altı yaşından itibaren) ve ardından ortaokulda (Gymnasium) üç yıl eğitim verilir. Dokuz yıllık zorunlu eğitimden sonra üç yıllık Genel Eğitime (Lise) veya bir meslek okuluna (Teknik Lise) devam etmek mümkündür. On iki

yıllık eğitim boyunca din eğitimi zorunlu derstir (Koukounaras-Liagkis, 2013, s. 274). Batı Trakya Azınlık okulları denilince, sadece azınlık çocuklarının kayıt yaptırabildiği, Türkçe ve Yunanca eğitim verilen, Türk ve Yunan öğretmenlerin görev yaptığı Batı Trakya'da faaliyet gösteren okullar anlaşılmaktadır. Azınlık ilkokulları genellikle cami avlularında ya da caminin yanında yer alan iki derslikli ve 3 ile 30 arasında öğrencisi olan okullardır (Abdurrahman, 2019, s. 71-78). Özellikle ilkokullarda iki ve daha fazla sınıf bir arada birleştirilmiş sınıflarda eğitim yapılabilmektedir (Batı Trakya Türkleri Dayanışma Derneği, --).

Batı Trakya Türkleri eğitimde; birleştirilmiş sınıflarda eğitim dışında, okulların Lozan Barış Antlaşması'nın verdiği özerkliği kullanamamaları, okullarda karma bir yönetim sisteminin bulunması, okulların tamirat, öğrenci eksikliği gibi sebeplerle kapatılması, eski ders kitapları, nitelikli öğretmen eksikliği, kütüphanelerin yetersiz olması, bilgi teknolojisi olanaklarına sahip yeterli sayıda dersliğin bulunmaması, etkili bir okul müfredatının olmayışı, bu müfredatın Yunanca öğrenmek için de yetersiz olması, okulların finansman sorunlarının bulunması, sınıfların kalabalık olması, iki dilli anaokullarının açılışı ile ilgili başvuruların bekletilmesi, yeterli sayıda azınlık ortaokulunun ve azınlık lisesinin bulunmaması (Human Rights Watch, 1999; Chousein, 2005, s. 153; Hatipoğlu, 2005, s. 51; Boussiakou, 2007, s.1; Verhás, 2019, s. 17-23; Republic of Türkiye, 2022; Maligkoudi & Mavrommatis, 2023, s.10) gibi sorunlar yaşarken bu sorunlar okul terk oranının çok yüksek olmasına ve okur-yazarlık oranının düşük olmasına neden olmuştur (Hatipoğlu, 2005, s. 51; Anagnostou & Triandafyllidou, 2007, s. 20).

Bahsedilen bu sorunlar nedeniyle, Batı Trakya Türk öğrencilerinin yaklaşık %30'u azınlık okulları yerine Yunanca tek dilli devlet ortaokullarına gitmeyi seçebilmektedir (Konstantinos & Giorgos, , 2019, s. 20-23). Bir topluluğun hem anadilini hem de yaşadığı devletin resmi dilini öğreneceği okulları terk edip sadece yaşadığı devletin resmi dilini öğreten okullara kayıt yaptırması azınlık okullarında bazı sorunlar yaşandığı düşüncesini oluşturmaktadır.

Batı Trakya'da sorunların olduğu bir gerçektir ve bu sorunlarla ilgili dört aktör bulunmaktadır: (1) Müslüman azınlık ve seçkinleri; (2) Yunan hükümeti (merkezi ve yerel) ve yerel Yunan çoğunluk; (3) Türk hükümeti ve (4) Avrupa ve uluslararası hükümetler arası kurumlar. Müslüman azınlık, marjinal sosyal ve ekonomik ve eğitim koşulları, kısıtlayıcı ve ayrımcı önlemler, zorunlu göç ile bu dört aktörden en zayıf haline geldi (Dragonas & Frangoudaki, 2006, s. 24-25). Batı Trakya'daki Türk azınlığın, bahsedilen unsurların en zayıf olmasının belki hem nedeni hem de sonucu eğitim koşullarıdır. Bu kısır döngü içerisinde eğitim koşullarının yetersiz olması bu topluluğun gücünü zayıflatırken aynı zaman da bu zayıflıkla daha iyi bir eğitim koşulu elde edememektedirler.

Lozan Barış Antlaşması'nın imzalanmasından beri değişik sorunlar yaşayan Batı Trakya Türklerinin günümüzde yaşadıkları eğitim sorunlarını belirlemek bu araştırmanın amacını oluşturmaktadır. Yaşayan bir toplumda bazı sorunların halledilmesi ve yerine farklı sorunların ortaya çıkması olasıdır. Bu konuda birçok çalışma yapılsa da günümüzdeki sorunların tespit edilmesi açısından bu tür çalışmaların yenilenmesi yararlı olacaktır.

Yöntem

Araştırma doküman incelemesi türünde yapılmıştır. İnternet üzerinden Batı Trakya’da yayım yapan Trakyanın Sesi, Millet Gazetesi, Azınlıkça, Gündem Gazetesi, Birlik Gazetesi ve Rodop Rüzgarı gibi haber siteleri incelenmiştir. Eğitim sorunları ile ilgili haberlerin yoğun ve düzenli olarak “Birlik Gazetesi” ve “Rodop Rüzgarı” isimli haber sitelerinde yer aldığı görülmüştür. Diğer haber sitelerinde eğitim ile ilgili sorunlara düzenli olarak rastlanmamıştır. Bu durumun haber sitelerinin yayım politikasıyla ilgili olup olmadığına ilişkin bilgiye internet sitelerinden ulaşılamamıştır. Bu haber sitelerinden “okul, öğrenci ve eğitim” anahtar kelimeleri kullanılarak aramalar yapılmıştır. Bu haber sitelerinde ulaşılan haberler araştırmanın kapsamını oluşturmuştur. Bu haber sitelerinin Türk azınlığa ait olması araştırmanın sınırlılığıdır. Araştırma kapsamında ulaştığımız yazılı belgeler olan dokümana (Balci, 2000, s. 208) yazarın herhangi bir katkısı olmamıştır. Haberler ve gazeteler doküman olarak kullanılabilir (Bowen, 2009, s. 28). Bu çalışmada internet ortamında yayımlanan “Birlik Gazetesi” ve “Rodop Rüzgarı” isimli haber sitelerindeki haberler doküman olarak kullanılmıştır. Doküman incelemesi yaparken ulaşılan dokümanın özgün olup olmadığı değerlendirildikten sonra, belgeler incelenir, veriler analiz edilerek kullanılır (Yıldırım ve Şimşek, 2011, s. 187). Bu çalışmada “Birlik Gazetesi” ve “Rodop Rüzgarı” internet sitelerinde yayımlanan haberler incelenmiş ve analiz edilmiştir. Bu haber siteleri internet ortamında yayımlanmaktadır. Sorunların güncelliği açısından son üç yılda (2020, 2021, 2022 yılları) konuyla ilgili yayımlanan toplam 30 haber incelenmiştir.

Geçerlik ve Güvenirlik

Dokümanlara yazarın bir katkısı olmadığından özgün olarak kabul edilmiştir. Veriler internet ortamında herkesin kullanımına açık olduğundan verilerin kullanımı için izin alınmasına gerek görülmemiştir. Öncelikle haberler incelenmiş, tespit edilen sorunlar analiz edilmiştir. Dokümanlara internet sitesi üzerinden ulaşılması inandırıcılığını, elde edilen bilgilerin denetimini ve farklı araştırmalarda kullanımını kolaylaştırmaktadır. Ayrıca, araştırmanın geçerlik ve güvenirlik çalışması için uzman görüşüne başvurulmuştur.

Veri Analizi

Elde edilen veriler betimsel analiz yöntemi ile analiz edilmiştir. Betimsel analiz, derinlemesine analiz gerektirmeyen verilerin işlenmesinde kullanılmaktadır. Elde edilen veriler belirlenen temalara göre özetlenmiş ve yorumlanmıştır. Veriler önce sistematik bir biçimde betimlenmiş, yorumlanmış, neden sonuç ilişkileri belirlenerek, sonuçlara ulaşılmıştır (Yıldırım & Şimşek, 2011, s. 224).

Bulgular

Betimsel analiz için araştırmanın kavramsal çerçevesinden yola çıkarak önce bir çerçeve oluşturulmuştur. Batı Trakya Türklerinin yaşadığı eğitim sorunları okul kapatma, ibadet sorunu, encümen heyeti sorunları, etnik inkâr, iki dilli azınlık anaokulları talebi, kıyas, nitelikli eğitim başlıklarında ele alınmıştır. Bu çerçeveye göre elde edilen veriler işlenmiştir. Gerekli yerlerde doğrudan alıntılarla desteklenmiştir. Daha sonra bulgular açıklanmış ve anlamlandırılmıştır (Yıldırım & Şimşek, 2011, s. 224).

Batı Trakya Türklerinin Eğitim Sorunları

Okul Kapatma

Rodop Rüzgarı ve Birlik Gazetesi'nde yer alan haberlerde son zamanlarda Batı Trakya Türklerinin en fazla rahatsızlık duyduğu konuların başında azınlık okullarının kapatılması gelmektedir. Bu haberlerden birinde, "2020-2021 eğitim ve öğretim yılına günler kala Rodop ilinde Uysallı (İsalon), Bekirköy (Velkio), Menetler (Skaloma) ve Kozlardere (Linos) köylerindeki azınlık ilkokulları, İskeçe ilinde İnhanlı (Evlalon) ve Höyükköy (Velohorion) köylerindeki azınlık ilkokulları ile Meriç ilinde Babalar (Gonikon) ve Taşağıl (Petrolofos) köylerinde olmak üzere azınlığın sekiz (8) okulu kapatılmıştır. Böylece 25 yıl içinde azınlık ilkokulu sayısı 231'den 115'e düşmüştür" (Tahsin 5, 2020).

2021 yılında kapatılan 12 azınlık okulu için başta sivil toplum kuruluşu temsilcileri, milletvekilleri olmak üzere birçok kişi Bölge Eğitim Müdürlüğü'ne giderek tepkilerini dile getirmişlerdir ("Kapatılan okullar için", 2021; Tahsin 4, 2021). Bu 12 okulun sekiz tanesi Rodop ilinde iken dördü ise İskeçe ilinde yer almaktadır. Kapatılan bu okullarla Batı Trakya'da bulunan azınlık okulu sayısı 103'e düşmüştür (Tahsin 1, 2021).

Okul kapama kararına Batı Trakya Azınlık Okulları Encümenler Birliği de tepki göstermiş, bu okulların Yunanistan Devlet okulu statüsünde olmadığı, azınlık okulu statüsünde olduğu ve bu okulların kapatılmasının ikili anlaşmalara aykırı olduğu belirtilmiştir ("Azınlık okullarının kapatılma", 2021; Tahsin, 2021).

Başka bir haberde, Türkiye Cumhuriyeti Dışişleri Sözcüsü Büyükelçi Tanju Bilgiç tarafından okul kapatma sorunu dile getirilmiş, "2022-2023 eğitim öğretim yılında Batı Trakya Türk Azınlığına ait 4 ilkokulu daha kapatma kararı almasını kınadıklarını belirtmiş, öğrenci azlığı nedeniyle okul kapatan Yunanistan'ın ihtiyaç olan yerlerde ise azınlık okulu açmaktan kaçındığı" vurgulanmıştır ("Dışişleri Sözcüsü Bilgiç", 2022). Yunanistan Dışişleri Bakanlığı Sözcüsü Papaioannu, bu durumu, "bu dört okulla beraber Makedonya-Trakya Bölgesi'nde 29 devlet ilkokulunun da kapatıldığını, tüm okulların dokuz öğrenci sayısının altına düşmesi nedeniyle kapatıldığını, üstelik Türkiye Cumhuriyeti Devleti'nde Ortodoks Rum toplumuna ait olmak üzere İstanbul'da 3, Gökçeada'da ise 1 olmak üzere yalnızca 4 ilkokulun bulunduğu Batı Trakya'da ise 99 ilkokulun bulunduğunu" belirtmiştir (Tahsin 2, 2022). Avrupa Batı Trakya Türk Federasyonu (ABTTF) Başkanı Halit Habipoğlu'da "Rodos, İstanköy ve Onikiadalar'daki Türk toplumunun iki dilli okullarının tümü kapatıldığını" belirtmiştir (Tahsin 4, 2022). Yunanistan'da azınlık okulları dışındaki okullara verilen, diğer kurumlarla iş birliği yapma, başış kabul etme hakları azınlık okullarına verilmemiştir (Tahsin 6, 2021; Tahsin 7, 2021). Bu durum azınlık okullarının güçlenmesini engelleyecek ve öğrenci sayısının azalarak okulların kapanmasına neden olabilecektir.

İbadet Sorunu

Batı Trakya Türklerinin Lozan Barış Antlaşması'na göre kendi dinlerini yaşama hakları bulunmaktadır. Batı Trakya Türk öğrencilerinin Cuma Namazı ibadetlerini yerine getirebilmeleri için azınlık okulları Cuma günleri erken kapanmaktaydı. Bu durumun değişmesi nedeniyle Batı Trakya Türkleri tepki göstermiştir. Azınlık Okulları Encümenler Birliği Başkanı Av. Ahmet Kara, "Doğu Makedonya Trakya Bölgesi Eğitim Müdürü Sayın Bandikos ile görüşmüş ve velilerden alınacak dilekçelerle öğrencilerin ibadetlerini yerine getirmesi çözümü bulunmuştur" ("Azınlık Okulları Encümenler", 2022; Tahsin 8, 2022). Bu konuda Rodop Milletvekili İlhan Ahmet ("Azınlık okullarının erken", 2021), Batı

Trakya İmam Hatip Lisesi Mezunları ve Mensupları Derneği BİHLİMDER Yönetim Kurulu (Tahsin 9, 2021) tepkilerini dile getirmiştir.

Encümen Heyeti Sorunları

Yunanistan, Batı Trakya Türk toplumuna ait Gümülcine ve İskeçe'deki medreselere iki yıl süreli görev yapacak encümen heyeti atamaları yaptı. Medreselerin encümen heyetleri başkanlığına tayinli (Türk Toplumunu tarafından seçilmemiş) müftü naipleri, genel sekreterlik görevlerine ise Hristiyan Yunan vatandaşları atandı (Tahsin 10, 2021). Bu olaydan sonra İskeçe Azınlık İlkokulu yöneticileri Encümen Heyetinin sabah saatlerinde öğrencilerin okula girişi yaptığı sırada girmemesini isteyerek Encümen Heyetinin okula girişlerine sınır konulmak istenmiştir ("Encümen Heyetinin okula", 2021).

Etnik İnkâr

24 Aralık 2020 tarihinde Gümülcine'deki Hayriye Azınlık Medrese'si tabelasındaki "Azınlık" kelimesi yerine "Müslüman" kelimesi yerleştirildi (Tahsin 11, 2020). Yeni asılan tabelada azınlık kelimesi geçmezken okul ismi Müslüman Okulu olarak ifade edilmektedir (Tahsin 12, 2020). Milletvekili İlhan Ahmet de bu konudaki tepkisini dile getirmiştir (Tahsin 13, 2020). Azınlık kurumlarının defalarca karşı çıktığı ve tepki gösterdiği yasaya göre, azınlık öğrencilerine İslam dinini Yunanca olarak öğretecek 120 din görevlisi görevlendirilecektir (Tahsin 14, 2020). Yunanistan'ın azınlık okullarındaki azınlık kelimesinin kaldırılması ve Yunanca ders saatlerinin arttırılması dolayısıyla Türkçe ders saatlerinin azaltılması, Türk nüfusun inkârı şeklinde yorumlanabilmektedir.

İki Dilli Azınlık Anaokulları Talebi

3518/ 2006 sayılı yasa ile başlatılan zorunlu anaokulu eğitimi için, azınlığın Türkçe-Yunanca eğitimi verecek anaokulları açmasına müsaade edilmemesi Batı Trakya Türklerinin yaşadığı başka bir eğitim sorunudur (Tahsin 15, 2020). Batı Trakya Türk Öğretmenler Birliği de, 21 Şubat Uluslararası Ana Dili Günü kutlaması dolayısıyla yaptığı açıklamada, Batı Trakya Türk Azınlığı olarak Türkçe ve Yunanca eğitim verecek anaokullarını talep ettiklerini belirtmektedir (Tahsin 16, 2021). Avrupa Batı Trakya Türk Federasyonu Uluslararası İlişkiler Direktörü Melek Kırmacı Arık da bu konudaki talebini tekrar dile getirmiştir (Tahsin 17, 2022). Avrupa Batı Trakya Türk Federasyonu'nun (ABTTF) Avrupa Parlamentosu (AP) nezdindeki girişimleri ve desteği ile öğrenci velisi ve İskeçe Türk Birliği (İTB) Başkanı Ozan Ahmetoğlu'nun bu konudaki dilekçesi 10 Ocak 2022 tarihinde Avrupa Parlamentosu (AP) Dilekçeler Komitesi'nde (PETI) görüşülmüştür ("İki dilli azınlık anaokulları", 2022; Tahsin 18, 2022).

Kıyas

Kerkira – Korfu Adası'ndaki Mathraki bölgesinde yalnızca bir öğrencisi olan ilkokul faaliyetine başlarken, Batı Trakya'daki Müslüman Türk Azınlığının yaşadığı bölgelerde ise öğrenci azlığı nedeniyle ilkokullar kapatılmaktadır ("1 öğrenciyle okulu açtılar", 2021). Türkiye Cumhuriyeti Devleti'nde ise Lozan Barış Antlaşması'nın ruhuna uygun olarak Gökçeada'da Rum okulunun açıldığı ve tabelalarının Türkçe ve Yunanca olduğu, Batı Trakya'da ise Türkçe tabelaya izin verilmediği belirtilmektedir (Tahsin 19, 2021).

Türkiye Cumhuriyeti Dışişleri Sözcüsü Bilgiç, Batı Trakya'da anaokulunun bulunmadığı, çocuk sayısının 9'dan az olduğu durumlarda okul açılmadığını, Türkiye'de ise Rum

azınlık okulu için 4 çocuğun yeterli olduğu, Türkiye’de 3 bin Rum’a ayrılan öğretmen sayısının, Yunanistan’da 150 bin Türk için ayrıldığı ifade edilmektedir (Tahsin 21, 2022).

Nitelikli Eğitim

Yunanistan, uluslararası anlaşmaları ihlal ederek, azınlıkların aldığı eğitimin niteliğini düşük göstererek azınlık öğrencilerinin devlet okullarına kaydolmalarını sağlamaya çalışmaktadır. Türkiye’den gönderilen kontenjan öğretmenlerine görev yapmak üzere gerekli iznin verilmemesi nedeniyle ders saatlerinin boş geçtiği, çocukların eğitim hakkı engellendiğinden bahsedilmektedir (Tahsin 20, 2022).

Türkiye Cumhuriyeti Dışişleri Sözcüsü Bilgiç, tarafından dile getirilen bir diğer nitelik sorunu ise binaların eğitim öğretim faaliyetleri için yetersiz ve ders kitaplarının eski olmasıdır (Tahsin 21, 2022).

Sonuç, Tartışma ve Öneriler

Lozan Barış Antlaşması’nın imzalanmasının ardından okullardaki eğitim sürelerinin kısa olması, sabit bir müfredatın bulunmaması, eğitim materyalleri ve yetişmiş öğretmen eksikliği, fiziki durum yetersizliği gerek Türkçe ve gerek Yunanca öğretimindeki eksiklikler gibi sorunlar yaşanmaktaydı (Abdurrahman, 2019, s. 26). Yüz yıl geçse de Batı Trakya Türklerinin eğitim sorunları halledilememiş ve yeni sorunlar ortaya çıkmıştır. Bu sorunlardan ilki Batı Trakya Türklerinin çocuklarının devam ettiği azınlık okullarının Yunanistan tarafından kapatılmasıdır.

Okul Kapatma

2020-2021 eğitim ve öğretim yılında Rodop ilinde Uysallı (İsalon), Bekirköy (Velkio), Menetler (Skaloma) ve Kozlardere (Linos) köylerindeki azınlık ilkokulları, İskeçe ilinde İnhanlı (Evlalon) ve Höyükköy (Velohorion) köylerindeki azınlık ilkokulları ile Meriç ilinde Babalar (Gonikon) ve Taşağıl (Petrolofos) köylerinde olmak üzere azınlığın 8 okul kapatılmıştır. Bir sonraki eğitim öğretim yılında 12 okul, 2022-2023 eğitim öğretim yılında Batı Trakya Türk Azınlığına ait 4 ilkokul daha kapatılmıştır (Tahsin 1, 2021; Tahsin 4; Tahsin 5, 2020; “Kapatılan okullar için”, 2021; “Dışişleri Sözcüsü Bilgiç”, 2022).

Lozan Barış Antlaşması’nın 40. maddesine göre azınlığın okul kurma yönetme ve denetleme hakları bulunmasına rağmen Yunanistan’ın azınlık okullarını devlet okulu statüsünde görüp kapatmaya kalkışması bu anlaşma hükmüne aykırıdır. 2010 yılından sonra Yunanistan, ekonomik tedbirler ve öğrenci sayısının azlığı gerekçesiyle azınlık ilkokullarının kapatmaya çalışmaktadır (Abdurrahman, 2019, s. 77).

Yunanistan, azınlık okullarının güçlenmesi ve öğrenci velileri tarafından tercih edilmesini engellemek amacıyla devlet okullarına verdiği; diğer kurumlarla iş birliği yapma, bağış kabul etme haklarını azınlık okullarına vermemiştir (Tahsin 6, 2021; Tahsin 7, 2021). Bu nedenle, ekonomik olarak zayıf kalan azınlık okulları başarısız olarak algılanacak ve öğrenci velileri tarafından tercih edilmeyecektir. Böylece bu okullar öğrenci sayısı yetersizliği nedeniyle kapatılacaktır.

Yunanistan Batı Trakya Türk Azınlığını kendisi için bir tehdit olarak görmüş, özellikle Türkiye tarafından tehdit edildiğini hissetmiş, bu nedenle Batı Trakya Türklerinin Lozan Barış Antlaşması ile elde ettikleri hakları tam olarak kullanmalarını engellemeye yönelik politikalar uygulamıştır. Yunanistan Batı Trakya Türklerinin yasal haklarını

hiçe saymakta ve onları asimile olmaya zorlamaktadır (Dragonas & Frangoudaki, 2006, s. 24; Cankut, 2022). Hatta 1977’de çıkarılan 694 sayılı yasanın 5-1b maddesinde okul açmak için, kaç kişinin başvurduğu, bunların ikametgâh yerleri ve Türkiye ve Yunanistan arasındaki karşılıklı durum ilkesi gibi birçok faktörü öne sürerek belirsiz bir ortam yaratmak istemektedir (Şentürk, 2005, s. 20). Yunanistan’ın milliyetçilik politikaları, Batı Trakya’da Müslüman/Türk azınlığın eşitsizliğine dayanan uzun süreli istisnalar yaratmıştır (Korkmaz, 2019).

Bu durum, Batı Trakya Türklerinin, Yunanistan Devleti tarafından görmezden gelindiği şeklinde yorumlanabilir. Azınlıkların görmezden gelinmesi, farklılıkların yok sayılması “colour-blind (renk körlüğü)” yaklaşımı ile ilişkilendirilmektedir. Bu durum, azınlıkların deneyimleri ve yaşam kaliteleri hakkında açık bilgi eksikliğinden kaynaklanabilir (Balestra & Fleischer, 2018). Yunanistan Devleti’nin, var olan bir konunun üzerini örtterek hem kendisi hem de diğer devletler tarafından görülmesini engellemek istediği düşünülebilir. Yunanistan Devleti azınlık okullarını kapatarak, Batı Trakya Türklerini asimile etmek yerine topluluğun farklılıklarından ülkesi için yararlanabilir. Bunun için Batı Trakya Türklerinin kimlikleri inkâr edilmeden, eğitim fırsatlarından yararlandırılması gerekmektedir. Bunu sağlamak için Yunanistan’ın kendi vatandaşını düşman olarak görmek yerine diğer vatandaşlarla eşit haklar sunması ve uluslararası anlaşmalardan doğan yükümlülüklerini yerine getirmesi gerekmektedir. Azınlık okulları Batı Trakya Türklerinin Lozan Barış Antlaşması’ndan doğan hakkıdır ve bu hakkın kullanılması okul kapatarak engellenmemelidir.

İbadet Sorunu

Batı Trakya Türklerinin okulda yaşadıkları bir başka sorun ise ibadet haklarının engellenmesidir. Batı Trakya Türk öğrencilerinin Cuma Namazı ibadetlerini yerine getirebilmeleri için azınlık okulları Cuma günleri erken kapanmaktaydı. Bu durumunun değişmesine Azınlık Okulları Encümenler Birliği, siyasiler ve sivil toplum kuruluşları tepki göstermiştir (“Azınlık okullarının erken”, 2021; Tahsin 9, 2021).

Yunanistan’ın İslam diniyle mücadelesinden daha önceki yıllarda medreseler de nasibini almıştır. 1970’li yıllarda dini okul olan medreselerin iç işlerine Yunan devletinin nüfuz etmeye başlamasıyla birlikte İslam’la ilgili derslerin sayısı azalırken, İslami olmayan içerikli derslerin sayısı artmıştır (Hüseyinoğlu, 2016, s. 37-38).

Birleşmiş Milletler Medeni ve Siyasi Haklara İlişkin Uluslararası Sözleşmesi’nin 27. maddesi, azınlık grubu üyelerine, "kendi gruplarının diğer üyeleriyle birlikte, kendi kültürlerinden yararlanma, kendi dinlerini ilan etme ve uygulama veya kendi dillerini kullanma hakkından mahrum bırakılmayacaklarını" belirtmektedir (United Nations, 1966). Ulusal veya Etnik, Dinsel veya Dilsel Azınlıkların Mensubu Olan Kişilerin Haklarına Dair Bildirge’nin 1. maddesinde, devletlerin, azınlıkların kendi topraklarındaki varlığını, ulusal veya etnik, kültürel, dinsel ve dilsel kimliklerini koruyacak ve bu kimliğin tanıtılması için koşulları teşvik edecek önlemleri alacakları belirtilmektedir (United Nations, 1992). Lozan Barış Antlaşması’nın 38. Maddesinde de Batı Trakya Türkleri din ve inançlarını özgürce yerine getirebilecekleri belirtilmektedir. Tüm bu uluslararası sözleşmelerden, kişilerin dini inançlarını yerine getirmelerinin engellenmeyeceği gibi yerine getirmelerini sağlayacak koşulların oluşturulması gerektirdiği anlaşılmaktadır.

Encümen Heyeti Sorunları

Encümen heyetinin yaşadıkları sorunlar, Batı Trakya Türklerinin okulda yaşadıkları bir başka sorun çeşididir. Yunanistan, Batı Trakya Türk toplumuna ait Gümülcine ve İskeçe'deki medreselere iki yıl süreli görev yapacak encümen heyeti atamaları yapması, genel sekreterlik görevlerine ise Hristiyan Yunan vatandaşları ataması (Tahsin 10, 2021) ayrıca İskeçe Azınlık İlkokulu yöneticileri tarafından Encümen Heyetinin sabah saatlerinde öğrencilerin okula giriş yaptığı sırada okula girmesi engellenerek Encümen Heyetinin çalışmalarına sınır konulmak istenmesi ("Encümen Heyetinin okula", 2021) bir anlamda toplumun genelinin azınlıklara bakışının, eğitim kurumlarındaki davranışları etkilemesi (Ogbu & Simons, 1998, s. 161) şeklinde açıklanabilir. Yapılan bu uygulamalar, Lozan Barış Antlaşması'nın 40. maddesine göre Batı Trakya Türklerinin eğitim kurumlarını kurma, yönetme ve denetleme haklarının ellerinden alınması başka bir ifade ile Lozan Barış Antlaşması'nın hükümlerinin ihlal edilmesi şeklinde yorumlanabilir.

Etnik İnkâr

Batı Trakya Türklerinin okulda yaşadıkları bir başka sorun ise etnik inkârdir. 24 Aralık 2020 tarihinde Gümülcine'deki Hayriye Azınlık Medrese'si tabelasındaki "Azınlık" kelimesi yerine "Müslüman" kelimesi yerleştirilmesi (Tahsin 11, 2020; Tahsin 12, 2020) ve azınlık öğrencilerine İslam dininin Yunanca öğretilme girişimleri (Tahsin 14, 2020). Türk nüfusun inkârı şeklinde yorumlanabilmektedir.

Lozan Barış Antlaşması'nda Türk yerine Müslüman tanımlamasının kullanılması Osmanlı İmparatorluğu'nda egemen olan ve etnisite veya kökenin çok az önem taşıdığı millet sisteminin sonucuydu (Dragonas & Frangoudaki, 2006, s. 22). Batı Trakya Türklerinin günlük yaşam dilleri Türkçedir. Bunun yanında Yunancayı da kullanabilmektedir. Batı Trakya Türklerinin Türk kimlikleri dini kimliklerinden önce gelmektedir (Yalınkılıç & Yağmur, 2014).

Erken çocukluk eğitimde etnik azınlık ve göçmen gençlere ekstra baskın dil yardımı sunmak azınlıkların eğitim başarısını olumlu etkileyebileceği (Froy & Pyne, 2011, s. 24) düşüncesinden hareket ederek Batı Trakya da görev yapan Rum kökenli öğretmenler, iki dilliliğin artan zekâ, ek diller edinme yeteneği ve birinci ve ikinci dil arasında iyi bir eşleşme olan farkındalıkta daha genel bir gelişme gibi bilişsel faydalar sunan bir nitelik olduğu konusunda hemfikirdir. Ancak öğrencilerin iki dilde de yeterli seviyeye ulaşamadığını kabul ederken bu probleme çözüm olarak Türkçe derslerin sayısının azalmasını önermektedir. Öğretmenler ayrıca sosyal ve dilsel ortamın da Yunan dilinin gelişmesini etkilediğini belirtmektedir. Trakya'daki azınlık okullarındaki öğretmenlerin, azınlık öğrencilerinin kültürel kimliğini kabul ettiklerine dair ifadelere rağmen, anadilinin bir öğretim aracı olarak kullanılmasından ziyade birincil eğitim hedefi olarak, Yunan dilinin öğretilmesi ve ardından azınlıkların modern Yunan toplumu içinde asimile edilmesidir (Kalliga, Palaiologou & Magos, 2022, s. 54-57).

Batı Trakya azınlık okullarında görev alan Müslüman öğretmenlere göre ise, azınlık okulları için bilgi, becerileri ve yeteneklerinin artması gerektiğini, finansman eksikliklerinden tedirgin oldukları, Trakya'daki bazı Müslüman azınlık ebeveyn ve velilerinin azınlık okullarını bırakıp çocuklarını daha iyi eğitim almaları için Yunan devlet okullarına kaydettirdiklerini belirtmektedir (Zachos, Papadimitriou, & Sideri,

2020, s. 153). Kalliga, Palaiologou ve Magos (2022) tarafından yapılan araştırmada sorunlara çözüm olarak Türkçe ders saatinin azaltılıp Yunanca ders saatlerinin arttırılması reçetesi sunulurken Zachos, Papadimitriou ve Sideri (2020) tarafından yapılan araştırma da sorunların öğretmen niteliğinden, mali kaynakların yetersizliğinden kaynaklandığını belirtmektedir. Üstelik bu sorunların azınlık çocuklarının söz konusu okullardan alınarak Yunanistan devlet okullarına kaydedtirilmesi sonucuna neden olduğu anlaşılmaktadır.

Azınlık okulu yerine Yunan devlet okulunu tercih etmek ebeveynler için zordur. Azınlık eğitimi, özellikle ilkokul düzeyinde, Türk etnik kimliğinin korunması, dil, din ve kültürlerinin korunması ile özdeşleştirilir. Azınlık okulunu terk eden ebeveynler, azınlık okulunun akademik başarısızlığa yol açan bir getto okulu olduğunun farkında olsalar da, çocuklarının kimliğini tehlikeye atabileceklerinden korkmaktadırlar (Dragonas & Frangoudaki, 2006, s. 33). Bu nedenle Yunanistan'ın azınlık okullarına uyguladığı etnik inkârdan kaçınması, Batı Trakya Türklerini anlaması ve Lozan Barış Antlaşmasından kaynaklanan haklarını vermesi gerekmektedir.

Kıyas

Yunanistan, etnik kökeni nedeniyle bir öğrencisi olan ilkokulu faaliyetine başlatırken, Batı Trakya'daki Müslüman Türk Azınlığının yaşadığı bölgelerde öğrenci azlığı nedeniyle ilkokulları kapatabilmektedir ("1 öğrenciyle okulu", 2021). Bununla beraber Türkiye Cumhuriyeti Devleti'nin Lozan Barış Antlaşması'nın ruhuna uygun olarak Gökçeada'da Rum okulunun açıldığı ve Yunanca tabelalara izin verirken, Batı Trakya'da Türkçe tabelaya izin verilmemektedir (Tahsin 19, 2021).

Yunanistan Dışişleri Bakanlığı Sözcüsü Papaioannu, Türkiye Cumhuriyeti Devleti'nde yalnızca 4 ilkokulun bulunduğu Batı Trakya'da ise 99 ilkokulun bulunduğunu belirterek (Tahsin 2, 2022) iki ülke arasında kıyaslamaya gitmektedir. Türkiye Cumhuriyeti Dışişleri Sözcüsü Bilgiç, Batı Trakya'da anaokulunun bulunmadığı, çocuk sayısının 9'dan az olduğu durumlarda okul açılmadığını, Türkiye'de ise Rum azınlık okulu için 4 çocuğun yeterli olduğu, Türkiye'de 3 bin Rum'a ayrılan öğretmen sayısının, Yunanistan'da 150 bin Türk için ayrıldığı ifade etmektedir (Tahsin 21, 2022).

Yunanistan her fırsatta karşılıklılık ilkesini bahane edebilmektedir. Bu durum, kıyasın yanlış kullanılmasına ve durumun zorlaştırılmasına neden olmaktadır (Dragonas & Frangoudaki, 2006, s. 21). 694/1977 sayılı yasadaki "Batı Trakya Müslüman azınlık eğitiminin 1923 Lozan Antlaşması hükümleri ile devletlerarası karşılıklılık ilkesi gereği yürütüleceği" anlaşılmaktadır (Abdurrahman 127). Batı Trakya'da eğitim, Yunanistan ile Türkiye arasındaki ikili ilişkileri etkileyen ve bundan etkilenen hassas bir konudur. Oysaki azınlık çocuklarının eğitimi hem toplumsal ayrımcılıktan uzaklaşmalarında hem de yaşam kalitelerinin yükselmesinde önemli bir rol oynamaktadır (Zachos, Papadimitriou, & Sideri, 2020, s. 153).

Her fırsatta Türkiye'yi suçlayarak kıyaslamaya giden Yunanistan, Türkiye öncesinde Osmanlı Devleti döneminde azınlık okulları olduğunu, o tarihten beri bu okulların yasal statüsü olduğu gerçeğini göz ardı etmektedir. Üstelik Osmanlı Devleti'ne yapılan başvurular 6 ay içinde cevaplanmazsa isteğin kabul edildiği anlamına gelmekte ve azınlık okulları açılabilirliydi (Haydaroglu, 2006). Günümüzde Türkiye Cumhuriyeti Devleti'nde azınlık okulları çalışmalarını sürdürmektedir. Özel okul statüsünde

olduklarından açma ve kapama işlemleri özel okul mevzuatına uygun yapılmaktadır (MEB, 2007a; MEB, 2007b). Yunanistan, tek Rum kökenli çocuğa okul açarken Batı Trakya Türklerine dokuz kişilik yasal sınırlandırmayı öne sürmesi karşılıklılık ilkesiyle açıklanamamaktadır. Üstelik Türkiye’de yeni azınlık okulları açılmakta ve tabelalarında Rumca kullanabilmektedirler. Bu durumun Yunanistan’da olmaması da karşılıklılık ilkesiyle açıklanamamaktadır.

İki Dilli Azınlık Anaokulları Talebi

Zorunlu anaokulu eğitimi için, azınlığın Türkçe-Yunanca eğitimi verecek anaokulları açmasına müsaade edilmemesi Batı Trakya Türklerinin yaşadığı başka bir eğitim sorunudur (Tahsin 15, 2020). Eğitim alanında, Lozan Antlaşması, Müslüman öğrencilerin uygun ve etkili bir Yunanca veya Türkçe bilgisi edinmeleri için yeterli bir eğitim sistemi sağlamıyor gibi görünmektedir (Boussiakou,). Lozan Antlaşması yalnızca ilkokullara atıfta bulunmuştur, bu nedenle tek dilli Yunan anaokullarında sağlanan okul öncesi eğitim için herhangi bir hüküm yoktur. Okulların neredeyse %80’inde öğrenciler, farklı yaş gruplarının bir arada öğretildiği iki sınıfta gruplandırılmıştır. Azınlık okulları, her iki takvimde de dini bayramlara riayet etmekte ve bu da eğitim-öğretim yılını kısaltmaktadır. Azınlık okulları iki dilli bir müfredata sahiptir. Türkçe, matematik, fizik, kimya, din (Kur’an), sanat ve beden eğitimi Türkçe öğretilirken, Yunan dili, tarihi, coğrafyası, çevre çalışmaları ve yurttaşlık eğitimi Yunanca öğretilmektedir (Dragonas & Frangoudaki, 2006, s. 28).

AB’nin finansal desteğiyle 1997 ve 2008 yılları arasında Müslüman çocukların Yunanca dil becerilerinin gelişimi için “Müslüman Çocukların Eğitimi Programı (PEM)” gibi özel bir eğitim projesi uygulansa da (Verhás, 2019, s.18) iki dilli eğitim, aslında azınlık ve çoğunluk gruplarının ve dilleri arasındaki güç dağılımı meselesi olarak da yorumlanabilir (Kalliga, Palaiologou, & Magos, 2022, s. 45). Lozan Barış Antlaşması’nın ilkokullara atıfta bulunması, dönemin şartları gereği okul öncesi kurumların yaygın olmamasından kaynaklanabilir. Yunanistan, ülkesindeki çok renkliliğin önemini kavramalıdır. Yunanistan, bir insanın sadık bir Yunan vatandaşı ve aynı zamanda kendi kültürü ve diniyle gurur duyan etnik bir Türk olabileceği gerçeğini kabul etmelidir. Bu hem ülkesindeki insan kaynağının etkili kullanılmasını sağlayacak hem de vatandaşlarının haklarını kullanmasını sağlayacaktır. Eğitim açısından insan hakları ihlali daha fazla olan Batı Trakya’nın bu durumu uluslararası raporlarda da paylaşılmaktadır (Human Rights Watch, 1999). Batı Trakya Türklerinin Türkçe-Yunanca eğitimi verecek anaokulları açmasına izin verilmesi azınlık okullarının başarısına olumlu katkıda bulunacaktır. Bu durum, Yunanistan’ın azınlık okullarının niteliğini arttırmaya yönelik bir kaygı taşımadığını düşündürebilmektedir.

Nitelikli Eğitim

Yunanistan’ın azınlıkların aldığı eğitimin niteliğini düşük göstermekte, böylece bu öğrencilerinin devlet okuluna kaydolmalarını sağlamaya çalışmakta, Türkiye’den gönderilen kontenjan öğretmenlerine görev yapmak üzere gerekli iznin verilmeyerek ders saatlerinin boş geçmesine neden olmakta, binaların yetersiz ve ders kitaplarının eski olmasına çözüm bulunmamaktadır (Tahsin 20, 2022; Tahsin 21, 2022).

Türkçe kitaplar 1951 yılında yapılan anlaşma gereği dağıtılmaya başlamış ama 1955’te sadece bir yıl süreyle dağıtılmıştır. Daha sonra dağıtılması yasaklanmış ve 2000 yılına

kadar aynı kitaplar fotokopi olarak kullanılmaya devam edilmiştir. Azınlık okullarında Türkçe kitaplarının bulunduğu kütüphanelere izin verilmemiştir (Dragonas & Frangoudaki, 2006, s. 29).

1950'li yıllardan sonra Türk okulları yerine azınlık okulları ismi kullanılmaya başlanmış, Türkiye'de yetiştirilen Batı Trakyalı öğretmenlerin görev almaları zorlaştırılmış, 1968 yılında bu öğretmenlerin yerine Türkçe derslere girecek öğretmenleri yetiştirecek Selanik Özel Pedagoji Akademisi kurulmuştur. 1971 yılında encümen heyetlerinin Türkçe ders öğretmenlerini seçme anlaşıma yetkileri ellerinden alınmıştır. 1972 yılında okulların isminde Türk ifadesinin kullanılması yerine Müslüman ifadesi kullanılması zorunluluk olmuştur. Yine bu yıllarda da Türkiye'den gönderilen kitaplar dağıtılmamıştır. 1985 ve 1995 yıllarında yapılan müdahaleler ile Türkçe ders saati sayısı azaltılmıştır (Abdurrahman, 2019, s. 42-80). Batı Trakya'da 1977 yılından itibaren Türk azınlığa azınlık okulunda çalışacak öğretmen seçme hakkı verilmemiş, bu okullarda görev verilecek öğretmenlerin Selanik'te bulunan Özel Pedagoji Akademisi tarafından gönderilmiş, derslerin %30'u Yunanca, %70'i Türkçe iken bu oran %50 düzeyine getirilmiştir. Türkiye'den getirilen kitaplar dağıtılmamakta öğrenciler kitapları birbirine devretmektedir (TBMM, 1993).

İnsan Hakları Evrensel Beyanamesi'nin 26. maddesi, Avrupa Güvenlik ve İşbirliği Teşkilatı'nın 1975 Helsinki Nihai Senedi, Yunanistan'ın 7 Mart 1966'da imzaladığı ve 18 Haziran 1970'te onayladığı 1965 Uluslararası Irk Ayrımcılığına İlişkin Sözleşme'nin 2. Maddesi ve Lozan Antlaşması, Türk azınlığın haklarının Yunan Anayasası'nın hükümleriyle korunmasını gerektirmektedir. Ancak, ABD Dışişleri Bakanlığı'nın raporundan, Uluslararası Helsinki Federasyonu'nun Mart 1998 tarihli raporundan, Yunan hükümeti ile Türkiye arasında öğretmenler, ders kitapları, laik Türkçe okullarının yeterli sayı ve kalitede öğretmen ve öğretim materyali temininde ciddi sorunlar yaşandığı anlaşılmaktadır (Stephen, 1998). Batı Trakya Türk Çocukları altı yıllık ilkokulu tamamlasa da dil öğrenmede ortaokul boyunca zorluklar yaşamaktadır. Ayrıca öğrenci başarısızlıklarında Yunan ve Türk öğretmenler arasındaki güvensizlik ve işbirliği eksikliği ile azınlık okullarının genel yetersizliği önemli bir rol oynamaktadır (Dragonas & Frangoudaki, 2006, s. 30).

Okula başlama yaşı ve yeni bir okula entegre olma zorluğu, dil zorlukları, hızla değişen öğrenci profillerine yanıt verme konusunda okullar üzerindeki baskılar, ulusal eğitim sistemlerindeki belirli uygulamalar, aile geçmişi ve ebeveyn beklentileri, finansal baskılar, düşük istekler ile beklentiler, eğitim yolları ve seçenekleri konusunda farkındalık eksikliği gibi niteliksel sorunlar azınlık okullarında öğrenci başarısını olumsuz etkilemektedir (Froy & Pyne, 2011, s. 21). Yapısal engeller ve okul faktörleri, azınlık okullarının performansını etkilemektedir (Ogbu & Simons, 1998, s. 157).

Batı Trakya'daki eğitimin nitelik sorunu bir anlamda azınlık okullarının kapatılarak Batı Trakya Türklerinin Yunan Devlet okullarına gitmesine sebep olabilmektedir. 2017-2018 öğretim yılında 5.761 Müslüman Azınlık öğrencisi, Trakya'nın her yerindeki Yunanca tek dilli devlet ortaokullarına gitmeyi seçti. Bu rakam, Trakya'daki genel ortaöğretim öğrenci nüfusunun %29,4'ünü oluşturmaktadır (Konstantinos & Giorgos, , 2019, s. 20-23). Yunanistan Devletinin yapmış olduğu bu davranış ve gösterdiği tutumlar azınlık okullarının kapatılmasına, Türklerin tek dilli Yunanistan devlet okullarına gitmesine neden olabilmektedir. Yunanistan belki de ülkenin en büyük ulusal düşmanı olarak

algıladıđı Batı Trakya Türklerinin (Katsikas, 2012, s. 3) asimile olarak, Yunanistan ierisinde kaybolmasını istemektedir. Yunanistan, uluslararası anlaşmaları hiçe sayarak düşman olarak gördüđü bu topluluđun eğitim haklarını engellemektedir.

Sonu olarak; Batı Trakya Türklerinin okul kapatma, ibadet sorunu, encümen heyeti sorunları, etnik inkâr, kıyas, iki dilli azınlık anaokulları talebi, nitelikli eğitim gibi sorunlar yaşadıkları tespit edilmiştir. Bu sorunların, Yunanistan Devleti'nin uluslararası anlaşmalara göre Batı Trakya Türklerinin haklarını vermemesinden kaynaklandıđı söylenebilir.

Yunanistan, okul kapatma, ibadet sorunu, encümen heyeti sorunları, etnik inkâr, kıyas, iki dilli azınlık anaokulları talebi, nitelikli eğitim gibi sorunları çözecek adımlar atmalıdır. Bu adımlar, aynı zamanda Yunanistan'ın uluslararası yükümlülüklerini de yerine getirmesini sağlayacaktır.

Bu çalışma Birlik ve Rodop Gazetesi haberlerine dayanarak yapılmıştır. Bu durum çalışmanın sınırlılıđını oluşturmaktadır. Araştırmacılar, yerel ve ulusal yayın yapan diđer gazetelerde çıkan Batı Trakya Türklerine ait eğitim haberleri inceleyebilir.

Deđerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduđu ve yararlanılan tüm çalışmaların kaynakçada belirtildiđi beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

Peer-Review	Double anonymized - Two External
Ethical Statement	* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Kaynakça | References

1 öğrenciyle okulu açtılar...ya azınlıkta!!!. (2021, 18 Eylül). *Rodop Rüzgarı*. Erişim adresi: <https://www.rodopruzgari.com/haberler/29004-1-%C3%B6%C4%9Frenciyle-okulu-a%C3%A7t%C4%B1lar%E2%80%A6-ya-az%C4%B1n%C4%B1kta.html>

Abdurrahman, S. (2019). *Lozan'dan Günümüze Batı Trakya Azınlık Okulları*. İstanbul: Tarih Vakfı.

Anagnostou, D., & Triandafyllidou, A. (2007). Regions, minorities and European integration: A case study on Muslims in Western Thrace, Greece. *Romanian Journal of Political Science*. 7(1), s. 100-125.

Ataöv, T. (1992). The Ethnic Turkish Minority In Western Thrace, Greece. *The Turkish Yearbook*, 22(22), s. 89-99.

Azınlık Okulları Encümenler Birliğinden açıklama. (2022, 12 Mayıs). *Rodop Rüzgarı*. Erişim adresi: <https://www.rodopruzgari.com/haberler/30476-az%C4%B1n%C4%B1k-okullar%C4%B1-enc%C3%BCmenler-birli%C4%9Finden-a%C3%A7t%C4%B1klama.html>

Azınlık okullarının erken paydos edilmesini yasaklayan karara tepki gösterdi. (2021, 21 Eylül). *Rodop Rüzgarı*. Erişim adresi: <https://www.rodopruzgari.com/haberler/29018-i%C3%87lhan-ahmet-cuma-g%C3%BCnleri-erken-paydos-yasa%C4%9F%C4%B1n-tepki-g%C3%B6sterdi.html>

Azınlık okullarının kapatılma kararları, ikili anlaşmalara aykırıdır. (2021, 02 Ağustos). *Rodop rüzgarı*. Erişim adresi: <https://www.rodopruzgari.com/haberler/28979-%E2%80%9Caz%C4%B1n%C4%B1k-okullar%C4%B1n%C4%B1n-kapat%C4%B1lma-kararlar%C4%B1-ikili-anla%C5%9Fmalara-ayk%C4%B1r%C4%B>

Balcı, A. (2000). *Sosyal Bilimlerde Araştırma*. Ankara: PegemA Yayıncılık.

Balestra, C., & Fleischer, L. (2018). *Diversity statistics in the OECD: How do OECD countries collect data on ethnic, racial and indigenous identity?.* OECD . Paris: OECD Publishing. Erişim adresi: <https://dx.doi.org/10.1787/89bae6>.

Batı Trakya Türkleri Dayanışma Derneği. ((--)). Batı Trakya Türkleri Eğitim Sorunu.

Boussiakou, I. (.....). The Educational Rights of the Muslim Minority under Greek Law. Erişim adresi: <https://nbn-resolving.org/urn:nbn:de:0168-ssoar-61865>

Bowen, G. A. (2009). Document Analysis As A Qualitative Research Method. *Qualitative Research Journal*, 9(2), s. 27-40.

Cankut, A. (2022). Analysis of The Fener Greek Patriarchate and The Western Thrace Turkish Minority. *Uluslararası İktisadi ve İdari Bilimler Dergisi*, 7 (2), s. 63-77. doi:10.29131/uiibd.1028969

Chousem, A. (2005). Continuities and Changes İn The Minority Policy of Greece: The Case of Western Thrace. Ankara: Ortadoğu Teknik Üniversitesi.

Dışişleri Sözcüsü Bilgiç, Yunanistan'ın Batı Trakya Türk Azınlığına ait 4 ilkokulu kapatma kararını kınadı. (2022, 23 Temmuz). *Rodop Rüzgarı*. Erişim adresi: <https://www.rodopruzgari.com/haberler/30725-d%C4%B1%C5%9Fi%C5%9Fleri-s%C3%B6zc%C3%BCs%C3%BC-bilgi%C3%A7,%20yunanistan%E2%80%9>

Dragonas, T., & Frangoudaki, A. (2006). Educating the Muslim Minority in Western Thrace. *Islam and Christian-Muslim Relations*, 17(1), s. 21-41. doi:10.1080=09596410500399268

Encümen Heyetinin okula girişine sınırlandırma getirilmesi tepkiyle karşılandı. (2021, 16 Ekim). *Rodop Rüzgarı*. Erişim adresi: <https://www.rodopruzgari.com/haberler/29200-enc%C3%BCmen-heyetinin-okula-giri%C5%9Fine-s%C4%B1n%C4%B1rland%C4%B1rma-getirilmesi-tepkiyle-kar%C5%9F%C4%B1land%C4%B1.html>

Froy, F., & Pyne, L. (2011). *Ensuring Labour Market Success for Ethnic Minority and Immigrant Youth*. OECD Publishing. doi:http://dx.doi.org/10.1787/5kg8g2l0547b-en

Hammarberg, T. (2009). Human rights of minorities. Commissioner for Human Rights of the Council of Europe. *Commissioner for Human Rights of the Council of Europe*. Erişim adresi: <https://rm.coe.int/16806db821>

Hatipoğlu, M. M. (2005). *AB Üyesi Yunanistan'ın Etnik Dokusu İçinde Batı Trakya Türkleri Azınlığın Sorunlarına Tarihsel ve Güncel Yaklaşımlar*. Aydın: Türk Ocakları Aydın Şubesi.

Haydaroğlu, İ. (2006). Osmanlı Devleti'nde Yabancı Okullarda Denetim ve Cumhuriyet Dönemine Yansımaları. *Tarih Araştırmaları Dergisi*, 25 (39), s.149-160.

Human Rights Watch. (1999). *Minority Education In Greece The Case Of Western Thrace Turks*. Erişim adresi: <https://www.hrw.org/reports/1999/greece/index.htm#TopOfPage>.

Hüseyinoğlu, A. (2013). *Minority Education in Western Thrace Under the 'Modern European Minority Policy' of Kostas Karamanlis (2004-2009)*. *Balkan Araştırma Enstitüsü Dergisi*, 2(2), s. 51-72.

Hüseyinoğlu, A. (2016). *Balkanlarda İslam'ın Dünü ve Bugünü: Yunanistan Örneği*. *Aorasya Etüdüleri*, 50 (2), s. 25-48.

İki dilli azınlık anaokulları talebi AP Dilekçeler Komitesi'nde görüşüldü. (2022, 11 Ocak). *Rodop Rüzgarı*. Erişim adresi: <https://www.rodopruzgari.com/haberler/29803-i-CC%87ki-dilli-az%C4%B1nl%C4%B1k-anaokullar%C4%B1-talebi-ap-dilek%C3%A7eler-komitesi%E2%80%99nde-g%C3%B6r%C3%BCl%C5%9F%C3%BCld%C3%BC.html>

Kalliga, D., Palaiologou, N., & Magos, K. (2022). *Minority Education in Greece*. *Journal of Language Teaching and Learning*, 12(1), s. 44-60. <https://jltl.com.tr/index.php/jltl/article/view/377> adresinden alındı

Kapatılan okullar için mücadele devam ediyor!.. (2021, 11 Ağustos). *Rodop Rüzgarı*. Erişim adresi: <https://www.rodopruzgari.com/haberler/28798-kapat%C4%B1lan-okullar-i%C3%A7in-m%C3%BCcadele-devam-ediyor.html>

Katsikas, S. (2012). *The Muslim Minority in Greek Historiography: A Distorted Story? . European History Quarterly*, 42(3), s. 444-467. doi: <https://doi.org/10.1177/0265691412448044>

Konstantinos, T., & Giorgos, M. (2019). *The Turkish language in education in Greece*. Mercator European Research Centre on Multilingualism. Erişim adresi: <https://files.eric.ed.gov/fulltext/ED599941.pdf>.

Korkmaz, N. (2019). *Comparing Bulgarian and Greek Policies for the Integration of*

Turkish/Muslim Minorities: The Cold War Period. *Bilig*, (90), s. 21-41.

Koukounaras-Liagkis, M. (2013). Religious Education in Greek Public Schools in Western Thrace: Identifying Controversial Issues. *Mediterranean Journal of Social Sciences*, 4(11), s. 274-281. doi:10.5901/mjss.2013.v4n11p274.

Maligkoudi, C. & Mavrommatis, G. (2023): Exploring teachers' language attitudes in the context of a bilingual primary educational system: The case of the Greek-Turkish minority schools in Thrace, Greece, *Diaspora, Indigenous, and Minority Education*, DOI: 10.1080/15595692.2023.2212825

Lozan Sulh Muahedenamesinin Kabulüne Dair Kanunlar. (1923, 24 Temmuz). Erişim adresi:

https://www5.tbmm.gov.tr/tutanaklar/KANUNLAR_KARARLAR/kanuntbmmc002/kanuntbmmc002/kanuntbmmc00200343.pdf

MEB. (2007a). Özel Öğretim Kurumları Kanunu. Erişim adresi: https://ookgm.meb.gov.tr/meb_iys_dosyalar/2022_04/13143234_1.5.5580.pdf

MEB. (2007b). MEB Özel Öğretim Kurumları Yönetmeliği. Erişim adresi: https://ookgm.meb.gov.tr/meb_iys_dosyalar/2022_08/03105058_OZEL_OYRETYM_KURUMLARI_YONETMELYYY_03.08.2022.pdf

Ogbu, J., & Simons, H. D. (1998). Voluntary and Involuntary Minorities: A Cultural-Ecological Theory of School Performance with Some Implications for Education. *Anthropology & Education Quarterly*, 29(2), s. 155-188.

Oran, B. (1995). Türk ve Yunan Azınlıkların Meslek Edinme ve Eğitim Sorunları. *Public and Private International Law Bulletin*, 15(1-2), s. 51-58.

Republic of Türkiye, (2022). *Turkish Minority of Western Thrace and the Turkish Community in the Dodecanese. Batı Trakya'daki Türk Azınlık ve Oniki Ada'daki Türk Toplumu*. mfa.gov.tr adresinden alındı.

Stephen, M. (1998). Perceptions: The Human Rights of The Turkish Minority in Western Thrace. *Journal of International Affairs*, 3 (4), 1-7 .

Şentürk, C. (2005). *Yunanistan'da Azınlık Eğitiminin Sorunları. Avrupa Batı Trakya Türk Federasyonu yayımları*. Erişim adresi: <http://www.abttf.org/images/raporlar-pdf/19022020142014-tr.pdf>.

Tahsin, İ. (2021, 13 Eylül). Ahmet Kara: "Azınlık Okullarımızı Kafanıza Göre Kapatamazsınız". *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/ahmet-kara-azinlik-okullarimizi-kafaniza-gore-kapatamazsiniz/>

Tahsin 1, İ. (2021, 11 Ağustos). Azınlık Okullarının Kapatılmasına Karşı Çıkıyor. *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/azinlik-okullarinin-kapatilmasina-karsiciyor/>

Tahsin 2, İ. (2022, 27 Temmuz). Yunanistan İlkokullarımızı Kapatmak İçin Bahane Mi Arıyor? *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/yunanistan-ilkokullarimizi-kapatmak-icin-bahane-mi-ariyor/>

Tahsin 3, İ. (2021, 12 Ağustos). Batı Trakya'da Okulların Kapatılmasına İtiraz Etiler. *Birlik*

Gazetesi. Erişim adresi: <https://birlikgazetesi.org/bati-trakyada-okullarin-kapatilmasina-itiraz-ettiler/>

Tahsin 4, İ. (2022, 14 Aralık). Habip Oğlu: “Ülkemiz ‘Türk’ İsimli Derneklerimize İzin Vermiyor, Özerk İlkokullarımızı Kapatıyor”. *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/habip-oglu-ulkemiz-turk-isimli-derneklerimize-izin-vermiyor-ozerk-ilkokullarimizi-kapatiyor/>

Tahsin 5, İ. (2020, 14 Ağustos). Medreseler Birer Azınlık Okuludur, İvedilikle Bu Yanlıştan Dönülmelidir. *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/medreseler-birer-azinlik-okuludur-ivedilikle-bu-yanlistan-donulmelidir/>

Tahsin 6, İ. (2021, 02 Ağustos). Azınlık Eğitimini Yok Etme Politikalarından Bir An Önce Vazgeçilsin. *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/azinlik-egitimini-yok-etme-politikalarindan-bir-an-once-vazgecilsin/>

Tahsin 7, İ. (2021, 30 Temmuz). Eğitim Özerkliğine Yeni Bir Yasayla Yeni Bir Darbe Daha. *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/egitim-ozerkligine-yeni-bir-yasayla-yeni-bir-darbe-daha/>

Tahsin 8, İ. (2022, 12 Mayıs). Yunan Devletinin Engeline Rağmen Azınlık Eğitim Konusunda Geri Adım Atmıyor. *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/yunan-devletinin-engeline-ragmen-azinlik-egitim-konusunda-geri-adim-atmiyor/>

Tahsin 9, İ. (2021, 22 Eylül). Eğitim Müdürünün Kararı Bir Faciadır. *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/egitim-mudurunun-karari-bir-faciadir/>

Tahsin 10, İ. (2021, 24 Şubat). Bu Atamaları Kabul Etmemiz Mümkün Değildir. *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/bu-atamaları-kabul-etmemiz-mumkun-degidir/>

Tahsin 11, İ. (2020, 24 Aralık). Haydaaaa!!! Medrese-I Hayriye’den Azınlık Gitti! Yerine Müslüman Geldi!. *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/haydaaaa-medrese-i-hayriyeden-azinlik-gitti-yerine-musulman-geldi/>

Tahsin 12, İ. (2020, 29 Aralık). Medreseler Ne Oldu Da Azınlık Okulu Olmaktan Çıkarılmak İsteniyor? *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/medreseler-ne-oldu-da-azinlik-okulu-olmaktan-cikarilmak-isteniyo/>

Tahsin 13, İ. (2020, 30 Aralık). Medrese-I Hayriye’nin İsmi Önceki Şekliyle İade Edecek Misiniz? *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/medrese-i-hayriyenin-ismini-onceki-sekliyle-iade-edecek-misiniz/>

Tahsin 14, İ. (2020, 12 Ağustos). Şimdi De Türk Azınlık Çocuklarına İslam Dini’ni Yunanca Olarak Öğretecekler! *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/simdi-de-turk-azinlik-cocuklarına-islam-dinini-yunanca-olarak-ogretecekler/>

Tahsin 15, İ. (2020, 06 Mayıs). Azınlık Yunanistan’dan Bu Uygulamayı Talep Ediyor. *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/azinlik-yunanistandan-bu-uygulamayı-talep-ediyor/>

Tahsin 16, İ. (2021, 20 Şubat). Türkçe-Yunanca Anaokulları Talep Ediyoruz. *Birlik Gazetesi*. Erişim adresi: <https://birlikgazetesi.org/turkce-yunanca-anaokulları-talep-ediyoruz/>



2023, 12 (3), 2009-2029 | Araştırma Makalesi

Okul Psikolojik Danışmanlarının Manevi Danışmanlık ve Rehberlik Hizmetlerine Yönelik Görüşleri

Yusuf AYDIN¹

Yakup ÜZÜM²

Öz

Manevi danışmanlık ve rehberliğin amacı, dini ve manevi referanslardan faydalanarak problem yaşayan insanların bu problemlerini anlamlandırmak, hayatı kontrol altına alarak ve onun kalitesini artırarak sürdürülebilir hale getirmektir. İnsanın ruhunu en büyük güç kaynağı olan Allah'a dayayarak insandaki var olan potansiyeli harekete geçirmek ve her türlü sorunla başa çıkmasına yardımcı olmaktır. Manevi danışmanlığın amacı, danışanın öncelikle kendini tanıyıp anlaması, gerçekçi bir benlik kazanması, kendini koşulsuz bir şekilde kabul edip gizli güçlerini açığa çıkarması ve bunun sonucunda kendisiyle ve çevresiyle uyumlu hale gelmesi ve mutlu olmasıdır. Bu çalışma, Milli Eğitim Bakanlığına bağlı okullarda görev yapan psikolojik danışmanların manevi danışmanlık ve rehberlik hizmetlerine yönelik görüşlerini tespit etmek üzere ele alınmıştır. Bu kapsamda geniş bir literatür taraması yapılarak çalışmanın kavramsal çerçevesi oluşturulmuştur. Çalışma konusunun daha iyi anlaşılabilmesi için temel kavramlara yer verilmiş, manevi danışmanlık ve rehberlik hizmetleri ile psikolojik danışma ve rehberlik hizmetleri üzerinde durulmuştur. Çalışma, Milli Eğitim Bakanlığına bağlı okullarda görev yapan 19 psikolojik danışmandan oluşan çalışma grubu ile yürütülmüştür. Katılımcılara yarı yapılandırılmış sorulardan oluşan bir form uygulanmıştır. Uygulama sonunda elde edilen veriler betimsel analiz yöntemiyle çözümlenmiştir. Çalışmanın sonunda katılımcıların verdiği cevaplardan hareketle manevi danışmanlık ve rehberlik hizmetlerinin bir ihtiyaç olduğu, psikolojik danışma sürecine ve psikolojik iyi oluşa katkı sağladığı, bireyin yaşam amacı keşfetmesinde önemli rolü olduğu ve dini pratiklerin psikolojik sorunlarla mücadelede etkili olduğu sonucuna ulaşılmıştır. Ayrıca manevi danışmanlık ve rehberlik hizmetlerinin ölüm ve yas gibi durumlarda oldukça etkili olduğu belirtilmektedir. Ancak manevi danışmanlık ve rehberlik hizmetlerinin okullarda uygulanabilirliği için gerekli şartların henüz yeterli olmadığı tespit edilmiştir. Çalışmanın etik izni Muş Alparslan Üniversitesi, Bilimsel Araştırma ve Yayın Etiği Kurulunun 22.09.2022 tarih ve 62188 nolu kararı ile alınmıştır.

Anahtar Kelimeler: Maneviyat, Manevi Danışmanlık, Rehberlik, Psikoloji, Danışmanlık

Aydın, Y. & Üzümlü, Y. (2023). Okul Psikolojik Danışmanlarının Manevi Danışmanlık ve Rehberlik Hizmetlerine Yönelik Görüşleri . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 2009-2029 .
<https://doi.org/10.15869/itobiad.1190913>

Geliş Tarihi	18.10.2022
Kabul Tarihi	26.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, Muş Alparslan Üniversitesi, İslami İlimler Fakültesi, Felsefe ve Din Bilimleri, Muş, Türkiye, yusufaydin19@hotmail.com, ORCID: 0000-0003-4218-2802,

² Öğretmen, MEB, Van, Türkiye, yakupuzum7gmail.com, ORCID:0001-6214-6353



2023, 12 (3), 2009-2029 | Research Article

Opinions of School Psychological Counselors on Spiritual Counseling and Guidance Services

Yusuf AYDIN ¹

Yakup ÜZÜM ²

Abstract

The aim of spiritual counseling and guidance is to make sense of these problems of people who have problems by making use of religious and spiritual references, to make life sustainable by taking control and increasing its quality. In other words, it means plugging a person into a powerful source, that is, putting the soul of a person on Allah, the greatest source of power, to activate the existing potential in a person and to help him cope with all kinds of problems. The aim of spiritual counseling is for the client to know and understand himself first, to gain a realistic self, to accept himself unconditionally and to reveal his latent powers, and as a result, to be in harmony with himself and his environment and be happy. This study was handled to determine the opinions of psychological counselors working in schools affiliated to the Ministry of National Education about spiritual counseling and guidance services. This study was handled to determine the opinions of psychological counselors working in schools affiliated to the Ministry of National Education about spiritual counseling and guidance services. In this context, the conceptual framework of the study was created by conducting a wide literature review. In order to better understand the subject of the study basic concepts are included, spiritual counseling and guidance services and psychological counseling and guidance services are emphasized. The study was carried out with a working group consisting of 19 psychological counselors working in schools affiliated to the Ministry of National Education. A form consisting of semi-structured questions was applied to the participants. The data obtained at the end of the application were analyzed by descriptive analysis method. At the end of the study, based on the answers given by the participants, it is concluded that spiritual counseling and guidance services are a need, it contributes to the psychological counseling process and psychological well-being, has an important role in the individual's discovery of life purpose, and religious practices are effective in combating psychological problems. It is also stated that spiritual counseling and guidance services would be very effective in cases such as loss and mourning. However, it is seen that the applicability of spiritual counseling and guidance services in schools is viewed negatively. Muş Alparslan University Rectorate, Scientific Publication Ethics Committee Decision was taken with the decision dated 22.09.2022, numbered 64188 of the Presidency of the Publication Ethics Committee

Keywords: Spirit, Spiritual counseling, Guidance, Psychology, Consultancy

Aydın, Y. & Üzümlü, Y. (2023). Opinions of School Psychological Counselors on Spiritual Counseling and Guidance Services . Journal of the Human and Social Science Researches , 12 (3) , 2009-2029 .
<https://doi.org/10.15869/itobiad.1190913>

Date of Submission	18.10.2022
Date of Acceptance	26.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Assit. Prof. (phD), Muş Alparslan University , Faculty of Islamic Sciences, Department of Philosophy and Religious Studies, Muş, Türkiye, yusufaydin19@hotmail.com, ORCID: 0000-0003-4218-2802,

² Teacher, MEB, Van, Türkiye, yakupuzum7@gmail.com, ORCID:0001-6214-6353

Giriş

İnsan yaşamında önemli bir etkiye sahip olan maneviyat kavramı son zamanlarda psikoloji bilimi içerisinde yer edinmiştir. Böylece ruh sağlığı alanına giren maneviyat, bireylerin psikolojik iyi oluşlarına katkı sunan bir değişken olarak kabul edilmektedir (Tunç ve Totan, 2020, s. 3). Maneviyat ve din kavramlarını merkeze alıp psikoloji biliminin kuramsal alt yapısından beslenerek yeni bir yardım alanı olarak tanımlanan manevi danışmanlık ve rehberlik hizmetleri son yıllarda ülkemizde de verilmeye başlanmıştır.

İlk olarak mesleki alanda ortaya çıkan ve bu alanda faaliyet gösteren rehberlik hizmetleri zaman içerisinde psikoloji bilimi ile bütünleşerek çok yönlü hale gelmiştir. Bu doğrultuda bireylere mesleki, eğitsel ve kişisel-sosyal yönden yardım hizmeti sunulmaktadır. Özellikle okullarda kendine yer edinen psikolojik danışma ve rehberlik hizmetleri öğrencinin psikolojik iyi oluşuna katkı sağlamayı ve kendini her yönüyle tanımaya fırsat vermeyi amaçlamaktadır. Okullardaki bu yardım hizmetinden psikolojik danışmanlar sorumludur.

Psikoloji, sözcük olarak ruh bilimi anlamına gelmekte olup organizmanın davranışlarıyla ve bilişsel işleyişle ilgili çalışmaların yapıldığı bir bilim alanıdır. Bu alan üzerinde çalışan uzmanlar bireyin beyin ve davranış ilişkisi ile çevre ve davranış ilişkisi üzerine çalışmalar yürütmektedir (Cebeci, 2012, s. 35,36). Psikoloji, bir bilim olarak anılmadan önce uzun süre felsefe içerisinde ele alınmıştır. Filozoflar, psikolojinin insan ruhuyla ilgili bir bilim dalı olduğunu söylemekte ve insanı beden-ruh birlikteliği ile birlikte ele alıp düşünmektedirler. Zamanla filozofların bilgiyi ele alış biçimlerine göre psikolojiye bakış açıları da değişiklik göstermiştir. Sanayileşmeyle birlikte sosyal yaşamdaki farklılıklar, insanların teknolojiye bağımlı hale gelmesi, yaşamın tekdüzeleşmesi ve önemlisi insanın yalnızlaşması, bireyin psikolojik sorunlarının artmasına neden olmuştur. Tüm bu gelişmeler, psikolojiyi felsefeye bağlı olmaktan çıkarak bir bilim haline getirmiştir (Bakırtaş, 2021, s. 103).

Danışmanlık kavramı, danışan ve danışman tarafından oluşturulmuş bir ortamda yaşanan gelişmelerin ifade edildiği, danışanın kendini geliştirerek bağımsızlığına ulaşmasına, problemlerini çözebilecek yetkinliğe ulaşmasına yardımcı olmak için danışman özelliklerine sahip bir uzmanın gerçekleştirdiği, psikolojik yöntem ve teknikler aracılığıyla sunulan etkileşim, öğrenme ve yardımlar bütünüdür (Tan, 1989, s. 33). Danışmanlık kavramına geniş anlamıyla bakacak olursak danışanların kendi duygu, düşünce ve davranışlarını keşfetmelerine yardımcı olmak için iç dünyalarına yönelik farkındalıklarını artırıcı, yaşam ile etkin şekilde başa çıkmalarında destekleyici gücü bulmalarında yardımcı olacak nitelikli ve ilkeli bir ilişki sürecidir (Lartey, 2003, s. 85).

Rehberlik ise kişinin eğilimlerini, yeteneklerini, ihtiyaçlarını ve sahip olduklarını anlamasına olanak sağlayan yardım etkinliğidir. Rehberlik, kişinin kendi sorunlarına imkan sağladığı kadarıyla gelişmesi konusunda yardımcı olur (Bakırcıoğlu, 1976, s. 357). Rehberlik, bireyin kendini anlaması, sorunlarını çözmesi, mantıklı kararlar alması, potansiyelini kendine en uygun düzeyde geliştirmesi, çevresine uyum içerisinde yaklaşması ve böylece kendini gerçekleştirmesi için uzman kişilerce verilen psikolojik temelli bir yardımdır (Kepçeoğlu, 2001, s. 13).

Maneviyat kavramı, bireyin kendisi ile başkaları arasındaki ilişkilerin, hayatın anlamının, dünyadaki yerinin anlaşılması ve kabul edilme çabası olarak da tanımlanmaktadır. Bir

başka tanımda ise maneviyat, bireye anlamlı gelen ve yaşama amacını meydana getiren duygusal, fiziksel ve zihinsel olarak kişiliğin bütünü olarak ifade edilmektedir. Maneviyat daha önceden olumsuz anlamlar yüklenerek kullanılmış olsa da 18. yüzyıldan itibaren kendine değer kazandıran bir kavram haline gelmiş ve son yıllarda da araştırma odağı olmuştur (Düzgüner, 2016, s. 19).

Türkiye’de ruh sağlığı alanında manevi ve dini referanslara uzun süre önem verilmemiştir. Fakat son dönemlerde manevi unsurların psikolojik iyi oluş üzerindeki etkisiyle ilgili araştırmaların artması sebebiyle ruh sağlığı alanında maneviyat kavramına önem vermeye başlanmıştır. Manevi unsurlar, varoluşçu kuram temelinde psikolojik danışma sürecine dahil edilmiştir. Ayrıca din ve maneviyat kavramları, psikolojik danışma ve rehberlik hizmetlerinin ilke ve teknikleriyle desteklenerek manevi danışmanlık ve rehberlik hizmetleri ortaya çıkmıştır.

Nitel araştırma yöntemlerinden durum çalışması deseni ile hazırlanan çalışmada veriler yarı yapılandırılmış görüşme formu aracılığı ile toplanmış, betimsel analiz tekniği ile yorumlanmıştır. Alan yazında manevi danışmanlık ve rehberlik alanıyla ilgili birçok çalışma tespit edilmiş ancak çalışma konumuzla ilgili doğrudan çalışmalara rastlanmamıştır. Bu durum çalışmanı önemini ortaya koymakla beraber karşılaştırma ve tartışma yapmayı güçleştirmektedir. Okul psikolojik danışmanların manevi danışmanlık ve rehberlik hizmetlerine yönelik görüşleri nelerdir? Çalışmanın temel problem cümlesidir. Çalışmada yanıt aranacak sorular şunlardır:

Okul rehber öğretmenlerinin manevi danışmanlık ve rehberlik hizmetlerinin psikolojik danışma sürecine etkisi hakkındaki görüşleri nelerdir?

Okul rehber öğretmenlerinin manevi danışmanlık ve rehberlik hizmetlerinin yaşamın amacını keşfetmeye yardımcı olması hakkındaki görüşleri nelerdir?

Okul rehber öğretmenlerinin manevi danışmanlık hizmetlerinin gerekliliği hakkındaki görüşleri nelerdir?

1. Manevi Danışmanlık ve Rehberlik

Manevi danışmanlık ve rehberlik, dinin alanına giren konularda problem yaşayan özel ilgi ve bilgiye ihtiyacı olan kişilerin bu alanda yetişmiş, uzmanlık kazanmış kişilerle başvuruları üzerine kendilerine dinin öğretileri ve esasları paralelinde verilen hizmettir (Yılmaz, 2012, s. 59).

Bireyin dini yaşantısında karşılaştığı problemleri yaşadığı döneme ve bilime uygun, günün ihtiyaçlarını karşılayacak şekilde bireyin çevresine uyum sağlayıp sosyalleşmesine ve dini ya da dini olmayan her alanda kendini gerçekleştirmesini sağlayan, alanın uzmanları tarafından verilen psikolojik bir yardım olarak da tanımlanabilir (Karaca, 2020, s. 18).

Manevi danışmanlık ve rehberlik (MDR), zor durumda kalan ve yaşadığı durumu anlamlandırmaya çalışan bireyin yaşadıklarının anlamını bulma ve bozulan yaşam düzeninin kontrolünü sağlama süreçlerinin dini ve manevi referanslarla desteklenmesidir (Kula, 2016, s. 45).

Manevi danışmanlık ve rehberlik uygulamalarının tarihin ilk dönemlerine kadar uzandığı ve farklı biçimlerde olduğu görülmektedir. Din adamlarının profesyonel bir eğitim aldıktan sonra bu hizmeti sunmaları ise 1930’lu yıllarda Amerika’da görülmüştür.

Genel olarak bakıldığında manevi danışmanlık sürecinin psikolojik danışmanlık süreci ile benzerlikler gösterdiğini söyleyebiliriz. Saydamlık, empatik dinleme ve koşulsuz kabul gibi danışmanlıkta kullanılan temel ilkeler, manevi danışmanlık ve rehberlik hizmetlerinde de kendine yer edinmiştir. Bunlardan farklı olarak manevi danışmanlar danışma sürecinde dini motiflerden de faydalanmaktadır (Ceylan ve Özyayın, 2020, s. 288).

Antik çağlardan beri başta akıl hastalıkları ve diğer birçok hastalığa bazı uhrevi güçlerin sebep olduğu düşünüldüğü için ruhsal rahatsızlıkların tespiti ve tedavisinde genellikle dini temsilcilerin görev aldığı bilinmektedir (Koç, 2012: 208). Bilim dünyasının manevi danışmanlık ve rehberliğe olan ilgisi 19. yüzyılın sonlarına doğru oluşmuştur. 20. yüzyıldan bu yana manevi danışmanlık hem teorik hem de pratik açıdan pek çok değişikliğe uğramıştır. MDR, Amerika ve Avrupa’da psikolojik danışmanlık ve sosyal hizmet gibi diğer yardım mesleklerinin yanında destekleyici bir meslek kimliği kazanmıştır (Kılınçer, 2017, s. 39).

İncil ve Hıristiyan öğretileri kapsamında halka din ve hayat üzerine Hıristiyanlığın dini temsilcileri tarafından kilisede sunulan danışmanlık hizmetinin tarihte bilinen ilk psikoterapi tekniği olduğu düşünülmektedir. Bu danışmanlık hizmetini sunan dini temsilcilere “pastor” denilmektedir (Uygur, 2017). “Pastor”, Latince bir kavram olup çobanlık, önderlik ve rehberlik eden kişi anlamına gelmektedir (Uğurlu ve Ege, 2018, s. 1060). Batı’da manevi danışmanlık ve rehberliğin uzun bir tarihçesinin olduğu görülmektedir. Ancak MDR, 1900’lü yılların başlarında psikoloji ve din bilimlerinin kesişimi ile kendi karakterini oluşturup şu anki şekli almış ve insanların manevi ve dini ihtiyaçlarını gidermek için hizmet sunmaya başlamıştır (Baş, 2017, s. 162).

Türkiye’de manevi danışmanlık ve rehberlik hizmetlerinin son zamanlarda ortaya çıktığı söylenebilir. 1983 yılından beri cezaevlerinde uygulanan cezaevi vaizliği ve 2003 yılında hizmete başlayan Aile ve Dini Rehberlik bürolarındaki çalışmalar ilk manevi danışmanlık ve rehberlik uygulamaları olarak değerlendirilebilir (Demirtaş, 2019, s. 11). Gerçek anlamda manevi danışmanlık çalışmalarının başlaması 1995 yılına denk düşmektedir. Bu amaçla hastanelerde yatarak tedavi gören hastalar için uygulanmıştır. Bu uygulamalar hastaların moral ve motivasyonunu artıracak sohbetlerin yapılması, kaza, kader, sabırdan bahsedilmesi ve bazı durumlarda da hastalara Kur’an-ı Kerim okunması şeklinde olmuştur. Bu uygulamalar sırasında yapılan bazı yanlışlıklar ve yanlış anlamalar sonucunda Danıştay yürütmeyi durdurma kararı almış ve MDR hizmetleri bir süreliğine askıya alınmıştır (Altaş, 1999, s. 600).

MDR hizmeti, ülkemizde Diyanet İşleri Başkanlığının sorumluluğunda toplumun farklı kesimlerine sunulmaya başlanmıştır. Hastaneler, hapisaneler, yaşlı bakım evleri, sevgi evleri, aile irşat büroları ve Gençlik ve Spor Bakanlığına bağlı KYK yurtları gibi kurumlarda görevlendirilen manevi danışmanlar tarafından bu hizmet sunulmaktadır (Baygeldi, 2018, s. 8).

Manevi danışmanlık ve rehberlik alanında hizmet verecek kişilerin yetiştirilmesi farklı yollarla sağlanmaktadır. Bu amaçla Diyanet İşleri Başkanlığının yürüttüğü bazı seminer faaliyetleri bulunmaktadır. Ayrıca üniversiteler bünyesinde manevi danışmanlık ve rehberlik alanında tezli ve tezsiz yüksek lisans programlarının açıldığını görmekteyiz. Yeni ortaya çıkan bir hizmet alanı olması sebebiyle de üzerine daha çok çalışmalar yapılması gerekmektedir.

Manevi danışma ve rehberlik; psikolojik danışma ve rehberliğin teorik alt yapısını benimseyerek bağımsız bir alan haline gelmiştir. Rehberlik ve psikolojik danışmadaki ilke, yöntem ve teknikleri benimsemiştir. Bu sebeple manevi danışmanlığı rehberlik ve psikolojik danışmanlığın bir parçası olarak görmemiz mümkündür (Şimşek, 2019, s. 23).

2. Psikolojik Danışma ve Rehberlik

Psikolojik danışma ve rehberlik kavramları birlikte kullanılsa da farklı iki alan olarak değerlendirilmektedir. Rehberlik bireyin değer verdiği, istediği şeyi tercih etmesine yardım etme konusunda yoğunlaşırken, psikolojik danışma ise bireyin kendi istediği değişiklikleri yapmasına yardımcı olmaktadır (Akboy, 2007, s. 18).

“Psikolojik danışma ve rehberlik hizmetleri; bireyin kendini tanuması, anlaması, sahip olduğu gizil güçleri keşfetmesi, geliştirmesi ve bulunduğu topluma aktif uyum sağlayarak kendini gerçekleştirmesi için sistematik olarak ve profesyonelce sürdürülen psikolojik yardım hizmetleridir” (Yeşilyaprak, 2016, s. 33).

Psikolojik danışmanlık ve rehberlik (PDR) hizmetleri, okullarda öğrencilerin akademik gelişimini, çevreyle olan etkileşimini ve kariyer hedeflerini ilgilendiren, yaşanan problemlerin çözümü için ihtiyaç duyulan desteği sağlayan, kişinin ihtiyaçlarını ve sahip olduklarını fark ettiren, kişinin kendini gerçekleştirmesine yönelik profesyonel yardımların bütünüdür (Çil ve diğerleri 2014, s. 36).

Öğrenciler okullarda bazı alanlarda yardıma ihtiyaç duymaktadır. Bunlar; kişisel, eğitsel ve mesleki rehberlik alanlarıdır. Okullarda sunulan PDR hizmetleri öğrencilerin tüm yönleriyle gelişmesini ve öğrencilerin kendini gerçekleştirmesini amaç edinmektedir. Rehberlik ve psikolojik danışma her yaş grubundan bireylere kendini tanuması, kabul etmesi ve geliştirmesi sürecinde gerekli yeterlikleri kazanabilmesi için profesyonel kişilerce yapılan psikolojik destek hizmetleridir (Yeşilyaprak, 2016, s. 34).

Psikolojik danışma ve rehberlik hizmetlerinin amaçları arasında, bireylerin etkin, başarılı, yaratıcı ve mutlu olmalarını sağlamak; sosyal ve ruhsal ihtiyaçlarını karşılamak, bireyin kendini tanmasına ve kendi güçlerine güvenmesine yardımcı olma yer almaktadır (Bakırcıoğlu, 2000, s. 4).

Rehberlik kavramı, 20. yüzyılın başlarında Amerika’da ortaya çıkmış ve en büyük gelişimi burada göstermiştir. Avrupa ülkelerinde rehberlik alanında istenilen düzeyde bir gelişme görülmemiştir. Rehberlik kapsamındaki çalışmaların bu ülkelerde daha çok mesleki alanda yapıldığı gözlenmektedir. Türkiye’de ise özellikle İkinci Dünya Savaşı’ndan sonra rehberlikten söz edilmeye başlanmıştır (Bakırcıoğlu, 2000, s. 21).

Rehberlik hizmetlerinin ilk ortaya çıkışında bireylerin iş bulmalarına yardımcı olmak ve onlara iş hayatının tanıtılması amacı etkili olmuştur. Bu durum 1898-1907 yılları arasında Jesse Davis’in meslek danışmanlığı çalışmalarıyla devam etmiştir (Bakırcıoğlu, 2000, s. 21). 1908’de Frank Parsons, Boston’da bir meslek bürosu kurarak bireyleri ilgi ve yeteneklerine göre mesleki yönlendirmelerde bulunmuştur. 1910 yılında ilk mesleki rehberlik kongresi Boston’da toplanmış ve ulusal düzeyde bir kuruluş olan Ulusal Mesleki Rehberlik Derneği (National Vocational Guidance Association) kurulmuştur (Kepçeoğlu, 1985 Akt: Bilgin, 2000, s. 21).

Rehberlik ve özellikle de psikolojik danışma hizmetlerinin profesyonel bir yardım mesleği olarak gelişmesinde 2. Dünya Savaşı’nın da önemli rolü bulunmaktadır. Savaş esnasında artan ruh hastalıkları, travmalar, savaş sonrası askeri hayattan sivil hayata

geçişteki uyum problemleri kapsamlı bir tedavi ve psikolojik danışma ihtiyacını ortaya çıkarmıştır (Cebeci, 2012, s. 15).

Amerika’da başlangıçta mesleki rehberlik alanında yürütülen rehberlik çalışmaları kısa sürede eğitsel, kişisel ve sosyal rehberlik konularını da kapsayacak şekilde genişleyerek bugünkü durumuna gelmiştir. Ülkemiz kuruluş yıllarında birçok yönden olduğu gibi eğitim açısından da kendini geliştirmek istemiş, dünyadaki eğitim-öğretim uygulamalarıyla yakından ilgilenmiştir. Birçok uzman yurt dışından ülkemize davet edilerek Türk eğitim sistemi üzerine yeni çalışmalar yapmıştır. Bu amaçla Amerikalı eğitim araştırmacısı John Dewey, 1924 yılında Türkiye’ye davet edilmiş ve Türk eğitim sisteminde dönüşüm sağlayacak rapor hazırlamıştır. Ayrıca o dönemde Amerika ile geliştirilen yoğun ilişkiler sonucunda Türk eğitimciler Amerika’ya gönderilmiş ve oradaki üniversitelerde yetiştirilmiştir. Türkiye’de rehberlik konusunda uzman olan ilk isimler Hasan Tan ve Feriha Baymur bunlardandır. Bu uzmanların çalışmaları okullarda psikolojik danışma ve rehberlik konusunda önemli gelişimler sağlamıştır (Cebeci, 2012, s. 16).

Ülkemizde PDR hizmetlerinin 70 yıldan fazla bir geçmişi bulunmaktadır. 1950’li yıllarda eğitim sistemimizde kendine yer edinmeye başlayan PDR hizmetleri, Türkiye ve ABD iş birliği kapsamında ülkemize davet edilmiş olan Amerikalı eğitim uzmanlarının girişimiyle başlamıştır (Yeşilyaprak, 2009, s. 196).

Psikolojik danışma ve rehberlik konusunda geniş kapsamlı bir çalışmaya ilk kez 1962 yılında yapılan VII. Milli Eğitim Şurasında yer verilmiştir (Doğan, 1993 Akt: Özaydın. Şahin ve Siyez, 2019, s. 1180). 1950’li yılların başında daha çok kavramsal, 1970’lerin başında ise pratik düzeyde Türk eğitim sisteminde yer alan PDR hizmetleri, 1989 yılına gelindiğinde artık önemi ve gereği tüm eğitim çevrelerince kabul edilen bir alan olmuştur (Yeşilyaprak, 2009, s. 198).

Türkiye’de, PDR alanında ilk lisans programı, 1965-1966 eğitim yılında Ankara Üniversitesi Eğitim Fakültesi’nde “Eğitim Psikolojisi ve Rehberlik Bölümü” adıyla açılmıştır (Kuzgun, 1993, s. 6). 1982 yılında 2547 sayılı Yükseköğretim Kanunu’nun yürürlüğe girmesinin ardından, psikolojik danışma ve rehberlik alanında çalışacak uzman yetiştirmek üzere, üniversitelerde “Eğitimde Psikolojik Hizmetler Anabilim Dalı” adıyla lisans düzeyinde PDR programları başlatılmıştır. Türkiye’de PDR lisans programlarından mezun olan psikolojik danışmanlar, ağırlıklı olarak Milli Eğitim Bakanlığına bağlı okulların tüm kademelerinde, üniversitelere hazırlık yapan özel dershanelerde görev yapmaktadır. Ayrıca birçok üniversite bünyesinde kurulan psikolojik danışma ve rehberlik merkezlerinde istihdam edilmeleri nedeniyle daha çok okul psikolojik danışmanı olarak görev aldıkları söylenebilir (Ütanır, 2005, s. 106).

3. Araştırmanın Yöntemi

Bu çalışmada Milli Eğitim Bakanlığında görev yapan psikolojik danışmanların manevi danışmanlık ve rehberlik hizmetlerine yönelik görüşleri tespit edilmeye çalışılmıştır. Araştırmada nitel araştırma yöntemi tercih edilmiştir. Nitel araştırmalar; doğal ortamda gerçekleştirilir. Esnek bir çalışma imkanı sağlar. Bütüncül bir yaklaşım sergilenir. Az sayıda katılımcı ile yürütülerek ayrıntılı bilgi elde edilir (Karataş, 2015, s. 64). Çalışma nitel araştırma yaklaşımları içerisinde yer alan durum çalışması deseni ile hazırlanmıştır. Nitel araştırma bireylerin deneyimlerini, sosyal olgu ve olayları doğal ortamlarında çeşitli metot kullanarak anlayıp yorumlamayı hedefleyen bir araştırma türüdür (Işıkoğlu,

2005, s. 160). Durum çalışması deseniyle de sınırlı bir sistemin derinlemesine betimlenerek ve incelenmesi hedeflenmektedir (Subaşı ve Okumuş, 2017, s. 8)

3.1. Çalışma Grubu

Çalışma grubu, Milli Eğitim Bakanlığında görev yapan 19 psikolojik danışmandan oluşmaktadır. Araştırma farklı okul kademelerinde görev yapan ve farklı hizmet sürelerinde bulunan psikolojik danışmanlarla yürütülmüştür. Çalışma grubu amaçlı örnekleme yöntemlerinden maksimum çeşitlilik örnekleme ile belirlenmiştir. Yargısal örnekleme de denilen bu yöntemin tercih edilme sebebi, evreni tam manasıyla temsil edebilmesi ve çalışmaya her yönden hizmet edebilecek özellikleri taşıyan bireylerin seçilebilmesinden ötürüdür (Durmuş, 2019, s. 67). Katılımcıların cinsiyet, okul kademesi ve hizmet sürelerinin birbirine yakın oranlarda olmasına dikkat edilmiştir. Böylece daha kapsayıcı bilgilere ulaşılması amaçlanmıştır. Milli Eğitim Bakanlığı bünyesindeki tüm psikolojik danışmanlara ulaşmanın zorluğu ve çalışmanın her bölgede yapılmasının zaman ve maliyet açısından getirdiği sınırlılıklar gözetilerek evreni temsil ettiği varsayılan farklı illerde görev yapan 19 psikolojik danışmanla sınırlandırılmıştır.

3.2. Veri Toplama Araçları

Araştırmada veri toplamak amacıyla katılımcılara sorulmak üzere demografik bilgileri ve yarı yapılandırılmış sorulardan oluşan 11 maddelik bir görüşme formu hazırlanmıştır. Sorular alan uzmanlarına danışılarak oluşturulmuştur. Soruların kolay ve anlaşılabilir olmasına özen gösterilmiştir. Uygulama esnasında katılımcılardan gelen sorulara anında dönüt verilerek anlaşılmayan konulara açıklık getirilmiştir. Gönüllülük ilkesi gereği cevaplamak istemedikleri sorular için gerekli seçenekler sunulmuştur. Çalışmanın etik izin belgesi Muş Alparslan Üniversitesi Bilimsel Araştırma ve Yayın Etiği Kurulu'nun (12.10.2022 -67405) tarih ve sayılı onayı ile alınmıştır.

3.3. Verilerin Analizi

Araştırma verilerinin değerlendirilmesinde betimsel analiz yöntemi kullanılmıştır. Katılımcılara demografik sorular; manevi danışmanlık ve rehberlik hizmetleri, dini pratikler, maneviyat kavramı ve bunların psikolojik danışma süreciyle ilişkisini ortaya koyabilmek amacıyla hazırlanmış sorular sorulmuştur. Katılımcılar demografik sorulara tek bir yanıt vererek cevaplandırmışlardır. Açık uçlu sorulara verdikleri cevaplarda doğrudan alıntılama yapılmıştır. Katılımcı kodları meslek unvanlarından (Psikolojik Danışman) esinlenilerek oluşturulmuştur. PD-1, PD-2, PD-3 vb. kodlamalar katılımcıların meslek unvanını ve sıralamasını temsil etmektedir.

4. Bulgular

Milli Eğitim Bakanlığına bağlı okullarda görev yapan psikolojik danışmanların manevi danışmanlık ve rehberlik hizmetlerine yönelik görüşlerinin ortaya çıkarılmasını amaçlayan bu araştırmanın bulguları yedi ana başlık altında toplanmıştır. Bu başlıklar; manevi danışmanlık ve rehberlik hizmetlerinin psikolojik danışma sürecine katkısı, manevi danışmanlık ve rehberlik hizmetlerinin bireyin yaşam amacını keşfetmesindeki rolü, maneviyatın psikolojik iyi oluşla ilişkisi, manevi danışmanlık ve rehberlik hizmetlerinin etkili olduğu durumlar, dini pratiklerin psikolojik sorunların üstesinden gelmedeki etkisi, manevi danışmanlık ve rehberlik hizmetlerinin gerekliliği ve manevi danışmanlık ve rehberlik hizmetlerinin okullarda uygulanabilirliği başlıkları altında sınıflandırılmıştır. Bu başlıklarla ilgili görüşler kodlar halinde verilmiş ve bulgular

alıntılarla zenginleştirilerek açıklanmıştır.

4.1. Manevi Danışmanlık ve Rehberlik Hizmetlerinin Psikolojik Danışma Sürecine Katkısına İlişkin Bulgular

Katılımcılara “Manevi danışmanlık ve rehberlik hizmetlerinin psikolojik danışma sürecine yardımcı olduğunu düşünüyor musunuz? Açıklayınız.” şeklinde bir soru sorulmuştur.

Tablo 1. MDR Hizmetlerinin Psikolojik Danışma Sürecine Katkısına İlişkin Görüşler

8 Psikolojik Danışman	Olumlu
4 Psikolojik Danışman	Kısmen Olumlu
7 Psikolojik Danışman	Olumsuz

Katılımcılar bu soruya çoğunlukla olumlu yönde cevaplar vermiştir. Olumlu görüş bildiren bazı katılımcıların düşünceleri şu şekildedir:

“Evet, yardımcı olduğunu düşünüyorum. Psikolojik danışma sürecinde belki de danışanın manevi boyutla ilgili bir problemi, bir beklentisi var. Böyle durumlarda manevi danışmanlık ile psikolojik danışma süreci iç içe geçerek kullanıldığında daha fazla fayda sağlayabilir, yeni bir kapı aralayabilir.” (PD-3)

“Evet. Toplumumuzun büyük çoğunluğunun düşünce referanslarında manevi kodlar bulunduğundan bireysel farklılıklara bağlı olarak terapi sürecinde iyileştirici ve düzenleyici bir etkiye sahiptir. (PD-5)

“Maneviyatın insan için çok önemli olduğunu düşünüyorum. Psikolojik danışma sürecinin amacının da bireyin iyi oluşunu sağlamak olduğunu düşünecek olursak maneviyatın bu sürece olumlu katkı yapacağını düşünüyorum.” (PD-6)

“Öğrencilerin inanç sistemi göz önüne alındığında yardımları olduğunu düşünüyorum.” (PD-7)

“Umut aşılama konusunda evet.” (PD-9)

“Bilgi sahibi olduğum kadarıyla, amacına uygun kullanıldığında işe yarayacağını düşünüyorum.” (PD-13)

Bu soruya olumsuz yönde görüş bildiren katılımcıların ifadeleri de şu şekildedir:

“Hayır, bilimsellikten uzak çalışmalar olduğundan psikoloji biliminde faydalanılamayacağını düşünüyorum.” (PD-2)

“Değişim ve gelişim gücünün danışanın elinden alınıp sadece ilahi bir güce verilmesinin psikolojik danışmanın doğasına uygun olmadığını düşünüyorum.” (PD-11)

“Düşünmüyorum. İşin içine manevi boyutun girmesinin danışmanlık hizmetini bilimsellikten uzaklaştırdığını düşünüyorum.” (PD-14)

Manevi danışmanlık ve rehberlik hizmetlerinin psikolojik danışma sürecine yardımcı olup olmadığı konusunda psikolojik danışmanlar olumlu ve olumsuz yönde farklı görüşler ileri sürmüştür. Bu konuda olumlu görüş bildiren katılımcılar, manevi danışmanlık ve rehberlik hizmetlerinin bireye umut aşıladığı, psikolojik iyi oluşuna katkıda bulunduğu

ve toplumumuzun düşünce temelinde manevi kodlar bulunması sebebiyle faydalı olacağını belirtmiştir. Ayrıca manevi danışmanlık ve rehberlik hizmetlerinin psikolojik danışma süreciyle iç içe geçmesiyle daha etkili olacağı da ifade edilmiştir. Bu hizmetlerin sunulurken dini bir baskılama aracı haline getirilmeden amacına uygun olarak sunulduğu takdirde faydalı olacağı da belirtilen görüşler arasındadır. Bu konuda olumsuz görüşe sahip olan psikolojik danışmanlar da manevi danışmanlık ve rehberlik hizmetlerinin bilimsellikten uzak olduğunu, değişim ve gelişim gücünün danışanın elinden alınıp ilahi bir güce verilemeyeceğini belirterek psikolojik danışma sürecine katkısı olmayacağını ifade etmiştir.

4.2. Manevi Danışmanlık ve Rehberlik Hizmetlerinin Bireyin Yaşam Amacını Keşfetmesindeki Rolüne İlişkin Bulgular

Katılımcılara, “Manevi danışmanlık ve rehberlik hizmetlerinin bireyin yaşam amacını keşfetmeye yardımcı olduğunu düşünüyor musunuz? Açıklayınız.” şeklinde bir soru sorulmuştur.

Tablo 2. MDR Hizmetlerinin Bireyin Yaşam Amacını Keşfetmesindeki Rolüne İlişkin Görüşler

8 Psikolojik Danışman	Olumlu
6 Psikolojik Danışman	Kısmen Olumlu
5 Psikolojik Danışman	Olumsuz

Katılımcılar bu soruya çoğunlukla “evet”, “düşünüyorum”, “olabilir” gibi olumlu yönde cevaplar vermiştir. Olumlu görüş bildiren bazı katılımcıların düşünceleri şu şekildedir:

“Evet düşünüyorum. Yaşamın manevi boyutunu herkes düşünebilir farklı yaklaşımlarda, görüşlerde bulunabilir. Manevi danışmanlık ve rehberlik hizmetleri ise bireyin yaşam amacını keşfetmede daha profesyonel yaklaşarak bireyin düşüncelerini ve görüşlerini tamamlayıcı bir etkide bulunabilir.” (PD-3)

“Manevi referanslara dayalı bir hayat görüşüne sahip bireyler için yardımcı olduğunu düşünüyorum.” (PD-5)

“Evet, düşünüyorum. Günümüzde birçok insan varoluşsal sorgulamalar yapmaktadır. Bu sorgulamalar sonucunda kendini yaşama bağlayan bir şey bulamadığında, yaşamının bir amacı olmadığını kabullendiğinde intihara başvurabilmektedir. Bu noktada manevi danışmanlık çeşitli sorgulamalarla insana bir yaşam amacı kazandırabilir.” (PD-6)

“Eğer danışanın hayatındaki eksikliğin kaynağı inanç sistemleri ile ilgiliyse, kendini bu açıdan tanımasına ve ihtiyacı olan şeyi keşfetmesine yardımcı olabilir.” (PD-11)

“Düşünüyorum. Sadece yaşam amacı değil, hayatının kontrolünü sağlayabilmesi konusunda da manevi danışmanlık ve rehberlik boyutunun yardımcı olacağını düşünüyorum.” (PD-13)

Bu soruya “hayır”, “düşünmüyorum” gibi olumsuz yönde görüş bildiren katılımcıların ise ifadeleri şu şekildedir:

“Hayır. Dini hassasiyetleri olan bireylere kısmen bir yardımcı olsa da bunun tüm

insanlara genellenemeyeceğini bilimsel olarak tutarlılığın olmadığını düşünmekteyim.” (PD-2)

“Hayır düşünmüyorum. Birey hayat amacını kendi kişisel değerleriyle bulmalıdır.” (PD-14)

Manevi danışmanlık ve rehberlik hizmetlerinin bireyin yaşam amacını keşfetmesinde yardımcı olup olmadığı konusunda farklı görüşler mevcuttur. Bu konuda olumlu yönde görüşlerini ifade eden katılımcılar, özellikle dini ve manevi referanslarla düşünen bireyler açısından yaşamın anlamını bulma ve yaşam amacını keşfetme konusunda yardımcı olacağını düşünmektedir. Bu katılımcılar, varoluşsal sorgulamaların yapıldığı süreçlerde manevi danışmanlık ve rehberlik hizmetlerinin faydalı olacağını belirtmiştir. Bu konuya olumsuz bakan katılımcılar ise bireylerin yaşam amacını kendi kişisel değerleriyle bulması gerektiğini, manevi danışmanlık ve rehberlik hizmetlerinin bazı kişilere kısmen yardımcı olabileceks de bunun genellenemeyeceğini ve bilimsel yönden yetersiz kaldığını düşünmektedir.

4.2.1. Maneviyatın Psikolojik İyi Oluşla İlişisine Yönelik Bulgular

Katılımcılara “Maneviyyatın psikolojik iyi oluşla bir ilişkisi olduğunu düşünüyor musunuz? Açıklayınız.” şeklinde bir soru sorulmuştur.

Tablo 3. Maneviyyatın Psikolojik İyi Oluşla İlişisine Yönelik Görüşler

13 Psikolojik Danışman	Olumlu
4 Psikolojik Danışman	Kısmen Olumlu
2 Psikolojik Danışman	Olumsuz

Katılımcılar bu soruya çoğunlukla “evet”, “kesinlikle” gibi olumlu yönde cevaplar vermiştir. Olumlu görüş bildiren bazı katılımcıların düşünceleri şu şekildedir:

“Kişinin düşünsel bütünlüğünü beslemesi yönüyle iyi oluş halini olumlu yönde etkilediğini düşünüyorum.” (PD-5)

“Evet, düşünüyorum. Bir insan manevi açıdan ne kadar güçlü ise karşılaştığı kötü olayları da atlatması veya kabullenmesi o kadar kolay oluyor. Bazı şeylerin kendi elinde olmayan sebeplerden kaynaklandığını daha kolay kabulleniyor. Bu teslimiyet hali insanın psikolojik açıdan iyi oluşuna olumlu etki yapıyor.” (PD-6)

“Evet. Gerçek anlamda inançlı olmanın, merhametli, diğerkam olmayı, sabrı, olumlu düşünmeyi gerektirdiğini düşünüyorum. Bu durum da psikolojik sağlamlığa olumlu katkı sağlayabilir ve psikolojik iyi oluşu güçlendirebilir.” (PD-11)

“Kesinlikle. Maddi dünyayla ilişkimiz nasıl ki bedenimiz ve çevremiz gibi unsurlarla oluşuyorsa insan olarak manevi dünyamız \ ruhumuz da yadsınamaz bir parçamızdır. Ve iç dünyamızın zenginliği, dini inancımız bizler için gerek rahatlama gerek adalet arayışımızı tatmin etme, gerekse bizleri rahatlatan bağlı ve amaçlı hissettiren bir dünya haline gelebilir.” (PD-16)

Bu soruya olumsuz yönde görüş bildiren katılımcılar da düşüncelerini “Hayır düşünmüyorum.” (PD-16), “Hayır. İnsanın psikolojik iyi oluşu bir manevi değere indirgenemeyeceğini düşünüyorum.” (PD-2) şeklinde ifade etmişlerdir.

Bu soruda kısmen katıldığını belirten, kişiden kişiye değişebilen bir durum olduğunu ileri süren katılımcılar da mevcuttur:

“Kararsızım. Ama kişinin maneviyata yüklediği anlama göre psikolojik iyi oluşla bir ilişkisi olabilir.” (PD-13)

“Bunun danışandan danışana değiştiğini düşünüyorum. Maneviyatın ön planda tutulduğu ailelerde yetişen bireylerin maneviyat unsurları psikolojik iyi oluşlarında etkili olacaktır.” (PD-14)

Psikolojik danışmanlar, maneviyat kavramının psikolojik iyi oluşla bir ilişkisi olup olmadığı konusunda çeşitli görüşlere sahiptir. Maneviyatın psikolojik iyi oluşla pozitif yönde bir ilişkisi olduğunu düşünen katılımcılar, maneviyatı insanın iç dünyasının bir parçası olarak kabul etmektedir. Manevi duygu ve değerlere sahip olan bireylerin olayları kabullenme, teslimiyet gösterme ya da sorunlarla başa çıkma konusunda başarılı olduğu düşünülmektedir. Bu durumun da bireyin psikolojik iyi oluşuna ve psikolojik sağlamlığına katkıda bulunduğu ifade edilmiştir. Maneviyatın psikolojik iyi oluşa katkısı olmadığını düşünen katılımcılar da insanın psikolojik iyi oluşunun manevi bir değere indirgenemeyeceğini savunmaktadır. Ayrıca bu konuda kararsız olan katılımcılar da bazı kişiler için kısmen olumlu etkisi olabileceğini, bu etkinin maneviyata yüklenen anlama göre değişebileceğini ifade etmişlerdir.

4.2.2. Manevi Danışmanlık ve Rehberlik Hizmetlerinin Etkili Olduğu Durumlara İlişkin Bulgular

Katılımcılara “Manevi danışmanlık ve rehberlik hizmetlerinin daha çok hangi durumlarda etkili olduğunu düşünüyorsunuz? Açıklayınız.” şeklinde bir soru sorulmuştur.

Tablo 4. MDR Hizmetlerinin Etkili olduğu Durumlara İlişkin Görüşler

9 Psikolojik danışman	Hayatın amacının ve anlamının sorgulanmasında
6 Psikolojik danışman	Ölüm ve yas travmalarında
2 Psikolojik danışman	Çaresizlik ve kendine zarar verme düşüncelerinde
2 Psikolojik danışman	Ruhsal problemlerde

Katılımcıların birçoğu manevi danışmanlık ve rehberlik hizmetlerinin hayatın anlamını ve amacını sorgulayan bireylerde yaşam amacı oluşturma konusunda etkili olduğunu savunmuştur. Bu yöndeki benzer bazı görüşler şu şekildedir:

“Kişinin yaşamış olduğu manevi sorun durumlarında, aile yaşantısındaki problemlerin çözümünde, özellikle de yaşamda bir amaç oluşturmak isteyen ve sorun yaşayan kişilerde etkili olacağını düşünüyorum.” (PD-3)

“Manevi durum bireyin hayata yüklediği anlamı ve bu doğrultuda hayattan beklentilerini şekillendirmesi yönüyle farkındalık oluşturma ve bilişi yeniden yapılandırmaya olanak tanıdığı ölçüde etkili olur.” (PD-5)

“Bireyin bazen dünya ile ilişkisi, maddi ilişkileri kopma noktasına gelebilir. Kişiyi dünyaya bağlamak, bir yaşam amacı oluşturmak için manevi danışmanlık kullanılabilir.” (PD-6)

“Hayatın anlamı ve amacını sorgulayan, varoluşsal problem yaşayan danışanlar için etkili olabilir. Manevi danışmanlık sadece tek bir dinin değil, bütün inanç sistemlerinin bilinmesiyle gerçek olabilir.” (PD-11)

“Bireyin hayatının anlam arayışı içinde olduğu durumlarda manevi danışmanlık boyutunun daha işlevsel olabileceğini düşünüyorum.” (PD-13)

Bu soruya verilen cevaplar arasında manevi danışmanlık ve rehberlik hizmetlerinin ancak çaresizlik içinde olan ve kendine zarar verebilecek bireylerde etkili olabileceği yönünde görüşler de bulunmaktadır. Bunlar:

“Çaresizlik duygularının yaşandığı durumlarda etkili olabilir.” (PD-9)

“Ancak kendine zarar verecek boyuta gelmiş bireylere kullanmak için olabilir.” (PD-14)

Bu soruya “Ölüm, ağır travmalar” (PD-1), “Özellikle yas travmasında” (PD-4), “Yas vb. travmatik konularda” (PD-10), “Yas danışmanlığı” (PD-19) şeklinde cevap veren katılımcılar da manevi danışmanlık ve rehberlik hizmetlerinin en çok ölüm ve yas gibi travmatik durumlarda etkili olabileceğini düşünmektedir.

Manevi danışmanlık ve rehberlik hizmetleri birçok alanda ve birçok durum karşısında sunulabilmektedir. Bu hizmetlerin en çok hangi durumlarda etkili olduğu konusunda katılımcılar farklı düşünmektedir. Belirtilen görüşlerin çoğunluğu itibariyle ön plana çıkan durumlardan biri bireye yaşam amacı kazandırmaktır. Bu düşüncedeki katılımcılar; varoluşsal problem yaşayan, yaşamın anlamını sorgulayan ve kendine bir yaşam amacı edinmek isteyen bireylerde maneviyat alanının kullanılarak oldukça etkili olacağı görüşündedir. Bir diğer görüş, manevi danışmanlık ve rehberlik hizmetlerinin ölüm ve yas gibi travmatik durumlarda etkili olacağıdır. Ölüm ve yas gibi durumlarda bireyler manevi bir boşluk içerisinde olacaktır. Bu boşluk, manevi danışmanlık uygulamalarıyla ele alınıp kabullenme ve başa çıkma yolları üzerinde çalışıldığında psikolojik iyi oluşa yarar sağlayacaktır. Ayrıca çaresizlik içerisinde bulunan ve kendine zarar vermek isteyen bireylerde de bu hizmetlerin faydalı olacağı düşünülmektedir.

4.2.3. Dini Pratiklerin Psikolojik Sorunların Üstesinden Gelmedeki Etkisine İlişkin Bulgular

Katılımcılara “Dini pratiklerin (dua, namaz, tövbe vb. ibadetler) yaşanan psikolojik sorunların üstesinden gelme konusunda etkili olduğunu düşünüyor musunuz? Açıklayınız.” şeklinde bir soru sorulmuştur.

Tablo 5. Dini Pratiklerin Psikolojik Sorunların Üstesinden Gelmedeki Etkisine İlişkin Görüşler

11 Psikolojik Danışman	Olumlu
6 Psikolojik Danışman	Kısmen Olumlu
2 Psikolojik Danışman	Olumsuz

Katılımcılar bu soruya çoğunlukla “evet”, “etkilidir” gibi olumlu yönde cevaplar vermiştir. Olumlu görüş bildiren bazı katılımcıların düşünceleri şu şekildedir:

“Evet, etkili olduğunu düşünüyorum. Dini ritüeller kişinin rahatlamasına imkan tanır, dingingleşmesine yardımcı olur, huzur bulmasına yardım eder.” (PD-3)

“Etkili olduğunu düşünüyorum. Dini ritüeller aynı zamanda psikolojik sağlamlığı destekleyen artıran öğelerdir.” (PD-4)

“Evet, etkili olduğunu düşünüyorum. İnsan dünyada yaşanan olaylar karşısında çoğu zaman aciz durumdadır. Kendi gücünün yetmediği durumlarda insan sığınacak bir liman, kendini teselli edebileceği bir şeyler arar. Bu gibi durumlarda da duaya, tövbe, çeşitli ibadetlere yönelir. Bu insana bir rahatlama, ferahlama hissi verir.” (PD-6)

“Maneviyatın insanlara duygusal etkisini düşünürsek, dini pratiklerin psikolojik sorunların üstesinden gelme konusunda bir etkiye sahip olacağını düşünüyorum.” (PD-13)

“Psikolojik soruna göre değişebilmekle beraber yerine göre evet diye düşünüyorum. Hepsinin de etkisi tabii inançlı kişileri kapsar gibi geliyor. Tövbe misal büyük bir arınmışlık hissi sunar ve yoğun pişmanlık kaygı yaşayan kişiyi rahatlatır. Dua, namaz keza Rabb'e olan bağlılığın kuvvetli sembolleridir düşük seviyede depresyon vb. için elverişli olabilir gibi görünüyor.” (PD-16)

Bazı katılımcılar, “Hayır. Birey yaşadığı psikolojik sorunlarını üstesinden gelmeye çalışırken dini pratiklerde bulunması, psikolojik sorunlarından kaçışın bir yolu olarak öğrenebileceğini ve sorunlarıyla gerçekçi bir mücadele vermemesine neden olabileceğini düşünmekteyim.” (PD-2) şeklinde olumsuz yönde düşüncelerini ifade etmiştir.

Bazı katılımcılar da “Etkili olabilir fakat sorunu tamamen ortadan kaldırmada yeterli olmayacaktır.” (PD-9) şeklinde kısmen etkili olduğunu ancak sorunu çözmede yetersiz kalacağını belirtmektedir.

Dua, namaz, tövbe gibi dini pratiklerin yaşanan psikolojik sorunlar karşısında etkili olduğu görüşü hakimdir. Bu görüşe sahip olan psikolojik danışmanlar, dini pratikler yoluyla psikolojik sorunlarla mücadele edilebileceğini belirtmiştir. Tövbe etmenin bireylerde arınmışlık hissi oluşturacağı, dua ve namaz gibi ibadetlerin de bireyi yaratıcıya yönelterek manevi gücü artıracığı ve sorunlarla mücadele etme gücü sağlayacağı düşünülmektedir. Dini pratiklerin psikolojik sorunların üstesinden gelme konusunda faydası olmayacağını düşünenler ise dini pratikleri, sorunları çözmekten çok sorunlardan bir kaçış olarak değerlendirilmiştir. Dini pratikler aracılığıyla bireylerin sorunlardan kaçarak gerçekçi bir mücadele veremeyeceği ifade edilmiştir. Dini pratiklerin kısmen bir etkisi olsa da sorunları çözüme noktasında yeterli olamayacağı görüşü de bulunmaktadır.

4.3. Manevi Danışmanlık ve Rehberlik Hizmetlerinin Gerekliliğine İlişkin Bulgular

Katılımcılara “Manevi danışmanlık ve rehberlik hizmetlerinin bir ihtiyaç olduğunu düşünüyor musunuz? Açıklayınız.” şeklinde bir soru sorulmuştur.

Tablo 6. MDR Hizmetlerinin Gerekliliğine İlişkin Görüşler

7 Psikolojik Danışman	Olumlu
6 Psikolojik Danışman	Kısmen Olumlu
6 Psikolojik Danışman	Olumsuz

Katılımcılar bu soruya çoğunlukla “evet”, “kesinlikle” gibi olumlu yönde cevaplar vermiştir. Olumlu görüş bildiren bazı katılımcıların düşünceleri şu şekildedir:

“Evet bir ihtiyaçtır bence. Yaşamın belli dönemlerinde birey manevi açıdan boşluğa düşebilir ya da manevi açıdan bir yardıma gereksinim duyabilir. Normal psikolojik danışma sürecinde manevi rehberlik bu gibi durumlarda tamamlayıcı bir etkisi olduğu kanaatindeyim.” (PD-3)

“Bireyin manevi potansiyelini sağlıklı ve bütüncül referans noktalarıyla güçlendirmesi, kendini ve hayatı değerlendirmesi ve hayatını bu doğrultuda yapılandırması açısından gerekli buluyorum.” (PD-5)

“Bazı durumlarda ihtiyaç olabilir. Kimi insanlar maneviyatı, dini yaşamının merkezine koyar. Bu tip insanların hayatında bir ayet, bir hadis veya bir kıssa ya da sahabenin yaşadığı bir olay çok önemli olabilir. Böyle durumlarda manevi danışmanlık hizmeti o kişinin iyi oluşuna çok hızlı bir şekilde etki edebilir.” (PD-6)

“Toplumumuzdaki karma insan yapısından dolayı, maneviyatı hayatının önemli bir yerine koyan insanlar için manevi danışmanlık ve rehberlik hizmetlerinin alana zenginlik katacağını düşünüyorum.” (PD-13)

Bu soruya “hayır” şeklinde cevaplar vererek manevi danışmanlık ve rehberlik hizmetlerinin bir ihtiyaç olmadığını düşünen katılımcıların görüşleri şu şekildedir:

“Hayır. Psikolojik danışma hizmetlerinde böyle bir ihtiyacın olmadığını düşünüyorum.” (PD-2)

“Hayır. Çünkü bu alanın istismara çok açık olduğunu düşünüyorum. Hastanelerde ve üniversitelerde bu alanda çalışanları görünce bu kanım kuvvetleniyor.” (PD-4)

“Sadece bir dine mensup bireylere yönelik yapılan hizmet kendiliğinden ayrıştıracıdır. Oysaki rehberlik ilkesi gayet açıktır. Bireylerin zihnine bir şey yerleştirme çabası olmadan yapıldığında etkili olacaktır.” (PD-9)

“Hayır. Psikolojik Danışmanlık ve Rehberlik yeterlidir.” (PD-14)

Manevi danışmanlık ve rehberlik hizmetlerinin bir gereklilik olup olmadığı ülkemizde tartışılan bir konudur. Psikolojik danışmanların bu konudaki görüşleri genel olarak manevi danışmanlık ve rehberlik hizmetlerinin bir ihtiyaç olduğu yönündedir. Toplumumuzdaki insanların genellikle dini ve manevi referanslarla hareket ettiğini belirten katılımcılar, bu açıdan maneviyat eksenindeki danışmanlık ve rehberlik çalışmalarının gerekliliğine vurgu yapmaktadır. Yaşamı içerisinde bazı dönemlerde manevi açıdan boşluk hissi yaşayan bireyler açısından da gereklilik olduğu düşünülmektedir. Manevi danışmanlık ve rehberlik hizmetlerinin psikolojik danışma süreciyle beraber yürütülmesinin tamamlayıcı nitelikte olacağı da ifade edilen görüşlerdendir. Psikolojik danışma hizmetlerinin yeterli olduğunu, manevi danışmanlık ve rehberlik hizmetlerinin sunulduğu alanlarda istismara açık olduğunu ve yanlış yürütüldüğünü düşünen katılımcılar da mevcuttur.

4.4. Manevi Danışmanlık ve Rehberlik Hizmetlerinin Okullarda Uygulanabilirliğine İlişkin Bulgular

Katılımcılara “Manevi danışmanlık ve rehberlik hizmetlerinin MEB bünyesindeki okullarda uygulanıp uygulanamayacağı konusunda ne düşünüyorsunuz?”

Açıklayınız.” şeklinde bir soru sorulmuştur.

Tablo 7. MDR Hizmetlerinin Okullarda Uygulanabilirliğine İlişkin Görüşler

11 Psikolojik Danışman	Uygulanamaz
6 Psikolojik Danışman	Uygulanabilir
2 Psikolojik Danışman	Kısmen Uygulanabilir

Katılımcılar bu soruya çoğunlukla “hayır”, “uygulanamaz” gibi olumsuz yönde cevaplar vermiştir. Bu görüşlerden bazıları şu şekildedir:

“Açıkçası uygulanabileceğini pek düşünmüyorum. Okullardaki öğrencilerin birçoğu henüz soyut işlemler evresine geçmemiş öğrencilerden oluşmaktadır. Bu öğrencilerin yaşadıkları problemlerin çözümü noktasında maneviyat, din gibi kavramlarını merkezine alan bu tip uygulamalar çok verimli olmayabilir. Ayrıca bu konuda yetişmiş insan sayısı da oldukça az. Günümüzde bazı yurtlarda ve okullarda manevi danışmanlık hizmeti verilmeye çalışılıyor ama bu hizmet dini bilgisi iyi olan kişiler tarafından veriliyor. Sadece dini bilgiye sahip olmak öğrencilerin psikolojik sorunlarını çözmeye yetmez, bunun yanında gelişim psikolojisi, öğrenme psikolojisi, nörolojik süreçler hakkında da bilgi sahibi olunması gerekiyor.” (PD-6)

“Ruh sağlığı için yeterli bilimsel bir çalışma olmadığından dolayı uygulanamayacağını düşünmekteyim.” (PD-2)

“Bu şekilde olmasını doğru bulmuyorum. Kişilerin sadece manevi yönlerini ele almak genel bakış açısını olumsuz etkiler. Bu sefer sadece inanç sistemi ile ilgili uygulanmış olur. O da olmaz.” (PD-7)

“Okullarda değil de hastanelerde, belediye bünyesinde ve dini eğitim veren diyanete bağlı kurumlarda uygulanmasını uygun buluyorum.” (PD-18)

Bu soruya “evet”, “uygulanabilir” şeklinde olumlu yönde görüş bildiren katılımcılar da bulunmaktadır. Bu görüşler de şu şekildedir:

“Özellikle imam hatip okulları başta olmak üzere çoğu eğitim kademesinde uygulanmasının olumlu etkilerinin olacağını düşünüyorum.” (PD-13)

“Gerekli altyapı/donanım ve birikimin oluşturulması, çalışma/hizmet alanının gerçekçi bir şekilde tanımlanması ve hizmet kapsamının netleştirilmesi sonucunda gereksinim duyan her birey için bir imkan ve seçenek olarak sunulabilir.” (PD-5)

“Aslında uygulanabilir. Ancak öncesinde iyi bir tanıtım, standardize edilmiş plan ve program ile ilk kademe olarak lisede uygulanabilir.” (PD-3)

Katılımcılar arasında okullarda manevi danışmanlık ve rehberlik hizmetlerinin uygulanıp uygulanamayacağı konusunda genel olarak olumsuz bir görüş hakimdir. Maneviyat ve din gibi kavramların soyut nitelikte olması ve yaşları itibarıyla soyut işlem dönemine geçmemiş öğrencilerin çoğunlukta olması sebebiyle manevi danışmanlık ve rehberlik hizmetlerinin okullarda verilemeyeceği düşünülmektedir. Bu konuda hizmet verecek alan uzmanlarının dini argümanlarını gelişim psikolojisi, öğrenme psikolojisi ve nörolojik süreçler hakkındaki bilgilerle zenginleştirmedeği sürece manevi danışmanlık ve rehberlik hizmetlerinin okullarda verilmemesi gerektiği ifade edilmiştir. Bu hizmetlerin sunulmasında görev alacak uzman kişilerin azlığı da ciddi bir sorun olarak

görülmektedir. Katılımcılara göre MDR hizmetlerinin bilimsel yönden alt yapısının yetersiz olduğu da bir diğer gerektir. Ayrıca bu hizmetin diyanete bağı kurumlarda verilmesi gerektiği savunulmaktadır. Bu duruma olumlu bakan katılımcılar da özellikle ortaöğretim düzeyindeki öğrencilere bu hizmetin verilebileceğini düşünmektedir.

Sonuç

Okul psikolojik danışmanların manevi danışmanlık ve rehberlik hizmetlerine yönelik görüşlerini ortaya koymayı amaçlayan bu araştırmada olumsuz görüşler olsa da manevi danışmanlık ve rehberlik hizmetlerinin genel olarak olumlu karşılandığı görülmektedir. Katılımcıların verdiği cevaplardan hareketle manevi danışmanlık ve rehberlik hizmetlerinin bir ihtiyaç olduğu, psikolojik danışma sürecine ve psikolojik iyi oluşa katkı sağladığı, bireyin yaşam amacını keşfetmesinde önemli rolü olduğu ve dini pratiklerin psikolojik sorunlarla mücadelede etkili olduğu sonucuna ulaşılmıştır. Ayrıca manevi danışmanlık ve rehberlik hizmetlerinin ölüm ve yas gibi durumlarda oldukça etkili olacağı belirtilmiştir. Ancak Manevi danışmanlık ve rehberlik hizmetlerinin henüz bilimsel özelliği haiz olmadığı, bireylerin değişim ve gelişimi ilahi güçten bekleyerek kendi potansiyellerini öncelikle endişesi gibi nedenlerle katılımcılar manevi danışmanlık ve rehberlik hizmetlerinin okullarda uygulanmasına yönelik olumsuz görüş bildirmişlerdir. Karasu ve Demirkol (2018), çalışmalarında öğrencilerin maneviyat, hayatı anlama-anlamlandırma, inanç, ibadet, ölüm ve hastalık gibi konularda manevi destek almak istedikleri sonucuna ulaşmışlardır. Satan ve Arkadaşları (2018), ebeveyn kaybı yaşamış bireylere yönelik yaptıkları çalışmalarında dini inanç ve manevi yönelimin zorlu yaşam olayları ile başa çıkmadaki önemine vurgu yapmışlardır. Kılavuz ve Kılavuz (2018), çalışmalarında, dindar insanların yaşadıkları hastalık üzerindeki kontrolün ve gücün Allah'ta ait olduğuna, Allah'ın dualarına cevap vereceğine inanmaları onlara zor zamanlarda ümit verdiğini ve bu olumlu durumun hastalıklardan iyileşme sürecini de olumlu etkilediği sonucuna varmışlardır.

Manevi danışmanlık hizmetlerinin psikolojik danışmanlık sürecine katkı sağladığına yönelik katılımcılar farklı görüşler bildirmişlerdir. Toplumumuzun inanç temelinde manevi kodların bulunması nedeniyle manevi boyutun bireye umut aşılayarak psikolojik süreci de olumlu etkilediği sonucuna varılmıştır. Yanı sıra katılımcıların bazıları manevi danışmanlığın bilimsellikten uzak bir alan olduğu, değişim ve gelişimin bireyde değil ilahi güçte olduğu algısı verdiği bireyi pasifleştirdiği düşüncesiyle psikolojik sürece katkı sağlamadığı görüşünü savunmuşlardır. Katılımcıların dua, namaz, tövbe gibi dini pratiklerin yaşanan psikolojik sorunla karşısında olumlu etkisinin olduğunu belirtmişlerdir.

Araştırmamızda elde edilen bulgular ve ulaşılan sonuçlar ışığında bazı önerilerde bulunulabilir:

Nitel bir araştırma olan bu çalışmanın örneklemini genişletilerek ya da nicel bir araştırma biçiminde yeniden yapılabilir. Psikolojik danışmanların örnekleme olarak belirlendiği bu araştırma diğer ruh sağlığı uzmanlarının da araştırmaya konu edilmesiyle daha kapsamlı hale getirilebilir. Manevi danışmanlık ve rehberlik hizmetlerinin ülkemizde son yıllarda uygulama alanı bulması ve teorik alt yapısının gelişiminin devam etmesi sebebiyle bu çalışmanın ilerleyen süreçte tekrar edilmesi bu hizmete yönelik görüşleri daha net bir biçimde ortaya koyacaktır. Manevi danışmanlık ve rehberlik hizmetleri hakkında farkındalık oluşturmak adına kamuoyuna yönelik bilgilendirici çalışmalar yapılabilir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanan tüm çalışmaların kaynakçada belirtildiği beyan olunur. * (Muş Alparslan Üniversitesi Üniversitesi Rektörlüğü, Bilimsel Yayın Etiği Kurulu Başkanlığının 22.09.2022 Tarih , 64188Nolu kararı ile Etik Kurul Kararı alınmıştır.)
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%50), 2. Yazar (%50) Veri Toplanması: 1. Yazar (%50), 2. Yazar (%50) Veri Analizi: 1. Yazar (%50), 2. Yazar (%50) Makalenin Yazımı: 1. Yazar (%50), 2. Yazar (%50) Makale Gönderimi ve Revizyonu: 1. Yazar (%50), 2. Yazar (%50)

Peer-Review	Double anonymized - Two External
Ethical Statement	* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited. * (Muş Alparslan University Rectorate, Scientific Publication Ethics Committee Decision was taken with the decision dated 22.09.2022, numbered 64188 of the Presidency of the Publication Ethics Committee.)
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%50), 2. Author (%50) Data Acquisition: 1. Author (%50), 2. Author (%50) Data Analysis: 1. Author (%50), 2. Author (%50) Writing up: 1. Author (%50), 2. Author (%50) Submission and Revision: 1. Author (%50), 2. Author (%50)

Kaynakça | References

- Akboy, R. ve İkiz, E. (2007). *Psikolojik Danışma ve Rehberlikte Çağdaş Bir Anlayış-Yaşam Boyunca Yaşamla İç İçte*. Ankara: Nobel Yayın Dağıtım.
- Altaş, N. (1999). Hastanelerde Dini Danışmanlık Hizmetleri (Türkiye Uygulaması Üzerine Deneysel Bir Araştırma), *Ankara Üniversitesi İlahiyat Fakültesi Dergisi*. (39)1 599-659.
- Bakırcıoğlu, R. (2000). *İlköğretim Ortaöğretim ve Yükseköğretimde Rehberlik ve Psikolojik Danışma*. Ankara: Anı Yayınları.
- Bakırcıoğlu, R. (1985). *Rehberlik ve Psikolojik Danışma*. Ankara: Bakırcıoğlu Yayınları.
- Bakırcıoğlu, R. (1976). *Ruh Sağlığı ve Rehberlik*, Ankara: Çark Matbaası.
- Bakırtaş, T (2021). Anormal Psikoloji, *Düzce Üniversitesi İlahiyat Fakültesi Dergisi*. 5 (1), 102-105.
- Baş, S. (2017). Manevi Danışmanlıkta Duanın Bir Destekleme Metodu Olarak Kullanımı", *Marmara Üniversitesi İlahiyat Fakültesi Dergisi*. (52), 1161-1198.
- Baygeldi, M.R. (2018). Türkiye’de Modern Sorunlara Dini Bir Çözüm Olarak Manevi Danışmanlık Uygulaması, Mevcut Durum ve Öneriler, *SETA Analiz*.
- Bilgin, M. (2000). Psikolojik Danışma ve Rehberlik Eğitiminde Çağdaşlaşma, *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*. 6 (6), 21-36.
- Cebeci, S. (2012). *Dini Danışma ve Rehberlik*, Ankara: Diyanet İşleri Başkanlığı Yayınları,
- Ceylan, Y. ve Özaydın, M. (2020). Manevi/Dini Danışmanlıkta Değer Algısı, *Bingöl Üniversitesi İlahiyat Fakültesi Dergisi*. 2(16), 282-301.
- Çil, İ., Tokat, M.A., Türkan, Y.S., ve Doğan, N. (2014) Temel Eğitim Kurumlarında E-Rehberlik ve Danışmanlık Karar Destek Sistemi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*. 29(2), 34-56.
- Demirtaş, B. (2019). Diyanet İşleri Başkanlığı’nın Manevi Danışmanlık ve Rehberlik Hizmetleri, *Diyanet Aylık Dergi, Sayı 338*.
- Doğan, S. (1993). Türkiye’de Psikolojik Danışma ve Rehberlik Kimliği: Gelişmeler ve Sorunlar, II. Ulusal Psikolojik Danışma ve Rehberlik Kongresi, Ankara: Hacettepe Üniversitesi,
- Düzgüner, S, (2016). Nereden Çıktı Bu Maneviyat: Manevi Bakımın Temellerine İlişkin Kültürlerarası Bir Analiz, *Manevi Danışmanlık ve Rehberlik C.II*, Ali Aytan, Mustafa Koç, Nuri Tınaz, (ed.), İstanbul: Değerler Eğitim Merkezi Yayınları.
- Kahvecioğlu K. F. (2010). *Din Hizmetlerinde Dini Danışmanlık ve Rehberlik*. (Yüksek Lisans Tezi). Süleyman Demirel Üniversitesi Sosyal Bilimler Enstitüsü.
- Kararımak, Ö. (2004). Tinsel Anlayışın Psikolojik Danışmadaki Rolü, *Türk Psikolojik Danışma ve Rehberlik Dergisi*, Cilt 3 (22), 45-55.

- Karasu, T. ve Demirkol A.A. (2018) “Üstün Yetenekli Öğrencilere Yönelik Manevi Danışmanlık Hizmetleri Üzerine Bir İnceleme” *Din ve Bilim Muş Alparslan Üniveristesi İslami İlimler Fakültesi Dergisi*, 1(2), (112-127.
- Karataş, Z. (2015). Sosyal Bilimlerde Nitel Araştırma Yöntemleri, *Manevi Temelli Sosyal Hizmet Araştırmaları Dergisi*, 1(1), 62-80.
- Kepeçoğlu, M. (2001). *Psikolojik Danışma ve Rehberlik*, Ankara: Alkim Yayınevi.
- Kılavuz, M.A. ve Kılavuz, E., (2018). “Yaşlanma Döneminde Kayıplarla Başa Çıkma Manevi Danışmanlık Hizmetlerinin Önemi”, *Manevi Danışmanlık ve Rehberlik C.II*, Ali Ayten, Mustafa Koç, Nuri Tınaz, (ed.), İstanbul: Değerler Eğitim Merkezi Yayınları.
- Kılınçer, H. (2017). Manevi Danışmanlık ve Rehberlik (MDR) Üzerine: Psikoloji, İlahiyat ve Tıp Alanlarında Maneviyat ve MDR Algısı, *Manevi Danışmanlık ve Rehberlik Teori ve Uygulama Alanları*, Ali Ayten (ed), İstanbul: Dem Yayınları.
- Koç, M. (2012). Manevî-[Psikolojik] Danışmanlık ile İlgili Batı’da Yapılan Bilimsel Çalışmaların Tarihi ve Literatürü (1902-2010) Üzerine Bir Araştırma, *Çukurova Üniversitesi İlahiyat Fakültesi Dergisi*, Cilt 12 (2), 201-237.
- Kula, N. (2016). *Manevi Danışmanlıkta Kullanılan Bazı Dini Kavramların Anlam Alanı ve Fonksiyonelliği*, İstanbul: Dem Yayınları.
- Özaydın, S., Şahin, S. ve Siyez, M.D. (2019). Liselerde Görev Yapan Öğretmen ve İdarecilerin, Psikolojik Danışmanların Nöbet Tutmasının Okul Psikolojik Danışma ve Rehberlik Hizmetleri Üzerindeki Etkisine İlişkin Görüşleri, *Türk Psikolojik Danışma ve Rehberlik Dergisi* (9)55, 1179-1211.
- Satan, A., Çıplak, K., Kaplaner, O. ve Erol, F., (2018). “Ebeveyn Kaybı Yaşamış Ergenlerde Bibliyoterapi Yönelimli Manevi Danışmanlık Uygulaması”, *Manevi Danışmanlık ve Rehberlik C.II*, Ali Ayten, Mustafa Koç, Nuri Tınaz. (ed), İstanbul: Değerler Eğitim Merkezi Yayınları.
- Söylev, Ö.F. (2014). *Türkiye’de Dini Danışma ve Rehberlik: Alanları, İmkanları ve Yöntemleri: Diyanet İşleri Başkanlığı Örneği*, (Doktora Tezi). Uludağ Üniversitesi Sosyal Bilimler Enstitüsü
- Şimşek, F.Z. (2019). *Manevi Danışmanlık İlkeleri Bağlamında Mevlâna ve Yunus Emre Düşüncesinin Değerlendirilmesi* (Yüksek Lisans Tezi). Necmettin Erbakan Üniversitesi, Sosyal Bilimler Enstitüsü.
- Tan, H. (1989). *Psikolojik Yardım İlişkileri*, İstanbul: Milli Eğitim Gençlik ve Spor Bakanlığı Yayınları.
- Tekin, C. ve Şanver, M. (2019). Cezaevi Hizmetlerinde Manevi Danışmanlık ve Rehberlik Mahmut Z. Nuri T. Ali A. Halil E. (ed), İstanbul: Dem Yayınları.
- Tunç, B. ve Totan, T. (2020). Okul Psikolojik Danışmanlığında Manevi İyî Oluşum Kullanımı: Tarihsel Gelişim, Kuramsal Temeller ve Öneriler, *Ege Bilimsel Araştırmalar Dergisi*, (3)1, 1-20.

Uğurlu, H.S. ve Ege, R. (2018). Bir İsimlendirme Problemi: Dini Danışmanlık, *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 7(2), 1057-1077.

Uygur, A.E. (2017). "Tarihteki İlk Psikoterapi Metodu: Pastoral Danışmanlık", <https://www.bilimoloji.com/tarihteki-ilk-psikoterapi-metodu-pastoral-danismanlik/>(Erişim Tarihi: 29 Kasım 2021).

Ültanır, E. (2005). Türkiye’de Psikolojik Danışma ve Rehberlik (PDR) Mesleği ve Psikolojik Danışman Eğitimi, *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 1(1), 102-111.

Yeşilyaprak, B. (2009). Türkiye’de Psikolojik Danışma ve Rehberlik Alanının Geleceği: Yeni Açılımlar ve Öngörüler, *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 42(1), 193-213.

Yeşilyaprak, B (2016). *21. Yüzyılda Eğitimde Rehberlik Hizmetleri*, Ankara: Nobel Akademik Yayıncılık, 22. Basım.

Yıldız, K. (1993). Türk Eğitim Sisteminde Rehberlik ve Psikolojik Danışma, *Eğitim Dergisi*, (6), 3-8.

Yılmaz, N. (2012). *Aile İrşad ve Rehberlik Bürolarında Yapılan Dini Danışmanlık-Çorum Örneği*, (Yüksek Lisans Tezi). Hitit Üniversitesi Sosyal Bilimler Enstitüsü.



2023, 12 (3), 2030-2055 | Research Article
A Systematical Evaluation on the Leyla Gencer Voice Competition

Gül Fahriye EVREN¹

Özgül GÖK AKÇAKOYUNLUOĞLU²

Abstract

Several prestigious classical music competitions are organized in the national and international fields. These competitions, organized in the field such as performance and composition, motivate many young artists and allow them to achieve significant successes. The Leyla Gencer Voice Competition is an international and worldwide-known voice competition, which is the oldest and most important competition held in Turkey in the opera genre. Leyla Gencer, known as La Diva Turca and entitled as State Artist by the Turkish Republic, is one of our world-renowned artists, and with her pioneering character of music, she has made significant contributions to the promotion of the art of opera to our country and the announcement of Turkish opera singers to the world. Leyla Gencer Voice Competition has been organized with different frequencies starting from 1995 until 2018. This competition has been also held in the years after her death and it has maintained its prestige until today. From the past to the present, numerous great performers started their careers with prestigious music competitions such as Leyla Gencer Voice Competition. They achieved important career positions with their success of the competitions and now they are worldwide known artists. In this study, information about the life of Leyla Gencer, who made great contributions to the development of Turkish Opera art, was given; and the findings of the voice contest organized in her name were tabulated and interpreted by using document analysis methodology. The findings were created by systematical analysis of the information on the official website of the Leyla Gencer Voice Competition and the one in the archive of the Istanbul Foundation for Culture and Arts. Data regarding terms and conditions of the competition, audition processes, winners, awards, jury members for the preliminary auditions and finals, winners by country, Turkish award winners, number of awards received by Turkish award winners, distribution of award winners by voice type, distribution of award winners by gender, organizing institutions and gala concerts were evaluated and presented by classifying them according to years. As a result, the importance of the increase in prestigious competitions in our country, the increase in the motivation of young soloists, the creation of an archive of the competitions, and most importantly the establishment of a national federation of music competitions were emphasized.

Keywords: Competition, Voice Competition, Turkey, Leyla Gencer, Turkish Opera

Evren, G. F. & Gök, Ö. (2023). A Systematical Evaluation on the Leyla Gencer Voice Competition . Journal of the Human and Social Science Researches , 12 (3) , 2030-2055 . <https://doi.org/10.15869/itobiad.1311952>

Date of Submission	09.06.2023
Date of Acceptance	21.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Assoc. Prof., PhD, Pamukkale University, Faculty of Music and Performing Arts, Department of Music Performance, Denizli, Türkiye, gfevren@pau.edu.tr, ORCID: 0000-0003-4754-3312

² Prof. Dr., Pamukkale University, Faculty of Music and Performing Arts, Department of Music Performance, Denizli, Türkiye, ozgulg@pau.edu.tr, ORCID: 0000-0001-9245-3055



2023, 12 (3), 2030-2055 | Araştırma Makalesi
Leyla Gencer Şan Yarışması Üzerine Sistemantik Bir Değerlendirme

Gül Fahriye EVREN¹

Özgül GÖK AKÇAKOYUNLUOĞLU²

Öz

Klasik Müzik alanında ulusal ve uluslararası alanda prestijli pek çok klasik müzik yarışmasına rastlanmaktadır. Performans ve beste gibi kategorilerde düzenlenen bu yarışmalar ülkemiz ve dünyada yetişen pek çok genç sanatçıyı sanat alanında motive etmekte ve önemli başarılarla imza atmalarına olanak sağlamaktadır. Leyla Gencer Şan Yarışması, opera türünde Türkiye'de düzenlenen en eski ve en önemli yarışma olan uluslararası ve dünya çapında bilinen bir ses yarışmasıdır. *La Diva Turca* adıyla anılan ve Türkiye Cumhuriyeti tarafından Devlet Sanatçısı ünvanı alan Leyla Gencer dünya çapında önemli tanınırlığa sahip sanatçılarımızdan olmakla birlikte, müzikteki öncü karakteriyle opera sanatının ülkemize tanıtılması ve dünyaya Türk opera sanatçılarının duyurulması konusunda önemli katkılar sağlamıştır. Leyla Gencer Şan Yarışması 1995 yılından başlamak üzere farklı sıklıklarla 2018 yılına kadar düzenlenmiştir. 2008 yılına kadar kendisinin jüri üyesi olarak katılım sağladığı yarışma vefatından sonraki yıllarda da yapılmış ve bugünkü saygınlığını sürdürmüştür. Bu çalışmada Türk Opera sanatının gelişmesine büyük katkılar sağlamış Leyla Gencer'in hayatına dair bilgiler verilmiş ve adına düzenlenen san yarışmasına dair bulgular doküman analizi yöntemi kullanılarak tabloleştirilip yorumlanmıştır. Bulgular Leyla Gencer Şan Yarışması'nın resmi web sitesinde ve İstanbul Kültür Sanat Vakfı arşivinde yer alan bilgiler sistemantik bir şekilde analiz edilerek oluşturulmuştur. Yarışmanın katılım koşulları, eleme süreçleri, kazananları, ödülleri, ön eleme ve final jüri üyeleri, ülkelere göre kazananları, Türk uyruklu ödül kazananları, Türk uyruklu ödül kazananların aldıkları ödüllerin sayısı, ödül kazananların ses rengine göre dağılımı, ödül kazananların cinsiyete göre dağılımı, düzenleyen kuruluşlar ve gala konserlerine ilişkin veriler değerlendirmeye alınmış ve yıllara göre sınıflandırılarak sunulmuştur. Sonuç olarak ülkemizde prestijli yarışmaların çoğalması, genç solistlerin motivasyonunun artması, yapılan yarışmalara dair bir arşiv oluşturulması ve en önemlisi de ulusal alanda müzik yarışmaları federasyonunun kurulmasının önemi üzerinde durulmuştur.

Anahtar Kelimeler: Yarışma, Şan Yarışması, Türkiye, Leyla Gencer, Türk Operası

Evren, G. F. & Gök, Ö. (2023). Leyla Gencer Şan Yarışması Üzerine Sistemantik Bir Değerlendirme . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 2030-2055 . <https://doi.org/10.15869/itobiad.1311952>

Geliş Tarihi	09.06.2023
Kabul Tarihi	21.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Doç. Dr., Pamukkale Üniversitesi, Müzik ve Sahne Sanatları Fakültesi, Müzik Performansları Anasanat Dalı, Denizli, Türkiye, gfevren@pau.edu.tr, ORCID: 0000-0003-4754-3312

² Prof. Dr., Pamukkale Üniversitesi, Müzik ve Sahne Sanatları Fakültesi, Müzik Performansları Anasanat Dalı, Denizli, Türkiye, ozgulg@pau.edu.tr, ORCID: 0000-0001-9245-3055

Introduction

The History of Music Competitions

It is known that competitions have been held in various ways from ancient times to the present. Erhat (2008) mentioned the first competition phenomenon in mythological legends as follows:

Goddess Hera and Aphrodite ridiculed Athena by seeing that she was playing the flute, and Athena, on top of this, saw that her face really turned ugly by a stream in Phrygia and threw the flute there. While throwing, she has sworn to punish anyone who finds this flute with the greatest punishment. Marsyas found the flute and liked the sounds of the flute very much, saying that there was no musical instrument that sounded better than this. On top of that, he had the courage to compete with Apollo's lyre (lyra). Apollon, who accepts the competition, has one condition: The winner will be able to impose the punishment he wants on the loser. The Phrygian King Midas and the Muses (muses) are chosen to determine the outcome of the competition, which takes place on Mount Tmolos (Bozdağ) in Lydia. There was no result in the first competition, in the second, Apollon told Marsyas to play his flute backwards, and he himself played his lyre backwards. Although he was successful in making the same sounds, Marsyas could not play and lost the competition. King Midas, on the other hand, sided with Marsyas despite the result, therefore he was punished by Apollo by turning his ears into donkey's ears. He tied Marsyas to a tree and skinned him, but Apollo later regretted what he had done and broke his lyre. He also transformed Maryas into a river (Cited by Aytepe ve Yıldız, 2022:189). While offering sacrifices to God or performing a religious ceremony, aulos players usually played music and during the Panathenaic Feasts, sacrificial offerings were made with aulos. In addition, music competitions involving solo singers, soloists, and dancers were held in the name of the gods on agons which is great religious festivals (Çelik, 2020: 2414).

Musical rivalry goes back almost as long as the history of music. Contests organized in the field of classical music emerged both within an institutional structure and in an international format as of the end of the 19th century. It is seen that classical music competitions have caused various discussions since the first examples, and they have caused polarizations in music circles in terms of their benefits and harms as well as their impartiality. Despite this, there has been a serious increase in the competition population since the second half of the 20th century. Classical music competitions have increased in number and have continued their existence strongly until today. While the discussions about the competitions continue, the online competitions that have existed for the last decade also add a new dimension to these discussions (Ergene, 2021: 231).

Several prestigious classical music competitions are organized in the national and international fields. These competitions, organized in the field such as performance and composition, motivate many young artists and allow them to achieve significant successes. According to Wagner (2015), from the point of view of music education, music competitions as a cultural transformation process involve the cooperation of many people, especially students, families and teachers. McCormick (2017) mentioned that music competitions have been organized in their current form since the 19th century to the need for two different expertise as composers and performers. The mastery skills of the performers who combine technical skills and musical

understanding are exhibited in the music competitions, which are the environments where endurance is tested throughout the process and are held according to the recital tradition. (McCormick, 2017, p. 15). According to McCormick (2009), music competitions can be organized by educational institutions at all levels, as part of the program of music festivals or as independent events. Considering the type of the competition and the target audience, the application forms in the performance process and the competitions may differ from each other. (Cited by Toprak, 2022:345). Ergene (2021) stated that Classical music competitions, which are quite large in number, have an important position in this field, however, studies on classical music competitions are not enough yet and the literature needs more studies. In this research, besides the scarcity of the literature on the Leyla Gencer Voice Competition (LGVC) its important place in the international arena was emphasized.

Leyla Gencer and Her Contribution to the Opera Art



Figure 1. Leyla Gencer, Glyndebourne Opera Festival, Anna Bolena, 1965 (T.C. Kültür ve Turizm Bakanlığı, 2009: 130)

Leyla Gencer, who is a school in the music world, is an artist known as “La Diva Turca”, who has made a history of world opera and is shown among the top five female opera singers all over the world. Her name has been featured in music encyclopedias and related art resources, alongside composers who have become prominent in the field of opera such as Donizetti and Rossini. As a Turkish singer, she received numerous

awards and medals from many countries and institutions, and golden keys were handed over to her. She has carried her repertoire to extraordinary dimensions on the world stage with Maestros such as Tulio Serafin, Vittorio Gui, Gianandrea Gavazzeni and Ricardo Muti. Due to her success, she has always turned down numerous citizenship offers from many countries. Gencer, who defined himself as an Anatolian child, continued his life as a Turkish citizen (T.C. Kültür ve Turizm Bakanlığı, 2009: 51,52). Leyla Gencer, a name that fully corresponds to the word pioneer, as a determined woman who pursues her passion for art, has been instrumental in bringing opera, an art form that these lands are not accustomed to, to this geography and being talked about more. While she was mentioned as La Diva Turca in different geographies, she reflected this magic to the land where she was born, which became giant in the footsteps of her love for opera (Çetin, 2020). Leyla Gencer was awarded an Honorary Doctorate in 1989 by Boğaziçi University for her 'Achievements in a Universal Art' ("Bogazici Universitesi", n.d.). Leyla Gencer received the title of State Artist in 1988. A statue of Gencer was made in front of the Ankara State Opera and Ballet building in 1995 as the Leyla Gencer Monument. The 2005 Lifetime Achievement Award was given by the Istanbul Foundation for Culture and Arts. Acknowledged one of the few leading sopranos of her time, Leyla Gencer has represented 70 different principal soprano roles hundreds of times in over 30 years, from 1950 to 1983, in 60 opera stages all over the world (Öziş, 2006:7,8).

Leyla Gencer was born on October 10, 1928 in Istanbul. Gencer's father, who is originally from Safranbolu, is Hasanzade İbrahim Çeyrekgil and his mother is Alexandra Angela Minakovska, who is originally from Poland. His mother later converted to Islam and took the name Atiye. Gencer inherited dark eyebrows, dark eyes, dark hair, physique resembling "Queen Nefertiti", the tolerance of Bektashism, sensations from her father and passion for music, discipline, determination to work and stubbornness from her mother (T.C. Kültür ve Turizm Bakanlığı, 2009; Öziş, 2006). After losing his father at a young age, Gencer fell into a great void and tried to fill this feeling by reading more books and turning to music. While studying at Istanbul Italian high school, she wanted to be a great writer who emulated world-class writers such as Balzac and Dante. Apart from these, she memorized all the roles in plays such as Racine and Corneille, and unlike other children, she memorized and sang the arias on the records played at home and the Ave Maria she heard in the Churches. She also wanted to be a ballerina in the future, as she loved to dance. Inspired by all these arts in Leyla Gencer's youth, she aimed to become a great artist. After graduating from high school, Gencer started working at the Beyazıt library, met İbrahim Gencer in a summer and got married after a while. From the day they got married until his death, İbrahim Gencer believed that she should be in the music world with the feeling that she had something special and always supported him (Oral,1992:15; T.C Kültür ve Turizm Bakanlığı, 2009: 54,55).

She continued her singing education, which she started at the Istanbul Municipal Conservatory, with Italian soprano Giannina Arangi-Lombardi and Apollo Granforte. Gencer made an important decision when she was in his senior year and interpreted the role of "Santuzza" in Mascagni's "Cavalleria Rusticana" on the stage of Ankara State Opera in 1950. She took part in the Ankara State Opera and Ballet Choir. A well-known opera singer in a few years, Gencer has been invited to many important State Receptions as a soprano (Utlı, 2010; Madak, 2019).

Gencer made her voice heard abroad on August 1, 1951. She was sent to London with the agreement of the exchange program and performed a recital on the BBC radio. In the same month, she took part in a live broadcast on the Paris radio. She experienced one of the biggest turning points of her life as of 1953. The artist was commissioned by the Republic of Turkey to give a recital in Rome in 1953. Gencer performed a recital on RAI radio in Rome, accompanied by Giorgio Favaretto, who was one of the famous pianists of Italy. This performance was broadcast live and listened all over Italy. Leyla Gencer's performance here was a great success and acclaim, she gave performances on the most important stages of the world from 1953 to 1983 and served in the most important opera institutions. (Ilyasoglu, 2018).

The first of the news-politics magazines in the Turkish press, 'Akis', which was published between 1954-1967 as an example from the Western Time magazine, also featured praiseworthy words about Leyla Gencer (Ismet Inonu Vakfi, n.d.). Since it was the first time that a Turkish name was included among famous performers such as Heifetz, Tabaldi and Schwarzkopf in the list of Columbia Artists Management in the USA, she accepted the offer he received from this company after his success in her first opera performances in San Francisco. It is mentioned that she signed a contract with this company, which holds the market. According to this agreement, Gencer will go on a concert tour in America and will give 11 performances in San Francisco opera beforehand. There is information about this situation and Leyla Gencer in the magazine "Musical America", one of the most important music magazines in America. Leyla Gencer was approved for the Verdi Requiem soprano solo at the grand ceremony held in Milan for her musical life, education, roles and achievements, her recognition in Europe and America, and especially for Toscanini's death in Italy, and this was also the case. The newspaper *Il Giorno* wrote in the next day that "Milan and the musical world knelt on his grave" (Akis, 1957: 30).

Utlu (2010), interpreted Gencer's final soprano part of Verdi's Requiem, accompanied by the La Scala Theater choir and orchestra under the conductor Victor De Sebata, at the Toscanini commemoration ceremonies held in Milan Duomo Cathedral in February 1957. He mentioned that he sang the leading role in *La Forza Del Destino* opera during La Scala Theater's tour of Cologne. According to Oral (1992), De Sabata found Leyla Gencer appropriate for Toscanini's funeral ceremony. Years later, in 1966, Gencer performed Verdi's Requiem again in Verona.

Leyla Gencer, farewell to the opera stage in 1985 with Francesco Gnecco's play *La Prova di un'Opera Seria*, at the La Fenice Theater in Venice continued her concerts and recitals until 1992. Since 1982, she has devoted herself to young opera singers with seminars and interpretation courses. She was the didactic-artistic director of di Milano. Between 1997-98, she was appointed by the conductor Riccardo Muti as the director of the young artists school of the La Scala choir. Leyla Gencer, considered the "last diva of the 20th century", has performed many leading roles in the world's most important opera stages. She consolidated her place in the opera world not only with the diversity of her repertoire, but also with the dramatic nuances she added to the characters she played. Gencer brought to light many forgotten works of the romantic period due to her research personality and being a good educator. She died at her home in Milan, Italy on May 10, 2008 (Utlu, 2010).

She made a great contribution to the development of the "Donizetti Renaissance" by

successfully interpreting Donizetti's forgotten operas (Utlu, 2010). Öktem (2018) wrote in an article that Leyla Gencer was mentioned with Donizetti, and that Donizetti's nine famous or little-known operas; she noted that Verdi was a brilliant performer of fifteen operas, eight of which were performed less frequently. Pioneer in rediscovering forgotten operas between 1957 (first step into Lucia di Lamermoor) and 1979 (farewell to Lucrezia Borgia); she brought the operas of Roberto Devereux (1964), Maria Stuarda (1967), Belisario (1969), Caterina Cornaro (1972) and Les Martyrs (1975) to the light of day and brought them together with opera lovers. The following is her operatic repertoire;

COMPOSER	OPERAS
D'Albert	Tiefland
Bellini	Beatrice di Tenda Norma La Sonnambula
Boito	Mefistofele
Britten	Albert Herring
Çaykovski	La Dama Di Picche Eugenio Onegin
Cherubini	Medea
Cilea	Adriana Lecouvreur
Donizetti	Anna Bolena Belisario Caterina Cornaro Lucia di Lamermoor Lucrezia Borgia Maria Stuarda Les Martyrs Poliuto Roberto Devereux
Gluck	Alceste
Gnecco	La Prova d'un opera seria
Mayr	Medea in Corinto
Mascagni	Cavalleria Rusticana
Massenet	Manon Werther
Menotti	Il Console
Monteverdi	L'Incoronazione di Poppea
Mozart	Così fan tutte Don Giovanni Idomeneo
Offenbach	I Racconti di Hoffman
Pacini	Saffo
Pizetti	Assassinio nella cattedrale Lo Straniero
Ponchielli	La Gioconda
Poulenc	Dialoghi delle Carmelitane
Prokofief	L'angelo di fuoco
Puccini	Madam Butterfly Manon Lescaut Suor Angelica It Tabarro Tosca Turandot
Rey, C. R.	Özyurt
Rocco	Monte Ivnor

Rossini	Elizabetta Regina d'Inghilterra Giyom Tell
Saygun	Kerem ile Asli
Smareglia	A Falena
Spontini	Agnese di Hohenstaufen La Vestale
Verdi	Aida Attila Un Ballo in Maschera La Battaglia di Legnano I Due Foscari Don Carlo Ermani La Forza del Destino Gerusalemme Macbeth Otello Rigoletto Simon Boccanegra La Traviata Il Travatore I Vespri Siciliani
Wagner	Tannhauser
Weber	Il Franco Cacciatore
Weinberger	Schwanda
Zandonai	Francesca da Rimini

Table 1. Leyla Gencer's Opera Repertoire (Oral, 1992: 193)

According to Gencer's opera repertoire in Table 1, it is seen that she concentrated on the operas of Verdi, Donizetti and Puccini. Apart from these composers, it is also one of her remarkable features that she performed non-popular composers' operas. 'Leyla Gencer's extensive repertoire ranges from the works of Monteverdi, Gluck and Mozart to the neo-classical period; to the works of Cherubini, Spontini, Mayr and artists from the romantic period such as Puccini, Prokofiev, Britten, Poulenc, Menotti and Rocca; it covers 72 roles ranging from lyric soprano to dramatic coloratura' (Utlu, 2010).

A few of the recitals that Leyla Gencer gave throughout her artistic life were recorded and published by RAI Record Company. Apart from this, the artist did not have recording. Regarding this, Gencer mentioned that she is independent in everything she does, that she always makes her own decisions, and that she came to Italy in a critical period in the 1950s and that Maria Callas was there at that time. She said that she had a bright, lyrical and perfect tone, that she had studied the Bel Canto technique with her teacher Gianni Arangio Lombardi in Turkey and Italy, but that this technique was not well known at that time, perhaps it was too late to convince record companies, and then she was not interested in thus pirated records appeared (Gould, Filarmoni Dergisi, 1976: 7, Cited by Tuncdemir, 1996: 193-194).

Since her first perform on the stage in 1950, Gencer has made a name for herself in all the world stages she has worked on, and has achieved countless successes. As a Turkish opera singer, she became one of the most important art ambassadors of Turkey, not only its owners, but also among the most important opera singers in the world. The application of her great efforts in her artistic life has made a great contribution to the development of her opera. Leyla Gencer, as a Turkish citizen, introduced our national

opera to the whole world in the best way, and also brought a great prestige to Turkey in the field of opera art. With her success in the international art arena as a Turkish woman, she has also set a great example for the next generations of opera. At the end of 1990, she shared her earnings through training and seminars in the field of opera art with Turkish young opera singers who came after her, and she also became a guide for their international careers. In this direction, one of Leyla Gencer's greatest contributions to the Turkish Opera has been the International Leyla Gencer Voice Competition organized in her name. Many talented young people were discovered and brought to the world stage by this competition (Madak, 2019).

Leyla Gencer Voice Competition

Leyla Gencer Voice Competition (LGVC) is a Turkey-based and international competition in opera field, which commemorates the legendary Turkish soprano Leyla Gencer. According to the information accessed from its official website this prestigious competition has been organized since 1995; and, it has led numerous opera singers to shine and debut in the music society. As of today, there have been nine competitions between 1995 and 2018; yet it hosted several opera singers, granted tens of various awards to musicians from Turkey and all around the world ("Leyla Gencer Voice Competition", n. d.). Utlu (2010) stated that Yapı Kredi won a gold medal from the IPRA (International Public Relations Association) in the field of culture and art organizations related to the Yapı Kredi International LGVC, the first of which was held in 1995 and the idea father of which was Aydin Gun. The bank terminated in 2000. The first mind competition was held under the leadership of Aydin Gun, who was the culture-arts consultant of Yapi Kredi and Bankasi in the 1990s (Ilyasoglu,2018: 51).

LGVC was held under her patronage until she passed away in 2008. It is organized by the Yapi Kredi, the Istanbul Foundation for Culture and Arts (IKSV), Borusan Sanat, and Accademia Teatro alla Scala, the triennial competition is dedicated to the estimable memory of "La Diva Turca" Leyla Gencer. The competition distinguishes for its international jury, which includes some of the most influential figures from different fields in the profession, as much as for its previous winners, who have subsequently launched on truly international careers. The competition's previous winners such as the Argentinean tenor Marcello Alvarez, South African soprano Pretty Yende, Egyptian soprano Fatma Said, Georgian sopranos Nino Machaidze and Anita Rachvelishvili, and Yugoslavian baritone Nikola Mijailovic are now counted amongst the talented stars of the opera world. Each preliminary auditions provide an opportunity for young opera singers across all continents to showcase their talent ("Leyla Gencer Voice Competition", n. d.).

About the History of the LGVC

Leyla Gencer has contributed to the careers of many young talents and her passion was carried to a higher level when, dedicated to her name that is LGVC. It was held first time with the name of the inaugural Yapı Kredi International LGVC on 3-9 September 1995. The competition attracted worldwide attention and 94 participants from various countries attended. After the competition the laureates were invited to perform on the stages of important opera houses such as Teatro alla Scala. Leyla Gencer gave her support to the second competition by taking part in the jury in 1997. LGVC was postponed due to the disastrous earthquake on 17 August 1999. The IIIrd Yapı Kredi

International LGVC Competition was held between 29 August and 4 September 2000. After six-years, the IVth LGVC was held on 25-30 August 2006. It was organised by the Istanbul Foundation for Culture and Arts in collaboration with Accademia Teatro alla Scala, under the sponsorship of Doğuş Group and Garanti Bank, supported by the Ministry of Foreign Affairs of the Republic of Turkey and with the contributions of Borusan Holding. Collaboration with La Scala, as well as the practice of preliminary selection from recordings started with this edition and the VIth LGVC introduced the live preliminary auditioning process, during which applicants performed in front of juries at the well-known opera houses of Barcelona, Berlin and Milan, in addition to Istanbul. LGVC turned triennial after 2012 and the VIII competition in 2015 was organized by the Istanbul Foundation for Culture and Arts and Accademia Teatro alla Scala, with the contribution of Borusan Sanat and collaboration of the Opera Narodowa, Adam Mickiewicz Institute, Italian Cultural Centre, and the Kadıköy Municipality Süreyya Opera House (“Leyla Gencer Voice Competition”, n.d.).

Except for the Leyla Gencer Voice Competition, other voice competitions such as Siemens Opera Competition, National Young Soloist Competition, Suna Korad Voice Competition, Leyla Pinar Baroque Voice Competition, Voice Competition in memory of Prof. Yalcin Davran, Aria Antiche Voice Competition have been held in Turkey so far.

In addition, participation in the Belvedere Voice Competition, which is not organized by our country but in which we take part in the countries where the eliminations are made, can be provided like other international competitions.

Methodology

In this study a descriptive method was applied, and a literature review was conducted on the subject. Document analysis method which is one of the qualitative research methods was used in the process of obtaining and evaluating the data. Qualitative Document Analysis (QDA) is a research method for rigorously and systematically analysing the contents of written documents (Wach, 2013: 1).

O’Leary (2017) describes document analysis as a research method that involves examining, questioning and analyzing various written texts as the primary research data source. On the other hand, Bowen (2009), mentioned that document analysis can be used mostly as a complementary method to other research methods and also as a stand-alone method, and stated that it is applied as a systematic procedure to evaluate both printed and electronic documents. Documents can serve certain functions of a research fundamentals. First, documents can provide data about the context in which the research participants are found. By witnessing past events, documents can help understanding their historical roots and background information. Second, the information contained in the documents may point to some of the questions that should be asked in the research. Third, the documents provide additional research data as a database. Fourth, documents provide a way to follow change and progress, as they offer the possibility of comparison. Fifth, documents are used to corroborate the findings in themselves or with evidence from other sources.

Document analysis, which has advantages and limitations, seems to be an effective method when its advantages are considered. It is more efficient as it takes less time than other research methods. The second advantage is that it is usable, that is, especially since the emergence of the Internet, it has been in the public domain and many

documents can be accessed without the permission of the authors. Therefore, document analysis is an attractive method for qualitative researchers. Since the data are collected in documents, they can be read and examined many times by the researcher. It is a method that remains unchanged during the research process and has no influence from the researcher (Cited by Koyuncu et al., 2018: 217-218).

Ethical Statement

It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.

Data Collection Tools

Data was created by analyzing the information on the official website of the LGVC and the one in the archive of the Istanbul Foundation for Culture and Arts, one of the organizers of the competition.

Data Analysis

Data regarding terms and conditions of the competition, audition processes, winners, awards, jury members for the preliminary auditions and finals, winners by country, Turkish award winners, number of awards received by Turkish award winners, distribution of award winners by voice type, distribution of award winners by gender, organizing institutions and gala concerts were evaluated and presented by classifying them according to years.

Results and Comments

The following are the analyses and the results of the competition's process, the winners, the prizes, organizers and gala concerts. ¹

General Terms and Conditions / Prizes and Benefits

Beginning with the terms and conditions, the process of the competition is remarkably professional in international level. The information about the terms and conditions are noted for the 2018's competition. The organization committee requests an age limit between 18-32, participating in live preliminary audition or recording submission, detailed documentation on the contestant's résumé and an application fee. After the preliminary assessments, the final rounds are realized in İstanbul. The criteria for the final rounds are comprised of works from the pre-eminent opera repertoire and are executed with 40 musicians, who compete in the quarter and semifinals. 20 singers are selected for the semifinals; while 8 singers runs for the finals. The finals are evaluated by a gala concert for each contestant's singing an aria accompanied by an orchestra, which is subsequently followed by the award ceremony. Table 2 presents the comprehensive information on general terms and conditions.

Age Limit	18-32
Application Requirements	*online application at Yap Tracker platform *live preliminary auditions OR recording submission
Documentation	* Personal and contact information * Education and performance background

¹ The findings are obtained from the official website of the competition. (Leyla Gencer Voice Competition, n.d.) and the interview with E. Çankaya (personal interview, May 15, 2023)

	* Preliminary audition details * upload: Résumé, identification, photo, certification of the educational status, Video files (for applications by recording), copy of bank receipt of the application fee
Application Fee	€50
Preliminary Audition Requirements	2 opera arias of their choice as they have specified in their application, from memory and with piano accompaniment. At least one in Italian language; both arias are to be sung in the original language and key, and with the recitatives if there are any.
Finals Process	*40 finalists *quarter and semi final rounds with piano accompaniment *final round with orchestral accompaniment
Works for the Finals	* four opera arias (two of which are performed in the preliminary auditions and at least one to be by an Italian composer) * a solo passage from an oratorio or cantata to be sung at the quarter and semi-finals, as well as two options for an aria to be sung at the final. * all works are to be sung from memory.
Quarter Final	* non-public event * 2 arias; one of their choice from their official list, one chosen by the jury * 20 contestants are selected for the semi-final
Semi-Finals	* public event * 2 arias chosen by the jury from the official list. * 8 contestants are selected for the final
Finals	* a public-concert with the Borusan Istanbul Philharmonic Orchestra * 1 aria out of the two priorly submitted by the contestant and approved by the jury
Accompaniment	Provided for free by competition UNLESS the contestant prefers to participate with his/her own accompanist
Rehearsals	* each contestant is entitled to a 20-minute rehearsal with the accompanist before each round
Accommodation	* travel, accommodation and daily expenses are covered by the contestants (except 2 nights' accommodation for the finalists)

Table 2. General Terms and Conditions

The prizes announced for the competition are effective on inviting the most professional and finest candidates, as they may provide exceptional opportunities for the winners. The prizes for 2018's competition as follows: € 12.500 is awarded to the 1st prize winner; € 7.500 for the 2nd prize winner; and, € 3.500 for the 3rd prize winner. The winners of Accademia Teatro Alla Scala Special Award, Leyla Gencer Audience Award, Opera Narodowa Special Award, Royal Opera House Jette Parker Young Artists Programme (JTYAP) Special Award, Deutsche Oper Berlin Special Award take highly distinguished performance or education opportunities in very reputable music institutions; however, there is no information on the benefits of Honourable Mention, Opera and Ballet Foundation Special Encouragement Award, Turkey Opera and Ballet Foundation Istanbul Branch Mustafa İktu Special Award, Sedat-Güzin Gürel Art and Science Foundation Special Prize and Doğuş Audience Award, which were granted in the former competitions. Table 3 shows the prizes and the benefits based on competition in 2018.

PRIZES	BENEFITS
1 st Prize	€ 12.500
2 nd Prize	€ 7.500
3 rd Prize	€ 3.500
Accademia Teatro Alla Scala Special Award	Three-month scholarship at the Accademia Teatro Alla Scala
Leyla Gencer Audience Award	Performance in a concert at the Istanbul Music Festival
Opera Narodowa Special Award	Performance in a production of the Polish National Opera ²
Royal Opera House Jette Parker Young Artists Programme (JTYAP) Special Award	Five coaching sessions and an audition for the JPYAP
Deutsche Oper Berlin Special Award	A role in a production of the Deutsche Oper Berlin
Borusan Istanbul Philharmonic Orchestra (BIPO) Special Award	Performance with the Borusan Istanbul Philharmonic Orchestra

Table 3. Prizes and benefits

Jury Members

Jury for the Final Rounds was constituted of national and international music authorities such as musicians / music writers / music directors from prestigious institutions such as Accademia Filarmonica Romana, Vienna Volksoper, Theatre du Capitole de Toulouse, The Royal Opera of London, Teatro alla Scala, Rome and Treviso Opera Houses, Paris Opera Comique, Royal Opera House, Rome Opera Theatre, Teatro Comunale-Bologna, Teatro di San Carlo di Napoli, Opéra de Monte-Carlo, Opera International Magazine Graz Opera Theatre, Borusan Istanbul Philharmonic Orchestra, Turkish State Opera and Ballet, Orchestra dei Pomeriggi Musicali di Milano, Sferisterio Opera Festival, Teatro del Maggio Musicale Fiorentino, Valencia Opera, Pergolesi Sponitini Jesi Foundation, Eurobottega, Opera Magazine, Quartetto Society in Milan, Teatro la Fenice, Accademia d'Arte Lirica di Osimo, Teatro Verdi, Opera Narodowa, Opéra de Rennes, Opera di Firenze Accademia del Maggio, Mimar Sinan Fine Arts University State Conservatoire, Deutsche Oper Berlin Operndirektor and Festival della Valle d'Itria. Table 4 presents the jury members for the finals by year, name and information regarding their profession and institution. It is important to state that the majority of the jury members were directors of opera houses and opera singers; and they are mostly foreign music authorities. Furthermore, one of the jury member served as "president of the jury" in each competition whereas an additional member was in charge as "coordinator."

YEAR	JURY MEMBER	INSTITUTION / PROFESSION
1995	Massimo Bogianckino, <i>president of the jury</i>	Accademia Filarmonica Romana
	Aydın Gün, <i>coordinator</i>	Tenor, Opera Director
	Klaus Bachler	Vienna Volksoper
	Nicholas Joel	Theatre du Capitole de Toulouse
	Helga Schmidt	The Royal Opera of London
	Gianni Tangucci	Teatro alla Scala
	Vincenzo de Vivo	Artistic Director of Rome and Treviso Opera Houses
1997	Aydın Gün, <i>president of the jury</i>	Tenor, Opera Director
	Leyla Gencer	Soprano
	Pierra Medecin	Director of Paris Opera Comique
	Helga Schmidt	Artistic Consultant of Royal Opera House

² <https://www.iksv.org/en/news/8th-leyla-gencer-voice-competition-concluded>

	Gianni Tangucci	Artistic Director of Rome Opera Theatre
	Luca Targetti	Casting Director of Teatro alla Scala
	Vincenzo De Vivo	Artistic Director of Teatro Comunale-Bologna
2000	Aydın Gün, <i>president of the jury</i>	Tenor, Opera Director
	Leyla Gencer	Soprano
	Francesco Canessa	General Director of Teatro di San Carlo di Napoli
	John M. Mordler	General Director of Opéra de Monte-Carlo
	Sergio Segalini	Chief Editor of Opera International Magazine
	Karen Stone	General Director of Graz Opera Theatre
	Gianni Tangucci	Artistic Director of Rome Opera Theatre
	Luca Targetti	Casting Director of Teatro alla Scala
	Vincenzo De Vivo	Artistic Director of Teatro Comunale-Bologna
2006	Stephane Lissner, <i>president of the jury</i>	General Manager and Artistic Director of Teatro alla Scala
	Leyla Gencer	Soprano
	Gürer Aykal	Principal Conductor of Borusan Istanbul Philharmonic Orchestra
	Yekta Kara	Chief Director of the Turkish State Opera and Ballet
	John M. Mordler	General Director of Opéra de Monte-Carlo
	Gianni Tangucci	Artistic Director of Orchestra dei Pomeriggi Musicali di Milano
	Vincenzo De Vivo	Artistic Director of Teatro Comunale-Bologna
2008	Pier Luigi Pizzi, <i>president of the jury</i>	Artistic Director of the Sferisterio Opera Festival
	Paolo Arcà	Artistic Director of Teatro del Maggio Musicale Fiorentino
	Gürer Aykal	Principal Conductor of Borusan Istanbul Philharmonic Orchestra
	Yekta Kara	Chief Director of the Turkish State Opera and Ballet
	Gianni Tangucci	Assistant Artistic Director of Napoli San Carlo Theatre
	Luca Targetti	Casting Director of Teatro alla Scala
2010	Vincenzo De Vivo	Assistant Director of Valencia Opera
	Pier Luigi Pizzi, <i>president of the jury</i>	Artistic Director of the Sferisterio Opera Festival
	Gürer Aykal	Honorary Conductor of Borusan Istanbul Philharmonic Orchestra
	Renato Bruson	Baritone
	Yekta Kara	Chief Director of the Turkish State Opera and Ballet
	Gianni Tangucci	Director of Pergolesi Sponitin Jesi Foundation
2012	Luca Targetti	Accademia Teatro alla Scala International Project Development Manager
	Vincenzo De Vivo	Artistic Director of Eurobottega
	Mirella Freni, <i>president of the jury</i>	Soprano
	John Allison	Chief Editor of the Opera Magazine
	Paolo Arcà	Artistic Director of the Quartetto Society in Milan
	Yekta Kara	Chief Director of the Turkish State Opera and Ballet
	Fortunato Ortombina	Artistic Director of the Teatro la Fenice
Vincenzo Scalera	Pianist, Faculty Member of Accademia Teatro alla Scala	
2015	Vincenzo De Vivo	Artistic Director of the Accademia d'Arte Lirica di Osimo, Board Member of the Teatro Verdi, and Artistic Director of the Eurobottega
	Luciana Serra, <i>president of the jury</i>	Soprano
	David Gowland	Royal Opera House Jette Parker Young Artists Programme Director
	Yekta Kara	Chief Director of the Turkish State Opera and

		Ballet
	Izabela Klosinska	Casting Director of Opera Narodowa
	Antonio Pirolli	Conductor
	Alain Surrans	Director of Opéra de Rennes
	Gianni Tangucci	Artistic Director of Opera di Firenze Accademia del Maggio
2018	Renato Bruson, <i>president of the jury</i>	Baritone
	Sascha Goetzel	Borusan Istanbul Philharmonic Orchestra Artistic Director and Principal Conductor
	David Gowland	Royal Opera House Jette Parker Young Artists Programme Artistic Director
	Toni Gradsack	Teatro alla Scala Casting Manager
	Yekta Kara	Turkish State Opera and Ballet Former Director-in-Chief and Mimar Sinan Fine Arts University State Conservatoire Head of Opera Department
	Christoph Seufferle	Deutsche Oper Berlin Operndirektor
	Alberto Triola	Festival della Valle d'Itria Artistic Director

Table 4. Jury Members for the Finals

The jury for the final rounds was incorporated of 7 members, one of which was the president, for the competitions in 1995, 1997, 2006, 2008, 2010, 2012, 2015, 2018; and, 9 members for the one in 2000 (Table 5).

YEAR	NUMBER OF JURY MEMBERS
1995	7
1997	7
2000	9
2006	7
2008	7
2010	7
2012	7
2015	7
2018	7

Table 5. Number of Final Jury Members by Year

According to the competition's official website, there were preliminary auditions starting from the 6th competition.³ It is observed that, there is information on preliminary auditions for 2012's and 2015's competitions, however, non is presented for the competitions between 1995 and 2010, and 2018. Table 6 shows data regarding preliminary auditions by year, name, institution / profession and audition city. Considering this data, candidates for the final rounds were auditioned in Berlin, London, Vienna, Madrid, Milan, İstanbul, Paris and Warsaw by highly qualified musicians and music authorities from various institutions such as Berlin Staatsoper Opernstudio, Accademia Teatro alla Scala, Opera Magazine, Royal Opera House, Wiener Staatsoper, Italian Institut of Culture of Madrid, Turkish State Opera and Ballet, Opéra de Rennes, Staatsoper Unter den Linden Opernstudio, Silvio Verviso International Opera Studio, Polska Filharmonia Baltycka and Opera Narodowa.

³ <http://www.levlagencer.org/en/history>

YEAR	JURY MEMBER	INSTITUTION / PROFESSION	AUDITION CITY
1995-2010	-	-	-
2012	Boris Anifantakis	Responsible of Berlin Staatsoper Opernstudio	Berlin
	Daniele Borniquez	Responsible of Music Department of Accademia Teatro alla Scala	Berlin
	John Allison	Chief Editor of the Opera Magazine	London
	Daniele Borniquez	Responsible of Music Department of Accademia Teatro alla Scala	London
	David Gowland	Royal Opera House Jette Parker Young Artists Programme Director	London
	Daniele Borniquez	Responsible of Music Department of Accademia Teatro alla Scala	Vienna
	Rene Zisterer	Assistant of General Intendant Wiener Staatsoper	Vienna
	Daniele Borniquez	Responsible of Music Department of Accademia Teatro alla Scala	Madrid
	Carmelo di Gennaro	Music Critic, Director of Italian Institut of Culture of Madrid	Madrid
	Luisa Vinci	General Director of Accademia Teatro alla Scala	Madrid
	Daniele Borniquez	Responsible of Music Department of Accademia Teatro alla Scala	Milan
	Vincenzo Scalera	Pianist, Faculty Member of Accademia Teatro alla Scala	Milan
	Daniele Borniquez	Responsible of Music Department of Accademia Teatro alla Scala	Istanbul
	Yekta Kara	Chief Director of the Turkish State Opera and Ballet	Istanbul
	Nadia Nigris	Deputy Manager of Accademia Teatro alla Scala	Istanbul
2015	Vincenzo Manno	Tenor, Faculty Member of Accademia Teatro alla Scala	Paris
	Alain Surrans	Director of Opéra de Rennes	Paris
	David Gowland	Royal Opera House Jette Parker Young Artists Programme Director	London
	Vincenzo Scalera	Pianist, Faculty Member of Accademia Teatro alla Scala	London
	Boris Anifantakis	Staatsoper Unter den Linden Opernstudio Director	Berlin
	Umberto Finazzi	Faculty Member of Accademia Teatro alla Scala, Music Director of Silvio Verviso International Opera Studio	Berlin
	Luciana Serra	Soprano	Milan
	Umberto Finazzi	Faculty Member of Accademia Teatro alla Scala, Music Director of Silvio Verviso International Opera Studio	Milan
	Massimiliano Caldi	Principal Conductor of Polska Filharmonia Baltycka	Warsaw

	Izebela Klosinska	Casting Director of Opera Narodowa	Istanbul
	Umberto Finazzi	Faculty Member of Accademia Teatro alla Scala, Music Director of Silvio Verviso International Opera Studio	Istanbul
	Yekta Kara	Chief Director of the Turkish State Opera and Ballet	Istanbul
	Nadia Nigris	Deputy Manager of Accademia Teatro alla Scala	Istanbul
2018	-	-	-

Table 6. Jury Members for the Preliminary Auditions

Winners

LGVC was organized for nine times between 1995 and 2018. The awards granted were 1st, 2nd, 3rd, Honourable Mention, Opera and Ballet Foundation Special Encouragement Award, Turkey Opera and Ballet Foundation Istanbul, Sedat-Güzin Gürel Art and Science Foundation Special Prize, Accademia Teatro Alla Scala Special Award, Doğuş Audience Award, Leyla Gencer Audience Award, Opera Narodowa Special Award, Royal Opera House Jette Parker Young Artists Programme Special Award, Deutsche Oper Berlin Special Award, BIPO (Borusan Istanbul Philharmonic Orchestra) Special Award. The winners of the competition with various voice types such as soprano, mezzo-soprano, tenor, baritone, bass-baritone came from several countries including Turkey, Albania, Argentina, Norway, Italy, Yugoslavia, Georgia, Belarus, Romania, Kazakhstan, Greece, Germany, Sri Lanka, Korea, South Africa, Egypt, Brazil, United States of America (USA), Netherlands, Poland. Table 7, presents the winners by year, type of prize, name, voice type and country. It is noted that the 3rd and honourable mention prizes in 1997, 2nd prizes in 2006 and 2008, 3rd prizes in 2010 and 2015 were shared by two contestants.

YEAR	PRIZE	WINNER	VOICE TYPE	COUNTRY
1995	1 st Prize	Enkelejda Shkosa	Mezzo-Soprano	Albania
	2 nd Prize	Marcello Álvarez	Tenor	Argentina
	3 rd Prize	Birgül Su	Soprano	Turkey
	Honourable Mention	Tuncay Kurtoğlu	Bass	Turkey
1997	1 st Prize	Hege Tjønn	Soprano	Norway
	2 nd Prize	Paola Cigna	Soprano	Italy
	3 rd Prize	Nikola Mijailovic	Baritone	Yugoslavia
		Lasha Nikabadze	Tenor	Georgia
	Honourable Mention	Şenol Şakir Talınlı	Tenor	Turkey
Güneş Gürle		Bass-Baritone	Turkey	
2000	1 st Prize	Elena Salò	Mezzo-Soprano	Belarus
	2 nd Prize	Otilia Maria Aydın ^{DC}	Soprano	Romania/Turkey
	3 rd Prize	Perihan Diana Nayır	Soprano	Turkey
	Opera and Ballet Foundation Special Encouragement Award	Irina Muratbekova	Soprano	Kazakhstan
	Turkey Opera and Ballet Foundation Istanbul Branch Mustafa İktu Special Award	Marita Paparizou	Mezzo-Soprano	Greece
	Sedat-Güzin Gürel Art and Science Foundation	George Gagnidze	Baritone	Georgia

	Special Prize			
2006	1 st Prize	Nino Machaidze	Soprano	Georgia
	2 nd Prize	Elenore Marguerre	Soprano	Germany
		Francesca Ruospo	Soprano	Italy
	3 rd Prize	Burcu Uyar	Soprano	Turkey
2008	1 st Prize	Nazlı Deniz Boran	Soprano	Turkey
	2 nd Prize	Kishani Jayasinghe	Soprano	Sri Lanka
		Eung Kwang Lee	Baritone	Korea
	3 rd Prize	Anita Rachvelishvili	Mezzo-Soprano	Georgia
2010	1 st Prize	Pretty Yende	Soprano	South Africa
	2 nd Prize	Kartal Karagedik	Baritone	Turkey
	3 rd Prize	Anna Lapkovskaja	Mezzo-Soprano	Germany
Pervin Çakar		Soprano	Turkey	
2012	1 st Prize	Fatma Said	Soprano	Egypt
	2 nd Prize	Ludmilla Bauerfeldt	Soprano	Brazil
	3 rd Prize	Jessica Rose Cambio ^{PC}	Soprano	Italy/USA
	Accademia Teatro Alla Scala Special Award	Irina Ioana Baiant	Soprano	Romania
	Doğuş Audience Award (Voted by the Audience)	Fatma Said	Soprano	Egypt
2015	1 st Prize	Marigona Qerkezi	Soprano	Albania
	2 nd Prize	Jonathan Winell	Tenor	USA
	3 rd Prize	Deirdre Judith Angenent	Soprano	Netherlands
		Hubert Zapiór	Baritone	Poland
	Accademia Teatro Alla Scala Special Award	Marigona Qerkezi	Soprano	Albania
	Leyla Gencer Audience Award	Ayşe Şenogul	Soprano	Turkey
	Opera Narodowa Special Award	Ayşe Şenogul	Soprano	Turkey
	Royal Opera House Jette Parker Young Artists Programme Special Award	Hubert Zapiór	Baritone	Poland
2018	1 st Prize	Ezgi Karakaya	Mezzo-Soprano	Turkey
	2 nd Prize	Anna Doris Capitelli	Mezzo-Soprano	Italy
	3 rd Prize	Piotr Buszewski	Tenor	Poland
	Accademia Teatro Alla Scala Special Award	Piotr Buszewski	Tenor	Poland
	Leyla Gencer Audience Award	Ezgi Karakaya	Mezzo-Soprano	Turkey
	Royal Opera House Jette Parker Young Artists Programme Special Award	Faik Mansuroğlu	Baritone	Turkey
	Deutsche Oper Berlin Special Award	Doğukan Özkan	Bass-Baritone	Turkey
	BIPO Special Award	Ezgi Karakaya	Mezzo-Soprano	Turkey

Table 7. Winners of the Competition

LGVC has attracted numerous opera singers all around the world. The prizes were granted to outstanding singers from Turkey, Albania, Argentina, Belarus, Brazil, Egypt, Georgia, Germany, Greece, Italy, Kazakhstan, Korea, Netherlands, Norway, Poland, Romania, South Africa, Sri Lanka, United States of America (USA) and Yugoslavia. It is noted that two of the prize winners held dual citizenships (Italy/USA,

Romania/Turkey). In addition, 16 of the 49 prizes were won by Turkish contestants. Table 8 presents the number of prizes and their distribution by country and year.

COUNTRY / YEAR	1995	1997	2000	2006	2008	2010	2012	2015	2018	TOTAL
Turkey	2	2	1	1	1	2		2	5	16
Albania	1							2		3
Argentina	1									1
Belarus			1							1
Brazil							1			1
Egypt							2			2
Georgia		1	1	1	1					4
Germany				1		1				2
Greece			1							1
Italy		1		1					1	3
Italy – USA (DC ⁴ 1)							1			1
Kazakhstan			1							1
Korea					1					1
Netherlands								1		1
Norway		1								1
Poland								2	2	4
Romania							1			1
Romania – Turkey (DC 2)			1							1
South Africa						1				1
Sri Lanka					1					1
USA								1		1
Yugoslavia		1								1
TOTAL NUMBER OF PRIZES	4	6	6	4	4	4	5	8	8	49

Table 8. Number of Prizes by Nationality

In almost all the competitions, there were Turkish contestants who won various prizes, except the 2012's competition. A total number of 14 Turkish contestants (one with dual citizenship from Romania and Turkey) were granted 1st, 2nd, 3rd, Honourable Mention prizes, as well as Leyla Gencer Audience Award, Opera Narodowa Special Award, Royal Opera House Jette Parker Young Artists Programme Special Award, Deutsche Oper Berlin Special Award and BIPO Special Award. It is noted that there were discrepancies in the distribution of the prizes in 1997, 2000, 2015, 2017. Two Turkish contestants shared the Honourable Mention prize in 1997; one dual citizenship holder (from Romania-Turkey) won the 2nd prize in 2000; one contestant was awarded two prizes in 2015 while another one won three prizes in 2018. Award-winning Turkish contestants included 8 sopranos, 1 tenor, 2 baritones, 2 bass-baritones and 1 bass. Table 9 demonstrates the Turkish prize-winners of the competition by year, prize, name and voice type.

⁴ DC: Dual Citizenship.

YEAR	PRIZE	NAME	VOICE TYPE
1995	3 rd Prize	Birgül Su	Soprano
	Honourable Mention	Tuncay Kurtoğlu	Bass
1997	Honourable Mention	Şenol Şakir Talınlı	Tenor
		Güneş Gürle	Bass-Baritone
2000	2 nd Prize	Otilia Maria Aydın ^{DC}	Soprano
	3 rd Prize	Perihan Diana Nayır	Soprano
2006	3 rd Prize	Burcu Uyar	Soprano
2008	1 st Prize	Nazlı Deniz Boran	Soprano
2010	2 nd Prize	Kartal Karagedik	Baritone
	3 rd Prize	Pervin Çakar	Soprano
2012	-	-	-
2015	Leyla Gencer Audience Award	Ayşe Şenogul	Soprano
	Opera Narodowa Special Award	Ayşe Şenogul	Soprano
2018	1 st Prize	Ezgi Karakaya	Mezzo-Soprano
	Leyla Gencer Audience Award	Ezgi Karakaya	Mezzo-Soprano
	Royal Opera House Jette Parker Young Artists Programme Special Award	Faik Mansuroğlu	Baritone
	Deutsche Oper Berlin Special Award	Doğukan Özkan	Bass-Baritone
	BIPO Special Award	Ezgi Karakaya	Mezzo-Soprano

Table 9. Prizes Won by Turkish Singers

Table 10 below sets out the number of prizes won by Turkish singers by the type of prize and year. Turkish contestants won 17 prizes in total; 1 of them was granted to a contestant with dual citizenship of Romania and Turkey, which is included in this table. It is monitored that Turkish singers were awarded 1st prize in 2008 and 2018; 2nd prize in 2000 and 2010; 3rd prize in 1995, 2000, 2006, 2010; Honourable Mention prize in 1995 and 1997; and other special prizes including Leyla Gencer Audience Award, Opera Narodowa Special Award, Royal Opera House Jette Parker Young Artists Programme Special Award, Deutsche Oper Berlin Special Award and BIPO Special Award in 2015 and 2018.

PRIZE / YEAR	1995	1997	2000	2006	2008	2010	2012	2015	2018
1 st Prize					1				1
2 nd Prize			1 ^{DC}			1			
3 rd Prize	1		1	1		1			
Honourable Mention	1	2							
Leyla Gencer Audience Award								1	1
Opera Narodowa Special Award								1	
Royal Opera House Jette Parker Young Artists									1

Programme Special Award									
Deutsche Oper Berlin Special Award									1
BIPO Special Award									1
TOTAL	2	2	2	1	1	2	-	2	5
GENERAL TOTAL	17								

Table 10. Number of Prizes Won by Turkish Singers

Opera singers with various voice types participated in LGVC. The winners' voice types included soprano, mezzo-soprano, tenor, baritone, bass-baritone, bass and lacked alto. The following table (Table 11) shows the number of prizes by year and voice types. Based on the total count, it is noted that the majority of the prizes were awarded to sopranos. Out of the 49 prizes, 24 of them were granted to sopranos, 9 to mezzo-sopranos, 7 to baritones, 6 to tenors, 2 to bass-baritones and 1 to bass.

YEAR / VOICE TYPE	SOPRANO	MEZZO-SOPRANO	TENOR	BARITONE	BASS-BARITONE	BASS
1995	1	1	1			1
1997	2		2	1	1	
2000	3	2		1		
2006	4					
2008	2	1		1		
2010	2	1		1		
2012	5					
2015	5		1	2		
2018		4	2	1	1	
TOTAL	24	9	6	7	2	1
GENERAL TOTAL	49					

Table 11. Number of Prizes by Voice Types

Leyla Gencer Voice Competition's prize-winners included both male and female contestants. In all the competitions, there were male and female winners, except in 2006 and 2012. Table 12 presents the number of prizes by year and gender. As it is shown in the table, female prize-winners are predominant.

YEAR / GENDER	MALE	FEMALE
1995	2	2
1997	4	2
2000	1	5
2006	-	4
2008	1	3
2010	1	3
2012	-	5
2015	3	5
2018	4	4
TOTAL	16	33
GENERAL TOTAL	49	

Table 12. Number of Prizes by Gender

Organizers and Gala Concerts

It is important to reveal the organizers of the competition in order to establish more to the objectives towards an international recognition. The competition was organized by Yapı Kredi Bank in 1995, 1997 and 2000; and by IKSİ (Istanbul Foundation for Culture and ARTS) for the subsequent years. (Table 13)

YEAR	ORGANIZER
1995 - 2000	Yapı Kredi Bank
2006 - 2018	IKSİ (Istanbul Foundation for Culture and ARTS)

Table 13. Organizers of the Competition by Year⁵

The final rounds of the competition were organized as public-concerts with the finalists accompanied by orchestras such as Bilkent Symphony Orchestra, Cemal Reşit Rey (CRR) Symphony Orchestra and Borusan Istanbul Philharmonic Orchestra. The orchestras were led by distinguished conductors as Rauf Abdullayev, Cem Mansur, Orhan Şalliel, Güner Aykal, Pietro Miantini and Antonio Pirolli. Table 14 below presents these concerts by year.

YEAR	VENUE	CONDUCTOR	ORCHESTRA
1995	Cemal Reşit Rey Concert Hall	Rauf Abdullayev	Bilkent Academic Symphony Orchestra
1997	Cemal Reşit Rey Concert Hall	Cem Mansur	Bilkent Symphony Orchestra
2000	Cemal Reşit Rey Concert Hall	Orhan Şalliel	CRR Symphony Orchestra
2006	Hagia Eirene Museum	Güner Aykal	Borusan Istanbul Philharmonic Orchestra
2008	Hagia Eirene Museum	Güner Aykal	Borusan Istanbul Philharmonic Orchestra
2010	Hagia Eirene Museum	Güner Aykal	Borusan Istanbul Philharmonic Orchestra
2012	Hagia Eirene Museum	Pietro Miantini	Borusan Istanbul Philharmonic Orchestra
2015	Süreyya Opera Hall	Antonio Pirolli	Borusan Istanbul Philharmonic Orchestra
2018	Lütfi Kırdar ICEC Istanbul	Pietro Miantini	Borusan Istanbul Philharmonic Orchestra

Table 14. Gala Concerts for the Final Rounds by Year

Conclusion and Discussion

As a pioneering figure in the Turkish opera art, Leyla Gencer performed in countless operas in the stages of most prestigious national and international venues. Undoubtedly, she was not only a performer but also an inspiring musician for the younger generations of opera singers for developing themselves as universal contributors to the vocal arena and for introducing Turkish opera artists to the world. The competition in the name of her, LGVC, has led several Turkish and foreign singers to revive the charm of the opera art in Turkey, and generated tens of winners to debut in their careers worldwide.

Considering the analyses in the findings, the results of this research showed that the application requirements regarding age limit, audition repertory for the preliminary auditions / video recordings and final rounds, elimination process through the competition, providing accompanist, sponsors' support in accommodation for the finalists and the glorious gala concert in İstanbul, one of the world's oldest cities with its rich culture, has attracted hundreds of opera singers from all the nations. In addition, the awards surely created substantial funding and performance and education

⁵ Achieved from interview with Esra Çankaya.

opportunities for the finalists, which distributed the participation of the highest-level musicians to the competition.

The information on the jury members for the preliminary auditions and final rounds showed that the elimination was actualized by highly professional music authorities. The majority of the jury involved foreign professionals with esteemed careers in reputable music institutions; and the Turkish jury members, Leyla Gencer being in the first place, had nationally and internationally recognized careers. Thus, this formation of the jury elicited the highest-level prize winners and contributed to their promotion.

Regarding the organizing associations, Yapı Kredi Bank in the first 3 competitions and IKSİV (Istanbul Foundation for Culture and Arts) in the latter appear as institutions with their art-loving visions and financial capabilities, which is always essential for developing arts. Besides, the orchestras accompanying the finalists in the gala concerts and the conductors are among the finest in Turkey, which turned the competition into a glamorous celebration in the end.

According to the assessments on the winners, tens of winners from Turkey and different countries and with various voice types were granted very prestigious awards. The finalists were comprised of both male and female contestants, however, the majority of the prize winners were female, which showed that female singers are more eager to participate in this competition. The foreign winners of the competition included the best opera singers of the world, such as Fatma Said, Pretty Yende, Nino Machaidze, Marigona Qerkezi, Elena Salò, Hege Tjønne and Enkelejda Shkosa. However, reviewing the distribution of the prizes in all the competitions, it is important to state that Turkish contestants won most of the prizes, almost about one third of all. After the competition, all of them have built distinguished careers in Turkey and worldwide. For instance, Birgül Su, Tuncay Kurtoğlu, Şenol Şakir Talınlı, Otilia Maria Aydın, Perihan Diana Nayır, Nazlı Deniz Boran, Ayşe Şenogul, Ezgi Karakaya, Faik Mansuroğlu and Doğukan Özkan are employed as soloists in the State Opera and Ballet Institutions in İzmir, Ankara, İstanbul, Mersin ("Kultur ve Turizm Bakanlığı", n. d.). Additionally, Güneş Gürle ("Guenes Guerle", n. d.) is a soloist in Düsseldorf Opera and Opera am Rhein; Burcu Uyar ("Biam", n. d.) took soloistic roles in Berlin Staatsoper and Berlin Deutsche Oper; Kartal Karagedik ("Kartal Karagedik", n. d.) has been a soloist in Hamburg State Opera; Pervin Çakar ("Wikipedia", n. d.) took soloistic roles at Theater An Der Wien and Milan Teatro Alla Scala. Considering all these careers, it is a pride for the Turkish opera world with its artistic and educational establishments to be able to grow such eminent singers.

In conclusion, LGVC has announced several genius opera singers from Turkey and foreign countries to the world with its organization, prizes, jury formation, and the process in the auditions and final rounds, which is important to inspire younger generation of singers, especially Turkish. Therefore, we can recommend increasing such competitions not only in the opera but also in all the other fields of music to promote the arts and music in all terms. Additionally, hosting and organizing such competitions in Turkey are one of the best ways in introducing and extending our musicians and culture to the world. Furthermore, establishing national federation of music competitions is strongly suggested for creating a comprehensive archive of the competitions.

Peer-Review	Double anonymized - Two External
Ethical Statement	<i>It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.</i>
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%50), 2. Author (%50) Data Acquisition: 1. Author (%60), 2. Author (%40) Data Analysis: 1. Author (%40), 2. Author (%60) Writing up: 1. Author (%50), 2. Author (%50) Submission and Revision: 1. Author (%50), 2. Author (%50)

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	<i>Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.</i>
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%50), 2. Yazar (%50) Veri Toplanması: 1. Yazar (%60), 2. Yazar (%40), Veri Analizi: 1. Yazar (%40), 2. Yazar (%60) Makalenin Yazımı: 1. Yazar (%50), 2. Yazar (%50) Makale Gönderimi ve Revizyonu: 1. Yazar (%50), 2. Yazar (%50)

References / Kaynakça

- Akis, (1957), Haftalık Aktüelite Mecmuası, Cilt IX, Sayı:148, s.30, Ankara
- Aytepe, G. ve Yildiz, U. (2022). Apollon ve Marsyas'ın Müzik Yarışması Mitolojisinin Antik Dönem ve Avrupa Görsel Sanatlarına Yansımaları, *Journal of Research in Education and Society (JRES)*, 9(1), 188-207
- Çankaya, E. (2023, May 15). Personal Interview.
- Çelik, S. (2020). Klaros'ta Antik Tınılar: Auloslar, İnsan ve Toplum Bilimleri Araştırmaları Dergisi, 9 (3), 2412-2429.
- Ergene, E. (2021). E-Yarışmalar: Dijitalleşen Dünyada Klasik Müzik Yarışmaları, 11. Uluslararası Hisarlı Ahmet Sempozyumu, 230-241.
- Ilyasoglu, E. (2018). Ben Leyla Gencer La Diva Turca, Yapı Kredi Yayınları, İstanbul.
- Koyuncu, M.S., Şata, M., Karakaya, I. (2018). *Eğitimde Ölçme ve Değerlendirme Kongrelerinde Sunulan Bildirilerin Doküman Analizi Yöntemi ile İncelenmesi*, Eğitimde ve Psikolojide Ölçme ve Değerlendirme Dergisi, 9 (2), 216-238.
- Madak, R.U., (2019). *Türk Operasında Üç Öncü Kadın: Semiha Berksoy, Saadet İkesus Altan, Leyla Gencer*. (Yayınlanmamış Yüksek Lisans Tezi). Adıyaman Üniversitesi, Sosyal Bilimler Enstitüsü, Adıyaman.
- Oral, Z., (1992) *Tutkunun Romanı: Leyla Gencer*. Milliyet Yayınları, İstanbul.
- Öziş, Ü., (2006) *Leyla Gencer ve Opera Dünyası*. Sevda-Cenap And Müzik Vakfı Yayınları, Ankara.
- Toprak, G. (2022), Profesyonel Etkileşim Süreci Olarak Ulusal Genç Solist Yarışması, Erciyes Akademi, 36 (1), 344-362.
- Tunçdemir, İ. (1996). Çok Sesli Müzik Alanındaki Kadın Devlet Sanatçılarımız, (Yayınlanmamış Yüksek Lisans Tezi), Ankara Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- T.C. Kültür ve Turizm Bakanlığı. (2009). *Leyla Gencer*. Editör: Zeynep Oral, Kültür ve Turizm Bakanlığı Yayınları; 3178. Kütüphaneler ve Yayınlar Genel Müdürlüğü Anma ve Armağan Kitapları Dizisi, Ankara.
- Utlu, O. (2010). *Cumhuriyet Döneminde Türkiye Coğrafyasında Operanın Gelişim Süreci*, (Yayınlanmamış Yüksek Lisans Tezi), Mersin Üniversitesi, Sosyal Bilimler Enstitüsü, Mersin

Web Sources

- BIAM Burcu Uyar <https://biamartists.com/burcu-uyar-biografy> (Accessed in: 27.05.2023)
- Bogazici Üniversitesi Oduller, Accessed in: 12.05.2023, <https://arastirma.boun.edu.tr/tr/oduller/fahri-doktora-unvani>
- Çetin, Z. (2020, 9 Haziran), Sesiyle sınırları aşmak, coğrafyaları büyülemek: Leyla Gencer, Accessed in:12.05.2023, <https://gaiadergi.com/sesiyle-sinirlari-asmak-cografyalari-buyulemek-leyla-gencer/>

Guenes Guerle <https://www.guenesguerle.com/biography> (Accessed in: 27.05.2023)

Ismet Inonu Vakfi (n.d.), Accessed in: 25.05.2023, (<https://www.ismetinonu.org.tr/akis-dergisi/>).

Kartal Karagedik <https://www.kartalkaragedik.com/vita> (Accessed in: 27.05.2023)

Kültür ve Turizm Bakanlığı (n.d.). Birgül Su Ariç <https://www.operabale.gov.tr/tr-tr/Sayfalar/artistdetail.aspx?ArtistId=4809> (Accessed in: 27.05.2023)

Kültür ve Turizm Bakanlığı (n.d.). Tuncay Kurtoğlu <https://www.operabale.gov.tr/tr-tr/Sayfalar/artistdetail.aspx?ArtistId=7776> (Accessed in: 27.05.2023)

Kültür ve Turizm Bakanlığı (n.d.). Şenol Talınlı <https://www.operabale.gov.tr/tr-tr/Sayfalar/artistdetail.aspx?ArtistId=398> (Accessed in: 27.05.2023)

Kültür ve Turizm Bakanlığı (n. d.). Maria Otilia Radulescu İpek <https://www.operabale.gov.tr/tr-tr/Sayfalar/artistdetail.aspx?ArtistId=1107> (Accessed in: 27.05.2023)

Kültür ve Turizm Bakanlığı (n.d.). Perihan Diana Nayır Artan <https://www.operabale.gov.tr/tr-tr/Sayfalar/artistdetail.aspx?ArtistId=1115> (Accessed in: 27.05.2023)

Kültür ve Turizm Bakanlığı (n.d.). Nazlı Deniz Süren <https://www.operabale.gov.tr/tr-tr/Sayfalar/artistdetail.aspx?ArtistId=1270> (Accessed in: 27.05.2023)

Kültür ve Turizm Bakanlığı (n.d.). Ayşe Şenogul <https://www.operabale.gov.tr/tr-tr/Sayfalar/artistdetail.aspx?ArtistId=7620> (Accessed in: 27.05.2023)

Kültür ve Turizm Bakanlığı (n.d.). Ezgi Karakaya <https://www.operabale.gov.tr/tr-tr/Sayfalar/artistdetail.aspx?ArtistId=3632> (Accessed in: 27.05.2023)

Kültür ve Turizm Bakanlığı (n.d.). Faik Mansuroğlu <https://www.operabale.gov.tr/tr-tr/Sayfalar/artistdetail.aspx?ArtistId=6673> (Accessed in: 27.05.2023)

Kültür ve Turizm Bakanlığı (n.d.). Doğukan Özkan <https://www.operabale.gov.tr/tr-tr/Sayfalar/artistdetail.aspx?ArtistId=5280> (Accessed in: 27.05.2023)

Leyla Gencer Voice Competition (n.d.). <http://www.leylagencer.org/tr/> (Accessed in: 27.05.2023)

Öktem, A. (2018, 10 Mayıs), Leyla Gencer'i yeterince anabiliyor muyuz?, sanattan yansımalar, Accessed in:12.05.2023,

<https://www.sanattanyansimalar.com/yazarlar/ayse-oktem/leyla-genceri-yeterince-anabiliyor-muyuz/1716/>

Wach, E. and Ward, R. (2013). *Learning about qualitative document analysis*, Institute of Development Studies, Practice Paper in Brief, Accessed in: 25.05.2023, <https://opendocs.ids.ac.uk/opendocs/handle/20.500.12413/2989>.

Wikipedia (n.d.). Pervin Çakar https://tr.wikipedia.org/wiki/Pervin_Chakar (Accessed in: 27.05.2023)



2023, 12 (3), 2056-2077 | Research Article

A Bibliometric Analysis of Research on Climate and Change Business Enterprises

Ayşe Meriç YAZICI ¹

Abstract

Climate change is a global issue with far-reaching impacts on various aspects of society, including businesses. Thus, business enterprises have no choice but to adapt to changing environmental conditions. This study aims to reveal the existing research trends and focus areas via a comprehensive bibliometric analysis to determine the correlation between climate change and business enterprises in literature. The methods used in the article include analyzing the data obtained from large databases such as Scopus. The article analyses the number of articles examining the relationship between climate change and businesses between 1989 and 2023, the journals in which these articles were published, authors, citation counts and keywords, co-author analyses and word networks, thematic clusters in the literature, types of publications, keywords, sources, the most productive journals according to Bradford's law, how word clouds and word trees were created for the topic, and trending topic analyses. This analysis shows the importance of research between climate change and businesses and the developments in this field. The findings of the article show that the impacts of climate change on businesses are gradually increasing and the number of researches on this subject is increasing. In addition, it is seen that an interdisciplinary approach has been adopted to examine the relationship between climate change and enterprises, and research in this field has diversified. As a result, this article provides a valuable resource for researchers who want to understand the relationship between climate change and businesses and guide research in this field. By emphasizing the size and diversity of the scientific literature on climate change, it reveals the potential for further contribution to research in this field. It provides a valuable resource for researchers, policymakers and business leaders who want to understand the relationship between climate change and businesses and to guide scientific studies in this field. The interaction of climate change and businesses is becoming increasingly important for environmental sustainability and business strategies, and this article is an important resource to illuminate this important topic.

Keywords: Climate Change, Business, Bibliometric Analysis, R Programme, VosViewer

Yazıcı, A. M. (2023). A Bibliometric Analysis of Research on Climate and Change Business Enterprises . Journal of the Human and Social Science Researches , 12 (3) , 2056-2077 .
<https://doi.org/10.15869/itobiad.1315382>

Date of Submission	15.06.2023
Date of Acceptance	26.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Asst. Prof., İstanbul Gelisim University, Faculty of Economics, Administrative and Social Sciences, Department of International Trade and Business Administration, İstanbul, Türkiye, ayazici@gelisim.edu.tr, ORCID:0000-0001-6769-2599



2023, 12 (3), 2056-2077 | Araştırma Makalesi

İklim Değişikliği ve İşletmeler Üzerine Yapılan Araştırmaların Bibliyometrik Bir Analizi

Ayşe Meriç YAZICI¹

Öz

İklim değişikliği, işletmeler de dahil olmak üzere toplumun çeşitli yönleri üzerinde geniş kapsamlı etkileri olan küresel bir sorundur. Bu nedenle, işletmelerin değişen çevresel koşullara uyum sağlamaktan başka seçeneği yoktur. Bu çalışma, literatürde iklim değişikliği ve işletmeler arasındaki ilişkiyi belirlemek için kapsamlı bir bibliyometrik analiz yoluyla mevcut araştırma eğilimlerini ve odak alanlarını ortaya çıkarmayı amaçlamaktadır. Makalede kullanılan yöntemler arasında, Scopus gibi büyük veri tabanından elde edilen verilerin analizi bulunmaktadır. Makalede, 1989-2023 yılları arasında iklim değişikliği ile işletmeler arasındaki ilişkiyi inceleyen makalelerin sayısını, bu makalelerin yayınlandığı dergileri, yazarları, atıf sayılarını ve anahtar kelimeleri, ortak yazar analizleri ve kelime ağları, literatürdeki tematik kümeler, yayın türleri, anahtar kelimeler, kaynaklar, Bradford yasasına göre en verimli dergiler, konu için kelime bulutlarının ve kelime ağlarının nasıl oluşturulduğu ve trend konu analizler incelenmiştir. Bu analiz, iklim değişikliği ile işletmeler arasındaki araştırmaların önemini ve bu alandaki gelişmeleri göstermektedir. Makalenin bulguları, iklim değişikliğinin işletmeler üzerindeki etkilerinin giderek arttığını ve bu konuda yapılan araştırmaların sayısının arttığını göstermektedir. Ayrıca, iklim değişikliği ile işletmeler arasındaki ilişkiyi inceleyen disiplinlerarası bir yaklaşımın benimsendiği ve bu alandaki araştırmaların çeşitlendiği görülmektedir. Sonuç olarak, bu makale, iklim değişikliği ile işletmeler arasındaki ilişkiyi anlamak ve bu alandaki araştırmalara rehberlik etmek isteyen araştırmacılar için değerli bir kaynak sunmaktadır. İklim değişikliği konusundaki bilimsel literatürün büyüklüğünü ve çeşitliliğini vurgulayarak, bu alandaki araştırmalara daha fazla katkı yapma potansiyelini ortaya koymaktadır. İklim değişikliği ve işletmeler arasındaki ilişkiyi anlamak ve bu alandaki bilimsel çalışmaları yönlendirmek isteyen araştırmacılar, politika yapıcılar ve işletme liderleri için değerli bir kaynak sunmaktadır. İklim değişikliği ile işletmelerin etkileşimi, çevresel sürdürülebilirlik ve iş stratejileri açısından giderek daha önemli hale gelmektedir ve bu makale, bu önemli konuyu aydınlatmak için önemli bir kaynaktır.

Anahtar Kelimeler: İklim Değişikliği, İşletmeler, Bibliyometrik Analiz, R Program, VosViewer

Yazıcı, A. M. (2023). İklim Değişikliği ve İşletmeler Üzerine Yapılan Araştırmaların Bibliyometrik Bir Analizi . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 2056-2077 . <https://doi.org/10.15869/itobiad.1315382>

Geliş Tarihi	15.06.2023
Kabul Tarihi	26.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, İstanbul Gelişim Üniversitesi, İktisadi, İdari ve Sosyal Bilimler Fakültesi, Uluslararası Ticaret ve İşletme Bölümü, İstanbul, Türkiye, ayazici@gelisim.edu.tr, ORCID:0000-0001-6769-2599

Introduction

Climate change has significant impacts on businesses in various sectors (Okerek et al. 2011, p.8; Wright and Nyberg, 2016, p.1634). Climate change can cause weather events such as heat waves, extreme rainfall and floods, droughts, storms and hurricanes, and melting glaciers and rising sea levels (Coumou and Rahmstorf, 2012, p.491). These events can damage infrastructure, disrupt supply chains and cause direct losses for businesses (Fischer and Knutti, 2015, p.560; Clarke et al. 2022, p.2). Climate change can have negative impacts on global supply chains by affecting the availability and quality of raw materials, components, and products (Badjeck et al. 2010, pp.376-377; Davis et al. 2021, pp.54-55). Changes in temperature, rainfall patterns, and natural disasters can affect agricultural productivity, leading to shortages and price fluctuations. In addition, rising sea levels and increased storm activity can disrupt shipping and transport routes, causing delays and increased costs (Godde et al. 2021, pp.1-2).

Governments around the world are implementing policies and regulations to reduce global warming and carbon emissions. These measures include carbon pricing, emission reduction targets, and renewable energy incentives (Baranzini et al. 2017, pp.2-3). Businesses may face increased compliance costs, stricter environmental standards, and the need to adapt their operations to meet new regulations (Carl and Fedor, 2016, pp.51-52). Increased awareness of climate change has led to changes in consumer preferences and market dynamics. Consumers increasingly demand sustainable and environmentally friendly products and services (Porter and Van der Linde, 1995, p.111; Kolk and Pinkse, 2007, pp.1-2; Turker and Altuntas, 2014, pp.838-839). Businesses that cannot adapt to these changing preferences may face declining sales and market share. In contrast, companies that adopt sustainability and climate-friendly practices can gain a competitive advantage and attract environmentally conscious customers (Yu et al. 2022, pp.4-5).

Climate change is a major societal issue and businesses are increasingly being judged on their environmental practices. Negative environmental impacts such as high carbon emissions, deforestation, or pollution can damage a business's reputation and brand image (Stern and Wolske, 2016, p.1; Jordan et al. 2018, p.83; Mora et al. 2018, p.931). In contrast, businesses that adopt sustainable practices and demonstrate a commitment to addressing climate change can enhance their reputation and increase customer loyalty (Zhang et al. 2022, pp.2-3).

Climate change also poses financial risks to businesses through increased insurance costs, asset depreciation, and investment losses. Insurers may raise premiums or reduce coverage in regions prone to climate-related risks (Frame et al. 2020, pp.782-783). Assets located in areas vulnerable to climate impacts, such as coastal properties, may lose value (Houze Jr et al. 2011, pp.291-292; van Oldenborgh et al. 2017, pp.2-3). Moreover, investments in fossil fuels and other carbon-intensive industries may become financially risky as the world transitions to a low-carbon economy (Zhang et al. 2022, pp.1914-1915). To overcome these challenges, businesses are increasingly incorporating climate change considerations into their strategies (Allam and Jones, 2019, pp.2-3). In this context, sustainable practices are being implemented, climate resilience plans are being developed, renewable energy sources are increasing, and the risks presented by the transition to a low-carbon economy are being reduced. Businesses are adopting innovation to capitalize on these opportunities (Shayan et al. 2022, pp.2-3).

This study offers a comprehensive literature review on the current state of climate change research focusing on its business impact. It also highlights the topics garnering the most attention and sheds light on potential gaps and opportunities for future research studies on climate change and business enterprises. Based on current research findings, it provides valuable insights for policymakers and business leaders, thus paving the way for more effective policies and practices. As a bibliometric analysis, this study will offer a more precise understanding of how new research will address the gaps in the field and complement the existing work by pointing to the gaps, relevant studies, publication trends and policy recommendations. As a result, it will lay the groundwork for future research endeavours.

This article is organized and sequenced as follows. First, the data and bibliometric methods used are presented, while the second section summarises the research results. The third section discusses implications and empirical gaps. The fourth section presents the conclusions of this study. Section five presents conclusions and recommendations for future research for organizations.

Bibliometric Analysis

The main objective of this research is to analyse and systematise various aspects of the existing literature at the intersection of climate change and business. This aim corresponds to the broader objective of the topic to be examined. There are two approaches that are appropriate to achieve such objectives. The first is the subjective approach, which is based on scientists' interpretation of the topic they wish to investigate (Tranfield et al. 2003, pp.215-216). The other is the objective approach based on bibliographic and quantitative methods (Di Stefano et al. 2010, pp.8-9). A combination of the two approaches seems to be necessary to grasp the structure and characteristics of any research topic. The second approach, the objective approach, is increasingly adopted to study new areas of research that attract the interest of different fields. Qualitative approaches are subject to a cognitive bias linked to the expertise of the researchers (Appio et al. 2014, p.626). Accordingly, this study proposes to use an objective and subjective approach to examine how the topic of Climate Change and Business is integrated into the business and management fields. In particular, bibliometric analysis will be adopted as the objective approach.

Bibliometric analysis is a method used to examine and evaluate scientific literature using various measures (Tunçay and Yağız, 2020, p.269). Bibliometric analysis is a powerful tool used to understand scientific communication, trends, influences, and interactions between fields (Pritchard, 1969, p.348; Verbeek et al. 2002, pp.399-400). It involves statistical analysis of bibliographic data such as citations, publication counts, author affiliations, and keywords to gain insight into patterns and trends of scientific literature (Small, 1999, pp.799-800; Grant, 2000, p.1108; Ellegaard and Wallin, 2015, p.1810).

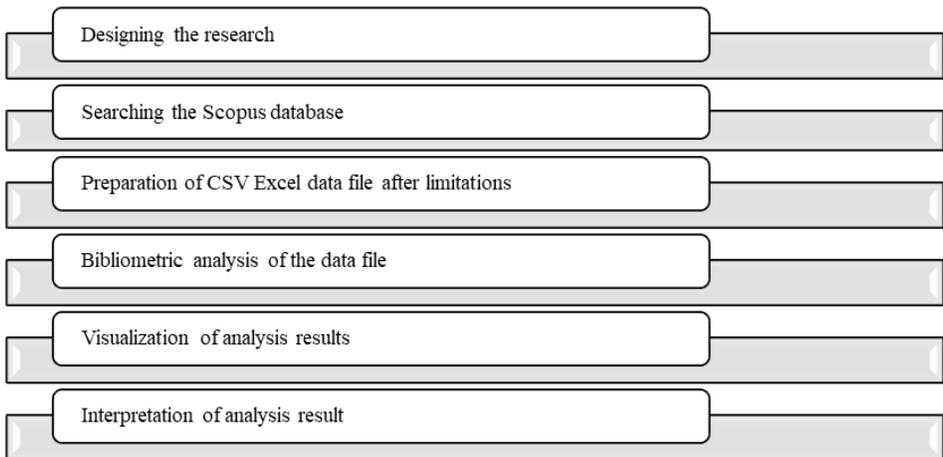
The primary purpose of bibliometric analysis is to assess the impact and influence of scientific work and also to identify important contributors and areas of research in a particular field. It provides researchers, institutions, and policy makers with valuable information about productivity, visibility, and collaboration patterns in a particular field of study (Glänzel, 1996, pp.167-168).

Methodology

The population of the study consists of all documents in the field of climate change and enterprises. For this purpose, the documents in the Scopus database between 1989-2023 (34 years) were used as a sample. In the Scopus database, Title + Abstract + Keywords + Keywords Plus sections were included by selecting the subject title, while in the Scopus database, Article Title + Abstract + Keywords + Keywords + Keywords sections were selected. The search was performed by using the quoted words "Climate change" AND "Business". As a result of the search for "Climate change" AND "Business" in the Scopus database, 8395 studies were reached. Social sciences were limited to business, management and accounting, economics, econometrics and finance, decision sciences and psychology and 1717 publications were included in the study. The data were first obtained separately in CSV excel format. Then, using R programming language, RStudio, bibliometrix and openxlsx libraries, the data were combined and transferred to Excel. During this transfer, duplicate records were automatically eliminated using a computer programme written in R language. Co-authorship of authors and co-occurrence of keywords were analysed with VosViewer software.

Research model

The aim of this research is to describe the literature on climate change and enterprises. The flow diagram created for this research is shown in Graphic 1.



Graphic 1. Figure diagram of the research

The questions sought to be answered while designing the research are as follows;

- What are the concept of climate change and the types of publications related to businesses?
- Who are the authors with the most publications on the concept of climate change and enterprises?
- What are the trending topic analyses for the concept of climate change and enterprises?

- What are the co-author analyses on the concept of climate change and enterprises?
- What are the keyword networks related to the concept of climate change and enterprises?
- How were word clouds and word trees created for the concept of climate change and enterprises?
- What are the most relevant references related to the concept of climate change and enterprises?
- Which journals are the most productive according to Bradford's law on the concept of climate change and enterprises?
- What are the most relevant words related to the concept of climate change and enterprises?
- How is the source production of concepts related to the concept of climate change and enterprises between 1989-2023?

Findings

Basic characteristics of the literature

1717 publications published between 1989-2023 were identified. In Table 1, general information about the data set obtained after the search profile of publications related to climate change and enterprises in the Scopus database in 34 years is given.



Graphic 2. Main information about data

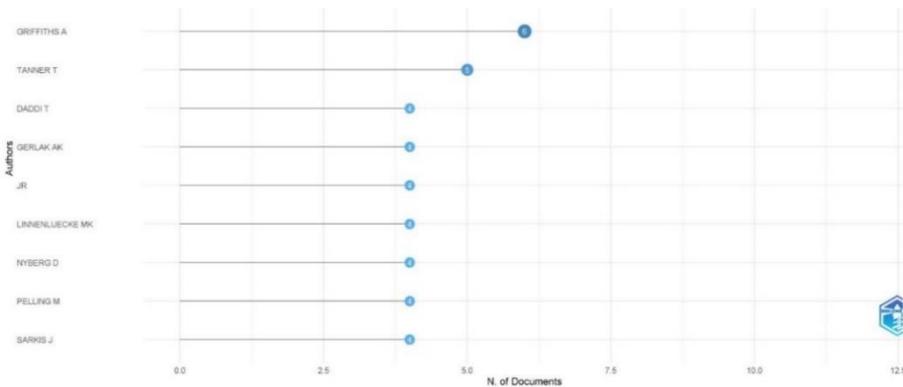
Additional summary information about the sample is provided in Table 1.

Table 1. Main Information about the sample

<i>Description</i>	<i>Results</i>	<i>Description</i>	<i>Results</i>
MAIN INFORMATION ABOUT DATA		Authors of single-authored docs	402
<i>Timespan</i>	1989:2023	AUTHORS COLLABORATION	
<i>Sources (Journals, Books, etc)</i>	829	Single-Authored Docs	402
<i>Documents</i>	1717	Co-Authors Per Doc	3.12
<i>Annual Growth Rate %</i>	13.58	International Authorships %	27.32

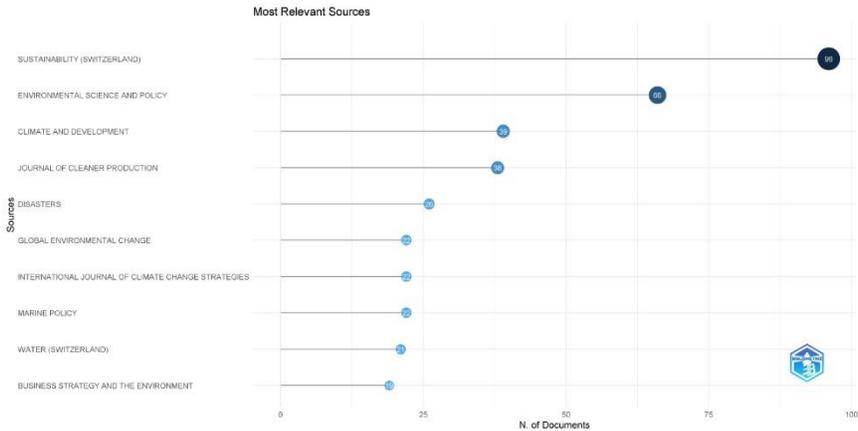
Document Average Age	6.55	DOCUMENT TYPES	
Average Citations Per Doc	23.46	Article	1367
References	1	Book	204
DOCUMENT CONTENTS		Conference Proceeding	86
Author's Keywords (DE)	4470	Book Series	45
AUTHORS		Trade Journal	17
Authors	4964		

According to Table 1, most of the published articles have more than one author and only 402 of them have only one author. Of the total 1717 publications, 1367 are articles, 204 are books, 86 are conference proceedings, 45 are book series and 17 are trade journals. This subject has an annual growth rate of 13.58 and an average of 23.46 citations per document. The average number of co-authors per document is 3.12. The percentage of international co-authors is 27.32.



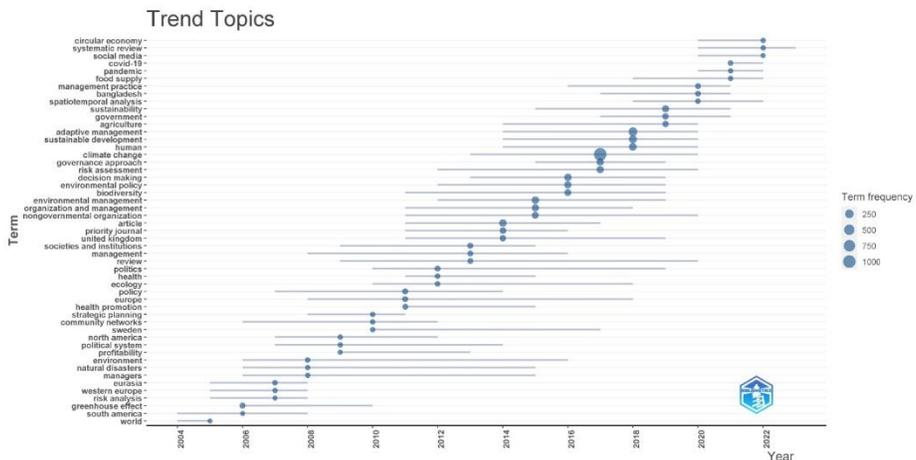
Graphic 3. Authors with the most publications

Figure 3 shows the first 9 authors with the highest number of publications in the studies on climate change and enterprises in the Scopus database. Accordingly, it is seen that the author with the highest number of publications is Griffiths, A. (6 publications), the author with the second highest number of publications is Tanner, T. (5 publications) and the number of publications of the authors in the last seven is (4 publications). Griffiths is the author with the most publications in the field of climate change and business. This is probably due to his expertise, experience, or interest in this field. It may also indicate that he has made significant contributions through his work in this field. Tanner is recognized as an important researcher in this field and is ranked second with 5 publications. This indicates that he has made important contributions to the subject. Also, the fact that Griffiths, A. is just behind him may indicate a close competition in terms of publications on climate change and business. The fact that the authors in the last seven have 4 publications each indicates that a variety of experts in this field have made significant contributions. These authors may have worked in this field with different perspectives and research approaches. This diversity may indicate that different dimensions of climate change and businesses are being addressed.



Graphic 4. Most relevant references

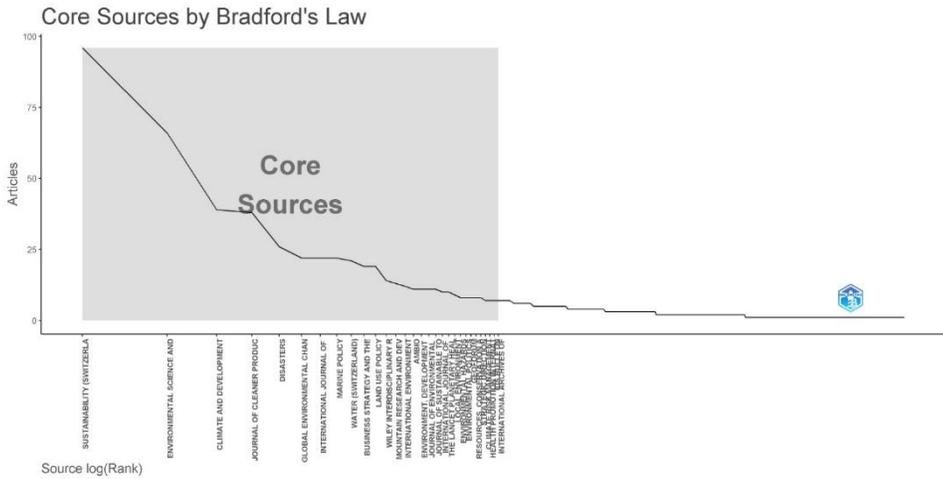
Figure 4 shows the related references. Sustainability (Switzerland) ranks first with 96 articles, followed by Environmental Science and Policy (66), Climate and Development (39), and Journal of Cleaner Production (38). Based on the results of the bibliometric analysis, it shows that Switzerland is a leading country in terms of sustainability-related research and publications. The 96 articles from Switzerland represent a significant scientific contribution in this field. This shows that the work on sustainability by universities, research organizations and scientists in Switzerland is internationally notable. It also shows that journals such as Environmental Science and Policy, Climate and Development, and the Journal of Cleaner Production constitute an important literature on sustainability issues and support research in this field. The number of articles in these journals shows how much interest these topics attract and that there is an intense scientific interaction in these fields.



Graphic 5. Trend topics

Trend topic analysis is an analysis that shows which key concepts are more common in publications in which years. This analysis shows which concepts are studied more in which years in the field. Trend topic analysis provides us with detailed information

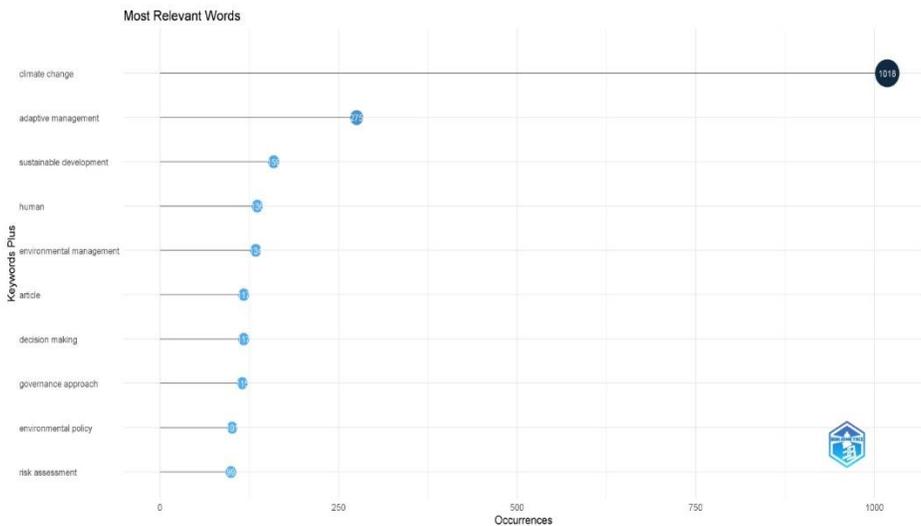
about a field conceptually (Aydınoglu et al. 2023, p.254). While the concept of the world between 2004-2005 or South America between 2004-2008 was a subject studied in climate change and business literature, it is seen that the number of subjects studied has increased and the concepts have changed with the increasing number of publications in recent years. In 2015 and afterward, it is seen that there has been an increase in environmental and climate change issues. It is seen that the concept of climate change is the concept with the highest frequency value, especially between 2013-2020, and the topics related to climate change gain importance following the topics in the following years. The result of the bibliometric analysis shows that the number of publications of climate change and topics in the business literature has increased in South America and in the world in general for a certain period (2004-2008). Moreover, from 2015 onwards, there is an even greater increase in environmental and climate change issues. Since 2005, the issue of climate change has received more attention, indicating that this issue is becoming more recognised by many people and organizations around the world. Various environmental events and awareness-raising campaigns may have been effective during this period. Since 2015, the increase in environmental and climate change issues shows that the number of scientists and researchers working in these fields has increased and these issues have gained more importance. It is seen that the concept of climate change has the highest frequency value between 2013-2020 and this issue has gained importance. This shows that more research is being conducted on climate change in scientific and academic circles and that this topic is becoming more prominent.



Graphic 6. Bradford's law

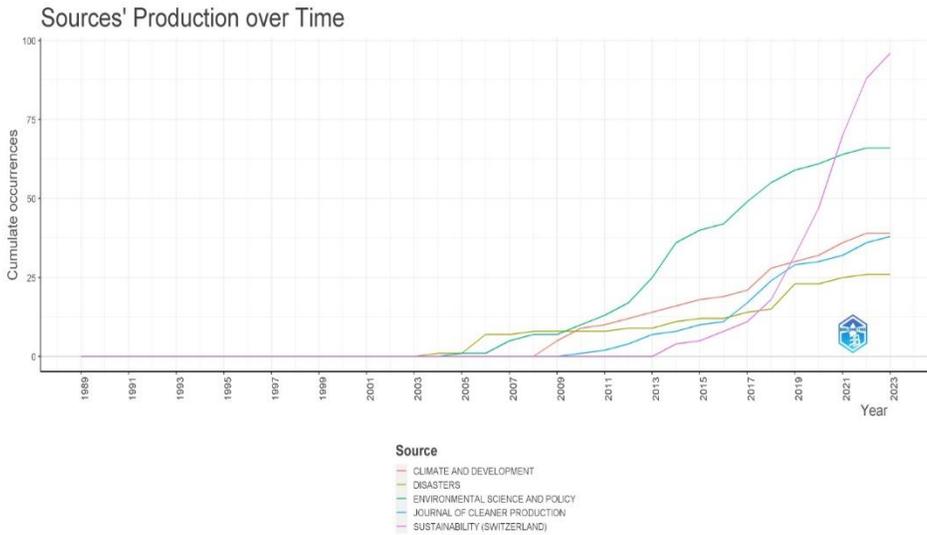
In 1934, Bradford's law, formulated by Samuel C. Bradford to examine the distribution of a concept in the literature, categorizes the sources publishing in this field. The criterion determined in the formation of these groups is the same number of publications in each region (Tonta and Al, 2008, pp.43-44). The difference here is that although the number of publications is the same, the number of journals will be different. The reason for this is that the productivity of journals is not the same (Srisusilawati et al. 2021, p.7). In the Bradford Law graph, where the relationship between journals and articles on climate change and businesses is analyzed, it is seen that the most productive journal in Region 1 is Sustainability (Switzerland). This means

refers to the efforts of businesses to achieve a balance between human resource management and environmental sustainability. Businesses should fulfil their responsibilities towards both their employees and the environment. This term may represent the sources from which academic research examines and publishes topics relevant to business. Articles play an important role in the development of business literature. Businesses use various methods to make strategic and operational decisions. Therefore, decision-making processes play a central role in business management. Business governance includes topics such as corporate governance principles, codes of ethics and the internal governance structure of companies. Businesses should adopt ethical and effective governance approaches.



Graphic 9. Most relevant words

Figure 9 shows that the most relevant word in 1717 publications is climate change (1018). Following climate change, the most relevant words are adaptive management (275), sustainable development (159), human (136), environmental management (134), article (117), decision making (117), governance approach (115), environmental policy (107) and risk assessment (99). The results of this bibliometric analysis show that the topic of "climate change" is an important focal point in the publication world. The number of studies on climate change is quite high compared to other topics. Other important words that studies on climate change focus on are related to concepts such as "adaptive management", "sustainable development", "human", "environmental management". These results show that there is a focus on how to achieve better management and sustainable development in relation to climate change. It also states that factors such as human impact and environmental management are also important in climate change. Concepts such as "article", "decision-making", "governance approach", "environmental policy" and "risk assessment" also indicate that research on climate change includes these topics and how they are addressed in this context.



Graphic 10. Sources' production over time

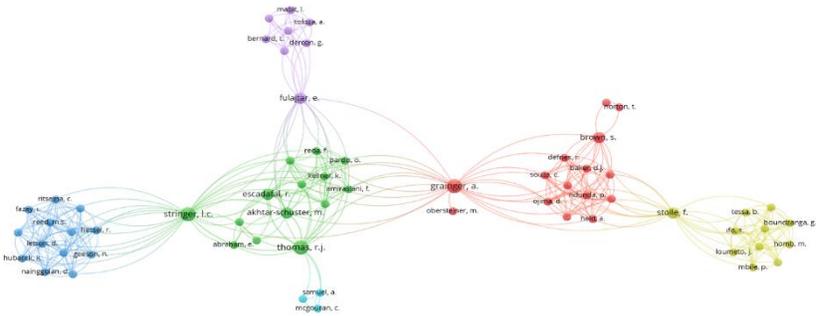
According to Figure 10, it is seen that the resource production of the concepts of "climate change" and "business", which are also used in the selection of articles between 1989 and 2023, has increased significantly, especially in 2017 and afterward in Sustainability (Switzerland). It is seen that there is an increase in the publications of the Journal of Cleaner Production in the field of climate change and enterprises after 2022. In contrast, there is a steady line in the publications of Disasters, Climate and Development, and Environmental Science and Policy, which fluctuated up and down until 2022. The results of this bibliometric analysis interestingly show that there is a significant increase in the field of climate change and business. Since 2017, global awareness of climate change and sustainability issues may have increased. With the impact of important international agreements such as the Paris Agreement and sustainability-related policy changes during this period, businesses and researchers may have focused more on these areas. After 2017, the focus on combating climate change and sustainable business practices may be due to increasing financial and economic pressures in the business world. Companies may have adopted sustainability strategies by paying more attention to their environmental and social responsibilities. Universities, research institutions and funders may have allocated more resources to research on climate change and business. This may have encouraged academics and researchers to work more in these areas. After 2022, the increase of the Cleaner Production Journal on these topics may indicate that this journal may have become an important platform in this field. Likewise, the fact that other journals have started to publish more articles on these topics may explain the reason for this increase. However, it is an interesting contrast that Disasters, Climate and Development and Environmental Science and Policy show a stable trend. The reason why these journals maintain a more constant volume of publications may be that they are concentrated in a particular area of specialisation or have a different readership. It is also important to note that these journals may be publishing research on topics not directly related to climate change and business in particular.

Network analysis of authors

In this part of the study, a cluster detection analysis was applied to observe the community-like structure in the author's co-citation network. Based on this analysis, dominant intellectual groups within the field were identified. Cluster detection analysis is a method used to identify groups or clusters of related entities within a larger network. The analysis was applied to the authors' co-citation network. The co-citation network represents the relationships between authors based on the frequency with which they are cited together in the bibliographies of various documents, indicating a link between their research (Waltman, 2016, pp.368-369). The cluster analyses (Figure 11 and Figure 12) identified six clusters based on the authors' lines of inquiry. As seen in Figure 11, in Cluster 1 (red), the most contributing authors are Grainger, A., and Brown, S.; in Cluster 2 (green), the most contributing authors are Stringer, I. C., Thomas, R. J., Escadafal, R., Akhtar-Schuster, M.; in Cluster 3 (blue), the most contributing authors are Fazey, I., Geeson, N., Hessel, R., and Hubacek, K. In Cluster 4 (yellow), the top contributing author is Stolle, F., in Cluster 5 (purple), the top contributing author is Fulajtar, E., and in Cluster 6 (turquoise), the top contributing authors are Mcgouran, C., and Samuel, A.

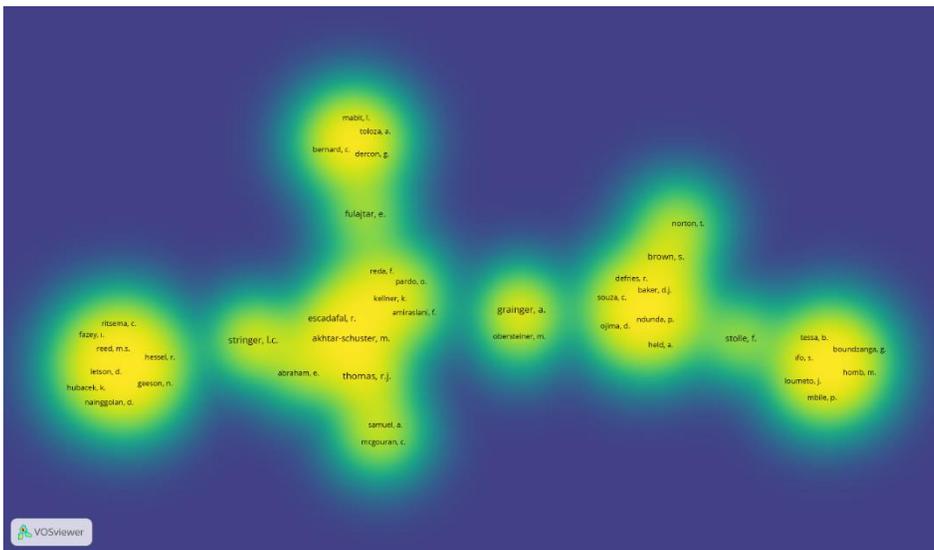
These data show six different clusters among authors obtained as a result of a bibliometric analysis. The clusters obtained from this analysis show that certain authors are concentrated in certain research areas and have made significant contributions in these areas.

Cluster 1 (Red) seems to represent an area of research in which authors such as Grainger and Brown have made the most contributions. These authors are probably pioneering figures in the field and their work is recognised as one of the main references in the field. Cluster 2 (Green) seems to represent a research area driven by authors such as Stringer, Thomas, Escadafal and Akhtar-Schuster. These authors must have made significant contributions to this field and provide important resources for those working in this area. Cluster 3 (Blue), authors such as Fazey, Geeson, Hessel and Hubacek have been identified as the top contributors to the blue cluster. This may be indicative of the importance of the area of research they are directing to the cluster. Cluster 4 (Yellow), Stolle is listed as the author who contributed the most to the yellow cluster. These authors should be prominent in the area of research that they have referred to the yellow cluster. Cluster 5 (Purple), Fulajtar is listed as the author who contributed the most to the purple cluster. These authors may have special expertise or a leadership role in the research area to which they contribute to the purple cluster. Cluster 6 (Turquoise), Mcgouran and Samuel appear to be the top contributors to the turquoise cluster. They must have a specific expertise or knowledge of the research area in which they represent this cluster.



Graphic 11. Co-authorship network.

Note: The first panel identified journal network, and second panel identified network density (N=1.717 publications). Created using VOS Viewer version 1.6.19.



Graphic 12. Visual representation of co-citation clusters

Note: The first panel identified journal network, and second panel identified network density (N=1.717 publications). Created using VOS Viewer version 1.6.19.

Network analysis of keywords and key research hotspots

Figure 13 and Figure 14 show the lexical co-occurrence network of publications on climate change and businesses, which is constructed by using the relations of keywords with each other. Here, the diameter of the circles indicates the number of times a word occurs in the sample, the links between them indicate the words used together, and the thickness of the link indicates the number of times these words are used together. The

Climate change has become a serious concern worldwide and has major impacts on businesses. The bibliometric analysis of this study reflects the importance of this issue in the business world. Climate change presents both risks and opportunities for businesses. This issue brings many business opportunities such as environmental sustainability, carbon footprint reduction, energy efficiency, and green products (Urhan et al. 2023, pp.81550-81551). In this context, businesses need to develop innovative solutions to cope with climate change and build a sustainable future.

Bibliometric analysis helped us to identify key actors and studies in the relevant literature. The results of this study allowed us to identify the countries, the most cited authors, and the most cited articles in the research on climate change and businesses. This information serves as a guide for future researchers and allows them to conduct more in-depth studies on related topics.

Furthermore, the bibliometric analysis also reveals collaborations and links between different disciplines (Ellegaard and Wallin, 2015, p.1810). It shows that research on climate change frequently interacts between different disciplines such as business, environmental sciences, economics, and social sciences. This interdisciplinary collaboration enables the development of more comprehensive and holistic solutions (Matos et al. 2022, p.3).

In conclusion, the bibliometric analysis of research on climate change and businesses reveals the size and diversity of the literature in this field. The imperative for businesses to cope with climate change and build a sustainable future is increasingly emphasized. Therefore, the findings of this study provide important guidance for business leaders, policymakers and researchers. More research needs to be conducted on climate change and businesses need to increase their sustainability efforts.

Future Recommendations

As a result of the research, some key strategies that businesses can adopt to effectively address the challenges of climate change are suggested. These recommendations are as follows:

Sectoral Focus: Strategies for coping with climate change may vary by business type. Future research should examine climate change impacts and adaptation strategies specific to businesses in different sectors. For example, customised research is needed for businesses in different industries, such as the energy sector, agriculture, tourism or the financial sector.

Risk Management and Adaptation Strategies: More work needs to be done to understand how businesses will cope with climate change. How can businesses' risk management strategies be shaped based on climate change scenarios? What can adaptation strategies be? Research on these issues can guide businesses.

Green Innovation: In the fight against climate change, more focus should be placed on green innovation and sustainability efforts of enterprises. Future studies should address how businesses can make their products, processes and business models more sustainable.

Financing and Investment: More research should be done on how businesses can find the necessary resources to tackle climate change and invest in sustainable projects. This should include examining the impacts of green finance and socially responsible

investment on business.

Policy and Regulation: How should businesses interact with governments' climate change policies and regulations? Future research should examine the strategies and potential opportunities for businesses to adapt to these policies and regulations.

Co-operation and Information Sharing: How can new models and platforms be created to increase climate change-related knowledge sharing and co-operation among businesses? This should be part of future work.

Training and Awareness: More focus should be placed on training and training materials to raise awareness of business owners, managers and employees on climate change.

Data and Monitoring: Better data and analytical tools are needed for businesses to monitor and assess climate change impacts. Future research should address how businesses can be better equipped in this regard.

Social Responsibility and Reputation Management: More work needs to be done to better understand the relationship between businesses' social responsibility and reputation management strategies and combating climate change.

Global Co-operation: Climate change is an international problem. Opportunities for businesses to co-operate globally and achieve sustainability goals should be further examined.

These recommendations can help businesses improve their strategies to cope with climate change and increase their sustainability. Future research addressing these issues can help businesses find more effective and sustainable solutions.

Peer-Review	Double anonymized - Two External
Ethical Statement	* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Değerlendirme	İki Dış Hakem / Çift Taraflı Köreleme
Etik Beyan	* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

References / Kaynakça

- Allam, Z., & Jones, D. (2019). Climate Change and Economics Resilience through Urban and Cultural Heritage: The Case of Emerging Small Island Developing States Economies. *Economies*, 7, 62. Doi:10.3390/economies7020062
- Appio, F. P., Cesaroni, F., & Di Minin, A. (2014). Visualizing the structure and bridges of the intellectual property management and strategy literature: a document co-citation analysis. *Scientometrics*, 101(1): 623-661.
- Aydınoğlu, A. U., İlhan, A. O., & Özer, Ö. K. (2023). Bir Sosyal Bilimler Araştırma Yöntemi Olarak Bibliyometri: Akademik Girişimcilik Örneği. *Pamukkale Sosyal Bilimler Enstitüsü Dergisi*, Sayı 55: 235-258.
- Badjeck, M.-C., Allison, E. H., Halls, A. S., & Dulvy, N. K. (2010). Impacts of climate variability and change on fishery-based livelihoods. *Mar. Policy*, 34: 375-383.
- Baranzini, A., van den Bergh, J. C. J. M., Carattini, S., Howarth, R. B., Padilla, E., & Roca, J. (2017). Carbon pricing in climate policy: seven reasons, complementary instruments and political economy considerations. *WIREs Clim Change*, 8: e462. Doi:10.1002/wcc.462
- Carl, J., & Fedor, D. (2016). Tracking global carbon revenues: A survey of carbon taxes versus cap-and-trade in the real World. *Energy Policy*, 96: 50-77. Doi:10.1016/j.enpol.2016.05.023
- Clarke, B., Otto, F., Stuart-Smith, R., and Harrington, L. (2022). Extreme weather impacts of climate change: an attribution perspective. *Environmental Research Climate*, 1, 012002. Doi:10.1088/2752-5295/ac6e7d
- Coumou, D., & Rahmstorf, S. (2012). A decade of weather extremes. *Nature Clim. Change*, 2: 491-496. <https://doi.org/10.1038/nclimate1452>.
- Davis, K. F., Downs, S., & Gephart, J. A. (2021). Towards food supply chain resilience to environmental shocks. *Nature Food*, 2: 54-65.
- Di Stefano, G., Peteraf, M., & Verona, G. (2010). Dynamic capabilities deconstructed: a bibliographic investigation into the origins, development, and future directions of the research domain. *Industrial and Corporate Change*, 19(4): 1187-1204.
- Ellegaard, O., & Wallin, J. A. (2015). The bibliometric analysis of scholarly production: How great is the impact?. *Scientometrics*, 105(3): 1809-1831.
- Fischer, E. M., & Knutti, R. (2015). Anthropogenic contribution to global occurrence of heavy-precipitation and high-temperature extremes. *Nat. Clim. Chang.* 5: 560-564. <https://doi.org/10.1038/nclimate2617>.
- Frame, D. J., Rosier, S. M., Noy, I., Harrington, L. J., Carey-Smith, T., Sparrow, S. N., Stone, D. A., & Dean, S. M. (2020). Climate change attribution and the economics costs of extreme weather events: a study on damages from extreme rainfall and drought. *Climatic Change*, 162: 781-797. Doi:10.1007/s10584-020-02729-y
- Glänzel, W. (1996). The need for standards in bibliometric research and Technology. *Scientometrics*, (35):167-176.
- Godde, C. M., Mason-D'Croz, D., Mayberry, D. E., Thornton, P. K., & Herrero, M.

- (2021). Impacts of climate change on the livestock food supply chain; a review of the evidence. *Global Food Security*, 28: 100488. Doi:10.1016/j.gfs.2020.100488
- Grant, J. (2000). Evaluating “payback” on biomedical research from papers cited in clinical guidelines: applied bibliometric study. *BMJ*, 320(7242): 1107-1111.
- Houze Jr., R. A., Rasmussen, K. L., Medina, S., Brodzik, S. R., & Romatschke, U. (2011). Anomalous atmospheric events leading to the summer 2010 Floods in Pakistan. *Bull. Am. Meteorol. Soc.*, 92(3): 291-298. <https://doi.org/10.1175/2010BAMS3173.1>.
- Jordan, A., Huitema, D., Van Asselt, H., & Forster, J. (2018). *Governing climate change: Polycentricity in action?*. Cambridge: Cambridge University Press.
- Kolk, A., & Pinkse, J. (2004). Market strategies for climate change. *European Management Journal*, 22(3), 304-314.
- Matos, S., Viardot, E., Sovacool, B. K., Geels, F. W., & Xiong, Y. (2022). Innovation and climate change: A review and introduction to the special issue. *Technovation*, 117, 102612. <https://doi.org/10.1016/j.technovation.2022.102612>
- Mora, C., Rollins, R. L., Taladay, K., Kantar, M. B., Chock, M. K., Shimada, M., & Franklin, E. C. (2018). Bitcoin emissions alone could push global warming above 2C. *Nature Climate Change*, 8(11): 931–933.
- Okerek, C., Wittneben, B., & Bowen, F. (2011). Climate Change: Challenging Business, Transforming Politics. *Business & Society*, 51(1). Doi:10.1177/0007650311427659
- Porter, M. E., & Van der Linde, C. (1995). Toward a new conception of the environment-competitiveness relationship. *The Journal of Economic Perspectives*, 9(4), 97e118.
- Pritchard, A. (1969). Statistical bibliography or bibliometrics?. *Journal of Documentation*, 25: 348-349.
- Shayan, N. F., Mohabbati-Kalejahi, N., Alavi, S., & Zahed, M. A. (2022). Sustainable Development Goals (SDGs) as a Framework for Corporate Social Restponsibility (CSR). *Sustainability*, 14, 1222. Doi:10.3390/su14031222
- Small, H. (1999). Visualizing science by citation mapping for Information Science. *Journal of the American Society*, 50, 799-813.
- Srisusilawati, P., Rusydiana, A. S., Sanrego, Y. D., & Tubastuvi, N. (2021). Biblioshiny R Application on Islamic Microfinance Research. *Library Philosophy and Practice (ejournal)*. 5096.
- Stern, P. C., & Wolske, K. S. (2017). Limiting climate change: what’s most worth doing?. *Environ. Rest. Lett.*, 12, 091001. Doi:10.1088/1748-9326/aa8467
- Tonta, Y., & Al, U. (2008). Türkçe makalelerin dergilere dağılımı ve Bradford Yasası. *Bilgi Dünyası*, 9(1): 41-66.
- Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a methodology for developing evidenceinformed management knowledge by means of systematic review. *British Journal of Management*, 14(3): 207-222.
- Tunçay, S., & Yağız, S. (2020). Türkiye’deki “Bilgi Uçurma (Whistleblowing)”

Makalelerinin Bibliyometrik Profili. *BMIJ*, 8(4): 266-295.
<https://dx.doi.org/10.15295/bmij.v8i4.1716>

Turker, D., & Altuntas, C. (2014). Sustainable supply chain management in the fast fashion industry: An analysis of corporate reports. *European Management Journal*, 32(5), 837e849.

Urhan, B., Hoştut, S., Güdekli, İ. A., & Aydoğan, H. (2023). Climate change and marketing: a bibliometric analysis of research from 1992 to 2022. *Environmental Science and Pollution Research*, 30: 81550-81572. <https://doi.org/10.1007/s11356-023-26071-9>

van Oldenborgh, G.J., van der Wiel, K., Sebastian, A., Singh, R., Arrighi, J., Otto, F., Hausteijn, K., Li, S., Vecchi, G., & Cullen, H. (2017). Attribution of extreme rainfall from Hurricane Harvey. *Environ. Res. Lett.*, 12: 124009. <https://doi.org/10.1088/1748-9326/aa9ef2>.

Waltman, L. (2016). A review of the literature on citation impact indicators. *Journal of Informetrics*, 10(2): 365-391.

Verbeek, A., Debackere, K., Luwel, M., Andries, P., Zimmermann, E., & Deleus, F. (2002). Linking science to technology: Using bibliographic references in patents to build linkage schemes. *Scientometrics*, 54(3): 399-420.

Wright, C., & Nyberg, D. (2016). An Inconvenient Truth: How Organizations Translate Climate Change into Business as Usual. *Academy of Management*, 60(5). Doi:10.5465/amj.2015.0718

Yu, W., Hassan, A., & Adhikariparajuli, M. (2022). How Did Amazon Achieve CSR and Some Sustainable Development Goals (SDGs)- Climate Change, Circular Economy, Water Resources and Employee Rights during COVID-19?. *J. Risk Financial Manag.*, 15(8): 364. Doi:10.3390/jrfm15080364

Zhang, L., Xu, M, Chen, H., Li, Y., & Chen, S. (2022). Globalization, Green Economy and Environmental Challenges: State of the Art Review for Practical Implications. *Front. Environ. Sci.*, 10: 870271. Doi:10.3389/fenvs.2022.870271

Zhang, W-L., Chang, C-P., & Xuan, Y., (2022). The impacts of climate change on bank performance: What's the mediating role of natural disasters?. *Economic Change and Restructuring*, 55: 1913-1952. Doi:10.1007/s10644-021-09371-3



2023, 12 (3), 2078-2099 | Araştırma Makalesi

İslam'dan Önce Hayber'de Ticari Zirai ve Askeri Hayat

Ayşe ŞİMŞEK¹

Öz

Tarihi geçmişi çok eski dönemlere ulaşan Hayber şehri, İslam öncesi Arap yarımadasının Hicaz bölgesinde Medine-Suriye yolu üzerinde bulunan önemli bir yerleşim merkeziydi. Hayber'in tarihinin milattan önce üç bin yıllarına dayandığı tahmin edilmekle birlikte kuruluşu ve ilk sakinlerinin kim olduğu konusunda farklı görüşler bulunmaktadır. Şehirde bazı Arap asıllı kabilelerin yaşadığı ön görülmekte ve özellikle İslam öncesi dönemde yahudilerin yaşadığı bilinmektedir. Şehrin ticari bakımdan stratejik konumu, iklim ve coğrafyanın sağladığı zirai verimliliği ve muhkem kalelerle çevrili olmasına dayalı askeri savunma gücü şehri ön plana çıkaran hususlardır. İslam'dan önceki sırada Hayber'in, Mekke ve Medine başta olmak üzere Arap yarımadasının içinde ve dışında olan ticaret merkezleriyle çok yakın ticari ilişkileri vardı. Hayber harresinin uluslararası ticaret kabilelerinin geçtiği meşhur yollar üzerinde bulunması bölgenin ticari ilişkilerini geliştirdi. Ayrıca coğrafi konumu ve iklim özellikleri sayesinde önemli zirai ürünlerin yetiştiği bir mekândı. İslam öncesi Arabistan yarımadası genel olarak kurak ve verimsiz bilinmesine rağmen tarıma elverişli yaşama uygun vahaları da bulunmaktaydı. Bu yaşam alanları içerisinde Hicaz'a dahil edilen Hayber de sayılmaktaydı. Zengin su kaynaklarına ve verimli topraklara sahip olan Hayber'in, bunaltıcı ve hummaya sebebiyet veren iklimi de zikre değerdir. Bu makalede kısaca Hayber şehrinin tarihinden bahsedildikten sonra İslam öncesi dönemdeki ticari, zirai, askeri ve sosyal faaliyetleri hakkında bilgiler verilecektir. Ticari ve zirai ürün ticareti yanında savaş aletleri ithali, satımı ve kiralanması gibi faaliyetleri de vardı. Harp stratejisi bakımından sağlam kalelere sahip olan Hayberliler, savaş tekniği ve aletleri konusunda da maharetliydi. Hayber'in tarihi hakkında bilgiler sunan bu araştırma, Hz. Peygamber (s.a.v.) öncesinde bölgedeki durumu ve ilişkileri ortaya çıkararak siyer ilmindeki Hayber'in fethi, Müslüman-yahudi ilişkileri gibi bazı konuların isabetli tahliline imkân verecektir.

Anahtar Kelimeler: Hayber, Hicaz, Yahudiler, Araplar, Ticaret, Ziraat, İslam Öncesi.

Şimşek, A. (2023). İslam'dan Önce Hayber'de Ticari Zirai ve Askeri Hayat . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 2078-2099 . <https://doi.org/10.15869/itobiad.1314174>

Geliş Tarihi	13.06.2023
Kabul Tarihi	25.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, İstanbul Medeniyet Üniversitesi, İslami İlimler Fakültesi, Siyer-i Nebi ve İslam Tarihi Anabilim Dalı, İstanbul, Türkiye, ayse.simsek@medeniyet.edu.tr, ORCID: 0000-0001-6006-2746.



2023, 12 (3), 2078-2099 | Research Article

Commercial Agricultural and Military Life in Khaybar Before Islam

Ayşe ŞİMŞEK¹

Abstract

[Khaybar is a historical city located on the Medina-Syria road in the Hejaz region of the Arabian Peninsula. The aim of this article is provide information about the physical and geographical situation of the pre-Islamic city of Khaybar and the commercial, agricultural activities and social lives of the Jewish tribes living in this region. It is assumed that some tribes of Arab origin lived in the city and it is known that Jews lived in the pre-Islamic period. This article also deals with the meaning of the name Khaybar, the views of the Jews on the arrival time of Khaybar, and the occupations of those living in pre-Islamic Khaybar. Khaybar was a historical center of trade and agriculture. He had very close commercial relations with the surrounding cities, especially Mecca and Medina. Although the pre-Islamic Arabian peninsula was generally known as arid and unproductive, there were also oases suitable for agriculture and suitable for life. Khaybar was a place where quality agricultural products were grown thanks to its suitable geographical location and climatic conditions. It had rich water resources and fertile land. The people of Khaybar, who had strong castles in terms of war strategy, were also skilled in war techniques and tools. In addition to commercial and agricultural product trade, they also had activities such as importing, selling and renting war equipment. This research, which provides information about the history of Khaybar, by revealing the situation and relations in the region before the Prophet (pbuh), it will enable an accurate analysis of some subjects of the science of sirah.

Keywords: Khaybar, Hidjāz, Jews, Arabs, Trade, Agriculture, Pre-Islamic Period.

Şimşek, A. (2023). Commercial Agricultural and Military Life in Khyber Before Islam. *Journal of the Human and Social Science Researches*, 12 (1), 1-20. <https://doi.org/10.15869/itobiad.1314174>

Date of Submission	13.06.2023
Date of Acceptance	25.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Asst.Prof., Lecturer Member, Istanbul Medeniyet University, Faculty of Islamic Sciences, Department of Prophetic and Islamic History, Istanbul, Türkiye, ayse.simsek@medeniyet.edu.tr, ORCID: 0000-0001-6006-2746.

Giriş

Hayber, Medine'nin yaklaşık 150 km kuzeyinde yer alan etrafı volkanik topraklarla çevrili, verimli arazilere sahip geniş bir vadidir. Arap yarımadasının en büyük vadilerinden biri olması sebebiyle bölgeye Hayber harresi de denilmektedir (Munt, 2021, s. 119). Denizden yüksekliği yaklaşık 1.000 metredir. Hayber İslam öncesi dönemde verimli toprakları, su bentleri ve muhkem kaleleriyle şöhret bulmuştur (Hamidullah, 1998, s. 20).

Hayber kelimesinin kökeni ile ilgili kaynaklarda çok farklı görüşler zikredilmektedir. Bunlar özetle şöyledir:

“Hayber” İbrânice “kale” anlamına gelmektedir ve bölgedeki kalelerin çokluğu nedeniyle bu ismi almış olabilir (Yâkût el-Hamevî, 1977, 2/409; Arslantaş 2008, s. 431; Munt, 2021, s. 119).

Hayber kelimesinin çoğulu “hayâbir”dir. Hayber şehrinde birçok kale olması nedeniyle “Hayâbir” olarak isimlendirilmiştir (Yâkût el-Hamevî, 1977, 2/409; Haidary, 2011, s. 17; Veccia Vaglieri, 1997, s. 1138; Munt, 2021, s. 119).

Ticaret kolonisinin bölgede kurulması nedeniyle “cemaat” ve “topluluk” anlamlarına gelen İbrânice “hever” kelimesinin zamanla Arapçalaşmış şekli olduğu da söylenmektedir (Cevâd Ali, 1993, 6/526-527; Arslantaş, 2005, s. 32, 2008, s. 431).

Hayber'in adını kurucusu Hayber b. Kâniye (Fâtiyeh) b. Mehlâl isimli kişiden aldığı söylenmektedir (Hamidullah, 1998, s. 20). Cevâd Ali'nin verdiği bilgiye göre Hayber b. Fâtiyeh orada ilk konaklayan kişidir. “Fâtiyeh” kelimesi ise Tevrat'ın Nahmiyâsı'nda geçen “Şaftiyâh (shaftja)” kelimesinden tahrif edilmiş olabileceği ifade edilmektedir (Cevâd Ali, 1993, 6/526).

Bir görüşe göre Hayber kelimesindeki yâ harfi zaittir. Arapça “habratün” kelimesinden türeyen Hayber, toprağı güzel ve bol arazi anlamına gelmektedir (İbn Düreyd, 1987, s. 1171; Selâm, 1989b, s. 12).

Bazı kaynaklara göre ise Hayber çok sayıda su kaynağına ve pınara sahip olduğundan cahiliye döneminde “hayru berr” yani “en hayırlı yer, en hayırlı toprak” şeklinde isimlendirilmiştir. Bu görüşe göre Hayber kelimesi “hayru berr”den türemiştir (Ensârî, 1970, s. 214; Selâm, 1989b, s. 15).

Hayber İslâm öncesi dönemde önemli bir yahudi yerleşim yeri idi (Munt, 2021, s. 119) Şehrin ticaret yolları üzerinde yer alan stratejik konumu, iklim ve coğrafyanın sağladığı zirai bakımdan verimliliği ve muhkem kalelerle çevrili olmasına dayalı askeri savunma gücü şehri ön plana çıkaran hususlardı. Hayber üzerine birçok çalışma yapılmıştır. Bunlardan en önemlileri Selâm Şâfi'î Mahmûd Selâm'ın *en-Neşâtü't-ticârî fi Hayber, en-Neşâtü'z-zirâ'î fi Hayber* ve *Husûnu Hayber* adlı çalışmalarıdır. Bu çalışmalarda klasik ve çağdaş Arap literatüründen hareketle Hayber üzerine bilgiler derç edilmiş ve değerlendirilmiştir. Makalemizde bu çalışmalardan hareket edilmiş, bu eserlerin kaynaklarına ulaşılarak bilgiler teyit edilmiş, ayrıca başka kaynaklara, bazı Türkçe araştırmalara da müracaat edilmiştir. Yine Hayber hakkında yapılmış bazı tezler de bulunmaktadır. Örneğin Fâdul Abdullah Rıdvan'ın, *Mevkifu Yehûdi Hayber ve şimâli'l-Hicâz mine'd-devleti'l-İslâmiyye ilâ iclâihim fi ahdi Ömer* adlı çalışması burada zikredilebilir. Klasik İslam tarihi kaynakları yanında Cevâd Ali, Muhammed Hamidullah ve Nuh

Arslantaş'ın çalışmaları konuyla ilgili önemli bilgiler içermektedir.

I. Hayber'in İlk Sakinleri

Höyük ve mezar şeklindeki kalıntılardan hareketle güncel arkeolojik çalışmalara göre Hayber'in tarihinin milattan önce üç bin yıllarına dayandığı tahmin edilmektedir (Kennedy, (2021), s. 183). Hayber'in kuruluşu ve ilk sakinlerinin kim olduğu konusunda farklı görüşler bulunmaktadır. Hangisinin daha önce yerleştiği tespit edilememekle birlikte Hayber bölgesinde Ezd ve Süleym gibi Arap kabilelerinin ve de yahudilerin yaşadığı ön görülmektedir (İbn Kuteybe, s. 640-641; Kelpetin, 2017, s. 106- 107; Munt, 2021, s. 119).

Hayber, İslam öncesi dönemde yahudi nüfusuyla ünlü bir yerleşim yeri idi (Munt, 2021, s. 119; Lowin, 2010, 3/148). Hayber'den ilk defa "Khibrâ" (khi-ib-ra-a) olarak, Babil kralı Nabonidus'un (M.Ö. 556-39) Teymâ'da geçirdiği zamanı anlattığı bahiste kuzey Hicaz'daki bir avuç yerleşim yerini saydığı Harran yazıtında bahsedilmektedir. Kitâbedeki kelimenin Hayber şeklindeki okunması doğruysa, yazıt sadece İbn Kuteybe'nin (ö. 276/889) bahsettiği Gassânî lideri Hâris b. Cebele'nin Hayber'e yaptığı baskına atıfta bulunuyor olabilir (İbn Kuteybe, s. 642; Munt, 2021, s. s. 119). Arabistan ve Babil'deki yazıtlardan, Babil'in son kralı Nabonidus'un Hicaz'ı işgal ederek başkentini Teyma yaptığını öğreniyoruz (Newby, 2013, s. 41).

Tarihi kayıtlara göre Hârise b. Ebû Huzeyme b. Sa'lebe başkanlığında Ezd Kabilesi Hicaz'ın Hayber bölgesine yerleşmişti. Ezd kabilesinin asıl vatanı Güney Arabistan'dı. Me'rib seddinin yıkılmasının ardından topraklarının verimsizleşeceğini düşünerek Kuzey Arabistan'a geldikleri düşünülmektedir. Hârise'nin ölümünden sonra çocukları Evs ve Hazrec'in isimleri ile iki kola ayrılarak Yesrib'i yurt edinmişlerdi (Çelik, 2019, s. 16; Hizmetli, 1991, ss. 70-71; Kelpetin, 2017, s. 106- 107).

Miladi yedinci yüzyılın başlarında Arabistan'daki yahudi kabileler Hayber ile Yesrib olmak üzere iki büyük şehirde, Fedek, Teyma ve Vâdilkura olmak üzere üç küçük yerleşim yerinde yaşamaktaydılar (Newby, 2013, s. 54). Hayber yahudilerinin şehirdeki geçişinin çok eskiye dayandığı nakledilmektedir. Kaynaklarda konuyla ilgili yer alan rivayetlere göre:

a) Yahudiler, Asur Kralı V. Salmanasar (M.Ö. 727-722) tarafından Samaria'dan sürgün edilerek Hayber'e geldiler (Arslantaş, 2008, s. 431; Ay, 2011, s. 8).

b) Babil Kralı Buhtunnasr'ın Kudüs'ü ele geçirmesi sonrasında yahudiler Hayber'in de içerisinde bulunduğu Arap yarımadasında bazı bölgelere yerleşmişlerdir (Çağatay, 1982, s. 95; Hizmetli, 1991, ss. 70, 71; Kelpetin, 2017, ss. 101-102).

c) Yahudilerin Hayber'e ilk gelişi Hz. Davud (a.s.) zamanına dayanmaktadır (İbn Haldûn, t.y., s. 286).

d) Yahudiler ilk defa Babil sürgünü sonrası Hayber'e yerleşmiştir. Bunlar da Mahallel'in ve oğlu Şefetya'nın torunlarıdır (Cevâd Ali, 1993, 6/626; Arslantaş, 2008, s. 431).

e) Hicaz bölgesine ilk olarak Hz. Davud'dan yaklaşık bin yıl önce Beni Şem'un'un soyundan bazı kimseler gelip yerleşmiştir (Welfinson, 1927, ss. 2-4).

f) Hayber'deki yahudilerin bir kısmı Kayser Titus veya Hadrian zamanında Filistin'den göçen gerçek yahudi asıllı gruplardır. Diğer bir kısmı ise yahudi asıllı olmayıp yahudi

dinine girmiş olan Arap asıllı kabilelerdir. Arap asıllı bu kabileler ya müjdenin etkisiyle veyahut da yahudilerle komşuluk ilişkileri sebebiyle bu dine girmiş olabilirler. Bir rivayete göre Benî Hışne b. Ukârime, Benî Reb'a'dan bir grubu öldürerek Teymâ'ya sığındılar. Teymâ'daki yahudiler kendi dinlerinden olmadıkları gerekçesiyle onları kalelerine almadılar ve Hışneliler yahudiliği kabul ederek ancak şehre girebildiler. Yahudilerle beraber bir süre yaşayan Hışnelilerden bir grup Medine'ye göç ederek Müslüman oldu. Bu olay Arap asıllı yahudi nesillerin Hayber'de bulunduğuna işaret eder (Cevâd Ali, 1993, 6/524-525). Cevâd Ali'nin tespitlerini kritik eden Bâşümeyl, yahudilerin Hicaz bölgesine gelmeleri konusunda gerek Hz. Musa ve Hz. Davud zamanında olsun gerekse Cevâd Ali'nin dediği gibi milattan sonra olsun, bu iddiaları ispatlayacak yeterli miktarda delil bulunmadığını ifade etmektedir. Ona göre bu konuda tek gerçek Hicaz'da bulunan yahudilerin Hz. Peygamber zamanından sonra artık Hicaz bölgesinden sürgün edilmeleridir (Bâşümeyl, 1979, ss. 933-939). Bu konuda söylenebilecek en kesin veri cahiliye döneminde yahudilerin bu bölgede var oldukları ve Hz. Peygamber döneminde müslümanlarla yahudiler arasında geçen hadiselerin varlığıdır.

g) Asur Kralı Salmanasar'ın sürgünü sonrasında Hayber'e yerleşen yahudilerin soyu Ruben, Gad ve Manesse kabilelerine dayanmaktadır (Arslantaş, 2008, s. 431). Ayrıca Hayber'e yerleşen yahudilerin ataları konusunda araştırmacılar arasında Tevrat'ta geçen iki isim arasında ihtilaf vardır. Hayber'deki yahudilerin ataları yahudi araştırmacı H. Graetz'e göre Rehav oğlu Yehonadav'ken; Dozy'e göre Mahallel oğlu Şefatyadır. Mahallel oğlu Şefatyaya ismi İslami kaynaklarda da geçmektedir. Graetz, Hayber yahudilerini İslami kaynaklarda Hz. Musa'nın kayınpederi Hz. Şuayb olarak geçen Yetro'nun soyundan gelen Rehabilere bağlamaktadır. Dozy ise Hz. Davud'un atası Perets'e dayandırmaktadır. Geç dönemlere ait olan yahudi kroniğine göre Hayber yahudilerinin soyu Rehabilerden gelmektedir (Arslantaş, 2008, s. 432). Hz. Musa'nın kayınpederi Yetro'nun soyu tam anlamıyla İsrailoğlu olarak değerlendirilmezken, Davud'un atası Perets Yahuda'ya nispet edilmektedir (Arslantaş, 2016, ss. 81-82).

h) Hayber'in fethinden sonra Hz. Peygamber, yahudilerden olan Safiyye bt. Huyey ile evlenmişti. Safiyye'yi ağırlarken gören Hz. Peygamber nedenini sorduğunda ona üzüntüsünün sebebinin Aişe ve Hafsa'nın Hz. Peygamber'in akrabaları olması nedeniyle kendilerinin daha hayırlı olduklarını söyledikleri için olduğunu ifade eder. Hz. Peygamber Hayber'li olan Safiyye'ye "Sen de onlara "Nasıl benden daha hayırlı olabilirsiniz? Kocam Muhammed, babam Harun, amcam da Musa deseydin ya!" diyerek gönlünü almıştır (İbn Sa'd, 1957, 8/127; Tirmizî, "Menâkıb", 63; Kelpetin, 2017, ss. 104-105). Bu rivayet Hayber yahudilerinin ataları konusunda ipucu vermesi bakımından önemlidir. Bu rivayet esas alındığında Hayber yahudilerinin Hz. Harun'un soyundan geldiği düşünülebilir. Hz. Peygamber'in bahsi geçen rivayette baba ve amca ifadelerini kullanırken ayrıntıya yer vermesi dikkate değerdir.

ı) İslam tarihçilerine göre Hayber'inde içinde bulunduğu kuzey Arabistan'a ilk yerleşenler ve asıl Araplar (Arab-ı âribe) olarak görülenler Amâlekilerdir (Amâlika). Yahudilerin Kuzey Arabistan'a yerleşimi ise Musa'nın Amalek ile yaptığı savaş sonrası denilebilecek erken bir döneme tekabül eder (Efe 2002, s. 48-49; Erdem, 1989, 2/557). Hz. Mûsâ'nın komutanlığındaki İsrail orduları Allah'ın emriyle Amâlekîleri yerle bir etti. İlahi emre rağmen Amâlekîlerin kralının oğlunu ilahi emre uymayarak sağ bıraktılar. Bu sebeple Suriye'ye girişleri yasaklandı. Onlar da Hicaz bölgesinde Amâlekîlerden kalan yerlere yerleştiler (Newby, 2013, s. 40). Kaynaklar Amâlika'nın yahudilerden önce Hayber'in dahil olduğu Hicaz bölgesinde ve Yemen'de oturduklarını zikretmektedir.

Bölgede su bulunan yaşam alanları vardı ve Hayber, Yemen ve Şam arasındaki ticaret yolu üzerinde bulunuyordu (İbn Sa'd, 1957, 1/43-44; Rıdvân, 1408, ss. 26-27).

Yahudiler Amâlika ile savaş sonrasında Hicaz bölgesine yerleşti ve farklı farklı dönemlerde Kuzey Arabistan'a göçleri devam etti. Bu göçlerin gerçekleşme sebebi anavatanlarındaki sıkıntılardan kurtulup yeni bir hayat kurmak istemeleri olabilir. Aynı zamanda ilk göçlerin Nabonidus döneminde gerçekleştiği düşünülür, gelen yahudiler ya Babil sürgününden kaçan askerler ya da tüccarlardı. Bazı uzmanlara göre ise ikinci tapınak sonrasındaki bilgiler daha nettir. Yahudi çiftçiler Nabâti topraklarına geldiler. Yahudilerin Hicaz'ın iç kesimlerine göç etme sebepleri arasında M. S. 70'de tapınağın yıkılması, Trajan dönemindeki yahudi ayaklanmaları ve Bar Kokhba ayaklanması sayılabilir (Efe 2002. s. 56). Yahudiler geldikleri yerlerde halkla etkileşim halinde yaşayarak onlarla bütünleştiler ve Araplar arasında yahudiliği benimseyenler oldu. Hicaz yahudilerinin köken olarak Araplardan geldiğini savunanlara göre onlar Amâlika'nın bağlı olduğu dini ve putlara ibadeti terk edip Hz. Mûsâ'nın dinine girmişlerdir. Daha sonra da Suriye'den göç edip Yesrib'e yerleşmişlerdir (Ya 'kûbî, Târîh, I, 122, 123; Welfinson, 1927, s. 16; Kelpetin, 2017, s. 105).

Yahudilerin Hayber'e geliş zamanı hakkında net bilgi vermek zordur. Filistin'den ayrılıp Kuzey Arabistan'daki bazı bölgelere ve özellikle de Hayber'e gelmelerinin arkasında o dönemdeki göç hareketlerinin olduğu düşünülebilir. Çünkü Filistin gibi verimli toprakları bırakıp çöl ikliminin yaşandığı topraklara göç etmenin güçlü bazı gerekçeleri olmalıdır. Örneğin yahudilerin Filistin'de M.S. 70'te yaşadıkları sıkıntılar nedeniyle daha önce Arabistan'a yerleşip istikrarlı ve memnun bir şekilde yaşayan akrabalarının ve dostlarının yanına göç etmeye devam ettikleri söylenmektedir (Veccia Vaglieri, 1997, s. 1138; Lowin, 2010, 3/148) Yahut da yahudilerin ticarete mahir olmaları ve Arapların ihtiyaç duyup üretmedikleri bir takım mal ve eşyaların ticaretini yapmaları nedeniyle ekonomik açıdan kârlı ve mümbit olan bu bölgeye göçlerin yoğunlaştığı tahmin edilmektedir (Veccia Vaglieri, 1997, s. 1138).

Hayber'in de içinde bulunduğu kuzey Arabistan'da bulunan halkın kökeni konusunda yapılan araştırmalar incelendiğinde net bir bilgide karar kılmak zordur. Bu bölgedeki halkın buraya geliş sebebi ve kökeni, Arapların ve İbranilerin Arabistan'da varlığı ve akrabalığı, sami kavramı ile ilgili tartışmalar, Mısır'daki yer isimleri ile Arap yarımadasındaki bazı yer isimlerinin benzerliği, kuzey Arabistan'daki yahudilerin kökenine dair tartışmalar, bu bölgedeki yahudi kolonilerinin gerçekte yahudi olup olmadığı, eğer yahudi iseler bu bölgeye geliş sebepleri veya bu bölgedeki yahudi varlığının daha sonradan Musevi olan Araplara dayanması ve kendi kültürlerini yaşamaya devam etmeleri gibi tartışmalar (Efe, 2002. s. 56-60) makalenin kapsamını aşmaktadır. Mevcut bilgiler dikkate alındığında Arap yarımadasındaki yahudilerin tamamının soyunun İsrailoğulları'na dayandığı söylenemeyeceği gibi Arap asıllı olduklarını da söylemek mümkün görünmemektedir (Kelpetin, 2017, s. 105).

II. Hayber'de Ticari Hayat

Hayber, Arap yarımadasının güney ve kuzey ana yolu üzerinde bulunan bir ticaret merkeziydi. Lahmîler'in başkenti Hîre yolu da Hayber güzergahı üzerindeydi. Ticaret kervanlarının uğrak yeri olan Hîre, güven veren tüccarları ile ticaret, ziraat ve hayvancılıkla birlikte dericilik, kuyumculuk, bakırcılık, demircilik gibi el sanatlarının merkezi konumundaydı (Kelpetin, 2016, ss. 180-182). Hayber'de bölgenin kendine ait

ürünleri alınıp satıldığı gibi Hindistan ve Çin gibi uzak diyarlardan gelen malların ticareti de yapılırdı. Bölgede hayvanlar, sebze, meyve, ziynet eşyaları, silâhlar, zirai aletler, bal ve şaraplar, kumaş türleri ve köleler alınıp satılırdı. Ayrıca sarraflık da yapılırdı (Hamidullah, 1998, s. 20). Haram aylar içerisinde yer alan muharrem ayının onuncu günü başlayan Netâh (Netât) Panayırı, ayın sonuna kadar Hayber'in Netâh bölgesinde kurulmaktaydı. Düzenlenen panayırlar sayesinde bölgede ticari hayat canlanmaktaydı (Bal, 2014, s. 111). Ukaz'a yakın olan Zü'l-mecâz Panayırı zilhiccenin ilk gününden sekizinci (terviye) gününe kadar düzenlenirdi. Oradan da Mina'ya geçilirdi. Bu panayırdan sonra aşure gününden muharrem ayının sonuna kadar Hayber'deki Netâh ve Yemame'deki Hicr panayırları düzenlenirdi (İbn Habîb, t.y., ss. 267-268). Mekke, Yesrib, Yemen, Hadramut, Tâif, Suriye, Filistin, Irak gibi bölgenin dört bir yanından insanlar panayıra iştirak etmek için bu bölgeye gelirlerdi (Hamidullah, 1998, s. 20).

Hayber'li yahudiler Medine'li yahudiler gibi ziraat ve ticaret sahalarında önemli bir mevkie sahiptiler. Onlar ayrıca tekstil ve madeni aletler üretmekteydiler. Hazırladıkları ürünleri kalelerinde depolamaktaydılar (Lowin, 2010, 3/148) Onların Hicaz'ın kuzeyinde hurma, arpa ve buğday ticaretini ellerinde tuttukları söylenebilir. Hayberli Ebû Râfi' gibi bazı tacirler adından söz ettirmiş ve Şam'a kervanlar göndererek kumaş ithali yapmıştır (Efgânî, 1960, s. 23; Bal, 2014, s. 113). İslam öncesi dönemde Mekkeliler düğün merasimleri için gerekli olan ziyafet tencereleri, takı ve süs eşyaları gibi birtakım eşyaları Hayber yahudilerinden kiralarlardı. Bir defasında kiraladıkları mücevherlerin kaybolması nedeniyle Mekkelilerin on bin dinar tazminat ödemeleri gerekmişti (Hamidullah, 2003, 1/591). Müslümanlar, fetih esnasında Hayber'e girdiklerinde kuşatma aracı, 20 balya Yemen kumaşı ve 500 pelerin gibi bazı eşyalar bulmuşlardı. Bunlar Hayber yahudilerinin ticaretini yaptıkları eşyaların türünü göstermekle birlikte ticaretin yoğunluğunu da göstermektedir. Tarihçiler bahsi geçen kuşatma aracının varlığını, topluluklar arasında çıkan anlaşmazlıkları yatıştırma amacıyla bulundurdıklarını ifade etmektedirler. Bazı araştırmacılar yahudilerin Araplara ticaretini yapmak üzere kılıç, mızrak, kalkan ve diğer silahları depoda sakladıklarını düşünmektedirler. Hayber'de bulunan çok sayıda eşyanın yalnız yahudilerin kendileri için depoladıklarını düşünmek doğru olmaz. Ticaretini yapmış olmaları muhtemeldir (Veccia Vaglieri, 1997, s. 1138). Hayber yahudileri meyve ticareti, silah ticareti, tekstil üreticiliğiyle zenginleşmişlerdi (Lowin, 2010, 3/148, 150). Bütün bunlarla birlikte Hicaz'daki yahudi topluluklar, cahiliye döneminde kültürel varlıklarını güçlü bir şekilde sürdürseler de siyasi ve ekonomik güçlerini Mekke Kureyş'in yükselen talihi karşısında kaybetmişlerdi (Newby, 2013, s. 43).

1. Hayber'den Geçen Ticaret Yolları

Hayber'li yahudilerin Arap yarımadasının içinde ve dışında olan komşularıyla ticari ilişkileri bulunmaktaydı. İslam'dan önceki asırda uluslararası ticaret kabilelerinin geçtiği meşhur yollar üzerinde bulunması Hayber'in ticari ilişkilerini geliştirdi. Bu yollara uluslararası güney ve kuzey ticaret yolları örnek verilebilir. Ana kabilelerin geçtiği bu ticari yollar Yemen ve Hadramut'taki Aden ve Kınâ'dan başlar, San'a'nın doğusuna doğru 120 km (seksen mil) uzaktaki Me'rib'e varır. Ardından Necran, Tâif, Mekke ve Medine güzergâhından Hayber'e ulaşır. Daha sonra Medyen'e varır. Oradan iki kola ayrılarak biri Irak'ın Teymâ şehrine, diğeri ise aynı yöndeki Petra ve Gazze'ye oradan Suriye ve Mısır'a devam eder (Efgânî, 1960, s. 356; Mehrân, t.y., ss. 134-135; Selâm, 1989a, s. 16).

Bir diğer ticaret yolu ise Hîre Kralı Nu'mân'ın Ukaz panayırına giderken kullandığı ve ona Beni Kilâb'dan Urvetü'r-Ricâl'in (ö. miladi 585) kiraya verdiği meşhur Hayber-Hîre ticaret yoludur. Bu yol Hîre mıntikasından başlar, Rûme veya Rîme vadisine geçer, oradan da Hayber'e ulaşır. Hayber'den de Vâdi'l-kurâ üzerinden önce Mekke'ye, oradan da Ukaz'a ulaşır. Hîre Kralı Nu'mân Hayber'e her geldiğinde onun için özel panayır kurulurdu. Hîreliiler Hayber'i ve Netâh Panayırını çok iyi bilirlerdi (İbn Habîb, t.y., s. 196; Efgânî, 1960, s. 357; Selâm, 1989a, ss. 16-17).

Hayber'den geçen bir başka ticaret yolu Hayber-Medine yoludur. Bu yol yaklaşık 150 km (sekiz berîd) uzunluğundadır. Tarif edilecek olursa güzergâh olarak Medine'den ormanlar üzerinden gidilir, oradan Receb vadisine girdikten sonra Berdûh'a doğru tırmanır, sonra kuyuların bulunduğu Dûme vadisine iner, sonra Eşmez dağına, oradan Şikka düzlüğüne, oradan da Hayber'e altı mil mesafedeki Dûme-Hayber sınırında bulunan Nümâr mevkiine ve Hayber'e ulaşır (Harbî, 1969, s. 539; Ebû Ubeyd el-Bekrî, 1368, s. 521; Selâm, 1989a, s. 17). Yine Hayber-Medine yolunun birçok alt yolları da vardır. Meselâ Hazen yolu, Şas, Hâtib ve Merhab yolları bunlardandır. Merhab yolu doğrudan panayırın olduğu Netâh kalesinin yoluna çıkmaktaydı. Ayrıca Hayber vadisine çıkan Vâdi-i Hursa yolu da bulunmaktaydı (Yâkût el-Hamevî, 1977, 5/102; Diyarbekrî, 2/45; Şâmî, 1992, 5/185; Selâm, 1989a, ss. 17-18).

2. Hayber'li Yahudilerin Dış Ticaret İlişkisi

Ticaret konusunda yetkinlikleri bulunan Hayber yahudilerinin bölge dışındaki diğer yerlerle ticari ilişkisi vardı. En çok ticaretini yaptıkları ürünler hurma, buğday, arpa ve kamıştı. Yahudi tacirler her bir beldenin pazarında tanınmaktaydılar. Depoladıkları malların ticaretini yapmaktaydılar. Yemen, Bahreyn, Yesrib, Mekke, Fedek, Teymâ, Filistin ve Suriye gibi birçok bölgeyle ticari ilişkileri vardı. Uluslararası ticaret alanındaki uzun yıllara dayanan tecrübeleri ve büyük sermayeye sahip olmaları onlara avantaj sağlıyordu (Cevâd Ali, 1993, 6/535; Selâm, 1989a, s. 22).

a. Yemen'le ticari ilişkiler

Hicaz yahudileri gibi Hayberlilerin de Yemen'le süregelen bağları vardı. Hayber'deki bazı esir kölelerin aslı Yemen'deki Himyer'e dayanmaktaydı. Meselâ Hayber'de oturan yahudi Merhab ailesi bunlardandı. Hayber, Yemen ticaret yolları üzerinde bulunuyordu. Yemen ile Şam ve Filistin arasında ticari faaliyet yapan kabileler Hayber mıntikasından geçmekteydi. Hayber yahudileri, Yemen'den kıymetli taşlar ithal ediyorlardı. Mesela Yemen'deki akik madeninden çıkan değerli akik taşlarını (el-'akîku'l-yemânî), yine San'a yakınlarında Zîfâr şehrine nispetle aynı isimle anılan taşları (ez-zîfârî) ve Yemen'in diğer bölgelerinde çıkan değerli taşları ithal etmekteydiler. Yahudiler bu kıymetli taşları kullanarak gerdanlık, yüzük, kolye ve benzeri süs eşyaları üretip ticaretini yapmaktaydılar. Yahudiler kıymetli taşların yapımı ve satımında mahirdiler. Ayrıca Hayber yahudileri, Yemen'den savaş aletleri de alıyorlardı. Savaşlarda süvarilerin giydiği Yemen miğferi Hayber'de bulunmaktaydı. Hayber fethi öncesi Netâh kalesi önünde Merhab'ın Yemen miğferi giymesi bunu teyit etmektedir. Müslümanlar Hayber'i fethettiklerinde es-Sa'b b. Muaz kalesinde Yemen bölgesinde imal edilmiş birçok ticari mal bulmuşlardı (İbn Kesîr, 1408, 4/243; Şâmî, 1992, 5/197; Cevâd Ali, 1993, 6/537, 541; Selâm, 1989a, ss. 22-24). Bütün bunlar Hayber'in Yemen'le ticari ilişkilerinin kuvvetli olduğunu göstermektedir. Bu çerçevede Hayber yahudilerinin Yemen ile olan ticari ilişkilerinde değerli taşların ve savaş aletlerinin ön plana çıktığını söylemek mümkündür.

b. Bahreyn’le ticari ilişkiler

Hayber’lilerin Bahreyn’de yaşayan Hecer’lilerle ticari ilişkilerini yansıtan Muşakkar panayırı cemâziye'l-âhir’in başında başlayıp sonuna kadar sürerdi. Hayber’lilerin de katıldığı bu panayırda Sâsânî ve Arap tacirler buluşurdu. Bu panayıra Hayber’de yaşayan ve Hayber’den Hecer’e göç ederek orayı yurt edinen bazı yahudiler de gelirdi. Hatta Hayber kökenli olmakla birlikte Hecerli yahudiler arasından ticaretiyle meşhur isimler çıkmıştı. Söz gelimi İbn Yâmin meşhur isimlerden biriydi. Onun Bahreyn’de Safa ile Muşakkar arasında akan nehirden sulanan ve ürünlerinin kalitesi ile meşhur hurma arazileri vardı. Zengin bir tacir olan İbn Yâmin’in kendi adıyla meşhur ticaret gemileri de vardı (Yâkût el-Hamevî, 1977, 5/134-135; Merzûkî, 1417, s. 383; Ebû Ubeyd el-Bekrî, 1368, ss. 1232-1233; Selâm, 1989a, ss. 24-25).

c. Medine (Yesrib) ile ticari ilişkiler

Medine’lilerle Hayberliler arasında çok sıkı ticari ilişkiler bulunmaktaydı. Yesrib’de yaşayan bazı zengin yahudilerin Hayber’de arazileri ve hurma bahçeleri vardı. Yesrib pazarlarında etkin olan yahudiler şehrin dış ticaretinin çoğunluğunu ellerinde bulundurmaktaydı. Yahudilerin kendilerine ait Benî Kaynuka pazarları vardı (İbn Şebbe, 1979, I/184). Bunlar Hayber pazarı ile yarışamazdı. “Hayber, Hicaz’ın yaylasıdır” sözü Medine’de darb-ı mesel olarak söylenmekteydi (İbn Kesîr, 1976, 3/407; Selâm, 1989a, ss. 25-27). Hayber’liler hem topraklarının verimliliği sebebiyle hem de ürünleri depolayarak sakladıklarından kıtlık çekmezlerdi. Yesrib’liler kıtlık yaşadıklarında Hayber’e gidip orada kalırlardı. Medine’li kervanlar Hayber’e gidip buradan şarap, kuru hurma ve kuru üzüm getirirlerdi. Hayber yahudileri de Yesrib’e ticaret için geliyorlardı. Yesrib’liler Hayber yahudilerine bazı mallarını rehin verirlerdi (Vâkidî, 1965, 1/375, 1965b, s. 708,713; Selâm, 1989a, ss. 25-27).

d. Mekke, Tâif, Fedek ve Suriye ile Ticari İlişkiler

Hayber yahudileri ile ticari ilişkileri görülen bir başka topluluk Mekkelilerdi. Kureys’e gelen kervanlar Hayber’e uğradığında onlara panayır kurulurdu. Mekkeliler, Hayber pazarına alım satım için gider, Hayberliler de Mekke’ye alışveriş için seyahat ederlerdi. Mekkeliler Hayber’den kadınlar için takılar alırdı. Özellikle Ebû'l-Hukayk kabilesinin ürettiği takılar tercih edilirdi. Düğünlerde kadınlar bu takıları kullanırdı (Vâkidî, 1965, 2/704; Efgânî, 1960, s. 357; Welfinson, 1927, ss. 93-94; Selâm, 1989a, s. 28).

Hayber’liler Tâif’te bulunan yahudiler vasıtasıyla orayla ticari ilişkilerini geliştirdiler. Kudüs’ün Romalılar tarafından işgalinin ve mabedin yıkılmasının (m. 70) ardından bazı yahudilerin Hicaz bölgesine geldiği ve bir kısmının Hayber, Tâif ve Yesrib çevresine yerleştiği tahmin edilmektedir. Hicaz bölgesindeki yahudilerin birbirleriyle irtibatları devam etmekteydi. İslam öncesinde yahudiler ticari üstünlüklerini Kureys’in ticaret yolları hakimiyeti sebebiyle Mekke’ye kaptırmış olsalar da özellikle Tâif gibi güçlü ticari etkisi olan şehirlerle ilişkilerini sürdürmekteydiler. Özellikle Tâif’teki yahudilerin üzüm yetiştiriciliği konusundaki uzmanlıkları ve üzümlerinin kalitesi yarımada meşhurdu (Kelpetin, 2016, s. 93). Tâifli bazı tacirlerin ticari yolculukları esnasında ihtiyaçları olan bazı şeyleri almak üzere Hayber’e uğradıkları söylenmektedir (Selâm, 1989a, s. 28).

Hayber yahudilerinin Fedeklilerle ticari ilişkileri vardı. Meselâ Hayber’li Huyey b. Ahtab’ın Fedek’te binaları ve mülkleri vardı (Selâm, 1989a, s. 28). Buradan “Fedek kadifesi” gibi tekstil ürünleri ithal eden Hayberliler hem meslek erbabıydı hem de ticarete mahirdi (Cevad Ali, 3/262, 6/529). Müslümanlar Hayber’i fethettiklerinde es-Sa’b

b. Mu'âz'ın kalesinde 1500 parça Fedek kadifesi bulmuşlar ve Hz. Peygamber Hayber'de şehit düşen müslümanların eşlerine Fedek kadifesi vermişti (Vâkidî, 1965, s. 2/664). Bu bilgiden Fedek kadifesinin Hayber'deki varlığı anlaşılmalıdır. Fedek'te oturan Benî Mürre, Eşca, Sa'd b. Bekir gibi Arap kabileleri hurma ticareti için Hayber'e giderlerdi (Selâm, 1989a, s. 28).

Suriye ile ticari ilişkileri olan Hayber yahudilerinin bölgede yaşayan yahudi cemaatlerle akrabalıkları vardı. Hayberliler meşhur Suriye panayırlarına katılmak üzere bölgeye giderlerdi. Onların en düzenli ve en güvenli panayırlarından biri Rum bölgesinden de tacirlerin katıldığı Ezruât Panayırdı (Watt, 2016, ss. 252-252). Yine Busrâ panayırına ticaret için giden Hayberliler buraya Arap yarımadasına komşu ülkelerden aldıkları Hind ve Habeş ürünlerini götürürdü. Busrâ kendi ismi ile anılan kılıçları ve kaliteli şarapları ile bilinirdi. Hayber'li meşhur tacir Ebû Râfi, ticaret kervanlarını Suriye'ye çeşitli mallar almak için gönderirdi. Bu sebeple Ebû Râfi'in sarayı ve kalesi meşhur bir ticarethaneydi (İbn Kesîr, 1431, ss. 155-156; Selâm, 1989a, ss. 28-31).

2. Hayber'de Tedavülde Olan Paralar ve Ölçü Birimleri

İslam öncesi Hayber panayırlarında İslam döneminde de kullanılan dinar ve dirhem yaygındı. Hz. Peygamber fetihten sonra Hayberlilerle bütün mallarının, altın ve gümüş dahil tüm paralarının yarısını vermeleri şartıyla anlaşma yapmıştı. Onlar anlaşmaya uymayarak bir kısım paralarını ve değerli eşyalarını saklamışlardı. Hayber'in fethinden sonra müslümanlar onların sakladıkları bazı paraları buldular. Müslümanlardan bir kişi harabelik bir yerde saklı olan iki yüz dirhem buldu. Yine müslümanlar Ketîbe kalesi muntkasında bir hurma ağacının dibinde Ebû'l-Hukayk kabilesine ait dinarla dolu deri tulum buldu (Vâkidî, 1965, 2/669-672; Cevâd Ali, 1993, 7/415, 489, 495-497; Selâm, 1989a, ss. 32-33).

Yahudiler para ticareti yaptıklarından Hayber'e yarımadanın para merkezi denilebilirdi. Yahudiler altını altınla, altın ve gümüşü kendi cinsleriyle değiştirmektedirler. Bazı yahudilerin, kendileri dışındaki kişilerin mallarını haksız yere yemekte bir beis olmadığına inanmaları sebebiyle altın ve gümüşü bozarken ayarları ile oynayarak hileye başvurdukları ve emanetleri geri verme konusunda hassas davranmadıkları rivayet edilmektedir (Cevâd Ali, 1993, 7/417-419; Selâm, 1989a, ss. 33-34). Onlar, altının ayarını belirlemek ve dirhemleri eritip paraların değerini ortaya çıkarmakta mahirdiler. Fakat bu işi yaparken aldatmaya yönelik davranış içerisine girmeleri onları güvenilmez kılmıştı (Selâm, 1989a, ss. 34-36).

Hayber yahudileri genel olarak Hicaz'da bilinen ölçü ve tartıları kullanmaktaydılar. Bunlar müd, sa', vesk, es-sündüre gibi ölçü birimleridir. Bu ölçü birimleri farklı özelliklere sahiptir. es-Sündüre, sindir ağacından yapılan büyük bir ölçü birimidir. Hayber yahudileri Hicaz ehli tarafından da bilinen ritl, ukiyye ve kuntâr olmak üzere bazı tartı birimlerini de kullanmaktaydılar (Selâm, 1989a, ss. 34-36).

III. Hayber'de Zirâi Faaliyetler, Hayvancılık ve İklim

İslam öncesi Arabistan yarımadası genel olarak kurak ve verimsiz bilinmesine rağmen tarıma elverişli yaşama uygun vahaları da yok değildi. Bu yaşam alanları içerisinde Hicaz'a dahil edilen Hayber yanında Fedek, Yesrib, Vâdi'l-kura ve Tâif de sayılmaktadır (Shahîd, 1995, s. 50). Hayber sebze ve meyve üretimi açısından oldukça elverişli arazilere sahipti. Hayber vahası Hicaz'ın en zengin bölgelerinden biri olarak hurmalarının çokluğu

ve meyvelerinin bolluğu ile meşhurdu (Hizmetli, 1991, s. 171). Hayberliler kendilerinin hurma yetiştirmenin ilmini bilmekle överken (Vâkidî, 1/373, 375, 2/690), Arap kabileler de onları “kaliteli hurma yetiştiricisi” olarak vasıflandırır. İbn Ömer “Biz Hayber’i fethedinceye kadar hurmaya doymadık” demiştir. Hayber’in en meşhur hurması acve hurmasıydı (İbn Kesîr, 1976, 3/383). Diğer bilinen hurma türleri ise sayhâniyye, cenîb, büyüklüğü bir avucu dolduran Hayber bürdîsiydi (Selâm 1989b, s. 25).

Hizmetli, Peygamber zamanında Hayber’de Ketîbe adı verilen yerde 40.000 hurma ağacının bulunduğu ifade edilmektedir (İbn Kesîr, 1408, 4/02; Hamidullah, 1998, s. 20). Bu hurma ağaçları Hayber vahasını kaplayan şemsiyeler gibiydi (Selâm 1989b, s. 22). Hayber’de hurma ağaçlarıyla birlikte zamk (mukl) salgılayan devm isimli ağaçtan çok sayıda bulunmaktaydı (Ebû Ubeyd el-Bekrî, 1368, s. 521; Selâm, 1989b, ss. 18-19). Hayber’de başka ağaç çeşitleri de vardı. Nâim ve Vecde kalelerinin önünde olduğu gibi yahudiler kale surlarının önüne sık ağaçlar dikerlerdi (Vâkidî, 1965, 2/655). Böylece Hayber vahası ormanlık arazi haline gelmişti. Hatta müslümanlar Hayber’i fethettiklerinde bazı kalelerde depolanmış ahşap ve odunlar bulmuşlardı. Hayber vahasında seyrek bodur ağaçlar da bulunmaktaydı (Harbi, s. 539; Bekri, 2/521; Selâm, 1989b, s. 18-19).

Hayber’de hurmacılıkta olduğu gibi zirai üretimin de yahudiler eliyle geliştiği söylenebilir. Onlar sulama konusundaki tecrübelerini de ekleyerek buğday, arpa ve bakla gibi tahıl ürünleri başta olmak üzere sağlık açısından faydalı olduğunu düşündükleri soğan, sarımsak, pırasa gibi sebzeleri de çokça yetiştirmektedirler (Vâkidî, 1965, 2/664, 691, 693; İbn Kuteybe, 1418, 3/280; Welfinson, 1927, s. 18; Selâm 1989b, s. 26-27).

Hayber yahudileri Arabistan’da kendilerine uygun yer bulduktan sonra tarımın öncülere haline geldiler (Lowin, 2010, 3/148, 150). Hayberliler’in zirai üretimdeki payları cahiliye dönemi Araplarının dikkatini çekmişti. Bölgeyle sıkı ve iyi ilişkiler kuran bazı Araplar Hayberliler’le özel anlaşmalar yapmışlardı. İslam öncesinde Hayber, topraklarını ve bol ürünlerini ekonomik savaş aracı olarak kullanmaktaydı (Selâm, 1989b, s. 7). Cahiliye döneminde Hayberliler savaşa karşı şehri korumak için Araplara ürünlerinin yarısını vererek anlaşmalar yapmışlardı. Nitekim Hz. Peygamber döneminde Medine’deki müslümanlara karşı birleştiklerinde ürünlerinin yarısını vermek üzere Araplarla anlaşmışlardı. Bu sebeple olacak ki Hz. Peygamber Hayber’in fethinden sonra ürünlerinin yarısını müslümanlara vermelerini şart koşmuştu (İbn Kesîr, 1976, 3/375,378; Selâm, 1989b, s. 7; Welfinson, 1927, s. 169).

Hayberliler verimli zirai arazilerini korumak üzere etraftaki vadiler üzerine kaleler inşa etmişlerdi. Bunların en önemlileri arasında Serîr ve Hâs (/Hals) vadileri bulunur. Günümüzde Sağîr vadisi olarak bilinen Şikk ve Netâh vadileri yedi mil boyunca uzanan büyük Serîr’i oluşturur. Yine en verimli vadilerden biri olan Ketîbe, Vatîh ile birlikte Hâs’a ulaşır. Bütün bu vadiler zirai arazilerinin çokluğuyla, mahsullerinin kalitesiyle, güzel bahçeleri ve hurma ormanlarıyla meşhurdu. Hayber’li yahudiler bu vadileri korumak için sağlam kaleler yapmışlardı. Hatta bir vadiyi korumak için birçok kale inşa etmişlerdi. Serîr vadisini korumak için Şikk ve Netâh kalelerini, Hâs vadisini korumak için Hayber’in en büyük kalesi olan Kamûs’u ve Ehyel dağı üzerine Vatîh kalesini inşa etmişlerdi. Bu kaleler ile hem Ketîbe ve Vatîh vadisindeki arazileri ve malları hem de Ehyel dağının eteklerindeki hurma ormanlarını ve meyve ağaçlarını koruyorlardı (Vâkidî, 1965, 2/720; İbn Şebbe, 1979, s. 190; Harbî, 1969, ss. 539-540; Ebû Ubeyd el-Bekrî, 1368, s. 521,737; Yâkût el-Hamevî, 1977, 2/338, İbn Kesîr, 1408, 4/30; Selâm, 1989b, ss. 12-13).

Arazilerini eşleri ve çocuklarıyla birlikte ekip-diken Hayber yahudileri çiftçilikte iyi bir seviye yakalamışlardı. Hayber'in fazlaca su kaynaklarına sahip olması, onların bu alandaki gelişimlerine katkı sağlamaktaydı. Meselâ bazı pınarlardan çeşitli küçük nehirler akardı. Yahudiler su kaynaklarını ıslah ederek hem kalede yaşayanlar için içme suyu, hem de zirai ürünler için sulama kanalları yaptılar (Vâkidî, 1965, 1/713, 2/637, 666, 667; Cevâd Ali, 1993, 7/179, 197; Selâm, 1989b, s. 14). Şık vadisinde bol suya sahip olan Hamme pınarının üçte ikisi bir delikten yerin altına üçte biri de vadiye akıyordu. Netâh vadisindeki hurmalıkları sulayan Netâh pınarı ve büyük Lüheyhâ ile Harrâr pınarları bulunmaktaydı (Harbî, 1969, ss. 540-541; Ebû Ubeyd el-Bekrî, 1368, ss. 492, 522; Yâkût el-Hamevî, 1977, 5/291; Şâmî, 1992, 5/235; Selâm, 1989b, s. 15).

Bol yağmur alan bir bölgede bulunan Hayber'in sulama bentlerinin yapımını kolaylaştıran yeryüzü şekillerine ve derelere sahip olması topraklarını verimli kılmakta ziraatla geçimini sağlayan insanların varlığını artırmaktaydı (Hamidullah, 2003, 1/590). Hayberliler meydana gelen seller nedeniyle vadilere setler yaparak suları biriktirdiler ve sel sularını zirai sulama için kullandılar. Selleri önleyen setleri yapmalarının bir diğer sebebi meskûn mahallerin ve zirai arazilerin zarar görmemesiydi. Bütün bunlar Hayberliler'in mühendislik konusundaki bilgilerine ve bu setleri inşa etmedeki maharet ve uzmanlıklarına işaret etmektedir (İbn Sa'd, 1957, 2/77; Selâm, 1989b, ss. 16-17). Hayber ve çevresinde yapılan arkeolojik yüzey araştırmaları bölgedeki etkileyici barajların geç İslam öncesi ve erken İslam dönemine ait olabileceğini belirtmektedir (Munt, 2021, s. 120).

Hayber'de bulunan sulama bendlerinden kısaca bahsetmek gerekirse Kusaybe bendi eski tarihi kalıntı olması ve büyüklüğü sebebiyle önemlidir. Bu bend Hayber'in 30 km. güneyinde Kasrû'l-Bint civarında Kars vadisinin dar boğazına Vâdîsilsile üzerine yapılmıştı. Uzunluğu 205 metreye, bend duvarlarının doğu tarafından yüksekliği 25 metreye, batı tarafında arkasının yüksekliği 19 metreye ulaşmaktaydı. Düzensiz taşlarla ustalıklı bina edilen sed suyun geliş yönüne doğru uzanan üçgen şeklinde bir yapıdır. Günümüzde sadece 169 metrelik kısmı ayaktadır. Hayber'in birkaç kilometre doğusunda bulunan el-Haşkûk seddi ve el-Hasîd seddi İslam öncesinde kullanılan sedlerdi. Yapılış zamanı tam olarak bilinmeyen el-Haşkûk seddinin yüksekliği 2 metre, uzunluğu 130 metredir. el-Hasîd seddi ise Hayber'in 14 km. kadar güney batısında Garas vadisi üzerindedir. İlk hali 6 metre yüksekliğinde, 40 metre uzunluğundadır. Yapı malzemesi bir nevi taş dolgu şeklinde olup sızdırmazlığı ince malzemeler doldurularak sağlanmıştır. Hayber'in kuzeyinde yer alan Zeydiyye seddi harçsız taşlardan yapılmış olan 25 metre uzunluğunda, 8 metre genişliğinde ve 4 metre yüksekliğinde oldukça küçük bir bendedir (Çeçen, t.y.; Selâm, 1989b, ss. 17-18).

Hayber'de başta deve olmak üzere büyük ve küçükbaş hayvan ile at ve eşek yetiştiriciliği yaygındı. Hayvanların otlatılabileceği geniş meralar bulunmaktaydı ve bu çobanlık işini bir kısmı Habeşli olan köleler yapmaktaydı. Müslümanlar Hayber'i fethettiklerinde kalelerde sürüler halinde sığır ve koyun ganimet bulmuşlardır (Vâkidî, 1965, 2/680). Onlar deve eti yemedikleri için deveyi taşımacılık ve ticaret için, atları savaş için yetiştirmekteydiler. Hayber'de çok sayıda eşek bulunmaktaydı. Az da olsa tavuk gibi kanatlı hayvan bulunmaktaydı. Ayrıca Hayber'de arıcılık yapıldığı da bilinmektedir (İbn Hişâm, 3/355; Halebi, 2/742; Selâm, 1989b, s. 21-23). Yahudiler hurma çekirdeğinden elde edilen, hayvanların et ve süt gelişiminde son derece verimli olan yem imal ederler ve bu yemin ticaretini yaparlardı (Vâkidi, 1965, 2/693; Sicistâni, s. 50).

Bölge her ne kadar verimli arazileri ve hurma ağaçları ile ünlü olsa da bunaltıcı sıcağı ve

hummaya sebebiyet verebilen sağlıklı iklimi de kaynaklarda zikredilmektedir (Munt, 2021, s. 119). İslam öncesi dönemde Araplar Hayber'deki sıtma salgınlarından çok çekinirdi (Hamidullah, 1998, s. 21). Arap doktorlar sair zamanlarda sağlıklı kalmanın koşulunu Süreyya takımyıldızının batışı ile doğuşu arasındaki zamanı emniyetli ve sağlıklı geçirme şartına bağladılar (Hamidullah, 2003, 1/591). Cahiliye dönemi ve sonrasında görülen humma ile yaşamaya alışan Hayber yahudileri ise sağlıklı kalmalarını şarap içmelerine, sarımsak yemelerine, Hayber'in ikliminin elverişli bölgelerinde yaşamalarına ve Süreyya takımyıldızının batıp yeniden doğduğu zaman arasında Hayber'den ayrılmalarına bağladılar (Arslantaş, 2008, ss. 433-434). Araplar salgınların Süreyya takımyıldızının batışı ile doğuşu arasında geçen zamanda meydana geldiğine inanırlardı. Yahudiler, cahil olduklarını düşündükleri Araplara bu bölgede sağlıklı kalabilmeleri için Hayber'e girmeden önce on kez eşek gibi bağırmasını gerektiğini söyler ve Arapların söyleneni yapmaları durumunda kendileriyle eğlenirdi (Arslantaş, 2008, ss. 433-434). Ta'sîr (onlama) adı verilen uygulama konusunda Urve b. el-Verd isimli meşhur şair cahiliye döneminde söylediği şiirle eşek gibi anırmak yerine hummaya tutulmayı tercih ettiğini haykırmıştır (Cevâd Ali, 1993, 6/525; Hamidullah, 2003, 1/591). Şiirin ilgili kısmı şu şekildedir (Urve b. el-Verd, 1998, s. 80):

وَقَالُوا أَحِبُّوا وَإِنْهَقَ لَا تَضِيرُكَ حَبِيرٌ وَذَلِكَ مِنْ دِينِ الْيَهُودِ وَلَوْ عُرِ
لَعَمْرِي لَأَنْ عَشْرَتٌ مِنْ حَشِيَّةِ الرَّدَى نُهَاقَ الْحَمِيرِ إِنِّي لَجَزَوْعٌ

Eşek gibi çömel de anır, Hayber sana zarar vermez dediler

Bu, yahudi dininden bir yalandır

Yemin olsun, ölüm korkusundan dolayı on defa anırırsam

Eşek anırması gibi, korkak olayım

IV. Hayber'de Sosyal Hayat

Arabistan'daki yaşamın tüm şekillerine uyum sağlayan, Arap kabileleri içerisinde yaşayan ve o kabilelere üye olan yahudi kabileleri vardı. Nitekim Hicaz'da bir yahudi karşımıza bir tüccar, bir bedevi, bir çiftçi, bir şair, bir zanaatkar ve bir savaşçı olarak çıkabilirdi. Onlar hem kalelerde ve şehirlerde evlerde hem de çölde çadırlarda yaşadılar. Çoğu efsanevi bilgilere dayanmakla birlikte birçok Arap kabilesi içerisinde yahudi gruplar vardı ve bunların İran ve Filistin'deki yahudiler ile güçlü bağları vardı (Newby, 2013, s. 39, 43).

Sosyal ilişkilerde en kuvvetli bağlardan biri evlilik bağıdır. Mekke ve Hayber arasında ticari ilişkilerin varlığı iki şehir arasında evliliklere de zemin hazırladı. Meselâ Abdülmuttalib'in babası Hâşim, Hayber'li yahudi bir hanımla evlenmiş ve bu hanımdan Sayfî ve Ebû Sayfî adında iki çocuğu olmuştu. Aynı hanım Hâşim'le evlenmeden veya Hâşim vefat ettikten sonra, Hâşim'in kardeşi olan Muttalib ile de evlenmiş ve Mahrame isimli çocukları dünyaya gelmişti (İbn Habîb, 1985, ss. 402-403; Hamidullah, 2003, 1/592; Arslantaş, 2008, s. 433).

Sosyal ilişkilerin temel dinamiklerinden biri iletişim dilidir. Hicaz'daki diğer yahudiler gibi Hayber yahudileri bu bölgeye geldikten sonra Yahudi-Arap lehçesi olarak tanımlanabilecek "al-Yahudiyye" denilen kendi lehçelerini geliştirdiler (Lowin, 2010, 3/150). Nitekim Hicaz'ın kuzeybatısında içerisinde İbranice ve Aramca terimlerin bulunduğu yahudi Arapçası denebilecek bir lehçenin oluştuğu görülmektedir. Bunu

İslam'ın doğuşuyla Kur'an'da kullanılan bazı kavramlarla desteklemek mümkün olmuştur. Örneğin İbranice çalât (Aramca tzeluta) ile Arapça salât, çadaqa (İbranice tzedaca) ile Arapça sadaka, İbranice zekhut ile Arapça zekât, İbranice navi' ile Arapça nebi kelimeleri arasındaki ilişki bunu göstermektedir. Ayrıca diaspora yahudilerinin kutsal metinlerin (targumim) hem İbranice hem Arapça tercüme ve tefsirlerini okudukları bilinmektedir (Newby, 2013, s. 41-42). Hicaz'daki yahudilerin İbranice yazıp, Arapça konuştukları, çocuklarına kendi isimlerinin yanında, hatta çoğunlukla Arap isimleri verdikleri görülmektedir (Avcı, "Kurayza", DİA, XXVI, 431; Kelpetin, 2017, s. 105).

Hayberli yahudilerin kendilerine has giysileri vardı. Onlar arasında "taylasan" isimli giysi meşhurdu. Ebû Hureyre yeni tarz kıyafetler giydiklerini fark ettiği arkadaşlarına "taylasan" biçiminde elbiseler giyerek yahudilere benzediklerini söylemiştir (Buhârî, Meğâzî, 40; Hamidullah, 2003, 1/591).

İslam öncesi Hayber'de kâhinlerin de varlığı bilinmektedir. Hz. Peygamber'in dedesi Abdülmuttalib zemzem kuyusunu oğlu Hâris ile birlikte kazarken Kureyş'in muhalefetine karşı kendisini yalnız hissettiğinde on oğlu olması durumunda birini Allah için kurban edeceğine yemin etmişti. Abdülmuttalib on oğlu olduktan sonra bu adağı yerine getirmek üzere harekete geçti. Oğulları arasında kur'a çekti ve Abdullah çıktı. Bunun üzerine akrabaları bu uygulamaya itiraz ederek kur'ada ismi çıkan Abdullah'ı kurban etmektense Hayber'de bulunan bir kâhin kadına danışmayı önerdiler. Hayber'li kâhin kadının yol göstermesi ile Abdullah 100 devenin kurban edilmesi karşılığında kurtulmuştu (Hamidullah, 2003, 1/33; Arslantaş, 2008, s. 433).

V. Hayber'de Askeri Hayat: Kaleler ve Savaş Aletleri

Hayber'de zirai amaçların yanı sıra askeri güvenliği sağlamak için de kaleler inşa edilmişti. Netâh bölgesinde Nâim, es-Sa'b b. Muâz ve Zübeyr kaleleri; Şıkk bölgesinde Übeyy (Sümran) ve Nizâr (Beriy) kaleleri; Ketîbe bölgesinde Kamûs, Vatîh ve Sülâlim kaleleri bulunmaktaydı (İbn Sa'd, 1957, 2/106; Köksal, 2008, ss. 441-442; Yâkût el-Hamevî, 1977, 2/409). Kalelerin menşei bilinmemekle birlikte (Hamidullah, 2003, 1/590) Semûd kavminden Vatîh b. Mâzin'in Hayber'de bulunan Vatîh kalesini inşa ettiği kabul edilmektedir (Arslantaş, 2016, s. 81). Günümüzde hala kalıntıları bulunan ve "Hisnu Merhab" diye tanınan Kamûs kalesi ünlü komutan Merhab'ın kalesi olarak tanınmaktadır (Yâkût el-Hamevî, 1977, 5/102; Hamidullah, 2003, 1/590). Allah Rasûlü döneminde Hayber'deki kalelerin varlığı ve yahudilerin savaş tekniği Hayber'in fethinin uzun sürmesine sebep olmuştu (Selâm, 1989c, s. 8).

Hayber bölgesindeki kalelerin sayısı tam olarak tespit edilememektedir. Bunun nedeni küçük kale şeklinde konaklardan (husûnü'l-âtâm) oluşmasıdır. Kaleler isimlerini meşhur yahudi bir kimseden, bir kabileden, üzerinde bulunduğu bir vadiden veya bir dağdan almıştı. Kale inşa etmek, kaleleri güçlendirerek ve silahlanarak düşmana karşı hazırlanmak, surlar üzerine burçlar inşa etmek ve duvarlar arasında korunaklı olarak kalmak yahudilerin savunma stratejisiydi. İnşa ettikleri sağlam surlar sayesinde can ve mal güvenliklerini korudular. Yahudiler Hayber'i savunma stratejisi bakımından ve kalelerin konumuna göre bölgelere ayırmışlardı. Vâkidî Hayber'in askeri bakımdan beş bölgeye ayrıldığına işaret etmiştir. Bunlar Netâh, Şık, Ketîbe, Vatîh ve Sülâlim'dir. Her bir mıntıkada kaleler bulunmaktadır (Vâkidî, 1965, 2/692; İbn Kesîr, 1408, 4/226; Diyarbekrî, 2/45; Selâm, 1989c, ss. 17-18; Welfinson, 1927, ss. 166-168). Munt'a göre

Hayber'in bir dizi kalelerden oluştuğu düşüncesi bir daha ele alınmalıdır. O'na göre kale yerine bu yerlerin bazılarını bölge/mahalle denilmesi daha uygundur. Çünkü kalelerin sayısı ve isimleri ilk dönem kaynaklarda farklılık göstermektedir. Hayber'in topografyasını kale olarak ifade etmek yalnız Arapların buradaki kaleleri husn olarak tabir etmesinden değildir, ayrıca Hayber kelimesinin yahudi temelli bir kelime olarak kale anlamında olmasından kaynaklanmaktadır. Topografik açıdan isimleri geçen bazı kalelerin/bölgelerin hangi coğrafi karakteri temsil ettiği de tartışılmalıdır. Örneğin Yakut'ta Netâh hem kale hem su kaynağı olarak isimlendirilirken daha sonraki kaynaklarda vadi olarak geçmektedir (Munt, 2021, s. 118-119). Hayberlilerin kalelerini verimli yaşam alanlarını savunma ve güven içinde yaşama amaçlı kullandıkları düşünülürse ve kale isimlerinin adlarını önemli kişilerden ve verimli vadilerden aldığı hatırlanursa vadi ve kale isimlerinin kullanımında karışıklığın sebebi anlaşılabilir. Bu durumda kalenin üzerine kurulduğu veya yakınında bulunduğu bölgeyle aynı ismi taşıması bahsi geçen tartışmanın sebebi olabilir.

Netâh mıntıkası, Hayber vahasının ilk savunma hattıdır. Hayber'in fethi esnasında orada görülen en önemli kaleler Nâim, Sâ'b, Zübeyr ve Dâru Beni Kimme kaleleridir. Şık mıntıkasının savaş kaleleri Übey, Semrân ve Nizâr kaleleridir. Ketîbe mıntıkasının en büyük kalesi Kamûs ve Vecde kaleleridir. Vatîh mıntıkasının en önemli kalesi ise Vatîh kalesidir. Sülâlîm mıntıkasının en sağlam kalesi Sülâlîm kalesidir. Bu kalelerin konumları ve birbirlerine göre yönleri şu şekilde tarif edilmiştir. Bir kişi Hayber'de Ketîbe mıntıkasında Kamûs kalesinde durup hafifçe doğuya doğru yöneldiğinde kuzeyinde Şık mıntıkası, kuzey doğusunda Netâh mıntıkası bulunur. Yine bu kişi batı yönüne doğru uzanarak güneye ilerlediğinde Sülâlîm mıntıkasına, Sabhâ dağlarının güneyine ve güneydoğuya yöneldiğinde Vatîh vadisine ulaşır (Harbî, 1969, ss. 540-541; Ebû Ubeyd el-Bekrî, 1368, s. 1380; İbn Kesîr, 1408, 4/226; Bâşümeyl, 1979, s. 183, 1979, s. 183; Selâm, 1989c, ss. 18-19). Hayber'de diğer bölgelerde de bazı kaleler vardı. Bu kalelere Merîta (veya Merta), Zihâr ve Kusârâ örnek verilebilir (Harbî, 1969, s. 539; Selâm, 1989c, s. 49).

Hayber yahudileri kalelerinde silah ve savaş aleti bulunduruyordu. Bunların bir kısmı hücum, bir kısmı savunma, bazıları ise her iki maksatla kullanılan silahlardı. Yahudilerin kullandıkları büyük silahlardan biri mancınıktı. Kale muhasarası esnasında düşmana taş atmak, surları yıkmak veya burçları ve düşman menzillerini yakmak için kullanılırdı. Hicaz'da mancınığı ilk defa savaş aleti olarak kullananın yahudiler olduğu tahmin edilmektedir (Selâm, 1989c, s. 54). Bazı kaynaklarda Tâiflilerin bu savaş aletini kullanmakla meşhur oldukları söylene de yahudilerin daha öncesinden bu silahı kullandıkları ve kullanımı konusunda daha usta oldukları nakledilmektedir (Cevâd Ali, 1993, 7/151, 154, 10/119). Netâh'taki Nâim kalesinde bir mahzende gizledikleri bir mancınık vardı. Hayber fethi esnasında bu mancınığı hazırlayamadan Hz. Peygamber aniden baskın vererek kullanmalarını önlemişti. Çünkü Müslüman esirler o mancınığın yerini biliyorlardı. Vâkîdî, Hayber kuşatmasının altıncı gecesi Hz. Ömer komutasında bir grup askerin bir yahudiyi yakalayarak Hz. Peygamber'e getirdiğini, o kişinin de Netâh kalesinde saklı bulunan mancınık, debbâbe, zırh, kalkan ve kılıçların yerlerini söylediğini nakletmektedir. Hz. Peygamber de önce o kaleyi alıp mancınığı ele geçirmelerini, ardından Şık mıntıkasındaki Nizâr kalesi ve diğer kalelerin fethi için kullanmalarını emretmişti. Bu sayede müslümanlar Nizâr kalesini fethettiler. Yine Sa'b kalesinde mancınıkları ele geçiren müslümanlar Hz. Peygamber'in emriyle Ketîbe'deki Ebû'l-Hukayk kabilesinin en büyük kalesi olan Kamûs üzerine kullandılar (Vâkîdî, 1965, 2/637, 648, 657, 670; Bâşümeyl, 1979, s. 1059-1060; Abdurrauf Avn, 1961, ss. 16, 163-164; Selâm,

1989c, s. 53-54). Makalenin sınırlarını aşan bilgi olmasına rağmen İslam öncesi dönemde Hayber'i yansıttığından burada zikredilmiştir.

Hayberlilerin kullandığı savaş aletlerinden biri de debbâbeydi. Sümeý adı verilen ağaçtan yapılan debbâbe ağır ağır ilerleyen özelliğe sahipti. Toprağı kazarak kalenin içine insanlarla birlikte girerdi. Ok işlemez derilerle çevrili bir hücum silahıydı. Mancınıktan önce debbâbe kullanılırdı. Kadim Mısırlıların, Asurluların, Yunanlıların, Romalıların ve Farslıların bu aleti kullandıkları söylenir. Hayber'de Netâhtaki es-Sa'b b. Mu'az ve Nâim kalelerinin mahzenlerinde bu aletten bulunmaktaydı. Naim kalesinde bu aletten iki adet vardı. Yahudiler Hayber'in fethinde savunma savaşı yaptıklarından bu aleti kullanmadılar. Yahudilerin debbâbeye ihtiyacı olmadığı halde hangi sebeple ve nasıl bu alete sahip oldukları konusunda ihtilaf vardır. Çünkü Arap yarımadasında bilinmeyen ve ihtiyaç olmayan bir silah olarak değerlendirilmektedir (Vâkidî, 1965, 2/648; Şâmî, 1992, 5/599; Bâşümeýl, 1979, s. 199; ed-Dakdûkî, 1985, s. 233; Selâm, 1989c, s. 68-69).

Hayber yahudilerinin kullandığı bir diğer savaş aleti yay ve oktu. Onların üretmiş olduğu yay ve oklar savaşlarda çok kullanışlı ve tesirliydi. Yayları Salb dağında bulunan Nebi', Sedir, Şiryân ve Şevhad ağaçlarının dallarından üretmekteydiler (İbn Hüzeýl, 1951, s. 211). Hayberliler Arap yayı olarak bilinen sert ve kuvvetli bir yay yaptılar. Bu yayın bir tanesi aynı anda dört veya beş oku birden atabilecek kuvvette idi. Müslümanlar Hayber fethinde Vatîh ve Sülâlim kalelerinde diğer silahlarla birlikte beş yüz Arap yayı bulmuşlardı. Bu silahlar Âl-i Ebü'l-Hukayk'taki bir gruba aitti (Vâkidî, 1965, 2/671). İslam öncesinde Araplara bunları ödünç vermekteydiler (Vâkidî, 1965, 2/67). Yahudilerin ürettiği birçok ok çeşidi vardı. Bunlardan biri nebi' ağacından yapılan ve Arap oku olarak bilinen Nebîl isimli oktu. Yahudiler bu yay ve okları kullanma ve ok yapım tekniği konusunda çok mahirdiler. Keskin nişancılar ok kullanma eğitimi vermekteydiler. Rivayete göre Kamûs kalesinin sahibi ve komutanı Kinâne adlı kişi üç yüz zira' uzaklıktaki bir yere üç ok atar ve üçünü de aynı yere isabet ettirirdi (Vâkidî, 1965, 2/670). Netâhlılar yahudilerin en iyi, en hızlı ve en uzağa ok atanı olarak meşhur olmuşlardı. Ayrıca Şık'taki Übey kalesi yahudileri de çok kuvvetli ok ve taş atıcılarıydı (Vâkidî, 1965, 2/643, 646, 662, 663, 667, 668, 671, 680; Şâmî, 1992, 5/186; ed-Dakdûkî, 1985, ss. 226, 228; Abdurrauf Avn, 1961, ss. 48, 54, 141, 129, 137; Selâm, 1989c, s. 57-59).

Hayberliler'in savaş aletlerinden bir diğeri kişiyi kılıç darbelerinden koruyan ve demirden örülmüş bir elbise olan zırhtı. İbrânilerde zırhlara Şiryun (şiron) denirdi. Yahudilerin zırh yapımında şöhret bulmalarında yahudi kıssalarının büyük tesiri vardı. Zırh zanaatı Hz. Dâvud'a (a.s.) nisbet edilirdi (Cevâd Ali, 1993, 5/430). Zırh çok pahalı bir savaş aletiydi. Cahiliye döneminde komutanlar ve ileri gelenler ancak zırh giyebilirdi. Hayber kalelerindeki mahzenlerde birçok sayıda zırh bulunmaktaydı. Hayber fethi esnasında yahudi süvari Merhab'ın üzerinde ve mübarezeeye çıktığında Âmir'in üzerinde bir zırh bulunmaktaydı. Müslümanlar Hayber'i fethettiklerinde Vatîh ve Sülâlim kalelerinin mahzenlerinde yüz adet zırh bulmuşlardı. Ebü'l-Hukayk kabilesi talep eden Araplara silah kiralyorlardı. Hatta muasır bazı araştırmalar Hayber'in fethinin hemen öncesinde bin adet zırh olduğunu söylemektedir (Vâkidî, 1965, 2/637, 656, 657, 671; İbn Hüzeýl, 1951, s. 226/227; Halebî, 1400, 2/745; Şâmî, 1992, 5/204; Cevâd Ali, 1993, 5/430, 637, 671; ed-Dakdûkî, 1985, s. 237; Selâm, 1989c, ss. 60, 62).

Miğfer, başı savaş esnasında kılıç darbelerinden taşlardan ve oklardan korumak için giyilen zırhın tamamlayıcısı savaş aletidir. Arap yarımadasında çok pahalı bir savaş aleti olan miğfer Hayber kalelerinin mahzenlerinde çok sayıda bulunmaktaydı. Yahudi

süvariler mübareze ve saldırı esnasında miğferle birlikte üzerine Beyza isimli savaş aletini giyerlerdi (İbn Hüzeyl, 1951, s. 230; Şâmî, 1992, 5/197; ed-Dakdûkî, 1985, s. 239; Selâm, 1989c, s. 62). Yemen miğferini savaşlarda süvarilerin giydiği bilinmektedir. Siyer ve megâzî kitapları Netâh kalesi önünde müslümanlara karşı koyan meşhur Hayber süvarisi Merhab'ın Yemen miğferi giydiğini nakletmektedir (İbn Kesîr, 1976, 3/355). Beyzanın altına giyilen örgü miğfer de zırhın devamı olarak demirden örülen ve başa giyilen bir savaş korunma aletidir. Baş ve yüzü tamamen örter, sadece gözler görünür. Ayrıca bazıları sırtın arkasına doğru sarkarak boynu da korur. Hayber yahudileri bu miğferleri Yemen'den ithal etmekteydiler. Yahudi Merhab'ın giydiği miğfer bu türdendi (Vâkidî, 1965, 2/637-648-657; İbn Hüzeyl, 1951, s. 230; Şâmî, 1992, 5/197; Cevâd Ali, 1993, 5/433; ed-Dakdûkî, 1985, s. 239; Abdurrauf Avn, 1961, s. 184; Selâm, 1989c, ss. 64-65).

Çok eski milletlerden beri kullanılan eski bir savunma silahı olan kalkanın ağaçtan, vahşi hayvan derilerinden ve deve derisinden yapılan, büyük, küçük, ağır ve hafif türleri vardı. Hz. Peygamber zamanında Hayber yahudileri savaşlarda kalkan kullanmaktaydılar. Kalkan, pahalı savaş aletlerinden olduğundan kahraman, meşhur ve zengin savaşçılar bu aleti kullanabilirdi. Önceden ağaçtan yapılır, üzerine deri yapıştırılır, çatlamaması için yağlanırdı. Cahiliye Arap yarımadasında daire şeklinde, bazen de uzun şekilde yapılmıştır (İbn Hüzeyl, 1951, ss. 231-232; Şâmî, 1992, 5/197, 199; Cevâd Ali, 1993, 5/430; ed-Dakdûkî, 1985, s. 240; Selâm, 1989c, ss. 63-64).

Hayber yahudileri hem atlı hem de yaya halde mızrak kullanımında ustaydılar. Özellikle kaleleri muhasara edildiğinde mızrağı kullanırlardı. Hayber fethi esnasında yahudilerin en güçlülerinden biri olan Yâsir, müslümanlara saptamak ve insanları sevk etmek üzere yanında mızrak taşımaktaydı. Yahudiler mızrak kullanımının yanında yapımında da başarılıydılar. Özellikle üç boğumlu veya üç başlı olarak meşhur olan mızraklar imal edip kullanıyorlardı. Müslümanlar Hayber'i fethettiklerinde sadece Vatifh ve Sülâlim kalelerinde bin adet mızrak bulmuşlardı (İbn Hüzeyl, 1951, s. 205-207; Halebî, 1400, 2/737; Şâmî, 1992, 5/204; Abdurrauf Avn, 1961, s. 147; ed-Dakdûkî, 1985, s. 224; Selâm, 1989c, ss. 65-66; Vâkidî, 1965, 2/662).

Hayber yahudileri kılıç ve kın yapımında da ustaydılar. Kınlar üzerine sahibinin ismini ve bazı İbranice ifadeler yazıyorlardı. Müslümanlar Hayber fethinde Vatifh ve Sülâlim kalelerinde dört yüz kılıç ganimet elde etmişlerdi. Merhab'ın nakışlı, üzerinde İbranice "Bu Merhab'ın kılıcıdır. Kim onu tadarsa ölür" yazılı bir kılıcı vardı. Bu kılıç savaşın sonra Muhammed b. Mesleme ailesine miras kalmıştır (Şâmî, 1992, 5/204; Selâm, 1989c, s. 67; Vâkidî, 1965, 2/656, 667).

Hayber'de yahudilerin kullandığı diğer savaş aletleri arasında balta, asa, taş ve rahâ (değirmen taşı) bulunmaktaydı (Vâkidî, 1965, 2/663; İbn Sa'd, 1957, 3/26, 526; Şâmî, 1992, 5/244; Selâm, 1989c, ss. 71-72). Halebî'nin verdiği bilgiye göre Muhammed b. Mesleme'nin kardeşi Mahmûd, Hayber'in fethi günü Merhab veya Kinâne b. Rebi' tarafından kaleden atılan bir değirmen taşı ile şehit edilmişti (Halebî, 1400, 2/732).

Sonuç

Hayber'de ilk yerleşimin ne zaman başladığı net değildir. Bugün bazı arkeolojik araştırmalarda, Hayber'in tarihinin üç bin yıl öncesine dayandığı tahmin edilmektedir. Hayber bölgesinde milattan önce Amâlekilerin, sonraları da Ezd ve Süleym gibi Arap kabilelerinin ve de yahudilerin yaşadığı düşünülürken hangisinin daha önce yerleştiği tespit edilememektedir. Bazı araştırmacılar yahudilerin Hicaz'a milattan önce

geldiklerini iddia ederken diğerleri milattan sonra yerleştiklerini ileri sürmektedir. Hz. Peygamber (s.a.v.) döneminden önce Hayber'de yahudilerin yaşamakta olduğu ise kesin olarak bilinmektedir.

Hayber kelimesinin anlamı konusunda kaynaklarda farklı bilgiler yer almaktadır. Hayber'den ilk defa "Khibrā" (khi-ib-ra-a) olarak, Babil kralı Nabonidus'un (M.Ö. 556-39) Teymā'da geçirdiği zamanı anlattığı bahiste kuzey Hicâz'daki bir avuç yerleşim yerini saydığı Harran yazıtında bahsedilmektedir. Tarihî kayıtlara göre Hârise b. Ebû Huzeyme b. Sa'lebe liderliğindeki el-Ezd kabilesi Hicaz'ın Hayber bölgesine yerleşmişti. MS yedinci yüzyılın başlarında Arabistan'daki Yahudi kabileleri Hayber ve Yesrib olmak üzere iki büyük şehirde ve Fedek, Teyma ve Vâdilkura olmak üzere üç küçük yerleşim biriminde yaşıyorlardı. Hayber yahudilerinin şehirdeki geçmişinin çok eskiye dayandığı nakledilmektedir.

Hayber, Medine-Suriye yolu üzerinde bulunmaktadır. İslam öncesi dönemde Hayber ticari yolların kesiştiği, verimli toprakların ve su kaynaklarının olduğu bir yerde bulunmaktaydı. Cahiliye döneminde Yahudiler bu verimli toprakları ticari ve zirai yeteneklerini de kullanarak adından söz edilen bir merkez haline getirdiler. Civarda bulunan şehirlerle ticari ilişkileri bulunmaktaydı. Kumaş, takı, hurma, buğday, arpa, bal ve şarap gibi ürünlerin ticaretini yapan Yahudiler sarraflık konusunda ünlüydüler. Bölgede düzenlenen panayırlar sayesinde ticari hayat canlanmaktadır. Mekke, Yesrib, Yemen, Hadramut, Taif, Suriye, Filistin, Irak gibi bölgenin dört bir yanından insanlar panayıra katılmak için bu bölgeye gelirdi. İslam öncesi Hayber panayırlarında İslami dönemde de kullanılan dinar ve dirhem yaygındı. Hayber Yahudileri genellikle Hicaz'da bilinen ölçü ve tartıları kullanırlardı.

Hayber'de zirai faaliyetleri verimli hale getiren kanallar ve su bentleri inşa edilmişti. Yahudiler su kaynaklarını geliştirerek kale sakinleri için içme suyu ve tarımsal ürünler için sulama kanalları inşa ettiler. Hicaz'ın en zengin bölgelerinden biri olan Hayber vahası hurmalarının bolluğu ve meyvelerinin bereketiyle ünlüydü. Hayberliler hurma yetiştiriciliğini bilmekle övünürken, Arap kabileleri ise onları "kaliteli hurma yetiştiricileri" olarak tanıtırldı. Hayberliler şehirlerini, verimli arazilerini ve bahçelerini kaleleriyle muhafaza etmekteydiler. İthal ve ihraç ettikleri savaş aletlerini bu kalelerde muhafaza etmekteydiler. İslam öncesi dönemde Hayber'in tarihi hakkında bilgi sunan bu makale sayesinde Hz. Peygamber döneminde Hayber'le yaşanan ilişkiler daha iyi anlaşılacaktır. Hz. Peygamber döneminde yaşanan Müslüman ve Yahudi ilişkileri daha doğru değerlendirilebilecektir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – İthenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

Peer-Review	Double anonymized - Two External
Ethical Statement	* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - İthenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Kaynakça | References

- Abdurrauf Avn, (1961). *el-Fennü'l-harbî fi sadri'l-İslâm*. Dâru'l-Ma 'ârif, Kahire.
- Arslantaş, N. (2005). *Emeviler Döneminde Yahudiler*. Gökkuşbuğu.
- Arslantaş, N. (2008). Sürgünden Sonra Hayber Yahudileri. *BELLETEN*, 72(264), 431-474. <https://doi.org/10.37879/belleten.2008.431>.
- Arslantaş, N. (2016). *Hiz. Muhammed Döneminde Yahudiler*. KURAMER Yayınları.
- Ay, Ş. (2011). İsrail ve Yahuda Krallıkları Üzerine Düzenlenen Asur Seferleri. *History Studies: Uluslararası Tarih Araştırmaları Dergisi*. III/1, s. 1-14.
- Bal, F. (2014). Çölün Ekonomisi: İslam Öncesi Arap Yarımadası'nda Ticaret, Ortaklık, Para ve Kredi. *Akademik Ortadoğu* 9 (1), 95-118.
- Bâşümeyl, M. A. (1979). *Mevsû'atü'l-gazavâti'l-kübrâ: Sulhü'l-Hudeybiye, Gazvetü Hayber*: C. VI. el-Mektebetü's-Selefiyye.
- Buhâri, Muhammed b. İsmail. (1992). *el-Câmi'u's-sahîh*. İstanbul: Çağrı yayınları.
- Cevâd Ali. (1993). *el-Mufassal fi târihi'l-'Arab kable'l-İslâm*. Câmî'atü Bağdâd.
- Çağatay, N. (1982). İslam Öncesi Arap Tarihi ve Cahiliye Çağı (4. bs). *Ankara Üniversitesi İlahiyat Fakültesi Yayınları*.
- Çeçen, K. (t.y.). "Bent". TDV İslâm Ansiklopedisi. 10 Ekim 2022: <https://islamansiklopedisi.org.tr/bent>
- Çelik, Z. (2019). *Üseyd b. Hudaýr*. SAMER.
- Diyarbekrî, K. H. (t.y.). *Târîhu'l-hamîs fi ahvâli enfesi nefis*. C. II. Müessesetü Şâban, Beyrut.
- Ebû Ubeyd el-Bekrî, (1368). *Mu'cemu mesta'cem min esmâi'l-bilâd ve'l-mevâdi*. Dâru'l-Kütübi'l-İlmiyye.
- ed-Dakdûkî, V. (1985). *el-Cündiyye fi ahdi'd-Devleti'l-Ümeviyye*. Müessesetü'r-Risâle.
- Efe, G. (2002). *İslâm öncesi Arabistan'da Yahudilik*. Yüksek Lisans Tezi. Marmara Üniversitesi.
- Efgânî, S. (1960). *Esvâku'l-'Arab fi'l-Câhiliyye ve'l-İslâm*. Dâru'l-Fikr. <https://shamela.ws/book/9999/334>.
- Ensârî, İ. A. (1970). *Tuhfetü'l-Muhibbîn*. Mektebetü'l-Atîka. Tunus. https://archive.org/details/olomnasb_ymail_201611/page/n223/mode/2up.
- Erdem, S. (1989). "Amâlika". TDV İslam Ansiklopedisi. c. 2, s. 556-558.
- Haidary, M. H. (2011). *Sebeup ve Sonuçlarıyla Hayber Gazvesi* [Doktora Tezi]. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü.
- Halebî, N. (1400). *es-Sîretü'l-Halebiyye (İnsânü'l-uyûn fi sîreti'l-emîni'l-memûn)*. Dâru'l-Mârife.
- Hamidullah, M. (1998). "Hayber". TDV İslam Ansiklopedisi. c. 17, s. 20-22. <https://islamansiklopedisi.org.tr/hayber>

- Hamidullah, M. (2003). *İslâm Peygamberi (Hayatı ve Faaliyetleri)*. Çev. Salih Tuğ. İstanbul: İmaj ofset.
- Harbî. İ. (1969). *Kitâbu'l-menâsik ve emâkini turuki'l-hac ve meâlimi'l-cezâra*. Dâru'l-Yemâme.
- Hizmetli, S. (1991). *İslam Tarihi (Başlangıçtan İlk Dört Halife Devri Sonuna Kadar)*. Ankara Üniversitesi İlahiyat Fakültesi Yayınları.
- İbn Düreyd, M. (1987). *Cemheratü'l-Lüga*. Dâru'l-ilm li'l-Melâyîm.
- İbn Habîb, M. (t.y.). *Kitâbü'l-Muhabber*. Dâru'l-Âfâkı'l-Cedîde.
- İbn Habîb, M. (1985). *el-Münnemmak fi ahbâri Kureyş*. Âlemü'l-Kütüb.
- İbn Haldûn, V. A. (t.y.). *Târîhu İbn Haldûn*. Dâru İhyâi't-türâsî'l-Arabî.
- İbn Hüzeyl, A. (1951). *Hilyetü'l-fursân ve şî'ârü's-şüc'ân*. Dâru'l-Meârif.
- İbn Kesîr, İ. (1408). *el-Bidâye ve'n-nihâye*. Dâru İhyâi't-Türâsî'l-Arabî.
- İbn Kesîr, İ. (1431). *el-Fusûl fi ihtisâri sîreti'r-Rasûl*. Dâru'n-Nevâdir.
- İbn Kesîr, İ. (1976). *es-Sîretü'n-nebeviyye*. Dâru'l-Ma'rife.
- İbn Kuteybe, A. (t.y.). *el-Me'ârif*. Dâru'l-Maârif.
- İbn Kuteybe, A. (1418). *Uyûnu'l-ahbâr*. Dâru'l-Kütübî'l-İlmiyye. <https://shamela.ws/book/23790/1142>
- İbn Sa'd, M. (1957). *et-Tabakâtü'l-kübrâ*. Dâru Sâder.
- İbn Şebbe, Ö. (1979). *Târîhü'l-Medîneti'l-münevvere: Ahbârü'l-Medîneti'l-münevvere*. thk. Fehim Muhammed Şeltut. Dâru'l-İsfahânî.
- Kelpetin, M. (2016). *İslâm öncesi Güney ve Kuzey Arabistan* (M. Çağrıç, Ed.; Birinci basım). KURAMER Yayınları.
- Kelpetin, M. (2017). *İslâm Öncesi Medine*. *Marmara Üniversitesi İlahiyat Fakültesi Dergisi*, 95-113. <https://doi.org/10.15370/maruiid.333530>.
- Kelpetin, M. (2018). *İslâm'dan Önce Tâif*. *Marmara Üniversitesi İlahiyat Fakültesi Dergisi*, 79-103. <https://doi.org/10.15370/maruiid.452186>.
- Kennedy, M. A., McMahon, J., Thomas, H., Boyer, D. D., Repper, R., Dalton, M., & AlKhaldi, K. (2021). Dating the pendant burials of north-west Arabia: First radiometric results from the Khaybar Oasis, Saudi Arabia. *Arabian Archaeology and Epigraphy*, 32(Suppl. 1): 183– 197. <https://doi.org/10.1111/aae.12199>.
- Köksal, M. A. (2008). *Peygamberler Peygamberi Hz. Muhammed (a.s.) ve İslamiyet*. Erkam Yayınları.
- Merzûkî, A. (1417). *el-Ezmine ve'l-emkine*. Dâru'l-Kütübî'l-İlmiyye. <https://shamela.ws/book/11469/381>.
- Munt, H. (2021). "Khaybar". In: EI3, *Encyclopaedia of Islam*, THREE, Edited by: Kate Fleet, Gudrun Krämer, Denis Matringe, John Nawas, Devin J. Stewart. Consulted online on 06 May 2023 http://dx.doi.org/10.1163/1573-3912_ei3_COM_35513.

Newby, G. D. (2013). "The Jews of Arabia at the Birth of İslam". *A History of Jewish-Muslim relations: from the origins to the present day*. edited by Abdelwahab Meddeb, Benjamin Stora. translated by Jane Marie Todd, Michael B. Smith. Princeton University Press.

Lowin, Ş. (2010). "Khaybar", in: *Encyclopedia of Jews in the Islamic world*: J-O., executive editor Norman A. Stillman, Leiden: Brill. Consulted online on 01 May 2023 http://dx.doi.org/10.1163/1878-9781_ejiw_COM_0012910.

Rıdvân, F. A. (1408). *Mevkifu Yehûdi Hayber ve şimâli'l-Hicâz mine'd-devoleti'l İslâmiyye ilâ iclâihim fi ahdi Ömer*. [Yüksek Lisans tezi]. Câmi'atü Ümmi'l-Kurâ.

Şâmî, Ş. (1992). *Sübülü'l-hüdâ ve'r-reşâd fi sîreti hayri'l-ibâd ve zikri fadâilîhi ve ahvâlihi fi'l-mebde ve'l-me'âd*. el-Meclisü'l-A'la li'ş-Şuûni'l-İslâmiyye.

Selâm, S. Ş. M. (1989a). *en-Neşâtü't-ticârî fi Hayber fi'l-câhiliyye ve hatta'l-feth*. Münşetü'l-Maârif.

Selâm, S. Ş. M. (1989b). *en-Neşâtü'z-zirâ'î fi Hayber fi'l-câhiliyye ve hatta nihâyeti ahdi Ömer b. el-Hattâb*. Münşetü'l-Maârif.

Selâm, S. Ş. M. (1989c). *Husûnu Hayber fi'l-câhiliyye ve 'asri'r-Rasûl*. Münşetü'l-Maârif.

Shahîd, I. (1995). *Byzantium and the Arabs in the Sixth Century*. Volume II, Part 2: *Economic, social and cultural history*. Dumbarton Oaks research library and collection Washington, D.C.

Urve b. Verd. (1998). *Dîvânu Urve ibn el-Verd Emîri's-sa'âlik*. Nşr. Esmâ Ebubekir Muhammed. Dâru'l-Kütübi'l-İlmiyye.

Vâkidî, M. (1965). *Kitâbü'l-Meğâzî. Âlemü'l-Kütüb*.

Veccia Vaglieri, L. (1997). *Khaybar. Encyclopaedia of Islam*: C. IV (ss. 1137-1143). Leiden E. J. Brill.

Watt, W. M. (2016). *Hız Muhammed Medine'de*. Çev. S. Kalkan. KURAMER Yayınları.

Welfinson, I. (1927). *Târîhu'l-Yehûd fi bilâdi'l-Arab*. Matba'atü'l-İ'timâd.

Yâkût el-Hamevî. (1977). *Mu'cemü'l-büldân*. Dâru Sâder.

Görseller:

The "Mountain of the Jews" at Khaybar, Saudi Arabia | Archive | Diarna.org. (t.y.). Geliş tarihi 16 Haziran 2022, gönderen <http://archive.diarna.org/site/detail/public/10/>.



2023, 12 (3), 2100-2127 | Araştırma Makalesi

Genç Tüketicilerin Ekolojik Zekasının Ekolojik Ayak İzi Farkındalıkları Üzerindeki Etkisi: İstanbul İlinde Bir Uygulama

Arzu DENİZ ÇAKIROĞLU¹

Öz

Ekolojik ayak izi farkındalığı, bireylerin tüketim alışkanlıklarının çevreye verdiği zararı somut olarak ifade eden bir kavramdır. Doğaya verilen bu zararın bireyler tarafından fark edilmesi için sürdürülebilir yaşam tarzını ve satın alma davranışını destekleyen ekolojik zekanın geliştirilmesi gerekmektedir. Ekolojik zeka seviyesinin artmasının ekolojik ayak izi farkındalığını artırması beklenmektedir. Buradan hareketle bu çalışmanın temel amacı ekolojik zekanın ekolojik ayak izi farkındalığı üzerindeki etkisini belirlemektir. Literatürde yapılan tanımlardan bu iki değişkenin birbiriyle yakından ilişkili olduğu görülmektedir. Ancak bunların birlikte ele alındığı herhangi bir çalışmaya rastlanmamıştır. Dolayısıyla araştırmanın bu anlamda literatürdeki boşluğu doldurması beklenmektedir. Ekolojik zekanın ekolojik ayak izi farkındalığı üzerindeki etkisini belirlemek amacıyla İstanbul ilinde yaşayan genç tüketiciler üzerinde bir anket çalışması yapılarak elde edilen veriler analiz edilmiştir. Verilerin analizinde tanımlayıcı istatistikler, açıklayıcı faktör analizi, doğrulayıcı faktör analizi, korelasyon analizi ve regresyon analizi kullanılmıştır. İlk olarak çalışmada kullanılan temel ölçeklerin geçerlik ve güvenilirlikleri belirlenmiştir. Daha sonra ölçeklerin örnekleme uygunluğunu belirlemek amacıyla açıklayıcı faktör analizi ve yapı geçerliliğini test etmek için doğrulayıcı faktör analizi yapılmıştır. Son olarak ekolojik zekanın ekolojik ayak izi farkındalığı üzerindeki etkisi regresyon analizi yardımıyla belirlenmiştir. Elde edilen sonuçlara göre genel olarak genç tüketicilerin ekolojik zeka seviyesinin ekolojik ayak izi farkındalıkları üzerinde etkisi bulunmaktadır. Ekolojik zeka seviyesinin artması ekolojik ayak izi farkındalığının artmasını sağlamaktadır. Buna ek olarak ekolojik zeka ölçeğinin alt boyutu olan bütünlük bakış açısı ve sosyal zekanın gençlerin gıda ve su ayak izi farkındalığı üzerinde etkisi olduğu belirlenmiştir. Buna göre gençlerin ekolojik zekalarının duygusal alanlarla ilişkili seviyesinin geliştirilmesi onların gıda ve su kullanımı konusundaki farkındalıklarını artırmaktadır. Regresyon analizinden elde edilen diğer sonuçlara göre ekolojik zekanın bir boyutu olan ekonominin ulaşım ayak izi farkındalığı üzerinde etkisi bulunmaktadır. Dolayısıyla gençlerin ekolojik zekalarının bilişsel kısımlarıyla ilgili düzeyin artırılması onların sürdürülebilir ulaşım konusundaki farkındalıklarını artırmaktadır.

Anahtar Kelimeler: Ekolojik Ayak İzi Farkındalığı, Ekolojik Zeka, Tüketici Davranışı, Sürdürülebilirlik, Ekoloji

Deniz Çakıroğlu, A. (2023). Genç Tüketicilerin Ekolojik Zekasının Ekolojik Ayak İzi Farkındalıkları Üzerindeki Etkisi: İstanbul İlinde Bir Uygulama . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 2100-2127 . <https://doi.org/10.15869/itobiad.1318124>

Geliş Tarihi	21.06.2023
Kabul Tarihi	20.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹Dr.Öğr.Üyesi, Giresun Üniversitesi, İktisadi ve İdari Bilimler Fakültesi, İşletme, Giresun, Türkiye, arzdnaof@gmail.com, ORCID 0000-0003-4260-0373



2023, 12 (3), 2100-2127 | Research Article

The Effect of Young Consumers' Ecological Intelligence on Their Ecological Footprint: A Study in Istanbul

Arzu DENİZ ÇAKIROĞLU¹

Abstract

Ecological footprint awareness is a concept that concretely expresses the damage caused by the consumption habits of individuals to the environment. It is necessary to develop individuals' ecological intelligence that supports sustainable lifestyle and purchasing behavior to realize this damage to nature. Increasing ecological intelligence level is expected to increase ecological footprint awareness. So it is aim to determine the effect of ecological intelligence on ecological footprint awareness. These two variables are closely related to definitions in literature. However, no study was found in which these variables were considered together. Therefore, the research is expected to fill the gap in the literature in this sense. A survey was conducted on young consumers living in Istanbul and the data obtained were analyzed in order to determine ecological intelligence's effect on ecological footprint awareness. Descriptive statistics, explanatory and confirmatory factor analysis, correlation analysis, regression analysis were used. Firstly the validity and reliability of the scales were determined. Afterwards explanatory factor analysis was performed to determine the suitability of the scales for sampling and confirmatory factor analysis was applied to test the construct validity. Finally, regression analysis was applied to determine ecological intelligence's effect on ecological footprint awareness. To the results young consumers' ecological intelligence generally affects their ecological footprint awareness. Ecological footprint awareness increases as the level of ecological intelligence increases. It has been determined integrated perspective and social intelligence, which are the sub-dimensions of the ecological intelligence, have an effect on the food and water footprint awareness. The increase in this level of ecological intelligence related to emotional areas increases the awareness of young people about the use of food² and water. To regression analysis, the economy, which is a dimension of ecological intelligence, effects transportation footprint awareness. The increase ecological intelligence level related to cognitive areas increases sustainable transportation awareness.

Keywords: Ecological Footprint, Ecological Intelligence, Consumer Behaviour, Sustainability, Ecology

Deniz Çakıroğlu, A. (2023). The Effect of Young Consumers' Ecological Intelligence on Their Ecological Footprint: A Study in İstanbul, *Journal of the Human and Social Science Researches*, 12 (3), 2100-2127. <https://doi.org/10.15869/itobiad.1318124>

Date of Submission	21.06.2023
Date of Acceptance	20.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Asst. Prof., Giresun University, Faculty of Economics and Administrative Science, Business Administration, Giresun, Türkiye, arzdnaof@gmail.com, ORCID 0000-0003-4260-0373

Giriş

Dünyada yaşanan iklim değişikliği, biyoçeşitliliğin azalması, çevresel kirliliğin artması, insan sağlığındaki bozulma, kuraklık vb. problemlerin çevresel bir krizin habercisi olarak kabul edilmektedir. Dünya nüfusunun giderek artması ve insanların bilinçsizce hareket etmesi çevreye geri dönülmez zararlar vermektedir. Bu problemlerin ana kaynağı küreselleşme, sanayileşme ve şehirleşme olarak kabul edilmekte ve çözüm yine insan davranışlarının pozitif yönde iyileştirilmesine bağlanmaktadır (Goleman, 2009; Amanullah ve Ahmad, 2022). İnsanların günlük aktivitelerini daha bilinçli olarak gerçekleştirmesi ve küresel ölçekteki olumsuz doğa değişimlerine tepki verebilme kabiliyeti olarak tanımlanan “ekolojik zeka” kavramı tam bu noktada önem arz etmektedir (McCallum, 2008). Ekolojik zeka bireylerde çevresel farkındalığın oluşmasını ve çevreyi korumaya yönelik tutumlara sahip olmasını sağlamaktadır. Ekolojik zeka sayesinde insanlar çevreye mümkün olduğunca az zarar vererek ihtiyaçlarını karşılayabilir ve böylece ekosistemin devamlılığına katkıda bulunabilirler (Nur’ani ve Supriatna, 2020). İnsanları çevreye verdikleri zararı fark ederek sürdürülebilir tüketime dayalı bir yaşam tarzına yönelten diğer bir etken de “ekolojik ayak izi” dir. Ekolojik ayak izinin hesaplanmasıyla bireyler doğaya verdikleri zararı en aza indirmeye çalışabilir ve yaşanabilir bir çevreye sahip olabilirler. Bu da ancak ekolojik ayak izi farkındalığının artmasıyla mümkündür (Birand, 2016). Buradan hareketle sürdürülebilir tüketimin bir yaşam tarzı haline gelmesinde ekolojik zekanın ve ekolojik ayak izinin önemli etkisinin olduğu ifade edilebilir. Literatürde genellikle teorik açıdan ele alınan bu iki değişkene ilişkin uygulama içeren çalışmanın çok az olduğu tespit edilmiştir (Coste ve Helias, 2022, Işık Mercan, 2022, Caba, 2021, Akkuzu-Güven ve Uyulgan, 2021b, Wedding, 2010, Meyers ve Bittner, 2012). Ayrıca birbiriyle yakından ilişkili olan ekolojik zeka ve ekolojik ayak izi farkındalığı kavramlarını birlikte ele alan herhangi bir çalışmaya rastlanmamıştır. Dolayısıyla bu çalışmada, ekolojik zekanın ekolojik ayak izi farkındalığı oluşturmada etkisi olabileceği düşüncesinden hareketle, literatürdeki boşluğun giderilmesi amacıyla bu iki değişken arasındaki ilişkilerin incelenmesi amaçlanmıştır. Bu amaçla çevre ve sürdürülebilir tüketim konusundaki çalışmalarda sıklıkla örneklem olarak tercih edilen ve çevreye yönelik daha olumlu tutuma sahip olduğu ifade edilen genç tüketiciler üzerinde bir anket çalışması yapılmıştır.

Çalışmanın ilk bölümünde ekolojik zeka ve ekolojik ayak izi farkındalığı kavramlarına ilişkin teorik bilgilere yer verilmiştir. Daha sonra bu iki değişkenle ilgili literatürde yer alan çalışmalar özetlenmiştir. Araştırmanın yöntem bölümünde ise araştırmanın amacı, modeli ve hipotezleri sunulmuş, amaç doğrultusunda anket yöntemiyle toplanan veriler analiz edilerek sonuçlarına yer verilmiştir. Son bölümde ise yapılan analizlerden elde edilen sonuçlar değerlendirilerek gelecek çalışmalar için öneriler sunulmuştur.

Ekolojik Zeka

Ekolojik zeka, ekoloji ve zeka kavramlarının birleştirilmiş halidir (Doherty, 2009, s.100). Ekoloji, canlı ve cansız bileşenler arasındaki bağlantıyla ilgilenmektedir. Ekoloji ilk kez Ernst Haeckel tarafından tüm canlılar ve çevreleri arasındaki karşılıklı ilişkileri inceleyen bir bilim dalı şeklinde tanımlanmıştır. Dolayısıyla ekoloji çalışmaları sadece bitkiler, hayvanlar ve insanların çevre ile olan ilişkilerini değil toplum ve fiziksel çevre

ile karşılıklı ilişkilerini de incelemektedir (Amanullah ve Ahmad, 2022, s.81). Zeka ise bireyin akılcı düşünme, yeni durumlara uyum sağlama, öğrenme becerisi, mantıksal ve sözel akıl yürütme yeteneği vb. durumlarla ilgilidir (Açıkgöz, 2005, s.35). Kavramsal olarak farklı şekillerde tanımlanan zekanın her tanımında değişik bir yapısı öne çıkmaktadır. Genel olarak sorunları çözme ve bir veya daha fazla kültürel ortamda değer sunan ürünleri şekillendirme kapasitesi olarak ifade edilen bu kavramın tam doğası konusunda bir görüş birliğine varılamamıştır.

Bunun en önemli nedeni zekanın birçok yeteneğin toplamından oluşması ve soyut bir kavram olmasıdır (Gardner ve Hatch, 1989, s.5; Gürel ve Tat, 2010, s.339; Freeman, 1925, s.253). Zeka kavramına farklı bir bakış açısıyla yaklaşan Howard Gardner (1983) ise Çoklu Zeka Teorisini ileri sürmüştür. Gardner zekanın tek bir yapıdan meydana gelmediğini, insanların birbirinden bağımsız farklı boyutlarda zekalara sahip olduğunu ve bunların zaman içerisinde geliştirilebileceğini iddia etmiştir. Zekanın boyutlarını ise sözel/dil, mantık/matematik, müzik/ritim, görsel/uzamsal, bedensel/kinestetik, sosyal, öze dönük ve doğa zekası şeklinde ifade etmiştir (Gardner, 1993; Gardner, 1999, s.33).

Ekolojik zeka Çoklu Zeka teorisinde bahsedilen zeka boyutlarına ek olarak Goleman ve McCallum tarafından ileri sürülmüş ve tanımlanmıştır (Goleman, 2009; McCallum, 2008). Ekolojik zeka çoklu zeka boyutlarından farklı olarak bütünlük ve ekopsikolojik bir bakış açısını içermektedir (Doherty, 2009, s.100). McCallum (2008) bireylerin hareketlerinin doğa üzerindeki gizli etkilerini ve kendilerini nasıl geliştireceklerini anlayabilmesinin ekolojik zeka ile mümkün olduğunu ifade etmiştir. Başka bir deyişle bireyler üstün düşünme becerilerini içeren ekolojik zeka aracılığıyla günlük aktivitelerini daha bilinçli bir şekilde gerçekleştirmektedirler. Goleman (2009) ise ekolojik zekayı kısaca "herşeyi kuşatan duyarlılık" şeklinde tanımlamıştır. Daha detaylı bir biçimde bireyin faaliyetleri ve bunların gezegen, insan sağlığı ve sosyal sistemler üzerindeki etkileri arasındaki karşılıklı ilişkileri olarak ifade edilmiştir. Bir başka tanımında ise ekolojik zeka, küresel ölçekte gerçekleşen olumsuz doğal değişimlere ilişkin hassasiyet ve bu değişimlere tepki verebilme kabiliyeti olarak açıklanmıştır (Goleman, 2009; McCallum, 2008). Ekolojik zekanın temelinde bireyler tarafından doğaya ilişkin alınan kararlar yer almaktadır. Bu anlayışın asıl amacı sosyal, çevresel farkındalığı artırmak ve sürdürülebilir bir yaşam sağlayan satın alma davranışını desteklemektir (Amanullah ve Ahmad, 2022, s.82; Goleman, 2009).

Ekolojik zeka bütüncül bakış açısı, sosyal zeka ve ekonomi şeklinde alt boyutlardan oluşan karmaşık bir yapıdır. İlk olarak dünyadaki canlı cansız tüm varlıklar arasındaki görünür görünmez tüm bağları içerdiği için bütüncül bir bakış açısına sahiptir. Tüketimle ilgili olsun veya olmasın her davranış çevreyi dolaylı ya da doğrudan etkilemektedir. Bu nedenle insanlar davranışlarında çevre ve topluma yönelik sorumluluk sahibi olmak durumundadırlar (Capra, 2005; Goleman, 2009). Ekolojik zekanın ikinci boyutu olan sosyal zeka insanların sürdürülebilirlik açısından sosyal sorumluluklarını ifade etmektedir. Örneğin insanların ürünlerin nasıl üretildiğini veya üretim sürecinde çevreye zarar verebilecek kötü bir kullanım olup olmadığını düşünmesi gerekmektedir (Goleman, 2006). Ekolojik zekanın son boyutu ekonomidir. Ekoloji ve ekonomi farklı konular gibi algılsa da birbirini tamamlayan konulardır (Goleman, 2009; Orr, 2002). Ekonominin sürdürülebilir gelişmeye dayalı olması gerekmektedir. İnsanlar gıda, giyim vb. ihtiyaçlarını karşılarken doğal kaynakları düşünmelidir. Bu da ekonomik sorumluluk davranışını gerektirir (Kahn, 2010; Orr, 2002).

Ekolojik zekayı oluşturan bu alt boyutlar birlikte değerlendirildiğinde sosyal zekanın duygusal, ekonominin ise bilişsel alanlarla ilgili olduğu söylenebilir. Bütüncül bakış açısı ise ya duygusal ya da bilişsel alanlarla ilgilidir (Sterling, 2009, s.78).

Ekolojik zeka bilgi, tutum ve faaliyetler olarak isimlendirilen unsurlarla desteklenmektedir. Çevreyi koruma arzusu doğa ile ilgili bilgi edinmeyle mümkündür (Suprianta, 2016). Çevreye yönelik bilgi, onu koruma farkındalığının oluşmasını ve insanın içinden gelen tutumlarına yansımaları sağlamaktadır (Febriasari ve Supriatna, 2017; Okur-Berberoğlu, 2018). Bu nedenle ekolojik zekanın, ekosistemleri korumak ve devamlılığını sağlamaya odaklanan bir alışkanlığa dönüştürülmesi gerekmektedir (Nur'ani ve Supriatna, 2020, s.141).

Ekolojik Ayak İzi Farkındalığı

Dünyadaki nüfus artışına paralel olarak tüketimin artması, küresel ısınma, ozon tabakasının zarar görmesi, doğal kaynakların azalması gibi çevresel problemlerin gün geçtikçe çoğalması ekonomi, toplum, çevre arasındaki dengenin devamlılığı ve sürdürülebilirlik kapsamında literatüre yeni kavramlar kazandırmıştır. İnsanların çevre üzerindeki etkisini ölçmek için kullanılan "ekolojik ayak izi" kavramı da bunlardan biridir (Syrovakta, 2020; Tosunoğlu, 2014). Ekolojik ayak izi kavramı ilk olarak Mathis Wackernagel ve William Rees tarafından kullanılmıştır. Bireyin tüketim alışkanlıklarının çevreye verdiği zararı somut olarak sunmaktadır. Tanım olarak mevcut teknoloji ve kaynak yönetimiyle tüketilen kaynakları üretmek ve yaratılan atığı bertaraf etmek için gereken biyolojik olarak verimli toprak ve su alanı şeklinde ifade edilmektedir (Wackernagel, White ve Moran, 2004). Dünyada bulunan doğal kaynakların ne kadar kullanıldığını ve ne kadarına daha ihtiyaç duyulduğunu ortaya koyan bir hesaplama aracıdır (Keleş, 2007). Çevresel tahribatın kapsamının insanlar tarafından fark edilmesi için ekolojik anlamda verilen bilinç kazandırma uğraşlarının bir ürünü olarak değerlendirilmektedir (Akıllı, Kemahlı, Okudan ve Polat, 2008). Dolayısıyla ekolojik ayak izi, sürdürülebilirliğin sağlanması için bireylerin yaşam koşullarını ve ekonomik faaliyetlerini yeniden düzenlemesi açısından farkındalık yaratmakta ve insan ile çevre arasındaki bağı anlamaya yardımcı olmaktadır (Şimşek, 2020; Arslan ve Yağmur, 2022, s.141; Destek ve Sinha, 2020).

Ekolojik ayak izinin hesaplanmasıyla ilgili iki temel yaklaşım bulunmaktadır. Bu yaklaşımlardan birincisi yukarıdan aşağıya veya birleştirme yaklaşımı ulusal ayak izine dayalıdır. Bu hesaplamada daha küçük coğrafik alanlara bölünerek hesaplanan Ulusal Ayak İzi Ağı (Global National Network) verileri kullanılmaktadır (Wiedmann vd., 2006, s.30). İkinci yaklaşım olan aşağıdan yukarıya veya tamamlamaya dayalı yöntemde ise yerel halkın tüketim miktarını ölçmek için gıda, enerji veya ekolojik ayak izinin tüm değişkenleri veri olarak kullanılmaktadır (Barrett, 2001, s.108). Buna ek olarak ekolojik ayak izinin bölgesel veya örgütsel olarak hesaplanmasıyla ilgili farklı hesaplama yöntemleri de geliştirilmiştir (Kovacs vd., 2020; Chambers vd., 2000). Son yıllarda ise bazı sivil toplum örgütleri hatta kamu kuruluşlarının web sayfaları kişisel ayak izi hesaplayıcıları sunmaktadırlar. Bu çevrimiçi ekolojik ayak izi hesaplayıcıları bireylerin veya firmaların kişisel çevre yüklerini hesaplamak ve küresel ölçekte ekolojik açığı tahmin etmek için tasarlanmıştır (Franz ve Papyrakis, 2011, s.392)

Ekolojik ayak izinin hesaplanması tüketilen kaynakların ve üretilen atıkların

izlenebilmesi açısından önem taşımaktadır. Buna ek olarak ekolojik ayak izi ile ihtiyaçların üretimi ve atıkların yok edilmesi için gereken biyolojik üretken alan (biyolojik kapasite) da ölçülebilmektedir. Bu ölçüm küresel hektar (global hectare-gha) cinsinden hesaplanmaktadır. Ulusal ölçekte ayak izi hesaplanırken şu formül kullanılmaktadır;

Ekolojik ayak izi = Tüketim x üretim alanı x nüfus

Formülde yer alan "tüketim" malların kullanım ölçüsüdür. Yiyecek, barınma, ulaşım, tüketim malları, hizmetler vb. gruplar için ayrı ayrı hesaplanmaktadır (Akıllı vd., 2008, s.6). "Üretim" değişkeni ise bahsedilen biyolojik üretken alandır. WWF (Doğal Hayatı Koruma Vakfı) 2022 Yaşayan Gezegen Raporuna göre bu alana enerji, tarım, otlak, orman, deniz ve yapılaşma alanları dahildir. Ekolojik ayak izinin alt boyutları ise mera, orman ürünleri, balıkçılık sahaları, tarım arazisi, yapılaşmış arazi ve karbon ayak izi şeklinde sınıflandırılmıştır. Rapora göre ekolojik ayak izi, insan tüketiminin biyosfere yönelttiği talebi ölçer ve söz konusu talebi ekosistemlerin yenileyebildiği unsurlarla karşılaştırır. Farklı ekolojik ayak izi düzeyleri, farklı yaşam tarzlarından ve insanların tükettiği gıda, mal ve hizmet miktarları, kullandıkları doğal kaynaklar ve bu mal veya hizmetlerin üretimi sırasında ortaya çıkan karbondioksit emisyon miktarı da dahil farklı tüketim örüntülerinden kaynaklanmaktadır. Kişi başına düşen ekolojik ayak izi ise bir ülkenin ekolojik ayak izinin o ülkenin nüfusuna bölünmesiyle hesaplanmaktadır (<https://www.wwf.org.tr/?12800/Yasayan-Gezegen-Raporu-2022>, erişim tarihi 04/06/2023).

Ekolojik ayak izinin hesaplanması bireylerin doğal kaynakların azaldığını fark ederek onları daha sürdürülebilir bir anlayışla tüketmesi ve sürdürülebilir tüketimi bir yaşam tarzı haline getirmesi açısından önem taşımaktadır (Akyüz vd., 2016; Meyer, 2004, s.33). Bireyler bu bilinçle görev ve sorumluluklarını yerine getirirken doğaya verilen zararı en aza indirmeye çalışarak ve üretebileceklerinden fazlasını tüketmeyerek yaşanabilir bir çevreye sahip olabilirler. Bu da ancak bireylerin ekolojik ayak izi farkındalıklarının artırılmasıyla mümkündür (Birand, 2016, s.24).

Literatür Taraması

Araştırmanın temel değişkenlerinden biri olan ekolojik zekaya ilişkin çalışmalar incelendiğinde genel olarak kavramsal açıdan bir değerlendirme yapıldığı görülmektedir. Çalışmaların büyük çoğunluğunda ekolojik zekanın tanımı, boyutları ve özellikleri teorik açıdan ele alınmıştır (Goleman, 2006,2009,2012; McCallum, 2005; Shumba, 2011; Capra, 2005; O'Sullivan, 1999; Sterling, 2009; Bowers, 2010, 2011; Coss, 2013; Vreja ve Balan, 2018; Amanullah ve Ahmad, 2022; Rosati, 2017; Gigerenzer, 2000). Literatürde kavramsal açıdan detaylı bir şekilde açıklanan ekolojik zeka kavramına ilişkin diğer çalışmalar incelendiğinde bunlardan bir kısmının Ekolojik Zeka Ölçeği geliştirmeye yönelik olduğu görülmektedir (Akkuzu, 2016; Okur-Berberoğlu, 2020). Ölçek geliştirme çalışmalarından sonra ekolojik zeka ile ilgili olarak uygulamaya yönelik araştırmalar yapılmaya başlanmıştır.

Bu çalışmaların çoğunluğu ise eğitim alanında gerçekleştirilmiştir. Öğretmen ve öğrencilerin ekolojik zeka seviyesinin belirlenmesi (Zülfikar, Supriatna ve Nurbaeti, 2020; Mainaki, Kastolani ve Setiawan, 2018; Latipah, Ruhimat ve Somantri, 2019; Pratiwi, Disman, Supriatna, Wiyanarti ve Agustira, 2020) ve ekolojik zekanın

kazandırılmasında eğitimin önemi, kullanılabilir yöntemlere ilişkin çok sayıda çalışma mevcuttur (Clark, 2013; Mulyana, Widyanti ve Supriyatna, 2020; Fauzi, Fitriarsari ve Muthagin, 2021, Bahrudin, Rohmat ve Setiawan, 2017; Suwandi, Yunus ve Rahmawati, 2017; Putra, Rahmat, Redjeki ve Hidayat, 2019). Pazarlama ve tüketici davranışı literatürü incelendiğinde ise ekolojik zeka kavramının çok az çalışmaya konu olduğu görülmektedir. Ekolojik zekanın kazandırılmasında eko etiketleme (Wedding, 2010) ve yeşil boyamanın (Meyers ve Bittner, 2012) etkisi, ekolojik zekanın sürdürülebilir turizm üzerindeki etkisi (Aswita vd., 2018), ekolojik zeka ile organik ürün tüketim eğilimi (Özden ve Yapıcı, 2021), çevresel temizlik (Permatasari, Sunardi ve Susanto, 2021), ekolojik farkındalık (Akkuzu-Güven ve Uyulgan, 2021b), çevreyi koruma faaliyetlerine katılma isteği (Akkuzu-Güven ve Uyulgan, 2021a), çevreyi koruma davranışı (Ilela vd., 2021) arasındaki ilişkileri inceleyen çalışmalar bulunmaktadır. Ek olarak Hettiarachchi (2020) değer, inanç ve normların ekolojik satın alma davranışı üzerindeki etkisini incelediği çalışmada ekolojik zekanın aracı değişken olarak kullanıldığı kavramsal bir model geliştirmiştir.

Araştırmanın diğer değişkeni ekolojik ayak izi farkındalığıdır. Ekolojik ayak izi konusunda literatürde çok sayıda çalışma bulunmaktadır. Bunların büyük çoğunluğu ekolojik ayak izi ile ekonomik büyüme, küreselleşme, enerji tüketimi, ekonomik belirsizlikler, dışa açıklık gibi makro ekonomik göstergeler arasındaki ilişkileri inceleyen çalışmalardır (Bucak ve Saygılı, 2022; Alper, Alper ve Özaytürk, 2022; Oryani, Moridian, Rezania, Vasseghian, Bagheri ve Shahzad, 2022; Akbulut Yıldız ve Yıldız, 2022; Bakkal, 2022; Kardaslar, 2022; Özkan ve Çoban, 2022; Bucak, 2022; Yağlıkara, 2022; Ahmed, Ahmad, Rjoub, Kalugina ve Hussain, 2021; Nketiah, Song, Obuobi, Adu-Gyamfi, Adjei ve Cudioe, 2022; Kazemzadeh, Fuinhas, Salehnia ve Osmani, 2023). Bunlar dışında ekolojik ayak izinin tanımı, bileşenleri, etkileyen faktörler vb. konuları teorik olarak açıklayan araştırmalar da bulunmaktadır (Çam ve Çelik, 2022; Mızık ve Avdan, 2020; Syrovatka, 2020; Kaypak, 2012; Tosunoğlu, 2014; Wiedmann vd., 2006; Akıllı vd., 2008; Gupta, Saini ve Sahoo, 2022). Ekolojik ayak izi farkındalığına ilişkin çalışmalara bakıldığında ise bazı çalışmalar ekolojik ayak izinin ölçülmesi ve ölçek geliştirme (Tekindal vd., 2021; Franz ve Papyrakis, 2011; Kovacs vd., 2020; Güngör ve Kalburan, 2018; Coşkun ve Sarıkaya, 2014; Çakır Yıldırım ve Semiz, 2022; Wang ve Bian, 2008) bazılarının ise bireylerin veya kuruluşların ekolojik ayak izi bilgi ve farkındalık düzeylerini belirlemeye yönelik (Özgen ve Aksoy, 2017; Kalmaz ve Awosusi, 2022; Simsar, 2021; Gürbüz, Nesirov ve Özkan, 2021; Sunelcan, 2019) çalışmalar olduğu görülmektedir. Ekolojik ayak izi farkındalığı değişkeni de ekolojik zeka değişkeni gibi eğitim alanında da büyük ilgi gören konulardan biri olmuştur. Genellikle öğrencilerin ve öğretmenlerin ekolojik ayak izi farkındalık düzeylerinin belirlendiği çalışmalar yapılmıştır (Keleş, Naim ve Özsoy, 2008; Güler, Küçük ve Gök, 2021; Arslan ve Yağmur, 2022; Eraslan ve Seçme, 2021; Demirkol ve Aslan, 2022; Küçükbaş Duman ve Atabek Yiğit, 2022; Meyer, 2004; Keleş, 2017; Güleç ve Orhan, 2022).

Tüketici davranışı ve pazarlama literatüründe ise ekolojik ayak izi konusu genellikle sürdürülebilirlik, tüketim ve tüketicilerin çevreci tutumları ile ilişkilendirilmiştir. Ekolojik ayak izine ilişkin bilgi içeren ürünlere yönelik tutumlar (Limnios, Schilizzi, Burton, Ong ve Hynes, 2016, Coste ve Helias, 2022), ekolojik ayak izi azaltılmasına yönelik eğilimler (Günel, Yücel Işıldar ve Atik, 2018), grup tüketimi ve yaşam tarzının (Flint Ashery, 2022), protein açısından zengin gıdalar tüketiminin (Ronto vd., 2022),

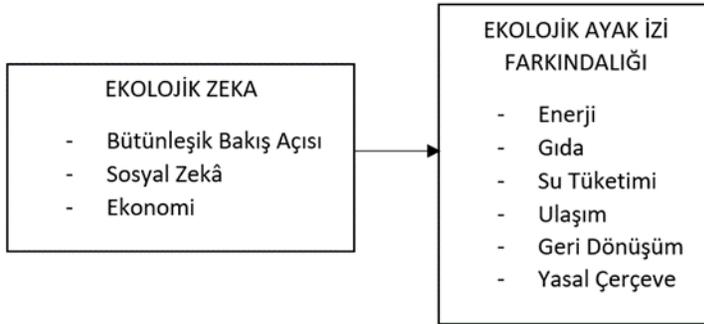
sürdürülebilir beslenmenin (Küçükçankurtaran, Çolak, Akalın ve Çiçek, 2022) ekolojik ayak izi üzerindeki etkisi, ekolojik ayak izi ile ekolojik kimlik (Işık Mercan, 2022), çevresel tutumlar (Caba, 2021), ürün bilgisi ve yeşil tüketim (Asmi, Fhang, Anwar, Linke ve Zaid, 2022) arasındaki ilişkileri inceleyen çalışmalar yapılmıştır.

Ekolojik ayak izi ve ekolojik zekaya ilişkin literatür incelendiğinde teorik açıdan geniş bir şekilde ele alındığı ancak davranışa yönelik uygulamalı çalışmaların sınırlı kaldığı görülmektedir. Özellikle pazarlama ve tüketici davranışı literatüründe bu iki kavramın bir arada ele alındığı herhangi bir çalışmaya rastlanmamıştır. Oysa bu iki kavram birbiriyle yakından ilişkilidir. Ekolojik zeka çevresel farkındalığı artırmak ve sürdürülebilir bir yaşam sağlayan satın alma davranışını desteklemek temeline dayanmaktadır (Goleman, 2009). Özellikle çevre konusunda edinilen bilgi ekolojik zekanın oluşmasını ve farkındalığın artmasını sağlayacaktır. Ve bu farkındalık bireyin tutumlarına yansiyacaktır (Febriasari ve Supriatna, 2017). Benzer şekilde ekolojik ayak izi de ekolojik anlamda bilinç kazandırma uğraşlarının bir ürünü olarak değerlendirilmektedir (Akıllı vd., 2008). Ekolojik ayak izinin ölçülmesi, bireylerin doğal kaynakları daha sürdürülebilir bir anlayışla tüketerek bunu bir yaşam tarzı haline getirmesini sağlamaktadır (Meyer, 2004, s.33). Dolayısıyla bireylerin ekolojik zekası ile ekolojik ayak izi farkındalığının ilişkili olduğu söylenebilir. Buradan hareketle araştırmanın temel amacı da bu iki değişken arasındaki ilişkileri incelemektir. Böylece literatürdeki bu boşluğun giderilmesi planlanmaktadır.

Yöntem

Araştırmanın amacı, modeli ve hipotezi

Araştırmanın temel amacı genç tüketicilerin ekolojik zekasının ekolojik ayak izi farkındalığı üzerindeki etkisini incelemektir. Bu amaç doğrultusunda araştırmanın modeli şekil 1'deki gibi oluşturulmuştur.



Şekil 1. Araştırmanın Modeli

Araştırmanın modeli çerçevesinde geliştirilen hipotez şöyledir;

H₁: Ekolojik zekanın ekolojik ayak izi farkındalığı üzerinde etkisi bulunmaktadır.

Araştırmanın örnekleme ve veri toplama yöntemi

Araştırmanın ana kütlesini İstanbul'da yaşayan genç tüketiciler oluşturmaktadır. Türkiye İstatistik Kurumuna göre 15-24 yaş arasındaki bireyler genç tüketiciler olarak kabul edilmektedir. Adrese Dayalı Nüfus Kayıt Sistemi (ADNKS) sonuçlarına göre 2021 yılsonu itibariyle Türkiye'de 15-24 yaş arası genç nüfus 12 milyon 971 bin 289 kişidir. Bu bireylerin %14,8 gibi önemli bir oranı İstanbul'da yaşamaktadır (İstatistiklerle Gençlik, 2021, TÜİK). Kozmopolit bir şehir olması nedeniyle örneklem olarak İstanbul'da yaşayan 15-24 yaş arası genç tüketiciler tercih edilmiştir. Örnekleme yöntemi olarak kolayda örnekleme yöntemi kullanılmıştır. Gençlerin örneklem olarak tercih edilmesinin diğer bir nedeni de araştırmanın konusu çerçevesinde yeşil ürünlere yönelik tutum, yeşil tüketim davranışı, yeşil ürün satın alma niyeti, çevresel sorumluluk gibi konularda yürütülen çalışmaların büyük çoğunluğunun genç tüketiciler üzerinde yapılmasıdır. Bu çalışmalarda genç tüketicilerin yeşil pazarlama ve tüketim faaliyetlerine yönelik daha çok bilgi sahibi olduğu ve olumlu tutum sergiledikleri görülmektedir (Maichum vd., 2017; Jahari vd., 2022; Vlastelica, vd., 2023; Wang vd., 2018; Su vd., 2022; Ho ve Huynh, 2022; Fatah Uddin ve Khan, 2018; Hassan ve Aktar, 2022; Kautish ve Sharma, 2019; Nguyen vd., 2021; Lee, 2008; Sert, 2017; Boz vd., 2020; Dülgeroğlu vd., 2016; Uygurtürk ve Şenoğlu, 2021).

Veri toplama yöntemi olarak online anket yöntemi kullanılmıştır. Gençlerin kullanımına uygun olarak sosyal medya platformları yardımıyla örnekleme ulaşılmaya çalışılmıştır. Anket formu 3 bölümden oluşmaktadır. İlk bölümde demografik özelliklerle ilgili sorular yer almaktadır. İkinci bölümde ekolojik zeka kavramının ölçülmesi amacıyla Okur-Berberoğlu (2020) tarafından geliştirilen ve 12 ifade 3 boyuttan oluşan geçerlik ve güvenilirliği test edilmiş bir ölçek kullanılmıştır. Üçüncü bölümde ise tüketicilerin ekolojik ayak izi farkındalığını ölçmek üzere Tekinal vd. (2021) tarafından geliştirilen yüksek geçerlik ve güvenilirliğe sahip olan 30 ifade 6 boyuttan oluşan ölçek kullanılmıştır. Toplam 388 anket uygulanmıştır. Verilerin analizinde açıklayıcı faktör analizi, doğrulayıcı faktör analizi, tanımlayıcı istatistikler, korelasyon ve regresyon analizi kullanılmıştır.

Bulgular

Demografik özellikler

Ankete katılan gençlerin çoğunluğu kadın, özel sektör çalışanı, lise ve lisans mezunu, 1000-9000 TL arası gelire sahip kişilerden oluşmaktadır. Anket verileri incelendiğinde gençlerin çoğunluğunun yeni mezun olmuş veya eğitimi devam eden ve özel sektörde asgari ücretle çalışan bireyler olduğu belirlenmiştir.

Ölçeklerin geçerlik ve güvenilirliği

Modelde yer alan ölçeklerin geçerliliklerini test etmek için önce açıklayıcı faktör analizi ile boyutlar belirlenmiştir. Daha sonra elde edilen yapının geçerliliğini belirlemek üzere doğrulayıcı faktör analizi uygulanmıştır. Faktör güvenilirliğini ölçmek amacıyla cronbach alfa katsayıları; ayrışma ve uyuşma geçerlilikleri için ise AVE ve CR değerleri hesaplanmıştır.

İlk olarak ekolojik zeka ölçeğinin örneğe uygunluğunu belirlemek için açıklayıcı faktör analizi yapılmıştır. İfadelerden 0,40 ve üzeri yüke sahip olanlar dikkate alınmıştır.

Analiz sonucunda özdeğeri 1'den büyük iki faktör elde edilmiştir. Bu faktörler varyansın %53,40'ını açıklamaktadır.(KMO=0,903 Bartlett Küresellik Testi= 971,014, $p=0,000$, $df=66$). Literatürde bütünlük bakış açısı, sosyal zeka ve ekonomi şeklinde 3 boyutla ifade edilen ekolojik zeka değişkeni için analiz sonucu bütünlük bakış açısı ve sosyal zeka tek bir boyutta toplanmıştır. Elde edilen faktörlere ilişkin ifadelerin faktör yükleri, açıklanan varyans oranları ve özdeğerleri tablo 1'de gösterilmiştir.

Ekolojik zeka ölçeğinin güvenilirliğini belirlemek amacıyla Cronbach alfa değeri hesaplanmıştır. Ölçeğin toplam alpha katsayısı 0,87 olarak hesaplanmıştır. Faktörlere ait katsayılar ise ekonomi boyutu için 0,84, bütünlük bakış açısı ve sosyal zeka için 0,73 şeklinde belirlenmiştir. Ölçeklerde alfa değerinin en az 0,70 ve üzeri olması gerektiği genel kabul görmektedir (Seçer, 2015, s.219). Buna göre ölçeğin güvenilir olduğu söylenebilir.

Ekolojik zeka ölçeğinin boyutları açıklayıcı faktör analizi ile belirlendikten sonra yapı geçerliliğini belirlemek amacıyla doğrulayıcı faktör analizi uygulanmıştır. Analizin ilk aşamasında BBA1 ifadesinin t değeri anlamsız çıktığı için modelden çıkarılmıştır. Bu modifikasyon sonucu model uyum indekslerinin kabul edilebilir düzeyde olduğu belirlenmiştir ($X^2 /df =2,25$, $p=0,005$, RMSEA=0,060, CFI=0,97, IFI= 0,97, GFI=0,92, AGFI=0,87, NFI=0,94, NNFI=0,96, RMR=0,064, kalan değişken sayısı: 11).

İkinci olarak ekolojik ayak izi farkındalık ölçeğinin örneğe uygunluğunu test etmek amacıyla açıklayıcı faktör analizi uygulanmıştır. İfadelerin faktör yükleri 0,40 ve üzeri olanlar dikkate alınmıştır. Analiz sonucu özdeğeri 1'den büyük 5 faktör elde edilmiştir. 1 adet ifade herhangi bir faktör altında yer almamıştır (KMO : 0,10, Bartlett Küresellik Testi: 3246,833, $p:0,000$, $df:435$). Literatürde enerji, gıda, su, ulaşım, geri dönüşüm ve yasal çerçeve olarak 6 boyutlu ifade edilen ekolojik ayak izi farkındalığı ölçeğine ait gıda ve su boyutu tek bir faktör altında toplanmıştır. Faktörler varyansın %57,902'sini açıklamaktadır. Elde edilen faktörlerdeki ifadelerle ilişkin faktör yükleri, faktörlerin özdeğeri ve açıklanan varyanslar tablo 2'de gösterilmiştir.

Tablo 1. Ekolojik Zeka Ölçeği Açıklayıcı Faktör Analizi

	Faktör yükleri	Özdeğer	Açıklanan varyans
Faktör 1: Ekonomi (EK)		5,278	43,987
EK2-Küresel firmalar yerli üreticinin kâr elde etmesini engellemektedir.	0,867		
EK1- Kırsal kesimdeki insanların göç etme nedenlerinden biri de küresel firmalar nedeniyle işlerini kaybetmeleridir.	0,845		
EK3- Başka bir yerleşim merkezine göç eden insanlar, büyük şirketler için daha ucuz işgücü kaynağı olmaktadır.	0,767		
SZ4- Satın aldığım bazı ürünlerin insan emeğinin kötüye kullanılarak üretildiğini bilmek beni üzüyor.	0,589		
SZ1- Sosyal hayatımda olumlu çevreci davranış sergileyen insanları örnek almaya çalışırım.	0,501		
BBA4- Ne yazık ki insanlar bir gram organik bal üretmediğini bildiği halde	0,498		

teknolojinin her sorunu çözebileceğini düşünüyor.		
Faktör 2: Bütünleşik bakış açısı ve sosyal zeka (BBASZ)		1,130 9,419
BBA1- Evden ayrılırken su dolu şişemi yanıma alırım.	0,652	
SZ2- Yerel sebze ve meyveleri satın almayı tercih ederim	0,632	
BBA2- Endüstriyel alanlardaki kanser vakalarının artmasından endişe duymaktayım.	0,627	
SZ3- Obezite ile mücadele yollarından birinin de çevre eğitimi olduğuna inanıyorum.	0,610	
BBA5- Çevresel problemlerin yansıması birden fazla alanda ve aynı anda görülebilir.	0,550	
BBA3- Bozulmuş çevre koşulları bireylerin ruh sağlığını olumsuz etkileyebilir.	0,532	
Toplam değişken sayısı: 12		

Tablo 2. Ekolojik Ayak İzi Farkındalığı Ölçeği Açıklayıcı Faktör Analizi

	Faktör yükleri	Özdeğer	Açıklanan varyans
Faktör 1: Enerji (EN)		11,043	36,811
EN2- Klima çalıştığında pencerelerin kapalı olmasına dikkat ederim.	0,798		
EN3- Elektrikli aletlerin uzun süre açık bırakılmamasına dikkat ederim.	0,750		
EN8- Çamaşır, bulaşık, kurutma gibi makineleri tam olarak dolmadan çalıştırmam.	0,630		
SU4- Evdeki/bahçedeki bitkileri uygun yöntemlerle sulamayı tercih ederim.	0,599		
SU3- Kişisel temizlik için gereğinden fazla su kullanmamaya özen gösteririm.	0,574		
EN4- Daha ekonomik aydınlatma ve ısıtma ürünlerini tercih ederim.	0,476		
EN7- Bilgisayar, tablet, televizyon gibi cihazların gereksiz kullanılmasına izin vermem.	0,446		
EN1- Isınmak için temiz ve çevreye en az zarar veren enerji kaynaklarını tercih ederim.	0,401		
Faktör 2: Yasal çerçeve (YC)		2,602	8,673
YÇ3- Yeşil alanların kentleşme ve sanayileşme için kullanılmaması gerektiğini düşünüyorum.	0,827		
YÇ4- Çevre sağlığını korumaya ve doğal kaynakların kirlenmesini önlemeye yönelik tedbirlerin sanayi kuruluşları için yasal zorunluluk kapsamında olması gerektiğini düşünüyorum.	0,704		
YÇ2- Ekolojik dengenin bozulmasına etkisi daha az olan araçların kullanımının devlet tarafından	0,692		

teşvik edilmesi gerektiğini düşünüyorum.			
EN6- Evde geleneksel ampuller yerine led ampuller kullanırım.	0,577		
YÇ1- Kentsel yapıların güneş enerjisinden etkin olarak faydalanılabilecek şekilde konumlandırılması çevre açısından faydalıdır.	0,547		
EN5 1. Binalarda ısı yalıtımı sağladığı için ısıcam (çift camlı pencere) kullanmayı tercih ederim.	0,487		
Faktör 3: Gıda ve su (GIDASU)		1,479	4,929
GIDA2- alışverişi yaparken ihtiyacım olan kadarını alırım.	0,626		
SU1- Araba temizliğinde daha az su tüketimi sağlamak için arabayı yıkamak yerine silmeyi tercih ederim.	0,626		
GIDA3- Yiyebileceğim kadar yemek pişiririm.	0,623		
SU2- Çevreye zarar vermeyen içeriğe sahip temizlik malzemelerini tercih ederim.	0,596		
GIDA1- Mevsiminde olmayan yiyecekleri yemem.	0,581		
GIDA4- Yiyecek alışverişi yaparken yerel ürünleri tercih ederim.	0,577		
Faktör 4: Geri dönüşüm (GD)		1,201	4,002
GD2- Geri dönüşebilir evsel atıkları çöplerden ayırarak mümkünse geri dönüşüme kazandırırım.	0,803		
GD4- Evdeki atıkları türlerine göre ayırıp atarım.	0,748		
GD3- Artıkları atmak yerine farklı bir şekilde değerlendirmeye çalışırım.	0,612		
GD1- Eski/hurda elektronik cihazlar (elektronik atıklar), pil, akü vb. malzemeleri mümkünse geri dönüşüme kazandırırım.	0,606		
GD5- Alışverişte plastik poşet yerine bez çanta, file ya da sepet tercih ederim.	0,409		
Faktör 5: Ulaşım (ULAŞIM)		1,046	3,488
ULAŞIM2- Çevreye daha az zararlı olduğu için toplu taşıma araçlarını kullanmayı tercih ederim.	0,780		
ULAŞIM3- Çevreye daha az zarar olduğu için scooter, elektrikli kayak gibi araçları tercih ediyorum.	0,645		
ULAŞIM4- Bisiklet sürmeyi araba sürmeye tercih ederim.	0,632		
ULAŞIM1- Çevreye daha az zararlı olduğu için aynı arabayı başkalarıyla paylaşmayı tercih ederim.	0,619		
Toplam değişken sayısı: 29			

Ekolojik ayak izi farkındalığı ölçeğinin güvenilirliğini belirlemek amacıyla Cronbach alfa değeri hesaplanmıştır. Ölçeğin toplam alfa katsayısı 0,93 olarak hesaplanmıştır. Faktörlere ilişkin alfa katsayıları ise şöyledir; enerji 0,86, yasal çerçeve 0,84, gıda ve su 0,81, geri dönüşüm 0,83 ve ulaşım 0,70. Değerler dikkate alındığında ölçeğin yüksek düzeyde güvenilir olduğu söylenebilir.

Ekolojik ayak izi farkındalığı ölçeğinin iç tutarlılığını belirlemek amacıyla doğrulayıcı faktör analizi yapılmıştır. Analizin ilk aşamasında uyum değerleri kabul edilebilir sınırlar içinde olmadığı için modifikasyona gidilmiştir. Enerji boyutundan 2, yasal çerçeve boyutundan 2, gıda ve su boyutundan 1, geri dönüşüm boyutundan 2 ve ulaşım boyutundan 1 değişken modelden çıkarılmıştır. Bu modifikasyonlar sonrasında uyum değerlerinin kabul edilebilir sınırlar içinde olduğu gözlenmiştir. ($X^2/df = 1,79$, $p = 0,000$, $RMSEA = 0,061$, $CFI = 0,97$, $IFI = 0,97$, $GFI = 0,87$, $AGFI = 0,85$, $NFI = 0,94$, $NNFI = 0,97$, $RMR = 0,061$, kalan değişken sayısı: 21).

Doğrulayıcı faktör analizi sonrası ölçeklere ilişkin hesaplanan AVE, CR değerleri ve ayrışma geçerliliğine ilişkin sonuçlar ise tablo 3'te özetlenmiştir. AVE ve CR değerlerinin hesaplanmasında doğrulayıcı faktör analizinde elde edilen standardize katsayılar kullanılmıştır. Ayrışma geçerliliği için faktörler arası korelasyon değerleri hesaplanmış ve AVE değerlerinin karekökü alınmıştır. AVE ve CR değerleri MS Excel programı kullanılarak hesaplanmıştır.

Tablo 3. Geçerlilik Ölçümleri

	CR	AVE	EK	BBASZ	EN	YÇ	GIDASU	GD	ULAŞIM
EK	0,915	0,716	0,846						
BBASZ	0,836	0,622	0,703**	0,788					
EN	0,876	0,646	0,649**	0,638**	0,803				
YÇ	0,865	0,697	0,604**	0,588**	0,692**	0,834			
GIDASU	0,658	0,863	0,336**	0,364**	0,604**	0,461**	0,928		
GD	0,827	0,696	0,409**	0,392**	0,630**	0,470**	0,637**	0,834	
ULAŞIM	0,620	0,752	0,312**	0,296**	0,418**	0,319**	0,465**	0,472**	0,867

** $p < 0,01$

Tablo 3 incelendiğinde AVE ve CR değerlerinin kabul sınırları içinde olduğu görülmektedir ($CR > 0,50$ ve üzeri, $AVE > 0,70$ ve üzeri). Tüm boyutlarda CR değerleri AVE değerlerinden yüksek olduğu için faktörlerin yakınsak geçerliliğinden bahsedilebilir (Fornell ve Larcker, 1981). Ayrıca tabloda koyu renkle belirtilmiş olan AVE karekök değerleri de faktörler arası korelasyon değerlerinden büyük olduğu için iraksak geçerlilik de sağlanmıştır.

Çoklu ve basit doğrusal regresyon analizi

Ekolojik zekanın ekolojik ayak izi farkındalığı üzerindeki etkisinin belirlenmesi amacıyla çoklu regresyon analizi yapılmıştır. Önce her bir ölçeğin alt boyutları açısından bir analiz yapılmış daha sonra boyutların ortalama değerleri hesaplanarak temel değişkenler arası ilişkiler analiz edilmiştir. Ekolojik zekanın boyutlarının ekolojik ayak izi farkındalığı boyutları üzerindeki etkisini belirlemek amacıyla yapılan regresyon analizi sonuçları tablo 4'de gösterilmiştir.

Tablo 4. Ekolojik Zeka Boyutlarının Ekolojik Ayak İzi Farkındalığı Boyutları Üzerindeki Etkisi

<i>Bağımlı değişken: EN</i>					
	R: 0,698	R ² : 0,487	F: 99,080		
	B	Standart Hata	β	t	p
BBASZ	0,348	0,067	0,360	5,170	0,000**
EK	0,352	0,062	0,396	5,677	0,000**
<i>Bağımlı değişken: YC</i>					
	R: 0,646	R ² : 0,418	F: 74,911		
BBASZ	0,351	0,080	0,324	4,362	0,000**
EK	0,375	0,074	0,376	5,067	0,000**
<i>Bağımlı değişken: GIDASU</i>					
	R: 0,381	R ² : 0,145	F: 17,768		
BBASZ	0,267	0,095	0,253	2,813	0,005**
EK	0,154	0,087	0,158	1,760	0,080
<i>Bağımlı değişken: GD</i>					
	R: 0,435	R ² : 0,189	F: 24,323		
BBASZ	0,250	0,105	0,207	2,367	0,019*
EK	0,291	0,097	0,263	3,001	0,003**
<i>Bağımlı değişken: ULASIM</i>					
	R: 0,330	R ² : 0,109	F: 12,790		
BBASZ	0,201	0,122	0,151	1,646	0,101
EK	0,252	0,112	0,206	2,244	0,026*

**p<0,01 * p<0,05

Çoklu regresyon analizi sonuçlarına göre bütünlük bakış açısı ve sosyal zeka boyutunun enerji, yasal çerçeve, gıda ve su, geri dönüşüm boyutları üzerinde etkisi bulunmaktadır. Ekonomi boyutunun ise enerji, yasal çerçeve, geri dönüşüm ve ulaşım boyutları üzerinde etkisi bulunmaktadır.

Ekolojik zekanın ekolojik ayak izi farkındalığı üzerindeki etkisini incelemek için ise her iki değişkenin ortalama değerleri alınarak basit regresyon analizi yapılmıştır. Sonuçlar tablo 5’de gösterilmiştir. Analiz sonucunda ekolojik zeka ile ekolojik ayak izinin anlamlı bir ilişkiye sahip olduğu tespit edilmiştir (R² : 0,388 , p<0,01). Buna göre ekolojik zeka ekolojik ayak izindeki toplam varyansın %38,8’ini açıklamaktadır. β ve t değerleri dikkate alındığında ekolojik zekanın ekolojik ayak izinin anlamlı bir yordayıcısı olduğu söylenebilir. Dolayısıyla araştırmamızın H₁ hipotezi kabul edilmiştir.

Tablo 5. Ekolojik Zekanın Ekolojik Ayak İzi Farkındalığı Üzerindeki Etkisi

<i>Bağımlı değişken: Ekolojik ayak izi farkındalığı</i>					
	R: 0,623	R ² : 0,388	F: 133,089		
	B	Standart Hata	β	t	p
<i>Ekolojik zeka</i>	0,568	0,049	0,623	11,536	0,000

Sonuç ve öneriler

Ekolojik zekanın ekolojik ayak izi farkındalığı üzerindeki etkisini belirlemek amacıyla İstanbul ilindeki genç tüketiciler üzerinde gerçekleştirilen araştırmadan elde edilen sonuçlar şöyle özetlenebilir;

- Araştırmaya katılan gençlerin çoğunluğu kadın, eğitimi devam eden veya eğitimini yeni tamamlamış, asgari ücretle özel sektörde çalışan bireylerdir.
- Araştırma modelindeki iki ölçeğin geçerli ve güvenilir, iraksak ve yakınsak geçerliliğe sahip olduğu belirlenmiştir.

- Ekolojik zeka enerji, yasal çerçeve ve geri dönüşüm farkındalığı üzerinde pozitif yönde etkilidir. Ek olarak ekolojik zekanın bütünlük bakış açısı ve sosyal zeka boyutunun gıda ve su farkındalığı üzerinde; ekonomi boyutunun ise ulaşım farkındalığı üzerinde pozitif etkisi bulunmaktadır.
- Genel olarak ekolojik zeka, ekolojik ayak izi farkındalığını pozitif yönde etkilemektedir. Ekolojik zeka seviyesi arttıkça ekolojik ayak izi farkındalığı artmaktadır. Dolayısıyla araştırmanın hipotezi kabul edilmiştir.

Elde edilen bu sonuçlara göre şu önerilerde bulunulabilir;

Gençlerin ekolojik zeka seviyesi arttıkça enerji, yasal çerçeve ve geri dönüşüm konusundaki farkındalıkları artmaktadır. Ekolojik zeka seviyesi yüksek olan kişiler sosyal ve çevresel farkındalığı daha yüksek olan bireylerdir. Satın alma davranışlarını sürdürülebilir bir yaşam tarzı çerçevesinde gerçekleştirmektedirler. Sonuçlara göre gençler satın alma davranışlarını gerçekleştirirken enerji tüketimlerini azaltacak ürünleri tercih etmeye dikkat etmektedirler. Aydınlatma için daha tasarruflu ürünleri satın almakta, ısınmak için temiz ve çevreye en az zarar veren ısı kaynaklarını tercih etmektedirler. Örneğin, evlerde kullanıma uygun olan güneş enerjisinden faydalanılması, yenilenebilir ve temiz bir kaynaktan yararlanılması anlamına gelmektedir. Böylece doğal kaynakların düzensiz bir şekilde kullanılmasının önüne geçilerek çevre kirliliği önlenir. Sonuçlara göre ekolojik zekaya sahip gençler elektronik aletleri de bilinçli kullanmaktadır. Bu durum enerji verimliliğine de katkı sağlamaktadır. Elektronik ürünleri satın alırken enerji kullanım durumlarına dikkat etmek, kullanılmadığı zamanlarda elektronik ürünleri kapalı tutmak veya gereksiz kullanımını azaltmak, çamaşır, bulaşık vb. makinaları tam dolmadan çalıştırmamak vb. önlemler de enerji verimliliğine katkıda bulunabilir. Gençleri hedefleyen ve bu ürünleri piyasaya sunan işletmeler, ürünlerin enerji tasarruflu olarak üretildiğini vurgulayarak marka konumlandırmasında bu özelliği öne çıkarmalı, enerji kullanımıyla ilgili bilgilere etiket veya ambalajlarda yer vermelidir. Bu şekilde ekolojik zekası yüksek tüketicilerin dikkatini çekebilir.

Ekolojik zeka seviyesinin etkili olduğu diğer bir boyut ise çevrenin korunmasına ilişkin yasal çerçeve ve kurullarla ilgilidir. Ekolojik zeka seviyesi arttıkça gençler yeşil alanların kullanımı, çevrenin korunması ile ilgili yasal zorunluluklar, devletin ekolojik dengenin bozulmasını engelleyen yenilikleri desteklemesi vb. konularda daha hassas davranmaktadırlar. Gençlerin büyük bir kısmı çeşitli sivil toplum kuruluşları vasıtasıyla hem işletmeler hem de kamu kurumları üzerinde bir baskı oluşturarak bu konularda etkin bir rol oynayabilmektedirler. Ekolojik zeka seviyesi gençlerin geri dönüşüm konusundaki farkındalıklarını da etkilemektedir. Ekolojik zekaya sahip gençler geri dönüşebilir evsel atıkları çöplerden ayırmakta, evsel atıkları türlerine göre sınıflandırmakta, elektronik atıkları geri dönüşüme kazandırmaya çalışmakta ve alışverişlerinde plastik yerine bez veya file kullanmaktadırlar. Tüketilen ürünler tekrar değerlendirildiği için kaynakların daha verimli kullanılması sağlanmaktadır.

Ekolojik zeka seviyesi yüksek olan bu tüketici grubuna hitap edecek işletmelerin geri dönüşüm konusunda hassasiyetlerini tutundurma kampanyalarında vurgulaması, üretim aşamasından ürünün elden çıkarılmasına kadar geçen süreçte geri dönüşüme uygun hammadde ve malzemelerin kullanılmasına dikkat etmesi ve tüketicileri bu konuda bilgilendirmesi önem arz etmektedir.

Araştırmadan elde edilen önemli sonuçlardan biri de ekolojik zekanın alt boyutu olan bütünleşik bakış açısı ve sosyal zekanın gıda ve su farkındalığı boyutu üzerinde etkili olmasıdır. Ekolojik zeka genel anlamda bireylerin günlük faaliyetlerinde çevreyle dost olma tutumlarıyla ilişkilidir. Alt boyutlar açısından bakıldığında tüketimle ilgili olsun veya olmasın her davranışın çevreyi dolaylı veya doğrudan etkilediği bir bütüncül bakış açısından söz edilmektedir. Araştırmaya katılan gençlerin bütüncül olarak çevresel problemlere bakış açısı ile ilgili zeka seviyesi ekolojik anlamda gıda ve su ayak izi farkındalığı üzerinde etkilidir. Tüm davranışları ile çevreye karşı sorumlu olduğunu düşünen bu bireyler, alışveriş yaparken ihtiyacı olan kadarını satın almakta, yiyebileceği kadar yemek pişirmekte, yerel gıda ürünlerini tercih etmekte ve su kullanımında tasarruflu olmaya dikkat etmektedirler. Özellikle gıda sektöründeki firmalar bu tüketicileri etkileyebilmek için kısa yaşam döngüsüne sahip ürünler sunabilir ve bu ürünlerin çevresel etkisini gösteren belgeler sunarak onların ürüne güven duymasını sağlayabilir. İşletmelerin tutundurma çalışmalarında su tüketimiyle ilgili bilinçli davranılmasını sağlayacak mesajlar vermesi, pratik bilgiler sunması, bu bilgileri gençlerin en çok kullandığı internet, sosyal medya, web sayfası gibi mecralarda paylaşması vb. stratejiler su ayak izi farkındalığını artırabilir.

Ekolojik zekanın bir diğer boyutu olan ekonomi ise ulaşım ayak izi üzerinde etkilidir. İnsanların gıda, giyim vb. ihtiyaçlarını karşılarken doğal kaynakları düşünmesi yani ekonomik bir sorumluluğa sahip olması gerekmektedir. Ekolojik zekanın ekonomi boyutu daha çok bilişsel alanlarla ilişkilidir. Araştırma sonuçlarına göre ekonomik sorumluluğa sahip olan gençlerin ulaşım ayak izi farkındalıkları daha yüksektir. Bu kişiler çevreye daha az zararlı olduğu için toplu taşıma araçlarını tercih etmekte ve bisiklet sürmeyi araba kullanmaya tercih etmektedirler. Toplu ulaşımın tercih edilmesi bireysel araç kullanımının neden olduğu sera gazı salınımını azaltarak ekolojik ayak izinin azalmasını sağlamaktadır. Dolayısıyla sivil toplum kuruluşlarının, kamu kurumlarının veya işletmelerin, bireylerin ulaşım metodlarıyla ilgili tercihlerini etkileyecek kampanyalar, bilgilendirme toplantıları, sponsorluk anlaşmaları, çevre, ulaşım ve sağlıklı yaşam konulu reklamlar vb. stratejiler etkili olabilir.

Genel olarak değerlendirildiğinde ekolojik zekanın artırılmasının ekolojik ayak izini azalttığı söylenebilir. Ekolojik ayak izi sürdürülebilirliğin sağlanması için insan ve doğa arasındaki bağı anlamaya yardımcı olmaktadır. Ekolojik zeka ise bireylerin ekosistemleri etkileyen ve değiştiren davranışlarının farkına varmalarını ve bu davranışları mümkün olduğu kadar çevreye zararsız hale getirmelerini sağlayarak sürdürülebilirliğin devam etmesinde önemli bir role sahiptir (Vreja ve Balan, 2021, 63). Dolayısıyla ekolojik ayak izinin azaltılması için ekolojik zekanın geliştirilmesi gerekir.

Araştırmadan elde edilen sonuçlara göre özellikle gençlere ulaşabilmek adına sosyal medya platformlarını kullanarak satın alma ve tüketim alışkanlıklarını etkilemek, çevresel sorunlara ilişkin bilgi paylaşımında bulunabilecekleri ortamlar sunarak bilgi edinmelerini ve ekolojik zeka seviyelerinin yükselmesini sağlamak mümkün olabilir.

Buna ek olarak okul öncesi eğitimden başlayarak bireylerde ekolojik zekanın geliştirilmesine odaklanmak, bireylerin bilinçli tüketiciler olmalarına katkıda bulunabilir. bulunabilir. Ekolojik zeka çevreyi koruma davranışı ile pozitif yönde ilişkilidir. Aile ve okulda başlayan çevre eğitimi ekolojik zekanın gelişmesini sağlamaktadır. Ekolojik zekası olan bireylerin çevreyi koruma kural ve değerleri bulunmaktadır. Bu değerler

tutum ve davranışlarına da yansımaktadır (İlela, 2021). Ekolojik zekanın geliştirilmesini desteklemek adına işletmeler bu konuda sosyal sorumluluk projeleri yaparak eğitimler verilmesini ve tüketicilerin bu konuda bilgilendirilmesini sağlayabilir. Çevre ile ilgili bilgi sahibi olmak ve anlamak bireyin çevreye yönelik davranışlarını etkilemektedir (Permatasari vd., 2021). Tüketiciler çevre ile ilgili bilgi sahibi oldukça çevreyi koruma farkındalıkları artmakta ve bu durum tutumlarına yansımaktadır. Tüketicileri bu anlamda bilgilendirmek için tutundurma çabaları, etiket veya ambalaj etkili araçlardır. Wedding (2010) yaptıkları çalışmada eko etiketleme programlarının ekolojik zekayı inşa etmede önemli rolü olduğunu vurgulamıştır.

Pazarlama ve tüketici davranışı literatüründe ekolojik zeka ve ekolojik ayak izi farkındalığı arasındaki ilişkileri ele alan bir çalışmaya rastlanmamıştır. Genellikle ölçek geliştirme, ekolojik zeka ve ekolojik ayak izi farkındalık düzeylerini belirleme veya kavramsal bir değerlendirme yapan çalışmaların yoğun olduğu görülmektedir. Dolayısıyla her iki değişken için birinci elden veriler toplanarak uygulama esaslı yürütülen bu çalışmadan elde edilen sonuçların literatüre önemli katkılar sunması ve literatürdeki bu boşluğu doldurması beklenmektedir. Ayrıca elde edilen sonuçların daha sonra yapılacak çalışmalar için yol gösterici olacağı düşünülmektedir. Bu çalışmada sadece ekolojik zekanın ekolojik ayak izi farkındalığı üzerindeki etkisi belirlenmiştir. Daha sonra yapılacak çalışmalarda ekolojik ayak izi üzerinde etkili olabilecek ve ekoloji alanında yeni kavramlar olan ekolojik kimlik, ekolojik farkındalık, ekolojik benlik gibi değişkenler ele alınarak aralarındaki ilişkiler test edilebilir. Çalışmanın başka bir kısıtı ise çalışmada herhangi bir ürün grubu veya markanın ele alınmamasıdır. Sonraki çalışmalarda belirli bir ürün kategorisi veya marka seçilerek ekolojik satın alma davranışı veya tutumlar ekolojik zeka kapsamında değerlendirilebilir. Son olarak bu araştırma İstanbul ilindeki genç tüketiciler üzerinde yapılmıştır. Yeşil tüketim konusunda daha olumlu tutuma sahip olduğu için gençler tercih edilmiştir. Farklı bölgelerde farklı kuşaklardan bireyler araştırmaya dahil edilerek karşılaştırmalar yapılabilir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	<i>Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.</i> *(Giresun Üniversitesi Rektörlüğü, Sosyal Bilimler , Fen ve Mühendislik Bilimleri Araştırmaları Yayın Etiği Kurulu Başkanlığının 05.04. 2023 Tarih , 4/12 Nolu kararı ile Etik Kurul Kararı alınmıştır.)
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

Peer-Review	Double anonymized - Two External
Ethical Statement	<i>It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.</i> (Giresun University Rectorate, Social Sciences, Science and Engineering Sciences Ethics Committee Decision was taken with the decision dated 05.04.2023, numbered 4/12 of the Presidency of the Publication Ethics Committee.)
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Kaynakça / References

Açıkgöz Ün, K. (2005). Etkili öğrenme ve öğretme, İzmir: Eğitim Dünyası Yayınları.

Ahmed, Z., Ahmad, M., Rjoub, H., Kalugina, O.A. & Hussain, N. (2021). Economic growth, renewable energy consumption, and ecological footprint: Exploring the role of environmental regulations and democracy in sustainable development. *Sustainable Development*, 30, 595–605.

Akbulut Yıldız, G. & Yıldız, B. (2022). Çevresel sürdürülebilirlik çerçevesinde ekolojik ayak izi ve ekonomik büyüme ilişkisi: Türkiye üzerine ampirik bir analiz. *Sayıştay Dergisi*, 33(126), 473-498

Akıllı, H., Kemahlı, F., Okudan, K. & Polat, F. (2008). Ekolojik ayak izinin kavramsal içeriği ve Akdeniz Üniversitesi İktisadi ve İdari Bilimler Fakültesi'nde bireysel ekolojik ayak izi hesaplaması. *Akdeniz İİBF Dergisi*, 15, 1-25.

Akkuzu, N. (2016). Towards a profound ecological understanding: Statistical attempts to measure our ecological intelligence. *International Journal of Social Sciences and Education*, 6(2), 198-216.

Akkuzu-Güven, N. & Uyulgan, M. A. (2021a). An active learning framework for ecological intelligence: using activities of multiple intelligences to achieve ecological awareness. *Science Education International*, 32(4), 358-367.

Akkuzu-Güven, N. & Uyulgan, M. A. (2021b). Are university students willing to participate in environmental protection activities (EPAs)?-Sub-dimensions of ecological intelligence as predictors. *Journal of Education in Science Environment and Health*, 7(3), 269-282.

Akyüz, Y., Atış, E., Çukadar, M. & Salalı, E. (2016). Akademisyenlerin ekolojik etkilerinin incelenmesi: EÜ Ziraat Fakültesi örneği. B. Karlı, T. Bal, D. Sarıca ve Ş. Özger (Ed.), XII. Ulusal Tarım Ekonomisi Kongresi içinde (s.1427-1436). Isparta: Süleyman Demirel Üniversitesi.

Alper, A.E., Alper, F.O., Ozayturk, G. & Mike, F. (2022). Testing the long-run impact of economic growth, energy consumption, and globalization on ecological footprint: new evidence from Fourier bootstrap ARDL and Fourier bootstrap Toda-Yamamoto test results. *Environ Sci Pollut Res* (2022). <https://doi.org/10.1007/s11356-022-18610-7>.

Amanullah, M. & Ahmad, S. (2022). An overview of ecological intelligence. *Ideal Research Review*, 69(1), 81-84.

Arslan, H.Ö. & Yağmur, Z.İ. (2022). Science teachers' knowledge about ecological footprint and views on "education for sustainable development". *International Journal of Turkish Educational Sciences*, 10 (18), 139-167.

Asmi, F., Zhang, Q, Anwar, M.A., Linke, K. ve Zaided, B.Y. (2022). Ecological footprint of your denim jeans: production knowledge and green consumerism. *Sustainability Science*, 17:1781–1798. <https://doi.org/10.1007/s11625-022-01131-0>.

Aswita, D., Suryadarma, I. G. P., & Suyanto, S. (2018). Local wisdom of Sabang Island Society (Aceh, Indonesia) in building ecological intelligence to support sustainable tourism. *GeoJournal of Tourism and Geosites*. 22 (2), 393–402.

Bahrudin, M. D. F., Rohmat, D., & Setiawan, I. (2018). The school's policy in developing students ecological intelligence. In *IOP Conference Series: Earth and Environmental Science*, 145(1), 012048, IOP Publishing.

Bakkal, H. (2022). Ekonomik büyüme, doğrudan yabancı sermaye yatırımları, finansal gelişme ve ekolojik ayak izi arasındaki ilişki: ABD ve Çin üzerine bir analiz. *Anadolu Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 23(3), 366-386.

Barrett, J. (2001). Component ecological footprint: developingsustainable scenarios. *Resource Management*, 19 (2), 107-118.

Birand, A. (2016). Okul öncesi öğretmen adaylarının ekolojik ayak izi farkındalıkları ve çevre dostu davranışları (Yayınlanmamış Yüksek Lisans Tezi), Lefkoşa: Yakın Doğu Üniversitesi Eğitim Bilimleri Enstitüsü.

Bowers, C. A. (2010). The challenge of making the transition from individual to ecological intelligence in an era of global warming. *Proceedings of the Media Ecology Association*, 11, 21-30.

Bowers, C. A. (2011). Perspectives on the ideas of Gregory Bateson, ecological intelligence, and educational reforms, Eco-Justice Press LLC.

Boz, D., Duran, C. & Başköy, S. (2020). Yeşil pazarlama faaliyetlerinin tüketiciler üzerindeki etkileri. *OPUS, Uluslararası Toplum Araştırmaları Dergisi*, 15 (22), 1346-1372.

Bucak, Ç. & Saygılı, R.F. (2022). Türkiye’de ve G7 ülkelerinde dışa açıklık ve ekolojik ayak izi ilişkisi: yatay kesit bağımlılığı altında panel veri analizi. *Anadolu Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 23(3), 346-365.

Bucak, Ç. (2022). G8 ülkelerinde ve Türkiye’de ekonomik karmaşıklık ve ekolojik ayak izi ilişkisi: todayamamoto nedensellik testi analizi. *Sosyal Ekonomik Araştırmalar Dergisi*, 22(1), 1-16.

Caba, B., (2021). Sınıf öğretmeni adaylarının ekolojik ayak izi farkındalık düzeyleri ve çevresel tutumları (Amasya örnekleme) (Yüksek Lisans Tezi,)

Amasya : Amasya Üniversitesi, Fen Bilimleri Enstitüsü, Matematik ve Fen Bilimleri Eğitimi Anabilim Dalı, Fen Bilgisi Eğitimi Bilim Dalı.

Capra, F. (2005). Speaking nature's language: Principles for sustainability. In M. Stone & Z. Barlow (Eds.), *Ecological literacy: Educating our children for a sustainable world* (pp. 18–29). San Francisco, CA: Sierra Club Books.

Chambers, N.; Simmons, C. & Wackernagel, M. (2000). *Sharing nature's interest: ecological footprints as an indicator of sustainability*, Routledge: London, UK, 2000; ISBN 978-1-315-87026-7.

Clark, K. E. (2013). Ecological intelligence and sustainability education in special education. *Multicultural Education*, 21(1), 38-45.

Coss, R. (2013). Review of ecoliterate: how educators are cultivating emotional, social, and ecological intelligence. *Journal of Sustainability Education*, 5.

Coste, & Hélias. (2022). PEFAP: Estimating the environmental footprint of food products from packaging data. *Journal of Open Source Software*, 7(73), 3329. <https://doi.org/10.21105/joss.03329>.

Coşkun, I.Ç. & Sarıkaya, R. (2014). Sınıf öğretmeni adaylarının ekolojik ayak izi farkındalık düzeylerinin belirlenmesi. *Journal of Turkish Studies*, 9(5), 1761-1787. <https://doi.org/10.7827/TurkishStudies.6598>.

Çakır Yıldırım, B. & Karaarslan Semiz, G., (2022). Üç aşamalı ekolojik ayak izi tanı testinin Türkçe'ye uyarlanması. *Kırşehir Eğitim Fakültesi Dergisi*, 23(2), 1588-1638

Çam, H. ve Çelik, G. (2022). Ekolojik ayak izini etkileyen faktörlerin belirlenmesine yönelik bir yapısal model önerisi. *Selçuk Üniversitesi Sosyal Bilimler Meslek Yüksekokulu Dergisi*, 25 (1), 201-215.

Çiftci, Y., (2022). Fosil yakıtlar ve ekolojik ayak izimiz, farklı yaklaşımlarla enerji kaynakları (1-9), Orient Yayınları.

Demirkol, M. & Aslan, İ. (2022). Classroom teachers' in-class ecological footprint awareness raising practices. *Kastamonu Education Journal*, 30(3), 633-644. doi: 10.24106/kefdergi. 933901.

Destek, M. A. & Sinha, A. (2020). Renewable, non-renewable energy consumption, economic growth, trade openness and ecological footprint: evidence from organisation for economic co-operation and development countries. *Journal of Cleaner Production*, 242, 118537.

Doherty, T. J. (2009). Ecological intelligence: how knowing the hidden impacts of what we buy can change everything by Daniel Goleman. *Ecopsychology*, 1(2), 100-103.

Dülgeroğlu, İ., Başol, O. & Öztürk Başol, R. (2016). Genç tüketicilerin yeşil tüketim davranışı: uluslararası algı farklılıkları. *Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 8 (15), 1-16.

Eraslan, Ş. & Seçme, D. (2021). Mimarlık Fakültesi öğrencilerinin ekolojik ayak izi farkındalık düzeyi. *Süleyman Demirel Üniversitesi Fen Bilimleri Enstitüsü Dergisi*, 25(3), 481-491.

Fatah Uddin, S. M. & Khan, M.N. (2018) Young consumer's green purchasing behavior: opportunities for green marketing. *Journal of Global Marketing*, 31:4, 270-281, <https://doi.org/10.1080/08911762.2017.1407982>.

Fauzi, A., Fitriyari, S., & Muthaqqin, D. I. (2022, January). Development of student ecological intelligence through the implementation of ecopedagogy. In Annual Civic Education Conference (ACEC 2021) (pp. 554-557). Atlantis Press.

Febriasari, L. K., & Supriatna, N. (2017). Enhance environmental literacy through problem based learning. *Journal of Physics: Conference Series*, 895(1), 1–6. <https://doi.org/10.1088/1742-6596/895/1/012163>.

Flint Ashery, S. (2022). Group consumption and ecological footprint: the effect of habits and lifestyle. *Sustainability*, 14, 13270, <https://doi.org/10.3390/su142013270>.

Fornell, C. Larcker, F.D. (1981). Evaluating structural equation models with unobservable variables and measurement. *Journal of Marketing Research*, 18(1), 39-50.

Franz, J. & Papyrakis, E. (2011). Online calculators of ecological footprint: do they promote or dissuade sustainable behaviour? *Sustainable Development*, 19, 391–401.

Freeman, N. Frank (1925). What is intelligence? *The School Review*. 33(4), 253-263.

Gardner, H. (1983). *Frames of mind*. New York: Basic Books.

Gardner, H., & Hatch, T. (1989). Educational implications of the theory of multiple intelligences. *Educational Researcher*, 18(8), 4-10.

Gardner, H. (1993). *Multiple intelligences: The theory in practice*. Basic Books.

Gardner, H. (1999). Who owns intelligence. *The Atlantic Monthly*, 283(2), 67-76.

Gigerenzer, G. (2000). Ecological intelligence. adaptive thinking: rationality in the real world (evolution and cognition). ABC Research Group.

Goleman, D. (2006). *Social intelligence: The new science of human relationship*. New York, NY: Bantam Book.

Goleman, D. (2009). *Ecological intelligence: How knowing the hidden impacts of what we buy can change everything*. New York, NY: Broadway Books.

Goleman, D., Bennett, L. & Barlow, Z. (2012). *Ecoliterate: How educators are cultivating emotional, social, and ecological intelligence*. John Wiley & Sons.

Gupta, M., Saini, S. & Sahoo, M. (2022). Determinants of ecological footprint and PM2.5: Role of urbanization, natural resources and technological innovation. *Environmental Challenges*, 7, 100467, <https://doi.org/10.1016/j.envc.2022.100467>.

Güleç, S. & Orhan, A.T. (2022). 5E Öğrenme modeli uygulamalarının ortaokul öğrencilerinin akademik başarılarına, ekolojik ayak izi farkındalıklarına ve sürdürülebilir çevreye yönelik tutumlarına etkisi. *Eğitim Bilim ve Araştırma Dergisi*, 3(2), 410-441.

Güler AG., Küçük M. & Gök G. (2021). Determining the ecological footprints of environmental engineering students: the case of Sivas Cumhuriyet University. *Academic Research Journal of Technical Vocational Schools*, 5(1): 9-17.

Günel, N., Yücel Işıldar, G. & Atik, D. A. (2018). Üniversite öğrencilerinin ekolojik ayak izi azaltılması konusundaki eğilimlerinin incelenmesi. *TÜBAV*, 11(4), 34-46

Güngör, H., & Kalburan, N. C. (2018). Çocuklar için ekolojik ayak izi farkındalık ölçeği'nin (EKAYO) geliştirilmesi. *International Journal of Early Childhood Education Studies*, 3(2), 1–14.

Gürbüz, İ.B, Nesirov, E. & Özkan, G. (2021). Investigating environmental awareness of citizens of Azerbaijan: a survey on ecological footprint. *Environment, Development and Sustainability*, 23:10378–10396.

Gürel, E., & Tat, M. (2010). Çoklu zekâ kuramı: tekli zekâ anlayışından çoklu zekâ yaklaşımına. *Journal of International Social Research*, 3(11).

Hassan, H. M., Quader, M. S., & Aktar, S. (2022). The role of perceived value and green consumption attitude on purchase intention of eco-bag: a study on young consumers. *Jurnal Pengurusan*, 65.

Hettiarachchi, W. N. (2020). Ecological intelligence towards ecological behaviour. *International Journal Of All Research Writings*, 3(5), 64-73.

Ho, T. T., & Huynh, C. M. (2022). Green purchase intention: an investigation from vietnamese young consumers. *Munich Personal RePEc Archive*, MPRAPaperNo.112355, <https://mpra.ub.uni-muenchen.de/112355/>.

Ilela, M., Wihardjo, S. D., & Purwanto, A. (2021). The relationship of ecological intelligence with students' environment care behavior on mangrove ecosystem

materials. *International Journal of Multicultural and Multireligious Understanding*, 8(10), 409-416.

Işık Mercan, S. (2022). Ekolojik kimlik ve ekolojik ayak izi: çevre sorunlarında bir ikilem mi? *International Journal of Geography and Geography Education (IGGE)*, 47, 148-161. <http://dx.doi.org/10.32003/igge.1124911>.

Jahari, S.A., Hass, A., Idris, I.B. and Joseph, M. (2022). An integrated framework examining sustainable green behavior among young consumers. *Journal of Consumer Marketing*, Vol. 39 No. 4, pp. 333-344. <https://doi.org/10.1108/JCM-04-2021-4593>.

Kahn, R. (2010). *Critical pedagogy, ecoliteracy, & planetary crisis: the ecopedagogy movement*. New York, NY: Peter Lang.

Kalmaz, B.D. & Awosusi, A.A. (2022). Investigation of the driving factors of ecological footprint in Malaysia. *Environmental Science and Pollution Research*, 29, 56814–56827, <https://doi.org/10.1007/s11356-022-19797-5>.

Kardaslar, A. (2022). Ekonomik büyüme, enerji tüketimi ve küreselleşme sürecinin ekolojik ayak izi üzerindeki etkisi: Türkiye örneği. *Business and Economics Research Journal*, 13(3), 385-401. <http://dx.doi.org/10.20409/berj.2022.379>.

Kautish, P., & Sharma, R. (2019). Value orientation, green attitude and green behavioral intentions: an empirical investigation among young consumers. *Young Consumers*, 20(4), 338-358.

Kaypak, Ş. (2013). Ekolojik ayak izinden çevre barışına bakmak. *Türk Bilimsel Derlemeler Dergisi*, 6 (1), 154-159.

Kazemzadeh, E., Fuinhas, J.A., Salehnia, N. & Osmani, F. (2023). The effect of economic complexity, fertility rate, and information and communication technology on ecological footprint in the emerging economies: a two-step stirpat model and panel quantile regression. *Quality & Quantity*, 7, 737–763 <https://doi.org/10.1007/s11135-022-01373-1>.

Keles, Ö. (2017). Investigation of pre-service science teachers' attitudes towards sustainable environmental education. *Higher Education Studies*, 7(3), 171-180.

Keleş, Ö. (2007). Sürdürülebilir yaşama yönelik çevre eğitimi aracı olarak ekolojik ayak izinin uygulanması ve değerlendirilmesi (Yayımlanmamış Doktora Tezi), Ankara: Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü.

Keleş, Ö., Naim, U., & Özsoy, S. (2008). Öğretmen adaylarının ekolojik ayak izlerinin hesaplanması ve değerlendirilmesi. *Ege Eğitim Dergisi*, 9(2), 1-15.

Kovács, Z.; Harangozó, G.; Szigeti, C.; Koppány, K.; Kondor, A.C. & Szabó, B. (2020). measuring the impacts of suburbanization with ecological footprint calculations. *Cities*, 101, 102715.

Küçükbaş Duman, F. & Atabek Yiğit, E. (2022). Spor bilimleri fakültesi öğrencilerinin ekolojik ayak izi farkındalıkları. *Gazi Beden Eğitimi ve Spor Bilimleri Dergisi*, 27(4), 265-280.

Küçükcankurtaran, S., Çolak, H., Akalın, S. ve Çiçek, B. (2022). Sürdürülebilir beslenmenin ekolojik etkileri: covid-19 pandemisi ve besin sistemleri. *Uluslararası Hakemli Akademik Spor Sağlık Ve Tıp Bilimleri Dergisi*, 45 (özel sayı), 172-182.

Latipah, M., Ruhimat, M., & Somantri, L. (2019, June). *The effect of fieldtrip on geography of student's ecological intelligence*. In IOP Conference Series: Earth and Environmental Science, 286(1), 012009). IOP Publishing.

Lee, K. (2008). Opportunities for green marketing: young consumers. *Marketing Intelligence & Planning*, 26(6), 573-586.

Limnios, E.M., Schilizzi, G.M.S, Burton, M., Ong, A. & Hynes, N. (2016). Willingness to pay for product ecological footprint: Organic vs non-organic consumers. *Technological Forecasting & Social Change*, 338-348, <https://doi.org/10.1016/j.techfore.2016.05.009>.

Maichum, K., Parichatnon, S. & Peng, K.C., (2017). Factors affecting on purchase intention towards green products: a case study of young consumers in Thailand. *International Journal of Social Science and Humanity*, 7(5), 330-335.

Mainaki, R., Kastolani, W., & Setiawan, I. (2018). *Ecological untelligence level of hight school students un Cimahi City*. In SHS Web of Conferences (Vol. 42). EDP Sciences.

McCallum, I. (2008). Ecological intelligence: rediscovering ourselves in nature, Africa geographic, Fulcrum Golden, Colorado.

Meyer, V. (2004). The ecological footprint as an environmental education tool for knowledge, attitude and behaviour changes towards sustainable living: a case study (Master Of Education), University of South Africa.

Meyers, E. M., & Bittner, R. (2012). Green washing the digital playground: how virtual worlds support ecological intelligence... or do they?. In Proceedings of the 2012 iConference (pp. 608-610).

Mızık, E.T. & Avdan, Z.Y. (2020). Sürdürülebilirliğin temel taşı: ekolojik ayak izi, *Artvin Çoruh Üniversitesi Doğal Afetler Uygulama ve Araştırma Merkezi Doğal Afetler ve Çevre Dergisi*, 6(2): 451-467, DOI: 10.21324/dacd.630825.

Mulyana, E., Widyanti, T. & Supriyatna, A. (2021, November). *Increasing ecological intelligence for students in primary school through the kang pisman program*. In The 1st International Conference on Research in Social Sciences and Humanities (ICoRSH 2020) (pp. 428-434). Atlantis Press.

Nguyen, N. T., & Tran, T. T. (2021). Purchase behavior of young consumers toward green packaged products in Vietnam. *The Journal of Asian Finance, Economics and Business*, 8(1), 985-996.

Nketiah, E., Song, H., Obuobi, B., Adu-Gyamfi, G., Adjei, M. & Cudjoe, D. (2022). The impact of ecological footprint in West Africa: the role of biocapacity and renewable energy. *International Journal of Sustainable Development & World Ecology*, 29:6, 514-529, DOI: [10.1080/13504509.2022.2051637](https://doi.org/10.1080/13504509.2022.2051637).

O'Sullivan, E. (1999). *Transformative learning: educational vision for the 21st century*. London, UK: Zed Books.

Okur-Berberoglu, E. (2018). Development of an ecoliteracy scale intended for adults and testing an alternative model by structural equation modelling. *International Electronic Journal of Environmental Education*, 8(1), 15-34.

Okur-Berberoglu, E. (2020). An ecological intelligence scale intended for adults. *World Futures*, 76(3), 133-152.

Orr, D. W. (2002). *The nature of design: Ecology, culture, and human intention*. New York, NY: Oxford University Press.

Oryani, B., Moridian, A., Rezania, S., Vasseghian, Y., Bagheri, M. & Shahzad, K., (2022). Asymmetric impacts of economic uncertainties and energy consumption on the ecological Footprint: Implications apropos structural transformation in South Korea. *Fuel* 322, 124180, <https://doi.org/10.1016/j.fuel.2022.124180>.

Özden, A. T., & Yapıcı, O. Ö. (2021). Tüketicilerin ekolojik zekâları ile organik gıda tüketim eğilimleri arasındaki ilişki. *JOEEP: Journal of Emerging Economies and Policy*, 6(2), 368-381.

Özgen, U. & Aksoy, A. D. (2017). Tüketicilerin ekolojik ayak izi farkındalık düzeyleri (Ankara ili örneği). *Third Sector Social Economic Review*, 52(3), 46-65.

Özkan, O. ve Çoban, M.N. (2022). Türkiye’de kirlilik hale hipotezi ve ekonomik büyüme, ekonomik küreselleşme ve ekolojik ayak izi bağlantısı: KRLS’den kanıtlar. *Uluslararası Yönetim İktisat ve İşletme Dergisi*, 18(4), 1049-1068.

Permatasari, N. I., Sunardi, O., & Susanto, L. H. (2021). Analysis of participation in maintaining environmental cleanliness through ecological intelligence. *Journal of Biology Education Research (JBER)*, 2(2), 86-94.

Pratiwi, R. T., Disman, D., Supriatna, N., Wiyanarti, E., & Agustira, D. (2020). Analysis of students ecological intelligence. *International Journal of Educational Management and Innovation*, 1(2), 165-172.

Putra, A., Rahmat, A., Redjeki, S. & Hidayat, T., (2019). Student's ecological intelligence ability on the environmental knowledge course. *Journal of Physics: Conference Series*, 1157.

Ronto R, Saberi G, Leila Robbers GM, Godrich S, Lawrence M, Somerset S, Fanzo, J. & Chau, Y.J. (2022). Identifying effective interventions to promote consumption of protein-rich foods from lower ecological footprint sources: A systematic literature review. *PLOS Glob Public Health*, 2(3), e0000209. <https://doi.org/10.1371/journal.pgph.0000209>.

Rosati, A. G. (2017). Foraging cognition: reviving the ecological intelligence hypothesis. *Trends in cognitive sciences*, 21(9), 691-702.

Sert, A. (2017). Yeşil pazarlama ve tüketicilerin satın alma davranışları: üniversite öğrencilerine yönelik bir araştırma (Yüksek Lisans Tezi). İstanbul: Nişantaşı Üniversitesi, Sosyal Bilimler Enstitüsü.

Shumba, O. (2011). Commons thinking, ecological intelligence and the ethical and moral framework of Ubuntu: An imperative for sustainable development. *Journal of Media and Communication Studies*, 3(3), 84-96.

Simsar, A. (2021). Young children's ecological footprint awareness and environmental attitudes in Turkey. *Child Indicators Research*, 14, 1387-1413, <https://doi.org/10.1007/s12187-021-09810-7>.

Sterling, S. (2009). Ecological intelligence in the *Handbook of Sustainability Literacy* (Chapter 10, 77-83).

Su, Y., Khaskheli, A., Raza, S. A., & Yousufi, S. Q. (2022). How health consciousness and social consciousness affect young consumers purchase intention towards organic foods. *Management of Environmental Quality: An International Journal*, (33(5), 1249-1270.

Sunelcan, Ü., (2019). Yiyecek ve içecek işletmecilerinin ekolojik ayak izi farkındalığı: Balıkesir ilinde bir araştırma (Yüksek Lisans Tezi). Balıkesir: Balıkesir Üniversitesi, Sosyal Bilimler Enstitüsü, Gastronomi ve Mutfak Sanatları Anabilim Dalı.

Supriatna, N. (2016, April). Local wisdom in constructing students' ecoliteracy through ethnopedagogy and ecopedagogy. In *1st UPI International Conference on Sociology Education*. Atlantis Press.

Suwandi, S., Yunus, A., & Rahmawati, L. E. (2017). Ecological intelligence values in Indonesian language textbooks for junior high school students. *Pertanika Journal Social Sciences and Humanities*, 25, 237-248.

Syrovatka, M., (2020). On sustainability interpretations of the ecological footprint. *Ecological Economics*, 169, 106543. <https://doi.org/10.1016/j.ecolecon.2019.106543>.

Şimşek T. (2020). Bazı demografik özelliklere göre liseli gençlerin ekolojik ayak izi farkındalıkları ve çevre dostu davranışları. *Sosyal Bilimler Akademi Dergisi*, 3(2):139-169.

Tekindal, M. A., Zabzun, G., Özel, Z., Demirsöz, M. & Tekindal, M. (2021). Awareness scale for reducing ecological footprint: a validity and reliability study. *European Journal of Science and Technology*, (27), 439-445.

Thomas H. (1989). Educational implications of the theory of multiple intelligences. *Educational Researcher*. 18(8), 4-10.

Tosunoğlu, T.B. (2014). Sürdürülebilir küresel refah göstergesi olarak ekolojik ayak izi. *HAK-İŞ Uluslararası Emek ve Toplum Dergisi*, 3 (5), 132-149.

Uygurtürk, H. & Şenoğlu, P. (2021). Karabük Üniversitesi öğrencilerinin “yeşil pazarlama” farkındalık düzeyinin tespit edilmesi üzerine bir araştırma. *Selçuk Üniversitesi Sosyal Bilimler Meslek Yüksekokulu Dergisi*, 24 (1), 71- 82.

Vlastelica, T., Kostić-Stanković, M., Rajić, T., Krstić, J. & Obradović, T. (2023). Determinants of young adult consumers' environmentally and socially responsible apparel consumption. *Sustainability*, 15, 1057, <https://doi.org/10.3390/su15021057>.

Vreja, L. O., & Bălan, S. (2018). Types of intelligence. The ecological intelligence and sustainability. In *International Conference on Competitiveness of Agro-food and Environmental Economy Proceedings* (Vol. 7, pp. 55-64). The Bucharest University of Economic Studies.

Wackernagel, M., White, K., & Moran, D. (2004). Using Ecological Footprint accounts: from analysis to applications. *International Journal of Environment and Sustainable Development*, 3 (4), 293-315.

Wang, H., Han, X., Kuang, D., & Hu, Z. (2018, August). The influence factors on young consumers' green purchase behavior: Perspective based on theory of consumption value. In *2018 Portland International Conference on Management of Engineering and Technology (PICMET)* (pp. 1-5). IEEE.

Wang, S. ve bian, X. (2008). Improved method of ecological footprint – Funing County ecological economic system assessments. *Environ Dev Sustain*, 10, 337–347, <https://doi.org/10.1007/s10668-006-9067-y>.

Wedding, C. (2010). Toward greater ecological intelligence in the United States: ten statements with statistics and commentary regarding ecolabels. *Sustainability: Science, Practice and Policy*, 6(1), 39-44.

Wiedmann, T., Minx, J., Barrett, J. & Wackernagel, M. (2006). Allocating ecological footprints to final consumption categories with input-output analysis. *Ecological Economics*, 56, 28 – 48

WWF(2023). https://www.wwf.org.tr/?12800/Yasayan_Gezegen_Raporu-2022.

Yağlıkara, A. (2022). Ekonomik, politik ve sosyal küreselleşmenin ekolojik ayak izi üzerindeki etkileri: ASEAN-5 Ülkeleri Örneği. *Fiscaoeconomia*, 6(2), 656-676. DOI: 10.25295/fsecon.1067418.

Zulfikar, H. A., Supriatna, N., & Nurbaeti, I. (2020, March). Theoretical aspects of ecological intelligence development of students in elementary schools. *International Conference on Elementary Education*, 2(1), 803-813.



2023, 12 (3), 2128-2141 | Research Article

The Effect of Customer Empowerment on Corporate Reputation Perception

Yağmur KERSE¹

Abstract

Corporate reputation perception is an effective variable in shaping customer behaviors. A positive perception of reputation leads to positive outcomes such as loyalty, positive word-of-mouth marketing, low perceived risk, and commitment. In the marketing literature, it has been observed that the factors affecting the perception of corporate reputation have not been sufficiently analyzed and certain factors such as satisfaction, trust, corporate social responsibility, and financial strength have been focused on. In this study, unlike the factors in the literature, the effect of customer empowerment on the perception of corporate reputation is examined. Customer empowerment is considered an important tool in the competitive race in marketing. Within the scope of this research, data were collected from 343 consumers by questionnaire technique. Consumers were asked to indicate their degree of agreement with the statements in the questionnaire by thinking about the clothing store they visit most frequently. SPSS 18 and AMOS 18 package programs were used in the analysis of the data obtained. In the reliability analyses, customer empowerment and corporate reputation scales were found to be reliable. As a result of the confirmatory factor analysis of the scales, it was seen that the fit index values of the scales met the reference values. It was determined that the AVE values of the scales also met the reference values. Normality test was also performed for the data in the study. Since the skewness and kurtosis values of the variables were within the reference values, it was observed that the data met the normality assumption. Then, the relationship between variables was analyzed. Partial correlation analysis was preferred for the determination of this relationship. In this direction, correlation analysis was carried out by controlling gender, age, education, and income status variables. As a result of the correlation analysis, it was observed that there is a positive relationship between customer empowerment and corporate reputation. After the determination of the relationship between the variables, path analysis was performed with the AMOS program to test the research hypothesis. In the analysis, it was seen that the fit indices of the research model provided the reference values. In addition, it was determined that customer empowerment positively and significantly affects the perception of corporate reputation.

Keywords: Customer Empowerment, Reputation, Corporate Reputation Perception, Apparel Industry, Path Analysis

Kerse, Y. (2023). The Effect of Customer Empowerment on Corporate Reputation Perception . Journal of the Human and Social Science Researches , 12 (3) , 2128-2141 . <https://doi.org/10.15869/itobiad.1322091>

Date of Submission	03.07.2023
Date of Acceptance	26.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Asst. Prof., Kafkas University, Faculty of Economics and Administrative Sciences, International Trade and Logistics, Kars, Türkiye, yagmurtarhan@hotmail.com , ORCID: 0000-0002-6773-1153



Müşteri Güçlendirmesinin Kurumsal İtibar Algısı Üzerindeki Etkisi

Yağmur KERSE¹

Öz

Kurumsal itibar algısı müşteri davranışlarının şekillenmesinde etkili bir değişkendir. İtibar algısının olumlu olması sadakat, olumlu ağızdan ağıza pazarlama, düşük algılanan risk, bağlılık gibi olumlu çıktılar elde edilmesini sağlamaktadır. Pazarlama literatürde kurumsal itibar algısını etkileyen faktörlerin yeterince incelenmediği ve memnuniyet, güven, finansal güç, kurumsal sosyal sorumluluk gibi belli başlı faktörlere yoğunlaşıldığı görülmüştür. Bu çalışmada literatürdeki faktörlerden farklı olarak müşteri güçlendirmesinin kurumsal itibar algısı üzerindeki etkisine bakılmıştır. Müşteri güçlendirmesi pazarlamada rekabet yarışında önemli bir araç olarak değerlendirilmektedir. Bu araştırma kapsamında 343 tüketiciden anket tekniğiyle veriler toplanmıştır. Tüketicilerden en sık gittikleri giyim mağazasını düşünerek ankette yer alan ifadelere katılma derecelerini belirtmeleri istenmiştir. Elde edilen verilerin analizi için SPSS 18 ve AMOS 18 paket programları kullanılmıştır. Yapılan güvenilirlik analizinde müşteri güçlendirmesi ve kurumsal itibar ölçeklerinin güvenilir oldukları belirlenmiştir. Ölçeklere yapılan doğrulayıcı faktör analizi sonucunda ölçeklere ait uyum iyiliği değerlerinin referans değerlerini karşıladığı görülmüştür. Ölçeklerin AVE değerlerinin de referans değerleri sağladığı belirlenmiştir. Araştırmada veriler için normallik testi de yapılmıştır. Değişkenlerin çarpıklık ve basıklık değerleri referans alınan değerler arasında yer aldığı için verilerin normallik varsayımını karşıladığı gözlenmiştir. Daha sonra, değişkenler arası ilişkiye bakılmıştır. Değişkenler arası ilişkiler için Kısmi Korelasyon analizi tercih edilmiştir. Bu doğrultuda cinsiyet, yaş, eğitim ve gelir durumu değişkenleri kontrol altına alınarak korelasyon analizi gerçekleştirilmiştir. Korelasyon analizi sonucunda müşteri güçlendirmesi ve kurumsal itibar arasında olumlu yönde bir ilişkinin olduğu görülmüştür. Değişkenler arası ilişkinin tespitinden sonra araştırma hipotezinin testi için AMOS programıyla yol analizi yapılmıştır. Yapılan analizde araştırma modelinin uyum indekslerinin referanslar değerleri sağladığı görülmüştür. Bunun yanında müşteri güçlendirmesinin kurumsal itibar algısını pozitif yönde ve anlamlı düzeyde etkilediği saptanmıştır.

Anahtar Kelimeler: Müşteri Güçlendirme, İtibar, Kurumsal İtibar Algısı, Hazır Giyim Sektörü, Yol Analizi

Kerse, Y. (2023). Müşteri Güçlendirmesinin Kurumsal İtibar Algısı Üzerindeki Etkisi . *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 12 (3) , 2128-2141 . <https://doi.org/10.15869/itobiad.1322091>

Geliş Tarihi	03.07.2023
Kabul Tarihi	26.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, Kafkas Üniversitesi, İktisadi ve İdari Bilimler Fakültesi, Uluslararası Ticaret ve Lojistik Bölümü, Kars, Türkiye, yağmurtarhan@hotmail.com, ORCID: 0000-0002-6773-1153

Introduction

It can be said that efforts to have a good reputation in the eyes of customers and to maintain this reputation are one of the main endeavors of companies. Having a good reputation is an important competitive advantage that enables firms to attract more customers (Walsh & Beaty, 2007) because competitors cannot copy this resource (Hasan & Hossain, 2021). As Gotsi and Wilson (2001) state, since the mid-1980s, the strategic importance of building and maintaining a positive corporate reputation to create competitive advantage has been recognised by senior managers.

Corporate reputation is the result of a series of public judgements that develop (or deteriorate) over time (Siano et al., 2011), and the nature of corporate reputation is highly sensitive. It is susceptible to damage or destruction. As Warren Buffet has stated, it takes 20 years to build a reputation while it takes 5 minutes to destroy it (Helm & Tolsdorf, 2013). While building a firm's reputation requires many good actions, a mixed signal to the market or a bad action directed at a certain group can easily lead to the destruction of reputation (Nguyen & Leblanc, 2001).

When the literature on corporate reputation is examined, it is seen that there is no clarity as to whether reputation is an antecedent or a consequence of other variables. In the literature, it is seen that most researchers consider corporate reputation as an antecedent, and few consider reputation as an outcome variable (Walsh et al., 2009). Accordingly, it is suggested that corporate reputation, which plays an important role in shaping consumer behaviors, increases the sales and market share of companies and is effective in establishing long-term relationships (Başgöze & Özdestici Yörük, 2021). In addition, it is stated that corporate reputation positively affects customer loyalty (Paça & Şahin, 2021), positive word-of-mouth marketing (Walsh et al., 2009) and customer commitment (Alnaçık, 2011), and reduces transaction costs and perceived customer risk (Walsh & Beaty, 2007). So how can corporate reputation, which leads to such important outcomes, be enhanced? This question was taken as a reference for this study. In the literature, studies are showing that satisfaction, trust (Walsh et al., 2009; O'Connor & Assaker, 2022), financial strength (Ruiz et al., 2016), corporate social responsibility (Jinfeng, et al., 2014; O'Connor & Assaker, 2022; Aggarwal & Saxena, 2023), customer experience, customer engagement (Fida et al., 2023) and corporate recognition awards (Hasan & Hossain, 2021) increase corporate reputation. In this study, it is predicted that the customer empowerment variable will increase corporate reputation. There is no research in the literature that addresses the relationship between these two variables. Therefore, it is thought that this research will contribute to the literature in this respect. In the study, firstly, the concepts of customer empowerment and corporate reputation are explained. Then, the relationship between the concepts is addressed and the hypothesis of the study is developed. In the next section, the study hypothesis is tested and the findings are presented. In the conclusion section, a general evaluation is made and recommendations are made.

Customer Empowerment

The marketing understanding of the age focuses on the co-creation of value by the consumer and the firm at various interaction points. It can be stated that customer empowerment also emerges at these interaction points. Because customer empowerment is when a company provides ways for its customers to connect with the

company and actively shape the structure of transactions and cooperate by sharing information, praise, suggestions, and complaints about its goods and services (Ramani & Kumar, 2008). Empowerment is a process that encourages and facilitates individuals to gain or take power in certain fields of activity (Alshibly & Chiong, 2015).

Customer empowerment, which allows consumers to be freer in expressing their opinions or making choices and to better control their consumption experiences, means that consumers feel that they have more knowledge and skills (Berraies & Hamouda, 2018). In other words, customer empowerment is the subjective experience of customers that they have more ability than before to deliberately produce desired outcomes and prevent undesirable outcomes, and that they benefit from this increased ability (Alshibly & Chiong, 2015). Customer empowerment is also defined as a firm's strategy to increase customer control over the marketing process through co-design and advice. It is stated that customers are becoming more and more empowered as they become more willing to interact with companies and other customers and with the spread of electronic communication (Aldaihani et al., 2020). Thanks to the internet and electronic communication, customers are equipped with a wealth of information and opportunities, and as a result, they reject the role of passive recipients. This situation forces brands to interact with their customers in a quick, open, and continuous way. However, since this is no longer enough, today's conditions push brands to empower their customers (Acar & Puntoni, 2016).

Customer empowerment is a management practice that results in the transfer of power to customers (Berraies & Hamouda, 2018). Since shifting "power" to customers allows customers to influence the service process and be autonomous in decision-making, customers can flexibly change service content according to their needs with the support of the company (Xie et al., 2020). Customer empowerment plays an important function as customers' roles shift from passive recipient to active participant in the creation and delivery of services. Customers perceive that their participation provides value, that they are influential in shaping the process and outcome of services, and they are satisfied with this sense of control (Auh et al., 2019). Because the need for control is a basic psychological need and customer empowerment practice gives customers this sense of control (Xie et al., 2020). Customer empowerment offers significant contributions not only to customers but also to firms. For example, Jayawardhena and Foley (2000), in their research in the Internet banking sector, stated that Internet banking allows customers to have more control over their accounts, and in this way, the customer empowerment function contributes to banks in reducing costs and increasing efficiency.

Customer empowerment is considered essential in today's competitive environment and is recognized as a growing force in marketing (Singh et al., 2014). Customer empowerment activities result in higher marketing performance. In other words, customer empowerment leads to positive increases in marketing performance variables such as customer satisfaction, positive attitude towards business employees, trust, loyalty, and price insensitivity (Bozacı & Durukan, 2016). On the other hand, empowerment is seen as a fundamental element to increase profit, loyalty, and purchase frequency among consumers (Castillo, 2017). It is thought that another positive output of customer empowerment, which provides such positive outputs, maybe a positive perception of corporate reputation.

Corporate Reputation Perception

The concept of corporate reputation, which is examined in many fields such as economics, organizational behavior, and marketing, is handled in different ways in different fields. Economists associate “reputation” with product quality and price. In the field of organizational behavior, reputation is described as an intangible and important resource that contributes significantly to the performance and survival of the organization. Marketers, on the other hand, examine “reputation” under the title of “brand value” and associate it with the credibility of the company (Nguyen & Leblanc, 2001).

It is argued that corporate reputation is generally formed as a result of past activities of firms (Caruana & Ewing, 2010). Because people tend to prefer to work with companies that have been experienced to be reliable in the past (Walsh & Beatty, 2007) and they decide whether a firm is reliable by comparing what the company says it will do with what it actually does (Nguyen & Leblanc, 2001). On the other hand, it is stated that a company's reputation is based not only on its previous achievements, but also on its ability to meet consumer expectations and generate value for all its stakeholders (customers, shareholders, employees, suppliers, etc.) (Siano et al., 2011).

Corporate reputation is defined as the perception of values such as trust, dignity, and credibility by stakeholders and the judgements of a company for the future that reveal its past actions and difference (Aykan & Sevim, 2013). Corporate reputation is the sum of stakeholders' and society's opinions about the company and is the equivalent of being a company that is liked, appreciated, and respected (Koçoğlu, 2018). Customer-based corporate reputation is defined as a customer's overall assessment of a company based on interactions with the company's goods, services, representatives, communication activities, and supporters (such as other customers, employees or management) or known corporate activities (Walsh & Beatty, 2007).

Corporate reputation cannot be copied by competitors (Hasan & Hossain, 2021) and above all, it provides a competitive advantage to the firm. Corporate reputation creates awareness and perception of difference towards the firm's products. This perception enables the firm to increase its revenues financially, attract a qualified workforce to the firm in terms of human resources, and increases overall efficiency (Aydemir, 2008). On the other hand, while a good reputation helps firms to attract more customers (Walsh & Beatty, 2007), loss of reputation can bring the end of the firm (Demirci, 2023).

Relationship between Customer Empowerment and Corporate Reputation Perception

Achieving a positive corporate reputation is not a simple task for companies. Companies make great efforts and investments to build a positive corporate reputation (Hasan & Hossain, 2021). For this reason, determining the factors that will create a positive corporate reputation perception will facilitate the work of companies. In this study, unlike the factors in the literature, “customer empowerment” is considered as a variable affecting corporate reputation. Because when customers are empowered by the firm, they tend to be more satisfied, feel that they are valued and ultimately develop a great sense of belonging to the firm (Berraies & Hamouda, 2018). In other words, empowerment can make customers feel positive emotions and direct them to positive behaviors. Therefore, in this study, it is thought that empowered customers will positively perceive the reputation of the companies they shop with. Indeed, Siano et al.

(2011) argued that empowered customers can play a role in reputation building when they operate in various social networks.

Since companies generally regard customers as co-producers or partial employees, customer empowerment is considered as a natural and logical extension of employee empowerment (Pranic & Roehl, 2012). Regarding this issue, in the field of organizational behavior, Kaya Özbağ and Gündüz Çekmecelioğlu (2022) state that psychological empowerment has a positive relationship with corporate reputation. Erkul, Kanten, and Gümüştekin (2018) state that structural empowerment has a significant effect on the perception of corporate reputation. Although there are no studies on the relationship between the concepts in the field of marketing, based on this finding in organizational behavior, it is predicted that customer empowerment will have a positive effect on the perception of corporate reputation. Therefore, the hypothesis of the research was formed as follows:

H: Customer empowerment positively and significantly effects the perception of corporate reputation.

Method

Research data were obtained through a questionnaire technique. SPSS 18 and AMOS 18 package programs were used to analyze the research. First, confirmatory factor analysis and normality test analysis were performed, followed by correlation analysis and path analysis.

Purpose and Sample of the Study

It is known that a positive corporate reputation leads customers to positive attitudes and behaviors such as trust, loyalty, and satisfaction (De Nicola et al., 2023). In today's competitive conditions, companies have become more dependent on the positive attitudes and behaviors of customers. In order to achieve positive outcomes, firms should have a favorable reputation and should strive to maintain this reputation continuously. In the studies on the antecedents of corporate reputation in the literature (O'Connor & Assaker, 2022; Ruiz et al., 2016; Hasan & Hossain, 2021), it is noticeable that certain factors such as satisfaction, trust, service quality, corporate social responsibility are focused on. Unlike these factors, this study aims to examine the effect of customer empowerment on corporate reputation.

The population of the research consists of customers of clothing stores. Customers were asked to fill out the questionnaire form by considering the clothing store they visit most frequently. Data were collected from 356 customers online and face-to-face using a convenience sampling method. After eliminating incomplete and incorrectly completed questionnaires, 343 questionnaires were evaluated. It was observed that 51% of the participants were male and 38.5% were between the ages of 18-27. Most of the participants were customers with associate's/ bachelor's degrees (67.3%).

Scales Used in the Study

In the study, Berraies and Hamouda's (2018) "customer empowerment scale" consisting of 3 statements, and Ponzi, Fombrun and Gardberg's (2011) "corporate reputation scale" consisting of 4 statements were adapted according to the purpose of the study. Necessary translation processes (such as translation, back translation) were followed in

the creation of the items. The scales are one-dimensional. Both scales are graded on a 5-point Likert scale (1-strongly disagree, 5- strongly agree). The scale items used in the study are given in the Appendix.

Findings

Analyses Related to Scales

Reliability and validity analyses were performed for each scale used in the study. The Cronbach alpha value was examined for reliability. Accordingly, since the alpha values of customer empowerment and corporate reputation scales (0.723 and 0.730, respectively) are higher than 0.60 (Kalaycı, 2009), they are found to be highly reliable scales.

After the reliability analysis, confirmatory factor analysis was conducted to test the structural validity of the scales. The goodness of fit values of the customer empowerment scale are $X^2/df= 1.740$; CFI: 0.996; TLI: 0.989; NFI: 0.992 and RMSEA: 0.058 (see Table 1). The goodness of fit values of the organizational reputation scale are $X^2/df= 0.416$; CFI: 1.000; TLI: 1.000; NFI: 0.999 and RMSEA: 0.000 (Table 1). It was determined that these values meet the reference values ($X^2/df < 5$, CFI>0.90, TLI>0.90, NFI>0.90 and RMSEA<0.08) (Gürbüz, 2019). When the factor structures of the scales were examined, the factor loads of the customer empowerment scale ranged between 0.598 and 0.813, while the factor loads of the corporate reputation scale ranged between 0.479 and 0.753.

Table 1. Fit Index Results

Models	Cmin/Df	CFI	TLI	NFI	RMSEA
Customer Empowerment	1.740	0.996	0.989	0.992	0.047
Corporate Reputation	0.416	1.000	1.000	0.999	0.000
Research Model	2.724	0.968	0.948	0.951	0.071

AVE (average variance extracted) and CR (composite reliability) values were also examined for scale reliability and validity. The AVE value should be above 0.40 (Tavares et al., 2019) and the CR value should be higher than 0.70 (Hair et al., 2017). Both scales' AVE and CR values (customer empowerment: AVE= 0.477, CR= 0.729; corporate reputation: AVE= 0.409; CR= 0.729) were found to meet the reference values. Therefore, reliability and validity are provided in both scales.

In the study, skewness and kurtosis values of customer empowerment and corporate reputation variables were examined for the normality assumption test. These values are given in Table 2. Since the skewness and kurtosis values of the variables (customer empowerment= -0.545 and -0.408; corporate reputation= -0.797 and 0.707) are between -2/+2 values (George & Mallery, 2016), it is observed that the normality assumption is met.

Table 2. Skewness / Kurtosis Values

Variables	Skewness		Kurtosis	
	Statistic	Std. E.	Statistic	Std. E.
Customer Empowerment	-0.545	0.132	-0.408	0.263
Corporate Reputation	-0.797	0.132	0.707	0.263

Hypothesis Test Findings

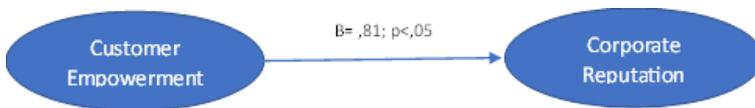
In order to determine the relationship between the variables in the study, correlation analysis was performed by controlling the variables of gender, age, education, and income status. The findings are presented in Table 3. When the table is examined, it is seen that there is a positive relationship ($r= 0.569$) between customer empowerment and corporate reputation. In other words, an increase in customer empowerment leads to an increase in the perception of corporate reputation (or vice versa).

Table 3. Correlation Analysis Findings

Control Variables		Customer Empowerment	Corporate Reputation
Gender, Age, Education, and Income Status	Customer Empowerment	r	
		p	
	Corporate Reputation	r	0.569
		p	0.000

After the determination of the relationship between the variables, path analysis was performed with the AMOS program to test the research hypothesis (Figure 1).

Figure 1. Path Analysis Results



The goodness of fit values of the research model are $\chi^2/df= 2.724$; CFI: 0.968; TLI: 0.948; NFI: 0.951 and RMSEA: 0.071 (see Table 1). It was determined that these values met the reference values, thus the research model was validated. The prediction values of the model created in the path analysis are given in Table 4.

Table 4. Estimation Results of the Research Model

Hypothesis	Independent Variable	Dependent Variable	Standardise R. L.	S.E.	T Value (CR Term)	p
H ₁	Customer empowerment	→ Corporate reputation	0.812	0.067	10.283	0.000

When the path analysis results in Table 4 are examined, it is seen that the p-value is less than 0.05. This means that there is a significant effect. Therefore, hypothesis H₁ (Customer empowerment positively and significantly effects the perception of corporate reputation.) is accepted. In addition, based on the findings in the table, it is determined that the positive effect of customer empowerment on the perception of corporate reputation is at a high level ($\beta=0.812$).

Conclusion

A positive corporate reputation leads to results in favour of the company (loyalty, commitment, positive word-of-mouth marketing, repurchase, etc.). On the other hand, it is stated that companies with low reputation perception encourage negative word-of-mouth marketing (Hasan & Hossain, 2021). Therefore, it would not be wrong to state that companies need to develop and protect their corporate reputation in order to survive in today's intensely competitive market. For this purpose, in this study, unlike the studies in the literature, the variable of customer empowerment is considered in increasing the perception of corporate reputation.

As a result of the analyses conducted within the scope of the research, it was determined that customer empowerment positively effects the perception of corporate reputation. Therefore, the hypothesis of the research (H₁: Customer empowerment positively and significantly effects the perception of corporate reputation) is supported.

It is seen as an important contribution that the research deals with the relationship between customer empowerment and corporate reputation perception. Because there has not been a study examining these two concepts in the literature before. From this point of view, a new one has been added to the factors that have an effect on corporate reputation. On the other hand, there are a limited number of studies that address the concept of customer empowerment in Turkey (Bozacı & Durukan, 2015; Bozacı & Durukan, 2016). These studies were conducted in the furniture sector and the relationships between customer empowerment and marketing performance and the differences in customer empowerment perception according to demographic variables were examined. This study, on the other hand, was conducted with clothing store customers (namely the apparel industry) and contributed to the national literature in this respect.

In line with the research findings, it is useful to offer some suggestions to managers. Company managers who want to facilitate the construction of corporate reputation can start by encouraging customers to share their opinions with the company. Getting ideas from customers in the production of goods and services will ensure the transfer of power to customers and thus customers will develop positive attitudes and behaviors towards the company. Seeing that their opinions are valued will lead the customer to have positive feelings towards the company. For example, clothing stores can give control authority to their customers by voting on the products to be offered for sale in their stores through social media. Customers may have a positive impression of the store when they can choose which model, colour, or brand of products they want to see most in the store or when they see that they are effective in making decisions.

This research was conducted with a limited number of clothing store customers by convenience sampling method due to time and cost constraints. For this reason, it is recommended that future research should be conducted with customers in different sectors and with larger samples. On the other hand, only the effect of customer

empowerment on the perception of corporate reputation was examined in this study. Therefore, it may be suggested to include variables such as goods/service quality, brand loyalty, gender, and personality traits in the relationship between these two variables in future research.

Peer-Review	Double anonymized - Two External
Ethical Statement	<i>It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.</i> (Kafkas University Rectorate was taken with the decision dated 05.07.2023, numbered 47 of the Social and Human Sciences Scientific Research and Publication Ethics Committee.)
Plagiarism Checks	Yes – Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	<i>Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.</i> (Kafkas Üniversitesi Rektörlüğü, Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu'nun 05.07.2023 Tarih ve 47 Nolu kararı ile Etik Kurul Kararı alınmıştır.)
Benzerlik Taraması	Yapıldı – Ithenticate
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Etik Bildirim	itobiad@itobiad.com
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

References / Kaynakça

- Acar, O. A. & Puntoni, S. (2016). Customer empowerment in the digital age. *Journal of Advertising Research*, 56(1), 4-8. doi: 10.2501/JAR-2016-007
- Aggarwal, A. & Saxena, N. (2023). Examining the relationship between corporate social responsibility, corporate reputation and brand equity in Indian banking industry. *Journal of Public Affairs*, 23(1), e2838. <https://doi.org/10.1002/pa.2838>
- Aldaihani, F. M. F., Ali, N. A. B., Hashim, H. B. & Basha, N. K. (2020). Impact of social customer relationship management on customer retention of Islamic banks in Kuwait: The mediating role of customer empowerment. *International Journal of Supply Chain Management*, 9(1), 330-337. doi: 10.59160/ijscm.v9i1.3017
- Alnaçık, Ü. (2011). Kurumsal itibarı oluşturan farklı bileşenlerin müşteri bağlılığı üzerindeki etkileri. *Journal of Marketing and Marketing Research*, 7, 65-96.
- Alshibly, H. & Chiong, R. (2015). Customer empowerment: Does it influence electronic government success? A citizen-centric perspective. *Electronic Commerce Research and Applications*, 14, 393-404.
- Auh, S., Menguc, B., Katsikeas, C. S. & Jung, Y. S. (2019). When does customer participation matter? An empirical investigation of the role of customer empowerment in the customer participation–performance link. *Journal of Marketing Research*, 56(6), 1012-1033. doi: 10.1177/0022243719866408
- Aydemir, B. A. (2008). İşletmelerin yeni rekabet aracı olarak kurumsal itibar. *ISGUC The Journal of Industrial Relations and Human Resources*, 10(2), 27-53.
- Aykan, E. & Sevim, B. (2013). Konaklama işletmelerinde çevre yönetimi uygulamaları ve algılanan kurumsal itibar üzerindeki etkisi: Kayseri ve Nevşehir otelleri üzerinde bir araştırma [Environmental management practices of accommodation establishments and their effects on perceived corporate reputation: A research on hotels of Kayseri and Nevşehir]. *İşletme Araştırmaları Dergisi*, 5(3), 93-113.
- Başgöze, P. & Özdestici, H. (2021). Sosyal medya pazarlamasının kurumsal itibar algısına etkisi: Kişiselleştirme metaforu [Effects of perceived social media marketing on corporate reputation perception: Personification metaphor]. *Cankırı Karatekin University Journal of the Faculty of Economics and Administrative Sciences*, 11(1), 95-127. doi: 10.18074/ckuiibfd.766170
- Berraies, S. & Hamouda, M. (2018). Customer empowerment and firms' performance: The mediating effects of innovation and customer satisfaction. *International Journal of Bank Marketing*, 36(2), 336-356. doi: 10.1108/IJBM-10-2016-0150
- Bozacı, İ. & Durukan, T. (2015). Müşteri güçlendirmenin ölçülmesi: İç Anadolu'da bir uygulama [Measuring customer empowerment: An application at Inner Anatolia]. *Academic Review of Economics and Administrative Sciences (OHUIIBFD)*, 8(1), 105-119.
- Bozacı, İ. & Durukan, T. (2016). Müşteri güçlendirme ile algılanan pazarlama performansı ilişkisi: Mobilya sektöründe bir uygulama [The relation between customer empowerment and perceived marketing performance: An implementation in furniture sector]. *Journal of Productivity*, 3, 29-53.

Caruana, A. & Ewing, M. T. (2010). How corporate reputation, quality, and value influence online loyalty. *Journal of Business Research*, 63, 1103-1110. doi: 10.1016/j.jbusres.2009.04.030

Castillo, J. (2017). The relationship between big five personality traits, customer empowerment, and customer satisfaction in the retail industry. *Journal of Business and Retail Management Research (JBRMR)*, 11(2), 11-29.

De Nicola, M., Arrigo, E. & Anees, U. (2023). The strategic effect of corporate reputation on customer citizenship behavior: An empirical verification. *Review of Managerial Science*, 1-28. <https://doi.org/10.1007/s11846-023-00618-z>

Demirçivi, B. M. (2023). Corporate reputation: A conceptual review and a sample from tourism sector. *The International Journal of Economic and Social Research*, 19(1), 160-181.

Erkul, H., Kanten, P. & Gümüştekin, G. (2018). The effects of structural empowerment on corporate reputation and organizational identification. *Acta Academica Karviniensia*, 18(3), 27-41. doi: 10.25142/aak.2018.018

Fida, I., Ziaullah, M., Zain, F., Danyal, A. & Sattar, Y. (2023). Investigation of customer experience, customer engagement, corporate reputation and word of mouth in banking sector: evidence from Pakistan. *Journal of Social Sciences Review*, 3(1), 846-858. <https://doi.org/10.54183/jssr.v3i1.216>

George, D. & Mallery, P. (2016). *IBM SPSS statistics 23 step by step: A simple guide and reference*. Routledge.

Gotsi, M. & Wilson, A. (2001). Corporate reputation management: "living the brand". *Management Decision*, 39(2), 99-104. doi: 10.1108/EUM0000000005415

Gürbüz, S. (2019). *AMOS ile yapısal eşitlik modellemesi*. Ankara: Seçkin Publishing.

Hair, J. F., Hult, G. T. M., Ringle, C. M. & Sarstedt, M. (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)*. USA: Sage publications.

Hasan, M. & Hossain, M. M. (2021). Corporate recognition award and reputation dimensions on corporate reputation consequences: A critical review on Bangladesh. *International Journal of Asian Business and Information Management (IJABIM)*, 12(3), 191-204. doi: 10.4018/IJABIM.20210701.0a12

Helm, S. & Tolsdorf, J. (2013). How does corporate reputation affect customer loyalty in a corporate crisis?. *Journal of Contingencies and Crisis Management*, 21(3), 144-152. doi: 10.1111/1468-5973.12020

Jayawardhena, C. & Foley, P. (2000). Changes in the banking sector – the case of internet banking in the UK. *Internet Research*, 10(1), 19-30.

Jinfeng, L., Runtian, J. & Qian, C. (2014). Antecedents of corporate reputation and customer citizenship behavior: evidence from China. *International Business and Management*, 9(1), 128-132. doi:10.3968/5112

Kalaycı, Ş. (2009). *Spss uygulamalı çok değişkenli istatistik teknikleri*. Ankara: Asil Publishing.

Kaya Özbağ, G. & Gündüz Çekmecelioğlu, H. (2022). The relationships among employee empowerment, corporate reputation, and firm performance: Research in the Turkish Manufacturing Industry. *Revista Brasileira de Gestão de Negócios*, 24(1), 23-47. doi: 10.7819/rbgn.v24i1.4148

Koçoğlu, C. M. (2018). Yerli turistlerin kurumsal itibar algılarının marka denkliğine etkisi: Türk Hava Yolları örneği [The effect of corporate reputation perceptions of domestic tourists on brand equity: The case of Turkish Airlines]. *Tourism Academic Journal*, 5(2), 109-127.

Nguyen, N. & Leblanc, G. (2001). Corporate image and corporate reputation in customers' retention decisions in services. *Journal of Retailing and Consumer Services*, 8(4), 227-236. doi: 10.1016/S0969-6989(00)00029-1

O'Connor, P. & Assaker, G. (2022). Examining the antecedents and effects of hotel corporate reputation on customers' loyalty and citizenship behavior: an integrated framework. *Journal of Hospitality Marketing & Management*, 31(5), 640-661. doi: 10.1080/19368623.2022.2034560

Paça, H. & Şahin, Ö. (2021). Yiyecek içecek işletmelerinde kurumsal itibarın müşteri sadakatine etkisi: İzmir örneği [The effect of corporate reputation on customer loyalty in food and beverage businesses: A case of Izmir]. *Journal of Tourism and Gastronomy Studies*, 9(1), 511-530. doi: 10.21325/jotags.2021.801

Ponzi, L. J., Fombrun, C. J. & Gardberg, N. A. (2011). RepTrak™ pulse: Conceptualizing and validating a short-form measure of corporate reputation. *Corporate Reputation Review*, 14(1), 15-35. doi: 10.1057/crr.2011.5

Pranic, L. & Roehl, W. S. (2012). Rethinking service recovery: A customer empowerment (CE) perspective. *Journal of Business Economics and Management*, 13(2), 242-260. doi: 10.3846/16111699.2011.620137

Ramani, G. & Kumar, V. (2008). Interaction orientation and firm performance. *Journal of Marketing*, 72(1), 27-45. doi: 10.1509/jmkg.72.1.027

Ruiz, B., García, J. A. & Revilla, A. J. (2016). Antecedents and consequences of bank reputation: a comparison of the United Kingdom and Spain. *International Marketing Review*, 33(6), 781-805. doi: 10.1108/IMR-06-2015-0147

Siano, A., Vollero, A. & Palazzo, M. (2011). Exploring the role of online consumer empowerment in reputation building: Research questions and hypotheses. *Journal of Brand Management*, 19, 57-71. doi: 10.1057/bm.2011.23

Singh, S. A., Anusha, B. & Raghuvardhan, M. (2014). Impact of banking services on customer empowerment, overall performance and customer satisfaction: Empirical evidence. *Journal of Business and Management*, 16(1), 17-24.

Tavares, F.O., Pacheco, L.D. & Almeida, L.G. (2019). Preferences in university residences: A confirmatory study. *African Journal of Hospitality, Tourism and Leisure*, 8(2), 1-10.

Walsh, G. & Beatty, S. E. (2007). Customer-based corporate reputation of a service firm: scale development and validation. *Journal of the Academy of Marketing Science*, 35, 127-143. doi: 10.1016/j.jbusres.2007.11.018

Walsh, G., Mitchell, V. W., Jackson, P. R. & Beatty, S. E. (2009). Examining the antecedents and consequences of corporate reputation: A customer perspective. *British Journal of Management*, 20, 187-203. doi: 10.1111/j.1467-8551.2007.00557.x

Xie, L., Li, D. & Keh, H. T. (2020). Customer participation and well-being: the roles of service experience, customer empowerment and social support. *Journal of Service Theory and Practice*, 30(6), 557-584. doi: 10.1108/JSTP-11-2019-0228

Appendix

Customer Empowerment Scale

1. This store encourages customers to share their opinions about its goods or services with the store (Bu mağaza, mal veya hizmetlerine ilişkin müşteri görüşlerini mağaza ile paylaşmasını teşvik eder).
2. This store encourages customers to share their opinions about its goods or services with other customers (Bu mağaza, mal veya hizmetlerine ilişkin müşteri görüşlerini diğer müşterilerle paylaşmasını teşvik eder).
3. This store encourages customers to actively participate in the design of goods or services (Bu mağaza, mal veya hizmetlerin tasarımına müşterilerin aktif olarak katılmalarını teşvik eder).

Corporate Reputation Scale

1. This store is a store I have a good feeling about (Bu mağaza iyi hisler beslediğim bir mağazadır).
2. This store is a store that I trust (Bu mağaza güvendiğim bir mağazadır).
3. This store is a store that I admire and respect (Bu mağaza hayran olduğum ve saygı duyduğum bir mağazadır).
4. This store has a store good overall reputation (Bu mağazanın genel olarak iyi bir itibarı vardır).



2023, 12 (3), 2142-2162 | Araştırma Makalesi
Deneysel İktisadın Tarihi

Sefa ERKUŞ¹

Burak Kağan DEMİRTAŞ²

Öz

Bu çalışmanın temel amacı Türkçe yazında görece yeni olan deneysel iktisat alanına, iktisatta kontrollü deneylerin kullanımının tarihsel gelişimine ilişkin referans olabilecek şekilde katkı sunmaktır. Şüphesiz ki deneysel iktisat çalışacak araştırmacılar için deneysel iktisadın tarihsel gelişim sürecini öğrenmek oldukça önem arz etmektedir. İktisatta deneysel yöntemin tarihini öğrenmek araştırmacılara yöntemin geçmişte karşılaştığı sorunları analiz etme imkanı sunarken, yöntemin şimdi ve gelecekteki yönü hakkında yapılabilecek araştırmalar hakkında da ipuçları vermektedir.

İktisatta kontrollü deneylerin kullanımına özellikle iktisatçılar uzun süre direnç göstermiş olsa da bugün iktisat alanında kontrollü deneylerin kullanıldığı çalışmaların sıklıkla yayınlandığı görülmektedir. Soğuk savaş döneminde oyun teorik modellerin deneyler yürütülerek sınanması deneysel yöntemin yaygınlaşması için ilk itici güç olmuştur. 80'li yıllardan itibaren insan davranışlarını açıklama çabası ile davranışsal iktisatçıların yürüttüğü deneyler, yöntemin iktisatçılar arasında yaygınlaşmasını sağlayan bir diğer önemli etken olmuştur. 2002 yılında Nobel İktisat Ödülü'nün piyasa mekanizmasını kontrollü laboratuvar deneyleri yürüterek araştırdığı ve deneysel iktisat yöntemine katkıda bulunduğu için Vernon L. Smith'e verilmesi, iktisatta deneysel yöntemin artık ana akım yöntemlerden biri haline geldiğinin de bir tescili olarak göz önünde bulundurulabilir.

Deneysel iktisat tarihinin yazımına ilişkin bazı güçlükler bulunmaktadır. Bunlardan biri yöntemin disiplinler arası bir karakter taşıması iken diğeri de deneysel yöntemin erken dönemine ilişkin bilgilerin çoğunlukla kişisel anılara, hikayelere dayanmasıdır. Deneysel iktisadın tarihsel gelişimi incelendiğinde çoğunlukla bireysel tercihler, piyasaların işleyişi ve oyun teorik modellerin teorik öngörülerinin sınanmasına ilişkin deneylerin gerçekleştirildiği görülmektedir. Bu sebeple bu çalışmada da deneysel iktisadın tarihsel gelişimi bu üç ana başlık altında toplanmıştır. Bunlara ek olarak, deneysel iktisadın gelişimine etki eden önemli teorik gelişmelere ve kişilere de çalışmada ayrıca değinilmektedir.

Anahtar Kelimeler: Deneysel İktisat, İktisat Metodolojisi, Laboratuvar Deneyleri, İktisat Tarihi, İktisatta Yöntem

Erkuş, S. & Demirtaş, B. K. (2023). Deneysel İktisadın Tarihi . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 2142-2162 . <https://doi.org/10.15869/itobiad.1280016>

Geliş Tarihi	09.04.2023
Kabul Tarihi	29.07.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Arş. Gör. Dr., Karabük Üniversitesi, İktisadi ve İdari Bilimler Fakültesi, İktisat Bölümü, Karabük, Türkiye, sefaerkus@karabuk.edu.tr, ORCID: 0000-0002-2702-7022

² Dr. Öğr. Üyesi., Abdullah Gül Üniversitesi, Yönetim Bilimleri Fakültesi, Ekonomi Bölümü, Kayseri, Türkiye, burakkagan.demirtas@agu.edu.tr, ORCID: 0000-0001-9477-8128



2023, 12 (3), 2142-2162 | Research Article
The History of Experimental Economics

Sefa ERKUŞ¹

Burak Kağan DEMİRTAŞ²

Abstract

The main purpose of this study is to contribute to the relatively new field of experimental economics in Turkish literature, serving as a reference for the historical development of the controlled experiments in economics. It is undeniably essential for researchers studying experimental economics to understand the historical progression of this method. By learning about the history of the experimental method in economics, researchers can analyze past challenges and gain insights into current and future research directions.

Although economists resisted the use of controlled experiments in economics for a long time, it is observed today that studies employing controlled experiments are frequently published in the field of economics. The testing of game theoretical models through experiments during the Cold War period served as the initial driving force behind the widespread adoption of the experimental method. Additionally, the experiments conducted by behavioral economists since the 1980s to explain human behavior have further popularized this method among economists. The awarding of the Nobel Prize in Economics to Vernon L. Smith in 2002 for his research on the market mechanism through controlled laboratory experiments and his contributions to the field of experimental economics, can be considered as a recognition of the fact that experimental methods have now become one of the mainstream approaches in economics.

There are certain difficulties related to the writing of the history of experimental economics. One of them is the interdisciplinary nature of the method, while the other is that information about the early period of experimental method mostly relies on personal recollections and stories. When examining the historical development of experimental economics, it is observed that experiments were primarily conducted to test individual preferences, market functioning, and the theoretical predictions of game-theoretic models. Therefore, in this study, the historical development is categorized under these three main subjects. Additionally, significant theoretical developments and individuals that influenced the historical development of experimental economics are also discussed.

Keywords: Experimental Economics, Economics Methodology, Laboratory Experiments, History of Economics, Method in Economics

Erkuş, S. & Demirtaş, B. K. (2023). The History of Experimental Economics . *Journal of the Human and Social Science Researches*, 12 (3) , 2142-2162 . <https://doi.org/10.15869/itobiad.1280016>

Date of Submission	09.04.2023
Date of Acceptance	29.07.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Res. Asst. Dr., Karabuk University, Faculty of Economics and Administrative Sciences, Department of Economics, Karabuk, Türkiye, sefaerkus@karabuk.edu.tr, ORCID: 0000-0002-2702-7022

² Asst. Prof., Abdullah Gül University, Faculty of Managerial Sciences, Department of Economics, Kayseri, Türkiye, burakkagan.demirtas@agu.edu.tr, ORCID: 0000-0001-9477-8128

Giriş

Deneyssel olmayan yöntemler iktisat alanında çok eskiden beri kullanılmakta iken deneyssel yöntemlerin kullanılmaya başlanması diğere bilim dallarına göreçe çok daha geç olmuştur. ⁵ Bunun önemli sebeplerinden bir tanesi birçok iktisatçının iktisat alanında kontrollü deneyler yürütülmesinin mümkün olmamasına inanması ve iktisat alanında kontrollü deneylerin kullanılmasına direnç göstermesidir (Dimand, 2005). ⁶ Örneğın John Stuart Mill (Aktaran: Basılğan, 2003, s. 64, Mill, 1967, s. 288) iktisat alanında deneyssel metotların kullanımıyla ilgili şöyle demiştir: “Neredeyse tüm moral bilimler için ortak olan ve onları fiziksel bilimlerin çoğundan ayıran bir özellik vardır ki o da onlardaki deneyleri yapma gücümüzün az olmasıdır”. İktisatta deneyssel metotların kullanılmaya başlanmasından sonra bile uzunca bir süre birçok ünlü iktisatçı buna karşı gelmiştir. Mill’den 100 yıldan fazla bir zaman sonra Nobel ödüllü iktisatçılar Samuelson ve Nordhaus (1985, s. 8) bu durumu şöyle açıklamışlardır: “İktisatçılar, kimyacılar ya da biyologlar gibi kontrollü deneyler yürütemezler çünkü diğere önemli faktörleri kontrol altında tutmaları kolay değildir. İktisatçılar, gökbilimciler ve meteorologlar gibi genellikle sadece gözlemlerini kullanmak durumunda kalırlar.”

Bütün bu tartışmalara rağmen iktisatta deneyssel yöntemler geç de olsa kullanılmaya başlanmıştır. Her ne kadar iktisat alanında deneyssel yöntemeye dayalı ilk çalışmanın hangisi olduğu konusunda tartışmalar olsa da 1940’ların sonlarından itibaren iktisatta deneyssel yöntemlerin giderek daha fazla kullanılmaya başlandığı söylenebilir. 1980’lerden itibaren ise iktisadi olguları açıklamak üzere ekonometri gibi yerleşik metodolojilerin arasında kendine daha çok yer bulmaya başlamıştır (Cardenas ve Carpenter, 2005, s. 72). Öyle ki 1998 yılında yayın hayatına başlayan “*Experimental Economics*” dergisi deneyssel metotlara dayanan çalışmaları yayınlamak amacıyla kurulmuştur. Ek olarak birçok prestijli dergide de deneyssel çalışmalar yer almaya başlamıştır. Örneğın, 2010-2019 yılları arasını kapsayan bir çalışmaya göre “*American Economic Review, Review of Economic Studies, Econometrica, Quarterly Journal of Economics, ve Journal of Political Economy*” gibi iktisat alanındaki prestijli beş dergide laboratuvar deneylerini içeren 164 çalışma yayımlanmıştır (Frechette vd., 2021, s. 180).

Türkiye’ye baktığımızda ise deneyssel iktisat alanında çalışan Dünya çapında birkaç akademisyenimiz olsa da Amerika ve Avrupa ülkelerine kıyasla bu sayının oldukça az olduğu görülmektedir. Dahası Türkçe literatürde deneyssel iktisat alanında iktisadın diğere alt dallarına kıyasla çok az sayıda çalışma vardır. Örneğın Google Scholar

⁵ Deneyssel yöntemler genel olarak laboratuvar, saha, doğal deneyler, yarı-deneyssel çalışmalar ve çevrimiçi deneyler olarak sınıflandırılırken (Harrison, 2005; Shadish vd., 2002, Horton vd., 2011) deneyssel olmayan yöntemler ise anketler, tarihsel araştırma, gözlem ve ikincil veriler olarak sınıflandırılmaktadır (Muijs, 2004, s. 34).

⁶ Yukarıda bahsi geçen deneyssel yöntemlerin birbirine kıyasla farklı nitelikleri bulunmaktadır. Örneğın kontrol imkânı ve gücünden bahsedecek olursak, laboratuvar deneylerinin bu konuda en avantajlı yöntem olduğunu söyleyebiliriz. Ancak 1940’larda kontrollü deney olarak nitelenen deneyssel tasarımlar ile bugün laboratuvar deneyi olarak bildiğimiz tasarımlar arasında önemli farklılıklar vardır. Çalışmanın geri kalanında aksi belirtilmediği sürece, farklı özelliklere sahip olmakla birlikte kontrollü deney ile laboratuvar deneyleri kastedilmektedir. Deneyssel iktisat tarihine dair yapılmış diğere çalışmalarda da laboratuvar deneyi yerine kontrollü deneyler ifadesinin kullanıldığı görülmektedir.

sisteminde “deneysel iktisat” ya da “deneysel ekonomi” gibi genel başlıklar aratıldığında dahi 100’den daha az çalışmanın olduğu gözükmektedir.⁷

Bu çalışma, iktisatta deneysel yöntemlerin kullanılmaya başlanmasını ve bunun tarihsel gelişimini tartışarak Türkçe literatüre deneysel iktisat alanında katkı sunmayı amaçlamaktadır zira deneysel iktisat tarihiyle ilgili Türkçe yazılmış çalışma yok denecek kadar azdır. Çalışma öncelikle iktisatta deneysel metodu kullanan ilk çalışmaya dair tartışmalara yer vererek başlamakta sonrasında ise deneysel çalışmalarını konu başlıklarına göre sınıflandırarak deneysel iktisadın gelişiminde önemli yer tutan gelişmeleri açıklamaktadır. Deneysel iktisat yönteminin disiplinler arası bir karaktere sahip olması ve erken dönem deneysel çalışmalara ait bilgilerin çoğunlukla kişisel anılara, hikayelere dayanması, deneysel iktisadın tarihsel gelişimine ilişkin sistemli bir çalışmanın oluşturulmasını zorlaştırmaktadır (Guala, 2010, s. 99; Roth, 1995, s. 4). Deneysel iktisadın gelişimi; oyun teorisi, karar verme teorisi, psikolojide yürütülen deneyler ve davranışsal iktisat alanında yürütülen çalışmalarla sıkı ilişki içinde olduğu için alanın tarihsel gelişimi, adı geçen alanlardaki önemli gelişmeler etrafında da ele alınmalıdır (Guala, 2010, s. 99). Bu sebeple bu çalışmada Roth ve Sotomayor’un (1990) yöntemi takip edilmektedir. Roth ve Sotomayor (1990) deneysel iktisat tarihinin ilk dönemindeki çalışmaları; i) bireysel tercihler ile ilgili deneyler ii) oyun-teorisi ile ilgili deneyler ve iii) piyasa ile ilgili deneyler olarak gruplandırmıştır.

Çalışmanın bundan sonraki bölümü deneysel iktisat tarihi başlığı altında ilk deneysel çalışmalara dair tartışmayı içermektedir. Sonraki bölüm ise bireysel tercihlere yönelik deneysel çalışmaları kapsamaktadır. Dördüncü bölüm piyasa ve endüstriyel organizasyon başlığı altında yapılmış deneysel çalışmaları açıklarken beşinci bölüm ise oyun teorisi ekseninde yürütülmüş deneysel çalışmaları içermektedir. Sonrasında ise yaptıkları çalışmalar ile bir şekilde deneysel iktisadın gelişmesini sağlamış ya da bu alanda çalışmış Nobel ödüllü bilim insanlarına yer verilmektedir. Son olarak da çalışmanın özetlendiği ve tartışıldığı sonuç bölümü yer almaktadır.

Deneysel İktisadın Başlangıcı

İktisadi bir olguyu araştıran ilk deneyin ne zaman yürütüldüğü konusunda fikir birliği bulunmamaktadır. Deneysel iktisat bağlamında kabul edilebilecek ilk deneyin psikolojide bireysel ve sosyal tercihleri açıklamak için yürütülen deneylerin mi yoksa Bernoulli’nin ([1738] 1954) St. Petersburg paradoksu üzerine gerçekleştirdiği hipotetik/düşünce deneyinin mi olduğu ise halen tartışılmaktadır.⁸ Roth ve Sotomayor

⁷ Literatürde deneysel iktisat ile ilgili Türkçe çalışmalar ve/veya Türkiye’de yürütülmüş kontrollü laboratuvar deneylerini içeren Türkçe/İngilizce çalışmalardan bazıları için bkz. (Alan vd., 2020; Anbarcı vd., 2013; Akın ve Ürhan, 2010; Aktan vd., 2020; Basılgan, 2013; Basılgan ve Ertürk, 2015; Bayındır vd., 2020; Baymul, 2018; Demirtaş, 2021a; Demirtaş, 2021b; Demirtaş, 2021c; Demirtaş, 2022; Dibo vd., 2018; Dilek ve Yıldırım, 2023a ; Dilek ve Yıldırım, 2023b ; Duman, 2020; Erkuş, 2023; Ertac ve Gurdal, 2012; Giritligil, 2022; Gurdal vd., 2014; Gurdal vd. 2020; Kırış ve Dilek, 2021; Öneş, 2019; Nebioğlu ve Giritligil, 2018a; Nebioğlu ve Giritligil, 2018b; Seçilmiş, 2018; Seçilmiş ve Güran, 2010; Seçilmiş ve Güran, 2011; Tetik ve Tetik, 2021; Yavuzaslan, 2018a; Yavuzaslan, 2018b; Yavuzaslan, 2019).

⁸ Daniel Bernoulli’nin (1954) 1783 tarihli “St. Petersburg paradoksu” düşünce deneyine kadar sürülebilmektedir (Roth, 1995, s. 4). Bernoulli bu düşünce deneyinde; beklenen değer teorisinin, bireylerin riskli durumlar altında karar verme sürecini açıklamaktaki başarısızlığını ortaya koymuştur (Bernoulli, 1954).

(1990, s. 170) hangi deneyin ilk deney olarak kabul edilmesi gerektiğine ilişkin tartışmaları eleştirerek yöntemin süreklilik kazandığı dönemin dikkate alınması gerektiğini öne sürmektedirler.

“İlkokul öğrencisi dâhil her Amerikalı, Kristof Kolomb’un Amerika’yı keşfinden önce de Amerika’da insanların yaşadığını bilir. Hatta Colomb’un Amerika’yı ilk keşfinden önce Vikinglerin veya başkalarının da Amerika’ya ayak bastığına dair iddialar bulunmaktadır. Buna rağmen Kolomb’un keşfetmesini önemli kılan şey onun ilk değil, onun sonuncu olmasından dolayıdır. Kolomb’un keşfinden sonra Amerika bir daha asla kaybolmamıştır (Roth ve Sotomayor, 1990, s. 170).”

Bu bağlamda sadece sınırlı bir zümrenin kullandığı, sürekliliği olmayan bir bilimsel yöntem çok iş yapmayacaktır. Bir yöntem ancak bir uzmanlık alanını bütünüyle etkilediğinde yenilik sayılabilir (Weimann ve Brosig-Koch 2019, s. 7). Weimann ve Brosig-Koch’a (2019, s. 7) göre bu bakış açısı deneysel iktisada ilişkin tarih yazımını zorlaştırabilmektedir.

Roth (1995) deneysel iktisadın tarih içindeki seyrini sistemli şekilde incelemek adına erken dönemde yürütülen çalışmaları üç konu başlığı altında toplamaktadır. Bunlar; i) bireysel tercihleri test etmek ii) oyun-teorisi hipotezlerini test etmek ve iii) endüstriyel organizasyonların yapısını araştırmak için yürütülen deneysel çalışmalardır (Moscati, 2021, s. 359; Roth, 1995, s. 5).

Bireysel Tercihlere Yönelik Deneyler

Vilfredo Pareto (1900) bireysel tercihlerin deney ortamında gözlemlenerek, bireysel kayıtsızlık eğrilerinin elde edilebileceğini düşünse de bu düşüncesini hiçbir zaman kontrollü laboratuvar ortamında bir deneyle sınamamıştır (Moscati, 2021, s. 26). Pareto’dan 30 yıl kadar sonra Amerikalı psikolog Leon Thurstone (1931), Pareto’nun (1900) bireysel kayıtsızlık eğrilerini bir deney ile elde etmeye çalışarak, bireysel tercihlere ilişkin ilk deneyi gerçekleştirmiştir.⁹ Thurstone “Kayıtsızlık Fonksiyonu” adını verdiği bu çalışmada katılımcılardan içinde şapka, ayakkabı, ceket ve farklı malların olduğu varsayımsal mal demetleri arasında tercihte bulunmalarını ve tercihlerini sıralamalarını isteyerek, katılımcıların bireysel kayıtsızlık eğrilerine ulaşmıştır (Roth, 1995, s. 6). Örneğin katılımcı; 8 şapka, 8 ayakkabı ile 6 şapka, 9 ayakkabının olduğu mal sepetlerinden hangisini tercih etmektedir? Thurstone’nun bu deneyi, neoklasik tüketici teorisinin öngörülerini sıyanan ilk deneysel çalışma olarak bireysel tercihlere ilişkin deneylerin başlangıç noktası kabul edilmektedir (Moscati, 2007, s. 359). Kayıtsızlık eğrileri, iktisatçıların ilgi alanına giren bir konu olsa da deneyi gerçekleştiren Thurstone bir psikologdur ve kullandığı yöntem günümüzdeki deneysel iktisat yönteminden farklıdır (Weimann ve Brosig-Koch, 2019, s. 8).¹⁰ Thurstone’nun çalışmasından 11 yıl sonra Wallis ve Friedman (1942, s. 177-183), Thurstone’nun (1931) çalışmasını eleştiren kapsamlı bir makale yayınlamışlardır. İki araştırmacının Thurstone’nun makalesine getirdiği eleştiriler, sonrasında, deneysel iktisatçıları ve

⁹ Thurstone, akademik hayatını psikolojiyi nicel yöntemlerle analiz edilebilen bir bilim haline getirmeye adanmıştır ve araştırmalarının odağında zihinsel tutum ve kabiliyetlerin ölçümüne ilişkin deneysel ve tanımlayıcı çalışmalar bulunmaktadır (Moscati, 2007, s. 363).

¹⁰ Modern deneysel iktisat ile kastedilen günümüzde kullanılan teşviklerin neredeyse bir norm haline geldiği deneysel iktisat yöntemidir.

psikolojide deney yürüten araştırmacılar arasında yıllar sürecek yönetsel tartışmaların da fitilini ateşlemiştir.¹¹ Wallis ve Friedman'a göre varsayımsal sorulara dayalı çalışmalar, bireylerin tercihlerini ortaya çıkaracak doğru teşviklerden yoksun oldukları için bireylerin gerçek tercihleri hakkında bilgi vermemektedir (Moscati, 2021, s. 370; Roth, 1995, s. 6; Weimann ve Brosig-Koch, 2019, s. 8).

“Tatmin edici bir deney için katılımcılara, gerçek reaksiyonlar göstermesi adına gerçek uyarıcılar verilmesi gereklidir.... Anketler veya diğer ara hipotetik uyarıcılara dayanan varsayımsal cevaplardan oluşan araçlar, bu gereksinimi karşılamaz. Cevapların bir değeri yoktur, çünkü katılımcı nasıl reaksiyon göstereceğini bilemeyecektir (Wallis ve Friedman, 1942, s. 179).”

Bireysel tercihleri analiz eden sonraki deneysel çalışmada Rouseas ve Hart (1951), Wallis ile Friedman'ın gerçekçilik eleştirisini dikkate alarak Thurstone'nun (1931) deneyini yeniden tasarlamışlardır. Rouseas ve Hart, Thurstone'dan farklı olarak katılımcıların gerçek mal demetleri arasında tercihte bulunarak onların kayıtsızlık eğrilerini elde etmeye çalışmışlardır (Moscati, 2007, s. 373; Roth, 1995, s. 6). Columbia Üniversitesi sosyoloji bölümü lisansüstü öğrencilerinden oluşan katılımcılardan; farklı sayıda yumurta ve domuz pastırması bulunan kahvaltı menülerine (mal sepetleri) ilişkin tercihlerini sıralamalarını, tercihlerini açıkladıktan sonra kahvaltılarını da orada tüketmelerini istemişlerdir (Moscati, 2007, s. 374-375; Rouseas ve Hart, 1951, s. 291). Fayda teorisine ilişkin başka bir deneysel çalışmada May (1954), elde ettiği bulgulara dayanarak ne ordinal ne de kardinal fayda teorisinin bireylerin tercihlerini yansıtmadığını hatta yakınlaşmadığını iddia etmiştir.

Bu dönemde bireylerin risk ve belirsizlik altında nasıl tercihte bulduklarını odağına alan çalışmalar açısından büyük bir gelişme yaşanmıştır. Von Neumann ve Morgenstern'in (1944) literatüre kazandırdıkları “beklenen fayda” teorisi, risk ve belirsizlik altında tercihlere ilişkin yeni bir teorik tartışma başlatırken, teorik tartışmalar deneysel çalışmaların da hızlanmasını sağlamıştır (Moscati, 2007, s. 372-373; Weimann ve Brosig-Koch 2019, s. 7). Von Neumann ve Morgenstern'in çalışması karşılıklı stratejik etkileşimler ve belirsizlik altında bireysel tercihleri araştıran yeni deneylerin yürütülmesini sağlamıştır (Moscati, 2007, s. 372; Roth, 1995, s. 6). Örneğin Preston ve Baratta (1948) deneylerinde bireylerin subjektif değeri yerine subjektif olasılıklarını ölçmeye çalışırken; Mosteller ve Noguee (1951), Thurstone'nun (1931) elde etmeye çalıştığı kayıtsızlık eğrilerini beklenen faydayı kapsayacak şekilde modellemek adına yeni bir çalışma yürütmüşlerdir.¹²

Beklenen fayda teorisi iktisatçılar arasında oldukça heyecan uyandıran bir gelişme olsa da teorisinin eksikleri konusunda şüpheleri olan iktisatçılar da bulunmaktadır. Fransız fizikçi ve iktisatçı Maurice Allais bunlardan biridir. Allais, Paris'te düzenlenen bir konferansta beklenen fayda teorisi savunucularından ABD'li matematikçi ve istatistikçi Leonard Savage'ye risk altında tercihlere ilişkin bir dizi soru yöneltmiştir (Guala, 2010,

¹¹ Bugün de deneysel iktisat yöntemi ve psikolojide yürütülen deneyler arasındaki temel metodolojik farklılardan biri teşvik kullanımı üzerinedir. İktisatta deneysel yöntem uygulanırken teşvik verilmesi neredeyse bir zorunluluk iken psikoloji deneylerinin çoğunda parasal teşvikler kullanılmamaktadır (Hertwig ve Ortmann, 2001, s. 427).

¹² Belirsizlik altında karar verme sürecine ilişkin diğer çalışmalar için bkz. (Allais, 1953; Davidson vd., 1957; Davidson ve Marschak, 1959).

s. 102). Savage ise Allais'e beklenen fayda teorisini ihlal eden yanıtlar vermiştir (Guala, 2010, s. 102). Allais (1953) beklenen fayda teorisinin, teorik öngörülerinin ihlal edildiği durumlara ilişkin araştırmasını derinleştirerek beklenen fayda teorisinin hem normatif hem de tanımlanma düzeyinde hatalı olduğuna ilişkin bulgularını Fransızca olarak "*Econometrica*" dergisinde yayınlamıştır. Bu çalışma ile birlikte literatüre "Allais Paradoksu" adı verilen yeni bir kavram kazandırmıştır (Guala, 2010, s. 102). Allais'in çalışması 60'lı yıllarda çok az kişinin dikkatini çekmiş olsa da etkileri 80'li yıllarda ortaya çıkmış, beklenen fayda teorisine ilişkin yeni bir tartışma başlatmıştır (Moscati, 2021, s. 31; Weimann ve Brosig-Koch 2019, s. 10).¹³ Allais'in çalışmada elde ettiği bulgulara varsayım dayalı kazançlar üzerinden ulaşması, modern deneysel iktisadın kalbinde yer alan teşvik mekanizmasından yoksun olduğu için eleştirilse de (Moscati, 2021, s. 31; Weimann ve Brosig-Koch 2019, s. 11) teorik ve deneysel çalışmalara farklı açıdan katkıda bulunmuştur. Örneğin Allais paradoksu beklenen fayda teorisinin açıklayamadığı bir olguyu ortaya koymuş, iktisatçılar da teorisinin neden ihlal edildiğini araştırmak için deneyler yürütmüşlerdir (Svorenčik, 2015, s. 11; Weimann ve Brosig-Koch 2019, s. 11). Çalışmasının deneysel iktisat açısından başka bir etkisi; deneylerin, rasyonel tercih teorisine dayanan teorik öngörülerin sınanmasının yanı sıra bireylerin rasyonel davranmadığı durumları açıklamak üzere de kullanılabilceği şeklinde olmuştur (Roth, 1995, s. 8).

60'lı yıllarda beklenen fayda teorisinin öngörülerini sınanan deneysel çalışmalar gerçekleştirilmeye devam edilmiştir. Becker, DeGroot ve Marschack (1964) bireylerin, subjektif beklenen fayda fonksiyonunu belirlemek ve bireylerin piyangolar söz konusu olduğunda gerçek rezervasyon fiyatlarını (*willingness-to-pay*, *willingness-to-accept*) açığa çıkarmak için deneysel bir çalışma yürütmüşlerdir. Deneylerinde, ödemeye istekli olunan maksimum fiyatı bulmak için kullandıkları yöntem, araştırmacıların baş harflerinden oluşan "BDM mekanizması"¹⁴ olarak anılmakta ve deneysel çalışmalarda halen sıklıkla kullanılmaktadır. Beklenen fayda teorisine başka bir eleştiri ABD'li iktisatçı ve askeri analist Daniel Ellsberg (1961) tarafından getirilmiştir. Ellsberg, yürüttüğü deneysel çalışmasında; bireylerin, riskini hesaplayabildikleri A olayını, muğlak olan B olayına tercih ettiği bulgusunu elde etmiştir. Beklenen fayda teorisinin ihlal edildiği bu durum literatürde "Ellsberg Paradoksu" olarak yer almıştır. Ellsberg'e (1961) göre bireylerin subjektif faydaları vardır ve beklenen faydalarını mükemmel şekilde maksimize edememektedirler. Beklenen fayda teorisinin sistematik ihlali nedeniyle araştırmacılar beklenen fayda teorisine alternatif fayda teorileri arayışlarını sürdürmüşlerdir.¹⁵

¹³ Çalışma başta Fransızca yazılmış olması sebebi ile çoğu Amerikalı iktisatçının dikkatinden kaçmıştır. Allais de sonraki 20 yıl boyunca bireysel seçimler üzerine herhangi bir çalışma yayınlamamıştır (Guala, 2010, s. 102-103).

¹⁴ BDM mekanizması bir bireyin ödeme (*willingness-to-pay*) ve kabul etme istekliliğini (*willingness-to-accept*) açığa çıkarmak için deneysel yöntemlerde sıklıkla kullanılan bir mekanizmadır. Mekanizma şu şekilde çalışmaktadır; bir birey bir nesneyi almak için ödemeye istekli olduğunu gösteren miktarı W seçer. Sonraki aşamada o nesnenin fiyatı için belirlenen alt ve üst sınırlar çerçevesinde rastgele bir sayı P çekilir. Eğer çekilen sayı P , W 'dan küçük veya ona eşitse birey nesneyi alır ve P kadar ödeme yapar. Eğer çekilen sayı P , W 'dan büyükse hiçbir ödeme yapmaz ve nesneyi de alamaz. Burada beklenen faydasını maksimize etmeye çalışan rasyonel birey için ödemeye istekli olduğu maksimum fiyatı seçmek baskın bir stratejidir (Becker vd., 1964).

¹⁵ Bunlardan bazıları tercihlerin tersinirliği (Lichtenstein ve Slovic, 1971), ağırlıklandırılmış beklenen fayda (Chew ve MacCrimmon, 1979), beklenti teorisini (Kahneman ve Tversky, 1979), pişmanlık teorisini

60'lı yılların sonu ve 70'lerin ilk yılları bireysel tercihleri odağına alan deneysel çalışmaların yavaşladığı bir dönem olmuştur. Bu dönemde psikoloji alanında sosyal ikilemler ve pazarlık üzerine deneylerin sayısı artarken, bireysel tercihlere ilişkin konular iktisatçıların çok az ilgisini çekmiştir (Guala, 2010, 102). 80'li yıllarda beklenen fayda teorisine alternatif yeni fayda teorileri öne sürülmüştür. Lichtenstein ve Slovic (1971) rasyonel tercih teorisinin ihlal edildiği "tercihlerin tersinirliğine" ilişkin teorilerini paylaşırken elde ettikleri bulgular daha sonra deneysel iktisatçılar Grether ve Plott (1979) tarafından birbirini izleyen teorik ve deneysel çalışmalarla da sınanmıştır.¹⁶

70'li yıllar deneysel ve davranışsal iktisat alanında oldukça etkili çalışmalara zemin hazırlayan bazı önemli bilimsel ortaklıkların da gerçekleştiği bir dönemdir (Guala, 2010, s. 102). Dönemin önemli akademik ortaklıklardan birinde psikolog Amos Tversky ve Daniel Kahneman (1974) *Science* dergisinde yayınlanan makalelerinde, bireylerin risk ve belirsizlik altında tercih yaparken ön yargı ve kısıyollara başvurduklarına ilişkin birçok deneysel bulgu ortaya koymuşlardır. Bu bulgular rasyonel tercih teorisinin öngörülerine ilişkin tartışmaları da yeni bir boyuta taşımıştır.¹⁷

Guala'ya (2010, s. 103) göre Allais'in (1953) çalışmasını yayınladığı dönemde çok az sayıda iktisatçının dikkatini çekmesinin ana nedenlerinden biri çalışmanın ilk başta Fransızca olarak yayınlanmasıdır. Allais (1979) beklenen fayda teorisinin öngörülerinin ihlal edildiğine ilişkin görüşlerini 25 yıl sonra İngilizce olarak yeniden yayınladığında teorik tartışmalara neden olmuş ve deneysel çalışmalara hız kazandırmıştır. Allais, "kaynakların etkin kullanımı, piyasa teorisine katkılarından dolayı" 1988 yılında iktisat alanında Nobel ödülüne layık görülmüştür (Roth, 1995, s. 21).

Daniel Kahneman ve Amos Tversky (1979) *Econometrica*'da "*Prospect Theory: An Analysis of Decision under Risk*" başlıklı bir çalışma yayınlamışlardır. Çalışmalarında beklenen fayda teorisinin öngörülerinin ihlal edildiği durumlara dikkat çekerek alternatif olarak "Beklenti Teorisini" (*Prospect Theory*) öne sürmüşlerdir. Beklenti teorisi de beklenen fayda teorisi gibi büyük bir akademik ilgi uyandırmıştır. Beklenti teorisinin deneysel iktisada iki farklı katkısı olmuştur. İlk olarak beklenti teorisinin öngörülerini sıyanan deneysel çalışmalar, deneysel araştırmaların daha yüksek bir dinamizmde devam etmesini sağlamıştır. İkinci olarak rasyonel tercih teorisinden neden ve nasıl sapıldığına yönelik yeni deneysel ve davranışsal çalışmalara öncülük ederek bu iki alana duyulan saygıyı arttırmıştır (Weimann ve Brosig-Koch 2019, s. 12).

Piyasa Deneyleri

Edward Chamberlin'in (1948) lisansüstü iktisat öğrencilerinin katılımcı olduğu pedagojik amaçlı piyasa deneyi, piyasaların nasıl işlediğini anlamak için gerçekleştirilen ilk deney kabul edilmektedir (Weimann ve Brosig-Koch 2019, s. 9). Chamberlin'e göre

(Loomes ve Sugden, 1982), doğrusal olmayan beklenen fayda (Machina, 1982), sıra bağımlı (umulan) beklenen fayda teorisi (Quiggin, 1982), kümülatif beklenti teorisi (Tversky ve Kahneman, 1992). Bu teorilerle ilgili daha fazla bilgi için bkz. (Moscati, 2021, s. 30-31; Camerer, 1995, s. 627-630).

¹⁶ Tercihlerin tersinirliği, iki mal sepetinin yan yana sıralandığı durumda tercihlerin değişmesine neden olan irrasyonel bir seçimi tanımlamaktadır. İnsanlar karşılaştırma yaptıkları şeyler ayrı ayrı ve birleşik olduklarında tercihlerini değiştirmeye meyillidirler. Tercihlerin tersinirliği bağlamında yürütülen saha deneyleri için bkz. (List, 2002).

¹⁷ Amos Tversky ve Daniel Kahneman'ın ortaklığının davranışsal iktisadın gelişimine katkılarını konu alan detaylı bir eser için bkz. (Lewis, 2016).

Alfred Marshall'ın öne sürdüğü tam rekabet piyasa koşullarına ulaşmak mümkün değildir çünkü tüm gerçek piyasalar tek el ve/veya tek elci rekabetçi çerçevesinde az veya çok aksak rekabet içermektedir. Chamberlin iddiasını kanıtlamak adına sınıf ortamında katılımcıların lisansüstü öğrencilerinden oluştuğu bir deney yürütmüştür. Deney sonucunda da tam rekabet piyasa denge fiyat ve miktarına ulaşamamıştır. Chamberlin, piyasaların kusurlu olduğunu iddia ederek daha sonradan monopolistik rekabet modelini öne sürmüştür. Chamberlin tam rekabet piyasası gibi gerçek hayatta ulaşmanın zor olduğu piyasa teorilerini eleştirerek piyasaya ilişkin iktisadi teorilerin, gerçek hayata da uygun olmasının oldukça önemli olduğunu vurgulamıştır (Chakravarty vd., 2011, s. 44; Weimann ve Brosig-Koch 2019, s. 8-9).

Guala'ya (2010, s. 102) göre yayınlandığı dönemde Chamberlin'in piyasa deneyine akademik açıdan pek önem atfedilmese de sınıf deneyindeki katılımcılardan Vernon Smith yöntemden oldukça etkilenmiştir. Yıllar sonra Smith (1962) Chamberlin'in deney tasarımında iki temel değişiklik yaparak yürüttüğü deneyinin sonuçlarını "*Journal of Political Economy*" dergisinde yayınlamıştır.¹⁸ Smith elde ettiği sonuçlara göre Chamberlin'in sınıf deneyinin aksine çok az sayıda katılımcının olduğu piyasalarda dahi rekabetçi dengeye ulaşabileceğini iddia etmiştir (Chakravarty vd., 2011, s. 44; Weimann ve Brosig-Koch 2019, s. 8-9).

60'lı yıllarda tam rekabet piyasa modellerine alternatif olarak öne sürülen eksik rekabet piyasalarının analiz edildiği deneysel çalışmalar hız kazanmıştır. Bu dönemde Heinz Sauerermann ve öğrencisi Reinhard Selten (1959, 1960), Siegel ve Fouraker (1960) duopol ve oligopol piyasa davranışlarını deneyler yürüterek araştırmışlardır.¹⁹ Heinz Sauerermann Avrupa'da deneysel yöntemin gelişmesinde önemli rol oynayan iktisatçıların başında gelmektedir. Sauerermann ayrıca bir akademik konferans davetinde "deneysel iktisat" terimini kullandığı için terimi ilk defa kullanan kişi olarak da kabul edilmektedir (Roth, 1995, s. 19; Weimann ve Brosig-Koch 2019, s. 9). Sauerermann 1977 yılında da en eski deneysel iktisatçı topluluğu olan "Alman Deneysel İktisat Topluluğu (*Gesellschaft für trialelle Wirtschaftsforschung*)" derneğinin kurulmasını sağlamıştır (Weimann ve Brosig-Koch 2019, s. 9).

Bireysel tercihlere yönelik deneylerde olduğu gibi piyasaları inceleyen deneylerde de iktisat ve psikoloji arasındaki yakın ilişkinin ve önemli akademik ortaklıkların etkileri görülmektedir. Psikolog Sidney Siegel ve iktisatçı Lawrence E. Fouraker'ın monopol piyasalarda pazarlık ve karar alma üzerine yayınladıkları geniş kapsamlı çalışmalar dönemin en etkili çalışmalarındandır (Chakravarty vd., 2011, s. 44). Siegel ve Fouraker (1960) katılımcıların, fiyat ve miktar üzerinde anlaşmaya kadar pazarlık ettiği birçok deneye ait sonuçlarını raporlamışlardır. Yürüttükleri deneylerin, iktisatta deneysel yöntemin gelişimine de önemli etkileri olmuştur. Örneğin deneylerinde; anonimliğin olmadığı, bir katılımcının başka bir katılımcının kazancını öğrendiği durumda davranış değiştirebildiğini tespit etmişlerdir. Bu stratejik davranış, katılımcıların gerçek tercihlerine etki edebildiği için anonimliği tesis ettikleri başka deneyler tasarlamışlardır

¹⁸ Smith'in yaptığı değişiklikler şu şekildedir: ilk olarak alım-satım işlemine ait bilgiyi iki kişi arasında kalmaktan çıkarır ve anlaşılan fiyatın yüksek sesle ilan edilmesini sağlar. İkinci olarak deney birden fazla piyot tekrarlanır. Bu sayede alıcıların ve satıcıların deneyim kazanması sağlanır (Chakravarty vd., 2011, s. 44; Weimann ve Brosig-Koch, 2019, s. 8-9).

¹⁹ Selten ilk başlarda oligopol piyasalar üzerine deneyler gerçekleştirirse de zaman içerisinde Herbert Simon'un "sınırlı rasyonellik teorisi" ile de ilgilenmeye başlamıştır (Chakravarty vd., 2011, s. 44).

(Chakravarty vd., 2011, s. 43; Guala, 2010, s. 101).²⁰ Siegel ve Fouraker (1960) ayrıca deney sürecinde dikkat çekici miktarda kazanç sağlama ihtimali olduğunda, kazançlardaki değişimin katılımcıların kararları üzerinde de etkili olabildiğini raporlamışlardır. İki araştırmacının psikolojinin deneysel yöntemi ile iktisat teorisini birleştirerek deneysel yöntem yaptıkları katkılar, neoklasik iktisadi teorilerin test edilmesine oldukça yardımcı olmuştur (Guala, 2010, s. 101-103 ; Roth, 1995).

Sidney Siegel, bireysel tercihleri açığa çıkarmak için teşvikler vermenin önemine vurgu yapan ilk kişi olduğu için iktisatta deneysel yöntemin gelişimi için ayrı bir öneme sahiptir (Smith, 2017, s. 667; Guala, 2010 s. 101). Çalışmalarında deneysel iktisat yönteminin ilkelerini ortaya koyan Vernon Smith (1976, 1982), 1961 yılında Siegel ile kısa bir süre çalışmasına rağmen deneylerinde onun metodolojik yaklaşımından, içgörülerinden oldukça etkilenmiştir (Guala, 2010, s. 103). Smith bireysel tercihleri ortaya çıkarmanın merkezine teşvik mekanizmasını yerleştirirken, teşviklere ilişkin fikirlerini Siegel'den ödünç aldığını açıklamıştır (Smith, 2017). Bugün modern deneysel iktisat yöntemi Siegel'den üç miras devralmıştır. Bunlar: i) dikkatlice hazırlanmış yönergeler, ii) araştırma raporlarında yönergelerin de raporlanması ve iii) katılımcılara dikkatlerini çekecek miktarda parasal ödül verilmesidir (Chakravarty vd., 2011, s. 43).

70'li yıllarda iki deneysel iktisatçı Vernon Smith ve Charles R. Plott piyasaların nasıl işlediğine ilişkin ortak çalışmalar yürütmeye başlamışlardır. İki araştırmacının da girişimleri sayesinde California Teknoloji Enstitüsü'nde (*Caltech*) iktisatta deneysel yöntemin gelişimine büyük katkısı olan "Siyaset Bilimi ve Deneysel İktisat Laboratuvarı" kurulmuştur. İkinci ve üçüncü nesil deneysel iktisatçılar da bu laboratuvarında yetişmişlerdir (Guala, 2010, s. 104). Tablo 1'de Caltech laboratuvarlarında yürütülen deneylerde ilgilenilen araştırma konularının zaman içerisinde nasıl evrildiği de kısmen anlaşılabilir. Tablo 1: Caltech Laboratuvarlarında Yürütülen Deneysel Çalışmaların Evrimi

Yıllar	Konu Başlıkları	Araştırma Konuları
1970	Piyasa mekanizması ve piyasalarda denge	Marketlerin daha etkin çalışması için gerekli mekanizmaların ortaya konulması
1978	Komitelerde karar verme süreçleri	Oylama süreçlerinin işleyişi ve pazarlık kurallarının komitelerin kararlarına etkisinin araştırılması
1979	Kamu malları ve vergiler	Kollektif süreçlerde bedavacılık olgusunun analizi
1979	Bireysel karar verme süreci	Bireylerin tercihlerinin stabil olup olmaması, tercihlerin tersinirliği ve beklenen fayda teorisinin incelenmesi
1980'ler	Bilgi ve seçimler	Eksik bilginin, bireylerin oy verme tercihlerine etkilerinin araştırılması
1992	Kırkayak oyunu	Bireylerin, geriye doğru çıkarım yapabilecek kadar rasyonel olup olmadığına ilişkin araştırmalar

²⁰ Modern deneysel iktisat yönteminde anonimlik, içsel geçerlilik sorununu önlemek adına sıklıkla korunmaya çalışılan bir deneysel tasarım unsurudur.

1995	Kuantal ²¹ yanıt dengesi	İnsanların hatalı kararlarını, karar verme süreçlerine eklemenin etkin yollarının araştırılması
90'lar ve 2000'ler	Güzellik yarışması ve davranışsal oyun teorisi	Oyunların teorik öngörülerinden sapmalar ve nedenlerinin ortaya çıkartılması
2000'li yıllar	Networkler ve network formasyonları	Bireylerin bilgiyi paylaşma şeklinin sosyal, iktisadi ve politik kararlara etkisinin analizi
2010	Komite müzakereleri	İletişim şeklinin, komitelerde uzlaşmaya çalışılan kararlara olan etkisinin analizi

Kaynak: <https://lindeinstitute.caltech.edu/research/ctess/history> adresinden ulaşılmıştır (Caltech, 2022).

Oyun Teorik Deneyler

Oyun teorisi alanındaki gelişmeler, iktisatta deneysel yöntemin ilerlemesine ve deneysel çalışmaların sayısının artmasına neden olan bir başka etkidir. Oyun teorisyenleri, başlangıçta işbirliği ve çatışmayı açıklamaya çalışan sadece soyut teorik modellemeler geliştirirken zaman içinde teorik öngörülerinin gerçek hayatta da geçerli olup olmadığını test etmek için önce küçük sonra daha büyük ölçekli kontrollü deneyler yürütmeye başlamışlardır (Guala, 2010, s. 100-104; Weimann ve Brosig-Koch 2019, s. 8-9). Oyun teorisi ve deneysel iktisat arasındaki ilişkinin yakınlığı bugün erken dönem deneyicilerin arasında neden bu kadar çok oyun teorisyeninin olduğunu da açıklamaktadır (Weimann ve Brosig-Koch 2019, s. 11). Bunların bazıları Reinhard Selten, John Nash ve Thomas Schelling gibi oyun teorisyenleridir. Nobel ödüllü John Nash deney dünyasına sadece kısa bir giriş yapmış olsa da Schelling (1957) koordinasyon oyunlarını odağına alan deneyler konusunda yoğun çalışmalar yürütmüştür (Weimann ve Brosig-Koch 2019, s. 11). Bireysel tercihlerin analizinde olduğu gibi stratejik etkileşimin olduğu durumlarda da vNM'in beklenen fayda teorisinin etkileri görülmektedir. Oyun teorisyenleri, beklenti teorisini modellerine dâhil ederek ilerleyen dönemlerde yeni modellerini deneylerle sınamışlardır (Roth, 1995, s. 7; Weimann ve Brosig-Koch 2019, s. 10).

Oyun teorik modellere ait öngörülerin deneyler yürütülerek ilk defa test edilip sonuçlarının yayımlandığı çalışma; 1950 yılının Ocak ayında *Rand Corporation* çalışanı matematikçi Melvin Dresher ve Merrill M. Flood tarafından gerçekleştirilmiştir (Guala, 2010, s. 100; Roth, 1995, s. 8; Weimann ve Brosig-Koch 2019, s. 9). Mahkûmlar açmazı olarak bilinen oyunun getiri matrisi Şekil 1'deki gibidir. Anonim iki oyuncunun hamleleri ile iletişim kurduğu oyun 100 defa tekrarlanmış, oyunun sonunda katılımcılara matriste belirtilen miktarlar üzerinden ödeme yapılmıştır (Roth, 1995, s. 9; Weimann ve Brosig-Koch 2019, s. 9-10).²² Flood'un (1952, 1958) raporladığı sonuçlara

²¹ McKelvey ve Palfrey (1995) insan hatalarını tutarlı bir şekilde içerecek davranış modeli oluşturmaya çalışmış ve buna "Kuantal Yanıt Dengesi (*Quantal Response Equilibrium*)" ismini vermişlerdir. Araştırmacılara göre stratejilerini göreceli beklenen faydaya göre seçen bireyler, başkalarının da bunu yapmasını beklemektedirler. Kuantal yanıt dengesi bu stratejide sabit bir nokta olup (*fixed-point*) araştırmacılar, oyun teorisi bağlamında da bu sabit noktanın varlığını ortaya koymuşlardır. Kuantal yanıt dengesinde bireyin hata oranı sifıra gittikçe tercihler, Nash dengesinin bir alt kümesine yaklaşmaktadır.

²² Saf Nash dengesinin teorik öngörüsüne göre faydasını maksimize etmek isteyen rasyonel oyuncular yüz tekrar boyunca da $(0, \frac{1}{2})$ oynamalıdır. Bu durumda birinci oyuncu 0 kazanç sağlarken, ikinci oyuncu 0.5 sent kazanacaktır ama bu durum pareto etkin bir sonuç değildir. Oyuncular $(0.5, 1)$ oynasalardı ilk oyuncu yarım sent ve ikinci oyuncu bir sent yani ikisi de kazanç elde edebilecekti

göre oyuncuların davranışları teorik Nash dengesinden oldukça uzaktır. Birinci oyuncunun oyun başına ortalama kazancı 40 sent olurken, ikinci oyuncunun ise ortalama 65 sent olmuştur (Roth, 1995, s. 10).

Şekil 1- Mahkumlar Açmazı Getiri Matrisi

		II. oyuncu	
		Hamle 1	Hamle 2
I. Oyuncu	Hamle 1	-1,2	0,5,1
	Hamle 2	0,0,5	1,-1

1952 yılında Michigan Üniversitesi, Ford Vakfı, Amerika Deniz Harp Kuvvetleri araştırma ofisi, hava kuvvetleri tarafından fonlanan Rand Corporation düşünce kuruluşunun Santa Monica şehrinde birlikte gerçekleştirdiği *"The Design of Experiments in Decision Processes"* isimli konferansın, oyun teorisi ve deneysel yöntem ilişkisine büyük etkileri olmuştur (Guala, 2010, s. 100; Roth, 1995, s. 9-11).²³ Sekiz haftalık çok disiplinli ve ana teması sosyal bilimler ile matematik arasında entegrasyonu sağlamak olan konferansa çok sayıda matematikçi, oyun teorisyeni, psikolog ve iktisatçı katılmıştır. Örneğin konferansta Jacob Marschak, Herbert Simon, Sidney Siegel ve Roy Radner gibi dönem in sosyal bilimler alanında oldukça etkili akademisyenleri yer almıştır (Dimand, 2005, s. 8; Roth, 1995, s. 10). Bu konferans sırasında deneysel yönetime ilişkin gelişmelerin ve elde edilen bulguların yer aldığı bildiriler daha sonra Thrall vd. (1954) editörlüğünde basılmıştır. Kitapta John F. Nash'in yazarların arasında yer aldığı n-kişilik oyunları içeren küçük ölçekli deneylerin sonuçlarını içeren bir bildiri de yayınlanmıştır (Kalisch vd., 1954; Roth, 1995, s. 9-11). Guala'ya (2010) göre konferansta çoğu çalışmanın teorik ve deneysel karakterden yoksun olması, konferansın deneysel iktisadın gelişimine etkisini değerlendirmeyi zorlaştıran bir unsur olsa da erken dönem birçok deneysel iktisatçının, deneysel yönetime bu konferansta aşına olduğunu söylemesi, konferansı deneysel iktisat açısından oldukça önemli kılmaktadır.

Avrupa'da oyun teorisine ilişkin büyük ölçekli deneysel çalışmalar Heinz Sauer mann ve "Alt Oyun Nash Dengesini" ortaya koyan Reinhard Selten ile başlamıştır (Weimann ve Brosig-Koch 2019, s. 9). İki akademisyenden Selten'i oldukça etkileyen iki çalışma bulunmaktadır. Bunlardan ilki Santa Monica'da düzenlenen konferansa ait bildiri kitabında yer alan Kalisch vd.'nin (1954) oyun teorisine ilişkin ufak deneylerin sonuçlarının yer aldığı çalışma diğeri de Bellman vd.'nin (1957) bilgisayarlı işletme oyunları ve oligopol ile ilgili kitabıdır (Chakravarty vd., 2011, s. 44; Selten, 2003). Selten soyut bir teorinin sadece ampirik bulgularla desteklenirse sosyal bilimlerdeki problemlerin çözümüne katkıda bulunabileceğini düşünürken, kendisine ait alt oyun dengesi gibi teorileri de bu doğrultuda kontrollü deneyler yürüterek sınamıştır (Guala, 2010, s. 102).

60'lı yıllarda Rapoport ve Orwant (1962) literatür taraması şeklindeki çalışmalarında

ama bu da bir denge davranışı değildir.

²³ John von Neumann ile birlikte beklenen fayda teorisinin mimarlarından Oskar Morgenstern bu konferansta bir konuşma yaparak; konferans süresince iyice planlanmış deneyleri takdir ettiğini belirtmiş ve iktisatta farklı konularda yürütülecek deneylerin yöntem açısından iyi bir geleceği olduğuna yönelik umutlu olduğunu ifade etmiştir (Roth, 1995, s. 88).

oyun teorisinin deneylere konu olduğu 30 deneye ait sonuçları raporlamışlardır. Oyun teorisyenleri başlarda sadece oyunların teorik öngörülerini sınamak adına deneyler yürütürken, zaman içerisinde oyunlar, başka olgularda nedensel ilişkilerin analizinde bir araç olarak kullanılmaya başlanmıştır. Örneğin Suppes ve Atkinson (1960) oyun durumunda basit öğrenme süreçlerini anlamak için binden fazla katılımcı ile deney yürütmüşlerdir.

80'li ve 90'lı yıllar oyunların, farklı bireysel ve sosyal tercihleri açığa çıkarmak adına deney tasarımlarında daha fazla yer bulmaya başladığı bir dönem olmuştur. Deneysel iktisatçıların sıklıkla kullandığı; ultimatom oyunu (Güth vd., 1982), diktatör oyunu (Forsythe vd., 1994), güven oyunu (yatırım oyunu) (Berg vd., 1995), güzellik yarışması (tahmin oyunu) (Moulin, 1986; Nagel, 1995) bunlardan bazılarıdır.²⁴

Deneysel İktisat ve Nobel

Bazı iktisatçılar, iktisatta deneysel yöntemin kullanımına uzun süre direnç gösterse de bugün iktisat ve deneysel yöntem birbirinden ayrı düşünülemez hale gelmiştir. 2002 yılında Nobel iktisat ödülünün kontrollü laboratuvar deneyleri yürüterek iktisada katkıda bulunduğu için Vernon L. Smith'e verilmesi iktisatta deneysel yöntemin artık ana akım yöntemlerden biri haline geldiğinin de bir tescili olarak göz önünde bulundurulabilir (Jacquemet ve Haridon, 2018, s. 5). Deneysel iktisat, disiplinler arası bir karakter taşıdığından Nobel ekonomi ödülü alan birçok iktisatçı doğrudan veya dolaylı şekilde iktisatta deneysel yöntemin gelişimine katkıda bulunmuştur.

Tablo 2- Deneysel İktisat Alanına Katkı Sağlamış ve Nobel İktisat Ödülü Kazanmış Bilim İnsanları

Ödül Sahibi	Katkıları	Yılı
Herbert Simon	Karar verme süreçlerine dair ilk analizlerden dolayı ödül almıştır.	1978
Maurice Allais	Kaynakların nasıl etkin kullanılacağını araştırıp, piyasa teorisine katkıda bulunmuştur.	1988
Reinhard Selten, John Forbes Nash	İşbirliği olmayan oyunlarda dengeye ulaşılması konusunda çalışmalar gerçekleştirmişlerdir.	1994
Vernon Lomax Smith	Ampirik iktisat analizinde, özellikle piyasa mekanizmasının analizinde laboratuvar deneylerini bir araç haline getirmiştir.	2002
Daniel Kahneman	Belirsizlik altında karar verme süreci başta olmak üzere karar verme, iktisat ile psikolojik araştırma kavrayışını birleştirmiştir.	2002
Thomas Schelling, Robert Aumann	Oyun teorisi, işbirliği ve çatışma durumundaki çözümler konusunda kavrayışa katkıda bulunmuşlardır.	2005
Elinor Ostrom	İktisadi yönetimi ama özellikle ortak malların analizine ait çalışmalarda bulunmuştur.	2009
Alvin E. Roth, Lloyd Shapley	Dengeli tahsis edilme kuramı ve deneysel verilere dayanarak etkin piyasa tasarımını araştırmışlardır.	2012
Richard Thaler	Davranışsal iktisat, davranışsal finans, davranışsal kamu	2017

²⁴ Oyun teorik modeller; sosyal olarak karmaşık ilişkilerin açıklanması, kamu malı sağlanması ve bedavacılık sorunu, işyerinde kaytarmanın nasıl gerçekleştiği, barış müzakereleri, iklim krizine karşı kolektif hareketin analizi, göç (Dilek ve Yıldırım, 2023a), cinsiyete dayalı farklılıklar (Dilek ve Yıldırım, 2023b; Heinz vd., 2012) gibi çeşitli toplumsal olguların deneylerle araştırıldığı çalışmalarda neden-sonuç ilişkilerinin açığa çıkarılmasında bir araç olarak kullanılabilir (van Dijk ve de Dreu, 2021).

	tercihine ilişkin literatüre katkı sağlamıştır.	
Anbhijit Banarjee, Ether Duflo	Yoksulluğu anlamaya ve azaltmaya ilişkin davranışsal kalkınma ekonomisi bağlamında yaptıkları deneylerden dolayı ödüle layık görülmüşlerdir.	2019
Paul R. Milgrom, Robert B. Wilson	İhale teorisini iyileştirmeye ve yeni ihale yöntemleri icat etmeye yönelik çalışmalarda bulunmuşlardır.	2020
David Card, Joshua Angrist ve Guido Imbens	Neden-sonuç ilişkilerini anlamaya yönelik doğal deneylerin kullanıldığı metodolojik araştırmalar yapmış ve emek piyasasına ilişkin yeni anlayışlar geliştirmişlerdir.	2021

Kaynak: Nobelprize.org (2021) internet sayfasından alınan verilerden derlenmiştir.

Tablo 2’de deneysel iktisat tarihinde önemli rolleri olan, doğrudan veya dolaylı şekilde deneysel çalışmalar yürütmüş Nobel ödüllü akademisyenler ve iktisat alanına hangi konularda katkı yaptıkları gösterilmektedir.

Sonuç

Bu çalışma iktisatta kontrollü deneylerin kullanımının tarihsel gelişimini tartışmaktadır. Türkçe literatürde deneysel iktisat alanında görece az sayıda çalışma olduğu için Türkçe literatüre bu alanda katkı sunmayı amaçlamaktadır.

Deneysel iktisat tarihine baktığımızda iktisatta deneysel yöntemlerin kullanılmasının diğer bilim dallarına kıyasla daha geç başladığını görmekteyiz. Bunun temel sebeplerinden bir tanesi bizatıhi iktisatçıların kendi alanlarında deneysel yöntemlerin kullanımının mümkün olmadığına inanması ve buna karşı çıkmasıdır. Bu duruma ise iktisadi hayatın ve ilişkilerin çok karmaşık olması, birçok etkiyi birden içermesi ve bu etkileri kontrollü olarak ayırt edecek deneysel tasarımların hazırlanmasının mümkün olmaması gerekçe gösterilmiştir. İronik olarak aslında tam da bu sebeple iktisatta deneysel yöntemlerin kullanımı çok gereklidir. Zira deneysel olmayan yöntemlerle elde edilen veriler birçok çevresel faktörü içermekte ve bunlar arasında nedensel ilişkiler bulmak zor olabilmektedir. Oysa deneysel yöntemler mümkün olduğunca bu çevresel faktörleri sabit ya da hariç tutarak belirli nedensel ilişkileri bulmamıza olanak sağlamaktadır. Diğer bir deyişle, iktisatta deneysel yöntemlerin kullanımına karşı çıkan iktisatçıların ortaya attığı argüman bir yandan da neden deneysel yöntemlere ihtiyaç duyduğumuzu açıklamaktadır.

Deneysel iktisat tarihine dair yabancı dillerdeki literatüre baktığımızda bu sürecin genellikle bireysel tercihlere yönelik deneysel çalışmalar, piyasa deneyleri ve oyun teorisine dayanan deneysel çalışmalar olarak sınıflandırıldığını görmekteyiz. Bu çalışmada da bu yöntem takip edilmiştir. Bireysel tercihlere dayanan ilk deneysel çalışmalara baktığımızda bu çalışmaların çoğunlukla rasyonel birey varsayımı ve beklenen fayda teorisine ekseninde odaklandığını görmekteyiz. Piyasa deneylerinin ise tam rekabet, monopolistik rekabet, düopol ve oligopol piyasa davranışlarının teorilerle çelişip çelişmediğini anlamaya yönelik olduğu söylenebilir. Son olarak oyun teorisindeki gelişmelerin deneysel iktisadın gelişiminde önemli rol oynadığı düşünülmektedir. Özellikle bireyler arası etkileşime dayanan oyunların kontrollü deneylerle çalışılma imkânı, iktisatta deneysel yöntemlerin kullanımını artırmıştır.

Nihayetinde 1980’li yıllardan itibaren deneysel iktisat başlı başına bir metodoloji olarak kendine literatürde yer bulmuştur. Sonrasında ise literatürde deneysel çalışmaların

gittikçe daha fazla yer aldığı görülmektedir. Şüphesiz ki 2000’li yılların başında deneysel iktisat alanında verilen Nobel İktisat Ödül’ü sonrasında birçok iktisatçının deneysel yöntemlere karşı olan bakış açıları değişmiş ve deneysel iktisat alanı bir yöntem olarak yerini sağlamlaştırmıştır denebilir.

Türkiye’de iktisadi olguları açıklarken deneysel yöneme başvuran akademisyen sayısının Avrupa ve Amerika’da yöntemi kullanan akademisyenlere kıyasla oldukça az olduğu görülmektedir. Deneysel yöntem kullanan akademisyen sayısının az olması, yöntemin Türkiye’deki iktisat eğitiminde yeterince yer bulamamasında ve yöntemin Türkiye’de yeterince yaygınlaşmamasında önemli bir faktördür. Deneysel iktisat alanında lisans ve yüksek lisans öğrencilerinin seviyelerine uygun seminerler, yöntemin kullanımına ilişkin eğitim programları organize edilmesi deneysel iktisat alanının Türkiye’deki geleceği açısından faydalı olabilecektir. Ayrıca yöntemin nasıl kullanılacağına ilişkin Türkçe kaynak sayısında artış da deneysel iktisada ilgiyi artırma potansiyeli taşıyan diğer bir faktördür.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%60), 2. Yazar (%40) Veri Toplanması: 1. Yazar (%60), 2. Yazar (%40) Veri Analizi: 1. Yazar (%60), 2. Yazar (%40) Makalenin Yazımı: 1. Yazar (%60), 2. Yazar (%40) Makale Gönderimi ve Revizyonu: 1. Yazar (%60), 2. Yazar (%40)

Peer-Review	Double anonymized - Two External
Ethical Statement	* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%60), 2. Author (%40) Data Acquisition: 1. Author (%60), 2. Author (%40) Data Analysis: 1. Author (%60), 2. Author (%40) Writing up: 1. Author (%60), 2. Author (%40) Submission and Revision: 1. Author (%60), 2. Author (%40)

Kaynakça / References

- Akın, Z. & Urhan, B. (2010). İktisat Deneysel Bir Bilim Olmaya Mı Başlıyor?. İktisat, İşletme ve Finans, 25(288), 9-28.
- Aktan, C. C., Basılğan, M., Genç Y., Yay, S. & Göcen, S. (2020). Davranışsal İktisat Deneysel İktisat ve Nobelite. İzmir: Sosyal Bilimler Araştırmaları Derneği Yayınları.
- Alan, S., Ertac, S., Kubilay, E., & Loranth, G. (2020). Understanding gender differences in leadership. The Economic Journal, 130(626), 263-289.
- Allais, M. (1953). Le Comportement de l'Homme Rationnel devant le Risque: Critique des Postulats et Axiomes de l'Ecole Americaine. Econometrica, 21(4), 503-546. <https://doi.org/10.2307/1907921>
- Allais, M. (1979). The 1952 Allais Theory of Choice Involving Risk. M. Allais & O. Hagen (Ed.), Expected Utility Hypotheses and the Allais Paradox içinde (ss. 27-145). Springer Netherlands. <https://doi.org/10.1007/978-94-015-7629-1>
- Anbarcı, Nejat, Feltovich N. & Gürdal, M. Y. (2013). The contractor game: a theoretical and experimental analysis, School Working Paper, 2013/7
- Basılğan, M. (2013). İktisat ve Deneysel Yöntem: Deneyle, Tartışmalar ve Geleceği, İÜ Siyasal Bilgiler Fakültesi Dergisi, 48,61-89.
- Basılğan, M. & Ertürk, E. (2015). İktisat Öğretiminde Deneysel Yöntem: Sınıf Deneyleleri Ve Uluslararası İktisat Uygulamaları, Ege Akademik Bakış, 4(15), 467-479.
- Bayındır, E. E., Gürdal, M. Y., Özdoğan, A., & Sağlam, I. (2020). Cheap talk games with two-senders and different modes of communication. Games, 11(2), 18. <https://doi.org/10.3390/g11020018>
- Baymul, Ç. (2018). Perceived Income Inequality and Corruption, Global Relations Forum Young Academics Program Analysis, Paper Series No.2.
- Becker, G. M., Degroot, M. H., & Marschak, J. (1964). Measuring utility by a single-response sequential method. Behavioral Science, 9(3), 226-232. <https://doi.org/10.1002/bs.3830090304>
- Bellman, R., Clark, C. E., Malcolm, D. G., Craft, C. J., & Ricciardi, F. M. (1957). On the Construction of a Multi-Stage, Multi-Person Business Game. Operations Research, 5(4), 469-503. <https://doi.org/10.1287/opre.5.4.469>
- Berg, J., Dickhaut, J., & McCabe, K. (1995). Trust, Reciprocity, and Social History. Games and Economic Behavior, 10(1), 122-142. <https://doi.org/10.1006/game.1995.1027>
- Bernoulli, D. (1954). Exposition of a New Theory on the Measurement of Risk. Econometrica, 22(1), 23. <https://doi.org/10.2307/1909829>
- Caltech. (2022). Detailed History of Experimental Economics at Caltech. <https://lindeinstitute.caltech.edu/research/ctess/history/detailed-history>
- Camerer, C. (1995). Individual Decision Making. J. H. Kagel & A. E. Roth (Ed.), The Handbook of Experimental Economics içinde (ss. 3-111). Princeton University Press. <https://doi.org/10.2307/j.ctvzsmff5>
- Cardenas, J. C., & Carpenter, J. P. (2005). Three themes on field experiments and economic development. Field experiments in economics içinde (Vol. 10, pp. 71-123). Emerald Group Publishing Limited.
- Chakravarty, S., Friedman, D., Gupta, G., Hatekar, N., Mitra, S., & Sunder, S. (2011). Experimental Economics: A Survey. Economic and Political Weekly, 46(35), 39-78.

Chamberlin, E. H. (1948). An Experimental Imperfect Market. *Journal of Political Economy*, 56(2), 95-108. <https://doi.org/10.1111/j.1813-6982.1940.tb02281.x>

Chew, S. H., & MacCrimmon, K. R. (1979). Alpha-nu Choice Theory: A generalization of Expected Utility Theory (ss. 1-30). UBC Working Paper.

Davidson, D., & Marschak, J. (1959). Experimental Tests of Stochastic Decision Theory. P. Ratoosh & C. W. Churchman (Ed.), *Measurement: Definitions and Theories* içinde (ss. 233-269). Wiley.

Davidson, D., Supper, P., & Siegel, S. (1957). *Decision Making: An Experimental Approach*. Stanford University Press.

Demirtaş, B. K. (2021a). Vergi Uyumu Davranışı ve Laboratuvar Deneyleri: Bir Yazın Taraması. *Maliye Dergisi*, (180), 115–143.

Demirtaş, B. K. (2021b). Deneysel Çalışma Ekonomisi: İşgücü Arzu ve Hediye-Değişim Teorisi Üzerine Bir Literatür Taraması, M. Yiğit, & A. Yiğit (Ed.), *İktisadi Konulara Davranışsal Yaklaşım* içinde (ss. 59-91). Ankara: Gazi Kitabevi.

Demirtaş, B. K. (2021c). Çevrimiçi Deneyler. Volkan Yurdadoğ, Neslihan Koç & Oğuzhan Bozatlı (Ed.), *Bireyden Yapay Zekaya Sosyal Bilimler Çalışmaları* içinde (ss. 15-24). Ankara: Akademişen Kitabevi.

Demirtaş, B. K. (2022). Sahada Laboratuvar Deneyleri. Ahmet Arif Eren & Emre Günerşer Bozdağ (Ed.), *Dünden Bugüne İktisadi ve Finansal Konular Üzerine Tartışmalar* içinde (ss. 3-14). Ankara: Gazi Kitabevi.

Dibo, M., Seçilmiş, E. & Güran, M.C. (2018). Deneysel İktisatta Ödül Mekanizmasının Rolü: Parasal Teşvik ve Ders Notu Karşılaştırması. *Finans Politik & Ekonomik Yorumlar*. 636, 37-46.

Dilek, S. & Yıldırım, R. (2023a). Migrants And The Bargaining Process In The Labor Market: Application Of Ultimatum Game. *Optimum Ekonomi ve Yönetim Bilimleri Dergisi*, 10 (1) , 189-202.

Dilek, S. & Yıldırım, R. (2023b). Gender Differences in Wage Negotiations: An Ultimatum Game Experiment, *Journal of the Human and Social Science Researches*, 12 (1), 195-210. <https://doi.org/10.15869/itobiad.1132446>

Dimand, R. W. (2005). Experimental economic games: The early years. P. Fontaine & R. Leonard (Ed.), *The Experiment in the History of Economics* içinde (ss. 5-24). Routledge. <https://www.taylorfrancis.com/books/9781134287604>

Duman, P. (2020). Does informational equivalence preserve strategic behavior? Experimental results on Trockel's model of Selten's chain store story. *Games*, 11(1):9. <https://doi.org/10.3390/g11010009>

Ellsberg, D. (1961). Risk, Ambiguity, and the Savage Axioms. *The Quarterly Journal of Economics*, 75(4), 643. <https://doi.org/10.2307/1884324>

Erkuş, S. (2023). *Topluluk Önünde Konuşmada Cinsiyet Farklılıkları: Deneysel İktisat Uygulamaları*. Ankara Üniversitesi Sosyal Bilimler Enstitüsü, Yayınlanmamış Doktora Tezi, Ankara.

Ertac, S., & Gurdal, M. Y. (2012). Deciding to decide: Gender, leadership and risk-taking in groups. *Journal of Economic Behavior & Organization*, 83(1), 24-30.

Falk, A., & Fehr, E. (2003). Why Labour Market Experiments?. *Labour Economics*, 10, 399-406. [https://doi.org/10.1016/S0927-5371\(03\)00050-2](https://doi.org/10.1016/S0927-5371(03)00050-2)

Flood, M. M. (1952). *Some Experimental Games (Research Memorandum)*. RAND Corporation.

Flood, M. M. (1958). Some Experimental Games. *Management Science*, 5(1), 5-26. <https://doi.org/10.1287/mnsc.5.1.5>

Forsythe, R., Horowitz, J. L., Savin, N. E., & Sefton, M. (1994). Fairness in Simple Bargaining Experiments. *Games and Economic Behavior*, 6(3), 347-369. <https://doi.org/10.1006/game.1994.1021>

Frechette, G. R., K. Sarnoff, & Yariv, L. (2021). Experimental economics: Past and future. *Annual Review of Economics*, 14, 777-794, <https://doi.org/10.1146/annurev-economics-081621-124424>

Giritligil, A. E. (2022). Deneysel İktisatta Yalan Söyleme Davranışının İncelenmesi: Temel Paradigmalar, Bulgular ve Araştırma Hedefleri Üzerine Düşünceler. *REFLEKTİF Sosyal Bilimler Dergisi*, 3(1), 181–189. <https://doi.org/10.47613/reflektif.2022.63>

Grether, D. M., & Plott, C. R. (1979). Economic Theory of Choice and the Preference Reversal Phenomenon. *The American Economic Review*, 69(4), 623-638.

Guala, F. (2010). Experimental economics, history of. *Behavioural and Experimental Economics içinde* (ss. 99-106). Palgrave Macmillan UK. https://doi.org/10.1057/9780230280786_13

Güth, W., Schmittberger, R., & Schwarze, B. (1982). An experimental analysis of ultimatum bargaining. *Journal of Economic Behavior & Organization*, 3(4). [https://doi.org/10.1016/0167-2681\(82\)90011-7](https://doi.org/10.1016/0167-2681(82)90011-7)

Gürdal, M. Y., Ozdogan, A. & Saglam, I. (2014). Truth-telling and trust in sender–receiver games with intervention: An experimental study. *Review of Economic Design*, 2014, 18, 83-103. <https://doi.org/10.1007/s10058-013-0155-9>

Gürdal, M. Y., Torul, O. & Vostroknutov, A. (2020). Norm compliance, enforcement, and the survival of redistributive institutions. *Journal of Economic Behavior and Organization*, 178, 313–326. <https://doi.org/10.1016/j.jebo.2020.07.031>

Harrison, G. W. (2005). *Field Experiments and Control*. Harrison G. W., Carpenter, J., And List, J.A. (Ed.) *Field Experiments in Economics içinde*, Emerald Group Publishing Limited.

Heinz, M., Juraneck, S., & Rau, H. A. (2012). Do women behave more reciprocally than men? Gender differences in real effort dictator games. *Journal of Economic Behavior & Organization*, 83(1), 105-110.

Hertwig, R., & Ortmann, A. (2001). Experimental practices in economics: A methodological challenge for psychologists? *Behavioral and Brain Sciences*, 24(3), 383-451. <https://doi.org/10.1017/S0140525X01004149>

Horton, J. J., Rand, D.G. & Zeckhauser, R. J. (2011), The online laboratory: conducting experiments in a real labor market. *Experimental Economics*, 14(3), 399-425. <https://doi.org/10.1007/s10683-011-9273-9>

Jacquemet, N., & Haridon, O. L. (2018). *Experimental Economics: Method and Applications*. Cambridge University Press.

Kahneman, D., & Tversky, A. (1979). Prospect Theory: An Analysis of Decision under Risk. *Econometrica*, 47(2), 263. <https://doi.org/10.2307/1914185>

Kalisch, G. K., Milnor, J. W., Nash, J. F., & Nering, E. D. (1954). Some Experimental n-Person Games. In R. Thrall, C. Coombs, & R. Davis (Ed.), *Decision processes* (ss. 301-327). John Wiley & Sons Inc.

Kırış, Ş. & Dilek, S. (2021). Müslüman Dindarlık Tipolojileri ile Diğerkâmlık Arası İlişkilerin İncelenmesi: Ültimatom ve Diktatör Oyunu Uygulaması. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 10(2), 1470-1492.

- Lewis, M. (2016). *The Undoing Project: A Friendship that Changed The World*. Penguin.
- Lichtenstein, S., & Slovic, P. (1971). Reversals of preference between bids and choices in gambling decisions. *Journal of Experimental Psychology*, 89(1), 46-55. <https://doi.org/10.1037/h0031207>
- List, J. A. (2002). Preference Reversals of a Different Kind: The “More Is Less” Phenomenon. *American Economic Review*, 92(5), 1636-1643. <https://doi.org/10.1257/000282802762024692>
- Loomes, G., & Sugden, R. (1982). Regret Theory: An Alternative Theory of Rational Choice Under Uncertainty. *The Economic Journal*, 92(368), 805. <https://doi.org/10.2307/2232669>
- Luca, M., & Bazerman, M. H. (2020). *The Power of Experiments: Decision Making in a Data-Driven World*. The MIT Press.
- Machina, M. J. (1982). “Expected Utility” Analysis without the Independence Axiom. *Econometrica*, 50(2), 277. <https://doi.org/10.2307/1912631>
- May, K. O. (1954). Intransitivity, Utility, and the Aggregation of Preference Patterns. *Econometrica*, 22(1), 1-13. <https://doi.org/0012-9682>
- McKelvey, R. D., & Palfrey, T. R. (1995). Quantal Response Equilibria for Normal Form Games. *Games and Economic Behavior*, 10(1), 6-38. <https://doi.org/10.1006/game.1995.1023>
- Mill, J. S. (1967). *Essays on Economics and Society Part I*, Robson, J. M. (Ed.), *Collected Works of John Stuart Mill*, Volume IV., Routledge.
- Moscati, I. (2007). Early experiments in consumer demand theory: 1930-1970. *History of Political Economy*, 39(3), 359-401. <https://doi.org/10.1215/00182702-2007-015>
- Moscati, I. (2021). History of Utility Theory. *The Routledge Handbook of Philosophy of Economics içinde* (ss. 23-36). Routledge. <https://doi.org/10.4324/9781315739793-3>
- Mosteller, F., & Nogee, P. (1951). An Experimental Measurement of Utility. *Journal of Political Economy*, 59(5), 371-404.
- Moulin, H. (1986). *Game Theory for the Social Sciences*. New York University Press.
- Muijs, D. (2004) *Doing Quantitative Research in Education with SPSS*. SAGE Publications.
- Nagel, R. (1995). Unraveling in Guessing Games: An Experimental Study. *The American Economic Review*, 85(5), 1313-1326.
- Nebioğlu, D. & Giritligil, A. E. (2018a), *Wealth Effects and Labor Supply: An Experimental Study*, BELIS Working Papers: 2018-01, BELIS, Istanbul Bilgi University.
- Nebioğlu, D. & Giritligil, A. E. (2018b). *Labor/leisure trade-off in the laboratory*. BELIS Working Papers 2018-2, BELIS, Istanbul Bilgi University.
- Nobelprize.org. (2021, Aralık 26). All Prizes in Economic Sciences. <https://www.nobelprize.org/prizes/lists/all-prizes-in-economic-sciences/>
- Öneş, U. (2019). Davranışsal İktisat Deneylerinde Toplumsal Cinsiyet Temelli Farklar. *Mülkiye Dergisi*, 43 (2), 411-434.
- Pareto, V. (1900). *Sunto di alcuni capitoli di un nuovo trattato di economia pura del Prof. Pareto*. *Giornale degli Economisti*, 20(11), 216-235.
- Preston, M. G., & Baratta, P. (1948). An Experimental Study of the Auction-Value of an Uncertain Outcome. *The American Journal of Psychology*, 61(2), 183-193.
- Quiggin, J. (1982). A theory of anticipated utility. *Journal of Economic Behavior & Organization*, 3(4), 323-343. [https://doi.org/10.1016/0167-2681\(82\)90008-7](https://doi.org/10.1016/0167-2681(82)90008-7)
- Rapoport, A., & Orwant, C. (1962). Experimental games: A review. *Behavioral Science*, 7(1), 1-37.

<https://doi.org/10.1002/bs.3830070102>

Roth, A. (1995). Introduction to Experimental Economics. J. H. Kagel & A. E. Roth (Ed.), The Handbook of Experimental Economics içinde (ss. 3-111). Princeton University Press. <https://doi.org/10.2307/j.ctvzsmff5>

Roth, A. E., & Sotomayor, M. A. O. (1990). Two-Sided Matching: A Study in Game-Theoretic Modeling and Analysis. Cambridge University Press. <https://doi.org/10.1017/CCOL052139015X>

Rousseas, S. W., & Hart, A. G. (1951). Experimental Verification of a Composite Indifference Map. Journal of Political Economy, 59(4), 288-318. <https://doi.org/10.1086/257092>

Samuelson P.A. & W. Nordhaus. (1985). Principles of economics, 12^o ed. McGraw-Hill.

Sauermann, H., & Selten, R. (1959). Ein Oligopolexperiment. Zeitschrift für die gesamte Staatswissenschaft / Journal of Institutional and Theoretical Economics, 115(3), 427-471.

Sauermann, H., & Selten, R. (1960). An experiment in oligopoly. L. von Bartalanffy & A. Rapoport (Ed.), General Systems Yearbook of the Society for General Systems Research 5 içinde (ss. 85-114).

Schelling, T. C. (1957). Bargaining, communication, and limited war. Conflict Resolution, 1(1), 19-36. <https://doi.org/10.1177/002200275700100104>

Seçilmiş, E. (2018). An experimental analysis of moral self-regulation. Applied Economics Letters, 25:12, 857-861. <https://doi.org/10.1080/13504851.2017.1374530>

Seçilmiş, İ. E. & M. C. Güran (2011). Deneysel İktisatta İç ve Dış Geçerlilik: Metodolojik Bir İnceleme. İktisat İşletme ve Finans, 26(306): 25-51.

Seçilmiş, İ. E. & Güran, M.C. (2010). Kamusal Malların Sağlanması Bedavacılık Problemi ve Deneysel İktisat Uygulamaları Perspektifinden Değerlendirilmesi. Hacettepe Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 28 (2), 221-256.

Selten, R. (2003). Emergence and Future of Experimental Economics. Galavotti, M. C. (Ed.), Observation and Experiment in the Natural and Social Sciences içinde (ss. 63-71). Springer.

Siegel, S., & Fouraker, L. E. (1960). Bargaining and group decision making: Experiments in bilateral monopoly. McGraw-Hill.

Shadish, W. R., Cook, T. D. & Campbell, D. T. (2002). Experimental and Quasi-Experimental Designs for Generalized Causal Inference. Houghton Mifflin Company.

Smith, V. L. (1962). An Experimental Study of Competitive Market Behavior. Journal of Political Economy, 70(2), 111-137.

Smith, V. L. (1976). Experimental Economics: Induced Value Theory. The American Economic Review, 66(2), 274-279.

Smith, V. L. (1982). Microeconomic Systems as an Experimental Science. The American Economic Review, 72(5), 923-955.

Smith, V. L. (2017). Tribute to Sidney Siegel (1916-1961): A Founder of Experimental Economics. Southern Economic Journal, 83(3), 664-667. <https://doi.org/10.1002/soej.12196>

Suppes, P., & Atkinson, R. C. (1960). Markov learning models for multiperson interactions. Stanford University Press.

Svorenčík, A. (2015). The Experimental Turn in Economics: A History of Experimental Economics [University of Utrecht]. <https://ssrn.com/abstract=2560026>

Tetik, M. & Tetik, G. (2021). Ultimatum Game Bargaining Behaviour: A Classroom Experiment.

Studies in Microeconomics, 10(2), 1-17. <https://doi.org/10.1177/23210222211024>

Thrall, R. M., Coombs, C. H., & Davis, R. L. (1954). Decision processes (R. M. Thrall, C. H. Coombs, & R. L. Davis, Ed.). John Wiley & Sons Inc. <https://doi.org/10.1002/nav.3800010420>

Thurstone, L. L. (1931). The Indifference Function. Journal of Social Psychology, 2(2), 139-167. <https://doi.org/10.1080/00224545.1931.9918964>

Tversky, A., & Kahneman, D. (1974). Judgment under Uncertainty: Heuristics and Biases. Science, 185(4157), 1124-1131.

Tversky, A., & Kahneman, D. (1992). Advances in prospect theory: Cumulative representation of uncertainty. Journal of Risk and Uncertainty, 5(4), 297-323. <https://doi.org/10.1007/BF00122574>

van Dijk, E., & De Dreu, C. K. (2021). Experimental games and social decision making. Annual Review of Psychology, 72, 415-438.

Von Neumann, J., & Morgenstern, O. (1944). Theory of Games and Economic Behavior. Princeton University Press.

Wallis, W. A., & Friedman, M. (1942). The Empirical Derivation of Indifference Functions. O. Lange (Ed.), Studies in Mathematical Economics and Econometrics içinde (ss. 175-189). University of Chicago Press.

Weimann, J., & Brosig-Koch, J. (2019). Methods in Experimental Economics. Springer International Publishing. <https://doi.org/10.1007/978-3-319-93363-4>

Yavuzaslan, K. (2018a). Yeni İktisat Paradigmasında Bir Yöntem Olarak Deneysel İktisat. Kafkas Üniversitesi İİBF Dergisi, 9(18), 41-657.

Yavuzaslan, K. (2018b). Deneysel İktisat ve Kültürel Farklılıkların Deneysel İktisatla İfadesi, Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 33, 217-231. <https://doi.org/10.30794/pausbed.425851>

Yavuzaslan, K. (2019). İktisat Bilimi Laboratuvara mı Taşınıyor? Deneysel İktisat Ve Oyun Teorisi. Akademik Araştırmalar ve Çalışma Dergisi, 11(21), 428-444. <https://doi.org/10.20990/kilisiibfakademik.531935>



2023, 12 (3), 2163-2186 | Research Article

Osmanlı Mali Sayımları -Temettüat Vergisi (1840/1841): Bolvadin Örneği

Adnan DOĞRUYOL¹

Öz

Makalemizin konusu olan temettüat defterleri, XIX yüzyıl ortaları için mali yapının ortaya çıkarılması anlamında son derece önemlidir. 1840 (H.1256) Bolvadin temettüat defteri tanzimat döneminde önceleri değişik isimlerle alınan vergilerin yerine bir tek vergi kaleminin ikamesi için hane reislerinin gelirlerinin tespiti amacıyla yapılmışlardır. Bu sayımlardan birisi de devletin mali yapıyı yeniden reorganizasyonu için 1840 yılında (h.1256) yapılan sayımlardır. "Osmanlı imparatorluğundaki mali yapı içerisindeki vergi yükümlülükleri üçlü bir yapıya indirgenebilir. Birincisi İslami temellere dayanan vergi mükellefiyetleri ikinci grup din ayrımı yapılmaksızın olağan dışı yapılan harcamaları karşılamak için alınan düzenli olmayan vergiler üçüncü grup ise harp masraflarının artmaya başlaması ile uygulanan diğer yükümlülüklerdir.

Temettüat vergisine konu olan temettü (gelir) vergisinin XIX.yüzyıl Tanzimat dönemi dönüştürmelerinin tesiri altındaki vergi alanında radikal anlamda reform yapılması konusunda öncelikli olarak ele alınmıştır. Osmanlı İmparatorluğunda, Temettüat defterleri 1839-1840 yıllarına ait bölgeler ailelerin yaşadıkları haneler, hanelerin yıllık gelirlerine bağlı ödedikleri vergi kayıtlarıdır.

Çalışmamızın esasını teşkil eden Osmanlı arşivinde bulunan, "ML V.RD.T.M. T 16030 cilt: IX Bolvadin Temettüat defteri, 27 X 77,5 1256 -Bolvadin merkez kazasının kurra ve mahallat-ı müslim ahalisinin emlak arazi ve temettüatını beyan eden defterdir." Maliye varidat kalemi defterlerinden olan temettü defterleri, başbakanlık Osmanlı arşivinde bulunmaktadır. 1988'e kadar bu seriden çok az deftere maliyeden müdevver ve kepeci tasnifleri arasında rastlanmaktaydı 1988 de kataloglayarak araştırmalara sunulan temettü defterleri serisi dokuz katalog içinde 17.747 defter ihtiva etmektedir. Bu defterlerin çok büyük bir ekseriyeti 1845 (H.1261) tarihinde yapılan sayımlara aittir. Çok az sayıda olmak üzere 1840 (H.1256) da yapılan ilk tahrirlere ait deftere de rastlanmaktadır." Çalışmamızda Osmanlı kamu maliyesinin zapturapt altına alınması vergi düzenindeki eksikliğin tamamlanması Mükelleflerin tespit edilmesi ve devlet gelirlerinin artması için ülke çapında sayımlar yapıldığı sonucuna ulaşılmıştır.

Anahtar Kelimeler: Vergi, Temettüat defterleri, 1839, Tanzimat, Osmanlı Maliye Sistemi

Doğruyol, A. (2023). Osmanlı Mali Sayımları -Temettüat Vergisi (1840/1841): Bolvadin Örneği . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 2163-2186 . <https://doi.org/10.15869/itobiad.1309408>

Geliş Tarihi	03.06.2023
Kabul Tarihi	15.08.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr.Öğr.Üyesi, Sakarya Üniversitesi, Siyasal Bilgiler Fakültesi, İktisat Bölümü, Sakarya, Türkiye, adogruyol@sakarya.edu.tr, ORCID: 0000-0003-3017-6480



2023, 12 (3), 2163-2186 | Araştırma Makalesi

Ottoman Financial Census- Temettüat Registers (1840/1841): The Case of Bolvadin

Adnan DOĞRUYOL¹

Abstract

The temettüat registers, which are the subject of our article, are extremely important in terms of revealing the financial structure for the middle of the 19th century. 1840 (H.1256) Bolvadin temettüat book was prepared in order to determine the income of household heads in order to substitute a single tax item for the taxes previously taken under different names during the reform period. It is extremely important in terms of the emergence of the financial structure for the middle of the century. One of these censuses is the censuses made in 1840 (h.1256) for the reorganization of the state's financial structure. "Tax obligations in the financial structure of the Ottoman Empire can be reduced to a tripartite structure. The first is Islamic-based tax liabilities, the second group is non-regular taxes levied to meet extraordinary expenditures without distinction of religion, and the third group is other obligations applied when war costs start to increase.

Dividend (income) tax, which is the subject of dividend tax, has been primarily discussed in terms of radical reform in the tax field under the influence of the 19th century Tanzimat period transformations. In the Ottoman Empire, Temettüat registers are the tax records of the regions, the households where the families lived, and the taxes paid by the households depending on their annual income.

In the Ottoman archive, which constitutes the basis of our study, "ML V.RD.T.M. T 16030 volume: IX Bolvadin Temettüat book, 27 X 77.5 1256 - It is the book that declares the real estate, land and dividends of the kurra and local Muslim people of the central district of Bolvadin." Dividend books, which are among the financial income item books, are in the Ottoman archives of the Prime Ministry. Until 1988, very few books from this series were found among the taxpayer and keeper classifications. A great majority of these books belong to the censuses made in 1845 (H.1261). There are also very few records of the first censuses made in 1840 (H.1256)."

In our study we revealed that nationwide censuses were made in order to capture the Ottoman public finances, to complete the deficiency in the tax system, to identify the taxpayers and to increase the state revenues.

Keywords: Tax, Temettüat Registers, 1839, Tanzimat, Ottoman Taxing System

Doğruyol, A. (2023). Ottoman Financial Census- Temettüat Registers (1840/1841): The Case of Bolvadin . Journal of the Human and Social Science Researches , 12 (3) , 2163-2186 . <https://doi.org/10.15869/itobiad.1309408>

Date of Submission	03.06.2023
Date of Acceptance	15.08.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Assist. Prof. (PhD), Sakarya University, Faculty of Political Sciences, Department of Economic, Sakarya, Türkiye, adogruyol@sakarya.edu.tr, ORCID: 0000-0003-3017-6480

Giriş

Temettüat defterleri Osmanlı İmparatorluğu mali sistemi hakkında önemli bilgiler veren kayıtlardır. Tanzimat sonrası ortaya çıkan temettüat defterleri halkın gelir kaynağına göre hesaplanan temettü vergilerinin temelini oluşturmaktadır. Aynı zamanda da Osmanlı İmparatorluğu'ndaki ekonomik yapı, halkın gelirleri hakkında önemli bilgiler sağlamaktadır. Bu nedenle de temettüat defterleri Osmanlı İktisat tarihini araştıran kişiler için önem arz etmektedir.

Gerçekten Osmanlı toplumu hakkında bilim çevrelerinde bile bu toplumun sadece ve sadece tarım ekonomisine dayalı bir toplum olduğu düşüncesi hakimdir. Oysa Osmanlı Devleti'nin sosyal ve kültürel modernleşmesi çabaları, imparatorluğun en uzun yüzyılı sayılan son yüzyılda meydana geldiği gibi, devletin idari, mali, askeri ve iktisadi yapının yeniden organizasyonu da yine bu yüzyıldadır. Osmanlı Ordusu'nun modernizasyonu ile devletin mali kurumları da bu yenileşme çabasından pay almıştır.

Mali sistemini kontrol altına almak isteyen devlet, bu konuda 1851 yılında nüfus sayımı yapmıştır. Nüfus sayımından sonra da yeni vergi kaynaklara ulaşmak için 1840 (H.1256) ve 1845 (H.1261) yıllarında mali sayım adı altında Temettüat sayımları yapmıştır. Bu sayımlardan birisi de çalışmamızın konusu olan 1840 (H.1256) tarihli Bolvadin Temettüat sayımadır.

Makalemizin konusunu Osmanlı Temettüat sayım geleneği oluşturmaktadır. Bu nedenle de Bolvadin Temettüat defterleri değerlendirilmiştir. Makalemizin temel argümantasyonu XIX. Yüzyıl Osmanlı maliye sisteminin yenileşme sürecinde bölgenin mali envanterini her yönüyle ortaya çıkarmaktır. Argümantasyon olarak mikro tarih çalışmasında vergi uygulamasının uzun dönemde Osmanlı merkezi yönetimin mali ihtiyaçlarına yönelik bir hazırlık aşamasında olduğu görülmektedir. Bu tarz mikro tarih çalışması içerisinde çok genel hüküm ve sonuçlara varmak bilimsel olarak tutarlı gözükmemektedir. Ancak veri setleri bu tarz argümanı doğrulamak ile tarih biliminin genel çerçevesi içerisinde bakıldığında ölçeğin tamamı hakkında hüküm vermemizi engellemektedir. Bu tarz Temettüat sayımları mali ölçek anlamında Osmanlı iktisadi yapısı hakkında bilgi verme amacı gütmektedir. Daha önce temettüat defterleri üzerine yapılan sınırlı sayıda çalışma bulunması nedeniyle araştırmamız literatüre katkıda bulunacaktır (Öztürk, 2003; Gül, 2009; Yükçü vd. 2014).

İncelediğimiz çalışma Temettüat sayımları noktasında ilk çalışmalardanır. Diğer çalışmalar 1845 yılında yapılmıştır. Bolvadin Temettüat sayımı 1841 yılıdır.

Demografik Yapı

Temettüat defterleri ve toplanan vergi açısından nüfus ve demografik yapı önem arz etmektedir. XVI. yüzyılda Osmanlı imparatorluğunun nüfusu (1520-1535) döneminde Balkanlar ve Anadolu ya tahrir defterlerde yazılamayanlar dahil 12,5 milyon olarak verilmektedir. Ömer Lütfi Barkan'a göre XVI. yüzyılın sonu için 30-35 milyon öngörülmektedir (Behar, 2011). Bu gibi hesaplarda subjektif kanaat ön plandadır. 1600'lü yıllarda imparatorluk Osmanlısı ile Avrupa ülkelerindeki nüfus yoğunluğu tahminleri Tablo 1'de görüldüğü biçimdedir. Avrupa ve Asya Türkiye'sinde nüfus yoğunluğunun Avrupa'ya nazaran daha düşük olduğu görülmektedir.

Tablo 1: 1600'de Osmanlı İmparatorluğunda ve Avrupa Ülkelerinde Nüfus Yoğunluğu Tahminleri (mil kareye düşen insan sayısı)

Ülkeler	Yoğunluk
İtalya	97
Fransa	86
Felemenk (Hollanda)	112
İngiltere	56
Avrupa Türkiye'si (kuzeyde Tuna ve Drava nehirlerine kadar uzanan Balkanlar)	41
Asya Türkiye'si (Trakya hariç aşağı-yukarı bugünkü Türkiye)	20

Kaynak: İnalçık (2000).

Dönem itibariyle Osmanlı Nüfusu sanayileşme için dönüşümün dinamosu olan nüfus girdisinden göreceli olarak yoksundur. XIX.Yüzyılda sanayileşme yolunda ilerleyen Batı Avrupa ülkelerinin nüfusu hızla artarken Osmanlı nüfus yapısı göreceli olarak azalmaktadır. Tablo 2'de Osmanlı İmparatorluğu'nun Avrupa bölümündeki nüfus tahminleri verilmiştir.

Tablo 2: Osmanlı İmparatorluğu'nun Avrupa'daki Bölümü İçin Nüfus Tahminleri XIX. Yüzyılın Başı (1820 dolaylarında)

Şehirler	Nüfus
İstanbul	600.000
Trakya	1.700.000
Bulgaristan	1.500.000
Bosna	820.000
Sırbistan	930.000
Arnavutluk	350.000
Makedonya	700.000
Livadya	550.000
Mora	420.000
Girit	250.000
Akdeniz Adaları	280.000
Toplam	8.800.000
Eflak	450.000
Boğdan	950.000
Genel Toplam	10.200.000

Kaynak: Behar (2011,s.22).

“İlk genel nüfus sayımı ikinci Mahmut döneminde 1830 yılında başlanıp 1831 yılında tamamlanmıştır. Ülke nüfusunun 7-7,5 milyon civarında olduğu görülmüştür. Sadece erkek nüfus sayıldığından ülke nüfus rakamına ulaşmak için 2 katsayısı ile bu rakam çarpılmıştır.”

“1831 Nüfus sayımı layihasında da vergi konusu üzerinde durulmakla beraber, E. Ziya Karal, sayımın incelenmesi sonucu, sayımı esas doğuran sebebin ve sayımın üstünde durduğu ana konunun askerlik sorunu olduğunu belirtmektedir.”(Behar, 2011) “Tanzimattan sonra yapılan 1844 sayımlarında is bu rakam 11 milyon civarındadır. Fakat bu sayımın orijinal arşiv belgeleri bulunabilmiş değildir.”(Çakır, 2001, s.33.)

Bolvadin Nüfus Yapısı

Temettüat defterleri incelenirken örnek yer olarak Bolvadin seçilmiştir. Bolvadin’in seçilme nedeni geleneksel Osmanlı İmparatorluğu kazalarının demografik, kültürel ve ekonomik özelliklerini barındırmasıdır. Bu nedenle Bolvadin özelinde yapılan çalışma aslında Osmanlı İmparatorluğu mali sistemi hakkında da önemli bilgiler vermektedir.

Bolvadin, Osmanlı İmparatorluğu’nun diğer kazalarının geleneksel özelliklerini taşıdığı için Bolvadin temettüat defterlerinin incelenmesi aynı zamanda Osmanlı İmparatorluğu mali sistemleri için de önemli bilgiler sağlayacaktır. Bolvadin’in idari yapısı Fatih Sultan Mehmet döneminde yeniden düzenlenmiştir. Anadolu’daki önemli eyaletlerden olan Kütahya vilayetine bağlanmıştır. 1839 yılında Tanzimat’ın ilanından sonra idari yapılanma değişince Hüdavendigar adında kurulan eyaletin merkezi Bursa olmuş ve bu vilayet bağlı şehirler Balıkesir (Karesi), Bilecik (Ertuğrul), Kütahya (Germiyan) Afyon (Karahisar-Sahip)’ten oluşmaktadır.

Hüdavendigar vilayetine bağlı Karahisar-ı Sahip sancağına 1840 senesinde idari bir yapılanma olarak iki Muhassıllık oluşturulmuştur.

1- Karahisar-ı Sahip Muhassıllığı da sırasıyla Merkez, Baklan, Çal, Çivril, Geyikler, Sandıklı, Sincanlı, Şaphane ve Şeyhli ’den oluşmaktaydı.

2- Bolvadin Sancağı da Bolvadin, İshaklı, Şuhut, Çölabad, Karamık, Musluca (Emirdağ) Bayat, Han, Barçınli nahiyelerinden meydana gelmekteydi.) (Bayar, Muharrem sf. 21)

Bolvadin nüfusu konusunda elimizdeki ilk belgeler XV. yüzyıla aittir. II. Beyazıd döneminde nüfus aşığıdaki gibidir.

Tablo 3: II. Beyazıd Dönemi Bolvadin Merkez Nüfusu

Tarihler	II.Beyazıd
Hane Sayısı	392
Tahmini Nüfusu	4000

Kaynak: Bayar, Muharrem; Bolvadin Tarihi, 2.cilt sf.33.

Kanuni Sultan Süleyman döneminde ise Bolvadin merkez tahmini nüfusu aşağıdaki gibidir.”

Tablo 4: Kanuni Sultan Süleyman Dönemi Bolvadin Merkez Nüfusu

Tarihler	1528 (H.944)
Hane Sayısı	343
Tahmini Nüfusu	3500

Kaynak Bayar, Muharrem; Bolvadin Tarihi, 2.cilt sf.33.

1831 sayımına göre olan tablo aşağıdaki gibidir.

Tablo 5: 1831 Yılı Bolvadin Nüfusu

	Sağır-Kebir (Küçük-Büyük)	Muvafık	Toplam
Bolvadin	2655	1468	4123

Kaynak: Bayar, Muharrem; Bolvadin Tarihi, 2.cilt sf.33.

“Kaza-ı Bolvadin’deki müslüman nüfus bu şekildedir. Ayrıca şehirde ikamet halinde olan gayrimüslim bulunmamaktadır.”(Karal, 2010)

“Ayrıca nüfus ile ilgili kaynaklardan bir tanesi de Salnamelerdir. Salnameler bir senelik hadiseleri göstermek üzere tertip olunan eserler hakkında kullanılan bir tabirdir. Salname tabirinin tam karşılığı yıllıktır. Fransızca annuaire tabirinin karşılığıdır. Osmanlıda ilk resmi salname 1847 yılında neşredilmiştir.”(Pakalın, 1993, s.105-106)

“1872 tarihli Salnameye göre Bolvadin kazası ve çevresindeki erkek nüfusu 5.288 dir. 1896 tarihli salnameye göre Bolvadin (Sultandağı-çay ilçesi dahil olmak üzere) 17.800’dür. 1906 tarihli Salnameye göre Bolvadin (Sultandağı-çay ilçesi dahil olmak üzere) ve çevresi nüfusu 19.171’dir” (Bayar, sf.34)

Yukarıdaki tablo ve bilgilerden anlaşılacağı üzere 1828 yılında azalma mevcuttur. 1831 yılındaki nüfus sayımına göre ise Bolvadin nüfusu Osmanlı’daki genel nüfusa göre standart özellik arz etmektedir.

İktisadi Yapı

Servet Kaynakları

1840 (H.1256) sayımları sonuçları itibariyle değerlendirildiğinde sahip olunan servetlerin (zenginliğin) iki gruptan oluştuğu görülmektedir. Bunlardan birincisi tarımsal servetlerdir bunlar da kendi aralarında tarlalar, bağ, bahçeler ve hayvanlardan müteşekkildir.

İkinci grup ise sanayi ve ticari faaliyetlerin yürütüldüğü dükkân, değirmen vs. gibi taşınmaz gayrimenkullerden oluşmaktadır. Servetlerin meslek gruplarına

göre dağılımlarını incelemek için meslekler 5 ayrı grup altında ele alınmıştır. Aşağıdaki tabloda bu meslek gruplarına sahip kişi sayıları verilmiştir.

Tablo 6: Meslek Grupları

Meslek Grupları	Hane Sayısı	Haneye Oranı
Çiftçi-Rençber	498	%49
Bağ Sahibi	2	%1
Esnaf ve Tüccar	310	%30
Ücretliler	95	%10
Üretim ile İlgili Olmayanlar	98	%10
Toplam	1003	%100

Tablo.6' da gruplandırılmış mesleklerin toplam hane sayısı 1.003 gözükmektedir. Kişi sayısı en yüksek olan meslek grubu 498 kişi ile %49 ile çiftçi-rençberler oluşturmaktadır. Kişi sayısı en az olan meslek grubu ise bağ sahipleri olarak 2 kişiden oluşmaktadır.

Tablo 7: Meslek gruplarının Servet Kaynaklarına Göre Dağılımı

	Emlak	Hayvanat	Temettüat
Çiftçi-Rençber	256129,5	889757	521128
Bağ Sahibi	3875	1985	3073
Esnaf ve Tüccar	185038	297200	291752
Ücretliler	15522,5	88688	59783
Üretim ile İlgili Olmayanlar	167502,5	311621	191906
Toplam	628067,5	1589251	1067642

Tablo 8: Meslek Gruplarının Servet Kaynaklarına Göre Dağılım Oranları

	Emlak Oran	Hayvanat Oran	Temettüat Oran
Çiftçi-Rençber	%41	%56	%49
Bağ Sahibi	%1	%0	%0
Esnaf ve Tüccar	%29	%19	%27
Ücretliler	%2	%6	%6
Üretim ile İlgili Olmayanlar	%27	%20	%18
Toplam	%100	%100	%100

Tablo 7 ve Tablo 8'de servetlerin hangi kaynaktan oluştuğu ve bu kaynakların çeşitli meslek grupları arasında hangi oranda dağıldığı görülmektedir. Toplam temettüatın yarısına yakınının (%49) çiftçi ve rençberlere ait olduğu görülmektedir ki bu da tarımın ekonomideki yerini belirlemesi açısından önemlidir. İkinci sırada esnaf ve tüccarlar gelmektedir.

Tablo 8'deki bilgiler değerlendirildiğinde tarıma kaynaklık eden servetin içerisinde en büyük payın hayvanata ait olduğu ortaya çıkmaktadır.

Hayvanların servet değeri parasal anlamda 1.589.251 kuruş olup toplam gelir içerisindeki payı %72'dir. İkinci sıradaki gelirler ise emlak gelirleri, dükkân, değirmen gibi taşınmaz gayrimenkuller gelmektedir. 628.067,5 kuruş gözükmekte ve toplam gelir içerisindeki payı %28'dir. Bu bilgiler Osmanlı İmparatorluğu'nun XIX. yüzyıldaki ekonomisinin tarıma dayalı olduğu yönündeki bilgileri doğrular niteliktedir.

Tablo 9 :Servet Kaynaklarının Meslek Gruplarına Göre Oranları

Meslek Grupları	Emlak	Emlak Oran	Hayvanat	Hayvanat Oran	Toplam
Çiftçi-Rençber	256129,5	%22	889757	%78	1145887
Bağ Sahibi	3875	%66	1985	%34	5860
Esnaf ve Tüccar	185038	%38	297200	%62	482238
Ücretliler	15522,5	%15	88688	%85	104210,5
Üretim ile İlgili Olmayanlar	167502,5	%35	311621	%65	479123,5
Toplam	628067,5	%28	1589251	%72	2217319

Beşe ayrılan meslek gruplarının kendi aralarındaki Servet dağılımları değerlendirildiğinde, grup içerisinde en yüksek pay sahipleri çiftçi ve rençberlerdir. Bu grubun sahip olduğu servetlerin değeri 1.145.886,5 kuruş ile %51'tir. Bu servetin 256.129,5 kuruş ile emlak, 889.757 kuruşunu ise hayvanat serveti oluşturmaktadır.

İkinci yüksek servetli meslek grubu esnaf ve tüccarlardır. Esnaf ve tüccarların toplam servet miktarı 482.238 kuruş olup %23'tür. Bu servetin 185.038 kuruş ile emlak, 297.200 kuruşunu ise hayvanat serveti oluşturmaktadır. Üçüncü meslek grubu 104.210,5 kuruş ile ücretliler oluşturmaktadır. Ücretliler, toplam gelirin %5'ine tekabül etmektedir. Bu servetin 15.522,5 kuruş ile emlak, 88.688 kuruşunu ise hayvanat serveti oluşturmaktadır. Dördüncü sırada yer alan meslek grubu bağ sahipleridir. Bağ sahiplerinin toplam servetleri 5.860 kuruştur. Toplam servetin %1'ne denk gelmektedir. Bu servetin 3.875 kuruş ile emlak, 1.985 kuruşunu ise hayvanat serveti oluşturmaktadır. Son sıradaki meslek grubu ise üretim ile ilgili olmayan asker, imam, müderris, hatip vs. oluşturmaktadır. Bu grubun toplam serveti 479.123,5 kuruştur. Toplam Bolvadin servetinin %21'ine karşılık gelmektedir. Bu servetin 167.502,5 kuruş ile emlak, 311.621 kuruşunu ise hayvanat serveti oluşturmaktadır.

Mesleki Yapı

Bolvadin merkez mahalleleri ve köylerinde icra edilen meslekler ve bu mesleği icra eden hane sayısının bilgileri aşağıdaki tabloda görülmektedir.

Tablo 10: Bolvadin’de Mesleklerin Dağılımı

Meslekler	Top.	Meslekler	Top.	Meslekler	Top.	Meslekler	Top.
Ağdacı Esnafı	3	Hasırcı	19	Eskici	12	Nalbant Kalfası	1
Asker	14	Haşhaş Bağcı	1	Hamamcı	2	Ölçekci	1
Attar	7	Haşhaş Yağcı Çırağı	1	Kasap	5	Pekmezci	12
Bağcı	2	Haşhaş Yağcısı	5	Katırcı	1	Rençber	24
Bakkal	25	Helvacı	9	Keçeci	15	Saatçi	1
Bekçi	1	Helvacı Çırağı	2	Koyun Çobanı	16	Sağancı	1
Berber	10	Hizmetkar	17	Koyuncu	8	Semerci	1
Berber Kalfası	1	Irgat	33	Külhancı	1	Sığır Çobanı	6
Boyacı	2	Kahveci	9	Leblebici	1	Sülükçü	1
Çizmecı Kalfası	1	Kahvecı Hizmetkarı	1	Manav	1	Sürücü	1
Çiftçi	474	Kalaycı	12	Merkepçi	37	Şerbetçi	1
Çizmecı	1	Kalaycı Kalfası	1	Muallim-i Sıbyan	1	Tacir	1
Çoban	22	Kandilci	1	Muhtar	2	Tekkenişin	2
Değirmen ci	3	Kantarıcı	1	Muhtar-ı Evvel	2	Tellak	2
Demirci	27	Dikici Kalfası	1	Muhtar-ı Sani	1	Terzi	19
Demirci Kalfası	1	Dikici Şakirdi	1	Muhzır	1	Terzi Kalfası	3
Devecı	5	Duhancı	5	Müderris	3	Terzi Şakirdi	1
Dibekçi	2	Dülger	6	Müezzin	3	Tüccar	2
Dikici	4	Ekmekçi	3	Müftü	1	Tüfenkçi	1
İmam	19	Köy İmamı	1	Hatip	4	Dellal	1
Hancı	2	Erikçi	1	Nalbant	7	Yağcı	4

Tablo.10’da , meslekler ile ilgili olarak 81 farklı meslek başlığı çıkartılmıştır. Tablodaki verilen mesleklerin mahalle ve köylere göre tasnifi, kitabın ek bölümünde bulunmaktadır. Bolvadin’de meslek grupları arasında en çok haneye sahip olan meslek 474 hane ile çiftçiler gözükmektedir. Hane sayıları itibariyle %43 e tekabül etmektedir. İkinci sırada 33 hane sayısı ile Irgat mesleği sahipleri gelmektedir. En çok haneye sahip iki mesleğin de tarım ile ilgili meslekler olması bölgede tarımın ne kadar önemli olduğunu göstermektedir. Üçüncü sırada ise merkepçi mesleğini icra edenler bulunmaktadır. Merkepçi sayısının çok olması, bölgede yük taşımacılığı ve ulaşım ihtiyaçlarının olduğunu göstermektedir.

XIX. yüzyılın ilk yarısında saatçilik mesleğinin olması zaman kavramının (bilinçlilik) olduğunun göstergesidir. XIX. yüzyıl bilinçli ticaret ve zanaat anlamında bir yüzyıl olduğu anlamını da çıkartılabilmektedir. Hasırcı mesleği,

bölgemizdeki Eber gölünde bulunan kamış yetiştirildiğinden dolayı, meslek ile uğraşan haneler fazladır.

Tablo 11: Meslek Gruplarının Dağılımları

Meslekler	Hane Reisi Sayısı (Hane)	Yüzde Dağılımı (%)
1. TARIM İLE İLGİLİ MESLEKLER		
A) Bağımsız Küçük Üreticiler		
a) Çiftçi	474	%41,4
b) Rençber	24	%2,1
B) Tarım Ücretlileri		
a) İrgat	33	%2,9
b) Hizmetkar, çoban vs.	61	%5,3
2. SANAYİ VE TİCARET İLE İLGİLİ MESLEKLER		
A) Mal ve Hizmet Üreten Esnaf		
a) Berber	10	%0,9
b) Hasırcı	19	%1,6
c) Attar	7	%0,6
d) Çizmeci	1	%0,1
e) Pekmezci	12	%1,0
f) Demirci	27	%2,3
g) Kasap	5	%0,4
h) Manav	1	%0,1
ı) Nalbant	7	%0,6
i) Keçeci	15	%1,3
j) Diğer	148	%12,8
B) Hizmet Satan Esnaf	36	%3,1
C) Kalfa, Çırak ve Ücretliler	15	%1,3
3. ÜRETİM İLE İLGİLİ OLMAYANLAR		
A) Rant Gelirleriyle Geçinenler	5	%0,4
B) Görevliler		
a) Müftü, İmam, Müezzin, Talebe	99	%8,6
b) Muhtar, Muhtar-ı Evvel	5	%0,4
c) Müderris, Muallim	5	%0,4
d) Askerler	14	%1,2
C) Dul ve Yetimler	15	%1,3
D) Diğerleri	114	%9,9
TOPLAM	1152	%100,0

Tablo 11’de tablo 10’nun bir benzeridir. Genel tasnif, üretim ile ilgili olan meslekler ve üretim ile ilgili olmayan meslekler olarak ayrılmıştır. Üretim ile ilgili olanlar da yine tarım ile sanayi ve ticaret alanında üretim yapanlar olarak ikiye ayrılmıştır.

Tarımla ilgili meslekler, bağımsız küçük üreticiler ile tarım ücretlilerini

içermektedir. Bağımsız küçük üreticiler de çiftçi ve reñber olarak ele alınmıştır. Çiftçi ve reñberlerin toplam sayısı 498 ile %43,2'sini kapsamaktadır. Bu oran diđer meslek grupları arasındaki en yüksek orandır. A grubunun İkinci meslek grubunda ise ırgat, Hizmetkar, çoban vs. yer almaktadır. Bu grubun toplam sayısı 94 ile %8.2'ye tekabül etmektedir. Tarım ile ilgili meslekler genel olarak ele alındığında ise 592 hane sayısı olup %51,4' ye tekabül etmektedir. Bu oran bütün mesleklerin yarısından daha çok bir miktara denk gelmektedir. 1840 (H.1256) yılında Bolvadin kenti vatandaşlarının yarısından daha fazlası tarım ile ilgili bir mesleğe sahip olduđu yorumu rahatça yapılabilmektedir.

Meslek gruplarının ikinci sırasında yer alan sanayi ve ticaret ile ilgili meslekler yer almaktadır. Bu grupta kendi içerisinde üçe ayrılmıştır. Birincisi mal ve hizmet üreten esnaftır. Bu grubun toplam sayısı 303 olup toplam mesleklerle oranı %26,1'e denk gelmektedir. Bu grupta demircilik yapan esnaf sayısı 27 ile bu grubun %8,9 ile en çok yapılan mesleğidir. Demirciden sonrasında ikinci sırada hasırcılar gelmektedir. Hasırcıların sayısı 19 gözükmekte ve bu grubun %6,2 sine denk gelmektedir. Üçüncü sırada ise 15 kişi ile keçeci esnafı gözükmektedir. keçeci esnafın bu gruba göre oranı ise %5'tir. Sanayi ve ticaret ile ilgili mesleklerin ikinci grubu satıcı esnafı gösterilmiştir. Satıcı esnafı sayısı 36 olup toplam mesleklerle oranı %3,1'dir. Üçüncü grupta ise kalfa, çırak ve ücretliler yer almaktadır. Üçüncü grupta toplam 15 kişi ile yine toplam mesleklerle oranı %1,3'tür.

Üretim ile ilgili olmayan meslekler grubu ise 4'e ayrılmıştır. Bu grupta Rant gelirleri ile geçinen bölümünde aza mesleği ele alınmıştır. Azaların sayısı 5 ile Toplam mesleklerle oranı %0,4'tür. Üretim ile ilgili olmayan mesleklerin ikinci grubunda ise görevliler yer almıştır. Görevliler; müftü, imam, müezzin ve talebe olarak gösterilmiştir. Bu meslekleri icra eden toplamda 99 kişi gözükmektedir. Bu meslek grubunun toplam mesleklerle oranı %8,6'dır. Görevliler alt grubunda muhtar ve muhtar-ı evvel 5 kişi ile %0,4 e tekabül etmektedir. Yine müderris, muallim ve müftü mesleklerini icra edenler de 5 kişi ile toplam meslek gruplarına oranı %0,4 olmaktadır. Görevliler grubunda asker olan kişilerin sayısı 14 olup toplam mesleklerle oranı %1,3 gözükmektedir. Dul ve yetimler, 15 kişi sayısı ile %1,3'ye denk gelmektedir.

Üretim ile ilgili olmayan grubunun son alt grubunda Diđerleri yer almaktadır. Bu grupta ise yukarıdaki yapılan gruplandırmanın dışında kalan meslek grupları ve meslek bilgisi bulunmayan kişilerin sayısı gözükmektedir. Bu kişilerin sayısı 114 ile %9,9'a tekabül etmektedir. Toplamda 149 tane hanenin meslek bilgisi bulunmamaktadır. Bu kayıp veri oranı %13'e denk gelmektedir. Meslek bilgisi bulunmayanların mal varlıkları incelendiğinde Hayvanat sermayelerinin Emlak sermayelerine oranla çok daha fazla olduđu gözükmektedir. Buradan hareketle verisi olmayan hanelerinin büyük

çoğunluğunun da tarım ile ilgilendiği çıkarımını yapabiliriz.

Emlak Yapısı

Bolvadin’de toplamda 35 tane ticari emlak çeşidi bulunmaktadır. Aşağıdaki tabloda emlakların sayı ve kıymetleri gösterilmektedir.

Tablo 12.1: Bolvadin’de Ticari Emlak Sayı ve Kıymetleri

Dükân Çeşitleri	Bab	Kıymeti	Dükân Çeşitleri	Bab	Kıymeti
Mağaza	34	9.174	Attar Dükânı	9	6.600
Bakkal Dükânı	23	15.550	Han	4	13.400
Helvacı Dükânı	23	25.455	Destihane	1	1.500
Duhancı Dükânı	5	3.700	Kalaycı Dükânı	5	2.700
Keçeci Dükânı	6	3.240	Mumcu Dükânı	1	400
Terzi Dükânı	26	11.927	Hamam	1	300

Tablo 12.2: Bolvadin’de Ticari Emlak Sayı ve Kıymetleri

Dükân Çeşitleri	Bab	Kıymeti	Dükân Çeşitleri	Bab	Kıymeti
Eskici Dükânı	3	3.200	Haşhaş Dükânı	11	9.700
Bulgur Kârhanesi	5	4.000	Doğramacı Dükânı	1	400
Demirci Dükânı	16	15.450	Kemeci Dükânı	1	500
Nalbant Dükânı	3	1.700	Yazıcı Dükânı	1	400
Pekmezci Dükânı	11	18.275	Katranlı Dükânı	1	700
Berber Dükânı	4	2.800	Dikici Dükânı	8	2.799
Kahvehane	8	9.575	Boyacı Dükânı	1	1.000
Saraç Dükânı	1	800	Yağhane	4	1.950
Semerci Dükânı	1	200	Muytab Dükânı	1	800
Salhane Dükânı	1	50	Şerbetçi Dükânı	1	800
Asiyab (Değirmen)	13	49.880	Çömlek Dükânı	1	2.000
Ekmekçi Dükânı	6	6.700			

Yukarıdaki tablolar incelendiğinde 1840 (H.1256) tarihli Bolvadin Temettüat sayımlarında; 34 tane mağaza, 23 tane bakkal 23 tane helvacı dükânı, 6 tane keçeci dükânı, 26 tane terzi dükânı, 3 tane eskici dükânı, 5 tane bulgur kerhanesi, 16 tane demirci dükânı, 3 tane nalbant dükânı, 11 tane pekmezci dükânı, 4 tane berber dükânı, 8 tane kahvehane, 1 tane saraç dükânı, 1 tane semerci dükânı, 1 tane salhane dükânı, 13 tane asiyab (değirmen), 6 tane ekmekçi dükânı, 9 tane attar dükânı, 4 tane han, 1 tane destihane, 5 tane kalaycı dükânı, 1 tane mumcu dükânı, 1 tane hamam, 11 tane haşhaş dükânı, 1 tane doğramacı dükânı, 1 tane kemeci dükânı, 1 tane yazıcı dükânı, 1 tane katranlı dükânı, 8 tane dikici dükânı, 1 tane boyacı dükânı, 4 tane yağhane dükânı, 1 tane muytab dükânı, 1 tane şerbetçi dükânı ve 1 tane de çömlekçi dükânı bulunmaktadır.

O dönemde nüfusu 5.000 civarında tahmin edilen Bolvadin’de bakkal dükânı

sayısının 23 olması hizmet sektörünün yoğun olduğunun bir göstergesidir. Terzi, helvacı ve pekmezci mesleği mensuplarının sayısı olarak fazla olduğu görülmektedir. Ayrıca demirci dükkânı sayısının fazla olması küçük sanayinin (zanaatin) ileride olduğunun göstergesi kabul edilebilir.

Bolvadin ve civarında 13 adet değirmenin mevcut olduğu su gücüne dayalı bir enerji sisteminin de kullanıldığına göstergesidir.

Değirmenlerin maddi kıymetlerinin 50.000 kuruşa yakın olması ekonomik olarak sahiplerinin, kentin en güçlü sermaye grubunu temsil etmektedir.

Afyonkarahisar civarı haşhaş üretim merkezi olduğu için Bolvadin de 4 adet haşhaş yağhanesi bulunmaktadır.

Klasik diğer Temettüat çalışmalarında görüldüğü gibi pek çok meslek ve Dükkân şehir merkezinde bulunmaktadır.

Osmanlı imparatorluğunda o güne kadar alınan vergiler içerisinde Temettüat (gelir) vergisinde rastlanılmaması XIX. yüzyılın ilk yarısında böyle bir verginin irade buyrulması ekonomik yapının Batı (İngiltere, Fransa vb.) ekonomileriyle uyumlaştırılma süreciyle ilişkilidir. Dükkân, ev, gibi taşınmazların rant değerleriyle ifade edilmesi bunun bir göstergesidir. Bunun örneği Bolvadin merkezinde 34 tane kiralık Dükkânın (mağaza) olması bunun en büyük göstergesidir.

Tablo 13: Bolvadin Mahalle ve Köylerinde, Ticari Emlakların Sayı ve Kıymetleri

Mahalleler	Toplam Bab	Toplam Kıymet
Nefs-i Bolvadin Mahallesi	106	102.610
Alaca Mahallesi	55	40.570
Yenice Mahallesi	39	22.258
Kestement Mahallesi	19	12.000
Şeyhler Nam Ağılönü Mahallesi	2	2.300
Hisar Mahallesi	52	39.262
Elekman Mahallesi	0	0
Bolvadin Merkez Toplam	273	219.000
Özburun Karyesi	2	5.000
Dişli Karyesi	8	24.000
Genel Toplam	283	248.000

XIX. yüzyılın başlarında Bolvadin'in merkez mahallelerinde toplam 274 adet Dükkân gözükmetedir. Dükkânların %37 si Nefs-i Bolvadin mahallesinde olup mahallede toplam 106 adet Dükkân bulunmaktadır. Alaca mahallesinde 55 adet, Yenice mahallesinde 39 adet, Kestement mahallesinde 19 adet, Şeyhler Nam Ağılönü mahallesinde 2 adet, Hisar mahallesinde 52 adet Dükkân bulunmaktadır. Bolvadin'e bağlı köylerinde toplam 10 adet Dükkân bulunmaktadır.

Yukarıdaki tabloda ticari emlaklarının kıymetinin en yüksek Nefs-i Bolvadin mahallesinde olup en düşük Şeyhler Nam Ağılönü mahallesinde gözükmektedir. Elekman mahallesinde ise herhangi bir ticari emlak bulunmamaktadır.

Tarımsal Yapı

XIX. yüzyılda Bolvadin’de tarımsal yapı iktisadi olarak büyük bir yer kaplamaktadır. Zira tarım ile ilgilenen hane sayısı oranı, toplam iktisadi katkı yapan hanelerin %43,2’sini oluşturmaktadır.

Bolvadin’de toprakların çoğu tarla olarak kullanılmaktadır. Tarlaların dışında çayır, bağ, bahçe-sebze bahçesi, harman yeri, çeyiz eşçarı ve söğüt eşçarı tarımsal alanları bulunmaktadır.

Tablo 14.1.1: Bolvadin’de Toprak Çeşitlerinin Mahalle ve Köylere Göre Dağılımı

Toprak Çeşitleri		Nefs-i Bolvadin Mahallesi	Alaca Mahallesi	Yenice Mahallesi	Kestement Mahallesi	Şeyhler Nam Ağılönü Mahallesi	Hisar Mahallesi
Voyvoda Toprağı	Kır Dönüm	2473,5	2552,5	2571,5	852,2	429,5	1155
	Sulu Dönüm	318	597,5	264	335,5	11	94
Tarla-1	Dönüm	1366	1021,5	1067,5	792,5	1381	247
Tarla-2	Dönüm	1072,5	543,5	309,75	303,5	812	210
Tarla-3	Dönüm	346	130	113,5	134	377	57,5
Tarla-4	Dönüm	93	108	52	23	76	44
Tarla-5	Dönüm	30	18	13	5	42	15,5
Başkasının Toprağı	Dönüm	1147	997	707	284	156	237,5
Mezru Tarla	Dönüm	1836,5	1344	1512,5	671	915	429,5

Tablo 14.1.2: Bolvadin’de Toprak Çeşitlerinin Mahalle ve Köylere Göre Dağılımı

Toprak Çeşitleri		Nefs-i Bolvadin Mahallesi	Alaca Mahallesi	Yenice Mahallesi	Kestement Mahallesi	Şeyhler Nam Ağılönü Mahallesi	Hisar Mahallesi
Çayır	Dönüm	997	812	319	116,5	11	57
	Kıymeti	10150	7432,5	3120	1285	110	540
Bağ	Dönüm	44	39	6,25	60,5	1	15
	Kıymeti	3140	2842,5	600	6215	50	1150
Bahçe/Sebze Bahçesi	Dönüm	10	20,25	1,75	4,5	-	3,25
	Kıymeti	1000	1662,5	125	420	-	350
Harman Yeri	Dönüm	14	17	2	-	-	-
	Kıymeti	380	597,5	50	-	-	-
Çeyiz	Dönüm	-	-	-	1	-	-

Eşçarı	Kıymeti	-	-	-	40	-	-
Söğüt	Dönüm	-	-	-	31	-	2
Eşçarı	Kıymeti	-	-	-	310	-	20
Bataklık	Bab	-	22,5	-	-	-	-
	Kıymet	-	862	-	-	-	-

Tablo 14.2: Bolvadin’de Toprak Çeşitlerinin Mahalle ve Köylere Göre Dağılımı

Toprak Çeşitleri		Elekman Mahallesi	Bolvadin Merkez	Dişli Karyesi	Özburun Karyesi	Genel Toplam
Voyvoda Toprağı	Kır Dönüm	3590	13624,2	1831	788	16243,2
	Sulu Dönüm	245,5	1865,5	32	0	1897,5
Tarla-1	Dönüm	224,5	6100	893,5	1316	8309,5
Tarla-2	Dönüm	115	3366,25	785	436,5	4587,75
Tarla-3	Dönüm	26	1184	632	97	1913
Tarla-4	Dönüm	12	408	408	0	816
Tarla-5	Dönüm	27	150,5	135	0	285,5
Başkasının Toprağı	Dönüm	87,5	3616	0	7	3623
Mezru Tarla	Dönüm	1333,5	8042	1791	996,5	10829,5
	Dönüm	105,5	2418	47	-	2465
Çayır	Kıymeti	1055	23692,5	470	-	24162,5
	Dönüm	3,5	169,25	-	-	169,25
Bağ	Kıymeti	450	14447,5	-	-	14447,5
	Dönüm	0,75	40,5	6,5	13,25	60,25
Bahçe/Sebze Bahçesi	Kıymeti	117	3674,5	389,5	780	4844
	Dönüm	-	33	-	-	33
Harman Yeri	Kıymeti	-	1027,5	-	-	1027,5
	Dönüm	-	1	-	45	46
Çeyiz Eşçarı	Kıymeti	-	40	-	1560	1600
	Dönüm	-	33	-	-	33
Söğüt Eşçarı	Kıymeti	-	330	-	-	330
	Bab	-	22,5	-	-	22,5
Bataklık	Kıymet	-	862	-	-	862

Yukarıdaki tablo incelendiğinde Tarlaların değerleri yer yer fark ettiğinden Tarlalar çeşitlendirilmiştir. Bolvadin ve köylerinde toplamda 108.541,4 dönüm tarım arazisi bulunmaktadır. Bu arazilerin 19.309 dönümü Nefs-i Bolvadin mahallesinde, 16.820,75 dönümü Alaca mahallesinde, 14.155,75 dönümü Yenice mahallesinde, 7.834,6 dönümü Kestement mahallesinde, 9.553,5 dönümü Şeyhler Nam Ağılönü mahallesinde, 5.783,75 dönümü Hisar mahallesinde, 12.919,25 dönümü Elekman mahallesinde bulunmaktadır. Bolvadin’e bağlı Dişli karyesinde 14.187 dönüm, Özburun karyesinde 7.977,75 dönüm arazi bulunmaktadır.

Tarımsal Toprakların Değerleri (Kıymetleri)

Değer kayıtları; toplam tarla, çayır, bağ, bahçe-sebze bahçesi, harman yeri, çeyiz eşçarı, söğüt eşçarı ve bataklık olarak tutulmuştur. Toplam tarla değerleri

itibariyle en yüksek değer alaca mahallesi tarlalarına ait olup sulama imkanlarının (Akarçay'ın) geniş olması nedeniyle açıklanabilir. En düşük tarla değerlerinin Şeyhler Nam Ağılönü mahallesine ait olmasının nedeni ise Eber gölü (Eber gölünün alçalıp yükselmesi)'nün bıraktığı tuzlu sulardır. Pekmezci Dükkânının fazla olmasına rağmen bağ ve bağcılığın sayısının az olması paradoksal bir durum arz etmektedir. Tarım ve sulama tekniğinin gelişmesiyle XX. yüzyılın başlarında bu alanlar kurutulup tarım alanı olarak kullanma imkanına kavuşacaktır.

Tablo 15.1: Toprak Çeşitlerinin Mahalle ve Köylere Göre Değerleri

Toprak Çeşitleri		Nefs-i Bolvadin Mahallesi	Alaca Mahallesi	Yenice Mahallesi	Kestement Mahallesi	Şeyhler Nam Ağılönü Mahallesi
Toplam Tarla	Değerleri	11,358	13,023	8,96	12,038	7,454
Çayır	Değerleri	10,181	9,153	9,781	11,03	10
Bağ	Değerleri	71,364	72,885	96	102,727	50
Bahçe/ Sebze Bahçesi	Değerleri	100	82,099	71,429	93,333	-
Harman Yeri	Değerleri	27,143	35,147	25	-	-
Çeyiz Eşçarı	Değerleri	-	-	-	40	-
Söğüt Eşçarı	Değerleri	-	-	-	10	-
Bataklık	Değerleri	-	38,311	-	-	-

Tablo 15.2: Toprak Çeşitlerinin Mahalle ve Köylere Göre Değerleri

Toprak Çeşitleri		Hisar Mahallesi	Elekman Mahallesi	Bolvadin Merkez (Ort.)	Dişli Karyesi	Özburun Karyesi	Genel (Ort.)
Toplam Tarla	Değerleri	11,635	9,056	10,533	9,834	8,125	10,25
Çayır	Değerleri	9,474	10	9,798	10	-	9,802
Bağ	Değerleri	76,667	128,571	85,362	-	-	85,362
Bahçe/ Sebze Bahçesi	Değerleri	107,692	156	90,728	59,923	58,868	80,398
Harman Yeri	Değerleri	-	-	31,136	-	-	31,136
Çeyiz Eşçarı	Değerleri	-	-	40	-	34,667	34,783
Söğüt Eşçarı	Değerleri	10	-	10	-	-	10
Bataklık	Değerleri	-	-	38,311	-	-	38,311

Hayvancılığın Yapısı

Tablo 16: Bolvadin’de Hayvan Çeşitlerinin Toplam Adetleri

	Büyükbaş	Küçükbaş	Koşum	Binek	Diğer	Toplam
Bolvadin Merkez Toplam Adet	1727	14157	1590	1486	429	19389
Dişli Karyesi Toplam Adet	319	1688	244	259	7	2517
Özburun Karyesi Toplam Adet	251	1032	244	192	7	1726
Genel Toplam	2297	16877	2078	1937	443	23632

TABLO 17: Bolvadin’de Hayvan Çeşitlerinin Toplam Kıymetleri

	Büyükbaş	Küçükbaş	Koşum	Binek	Diğer	Toplam
Bolvadin Merkez Toplam Adet	589856	396388	456095	282890	6480	1731709
Dişli Karyesi Toplam Adet	102375	51303	74245	58050	105	286078
Özburun Karyesi Toplam Adet	74393	28430	53190	38230	105	194348
Genel Toplam	766624	476121	583530	379170	6690	2212135

Bolvadin merkez mahallelerinde toplamda 1.727 büyükbaş, 14.157 küçükbaş, 1.590 koşum, 1.486 binek ve 429 tane diğer hayvan türleri bulunmaktadır.

Bolvadin’in köylerinden Dişli karyesinde 319 büyükbaş, 16.88 küçükbaş, 244 koşum 259 binek ve 7 tane diğer hayvan türleri bulunmaktadır.

Özburun karyesinde, 251 büyükbaş, 1.032 küçükbaş, 244 koşum, 192 binek ve 7 adet diğer hayvan türü bulunmaktadır.

Bolvadin de köyler ile toplamda 2.297 büyükbaş, 16.877 küçükbaş, 2.078 koşum, 1.937 binek, 443 adet diğer hayvan türleri bulunmaktadır.

Tarımsal faaliyetin en önemli kısmı büyükbaş ya da küçükbaş hayvancılıktır. Büyükbaş ya da küçükbaş hayvancılık tarım bölgelerinde çift sürmek, taşımacılık yapmak, üretim yapmak ve tarlaların gübre ihtiyacını karşılamak için pek çok özelliğe sahiptir. Hayvanlar bir tarım işletmesinde tarımsal faaliyetin yardımcı araçları olarak değerlendirilebilir. Aynı zamanda bir hanenin en önemli geliri durumlarından biridir. Bolvadin küçükbaş ya da büyükbaş hayvancılığın büyük ölçüde yapıldığı bir bölge olduğu görülmektedir. Şehir merkezinde ve köylerinde aynı oranda görülmektedir. Hayvan cinsleri ise bölgenin coğrafi yapısı ile ilgili olup Temettüat’a konu olan Bolvadin merkez ve iki köy coğrafi yapı itibarıyla ovardır.

Bolvadin’de yetişen çiftlik hayvanlarından öncelikle büyükbaş ve küçükbaş olarak ayırmak söz konusudur. Büyükbaş hayvanlar daha çok ekim hizmetleri için kullanılırken koşum hayvanları ise genelde çift sürmede kullanılmaktadır. Diğer hayvan türü olan binek hayvanlar ise taşımacılık faaliyetleri doğrultusunda kullanılmaktadır. Küçükbaş hayvanlar ise koyun ve keçiden

ibaret olup arıcılık faaliyeti bu bölgede yoğun değildir.

Hayvanların Birimsel Değerleri (Kıymetleri)

Tablo 18: Hayvan Çeşitlerinin Birimsel Değerleri (Kıymetleri)

Hayvan Varlığı	En Düşük Birimsel Değerler	En Yüksek Birimsel Değerler
S. Karasığır İneği	118,52	138,44
Kısır Karasığır İneği	30	101,3
Karasığır Düğesi	21,67	40,59
Karasığır Tosunu	29,82	47,48
Karasığır Danası	21,92	100
Karasığır Öküzü	203,28	366,53
Camus Öküzü	322,5	631,82
S. Camus İneği	315,79	406,67
K. Camus İneği	271,43	365,38
Camus Düvesi	125,24	163,64
Camus Danası/Malakı	96,15	187,5
Bargir	283,33	560
Merkep	133,25	188,69
Kısrak	284,21	506,67
Tay	114,29	212,5
Arı Kovanı	14,86	15,77
Sağman Koyun	26,47	30,98
Kısır Koyun	21,49	27,07
Şişek	15,78	26,43
Sağman Keçi	21,71	28,01
Koç	25	40
Kısır Keçi	21,36	24,52
Çebiş Keçi	18,03	25,45
Ergeç (Erkek Keçi)	30	30
Toklu	19,09	25
Eseb	236,36	600
Koyun Yatağı	15	30
Kotan	200	210
Deve	746	863,64
İğdiç	325	600
Potuk	250	250
Katır	400	400

Değer kayıtları; S. Karasığır İneği, Kısır Karasığır İneği, Karasığır Düğesi, Karasığır Tosunu, Karasığır Danası, Karasığır Öküzü, Camus Öküzü, S. Camus İneği, K. Camus İneği, Camus Düvesi, Camus Danası/Malakı, Bargir, Merkep, Kısrak, Tay, Arı Kovanı, Sağman Koyun, Kısır Koyun, Şişek, Sağman Keçi, Koç, Kısır Keçi, Çebiş Keçi, Ergeç (Erkek Keçi), Toklu, Eseb, Koyun Yatağı, Kotan, Deve, İğdiç, Potuk, Katır olarak tutulmuştur. Hayvancılıkta kullanılan hayvanların birimsel değerlerinin, mahallelerce ve köylerce detaylı tablosu ek kısmında mevcuttur.

Servet Dağılımı

Tablo 19: Bolvadin Mahalle ve Köylerinde Servet Dağılımı

Servet Aralığı (kuruş)	0-499	500-999	1000-1999	2000-2999	3000-3999	4000-4999	5000-5999	6000+
Nefs-İ Bolvadin Mahallesi	21	42	69	27	25	15	12	28
Alaca Mahallesi	18	28	38	32	21	16	7	19
Yenice Mahallesi	13	23	49	33	15	9	5	14
Kestement Mahallesi	10	30	34	32	17	7	4	8
Şeyhler Nam Ağılonü Mahallesi	6	11	23	21	14	5	2	7
Hisar Mahallesi	8	9	25	28	6	7	4	4
Elekman Mahallesi	3	14	24	19	9	7	1	7
Bolvadin Merkez	79	157	262	192	107	66	35	87
Dişli Karyesi	2	6	11	22	10	8	12	18
Özburun Karyesi	2	5	17	18	12	4	2	14
Genel Toplam	83	168	290	232	129	78	49	119

1840 (H.1256) Temettüat sayımlarındaki hanelerin toplam gelirlerinin mahallelerce servet dağılımının tespit edilebilmesi adına servet değerleri dilimler halinde tasnif edilmiştir.

Servet dağılımı tablosu kontrol edildiğinde Nefs-i Bolvadin mahallesinde servet dağılımının yoğunluğu 69 hane ile 1000-1999 kuruş aralığı gözükmektedir. Alaca mahallesinde 38 hane ile 1000-1999 kuruş, Yenice mahallesinde 49 hane ile 1000-1999 kuruş, Kestement mahallesinde 34 hane ile 1000-1999 kuruş, Şeyhler Nam Ağılonü mahallesinde 23 hane ile 1000-1999 kuruş, Hisar mahallesinde 28 hane ile 2000-2999 kuruş, Elekman mahallesinde 24 hane ile 1000-1999 kuruş gözükmektedir. Bolvadin'e bağlı köylerde ise yoğunluk toplamda 40 hane ile 2000-2999 kuruş aralığı gözükmektedir.

Tablo 20: Bolvadin'de Servet Dağılımı Oranları

Servet Dağılımı (kuruş)	Genel Toplam	%Genel Toplam
6000+	119	%10
5000-5999	49	%4
4000-4999	78	%7
3000-3999	129	%11
2000-2999	232	%20
1000-1999	290	%25
500-999	168	%15
0-499	83	%7

Yukarıdaki tablo incelendiğinde en yoğun servet dağılım aralığı %25 ile 1000-1999 kuruştur. 1000-1999 kuruş servete sahip toplam 290 hane bulunmaktadır.

En yoğun ikinci servet dağılım aralığı, %20 ile 2000-2999 kuruştur. 2000-2999 kuruş servete sahip toplam 232 hane mevcuttur.

En yoğun üçüncü servet dağılım aralığı, %15 ile 500-999 kuruştur. 500-999 kuruş servete sahip toplam 168 hane bulunmaktadır.

En az haneli servet dağılım aralığı %4 ile 5000-5999 kuruştur. 5000-5999 kuruş servete sahip toplam 49 hane bulunmaktadır.

6000 kuruş ve üstü servete sahip olan hane sayısı 119 ile toplam servete oranı %10'dur. Böylelikle Bolvadin ve Bolvadin'e bağlı köylerin toplam serveti 2.217.319 kuruş olmaktadır.

Sonuç

Tanzimat ile Osmanlı İmparatorluğu mali sisteminde değişiklikler meydana gelmiştir. Osmanlı Devleti'nin sosyal ve kültürel modernleşmesi çabaları, imparatorluğun en uzun yüzyılı sayılan son yüzyılda meydana geldiği gibi, devletin idari, mali, askeri ve iktisadi yapısının yeniden organizasyonu da yine bu yüzyıldadır. Osmanlı Ordusu'nun modernizasyonu ile devletin mali kurumları da bu yenileşme çabasından pay almıştır. Mali sistemini kontrol altına almak isteyen devlet, bu konuda 1831 yılında nüfus sayımı yapmıştır. Nüfus sayımından sonra da yeni vergi kaynaklarına ulaşmak için 1840 (H.1256) ve 1845 (H.1261) yıllarında mali sayım adı altında, Temettüat sayımları yapmıştır. Osmanlı İmparatorluğu'nun ekonomik ve mali yapısı için temettüat defterleri oldukça önemlidir, çünkü halkın gelir kaynağına göre temettü vergileri bu defterlere göre hesaplanmaktadır. Bu çalışmanın amacı temettüat defterlerinin incelenerek Osmanlı ekonomik ve mali yapısı için fikir elde etmektir.

XIX. yüzyıl Osmanlı Devleti için önemli bir kavşak noktasını oluşturmaktadır. Batı ekonomilerinde meydana gelen sanayi devrimi yavaş yavaş dünyayı etkisi altına alarak Devlet-i Aliyye için zor zamanların başlangıcını oluşturmuştur. Osmanlı Devleti XIX. yüzyılda başta Çarlık Rusya'sı ile savaşmak zorunda kalmıştır. Aynı zamanda iç karışıklıklarda başlamış ve Mısırda Kavalalı isyanı, Yunan İsyancıları ile uğraşmak zorunda kalmıştır. 1826 yılında yeniçeri ocağının kaldırılması, devletin asker ihtiyacını artırmış olup, 1831'deki nüfus sayımının yapılmasına zemin hazırlanmıştır. Yine aynı dönemde mali sistemdeki tıkanıklıkların açılması için mali sayımlar yapılmıştır. İşte bu mali sayımların başında 1840 (H.1256) ve 1845 (H.1261) dönemleri arasındaki Temettüat sayımları bu tıkanıklığı açma çabasından başkaca da bir şey değildir.

Maliye alanında yapılan değişikliklerin başında o güne kadar (Osmanlı Klasik Çağından, 19.yy'a) alınan vergiler tamamen ilga edilmiş olup, onların yerine yeni bir vergi türü olan Temettüat vergisi geliştirilmiştir. Bu yeni geliştirilen

verginin tahsili içinde imparatorluğa bağlı pek çok yeni mali envanterler oluşturulmuştur. Bu envanterlerde halkın elinde bulunan arazi, hayvan ve Dükkânların kayıtları tutulmuştur. Bu mali kayıtlar Temettüat adı verilen defterlere kaydedilmiştir. Bu kayıtlar sonucunda, dönemin iktisadi kalemleriyle ilgili pek çok veri toplanmıştır.

Bolvadin gerek kültürel gerekse ekonomik ve demografik açıdan Osmanlı İmparatorluğu'nun diğer kazalarını temsil etme niteliğine haizdir. Bu nedenle Bolvadin temettüat defterleri incelenerek Osmanlı İmparatorluğu ekonomik ve mali sistemi hakkında fikirler elde edilmeye çalışılmıştır. Bolvadin, günümüzde Afyonkarahisar'a bağlı bir ilçe olarak varlığını sürdüren bir yer olup, Türkiye coğrafyasının İç Batı Ege ile İç Anadolu arasındadır. Dönem itibarıyla Bolvadin, Anadolu'daki ortalama büyüklüğe sahip bir şehirdir. Aynı zamanda Sancağa bağlı bir kaza merkezi olup Temettüat'a konu olan iki köyü de mevcuttur. Şehir Merkezinde toplam 7 tane mahalle bulunmaktadır. Makalemizin konusunu oluşturan 1840 (H.1256) tarihini kapsayan Temettüat defteri, XIX. yüzyıla Osmanlı genel sayımlarının ikincisini oluşturmaktadır (Birincisi 1831 nüfus sayımıdır). 1840 (H.1256) tarihli Bolvadin Temettüat defterini temel gösterge olarak dönemin iktisadi ve sosyal yapısını inceleyerek, çeşitli değerlendirmelerde bulunulmuştur. Yine o dönemde başta Bolvadin merkez olmak üzere, merkeze bağlı köylerden Dişli ve Özburun karyelerinde mevcut hane sayıları, hane halkının reislerinin iktisadi gelirleri, küçük ve büyükbaş hayvanları ile meslekleri tespit edilmiştir.

Araştırmamız sonucunda dönemin temel iktisadi faaliyetinin tarım ve hayvancılık olduğu, esnafılığı meslek olarak yapanların sayı ve çeşitleri de azımsanmayacak kadar çok olduğu sonucu ortaya çıkmıştır ki bu da önceki akademik çalışmaları doğrulamaktadır. Bolvadin'de 14 tane asiya (değirmen), 23 tane bakkal, 23 tane helvacı, 11 tane haşhaş Dükkânı, 9 tane attar Dükkânı, 16 tane demirci Dükkânı, 34 tane kiralık Dükkân bulunmaktadır. Bu da dönemde Osmanlı İmparatorluğu'nda değirmencilik, demircilik ve ticaretin de canlı olduğunu göstermektedir. Yani temel iktisadi faaliyet tarım ve hayvancılık olsa bile ticaret ve küçük zanaat faaliyetlerinin de azımsanamayacağı söylenebilir.

1840 (H.1256) Temettüat sayımlarında Bolvadin'de (voyvoda toprakları dahil) toplam ekili 48504,95 dönüm tarla gözükmektedir. Ekimi yapılmamış 23180,95 dönüm tarla bulunmaktadır. Bu da Osmanlı İmparatorluğu'nda her ne kadar tarımın önemli bir iktisadi faaliyet olsa da ekilmeyen arazilerin de bulunduğu sonucunu göstermektedir. Gelecek araştırmacılar Osmanlı İmparatorluğu'nda XIX. yüzyılda ekilmeyen arazilerin çokluğunu araştırmalıdır ki literatürde bu yöndeki boşluk böylece doldurulabilir.

Bolvadin'de hayvancılığın da gelişmiş olması dönemde Osmanlı İmparatorluğu'nda hayvancılığın ekonomide önemli yer tuttuğu sonucunu

doğrulmaktadır. Bolvadin’de köyler ile toplamda 2.397 büyükbaş, 16.877 küçükbaş, 2.078 koşum, 1.937 binek, 447 adet de diğer Ticari hayvan türleri bulunmaktadır. Bunların o günkü kıymetlerinin toplam 1.628.605 kuruştur. Bolvadin’de toplamda 32 çeşit ticari hayvan bulunmaktadır. Bolvadin merkez mahalle ve köylerinde hayvanların değerlerinin değiştiği gözükmektedir. Karasığır öküzü 203,28-366,53 kuruş, camus düvesi 125,24-163,64 kuruş, sağman koyun 26,47- 30,98 kuruş, deve 746-863,64 kuruş, koç 25-40 kuruş aralığında gözükmektedir.

Bolvadin merkez mahallelerinin servetleri incelendiğinde nüfusu kalabalık olan mahallelerin servetlerinin daha yüksek olduğu ancak toplam servetlerin hane halklarına oranlandığında ise mahalleler arası farkın çok olmadığı görülmüştür. Bu da Osmanlı İmparatorluğu’nda XIX. Yüzyılda gelir dağılımında adaletin sağlandığı sonucuna bizi ulaştırmaktadır.

Bununla beraber çalışmamız Bolvadin ilçesi temettüat defterleri ile sınırlıdır. Bolvadin ilçesi; demografik, kültürel ve ekonomik açıdan geleneksel Osmanlı İmparatorluğu kazalarını temsil kabiliyetine haiz olsa da sonuçta çalışmanın bir sınırı mevcuttur. Dönem itibariyle Bolvadin merkez ve köylerinde gayrimüslim nüfusu bulunmamaktadır. Dolayısıyla gayrimüslim nüfusun bulunduğu yerdeki temettüat defterlerinin veya ekonomik yapının incelenmesi farklı sonuçları karşımıza çıkarabilecektir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

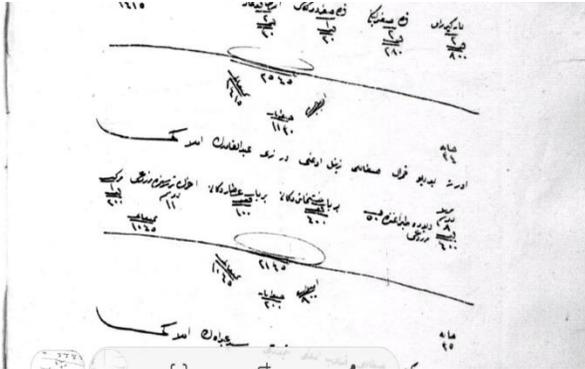
Kaynakça / References

- Behar, C. (2011). Osmanlı İmparatorluğunun ve Türkiye'nin Nüfusu 1500-1927, Tarihi İstatistikleri Dizisi Cilt: II, Başbakanlık Devlet İstatistik Enstitüsü Yayını, Ankara.
- Bayar, M. (2004). Bolvadin Tarihi (Kurumları, Yöneticileri, Yetiştirdiği Kişiler), Doğuş & Bilge Yayınevi, İstanbul.
- Çakır, C. (2001). 19.Yüzyılda bir Anadolu Şehri Niksar Ekonomi ve Sosyal Yapı, Alfa Yayınları, İstanbul.
- Eldem, V. (1994). Osmanlı İmparatorluğu İktisadi Şartları Hakkında Bir Tetkik, Türk Tarih Kurumu Yayını, Ankara.
- Falay, N. (1989) Maliye Tarihi, Filiz Kitabevi, İstanbul.
- İnalçık H. (2000). Osmanlı İmparatorluğunun Ekonomik ve Sosyal Tarihi-I, 1300-1600, (çev. Halil Berktaş), Eren Yayınları, İstanbul.
- Karal, E.Z. (2010). Osmanlı İmparatorluğunda İlk Nüfus Sayımı 1831, İkinci Baskı, Devlet İstatistik Enstitüsü Yayını, Ankara.
- Kütükoğlu, M. (1995). Osmanlı Sosyal ve İktisadi Tarihi Kaynaklarından Temettü Defterleri, *Belleten*, Cilt: 50, Sayı: 225, Türk Tarih Kurumu Yayını, Ankara.
- Maliye Nezareti, Temettüat Defterleri Kataloğu, No: 15115-17541 Cilt:IX (Osmanlıca Metin), Bolvadin Temettüat Defteri
- Öztürk, S. (2003). Türkiye'de Temettuat Çalışmaları. *Türkiye Araştırmaları Literatür Dergisi*, (1), 287-304.
- Pakalın, M.Z. (1993). Osmanlı Tarih Deyimleri ve Terimleri Sözlüğü, Cilt: III, Millî Eğitim Bakanlığı Yayınları, İstanbul, 1993.
- Serin, M. (1998). Osmanlı Arşivi'nde Bulunan Temettuat Defterleri. Başbakanlık I. Millî Arşiv Şurası, 20- 21 Nisan, 717- 728, 1998, Ankara.
- Yükçü, S., Fidancı, A. G. N., Soysal, U. U. (2014). Osmanlı Devleti'nde Temettuat Defterleri'nin Önemi ve Vergisel Açından Değerlendirilmesi: Tire Kazası Örneği, *Muhasebe ve Finans Tarihi Araştırmaları Dergisi*, (7), ss.170-199

Ekler

Ek 1

Zeyneloğlu Abdülkadir, Hisar Mahallesi 34. Hane



Ek 2

Nefs-i Bolvadin Mahallesi Temettuat





2023, 12 (3), 2187-2209 | Araştırma Makalesi

Finans Alanında Makine ve Derin Öğrenmenin Kullanılması: Lisansüstü Tezlerde Sistemik Literatür Taraması

İsmail Fatih CEYHAN¹

Öz

İnsanoğlu makinelerin insanlar gibi düşünebildiği ve hareket edebildiği bir çağın başlangıcında bulunuyor. Bu durum her ne kadar ürkütücü görünse de, akademide ilgi gören ve üzerinde artan miktarda çalışmalar gerçekleştirilmeye başlanan bir konudur. Makine öğrenmesi ve derin öğrenmeyle oluşturulan yapay zeka pek çok alanda olduğu gibi, finans alanında da çokça kullanılmaktadır. Bu çalışmalar içerisinde yurt içinde ve yurt dışında yayınlanan makale, kitap, kitap bölümleri, sempozyum bildirileri olduğu gibi, gerçekleştirilen yüksek lisans ve doktora tezleri de yer almaktadır. Bu tür çalışmalarda gelinen son durumu tespit etmek ve literatürdeki boşlukları ortaya çıkarmak amacıyla sistemik literatür taramaları yapılmaktadır. Bu çalışmada, Türkiye’de gerçekleştirilen ve uygulama bölümlerinde finans alanında makine öğrenmesi ve derin öğrenme tekniklerinin kullanıldığı lisansüstü tezler sistemik literatür taraması ile incelenmektedir. Araştırma, 2018-2023 yılları arasındaki dönemde yapılan çalışmaları kapsamaktadır. Araştırmanın sonucunda, konuyla ilgili yapılan tezlerde makine ve derin öğrenme yöntemlerinin en çok finansal enstrümanların gelecekteki fiyatlarının tahminlemede, ardından sırasıyla finansal risklerin tespit edilmesinde, kurumsal finansal başarısızlık ve iflas tahmininde ve ayrıca portföy optimizasyon modellerinde kullanıldığı belirlenmiştir. İlgili dönem boyunca, yapılan tez çalışmalarının sayılarında artan bir grafik bulunmaktadır. Bu çalışmalarda genellikle birden fazla algoritmanın uygulamadaki başarıları karşılaştırılarak en başarılı sonuçlar belirlenmeye çalışılmıştır. En çok çalışılan tez konusunun makine öğrenmesiyle kredi riskinin analizi olduğu, ardından makine öğrenmesiyle hisse senedi fiyat tahmininin geldiği ortaya çıkmıştır. En çok kullanılan algoritmaların karar ormanı, karar ağacı ve uzun-kısa dönem hafıza algoritmaları olduğu tespit edilmiştir. Lisansüstü tez konusu olarak sosyal bilimlerden daha çok, fen bilimleri temel alanında tercih edildiği ve yazılan tezlerin en çok bilgisayar mühendisliği ana bilim dalında hazırlandığı, ardından işletme ana bilim dalında hazırlanan tezlerin geldiği ortaya çıkmıştır.

Anahtar Kelimeler: Derin Öğrenme, Finans, Makine Öğrenmesi, Meta Analiz, Sistemik Literatür Taraması

Ceyhan, İ. F. (2023). Finans Alanında Makine ve Derin Öğrenmenin Kullanılması: Lisansüstü Tezlerde Sistemik Literatür Taraması . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 2187-2209 .
<https://doi.org/10.15869/itobiad.1329889>

Geliş Tarihi	19.07.2023
Kabul Tarihi	19.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, Bartın Üniversitesi, İktisadi ve İdari Bilimler Fakültesi, İşletme Bölümü, Bartın, Türkiye, ifceyhan@gmail.com, ORCID:0000-0002-4314-7374



2023, 12 (3), 2187-2209 | Research Article
Using Machine and Deep Learning in Finance: A Systematic Literature
Review of Graduate Theses

İsmail Fatih CEYHAN ¹

Abstract

Humanity is at the beginning of an era in which machines can think and act like humans. As daunting as this may seem, it is gaining attention in academia, and more work is being carried out on it. Artificial intelligence created with machine learning and deep learning is widely used in finance and many other fields. These studies include articles, books, book chapters, symposium proceedings, and master's and doctoral theses published in Türkiye and abroad. Systematic literature reviews are conducted to determine the state of the art in such studies and identify literature gaps. In this study, a systematic literature review is conducted to examine the postgraduate theses conducted in Türkiye in which machine learning and deep learning techniques are used in the field of finance in the application sections. The research covers the studies conducted in the period between 2018 and 2023. As a result of the research, it is determined that machine and deep learning methods are primarily used in predicting future prices of financial instruments, followed by the detection of financial risks, corporate financial failure, bankruptcy prediction, and portfolio optimization models. During the relevant period, there is an increasing trend in the number of thesis studies. In these studies, the success of more than one algorithm in practice is usually compared to determine the most successful results. The most studied thesis topic was credit risk analysis with machine learning, followed by stock price prediction with machine learning. The most commonly used algorithms are decision forest, decision tree, and long-short term memory algorithms. It has been revealed that science is preferred as the subject of a graduate thesis rather than social sciences. The theses written are primarily prepared in the computer engineering major, followed by those prepared in the business administration major.

Keywords: Deep Learning, Finance, Machine Learning, Meta Analysis, Systematic Literature Review

Ceyhan, İ. F. (2023). Using Machine and Deep Learning in Finance: A Systematic Literature Review of Graduate Theses, *Journal of the Human and Social Science Researches*, 12 (3) , 2187-2209 . <https://doi.org/10.15869/itobiad.1329889>

Date of Submission	19.07.2023
Date of Acceptance	19.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Assist. Prof. (PhD), Bartın University, Faculty of Economics and Administrative Sciences, Department of Business Administration, Bartın, Türkiye, ifceyhan@gmail.com, ORCID:0000-0002-4314-7374

Giriş

Bilgisayar ve iletişim teknolojilerindeki gelişmeler bütün sektörlerde olduğu gibi finans sektöründe de köklü değişikliklere yol açmıştır. Yirminci yüzyılın son çeyreğinden itibaren bilgisayar ve yapay zekâ kullanımı finasta derin bir paradigma değişiminin önünü açarak, finans faaliyetlerini insanın yanı sıra makine merkezli hale getirmiş, insanlar gibi makinelerin de finans sektöründe birer aktör olarak yer almalarına neden olmuştur (Demirci, 2023). Yapay zekâ, insan zekasını taklit eden sistemler veya makineler anlamına gelir. Makine öğrenmesi ve derin öğrenme, yapay zekanın alt dalları olarak, verilerden öğrenerek çeşitli görevleri yerine getirebilen algoritmalar ve modeller geliştirmeyi amaçlayan tekniklerdir. Makine öğrenmesi, verilerdeki kalıpları belirlemek için istatistiksel ve matematiksel yöntemler kullanırken, derin öğrenme, çok katmanlı yapay sinir ağları kullanarak daha karmaşık ve soyut problemleri çözmeye çalışır. Bu iki yöntem, son yıllarda bilim, teknoloji, sağlık, eğitim, sanat gibi birçok alanda büyük ilerlemeler sağlamıştır. Finans alanı da makine öğrenimi ve derin öğrenme yöntemlerinin potansiyel faydalarından yararlanabilecek alanlardan biridir. Örneğin, çok yüksek miktarlarda haber ve veriyi derleyerek analiz eden bir yapay zekâ sistemi ile finansal teknik ve temel analizlere kısa sürede ve kolayca ulaşma imkânı sağlanabilmektedir (Cybermag, 05.07.2023). Finans, veriye dayalı ve akıllı çözümler gerektiren karmaşık ve dinamik problemler içerir. Bu problemler arasında finansal tahmin, risk yönetimi, dolandırıcılık tespiti, portföy optimizasyonu ve algoritmik ticaret gibi uygulamalar yer alır. Bu yöntemler, gizli korelasyonları ve bağımlılıkları ortaya çıkarma konusunda mükemmeldir ve hisse senedi fiyatları, döviz kurları ve emtia fiyatları gibi finansal değişkenlerin daha doğru tahmin edilmesine imkân tanımaktadır. Ayrıca finansal verilerdeki anormallikleri ve aykırı değerleri belirleyerek dolandırıcılık faaliyetlerinin erken tespit edilmesini sağlayabilir ve dinamik piyasa eğilimlerini yakalayarak yatırım portföylerini optimize edebilir.

Makine öğrenmesi ve derin öğrenmenin finans alanındaki uygulamalarıyla ilgili literatürdeki çalışmaların daha çok hisse senedi, döviz, altın vb. yatırım araçları için fiyat tahmini ve işletmeler için finansal başarısızlık tahmini amacıyla yapıldığı ancak Bitcoin fiyat tahminine yönelik olarak derin öğrenme gibi daha ileri düzey analizlerin kullanıldığı çalışmalarda da bir artış olduğu gözlemlenmektedir (Marne vd. 2021). Bu kapsamda son dönemde; Le & Viviani, (2023), Tuan vd. (2023), Kristóf & Virág, (2022), de Jesus & Besarria, (2023) bankaların iflas riskini ve başarısızlığını tahmin etme, Park vd. (2021) bankalar için sermaye yeterlilik oranının tahmin edilmesi, Owusu & Gupta, (2023) bankaların risk kültürünün belirlenmesi, Prisznyák (2022), kara para aklama ve terörün finansmanının önlenmesi, Lin & Bai R., (2022), işletmelerde borç finansmanının belirleyicilerini saptama, Mohapatra vd. (2022), hisse senedi getirilerini tahmin etme, Karkliis (2018), Petropoulos & Siakoulis, (2021), Nițoi vd. (2023) merkez bankası söylemlerinin piyasaya etkisini belirleme gibi konularda makine öğrenmesi uygulamaları yapılmıştır.

Finans alanında makine öğrenmesi ve derin öğrenme kullanımı ile ilgili çalışmaları kapsayan az sayıda sistematik literatür taraması çalışması mevcut bulunmakta ve bu çalışmalar çoğunlukla spesifik bir finans konusunda gerçekleştirilen dergi makalelerini kapsamaktadır. Örneğin; finansal zaman serisi tahmin uygulaması üzerine derin öğrenme çalışmaları (Sezer vd. 2019); temel finans ve bankacılık alanlarında derin öğrenme modellerinin uygulanmasına ilişkin çalışmalar (Huang vd. 2020); teknik analiz

kullanarak borsa tahmini için uygulanan derin öğrenme modellerine odaklanan çalışmalar (Li & Bastos, 2020); borsa hareket tahmini üzerine yapılan çalışmalar (Bustos vd. 2020); Avrupa Birliği'ndeki hisse senedi piyasalarının derin öğrenme kullanılarak tahmin edilmesini ele alan çalışmalar (Ketsetsis vd. 2020); kredi riski değerlendirmesi için mevcut araştırma yöntemleri ve makine öğrenmesi teknikleri hakkında yapılmış çalışmalar (Bhatore vd. 2020); finansal mühendislik ve makine öğrenmesi ile kurumsal temerrüt tahmini yapan çalışmalar (Kim vd. 2020); finansal piyasalarda derin öğrenmenin kullanıldığı çalışmalar (Olorunnimbe & Viktor, 2023) gibi literatür taraması çalışmaları mevcuttur. Türkiye'de yapılmış benzer bir çalışmada, bu çalışmanın konusuna yakın bir konu olan yapay zekâ ve finans konusunda yapılan çalışmaların sistematik literatür taramasına ulaşılmıştır (Yıldız, 2022). Söz konusu makalede genel olarak yapay zekâ çalışmaları incelenmiş, makine öğrenmesi ve derin öğrenme ile ilgili tez çalışmaları konusunda detaya inilmemiştir.

Bu makalede, finans alanında makine öğrenimi ve derin öğrenme yöntemlerinin kullanımına ilişkin detaylı bir çalışma planlanarak, Türkiye' de yazılmış lisansüstü tezlerin sistematik bir şekilde incelenmesi amaçlanmıştır. Finans alanında yapılan makine öğrenmesi ve derin öğrenme uygulamalı yüksek lisans ve doktora tez çalışmalarının söz konusu alana yaptıkları ana katkılara odaklanılmıştır. Çalışma kapsamında, temel çalışma konularını ve yeni tezler için araştırma boşluklarını ortaya çıkarmak amacıyla son 5 yılda (2018'den 2023'e kadar) kabul edilmiş tezlerin sistematik bir literatür taraması yürütülmüştür.

Bu kapsamda makalenin planı şu şekilde tasarlanmıştır; kavramsal çerçeve bölümünde makine öğrenimi ve derin öğrenme tekniklerinin temel kavramları, uygulama alanları ile fırsat ve zorlukları açıklanmaktadır. Yöntem bölümünde bu tekniklerin finans alanındaki uygulamalarına ilişkin lisansüstü tezlerden örnekler sunulmakta ve sistematik literatür analizi yapılarak ulaşılan bulgulara yer verilmektedir. Sonuç bölümünde ise araştırmadan elde edilen bulgular değerlendirilmekte ve araştırmacılara gelecekte yapacakları çalışmalar için öneriler sunulmaktadır.

Kavramsal Çerçeve

Yirminci yüzyılda bilgisayarların ortaya çıkmasıyla birlikte, Samuel (1959) " açık bir program olmaksızın bilgisayarlara öğrenme kabiliyeti veren bir disiplin" olarak makine öğrenimi kavramını önermiştir. Mitchell (1997), bu kavramı biraz daha geliştirerek, "bir bilgisayar programının, T görevlerindeki deneyimlerle P ile ölçülen performansı geliyorsa, bazı T görev sınıflarının P performans ölçütlerine göre E deneyiminden öğrendiği söylenir" demiştir. Bu durumda, örneğin kurumsal kredi temerrüt riskinin tahminine yönelik bir makine öğrenimi, gerçek kurumsal kredi bilgilerini (E) kullanarak kurumsal kredi riskini (T) tahmin etme görevini yerine getirmek için temerrüt göstergesini (P) geliştiren bir dizi süreç olarak tanımlanabilir. Kurumsal temerrüt tahminine ilişkin yapılan araştırmalar makine öğrenimi modellerinin kurumsal iflasın tahmininde daha iyi performans sergilediğini savunmaktadır (Barboza vd. 2017).

Bunun yanında finans alanındaki araştırmacılar için derin öğrenme konusunun, algoritmik ticaret ve portföy yönetimi gibi borsa verilerinin kullanıldığı çok sayıda finansal uygulama için en ilginç vakaları sunduğunu göstermiştir (Ozbayoglu vd. 2020). Bu kapsamda finans alanında yazılmış Web of Science indeksli makalelerde kredi riski, Bitcoin, portföy optimizasyonu, oynaklık, davranışsal finans, algoritmik ticaret, sigorta,

opsiyon fiyatlama, risk yönetimi, varlık fiyatlama ve iflas en sık kullanılan anahtar kelimelerdir (Demirci 2023, s.9-10). Bu arařtırmalar makine öğrenmesi konusunun finansal faaliyetlerle yakından ilgili olduğunu göstermektedir.

Bu konuyla ilgilenenler sadece arařtırmacılar değildir. Finansal kurum yöneticileri de sıklıkla yapay zekadan yararlanmaktadır. ABD'li finansal hizmetler yöneticisi 200 kişiye yapay zekâ kullanımı ve bunun etkisini belirlemek için uygulanan anketin sonuçlarına göre, katılımcıların yüzde yetmiş genel amaçlı makine öğrenimi kullandıklarını, yüzde elli ikisi ise derin öğrenme kullandıklarını ve kullanım alanlarının, ön talep belgelerini okumak, sezgisel gösterge tabloları aracılığıyla kullanıcılara veri analitiği sağlamak ve yenilikçi ticaret ile yatırım stratejileri geliřtirmek olduğunu bildirmişlerdir (Olorunnimbe & Viktor 2023, s.2057).

Derin öğrenme ařağıdaki durumlarda kullanılabilir (Olorunnimbe & Viktor 2023, s.2086):

- Ticaret Stratejisi: Borsada alım ve satım kararları vermek için algoritmik olarak oluşturulan yöntemler veya prosedürler.
- Fiyat Tahmini: Borsadaki bir hisse senedinin veya finansal varlığın gelecekteki değerinin tahmin edilmesi. Genellikle bir ticaret stratejisi olarak kullanılır.
- Portföy Yönetimi: Uzun vadeli kazanç için bir grup finansal varlığın seçilmesi ve yönetilmesi.
- Piyasa Simülasyonu: Çeşitli “eğer...olsa” şeklindeki simülasyon piyasa senaryoları altında piyasa verilerinin oluşturulması.
- Hisse Senedi Seçimi: Algılanan veya analiz edilen gelecekteki getirilere dayalı olarak bir portföyün parçası olarak borsadaki hisse senetlerinin seçilmesi. Genellikle bir ticaret veya portföy yönetimi stratejisi olarak kullanılır.
- Risk Yönetimi: Getirileri en üst düzeye çıkarmak için alım satımla ilgili risklerin değerlendirilmesi.
- Riskten Korunma Stratejisi: Başka bir varlıkta zıt bir yatırım pozisyonu olarak bir varlığa yatırım yapma riskini azaltmak.

Derin öğrenme faaliyetlerinde kullanılan piyasa verileriyle ilgili olarak verinin özellikleri, veri çeşitleri, veri göstergeleri gibi faktörler önemli bir yer teşkil etmektedir. Verinin özelliği ile ilgili farklı gelişmeler ortaya çıkmıştır. Örneğin genellikle borsa verilerinin ana kaynağı borsalarımız gibi algılsa da son yıllarda haber makaleleri ve sosyal medya da dahil olmak üzere diğer medya veri kaynakları, makine öğrenimi süreçlerinde kullanılmak üzere arařtırmalarda yer almaktadır (Adosoglou vd. 2020). Verinin yayınlanma sıklığı da diğer bir özelliğidir. Veri sıklığı, belirli bir zaman birimindeki veri noktalarının sayısı ile ilgilidir. Veri sıklık düzeyi günlük (alım satım verileri için genellikle kapanış değeri) olabileceği gibi, yüksek frekanslı piyasa verileri için her bir saniye için de hesaplanabilir. Verinin hacmi de diğer bir veri özelliği olup, verilerin sıklığı ve belirli veri birimi ile yakından ilişkili olsa da frekanstan farklıdır çünkü yüksek bir frekans nispeten yüksek bir hacim anlamına gelirken, hacim büyüklüğü veri sıklığı ile doğrudan ilişkili olmayabilir. Bu durum özellikle yüksek hacmin (yani hacmin büyüklüğünün) veri sıklığı ile doğrudan ilişkili olmayabileceği haber ve sosyal medya verileri gibi geleneksel olmayan veri türleri için geçerlidir (de Prado, 2018).

Yöntem

Araştırmanın Amaç ve Kapsamı

Bu çalışmanın temel amacı, "finansal faaliyetler" bağlamında makine öğrenmesi ve derin öğrenme yöntemlerinin kullanımı ile ilgili lisansüstü tezlerde araştırılan konuları belirlemek ve araştırma potansiyeli taşıyan konuları ortaya çıkarmaktır. Bu nedenle, çalışmada sistematik literatür taraması tekniği uygulanmıştır. İlk kez 2009 yılında kullanılan bu teknik; açıkça formüle edilmiş bir soruyu ele alan çalışmaların bulgularını harmanlamak ve sentezlemek için sistematik yöntemler kullanan bir derleme türüdür (Higgins vd. 2019).

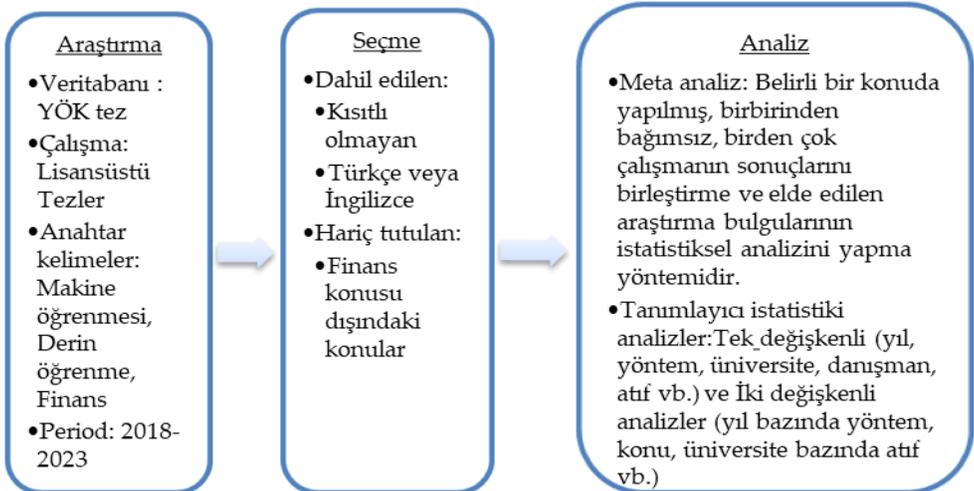
Sistematik derleme süreci bir konu hakkında bilinenlerin daha kapsamlı bir anlayışına dayandığı için, bir araştırma tasarlanırken daha güvenilir bir temel sağladığı öne sürülmektedir. Sistematik derlemenin savunucuları da bu yaklaşımı şeffaflığı nedeniyle tavsiye etmektedir. (Toker 2022, s.320).

Uluslararası çalışmalarda sistematik derleme çalışmalarında "Sistematik incelemeler ve meta-analizler için tercih edilen raporlama öğeleri; PRISMA" (Page vd. 2021) yönergesinin araştırmanın başından sonuna dek uygulanması tavsiye edilmektedir. Yönergeye göre kontrol listesinin unsurları; yapılandırılmış özet, giriş, sistematik derlemenin sorularının açıkça tanımlanması, kanıtı derlemek için kullanılan metotlar, dâhil edilen ve dışlanan çalışmaların detayları, sistematik derlemenin bulguları, tartışma, sonuçlar, teşekkürler, kaynaklar, ekler (varsa) oluşmalıdır (Karaçam, 2013).

Bu çalışmanın kapsamına alınan tezlerin analiz sonuçlarının sunumu için "PRISMA" yönergesine benzer bir uygulama kullanılmıştır.

Sistematik Literatür Taraması Prosedürü

Sistematik literatür taramasının icra edilmesi için önerilen adımlar; öncelikle araştırma amacı ile soruları belirleme, tarama için strateji belirleme, taramayı gerçekleştirme, uygun yayınları seçme, bu yayınlardan veri çekme, bu verilerin analizi ve sonuçların raporlanması şeklinde sıralanmaktadır (Karaçam, 2013; Yavuz, 2022):



Şekil 1: Çalışmada İzlenen Sistematik Literatür Taraması Süreci

Bu kapsamda YÖK tez veri tabanında gelişmiş arama sayfasında yapılan sorgulama için dahil etme kriterleri şunlardır; (1) başlıklarda “makine öğrenmesi” veya “derin öğrenme” ve tüm alanlarda “finans” anahtar kelimeleriyle bulunan çalışmalar; (2) 2018’den 2023 Haziran ayına kadar olan 5 yıllık dönemdeki çalışmalar; (3) Çalışmaların İngilizce veya Türkçe dilinde yayınlanmış olması; (4) Kısıtlanmamış olması. Tarama sonucunda 824 kayıt bulunmuştur. Sorgulama için dışlama kriterleri ise “başlıklarda finans alanı dışındaki bir konunun yer alması. Araştırma konusu multi disiplinler bir konu olduğu için daha fazla kısıtlama yapılamayarak, elde edilen 824 kayıt içerisinde finans konulu olmayan 793 tez manuel olarak hariç tutulmuş ve sonuç olarak 31 adet tez değerlendirmeye alınmıştır.

Evren ve Örneklem

Araştırma evrenini YÖK veri tabanında yer alan yüksek lisans ve doktora tezleri oluşturmaktadır. Bu kapsamda yapılan tarama ile makine öğrenmesi ve derin öğrenme ile ilgili tez çalışmalarının son beş yılda arttığı gözlenmiş ve 2018 ile 2023 yılları arasında yapılan tezlerle çalışma sınırlandırılmıştır. Örneklem tekniği olarak amaçlı örneklem tekniklerinden ölçüt örnekleme tekniği kullanılmıştır (Baysal vd. 2016). Bu kapsamda çalışmanın örneklemini anahtar kelimeleri “makine öğrenmesi, derin öğrenme ve finans” ve yazım dili Türkçe veya İngilizce olan çalışmalar oluşturmaktadır. Finans alanı dışındaki çalışmalar kapsam dışı tutulmuştur. Ortaya çıkan 31 adet çalışma örneklem büyüklüğü olarak belirlenmiştir. Çalışma kapsamında yalnızca Türkiye’de yapılmış tezlerle ilgili görünümünün verilmesi amacıyla yurtdışında yapılmış tez çalışmalarına yer verilmemiştir.

Veri Toplama ve Analiz Teknikleri

Araştırmada veri toplama tekniği olarak doküman analizi kullanılmıştır. Doküman analizi süreç olarak; çeşitli birincil kaynak dokümanların toplanarak gözden geçirilmesi, sorgulanması ve analiz edilmesi şeklinde tanımlanabilen bilimsel bir araştırma yöntemidir. Bu yöntem, literatürde hem diğer araştırma yöntemlerinin tamamlayıcısı olarak hem de tek başına bir yöntem olarak kullanılabilir (Sak vd. 2021).

Doküman incelemesi için aşağıda belirtilen temel kavramlar kullanılarak YÖK veri tabanında yer alan çalışmalardan makine öğrenmesi ve derin öğrenme ile birlikte finans çalışmaları bazında 2018-2023 yılları arasında Türkçe ve İngilizce olarak yazılmış doktora ve yüksek lisans tezlerinin açık erişimli olanları dahil edilmiştir. Bu incelemede aşağıda belirtilen anahtar kelimeler kullanılmıştır.

YÖK veri tabanında arama motorunda yer alan “Gelişmiş Tarama” seçeneğindeki;

- “Aranacak Alan” kriterinde “Tümü” kriteri seçilerek “Makine Öğrenmesi” VEYA “Derin Öğrenme” kavramları, “Arama Tipi” olarak “Sadece Yazılan Şekilde” araştırılmış,
- VE “Aranacak Alan” kriterinde “Tez Adı” kriteri seçilerek “Finans” kavramı, “Arama Tipi” olarak “Sadece Yazılan Şekilde” araştırılmıştır.

Bu kapsamda hem meta analiz hem de ampirik araştırma yapılmıştır. Bir sistematik incelemenin ilk aşaması, incelemenin yanıtlamak istediği araştırma sorularını belirlemektir (Toker 2022, s.323). İçerik analizi bölümünde çalışmalarda kullanılan değişkenlerin özellikleri, çalışmalara yapılan atıf sayıları, tezlerin konularına ilişkin

kullanılan öğrenme teknikleri, kullanılan değişkenlere göre uygulanan algoritma çeşitleri, ampirik analiz kısmında ise incelenen tezlerde makine öğrenmesi ve derin öğrenmenin finans alanında kullanımına ilişkin aşağıda yer alan 9 araştırma sorusuna (A.S.) betimsel istatistiksel analiz tekniklerinden faydalanılarak cevap aranmaktadır:

- A.S.1: Çalışmaların yıl ve tür bazında dağılımı nasıldır?
 A.S.2: Çalışmaların temel ve alt disiplinler bazında dağılımı nasıldır?
 A.S.3: Çalışmalarda kullanılan diller ve tez danışmanı bazında dağılımı nasıldır?
 A.S.4: Çalışmalarda araştırılan konuların dağılımı nasıldır?
 A.S.5: Çalışmalarda kullanılan teknikler ve incelenen araçlar bazında dağılımı nasıldır?
 A.S.6: Çalışmalarda kullanılan veri kaynakları bazında dağılımı nasıldır?
 A.S.7: Çalışmaların kurumlar bazında dağılımı nasıldır?
 A.S.8: Çalışmalarda kullanılan algoritmalar bazında dağılımı nasıldır?
 A.S.9: Çalışmalarda kullanılan anahtar kelimelerin dağılımı nasıldır?

Bulgular

Öncelikle yapılan içerik analizi bulguları, ardından ampirik analiz bulguları verilmiştir.

İçerik Analizi Bulguları

Çalışmalarda Kullanılan Değişkenler ve Özellikleri

Araştırma konusu tezlerde çalışılan konulara göre kullanılan değişkenler ve değişkenlerin elde edildiği veri kaynakları ile inceleme dönemlerine ait tarih aralıkları Tablo 1' de sunulmaktadır.

Tablo 1: Çalışmalara Ait Konular, İnceleme Dönemi, Kullanılan Değişkenler ve Verilerin Sağlandığı Kaynaklar

Çalışma Konusu	İnceleme Dönemi	Kullanılan Değişkenler	Veri Kaynakları
Kredi Risk Analizi	01.01.2015 – 01.10.2016	Yapı Kredi Bankası ile çalışan KOBİ müşterilerinin 1 Ocak 2015- 1 Ekim 2016 tarihleri arasındaki kredi bilgileri	Özel
Hisse Senedi Fiyat Tahmini	01.01.2010 – 01.01.2019	BİST100 deki 42 firmanın 2. Seans açılış ve kapanış hisse senedi günlük fiyat verileri	Borsa İstanbul
İflas Tahmini	1999-2016	Borçlar/Aktifler, Nakit/Aktifler Aktif Karlılığı, Öz Kaynak/Borçlar, FAVÖK/Aktifler, FAVÖK/Borçlar, Nakit/Borçlar, Nakit/Kısa Vadeli (KV) Borçlar	Borsa İstanbul

Hisse Senedi Endeksi Fiyat Tahmini	2012-2019	Teknik göstergelerden basit hareketli ortalama, Ağırlıklı hareketli ortalama, Üssel hareketli ortalama, Hareketli ortalama yakınsama/uzaklaşma, Momentum göstergesi, Stokastik Osilatör, Göreceli güç endeksi, Ortalama yönsel endeks, Larry William's R, Birikim/Dağılım İndikatörü, Emtia kanal endeksi, Aaron göstergesi, Bollinger Bantları, Denge İşlem Hacmi ve Ekonomik değişkenlerden Brent oil futures, Gold futures, DAX, Nikkei 225, S&P 500, Shangai Composite, USD/EUR-GBP-JPY verileri kullanılmıştır. İlgili verilerin 2012-2018 yılları arasında açılış, kapanış, en yüksek, en düşük, fiyat değişim değerleri	Dow Jones ve NASDAQ 100
Bitcoin Fiyat Tahmini	01.01.2016-11.04.2019	156 adet teknik gösterge, matematiksel dönüşüm ve finansal kalıp	https://www.talib.org
Hisse Senedi Endeksi Fiyat Tahmini	2013-2018	Günlük endeks açılış fiyatı, kapanış fiyatı, en yüksek fiyat, en düşük fiyat ve toplam hacim verileri ile USD/TRY, EUR/USD, faiz oranları, Brent Petrol, Altın, emtia fiyatları ve CDS	-
Kredi Risk Analizi	2016-2018	13 adet risk değişkeni	Özel
Kredi Risk Analizi	-	20880 örnek ve 72 özellik içeren bir "Franchise Mağaza" açılış başvuru onay veri kümesi	Özel
Hisse Senedi Fiyat Tahmini	01.01.2016 – 31.12.2018	Günlük ve pay bazında işlem ve fiyat bilgileri, altın fiyatı, döviz fiyatı, tahvil endeksi faiz bilgileri ve tüm değişkenlerin günlük değişim değerleri	-
Kredi Risk Analizi	-	1000 kişinin yaş, cinsiyet, meslek, ev sahipliği, banka hesap tutarları, üzerindeki kredilerin tutar, vade ve amacı	German credit data (UCI)
Borsa Davranışlarının Modellenmesi	01.01.2008 – 31.12.2016	BIST 100 endeksi günlük en yüksek, en düşük, açılış ve kapanış (OHLC) fiyatları	Borsa İstanbul
Kredi Risk Analizi		Kredinin ödenme durumu, kredi tarihi, kredi miktarı, borç vadesi, faiz oranı, FICO puanı, ilk ödeme tutarı, son ödenen tutar, borçlanma amacı, borçlanma durumu, meslek, ev sahipliği, şehir	Lending club
Kripto Para Alım ve Satım Sinyalleri	18.07.2019-01.01.2020	Bitcoin'in günlük en yüksek, en düşük, açılış, kapanış fiyatları ve hacim(OHLCV) , teknik göstergeler 1.momentum (Güç Dengesi, Emtia Kanal Endeksi, Chande Momentum Osilatörü, Değişim Oranı, Değişim Oranı Yüzdesi, Değişim Oranı, Göreceli Güç Endeksi (RSI), Hızlı Stokastik Osilatörün %K'sı, Hızlı Stokastik Osilatörün %D'si (Yavaş Stokastik Osilatörün %K'sı ile aynı), Hızlı Stokastik Göreceli Güç Endeksi'nin %K'sı, Hızlı Stokastik Göreceli Güç Endeksi'nin %D'si, Nihai Osilatör, Williams %R, Para Akışı Endeksi), 2.hacim (Dengeli Hacim, Chaikin Birikim Dağıtım Hattı, Chaikin Para Akışı, Chaikin Birikim Dağıtım Osilatörü, Para Akım Endeksi,), 3.oynaklık (Varyans, Standard sapma, Beta, Pearson korelasyon katsayısı, Bolinger bantları, Doğru aralık, ortalama doğru aralık, normalize ortalama Kaufman uyarlanabilir hareketli ortalama, doğru aralık) ve 4.trend göstergeleri(basit hareketli ortalama, ağırlıklı hareketli ortalama, üstel hareketli ortalama, mesa hareketli ortalama, Parabolik Durdurma ve Geri Alma, Zaman Serileri Tahmini ve Doğrusal Regresyon, Çok yönlü gösterge: Ichimoku Bulutu)	https://www.talib.org

Hisse Senedi Fiyat Tahmini	03.01.2007-29.12.2017	10 şirketin hisse senedinin günlük en yüksek, en düşük, açılış, kapanış fiyatları ve hacim (OHLCV), Hareketli Ortalamanın Yakınsaması / İraksaması (MACD), Yüzde değişim, Ortalama Gerçek Aralık (ATR), 12 v 26 günlük üstel hareketli ortalama (EWMA), Momentum, Bolinger bantları, Göreceli Güç Endeksi, Hedef Sinyali	https://www.finance.yahoo.com/ , https://developer.nytimes.com/
Hisse Senedi Endeksi Fiyat Tahmini	04.11.2015-04.11.2019	Bankalar endeksine ait günlük kapanış, açılış, en yüksek, en düşük değerler, teknik göstergeler; RSI, MACD, Momentum, William, Basit Hareketli Ortalama, Stokastic K ve Stokastic D,	https://www.investing.com , www.dunya.com
İflas Tahmini	2000-2013	56 adet finansal oran	http://www.emis.com/
Hisse Senedi Fiyat Tahmini	05.01.2010-31.12.2020	THY VE PEGASUS hisse senetlerinin anlık, günlük en yüksek, en düşük, açılış, kapanış fiyatları, hacim (OHLCV) ve Yüzde fark	https://investing.com/ , https://www.kap.org.tr/tr/bildirim-sorgu
Hisse Senedi Fiyat Tahmini	2014-2019	Microsoft Şirket hisse senedinin günlük kapanış değerleri	https://www.finance.yahoo.com/
Finansal Başarısızlık Tahmini	2015-2018	173 başarılı ve 219 başarısız olmak üzere toplam 392 KOBİ'nin 47 mali oranı	https://www.tuik.gov.tr/
Hile Analizi	-	5 BİST şirketinin 53 adet değişkeni	https://www.kap.org.tr/tr
İlişki Analizi	Ocak 2017 – Ekim 2021	Shanghai (Çin), İpc (Meksika), Sensex (Hindistan), RTSI (Rusya), Bovespa (Brezilya) ve Bist100 endeksleri, Petrol, Altın, Gümüş, Doğalgaz, Pamuk, dolar (\$), pound (£), Euro (€)	https://www.investing.com/
Hisse Senedi Fiyat Tahmini	02.01.2012-31.12.2020	Göлтаş Göller Bölgesi Çimento Sanayi ve Ticaret A.Ş. (GOLTS)'nin hisse senetleri kapanış değerleri	Borsa İstanbul
Hisse Senedi Endeksi Fiyat Tahmini	04.01.2010 – 31.01.2022	XBANK (bankalar endeksi)	Borsa İstanbul
Finansal Göstergelerin Tahmini	2003-2020	S&P500, Dow Jones, NASDAQ, Russel 2000, VIX (Volatility), DAX, Shenzhen.Component, Nikkei 225, Hang Seng, Brent Petrol, Gümüş, CNY-USD, EUR-USD, JPY-USD, HKD-USD, Dolar Güç Endeksi (DXY), Altın Ons kapanış fiyatları	https://www.finance.yahoo.com , Dünya bankası
İşlem Bazlı Manipülasyonların Tespiti	2010-2015	Ağırlıklı ortalama fiyat, Azami fiyat, Minimum fiyat, Hacim, Volatilite, İşlem sayısı, Satın alma sayısı, Satış sayısı, Fiyatı artan işlemler sayısı, Fiyat artan işlemler hacmi, Fiyat azalan işlemler sayısı, Fiyat azalan işlemler hacmi, fiyat üzerinde etkisi olmayan İşlem sayısı, fiyat üzerinde etkisi olmayan İşlem hacmi, Aktif satın alma işlemleri sayısı, Aktif satın alma işlemleri hacmi, Aktif satış işlemleri sayısı, Aktif satış işlemleri hacmi, Alıcı sayısı, Satıcı sayısı	SPK
Kripto Para Duygu Analizi	-	Bitcoin, Ethereum, Solana, Ripple, Avalanche, Chiliz, Bitcicoın kripto paraları ile NFT-DeFi teknolojileri hakkında Twitter platformu üzerinden paylaşılan metin parçaları	Tensorflow ve Keras kütüphaneleri

Dinamik Portföy Modellemesi	2016-2021	XBANK, XBLISM, XGIDA, XINSA, XMESY, XTCRT, XUSIN ve KSAGLIK sektörlerinden 39 firma	Yahoo web API
Hisse Senedi Fiyat Tahmini	2011-2021	Apple, Amazon, Google, IBM, Intel, Microsoft, NVIDIA, ORACLE, STARBUCKS, TESLA firmalarının açılış fiyatları, kapanış fiyatları, düzeltilmiş kapanış fiyatları, yükselen fiyatlar, düşen fiyatlar ve hacim	https://www.finance.yahoo.com/
Dolar Endeksi, Nasdaq Endeksi, Altın ve Bitcoin Fiyat Tahmini	2012-2022	Dolar Endeksi, Nasdaq Endeksi, Altın ve Bitcoin kapanış fiyatları	https://www.investing.com/
Hisse Senedi Fiyat Tahmini	-	Dolar açılış ve ortalama alış/satış kur fiyatı, Türkiye, Rusya ve Katar'daki önemli petrol endeksi ve hisse senedi fiyatları	-
Hisse Senedi Endeksi Fiyat Tahmini	03.03.2015-01.11.2022	Bombay Stock Exchange (BSE), S&P 500, the Dow Jones Industrial Average (DJ), Taiwan Delayed Price (TWII) endeksleri	https://www.finance.yahoo.com/

Çalışmalara Yapılan Atıflar

Atıf aldıkları tespit edilen tezler ve bunlara yapılan atıfların miktarları Tablo 2'de sunulmaktadır. Söz konusu atıf sayılarının elde edilmesi amacıyla teze yapılan atıflarla birlikte, varsa tezden üretilmiş yayınlar da kontrol edilmiştir.

Tablo 1: Tez Çalışmalarına İlişkin Atıf Bilgileri

Yazar	Araştırma	Atıf
Kalaycı (2018)	Makine Öğrenmesi Yöntemleri ile Kredi Risk Analizi	15
Uslu (2022)	Makine Öğrenmesi Yaklaşımıyla Borsa İstanbul'da İşlem Bazlı Manipülasyonların Tespiti	7
Dilki (2021)	İşletmelerin İflas Tahmininde Makine Öğrenmesi Algoritmalarının Karşılaştırmalı Analizi	6
Okur (2020)	Makine Öğrenmesi Yöntemleriyle Kredi Riski Tahmini	4
Demirel (2019)	Hisse Senedi Fiyatlarının Makine Öğrenmesi Yöntemleri Ve Derin Öğrenme Algoritmaları İle Tahmini	2
Aktaş (2019)	Dow Jones Endüstri Ortalaması Ve Nasdaq 100 Endekslerinin Makine Öğrenmesi Algoritmaları İle Tahmini	2
Akpınar (2019)	Makine Öğrenmesi Teknikleriyle Kredi Başvuru Skor Kartının Oluşturulması	2
Demiray (2021)	Makine Öğrenmesi Algoritmaları İle Hisse Senedi Kapanış Tahmini	2
Yılmaz (2023)	Derin Öğrenme Yaklaşımlarının Finansal Zaman Serileri Analizinde Kullanılması	2
Sayın, (2019)	Halka Açık Finans Dışı Şirketlerde Süreklilik Riskinin Makine Öğrenmesi İle Öngörülmesi	1
İnce (2019)	Teknik Göstergeleri Kullanarak Bitcoin Trendini Derin Öğrenme ile Tahmin Etmek	1
Can (2020)	Makine Öğrenmesi Teknikleri Kullanılarak Kredi Risk Analizi	1
Hasan (2020)	Derin Öğrenme Ve Makine Öğrenmesi Yöntemleriyle Borsa Alım Satım Davranışlarının Modellenmesi	1

Altunbaş (2021)	Derin Öğrenme İle Hisse Senedi Piyasası Tahmini	1
Aker (2021)	Finansal Başarısızlık Tahmininde Makine Öğrenmesi Yöntemlerinin Kullanımı: Türkiye'deki Kobi'ler Üzerine Bir Uygulama	1
Aktaş (2022)	Makine Öğrenmesi Algoritmaları ile Mali Tablolarda Hile Analizi	1
Habek (2022)	Makine Öğrenmesi Teknikleriyle Kripto Para Duygu Analizi	1

Tablo 2'de yer alan bilgiler ışığında incelenen 31 adet tezin 17 tanesine en az bir atf yapılmış olup, bir teze yapılan en yüksek atf sayısı 15' tir.

Çalışma Konularına Göre Tezlerde Kullanılan Öğrenme Teknikleri

Araştırma konusu tezlerin konularına ilişkin kullanılan öğrenme teknikleri Tablo 3'te yer almaktadır.

Tablo 3: Çalışma Konularına Göre Kullanılan Öğrenme Teknikleri

Çalışma Konuları	Öğrenme Teknikleri	Tez Sayısı
Hisse Senedi Fiyat Tahmini	Derin Öğrenme ve Makine Öğrenmesi	2
Hisse Senedi Fiyat Tahmini	Makine öğrenmesi	4
Hisse Senedi Fiyat Tahmini	Derin öğrenme	2
Hisse Senedi Endeksi Fiyat Tahmini	Derin Öğrenme ve Makine Öğrenmesi	1
Hisse Senedi Endeksi Fiyat Tahmini	Derin öğrenme	2
Hisse Senedi Endeksi Fiyat Tahmini	Makine öğrenmesi	2
Kredi Risk Analizi	Makine öğrenmesi	5
İflas Tahmini	Makine öğrenmesi	2
Bitcoin Fiyat Tahmini	Derin öğrenme	1
Dolar Endeksi, Nasdaq Endeksi, Altın ve Bitcoin Fiyat Tahmini	Makine öğrenmesi	1
Finansal Göstergelerin Tahmini	Makine öğrenmesi	1
Finansal Başarısızlık Tahmini	Makine öğrenmesi	1
Borsa Davranışlarının Modellenmesi	Derin Öğrenme ve Makine Öğrenmesi	1
Kripto Para Duygu Analizi	Derin öğrenme	1
Kripto Para Alım ve Satım Sinyalleri	Derin öğrenme	1
Hile Analizi	Makine öğrenmesi	1
İlişki Analizi	Derin Öğrenme ve Makine Öğrenmesi	1
İşlem Bazlı Manipülasyonların Tespiti	Makine öğrenmesi	1
Dinamik Portföy Modellemesi	Derin öğrenme	1

Tablo 3'te yer alan bilgilere göre, 8 adet ile en fazla çalışılan konu olan hisse senedi fiyat tahmini için ve 5 çalışmaya konu olan hisse senedi endeks fiyatı tahmini için makine öğrenmesi ve derin öğrenme tekniklerinin beraber veya ayrı ayrı uygulandığı görülmektedir. Yine 5 çalışmanın yapıldığı konulardan kredi risk analizi için ve 2 çalışmanın yapıldığı iflas tahmini için sadece makine öğrenmesi tekniğinin uygulandığı görülmektedir. Geriye kalan konular tabloda görüldüğü gibidir.

Çalışmalarda Kullanılan Değişkenlere Göre Uygulanan Algoritma Çeşitleri

Araştırma konusu tezlerde kullanılan değişkenlere göre uygulanan algoritma çeşitleri ile ilgili bilgiler Tablo 4'te sunulmaktadır.

Tablo 4: Değişken Çeşitlerine Göre Kullanılan Algoritmalar

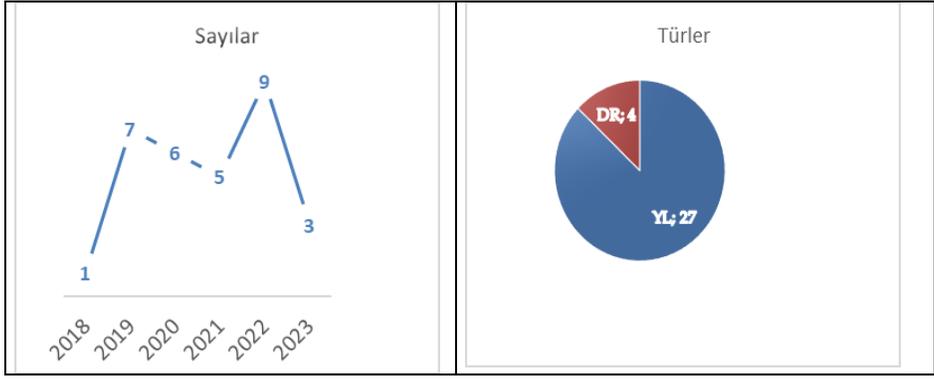
Değişkenler	Algoritmalar
Hisse senedi	Çok Katmanlı Algılayıcılar, Destek Vektör Makineleri (SVM), Uzun Kısa Dönemli Hafıza (LSTM), Arttırılmış karar ağacı, sinir ağı, doğrusal regresyon (LiR), karar ormanı (DF), poisson, bayesian doğrusal regresyon Evrişimli Sinir Ağı (CNN), Peephole (LSTM) ve Yiğnli Otomatik Kodlayıcı (SAE), Doğrusal Regresyon (LR), Ridge Regresyonu (RR), Destek Vektör Regresyonu (SVR), Polinomal Regresyon, Arima, XGBooster, Facebook Prophet, Yinelemeli Sinir Ağları (RNN), Geçitli Tekrarlayan Birim (GRU), Karar ağacı (DTC), Lojistik regresyon (LR), K en yakın komşu (kNN), Rastgele orman (RF), Naive bayes (NB), Yapay sinir ağı (ANN), (CNN+LSTM), XGBoost, MLP
Finansal oranlar	(NB), (kNN), (SVR), SMOTE, (LR), (DTC), (RF), (SVM), Çoklu Ayrac Analizi, Sinir Ağları, Breiman Karar Ağacı, Horthorn Karar Ağacı, Breiman Karar Ormanı ve Horthorn Karar Ormanı,
Endeks	(SVM), (RF), (ANN), XGBoost, Topluluk öğrenmesi, GRU, GRU hibrit, LSTM ve LSTM hibrit, (LiR), (DTC)ve (RNN)
Döviz ve endeks	kNN, Kstar, Rastgele Komite, (RF), LSTM, ARIMA, Evrişimli LSTM (C-LSTM)
Endeks ve bitcoin	(LiR), Lasso ve (DTC)
Bitcoin	Derin Sinir Ağları (DNN), (LSTM) ve Kapılı Tekrarlayan Hücre, (CNN), doğrudan kopyalama, ADASYN, SMOTE
Ticari kredi	(SVM), sinir ağları, (LR), (DTC), (RF), meyilli huzlandırma, (rastgele orman + meyilli huzlandırma)
Bireysel kredi	(RF), Gradyan Arttırma, (LR), (DTC), Lineer Diskriminant, En Yakın Komşu, XGBoost, Gradient Boosting, ADABoost
Şube kabulü	(NB), (LR), (DTC), (RF), (SVM), Sinir Ağı
Al-sat davranışları	(DNN), (SVM), (RF) ve (LR)
Kişiden kişiye kredi	(LiR), (DF), (ANN), Arttırılmış karar ağacı
Tweeter mesajı	CNN, RNN, LSTM, GRU, ABCDM, ACBiLSTM, AGCNN, ARC, ATTPooling, CAT-BiGRU, CNN-GRU, CRNN, HAN, IWV, SS-BED, Ağaç-BLSTM, Ağaç-LSTM ve WCNNLSTM

Tablo 4'te yer alan bilgiler değerlendirildiğinde, bazı konularda uygulanmamış algoritmaların var olduğu tespit edilmiştir.

Ampirik Analiz Sonuçları

Tez Sayısı ve Tez Türleri

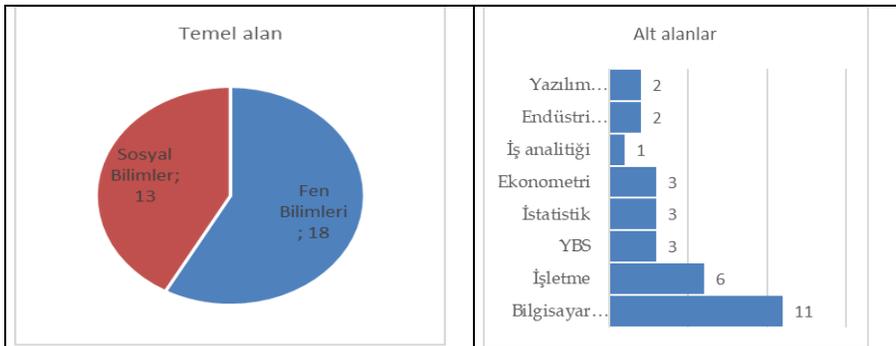
Finansta makine ve derin öğrenme konusunda yapılan tezler incelendiğinde, Şekil 2'de görüleceği üzere 2018 yılında 1 adet yüksek lisans (YL), 2019 yılında 1 adet doktora (DR) ve 6 adet yüksek lisans, 2020 yılında 1 adet doktora ve 5 adet yüksek lisans, 2021 yılında 1 adet doktora ve 4 adet yüksek lisans, 2022 yılında 1 adet doktora ve 8 adet yüksek lisans, 2023 Haziran ayı itibariyle 3 adet yüksek lisans tezi yapıldığı tespit edilmiştir.



Şekil 2: Tez Sayılarının Yıllara ve Tez Türüne Göre Dağılımı

Tezlerin Temel ve Alt Disiplinleri

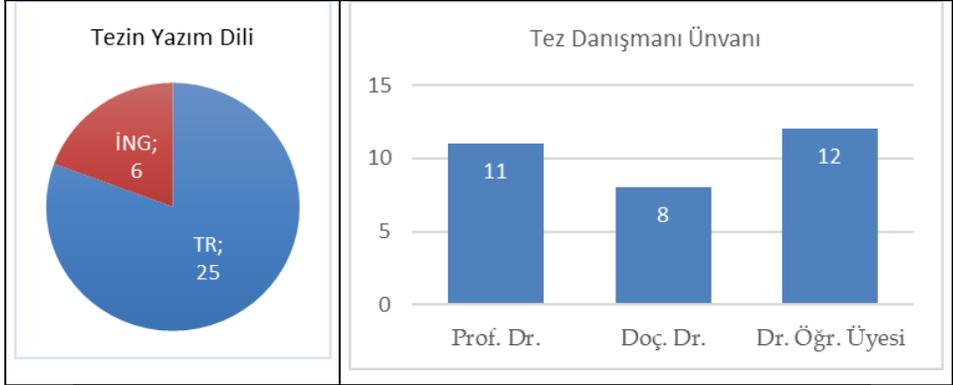
Finansta makine ve derin öğrenme konusunda yapılan tezler incelendiğinde, Şekil 3'te görüleceği üzere fen bilimleri temel alanında 18 adet tezin 2 tanesi doktora, 16 tanesi yüksek lisans tezi iken, sosyal bilimler temel alanında 13 adet tezin 2 tanesi doktora, 11 tanesi yüksek lisans tezidir. Alt alanlar itibariyle incelendiğinde ise; bilgisayar mühendisliğinde yapılan tezlerin 2 doktora, 16 yüksek lisans tezi; işletmede yapılan tezlerin 2 tanesi doktora, 4 tanesi yüksek lisans tezi; yönetim bilişim sistemleri, istatistik ve ekonometri alt alanlarında yapılan üçer tez de yüksek lisans tezi; endüstri mühendisliği ve yazılım mühendisliğinde yapılan ikişer tez de yüksek lisans tezi, iş analitiğinde yapılan tek tez de yüksek lisans tezi olduğu tespit edilmiştir.



Şekil 3: Temel Alan ve Alt Alan İtibariyle Tez Sayıları

Tezde Kullanılan Dil ve Tez Danışmanı

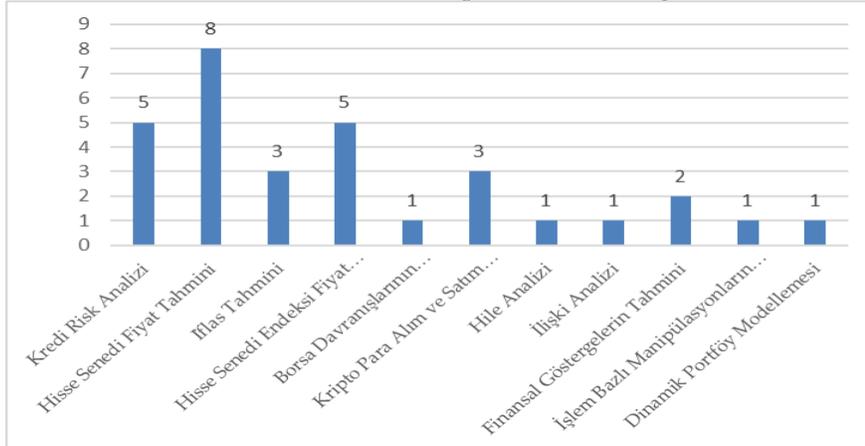
Finansta makine ve derin öğrenme konusunda yapılan tezler incelendiğinde, tezde kullanılan dil bakımından değerlendirildiğinde Şekil 4'te görüleceği gibi; Türkçe yazılan tezlerin üçü doktora ve 22 tanesi yüksek lisans tezi, İngilizce dilinde yazılan tezlerin biri doktora ve beşi yüksek lisans tezidir. Ayrıca tezin danışmanının unvanına göre değerlendirildiğinde ise; Dr. Öğr. Üyesi danışmanlığında hazırlanmış tezlerin biri doktora ve 11 tanesi yüksek lisans tezi, Doç. Dr. danışmanlığında hazırlanmış tezlerin biri doktora ve 7 tanesi yüksek lisans tezi, Prof. Dr. danışmanlığında hazırlanmış tezlerin ikisi doktora ve 9 tanesi yüksek lisans tezi olduğu tespit edilmiştir.



Şekil 4: Tezde Kullanılan Dil ve Tez Danışmanına Göre Tez Sayısı Dağılımı

Tezlerde Araştırılan Konular

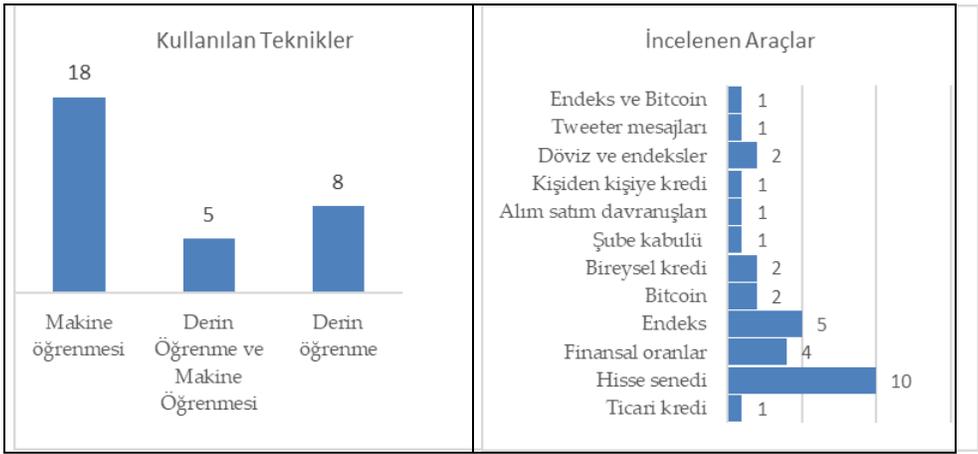
Finansta makine ve derin öğrenme konusunda yapılan tezler tez konusu bakımından değerlendirildiğinde, Şekil 5'te görüleceği üzere "hisse senedi fiyat tahmini" konusunda 8 yüksek lisans tezi, "hisse senedi endeksi fiyat tahmini" konusunda 5 yüksek lisans tezi, "kredi risk analizi" konusunda 5 yüksek lisans tezi, "iflas tahmini" konusunda 2 doktora ve 1 yüksek lisans tezi, "kripto para fiyat tahmini" konusunda 3 tane yüksek lisans tezi, "finansal göstergelerin tahmini" konusunda 2 yüksek lisans tezi, "dinamik portföy modellemesi", "hile analizi", "ilişki analizi" konularında birer tane yüksek lisans tezi, "işlem bazlı manipülasyonların tespiti" ve "borsa davranışlarının modellenmesi" konularında birer tane doktora tezi olduğu tespit edilmiştir.



Şekil 5: Tezlerde Araştırılan Konulara Göre Tez Sayısı Dağılımı

Tezlerde Kullanılan Teknikler ve İncelenen Araçlar

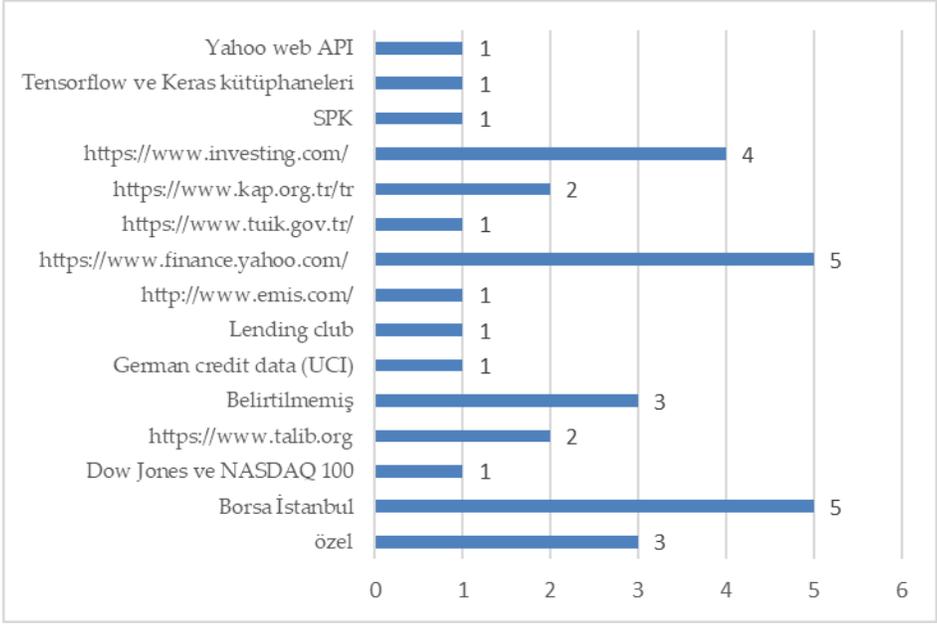
Finansta makine ve derin öğrenme konusunda yapılan tezler kullanılan teknikler açısından değerlendirildiğinde, Şekil 6'da görüleceği gibi, sadece makine öğrenmesi kullanılan 3 doktora tezi ile 15 yüksek lisans tezi, sadece derin öğrenme kullanılan 8 yüksek lisans tezi, makine öğrenmesi ile derin öğrenmenin birlikte kullanıldığı 4 yüksek lisans tezi ve 1 doktora tezidir. Bu tekniklerin kullanıldığı araçlar itibariyle değerlendirildiğinde, 10 tezde hisse senedi, 5 tezde endeks, 4 tezde finansal oranlar, 2 tezde sadece Bitcoin, 2 tezde bireysel krediler ve birer tezde ise ticari kredi, şube kabulü, alım-satım davranışları, kişiden kişiye kredi, Twitter mesajları, Bitcoin ve endeks birlikt kullanıldığı tespit edilmiştir.



Şekil 6: Tezlerde Kullanılan Yöntemler ve İncelenen Araçlara Göre Tez Sayısı Dağılımı

Tezlerde Kullanılan Veri Kaynakları

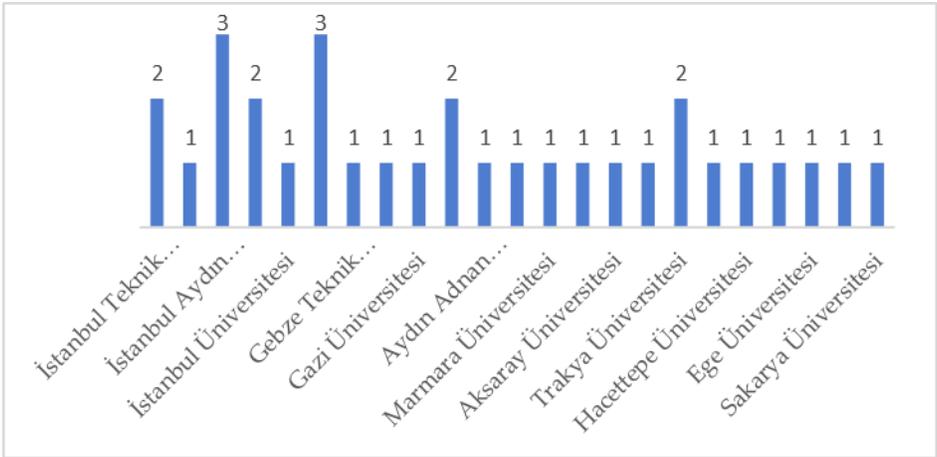
Finansta makine ve derin öğrenme konusunda yapılan tezlerin uygulamaları için kullanılan veri kaynakları ve tez sayıları Şekil 7'de gösterilmektedir. En fazla yararlanılan veri kaynakları Yahoo, Borsa İstanbul ve Investing'tir.



Şekil 7: Tezlerde Kullanılan Veri Kaynakları

Tezlerin Yazıldığı Kurumlar

Finansta makine ve derin öğrenme konusunda yapılan tezlerin yazıldığı kurumlar ve tez sayıları Şekil 8'de gösterilmektedir. En fazla tezin yazıldığı kurumlar üçer teze İstanbul Aydın Üniversitesi ve Yıldız Teknik Üniversitesi'dir. Ardından ikişer teze İstanbul Teknik Üniversitesi, Boğaziçi Üniversitesi, Dokuz Eylül Üniversitesi ve Trakya Üniversitesi gelmektedir.



Şekil 8: Tezlerin Yazıldığı Üniversitelere Göre Tez Sayılarının Dağılımı

Tezlerde kullanılan anahtar kelimelere göre değerlendirme yapıldığında, 16 tane makine öğrenmesi, 9 tane sinir ağı, 9 tane derin öğrenme, 9 tane tahmin, 7 tane finans, 6 tane hisse senedi, 6 tane zaman serisi, 5 tane regresyon, 4 tane öngörü, 3 tane duygu analizi, 3 tane uzun kısa dönem hafıza sözcüklerinin anahtar kelime olarak kullanıldığı tespit edilmiştir.

Tartışma ve Sonuç

Literatürdeki çalışmalarla ilgili mevcut görünümü ortaya koyarak araştırma fırsatlarının ortaya çıkarılması amacını taşıyan bu çalışmada, finans alanındaki bir konuyu makine ve derin öğrenme yöntemleriyle ele alan Türkiye’de yapılmış lisansüstü tezlerin sistematik bir literatür taraması gerçekleştirilmiştir. Bu konuda derinlemesine inceleme yapan ilk çalışma olması çalışmayı önemli hale getirmektedir.

Çalışmada ulaşılan sonuçlara göre, konuyla ilgili yapılan tezlerde makine ve derin öğrenme yöntemlerinin daha çok finansal enstrümanların gelecekteki fiyatlarının tahminlerinde, finansal risklerin tespit edilmesinde, kurumsal finansal başarısızlık ve iflas tahmininde, portföy optimizasyon modellerinde kullanıldığı belirlenmiştir. Bu kapsamda yıllar içinde yapılan tez çalışmalarının sayılarında artan bir grafik olduğu tespit edilmiştir. Bu çalışmalarda genellikle birden fazla algoritmanın başarıları karşılaştırılarak en çok başarılı olan algoritma belirlenmeye çalışılmıştır.

Ayrıca en fazla kullanılan teknik makine öğrenmesidir. Konu açısından değerlendirildiğinde en fazla araştırılan tez konusunun makine öğrenmesiyle kredi riskinin analizi olduğu ve ardından makine öğrenmesiyle hisse senedi fiyat tahmininin geldiği ortaya çıkmıştır. Bu konuya İstanbul’daki üniversitelerinin daha fazla eğildikleri tespit edilmiştir.

En fazla incelenen finansal araç hisse senedi olup, ardından endeksler gelmektedir. Bu araçlarla ilgili verilere ulaşmak nispeten daha kolay olduğu için tercih edilmiş olabilir. En çok kullanılan algoritmalar karar ormanı, karar ağacı ve uzun-kısa dönem hafıza algoritmalarıdır.

Konunun sosyal bilimlerden daha çok, fen bilimleri temel alanında tercih edildiği ve yazılan tezlerin en çok bilgisayar mühendisliği dalında olduğu, daha sonra işletme dalının geldiği ortaya çıkmıştır. Bu durum konunun biraz daha teknik olmasından kaynaklanabilir. Tez danışmanlarının daha çok doktor öğretim üyesi ünvanlı kişiler olduğu tespit edilmiştir. Bu da genç akademisyenlerin yeni tekniklere daha çok aşına oldukları anlamına gelebilir.

Yıldız (2022) tarafından gerçekleştirilen çalışmada genel olarak yapay zekâ çalışmaları incelenmiş, makine öğrenmesi ve derin öğrenme ile ilgili tez çalışmaları konusunda detaya inilmemiştir. Bu çalışmada ise yapılan tez çalışmaları kapsama dahil edilerek detaylı inceleme gerçekleştirilmiştir.

Yapılan çalışmanın sadece Türkiye’de yapılan lisansüstü tezleri kapsamaması çalışmayı sınırlamaktadır. Gelecek çalışmalarda finans alanındaki makine ve derin öğrenme uygulamalarında farklı algoritmalar kullanılarak yeni çalışmalar gerçekleştirilebilir. Farklı veri setleriyle çalışmalar geliştirilebilir. Borçlanma araçları veya farklı kripto para çeşitleri ile ilgili tahminler yapılabilir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

Peer-Review	Double anonymized - Two External
Ethical Statement	* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Kaynakça / References

Adosoglou, G., Lombardo, G., Pardalos, P.M. (2021). Neural Network Embeddings on Corporate Annual Flings for Portfolio Selection. *Expert Syst Appl.*, 164, 114053. <https://doi.org/10.1016/j.eswa.2020.114053>

Akgöz, S., Ercan İ. & Kan, İ. (2004). Meta-analizi, *Uludağ Üniversitesi Tıp Fakültesi Dergisi*, 30, 107-112.

Barboza, F., Kimura, H. & Altman, E. (2017). Machine Learning Models and Bankruptcy Prediction. *Expert Syst. Appl.*, 83, 405–417.

Baysal Z.N., Çarıkçı, S., & Yaşar, E.B. (2016). Sınıf Öğretmenlerinin Düşünme Becerileri Öğretimine Yönelik Farkındalıkları. *Eğitimde Nitel Araştırmalar Dergisi*, 5(1), 7-28. DOI: 10.14689/issn.2148-2624.1.5c1s1m

Bhatore, S., Mohan, L. & Reddy, Y.R. (2020). Machine Learning Techniques For Credit Risk Evaluation: A Systematic Literature Review. *J. Bank Financ. Technol.*, 4, 111–138. <https://doi.org/10.1007/s42786-020-00020-3>

Bustos, O. & Pomares-Quimbaya, A. (2020), Stock Market Movement Forecast: A Systematic Review. *Expert Systems with Applications*, 156, 113464. <https://doi.org/10.1016/j.eswa.2020.113464>.

Cybermag, 05.07.2023, <https://www.cybermagonline.com/finans-sektorunde-yapay-zeka-devri>

de Jesus D.P. & Besarria C.D.N. (2023). Machine Learning and Sentiment Analysis: Projecting Bank Insolvency Risk. *Research in Economics*, 77(2), 226-238. DOI: 10.1016/j.rie.2023.03.001

de Prado, M.L. (2018). *Advances in financial machine learning*, 1st edn. Wiley, New York.

Demirci, F. (2023), Finansta Yapay Zekâ ve Makine Öğrenme Üzerine Bibliyometrik Bir Araştırma. *Yapay Zekâ Alan Uygulamaları-1*, (Ed. E. B. Ceyhan & İ. F. Ceyhan), Nobel, Ankara.

Higgins, J.P.T., Thomas, J., Chandler, J., et al (2019) eds. *Cochrane Handbook for Systematic Reviews of Interventions: Version 6.0*. Cochrane. <https://training.cochrane.org/handbook>

Huang, J., Chai, J. & Cho, S. (2020). Deep Learning in Finance and Banking: A Literature Review and Classification. *Front. Bus. Res. China*, 14, 13. <https://doi.org/10.1186/s11782-020-00082-6>

Karaçam, Z. (2013). Sistemik Derleme Metodolojisi: Sistemik Derleme Hazırlamak İçin Bir Rehber. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 6(1), 26-33.

Karkliis G. (2018). The Effect of Informal Central Bank Communication: Machine Learning Approach. *Atlantic Economic Journal*, 46(2), 241-242. DOI: 10.1007/s11293-018-9577-7

Ketsetsis, A.P., Kourounis, C., Spanos, G., et al., (2020). Deep Learning Techniques for Stock Market Prediction in the European Union: A Systematic Review. *2020 International*

Conference on Computational Science and Computational Intelligence (CSCI), Las Vegas, NV, USA, 605-610, doi: 10.1109/CSCI51800.2020.00107.

Kim H, Cho H, & Ryu D. (2020). Corporate Default Predictions Using Machine Learning: Literature Review. *Sustainability*, 12(16), 6325. <https://doi.org/10.3390/su12166325>

Kristóf T. & Virág (2022). EU-27 Bank Failure Prediction With C5.0 Decision Trees And Deep Learning Neural Networks. *Research in International Business and Finance*, 61, 101644. DOI: 10.1016/j.ribaf.2022.101644

Le H.H. & Viviani J.-L. (2018). Predicting Bank Failure: An Improvement By Implementing A Machine-Learning Approach To Classical Financial Ratios. *Research in International Business and Finance*, 44, 16-25. DOI: 10.1016/j.ribaf.2017.07.104

Li, A.W. & Bastos, G.S. (2020) Stock Market Forecasting Using Deep Learning and Technical Analysis: A Systematic Review. *IEEE Access*, 8, 185232-185242. DOI: 10.1109/ACCESS.2020.3030226.

Lin B. & Bai R. (2022). Machine Learning Approaches for Explaining Determinants of The Debt Financing in Heavy-Polluting Enterprises. *Finance Research Letters*, 44, 102094. DOI: 10.1016/j.frl.2021.102094

Marne S., Churi S., Correia D., & Gomes J., (2021), Predicting Price of Cryptocurrency – A Deep Learning Approach. *International Journal of Engineering Research & Technology*, 9(3), 387-393.

Mitchell, T. (1997). *Machine Learning*. McGraw Hill: New York, NY, USA.

Mohapatra S., Mukherjee R., Roy A., Sengupta A. & Puniyani A. (2022). Can Ensemble Machine Learning Methods Predict Stock Returns for Indian Banks Using Technical Indicators? *Journal of Risk and Financial Management*, 15(8), 350. DOI: 10.3390/jrfm15080350

Nițoi M., Pochea M.-M. & Radu C. (2023). Unveiling the Sentiment Behind Central Bank Narratives: A Novel Deep Learning Index. *Journal of Behavioral and Experimental Finance*, 38, 100809. DOI: 10.1016/j.jbef.2023.100809

Olorunnimbe, K., & Viktor, H. (2023) Deep Learning in The Stock Market—A Systematic Survey of Practice, Backtesting, and Applications. *Artif Intell Rev*, 56, 2057–2109. <https://doi.org/10.1007/s10462-022-10226-0>

Owusu A. & Gupta A. (2023). Identifying The Risk Culture of Banks Using Machine Learning. *International Journal of Managerial Finance*. DOI: 10.1108/IJMF-09-2022-0422

Ozbayoglu A.M., Gudelek M.U. & Sezer O.B. (2020) Deep Learning for Financial Applications: A Survey. *Appl Soft Comput*, 93, 106384. <https://doi.org/10.1016/j.asoc.2020.106384>

Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., & Moher, D. (2021). Updating Guidance for Reporting Systematic Reviews: Development of The PRISMA 2020 Statement. *Journal of Clinical Epidemiology*, 134, 103-112. <https://doi.org/10.1016/j.jclinepi.2021.02.003>

Park J., Shin M. & Heo W. (2021). Estimating The Bis Capital Adequacy Ratio for Korean Banks Using Machine Learning: Predicting By Variable Selection Using Random Forest Algorithms. *Risks*, 9(2), 32, 1-19. DOI: 10.3390/risks9020032

Petropoulos A. & Siakoulis V. (2021). Can Central Bank Speeches Predict Financial Market Turbulence? Evidence From An Adaptive Nlp Sentiment Index Analysis Using XGBoost Machine Learning Technique. *Central Bank Review*, 21(4), 141-153. DOI: 10.1016/j.cbrev.2021.12.002

Prisznyák A. (2022). Bankrobotics: Artificial Intelligence and Machine Learning Powered Banking Risk Management Prevention of Money Laundering and Terrorist Financing. *Public Finance Quarterly*, 67(2), 288-303. DOI: 10.35551/PFQ_2022_2_8

Sak, R., Şahin Sak, İ.T., Öneren Şendil, Ç. & Nas, E. (2021). Bir Araştırma Yöntemi Olarak Doküman Analizi. *Kocaeli Üniversitesi Eğitim Dergisi*, 4(1), 227-250. 10.33400/kuje.843306

Samuel, A.L. (1959). Some Studies in Machine Learning Using The Game of Checkers. *IBM J. Res. Dev.*, 3, 210–229.

Sezer, O.B., Gudelek, M.U., & Ozbayoglu, A.M. (2019). Financial Time Series Forecasting With Deep Learning: A Systematic Literature Review: 2005–2019. *Applied soft computing*, 90, 106181.

Toker, A. (2022). Bir Araştırma Metodolojisi Olarak Sistemantik Literatür İncelemesi: Meta-Sentez Yöntemi. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 22(Özel Sayı 2), 313-340.

Tuan L.Q., Lin C.-Y. & Teng H.-W. (2023). Machine Learning Methods for Predicting Failures of Us Commercial Bank. *Applied Economics Letters*, DOI: 10.1080/13504851.2023.2186353

Wordclouds, <https://www.wordclouds.com/>, 10.07.2023

Yavuz, N. (2022). Sosyal Bilimlerde Sistemantik Literatür Analizi. *Pamukkale Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 51, 347-360.

Yıldız, A. (2022). Finans Alanında Yapay Zekâ Teknolojisinin Kullanımı: Sistemantik Literatür İncelemesi. *Pamukkale Sosyal Bilimler Enstitüsü Dergisi*, 52, 47-66.



2023, 12 (3), 2210-2234 | Research Article

Impact of Voluntary Simple Lifestyle and Conspicuous Consumption on Happiness

Aysel KURNAZ¹

Abstract

Voluntary simplicity is a lifestyle in which individuals consciously prefer to consume less and adopt a simple life. On the other hand, conspicuous consumption refers to the pretentious purchase of luxury and expensive products in order to gain social status or attract attention. In this study, an answer is sought to the question of how lifestyle choices and consumption habits affect the happiness levels of individuals. In this context, the voluntary simple lifestyle and the conspicuous consumption orientation, which express two different approaches that can be effective on happiness, are examined. The basic objective of this research is to investigate the effects of individuals' voluntary simple lifestyle and conspicuous consumption orientation on their happiness. The ancillary objective of the research is to designate the differences in the effect of voluntary simple lifestyle and conspicuous consumption orientation on happiness by gender, educational status and age. In line with these objectives, 764 participants were accessed through an online questionnaire by way of using convenience sampling technique. When the basic findings were evaluated, the individuals' voluntary simple lifestyle averages were found to be at a high level. This was followed by the averages of the happiness variable. The averages of the conspicuous consumption orientation were at the lowest level compared to the other structures. While there were significant differences in individuals' happiness and voluntary simple lifestyles according to demographic characteristics, no differences were found in conspicuous consumption orientation. Hypothesis test results are demonstrate that voluntary simple lifestyle has a positive and significant effect on happiness. Yet, a significant effect of conspicuous consumption orientation on happiness could not be designated. Moreover, it has been designated that the effect of voluntary simple lifestyle on happiness differentiates based on gender, educational status and age. The effect of conspicuous consumption orientation on happiness differentiates only based on educational status.

Keywords: Consumption, Conspicuous Consumption Orientation, Happiness, Simplicity, Voluntary Simple Lifestyle

Kurnaz, A. (2023). Impact of Voluntary Simple Lifestyle and Conspicuous Consumption on Happiness . Journal of the Human and Social Science Researches , 12 (3) , 2210-2234 .
<https://doi.org/10.15869/itobiad.1333545>

Date of Submission	27.07.2023
Date of Acceptance	27.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Asst. Prof., Bandırma Onyedi Eylül University, Ömer Seyfettin Faculty of Applied Sciences, Department of Media and Communication, Balıkesir, Türkiye, akurnaz@bandirma.edu.tr, ORCID: 0000-0002-2190-7838



2023, 12 (3), 2210-2234 | Araştırma Makalesi Gönüllü Sade Yaşam Tarzı ve Gösterişçi Tüketimin Mutluluk Üzerindeki Etkisi

Aysel KURNAZ¹

Öz

Gönüllü sadelik, bireylerin bilinçli bir şekilde daha az tüketim yapmayı tercih ettiği ve sade bir yaşam sürdürmeyi benimsediği bir yaşam tarzıdır. Gösterişçi tüketim ise, bireylerin sosyal statü kazanma veya dikkat çekme amacıyla lüks ve pahalı ürünleri gösterişçi bir şekilde satın almasını ifade eder. Bu çalışmada, yaşam tarzı seçimi ve tüketim alışkanlığının bireylerin mutluluk düzeyleri üzerinde nasıl bir etki oluşturduğu sorusuna cevap aranmaktadır. Bu kapsamda mutluluk üzerinde etkili olabilecek iki farklı yaklaşımı ifade eden gönüllü sade yaşam tarzı ile gösterişçi tüketim yönelimi incelenmektedir. Bu araştırmanın temel amacı, bireylerin gönüllü sade yaşam tarzının ve gösterişçi tüketim yöneliminin onların mutluluğu üzerindeki etkisinin incelenmesidir. Araştırmanın ikincil amacı ise; gönüllü sade yaşam tarzının ve gösterişçi tüketim yöneliminin mutluluk üzerindeki etkisinde cinsiyete, eğitim durumuna ve yaşa göre farklılıkların tespit edilmesidir. Bu amaçlar doğrultusunda, kolayda örnekleme tekniğinden faydalanılarak online anket aracılığı ile 764 katılımcıya ulaşılmıştır. Temel bulgular değerlendirildiğinde, kişilerin gönüllü sade yaşam tarzı ortalamaları yüksek düzeyde bulunmuştur. Bunu mutluluk değişkenine ait ortalamalar izlemiştir. Gösterişçi tüketim yönelimine ait ortalamalar ise diğer yapılara nazaran en düşük düzeyde gerçekleşmiştir. Demografik özelliklere göre bireylerin mutluluk ve gönüllü sade yaşam tarzlarında anlamlı farklılıklar bulunurken, gösterişçi tüketim yönelimlerinde farklılıklar tespit edilmemiştir. Hipotez testi sonuçları, gönüllü sade yaşam tarzının mutluluk üzerinde pozitif yönde anlamlı bir etkisi olduğunu göstermektedir. Fakat gösterişçi tüketim yöneliminin mutluluk üzerinde anlamlı bir etkisi tespit edilememiştir. Ayrıca gönüllü sade yaşam tarzının mutluluk üzerindeki etkisinin cinsiyete, eğitim durumuna ve yaşa göre farklılaştığı tespit edilmiştir. Gösterişçi tüketim yöneliminin mutluluk üzerinde etkisi ise sadece eğitim durumuna göre farklılaşmaktadır.

Anahtar Kelimeler: Tüketim, Gösterişçi Tüketim Yönelimi, Mutluluk, Sadelik, Gönüllü Sade Yaşam Tarzı

Kurnaz, A. (2023). Gönüllü Sade Yaşam Tarzı ve Gösterişçi Tüketimin Mutluluk Üzerindeki Etkisi. *İnsan ve Toplum Bilimleri Araştırmaları Dergisi*, 12 (3) , 2210-2234 . <https://doi.org/10.15869/itobiad.1333545>

Geliş Tarihi	27.07.2023
Kabul Tarihi	27.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, Bandırma Onyedi Eylül Üniversitesi, Ömer Seyfettin Uygulamalı Bilimler Fakültesi, Yeni Medya ve İletişim Bölümü, Balıkesir, Türkiye, akurnaz@bandirma.edu.tr, ORCID: 0000-0002-2190-7838

Introduction

Despite the fact that the question posed to clarify the concept of happiness is basically a philosophical question, the search for revealing the origins of happiness and comprehending happiness has been a very significant research area for researchers throughout history. An answer is searched for the question of what happiness is in the fields of philosophy, sociology, psychology, economics, anthropology and politics (Besser, 2021, p. 3; Demiessie et al., 2021, p. 60). Various disciplines for the concept of happiness were developed and are developing various perspectives on the nature, sources and acquiring of happiness. Throughout the time, several approaches have emerged regarding how people will improve their happiness and well-being throughout their lives, and what attitudes and behaviors are going to lead to real well-being or happiness (Pawelski, 2013, p. 248). Eudaimonia and hedonism, and idealist and materialist values are among the most basic approaches in terms of clarifying happiness. Eudaimonism is a philosophical movement and term that asserts that happiness is linked to living a virtuous and meaningful life. Eudaimonism emphasizes personal growth, virtue, and health rather than temporary/fleeting pleasures. Hedonism, however, corresponds to the view that experiencing joy primarily comes from avoiding pain and searching satisfying experiences. Hedonism emphasizes searching instant gratification (Besser, 2021, p. 30; Deci & Ryan, 2008, p. 3). Within the frame of the approach which asserts that happiness can only be acquired with idealistic values, the search for real happiness that cannot be achieved with material elements is dominant. True happiness can be achieved by comprehending one's own nature and acting in line with this. The soul must maintain the true, virtuous, moral and decent life for happiness (Platon, 2002). However the materialistic values, on the other hand, imply that people attach significance and value to material elements. It is necessary to have material elements and to preserve this ownership as much as possible in order to achieve happiness. People achieve happiness by displaying who they are and who they wish to become through the elements they have (Belk, 1985, p. 274).

Voluntary simple lifestyle; prioritizes individual values by way of reducing consumption and excess as much as possible (Hook et al., 2023, p. 136). It enables inner peace and calmness to people by way of supporting personal characteristics and lifestyles like paying significance to internal values and having awareness, behaviors and consumption targeted at protecting the environment and nature (Valerio, 2013, p. 44). Consequently, with conspicuous consumption, individuals resort to a way of displaying their wealth by owning tangible assets. Accordingly, they send messages regarding their identity and social status to their environment and provide hedonic satisfaction by way of proving who they are (Bagwell & Bernheim, 1996, p. 350). In line with this information, it can be stated that the approach put forward by eudaimonia and idealist values, two of the primary approaches clarifying happiness, is similar to the approach put forward by the voluntary simple lifestyle. Then again, hedonist and materialist values are assumed to be parallel to the comprehending of conspicuous consumption. Based on these two basic approaches which clarify happiness, this research keeps primary and ancillary objectives.

The primary objective of this research is to investigate the effects of voluntary simple lifestyle and conspicuous consumption orientations on individuals' happiness levels. For this objective, the research targets to analyze in depth how happiness is dealt with

through different disciplines and different approaches and how this concept is associated with voluntary simple lifestyle and conspicuous consumption. The ancillary objective of the study is to designate the role of demographic factors like gender, educational status and age in the effect of voluntary simple lifestyle and conspicuous consumption orientation on happiness. In this regard, it will be investigated how gender, educational status and age, voluntary simple lifestyle and conspicuous consumption orientation shape the effects of individuals' happiness levels. In this research, individuals' voluntary simple lifestyle, conspicuous consumption orientation and happiness levels are included and it is also investigated whether these levels vary in terms of gender, educational status and age.

The significance of this research is that it aids us comprehend how consumption habits and lifestyle choices affect individuals' happiness levels. This is significant not only for individuals to lead their own lives and increase their happiness, however also for businesses and policy makers to better comprehend and manage consumers' needs and motivations. It can also enable marketing practitioners to develop more effective marketing strategies. Another significance of this research is to expand the knowledge on comprehending their effects on happiness by investigating consumption habits and lifestyle choices that are less recognized and understood to have an impact on happiness. This information can generate a basis for future research and help individuals, businesses and policy makers better comprehend the impact of consumption habits and lifestyle choices on happiness. Conclusively, the voluntary simple lifestyle and conspicuous consumption represent different aspects of happiness and greatly influence individuals' perceptions and experiences of happiness. In order to comprehend more deeply the impact of these two lifestyles on happiness, it is significant to consider individuals' values, beliefs, and life goals. It is also significant to note that demographic factors like gender, educational status, and age can also affect individuals' perceptions and experiences of happiness.

First of all, the variable of happiness, which is within the scope of the research, will be discussed, and the relationships between voluntary simple lifestyle, conspicuous consumption orientation and happiness will be discussed. Thus, the theoretical background of the research will be explained; research hypotheses and model will be developed. The sample, data collection process, measurement tools and how the data analysis will be carried out will be shared in detail about the method of the research. Finally, the research model will be tested empirically and the findings will be evaluated.

A Theoretical Background and Hypotheses Development

Happiness

The concept of happiness, which is deemed as the primary determining factor for good mental health in people, is strived to be clarified with positive emotions like satisfaction and joy (Diener, 2000, p. 35). The American Psychological Association (APA) Dictionary of Psychology, defines happiness as "an emotion of joy, gladness, satisfaction, and well-being". The question of how people will generate their happiness, joy and well-being throughout their lives has been one of the significant research topics discussed and strived to be clarified by different disciplines (Pawelski, 2013, p. 248). When taking into consideration the phenomenon of happiness, it should be assessed comprehensively and multidimensionally (Bastian et al., 2014, p. 640; Cohn et al., 2009, p. 363). It is

recognized that sociological, have a significant role in shaping individual and social happiness levels. The relations and interactions between individuals and their social and economic situations present a very complex situation. Accordingly, it is very significant to develop a holistic perspective by way of taking into consideration this complexity while clarifying happiness.

The social relations are first among the factors which affect happiness from a sociological view-point. The quality and quantity of family, friends, social ties and social relations positively affect happiness. The positive and supportive social relationships, a sense of belonging (Cheng & Furnham, 2002, p. 328; Demir, 2010, p. 308; Helliwell & Putnam, 2004, p. 1437), cooperation and solidarity (Moeini et al., 2018, p. 264; Tan et al., 2018, p. 135), a sense of participation in social activities and belonging to the community (Delhey & Dragolov, 2016, p. 165; Helliwell & Putnam, 2004, p. 1441), the belief in social justice and equality (Boshoff & Kotzeļ, 2011, p. 46; Zeng et al., 2019, p. 481) has a positive effect on happiness and well-being of individuals. When we analyze the concept of happiness in economic terms; economic stability, job security, income status (Easterlin & Sawangfa, 2010, p. 166; Stutzer, 2004, p. 90), job satisfaction, autonomy, work and life balance, and personal development opportunities generated by work (Wright & Cropanzano, 2000, p. 84) are deemed as significant determinants of a happy life. Also, the economic conditions or the level of development of the country to which the person pertains also positively influences the happiness of the individuals (Easterlin & Sawangfa, 2010, p.166).

Several approaches are utilized in order to clarify the phenomenon of happiness. One of the simplest approaches to the phenomenon of happiness is to relate it with the concepts of eudaimonia and hedonism. Eudaimonia was utilized in order to describe the highest good sought, and this concept was utilized to express the state of well-being focused on happiness or well-being. Hedonism emphasizes that individuals strive to acquire pleasure-based experiences (Besser, 2021, p. 18). While striving to clarify happiness with hedonism, it is emphasized that pleasure is the only good thing in life and experiencing physical and mental joy is a priority for happiness in life (Deci & Ryan, 2008, p. 3-4). Another approach to happiness is regarding whether the concept is subjective or objective. While personal feelings, satisfaction and experiences support subjective happiness; external factors such as social welfare, living conditions and adherence to moral standards promote objective happiness (Diener, 2000, p. 36; Veenhoven, 2015, p. 381). The concept of happiness has also been strived to be clarified with materialist and idealist values (Van Boven, 2005, p. 132). In line with the materialist approach, while happiness depends on the possession of material assets, wealth and external conditions; the idealist approach seeks true happiness. Accordingly, he asserts that happiness stems from the feeling of inner satisfaction and that spiritual enlightenment is significant. In line with the idealist approach, it is necessary to strive for high values and ideals to achieve true happiness (Tsang et al., 2014). There is also an approach that asserts that happiness is also shaped by an individualist or collectivist view-point. The individualistic approach focuses on personal happiness and self-development. In the collectivist approach, the significance of social harmony and social cooperation of individuals is emphasized and social welfare is prioritized for happiness (Ahuvia, 2002). These different perspectives and approaches in the literature are very significant in order to explore the complexities surrounding the concept of happiness in more depth and to clarify the concept in a comprehensive way.

Relation between Voluntary Simple Lifestyle and Happiness

Voluntary simple lifestyle is an anti-consumption lifestyle which is based on the deliberate, conscious, thoughtful and voluntary embracing/adoption of a simpler life by reducing consumption. The conscious consumption approach asserted by this lifestyle requires acting by taking into consideration the environmental and social consequences of consumers' consumption preferences. It is targeted to reuse the resources by careful consumption and without harming the nature. Consequently, a sustainable life in harmony with nature will be possible (Elgin & Mitchell, 1977, p. 24). The people who adopt this lifestyle are also motivated by the wish/desire to improve their quality of life and reduce the negative effects of excessive consumption on the environment and society (Mont & Power, 2010, p. 2235). Voluntary simplicity can lead to radical and widespread changes in consumer preferences. It is recognized that consumers living in welfare societies are more willing to adopt lifestyle changes since they give more significance to activities in line with their own values than competition (Eimerman et al., 2021, p. 2). The consumers' wish/desire to reach real satisfaction and generate a meaningful existence makes them move away from material objects and therefore materialist tendencies today. Focusing less on accumulating material objects, simplifying our daily routines, and developing a sense of liberation. The consumers who adopt the voluntary simple lifestyle are liberated to develop more meaningful, deeper social relationships and seek happiness in new experiences while striving harder for personal growth (Elgin & Mitchell, 1977, p. 22-23). This is because people who adopt voluntary simple lifestyle believe that the source of happiness is in non-material objects/elements in life. Accordingly, they care regarding being balanced in life and business life, spending more time with people in their social environment and being in nature by paying significance to social relations (McGouran & Prothero, 2016, p. 193).

The researches on the voluntary simple lifestyle demonstrate that many factors motivate those who adopt this lifestyle, like spirituality, environmental issues, finding balance with their inner self, morality, ethics, questioning capitalism, and having more intense relationships with family, friends, and society (Alexander & Ussher, 2012; Huneke, 2005; Walther et al., 2016). It can be stated that a simple lifestyle aids to reduce stress and anxiety by avoiding materialism and excessive consumption, thus bringing inner peace, calmness and happiness (Valerio, 2013, p. 60). In line with the findings of the study carried out by Monopolis (2010), it was ascertained that people who adopt a voluntary simple lifestyle have more life satisfaction and are happier than those who do not. Alexander and Ussher (2012) also obtained a similar finding with their study. Also, there are findings in the literature that voluntary simplicity has a positive effect on happiness (Ambrose, 2010; Balderjahn et al., 2020; Hook et al., 2023; McGouran & Prothero, 2016). Based on this information, the research hypothesis was generated as follows;

H1: People's voluntarily simple lifestyles have a positive effect on their happiness.

Relation between Conspicuous Consumption Orientation and Happiness

The concept of conspicuous consumption was first clarified by Veblen within the frame of the theory of conspicuous consumption. Unlike the economic opinion, Veblen also discussed the concept of consumption from a sociological and cultural view-point. He introduced the concept of conspicuous consumption in his book titled "The Theory of

Leisure Class” published in 1899. In this book, he discussed the phenomenon of consumption through social classes and meant the members of the wealthy and aristocratic class who wasted their time with the group he defined as the idle class. The aristocratic class is comprised of people who serve in military and religious services, which are deemed as honorable jobs. Veblen made class distinctions through the division of labor with this approach. He asserted that those engaged in military and religious affairs had an economic and social class advantage over those engaged in agriculture, industrial and similar occupations (Veblen, 1992). Veblen states that conspicuous consumption played a significant role in the social and economic development of the United States, specifically in the late nineteenth and early twentieth centuries (Patsiaouras & Fitchett, 2012, p. 155).

Veblen asserts that people in the idle class consume goods and services where they can publicly present their wealth with his theory of conspicuous consumption. These people consume in a way which generates a privilege for them, specifically by choosing high-priced, large quantities, quality or uniquely rare goods and services (Chaudhuri & Majumdar, 2006, p. 216; O’Cass & McEwen, 2004; p. 27). Whereas the conceptualization of the conspicuous consumption phenomenon was the end of the nineteenth century, the concept still maintains its relevancy in today’s society. Conspicuous consumption emerges as an effective motivating force with the wish/desire of consumers to acquire status, gain social prestige, form social self and satisfy ego in their choice of goods and services (Goldsmith et al., 1996, p. 309). The people with economic and social class superiority voluntarily incur high costs in products or services to distinguish themselves from those in the lower classes (Bagwell & Bernheim, 1996, p. 350). The people imitate the consumption patterns of the relevant social class in order to generate or develop their social class, to prove that they belong to a social class, or to be in a higher social class (Vickers & Renand, 2003, p. 463). By displaying their wealth with the products they consume, people gain power, gain status, create identity, develop their self, designate their social class, develop their social environment and social relations, and achieve success (Eastman et al., 1999, p. 41). These benefits of conspicuous consumption are regarding the hedonic needs of the people. In this regard, it can be stated that individuals make hedonic choices that can meet the need for prestige rather than utility or functionality in their product preferences (Podoshen & Andrzejewski, 2012, p. 322).

The studies analyzing the effect of conspicuous consumption on happiness can be ascertained in the literature. While some of these studies supported the positive relationship or effect between these two concepts, some of them did not reach a significant impact or relationship. Veblen (1992) and Charles, Hurst and Roussanov (2009) state that conspicuous consumption increases people’s happiness. DeLeire and Kalil (2010) ascertained the relationship between leisure consumption and happiness in their study. Perez-Truglia (2013) stated that there is a positive relationship between conspicuous consumption and life satisfaction. In a similar way, according to Hudders and Pandelaere (2012), luxury consumption has a positive effect on life satisfaction. Pyone and Isen (2011), on the other hand, stated in their study that individuals are less likely to perform conspicuous consumption in order to achieve happiness. In a similar way, Linssen et al. (2011) also ascertained that individuals who spend more for conspicuous consumption have lower subjective well-being levels. Aktaş et al. (2020), who investigated the effect of consumption on happiness, on the other hand,

ascertained that there is a negative relationship between average consumption and happiness. Gürbüz and Çetinkaya Bozkurt (2022) investigated consumption types and well-being in their study and ascertained that conspicuous consumption did not have a significant effect on subjective well-being. Despite the fact that there are different findings regarding these two concepts in the literature, the development of the hypotheses of this study was based on Veblen's theory and a research hypothesis was developed regarding the existence of the effect.

H2: Conspicuous consumption orientation of people have a positive effect on their happiness.

Moderator impact

It is recognized that demographic characteristics are effective on happiness, voluntary simple lifestyle and conspicuous consumption. In his research, Tsui (2014) concluded that income and demographic characteristics like gender, age, education level, marital status and occupation are effective on happiness. In line with the findings, women, young people or people in the adult (elderly) age group, married people and people with higher education levels were ascertained to be happier than the others. According to Tenaglia (2007), in terms of gender variable, the happiness level of men is lower than women. In line with the study findings of Çirkin and Göksel (2016), while women's happiness levels are higher, increases in age have a negative effect on happiness. As the education level of the people increases, the level of happiness also increases in a positive way. Although there are studies demonstrating that the voluntary simple lifestyle varies in terms of demographic characteristics (Cengiz & Torlak, 2021; Çınar, 2021; Eimermann et al., 2021; Kury, 2000; Özgül, 2011), there are also studies in the literature (Cengiz & Torlak, 2021; Johnston & Burton, 2003; Kury, 2000). When we study the conspicuous consumption literature in terms of demographic characteristics, it is seen that there are differences based on the education level (Özkan-Pir & Karaduman, 2017), age (Boğa & Başcı, 2016) and gender (Bagwell & Bernheim, 1996; Kruger & Kruger, 2018; O'Cass & McEwen, 2004; Segal & Podoshen, 2013). Excluding the study by O'Cass and McEwen (2004), that is one of the studies in which gender differences were set forth, it was ascertained that the conspicuous consumption orientation of men was higher. In the research carried out by Boğa and Başcı (2016), the tendency for conspicuous consumption increases as age increases. Yet, in this research, no significant difference was ascertained in terms of gender and educational status. A similar finding was clarified by Çetin and Yaylı (2019). In line with their study findings, no significant difference was ascertained in conspicuous consumption in terms of demographic characteristics.

There exist different findings in the studies in the literature regarding whether there is a difference in happiness, simple voluntary lifestyle and conspicuous consumption orientation based on gender, age and educational status, which are the moderator variables of this study. In the light of the information in the literature, it is assumed that demographic factors may be effective in the effect of both voluntary simple lifestyle and conspicuous consumption orientation on happiness. Accordingly, the following hypotheses were developed within the frame of this research. Moreover, the research model is also seen in Figure 1.

H3: The effect of people's voluntarily simple lifestyles on their happiness differentiates

based on gender, education status and age.

H4: The effect of people's conspicuous consumption orientation on their happiness differentiates based on gender, education status and age.

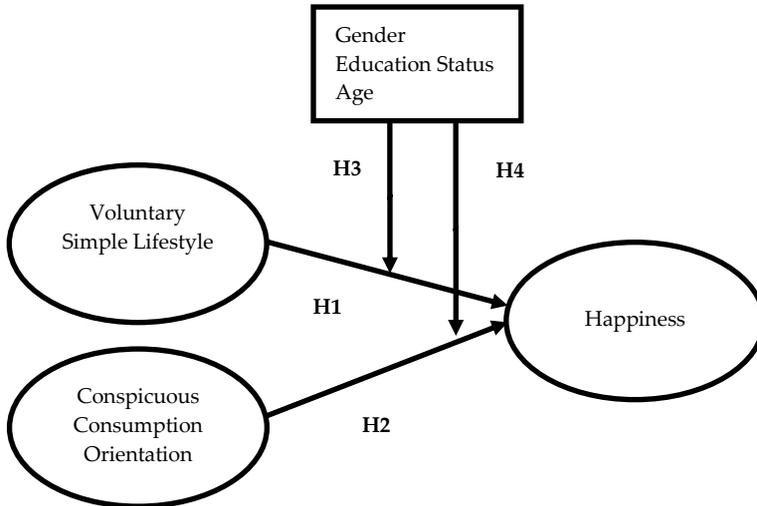


Figure 1. Research Model

Method

Sample and Data Collection

In this research, it was targeted to designate the effect of voluntary simple lifestyle and conspicuous consumption orientation on happiness. The sample of the study comprises of individuals aged 18 and over who are willing to participate in the research. Participants were reached by using convenience sampling techniques. Getting data from the participants was carried out through an online questionnaire. A number of advantages were considered in determining the sampling and data collection technique. Performing online surveys for convenience sampling is faster, cheaper, and has higher response rates than traditional data collection methods (Fricker & Schonlau, 2002, p. 348). In studies in which structural equation modeling will be carried out, it is recommended to work with a sample size of approximately ten times the number of items in the scale and it is deemed sufficient (Kline, 2011, p. 12). Since the total number of expressions belonging to the variables in the survey form of the research was 62, it was targeted to acquire data from 620 people. Prior to finalizing the generated structural questionnaire, a pilot study was carried out on 25 people and thus necessary arrangements and changes were conducted. Data were acquired from a total of 783 participants between 16-30 May 2023. 19 questionnaires that were filled in incorrectly were eliminated and analyzes were conducted on 764 questionnaires. Demographic characteristics of the participants are shared in Table 1.

Table 1. Demographic Variables

Gender	f	%	Education Status	f	%
Female	464	60.7	Secondary – High school degree	34	4.5
Male	300	39.3	College student	154	20.2
<i>Total</i>	<i>764</i>	<i>100</i>	College degree	276	36.1
Age	f	%	Graduate degree	300	39.3
18 to 28 years old	286	37.4	<i>Total</i>	<i>764</i>	<i>100</i>
29 to 38 years old	300	39.3			
39 years and older	178	23.3			
<i>Total</i>	<i>764</i>	<i>100</i>			

Approximately 61% of the 764 participants were women in total. The vast majority, 76.7% of the participants, are between the ages of 18 and 38. When the educational status is investigated, it is the majority of those who have a graduate degree at 39.3%. This was followed by college degree with 36.1% and college students at 20.2%. Those with a secondary - high school degree constitute the minority at 4.5%.

Measurement

In the study, three different scales were used in total. “The Voluntary Simple Lifestyle Scale (VSLS)” developed by Iwata (2006) was used to measure the voluntary simple lifestyle. The scale consists of 22 items. In order to measure the conspicuous consumption orientation of individuals, Chaudhuri, Mazumdar and Ghoshal (2011), “Conspicuous Consumption Orientation Scale (CCOS)” was used. The scale comprises of one dimension and 11 items. “The Oxford Happiness Questionnaire (OHQ)” form, which was developed by Hills and Argyle (2002) and comprises of 29 items, was utilized in order to measure the happiness levels of individuals. A 6-point Likert scale was utilized to designate individuals’ level of agreement with the statements in the voluntary simple lifestyle, conspicuous consumption orientation, and oxford happiness questionnaire scales (1=strongly disagree; 2=moderately disagree; 3=slightly disagree; 4=slightly agree; 5=moderately agree; 6=strongly agree).

The ethical approval was acquired with the decision of Bandırma Onyedi Eylül University, Social and Human Sciences Ethics Committee dated 15.05.2023 and numbered 2023-5, before proceeding to the data collection phase in this research.

Data Analysis

SPSS 26 package program was utilized for basic analysis of data. Within the frame of basic analysis, the mean (\bar{x}) and standard deviation (δ) of the constructs included in the research model were investigated. Independent samples t-test and one-way ANOVA test were utilized to analyze whether the mean of the constructs differed based on demographic variables.

AMOS 26 package program was utilized for measurement model and hypothesis testing. In the analysis of the data, the two-stage process proposed by Anderson and Gerbing (1988), in which the measurement model and the structural model were tested, was adopted. Within the frame of the measurement model, confirmatory factor analysis was implemented to the constructs in the research. Moreover, the internal consistency reliability and convergent and discriminant validity of the constructs were investigated. For the internal consistency reliability of the constructs, the cronbach alpha (α) and

composite reliability (CR) coefficients were assessed. Within the frame of convergent validity, standardized loadings, CR and average variance extracted (AVE) values are discussed. Finally, Fornell-Larcker criteria and Heterotrait-Monotrait Ratio (HTMT) values were investigated for discriminant validity. Structural equation modeling was implemented to the data to test the research hypotheses with the structural model. Model fit statistics were utilized for both the measurement model and the structural model. These statistics comprise of chi-square test statistic (χ^2), degrees of freedom (df), goodness of fit index (GFI), adjusted goodness of fit index (AGFI), tucker and lewis index (TLI), comparative fit index (CFI), root mean square error of approximation (RMSEA). Moreover, the intervals recommended by Schermelleh-Engel et al. (2003) were considered as data in the assessment of the fit indices.

Findings

Basic Findings

In this section, the average values of voluntary simple lifestyle, conspicuous consumption orientation and happiness levels, which constitute the research variables, are clarified. Moreover, the differences in the averages of the research variables based on gender, education status and age were also investigated. As the mean and standard deviations of the constructs in the research are investigated, voluntary simple lifestyle has the highest mean and it is followed by the happiness variable. The conspicuous consumption orientation level of the participants is quite low (please see Table 2).

Table 2. Mean and Standard Deviation of the Constructs

Construct	\bar{x}	δ
Voluntary Simple Lifestyle	4.089	1.112
Conspicuous Consumption Orientation	2.411	1.174
Oxford Happiness Questionnaire	3.876	0.990

The average differences in constructs based on demographic characteristics were investigated in Table 3. When the mean constructs by gender are considered, it is seen that male participants have higher voluntary simple lifestyle, conspicuous consumption orientation and happiness levels than females. Independent samples t-test was implemented to the data in order to test whether the stated difference was significant. As a result of the t-test, a significant difference was ascertained between the voluntary simple lifestyles of the male and female participants ($t=-2.178$; $p=0.030$). Men’s voluntary simple lifestyle level is higher than women’s. There was no significant gender difference found in individuals’ conspicuous consumption orientation ($p=0.094$) and happiness ($p=0.142$) levels.

Table 3. Means and Standard Deviations of Constructs by Gender, Educational Status and Age

	Voluntary Simple Lifestyle		Conspicuous Consumption Orientation		Oxford Happiness Questionnaire	
	\bar{x}	δ	\bar{x}	δ	\bar{x}	δ
Gender						
Male	4.020	1.183	2.353	1.211	3.833	0.996
Female	4.192	0.987	2.499	1.111	3.941	0.977
Education Status						

Secondary – High school degree	4.300	1.249	2.500	1.283	4.044	1.143
College student	3.966	1.048	2.360	1.163	3.661	0.990
College degree	4.072	1.148	2.409	1.226	3.880	0.972
Graduate degree	4.140	1.094	2.427	1.122	3.962	0.975
Age						
18 to 28 years old	3.898	1.130	2.422	1.226	3.680	0.997
29 to 38 years old	4.144	1.104	2.390	1.090	3.914	0.983
39 years and older	4.296	1.054	2.427	1.230	4.125	0.927

It can be seen from Table 3 that there is a difference in the averages of the constructs based on the education level and age. One-way ANOVA test was implemented to the data in order to investigate whether these differences were significant. As a result of the analysis, it was ascertained that the happiness levels of the individuals had a significant difference based on the education status ($F=3.536$; $p=0.014$). This significant difference occurred between college student and graduate degree education status ($p=0.024$), and no significant difference was obtained between the other groups. Individuals with graduate degree ($\bar{x}=3.962$) status have higher happiness levels than college students ($\bar{x}=3.661$). No significant difference was ascertained in individuals' voluntary simple lifestyles ($p=0.284$) and conspicuous consumption orientation ($p=0.910$) based on education level.

When the constructs based on age were investigated, it was seen that the mean of voluntary simple lifestyle ($F=7.794$; $p=0.000$) and happiness ($F=11.810$; $p=0.000$) had a significant difference. Yet, no significant difference was ascertained in the conspicuous consumption tendencies of individuals based on age ($p=0.926$). When the findings on the source of the difference are investigated, there is a significant difference in the mean voluntary simple life-style of the participants between the ages of 18 and 28 and those between the ages of 29 and 38 ($p=0.027$) and those aged 39 and over ($p=0.000$). Consequently, the simple voluntary lifestyle mean of the participants between the ages of 18 and 28 ($\bar{x}=3.898$) is lower than the participants between the ages of 29-38 ($\bar{x}=4.144$) and those over the age of 39 ($\bar{x}=4.296$). There is a similar difference in the happiness levels of individuals. A significant difference was ascertained in the happiness levels of the participants between the ages of 18 and 28 and those between the ages of 29 and 38 ($p=0.015$) and those aged 39 and over ($p=0.000$). Those with the lowest average happiness are those between the ages of 18 and 28. Finally, no significant difference was ascertained between the participants aged between 29 and 38 years and those aged 39 and over in terms of both simple voluntary lifestyle and average happiness.

Measurement Model

In the measurement model of the research; the constructs were subjected to confirmatory factor analysis for internal consistency reliability, convergent and discriminant validity. As a result of confirmatory factor analysis, expressions with low standardized loading were excluded from the analysis. Table 4 demonstrates the standardized loadings, cronbach alpha (α), CR and AVE values of the constructs included in the measurement model. The standardized loadings; have values between 0.619 and 0.839 for voluntary simple lifestyle, 0.648 and 0.854 for conspicuous consumption orientation, and between 0.640 and 0.811 for the Oxford happiness questionnaire. AVE values vary between 0.523 and 0.533. Standardized loadings values and AVE values of each construct in the measurement model were above >0.50 .

Moreover, the cronbach alpha and CR values of each construct are >0.70. Based on the standardized loadings, AVE and CR values of the constructs, convergent validity is ensured. Moreover, cronbach alpha and CR values show that internal consistency reliability is ensured (Hair et al., 2010).

Table 4. Confirmatory Factor Analysis Results of the Measurement Model

Construct	Standardized loadings	α	CR	AVE
Voluntary Simple Lifestyle (VSL)		0.846	0.831	0.533
1. I try to live a simple life and not to buy articles which are not necessary.	0.640			
2. I do not do impulse buying.	0.745			
3. When I shop, I decide to do so after serious consideration of whether an article is necessary to me or not.	0.839			
6. Even if I have money, it is not my principle to buy things suddenly.	0.784			
7. Except for traveling, I enjoy my leisure time without spending too much money.	0.619			
Conspicuous Consumption Orientation Scale (CCOS)		0.825	0.812	0.523
5. I would buy an interesting and uncommon version of a product otherwise available with a plain design, to show others that I have an original taste.	0.699			
7. By choosing a product having an exotic look and design, I show my friends that I am different.	0.854			
10. I often try to find a more interesting version of the run-of-the-mill products, because I wish to show others that I enjoy being original.	0.672			
11. I show to others that I am sophisticated.	0.648			
Oxford Happiness Questionnaire (OHQ)		0.900	0.900	0.530
3. I feel that life is very rewarding.	0.688			
7. I find most things amusing.	0.672			
9. Life is good.	0.811			
12. I am well satisfied regarding everything in my life.	0.767			
15. I am very happy.	0.788			
21. I feel fully mentally alert.	0.640			
22. I often experience joy and elation.	0.699			
25. I feel I have a great deal of energy.	0.742			

$$\chi^2=247.823, df=108; \chi^2/df =2.295; GFI=0.963; AGFI=0.947; CFI=0.976; TLI=0.970; RMSEA=0.041$$

For the discriminant validity of the constructs in the measurement model, the criteria proposed by Fornell-Larcker (1981) and the heterotrait-monotrait (HTMT) ratio (Henseler et al., 2015) were utilized. Based on Fornell-Larcker criteria, correlations between constructs and AVE values of constructs should be investigated in order to ensure discriminant validity. The square root of the AVE values for each construct should have a higher value than the correlation between constructs. When Table 5 is investigated, it is seen that this criterion is met.

Table 5. The Discriminant Validity according to Fornell-Larcker Criterion

Construct	VSL	CCOS	OHQ
VSL	0.730		
CCOS	-0.133***	0.723	
OHQ	0.165***	0.033***	0.728

Notes: *** p < 0.001; The bold values represent the square root of AVE.

In order to ensure discriminant validity by assessing the heterotrait-monotrait, the HTMT ratio should be <0.90 (Henseler et al., 2015). The findings in Table 6 demonstrated that the HTMT ratios of the constructs varied between -0.130 and 0.165. Consequently, the discriminant validity of the constructs was ensured based on the HTMT criterion.

Table 6. Discriminant Validity according to HTMT Criterion

Construct	VSL	CCOS	OHQ
VSL	-		
CCOS	-0.130	-	
OHQ	0.165	0.032	-

Structural Model

After ensuring the internal consistency reliability, convergent validity and discriminant validity of the constructs in the measurement model, the structural model in which the hypothesis tests were carried out was investigated. Despite the fact that the structural model results are seen in Table 7, it is observed that the model develops good fit values. When Table 7 was investigated, it was ascertained that voluntary simple lifestyle had a positive and statistically significant effect on happiness ($\beta=0.170$, $p<0.001$). Accordingly, H1 is confirmed. When the effect of conspicuous consumption orientation, which includes another research hypothesis, on happiness was investigated, it was ascertained that the stated effect was not significant ($\beta=0.053$, $p>0.05$). Accordingly, H2 is not supported.

Table 7. Structural Equation Modeling Results

	Std. β coefficient	t value	p value	Result
OHQ \leftarrow VSL	0.170	4.100	***	H1 supported
OHQ \leftarrow CCOS	0.053	1.292	0.197	H2 not supported

$\chi^2=257.539$, $df=109$; $\chi^2/df=2.363$; GFI=0.962; AGFI=0.946; CFI=0.975; TLI=0.968; RMSEA=0.042

Notes: p value; ***p < 0.001

Within the frame of this research, it was targeted to measure the moderator effect of demographic characteristics on the effect of voluntary simple lifestyle and conspicuous consumption orientation on happiness. The moderator effect is considered as the independent variable that affects the direction or strength/intensity of the relationship between the independent and dependent variable. The demographic characteristics like gender, age and educational status were investigated for the moderator effect (Table 8). When the effect of people’s voluntarily simple lifestyles on their happiness was assessed based on gender, there happened to be a positive and significant difference between male and female participants. The effect of voluntary simple lifestyle on happiness of

male participants ($\beta=0.249$, $p<0.001$) was ascertained to be higher than female participants ($\beta=0.129$, $p<0.05$). When it was investigated based on education level; there was a positive and significant difference between participants with a college degree and a graduate degree. The effect of voluntary simple lifestyle on the happiness of the participants with a college degree ($\beta=0.228$, $p<0.01$) was ascertained to be relatively higher than the participants with a graduate degree ($\beta=0.135$, $p<0.05$). No significant difference was ascertained in other education levels ($p>0.05$). Eventually, the effect of the voluntary simple lifestyle on the happiness of the participants was positive and significant between 29 to 38 years old and 39 years and older. In terms of age intervals, the effect of voluntary simple lifestyle on happiness ($\beta=0.233$, $p<0.01$) is stronger for those who are 39 years and older than those who are 29 to 38 years old ($\beta=0.153$, $p<0.05$). No significant effect was ascertained in participants between 18 to 28 years old ($p>0.05$). When the findings were assessed, H3 is supported, in which the effect of people's voluntary simple lifestyles on their happiness differentiates based on gender, age and educational status.

Table 8. Moderator Effect Results

Gender	Std. β coefficient	t value	p value
<i>Female</i>			
OHQ \leftarrow VSL	0.120	2.305	0.021
OHQ \leftarrow CCOS	0.017	0.313	0.754
<i>Male</i>			
OHQ \leftarrow VSL	0.249	3.577	***
OHQ \leftarrow CCOS	0.110	1.679	0.103
$\chi^2=369.455$, $df=218$; $\chi^2/df=1.695$; $GFI=0.946$; $AGFI=0.924$; $CFI=0.974$; $TLI=0.968$; $RMSEA=0.030$			
Education Status	Std. β coefficient	t value	p value
<i>Secondary – High school degree</i>			
OHQ \leftarrow VSL	0.117	1.105	0.269
OHQ \leftarrow CCOS	0.261	2.038	0.049
<i>College student</i>			
OHQ \leftarrow VSL	0.061	0.676	0.499
OHQ \leftarrow CCOS	-0.042	-0.466	0.641
<i>College degree</i>			
OHQ \leftarrow VSL	0.228	3.235	0.001
OHQ \leftarrow CCOS	0.020	0.301	0.764
<i>Graduate degree</i>			
OHQ \leftarrow VSL	0.135	2.066	0.039
OHQ \leftarrow CCOS	0.135	2.000	0.046
$\chi^2=726.775$, $df=436$; $\chi^2/df=1.667$; $GFI=0.906$; $AGFI=0.868$; $CFI=0.952$; $TLI=0.940$; $RMSEA=0.030$			
Age	Std. β coefficient	t value	p value
<i>18 to 28 years old</i>			
OHQ \leftarrow VSL	0.084	1.246	0.213
OHQ \leftarrow CCOS	0.056	0.828	0.408
<i>29 to 38 years old</i>			
OHQ \leftarrow VSL	0.153	2.336	0.020
OHQ \leftarrow CCOS	0.040	0.597	0.551
<i>39 years and older</i>			
OHQ \leftarrow VSL	0.233	2.716	0.007
OHQ \leftarrow CCOS	0.089	1.100	0.272
$\chi^2=542.209$, $df=327$; $\chi^2/df=1.658$; $GFI=0.924$; $AGFI=0.893$; $CFI=0.963$; $TLI=0.954$; $RMSEA=0.029$			

Moderating effects of people's conspicuous consumption orientation on their happiness were investigated based on gender, educational status and age. When Table 8 is investigated, no significant difference was ascertained in the effect of people's conspicuous consumption orientations on their happiness ($p>0.05$). A similar finding was acquired for the age variable, and no difference was ascertained based on age groups ($p>0.05$). There was a difference in the two groups based on the educational status of the participants. The effect of conspicuous consumption orientation on happiness of the participants with a secondary - high school degree ($\beta=0.261$, $p<0.05$) is relatively higher than the participants with a graduate degree ($\beta=0.135$, $p<0.05$). There was no significant effect in the college student and college degree groups ($p>0.05$). Based on the findings of Table 8, the effect of people's conspicuous consumption orientation on their happiness does not vary based on gender and age. There is a significant difference based on education level. The H4 hypothesis is partially supported.

Discussion and Conclusion

Prior to the hypothesis test regarding the research, basic analyzes were encompassed. Within the frame of the basic analysis, the averages of the research variables and the differences based on the demographic characteristics were assessed. When the averages of voluntary simple lifestyle, conspicuous consumption orientation and happiness constructs were investigated, individuals' voluntary simple lifestyle averages were ascertained to be higher, and the averages of the happiness variable were also seen to be higher. Yet, the averages of the conspicuous consumption orientation were quite low. High averages of the voluntary simple lifestyle indicate a tendency for individuals to adopt a simpler and more meaningful lifestyle. This is more related to inner happiness and accordingly it can be seen that the average of happiness is also high.

Independent samples t-test and one-way ANOVA test were implemented to the data in order to designate whether there was a difference in these constructs based on gender, educational status and age, which are demographic characteristics. As a result of the analyzes, significant differences were ascertained in the happiness levels of individuals based on their educational status and age. The people having a graduate degree were ascertained to have a higher level of happiness than those with college students. This finding is similar to the studies in the literature. Tsui (2014) and Çirkin and Göksel (2016) stated in their studies that those with higher education levels are happier. One of the significant factors which have a positive effect on happiness is income. It can be assumed that as the level of education increases, income will increase in parallel. From this view-point, it is quite normal for such a finding to occur. As the income level increases, people can generate their expenses as they wish, socialize more easily and act more easily in generating a budget for areas that support their personal development. Accordingly, an increase in their level of happiness is also expected. Significant differences were ascertained in the level of happiness based on age. People between the ages of 18-28 differed from those aged 29 and over and were in the age group with the lowest level of happiness. A similar finding was acquired in the voluntary simple lifestyle variable. Also, the voluntary simple lifestyle level of those between the ages of 18-28 is lower than those in the other age groups. Moreover, there was a significant difference based on gender in the voluntary simple lifestyle level, and men's voluntary simple lifestyle levels were ascertained to be higher than women. While there was no

significant difference in happiness levels based on gender, no significant difference was ascertained in voluntary simple lifestyle based on educational status. There was no significant difference in the conspicuous consumption orientation of the people based on gender, education level and age. This finding regarding conspicuous consumption is also consistent with the findings of the study carried out by Çetin and Yaylı (2019).

By way of analyzing the structural model, hypothesis tests were carried out and it was concluded that voluntary simple lifestyle had a positive and significant effect on happiness. As people's voluntary simple lifestyle level increases, their level of happiness also increases. This finding, which supports the H1 hypothesis, is also in line with the studies in the literature (Alexander & Ussher, 2012; Ambrose, 2010; Balderjahn et al., 2020; Hook et al., 2023; McGouran & Prothero, 2016; Monopolis, 2010). The relationship of the voluntary simple lifestyle to happiness can stem from many different factors. First, this lifestyle allows individuals to simplify their lives and avoid unnecessary stress and confusion. Thus, individuals can lead a more peaceful and satisfying life. Voluntary simple lifestyle helps individuals to reevaluate the purpose and values of their lives and to lead more meaningful lives. In addition, this lifestyle, which encourages individuals' environmental awareness and sustainable living, can increase individuals' sense of making a positive impact on the environment. Finally, the voluntary simple lifestyle allows individuals to discover and develop their own talents and potential by encouraging their personal development. It can be said that these positive outcomes, which will provide individuals by adopting a simple voluntary lifestyle, are effective in increasing their happiness levels. Yet, this relationship between a voluntary simple lifestyle and happiness also based on factors such as individuals' personal values, beliefs, and life goals. Accordingly, it is significant to consider that this lifestyle may not have the same effect for everyone.

When the effect of conspicuous consumption orientation, which was tested with H2, was investigated, it was concluded that the stated effect was not significant, and H2 was not supported. Based on the research findings, it was found that conspicuous consumption orientation has no significant effect on happiness. Despite the fact that there are different findings regarding this effect in the literature, the study demonstrating that there is no significant effect could not be obtained. This finding acquired with this research differentiates from the studies in the literature. Yet, Gürbüz and Çetinkaya Bozkurt (2022), who discussed subjective well-being and conspicuous consumption, which are concepts closely related to happiness, investigated the effect of conspicuous consumption on subjective well-being in the study they carried out with participants in Türkiye and concluded that there was no significant effect. Conspicuous consumption refers to the tendency to purchase and consume luxury goods, usually for the objective of gaining or maintaining social status. This type of consumption is often associated with extrinsic motivations, namely the wish/desire to gain the approval of others or increase social status. In the discovery of this finding, since such an extrinsic motivation may provide short-term satisfaction, it may not have increased the level of happiness in the long run.

Conclusively, these two basic findings demonstrate that individuals' happiness is mostly based on intrinsic values and a simple lifestyle, and simple lifestyle rather than conspicuous consumption is more associated with happiness. The insignificance of the relationship between conspicuous consumption and happiness may be due to the fact

that these two concepts reflect different motivations and values. It can be stated that while conspicuous consumption reflects a kind of social status based on extrinsic motivations, voluntary simple lifestyle is mostly nourished by internal motivations and reflects personal values. Consequently, voluntary simple lifestyle can enable individuals to find meaning in their lives and be satisfied, thus enabling the development of higher levels of happiness in the long run.

H3 and H4 hypotheses were utilized in order to test whether there were differences in the effects of individuals' voluntary simple lifestyle and conspicuous consumption orientations on happiness based on gender, educational status and age. In terms of the impact of individuals' voluntary simple lifestyle on their happiness; it was ascertained that men compared to women and those with a college degree were higher than those with a graduate degree. Compared to the people who are 29 to 38 years old, the effect of voluntary simple lifestyle on happiness was ascertained to be higher in those 39 years and older. Due to these differences, the H3 hypothesis was accepted. In other words, it can be stated that the effect of voluntary simple lifestyle on their happiness differentiates based on gender, education level and age. Based on the research findings, it can be stated that those in the more mature age range embrace the voluntary simple lifestyle, which encompasses sustainability, environmental awareness, search for meaning in life, and focuses on reducing consumption with the hope of leaving a more livable world to future generations. Consequently, this lifestyle increases happiness by providing inner peace, calmness, spiritual serenity and therefore an inner motivation.

When the effect of individuals' conspicuous consumption orientations on their happiness was investigated, a significant difference was ascertained in the two groups only based on their education level. Consequently, the effect of conspicuous consumption orientation on happiness is more strong for those who have a secondary - high school degree compared to those who have a graduate degree. Consequently, the H4 hypothesis is partially supported, with only the difference in educational status. As a result of the research, while no significant effect of conspicuous consumption orientation on happiness was designated, this effect became significant when analyzed based on education level. As the conspicuous consumption orientation of those who have a secondary - high school degree, which are in the lowest group in terms of education level, increase, their happiness increases positively.

The concept of happiness, which is strived to be clarified from different perspectives by different disciplines, and the question of what affects happiness, have been strived to be clarified on the basis of lifestyle and consumption with this research. Especially, it is significant for both researchers and practitioners to comprehend what motivates individuals or consumers for their happiness. In order for the concept of happiness to be more comprehensible and clear, it is needed to be dealt with holistically by different disciplines. It is assumed that the factors affecting happiness will be designated in the focus of lifestyle and consumption and will provide significant outputs for consumers in terms of developing suitable marketing policies and strategies. Also, determining what consumer differences and motivation sources are is significant at the point of generating consumer market segments. Identifying the factors affecting happiness in the focus of lifestyle and consumption allows practitioners to create more specific customer segments. Marketing communication practices such as advertisements and promotions to be developed for these customer segments can be made more qualified. Aligning

their brand values and brand images with consumers' preferences can increase the success of their marketing strategies. The fact that consumers turn to environmentally sensitive brands and prefer sustainable products can encourage businesses to make efforts in this area and to create marketing strategies that emphasize these values.

This research can aid the individuals to assess their own life and consumption habits by demonstrating the effect of voluntary simple lifestyle and conspicuous consumption orientations on happiness. Research findings demonstrate that individuals can increase their happiness by way of embracing a simpler lifestyle and avoiding unnecessary consumption. Moreover, this study ascertained that conspicuous consumption orientations do not have a significant effect on happiness. This finding may help individuals to question their conspicuous consumption orientations and perhaps increase their happiness by avoiding such consumption.

In terms of the businesses and policy makers, these research findings can help consumers to better comprehend their motivations and needs. Business and policy makers can enable consumers to increase their happiness by offering simpler and more sustainable products and services and avoiding marketing strategies that encourage conspicuous consumption. Research findings also showed that the effect of consumption habits and lifestyle choices on happiness may vary according to demographic characteristics. The businesses and policy makers can develop more targeted and effective marketing strategies and policies by taking into consideration the demographics of consumers.

Conclusively, this research provides a significant perspective on the concept of happiness by revealing the effect of voluntary simple lifestyle and conspicuous consumption on happiness. The relationship between these constructs may vary based on lifestyle, consumption motivations, values and social context. Conclusively, in order to comprehend the relationship between lifestyle, consumption and happiness, it is significant to consider the broader social and psychological context of consumption practices and motivations.

The data acquired in measuring the effect of voluntary simple lifestyle and conspicuous consumption orientations on happiness were carried out by applying convenience sampling method in this research. Therefore, there are limitations on the representativeness of the sample. Although it is not possible to generalize the research findings, some information has been shared for this community, since data were acquired from the participants in Türkiye. Moreover, how and in what way cultural and contextual factors affect happiness is one of the issues that should be investigated. Another limitation of the study is that the data were obtained at once, instantaneously and cross-sectionally, through an online survey. The following five different areas can be recommended for further studies;

1. The studies conducted on the examination of cultural factors; How do the consumption habits and lifestyle choices of individuals from different cultures affect their happiness levels? The answer to this question can deepen the comprehending of happiness from a global perspective.
2. Analyzing of different lifestyles and consumption patterns; Voluntary simple lifestyle and conspicuous consumption are just two examples of consumption habits and lifestyle choices. Future studies may investigate the impact of other

lifestyles and consumption patterns on happiness, like minimalist living, sustainable consumption, and luxury consumption.

3. More comprehensive examination of demographic factors; this study has designated the effect of demographic factors like gender, educational status and age on happiness. Yet, other demographic factors (income level, occupation, family status, etc.) can be investigated. Understanding how these factors shape the impact of consumption habits and lifestyle choices on happiness may allow for a more comprehensive model of happiness.
4. Analyzing the long-term effects; this study investigated the effects of voluntary simple lifestyle and conspicuous consumption orientations on happiness as a snapshot. Yet, long-term studies are required in order to learn more regarding the long-term effects of these lifestyles and consumption patterns on individuals' happiness levels.
5. Utilizing the different approaches to happiness; this research model deals with happiness on the basis of eudaimonia and hedonist approaches, as well as idealist and materialist values. Yet, there are other approaches to clarify happiness. It may be useful to use these different approaches and investigate how the results change in future studies.

Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited. *(The ethical approval was acquired with the decision of Bandırma Onyedü Eylül University, Social and Human Sciences Ethics Committee dated 15.05.2023 and numbered 2023-5.)
Plagiarism Checks	Yes – Ithenticate
Conflicts of Interest	The author has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author acknowledge that they received no external funding in support of this research.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körlme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur. *(Bandırma Onyedü Eylül Üniversitesi, Sosyal ve Beşeri Bilimler Etik Kurulu'nun 15.05.2023 tarih ve 2023-5 sayılı kararı ile etik onay alınmıştır.)
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

References / Kaynakça

- Ahuvia, A. C. (2002). Individualism/collectivism and cultures of happiness: A theoretical conjecture on the relationship between consumption, culture and subjective well-being at the national level. *Journal of Happiness Studies*, 3, 23-36.
- Aktaş, E., Nas, Ş. & Gürbüz, E. C. (2020). Tüketimin mutluluk üzerindeki etkisi: Çukurova bölgesi örneği. *Bulletin of Economic Theory and Analysis*, 5(1), 21-40.
- Alexander, S. & Ussher, S. (2012). The voluntary simplicity movement: A multi-national survey analysis in theoretical context. *Journal of Consumer Culture*, 12(1), 66-86.
- Ambrose, M. (2010). *Voluntary simplicity as an urban lifestyle: Resisting a consumer economy*. (Unpublished doctoral dissertation). The University of Calgary.
- Anderson, J. C. & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological Bulletin*, 103(3), 411-423.
- Bagwell, L. S. & Bernheim, B. D. (1996). Veblen effects in a theory of conspicuous consumption. *The American Economic Review*, 86(3), 349-373.
- Balderjahn, I., Lee, M. S., Seegebarth, B. & Peyer, M. (2020). A sustainable pathway to consumer wellbeing. The role of anticonsumption and consumer empowerment. *Journal of Consumer Affairs*, 54(2), 456-488.
- Bastian, B., Kuppens, P., De Roover, K. & Diener, E. (2014). Is valuing positive emotion associated with life satisfaction? *Emotion*, 14 (4), 639-645.
- Belk, R.W. (1985). Materialism: Trait aspects of living in the material world. *Journal of Consumer Research*, 12(3), 265-280.
- Besser, L. L. (2021). *The Philosophy of Happiness: An Interdisciplinary Introduction*. New York, Routledge.
- Boğa, Ö. & Başcı, A. (2016). Ağızdan ağıza pazarlamanın gösterişçi tüketim üzerine etkisi. *Öneri Dergisi*, 12(45), 463-489.
- Boshoff, E. & Kotzeļ, M. (2011). The conceptualization and measurement of philosophical approaches that influence ethical decision making in the work context: Part 1. *African Journal of Business Ethics*, 5(1), 36-49.
- Cengiz, H. & Torlak, Ö. (2021). Investigating the demographics and behavioural characteristics associated with voluntary simplicity lifestyles in a developed and a developing country: A comparison between US and Turkish simplifiers. *Global Business Review*, 22(1), 119-131.
- Charles, K., Hurst, E. & Roussanov, N. (2009). Conspicuous consumption and race. *The Quarterly Journal of Economics*, 124(2), 425-467.
- Chaudhuri, H. R. & Majumdar, S. (2006). Of diamonds and desires: Understanding conspicuous consumption from a contemporary marketing perspective. *Academy of Marketing Science Review*, 11, 1-18.
- Chaudhuri, H., Mazumdar, S. & Ghoshal, A. (2011). Conspicuous consumption orientation: Conceptualisation, scale development and validation. *Journal of Consumer*

Behaviour, 10(4), 216-224.

Cheng, H. & Furnham, A. (2002). Personality, peer relations, and self-confidence as predictors of happiness and loneliness. *Journal of Adolescence*, 25 (3), 327-339.

Cohn, M.A., Fredrickson, B.L., Brown, S.L., Mikels, J.A. & Conway, A.M. (2009). Happiness unpacked: Positive emotions increase life satisfaction by building resilience. *Emotion*, 9 (3), 361-368.

Çetin, M. & Yaylı, A. (2019). Restoran tercihinde gösterişçi tüketim eğilimi. *Turizm Akademik Dergisi*, 6 (2), 227-238.

Çınar, D. (2021). A research on the evaluation of consumers' voluntary simplicity lifestyle tendency in the covid-19 period. *International Journal of Social Sciences and Education Research*, 7(1), 12-23.

Çirkin, Z. & Göksel, T. (2016). Mutluluk ve gelir. *Ankara Üniversitesi SBF Dergisi*, 71(2), 375-400.

Deci, E.L. & Ryan, R.M. (2008). Hedonia, eudaimonia, and well-being: An introduction. *Journal of Happiness Studies*, 9, 1-11.

DeLeire, T.A. & Kalil, A. (2010). Does consumption buy happiness? Evidence from the United States. *International Review of Economics*, 57, 163-176.

Delhey, J. & Dragolov, G. (2016). Happier together. Social cohesion and subjective well-being in Europe. *International Journal of Psychology: Journal International de Psychologie*, 51 (3), 163-176.

Demiessie, H. G., Hossain, M. R. & Shirin, S. (2021). The gateway to well-being and happiness: Re-defining individualism, voluntary simplicity and civilization. *Asian J. Soc. Sci. Leg. Stud*, 3(3), 59-74.

Demir, M. (2010). Close relationships and happiness among emerging adults. *Journal of Happiness Studies*, 11, 293-313.

Diener, E. (2000). Subjective well-being. The science of happiness and a proposal for a national index. *The American Psychologist*, 55 (1), 34-43.

Easterlin, R. A. & Sawangfa, O. (2010). Happiness and economic growth: Does the cross section predict time trends? Evidence from developing countries. *International Differences in Well-being*, 166-216.

Eastman, J. K., Goldsmith, R. E. & Flynn, L. R. (1999). Status consumption in consumer behavior: Scale development and validation. *Journal of Marketing Theory and Practice*, 7(3), 41-52.

Eimermann, M., Lindgren, U. & Lundmark, L. (2021). Nuancing holistic simplicity in Sweden: A statistical exploration of consumption, age and gender. *Sustainability*, 13(15), 8340, 1-16.

Elgin, D. & Mitchell, A. (1977). Voluntary Simplicity. *The Co-Evolution Quarterly, Summer*, 1-30.

Fornell, C. & Larcker D. (1981). Evaluating structural equation models with

unobservable variables and measurement error. *Journal of Marketing Research*, 18(1), 39-50.

Fricker, R. D. & Schonlau, M. (2002). Advantages and disadvantages of Internet research surveys: Evidence from the literature. *Field methods*, 14(4), 347-367.

Goldsmith, R.E., Flynn, L. R. & Eastman, J. K. (1996). Status consumption and fashion behavior: An exploratory study. *Proceedings of the Association of Marketing Theory and Practice*, 5, 309-316.

Gürbüz, C. & Çetinkaya Bozkurt, Ö. (2022). Tüketim toplumunda tüketim türlerinin öznel iyi oluş üzerindeki etkisine ilişkin bir araştırma. *Tüketici ve Tüketim Araştırmaları Dergisi*, 14(2), 357-391.

Hair, J. F., Black, W. C., Babin, B. J. & Anderson, R.E. (2010). *Multivariate Data Analysis a Global Perspective*. Pearson, 7th Edition, Global Edition.

Helliwell, J.F. & Putnam, R.D. (2004). The social context of well-being. *Philosophical transactions of the Royal Society of London. Series B, Biological sciences*, 359 (1449), 1435-1446.

Henseler, J., Ringle, C. M. & Sarstedt, M. (2015). A new criterion for assessing discriminant validity in variance-based structural equation modeling. *Journal of the Academy of Marketing Science*, 43, 115-135.

Hills, P. & Argyle, M. (2002). The Oxford happiness questionnaire: A compact scale for the measurement of psychological well-being. *Personality and Individual Differences*, 33, 1073-1082.

Hook, J. N., Hodge, A. S., Zhang, H., Van Tongeren, D. R. & Davis, D. E. (2023). Minimalism, voluntary simplicity, and well-being: A systematic review of the empirical literature. *The Journal of Positive Psychology*, 18(1), 130-141.

Hudders, L. & Pandelaere, M. (2012). The silver lining of materialism: The impact of luxury consumption on subjective well-being. *Journal of Happiness Studies*, 13, 411-437.

Huneke, M. E. (2005). The face of the un-consumer: An empirical examination of the practice of voluntary simplicity in the United States. *Psychology & Marketing*, 22(7), 527-550.

Iwata, O. (2006). An evaluation of consumerism and lifestyle as correlates of a voluntary simplicity lifestyle. *Social Behavior and Personality*, 34(5), 557-568.

Johnston, T. C. & Burton, J. B. (2003). Voluntary simplicity: Definitions and dimensions. *Academy of Marketing Studies Journal*, 7(1), 19-36.

Kline, R.B. (2011). *Principles and Practice of Structural Equation Modeling*. Guilford Press, 3th Edition, New York.

Kruger, D. J. & Kruger, J. S. (2018). What do economically costly signals signal?: A life history framework for interpreting conspicuous consumption. *Evolutionary Psychological Science*, 4, 420-427.

Kury, K. W. (2000). The Multivocal Consumer Culture Of Voluntary Simplicity, 1-8.

- Linssen, R., Van Kempen, L. & Kraaykamp, G. (2011). Subjective well-being in rural india: The curse of conspicuous consumption. *Social Indicators Research*, 101(1), 57-72.
- McGouran, C. & Prothero, A. (2016). Enacted voluntary simplicity - Exploring the consequences of requesting. *European Journal of Marketing*, 50(1/2), 189-212.
- Moeini, B., Barati, M., Farhadian, M. & Ara, M.H. (2018). The association between social support and happiness among elderly in Iran. *Korean Journal of Family Medicine*, 39, 260-265.
- Monopolis, A. N. (2010). *Voluntary simplicity, authentic happiness, and ecological sustainability*. (Unpublished doctoral dissertation). University of California, Santa Barbara: California, PHD.
- Mont, O. & Power, K. (2010). The role of formal and informal forces in shaping consumption and implications for a sustainable society. Part I. *Sustainability*, 2(7), 2232-2252.
- O'Cass, A. & McEwen, H. (2004). Exploring consumer status and conspicuous consumption. *Journal of Consumer Behaviour*, 4(1), 25-39.
- Özgül, E. (2011). Evaluations of consumers' socio-demographic characteristics in terms of hedonic consumption and voluntary simplicity life styles. *Ege Academic Review*, 11(1), 25-38.
- Özkan-Pir, E. & Karaduman, İ. (2017). Environmental consciousness, environmental education, conspicuous consumption and re-buying decisions on network marketing in Turkey. *Eurasia Journal of Mathematics, Science and Technology Education*, 13(8), 5531-5542.
- Patsiaouras, G. & Fitchett, J. A. (2012). The evolution of conspicuous consumption. *Journal of Historical Research in Marketing*, 4(1), 154-176.
- Pawelski, O. J. (2013). *Introduction to philosophical approaches to happiness*. In the Oxford Handbook of Happiness. (Eds) S. A. David, I. Boniwell & A. C. Ayers. Oxford, Oxford University Press. 247-251.
- Perez-Truglia, R (2013). A test of the conspicuous consumption model using subjective well-being data. *The Journal of Socio-Economics*, 45, 146-154.
- Platon. (2002). *Devlet*. (H. Demirhan, Çev.). Sosyal yayınlar, İstanbul.
- Podoshen, J. S. & Andrzejewski, S. A. (2012). An examination of the relationships between materialism, conspicuous consumption, impulse buying, and brand loyalty. *Journal of Marketing Theory and Practice*, 20(3), 319-334.
- Pyone, J. S. & Isen, A. M. (2011). Reducing the pursuit of material goods: the influence of positive affect on materialism and conspicuous consumption. *Building Connections*, 39, 655.
- Schermelleh-Engel K., Moosbrugger H. & Müller H. (2003). Evaluating the fit of structural equation models: Tests of significance and descriptive goodness-of-fit measures. *Methods of Psychological Research Online*, 8(2), 23-74.
- Segal, B. & Podoshen, J. S. (2013). An examination of materialism, conspicuous consumption and gender differences. *International Journal of Consumer Studies*, 37(2), 189-

198.

Stutzer, A. (2004). The role of income aspirations in individual happiness. *Journal of Economic Behavior & Organization*, 54(1), 89-109.

Tan, C., Low, S.K. & Viapude, G.N. (2018). Extraversion and happiness: The mediating role of social support and hope. *PsyCh Journal*, 7 (3), 133-143.

Tenaglia, S. (2007). Testing theories on happiness: a questionnaire. University of Tor Vergata-Roma, *Working Paper*, 1-44.

The American Psychological Association (APA) Dictionary of Psychology. Happiness. <https://dictionary.apa.org/happiness> (15/06/2023).

Tsang, J. A., Carpenter, T. P., Roberts, J. A., Frisch, M. B. & Carlisle, R. D. (2014). Why are materialists less happy? The role of gratitude and need satisfaction in the relationship between materialism and life satisfaction. *Personality and Individual Differences*, 64, 62-66.

Tsui, H. C. (2014). What affects happiness: Absolute income, relative income or expected income?. *Journal of Policy Modeling*, 36(6), 994-1007.

Valerio, R. (2013). *Koinonia and anachoresis: An exploration of the concept and practice of simple living as a Christian response to consumerism*. (Doctoral dissertation). King's College London, University of London. 1-199.

Van Boven, L. (2005). Experientialism, materialism, and the pursuit of happiness. *Review of General Psychology*, 9(2), 132-142.

Veblen, T. (1992). *The Theory of the Leisure Class*. 1st edition. Routledge, New York.1-282.

Veenhoven, R. (2015). Social conditions for human happiness: A review of research. *International Journal of Psychology*, 50(5), 379-391.

Vickers, J. S. & Renand, F. (2003). The marketing of luxury goods: An exploratory study—three conceptual dimensions. *The Marketing Review*, 3(4), 459-478.

Walther, C. S., Sandlin, J. A. & Wuensch, K. (2016). Voluntary simplifiers, spirituality, and happiness. *Humanity & Society*, 40(1), 22-42.

Wright, T. A. & Cropanzano, R. (2000). Psychological well-being and job satisfaction as predictors of job performance. *Journal of Occupational Health Psychology*, 5(1), 84-94.

Zeng, Z., Zhao, S. & Liu, Q. (2019, August). *Subjective well-being survey based on different occupation groups-Taking Wuhan as an example*. In 2019 5th International Conference on Social Science and Higher Education (ICSSHE 2019), Atlantis Press, 480-485.



2023, 12 (3), 2235-2257 | Araştırma Makalesi

Tarihi Bir Türkü: Avşar Beyleri

Erdal ULUDAĞ¹

Öz

Türk halk müziği repertuarında yer alan her türkü bir olay karşısında etkileniş süreci içinde doğmuş olup içerisinde bir hikâye barındırmaktadır. Yüzyıllar önce Anadolu'da beylikler döneminde Denizli ilinin Acıpayam yerleşkesini yurt edinen Avşarlar ile Germiyanogulları arasında geçen mücadeleleri anlatan "Avşar Beyleri" türküsü nesilden nesile sözlü aktarım yoluyla günümüze kadar ulaşmıştır. Bir türkünün kimliğini oluşturan önemli unsurlardan bir tanesi onun sözleridir. Avşar beyleri türküsünün sözleri üretildiği döneme ait bilgileri de içerisinde barındırmaktadır. Bu yönü ile "Avşar Beyleri" türküsü üretildiği dönemin izlerini taşımakla birlikte aynı zamanda Teke Yöresi Yörük-Türkmen müzik kültürünün de simgesi haline gelmiş bir uzun hava örneğidir. Yörenin önemli müzikal türlerinden olan gurbet havaları içinde gösterilen türkü uzun hava formunda bir boy türküsü olarak değerlendirilmektedir. Çalışmada, türkünün yakılmasına vesile olan Avşar beyleri, tarihî bir bakış açısıyla incelenmiş, türkü; edebî, müziksel ve icra bağlamında analiz edilmiştir. Türkü edebî açıdan incelendiğinde; 10, 11, 12, 13, 14 gibi değişken hece yapılarının uygulandığı, kafiye düzeni açısından a/b/a/b, a/a/a/b, a/a/b/a kalıplarının kullanıldığı tespit edilmiştir. Türkü makamsal açıdan değerlendirildiğinde ise türkünün Gülizar makamının özelliklerini taşıdığı görülmektedir. Ses sahası açısından incelendiğinde La-Do ses aralığında bir oktavı aşkın bir ses genişliğine sahip olduğu tespit edilmiştir. Yörede sadece bağlama eşliğinde çalınan ve söylenen Avşar beylerinin çalgı bölümü Köroğlu havalarında da görüldüğü gibi 5/8'lik ritmik yapısıyla kahramanlık teması özelliğini taşımaktadır. Ezgi içindeki geçiş motifleri ise 7/8 ve 2/4'lük ritmik yapılar barındırmaktadır. Ritmik yapıdaki bu çeşitlilik ise aynı zamanda ezgiye bir dinamizm kazandırmaktadır. Bağlamanın icrasında kullanılan akort düzeni ise yörede Avşar düzeni olarak isimlendirilen bağlama düzenidir. Ezginin çalgı icrasında yörede kullanılan mızrap tartımları ön plana çıkmaktadır. Ayrıca ezginin bağlama icrasında homofonik çok sesli dokunun da oluştuğu tespit edilmiştir.

Anahtar Kelimeler: Teke Yöresi, Avşarlar, Avşar Beyleri Türküsü, Uzun Hava, İcra Biçimi

Uludağ, E. (2023). Tarihi Bir Türkü: Avşar Beyleri . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 2234-2257 . <https://doi.org/10.15869/itobiad.1303053>

Geliş Tarihi	26.05.2023
Kabul Tarihi	21.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, Anadolu Üniversitesi, Devlet Konservatuarı, Türk Müziği Anabilim Dalı, Eskişehir, Türkiye, euludag@anadolu.edu.tr, ORCID: 0000-0003-1397-7120



2023, 12 (3), 2235-2257 | Research Article

Avshar Beyleri: A Historical Turkish Folk Song

Erdal ULUDAĞ¹

Abstract

Every folk song in the Turkish folk music repertoire was born as a result of the influence of an event and contains a story in it. The folk song "Avshar Beyleri", which tells about the struggles between the Avshars and Germiyanoglus, who adopted the Acipayam region in the province of Denizli during the period of principalities in Anatolia centuries ago, has survived to the present day through oral transmission from generation to generation. One of the important elements that make up the identity of a folk song is its lyrics. The lyrics of the Avshar Beyleri folk song contain information about the period in which it was produced. With this aspect, the folk song carries the traces of the period in which it was produced, but at the same time, it is an example of unmetred folk song, which has become the symbol of the Yoruk-Turkomen music culture of the Teke Region. The folk song, which is counted as an example of "gurbet" melodies (songs with the theme of homesickness), which is one of the important musical genres of the region, is considered to be an unmetred folk song. In the study, the Beys of the Avshar tribe, who had a role in the making of the folk song, were examined from a historical perspective and the song was analyzed in terms of literature, musical structure, and performance. When examined in terms of literature, it is evident that various syllable structures with 10, 11, 12, 13, and 14 syllables are mostly used and the patterns *a/b/a/b*, *a/a/a/b*, *a/a/b/a* are used in terms of rhyme scheme. Evaluated in terms of maqam, the song reveals the characteristics of the Gulizar maqam. It was determined that the song has a sound amplitude that exceeds one octave in the A-C sound range. The instrumental section of the "Avshar Beyleri", which is only played and sung accompanied by baglama in the region, has the air of war (struggle) music with its 5/8 rhythmic structure, as seen in Koroglu tunes. The transition motifs in the tune contain 7/8 and 2/4 rhythmic structures. This diversity in the rhythmic structure also adds dynamism to the melody. The tuning pattern used in the performance of the baglama is the baglama pattern called the Avshar pattern in the region. Plectrum weighings which are common in the region come to the fore in the instrumental performance of the tune. In addition, it has been determined that homophonic polyphony also occurs in the baglama performance of the melody.

Keywords: Teke Region, Avshars, Avshar Beyleri Folk Song, Unmetred Folk Song, Performance Style

Uludağ, E. (2023). Avshar Beyleri: A Historical Turkish Folk Song . *Journal of the Human and Social Science Researches* , 12 (3) , 2234-2257 . <https://doi.org/10.15869/itobiad.1303053>

Date of Submission	26.05.2023
Date of Acceptance	21.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Asst. Prof., Anadolu University, State Conservatory, Department of Turkish Music, Eskişehir, Türkiye, euludag@anadolu.edu.tr, ORCID: 0000-0003-1397-7120

Giriş

Güneybatı Anadolu'da (Teke Yöresi) yüzyıllardır icra edile gelmiş türkülerden bir tanesi "Avşar Beyleri" türküsüdür. Türkü günümüzde Denizli, Burdur, Antalya, Isparta ile Muğla'nın Fethiye ilçesini de içine alan Yörük-Türkmen müzik kültüründe yaşatılmaktadır. Tarihte belirli bir dönemde yaptıklarıyla bir türküyü konu olan ve yüzlerce yıl isimleri yaşatılan Avşar beylerinin kim olduğu merak konusudur. Avşar beylerinin Germiyanoglu'ları ile olan mücadelelerini konu edinen türkü, yörenin müzik türlerinden birisi olan uzun hava şeklinde seslendirilmektedir. Bağlama eşliğinde söylenen türkünün icrasının bir hayli zor olduğu kabul edilmektedir. Türkünün icrasındaki zorluğun ezgi yapısından mı, ritmik yapısından mı, söz yapısından mı, çalma ve söylemedeki icra tekniğinden mi kaynaklandığı merak konusudur. Bu türküyü bağlamasıyla çalıp söyleyen kişi yörede usta sayılmaktadır. O yüzden türküyü yörede hakkıyla icra edebilen kişi sayısı da oldukça azdır. Bu konuda Ekinci (2013, s. 397), Burdur ilinde yaşayan mahalli sanatçılardan Süleyman Yakan, Alaattin Atasoy gibi birkaç kişinin Avşar Beyleri türküsünü layıkıyla icra edebildiğini belirtmektedir. Bu kadar özelliği içinde barındıran tarihi bir türkünün detaylı bir şekilde incelenmesi bir hayli önem taşımaktadır. Bu açıdan bakıldığında çalışmanın problem cümlesi de şu şekilde özetlenmiştir:

"Tarihi bir türkü olma özelliği taşıyan Avşar beyleri türküsünün kültürel, müziksel ve edebî açıdan barındırdığı özellikler nelerdir?"

Güney Batı Anadolu'da Avşarlar

Kaynaklarda yer alan bilgilerden yola çıkıldığında Avşarlar, Oğuz taifesine bağlı büyük ve güçlü Türkmen toplulukları olarak bilinmektedir. Aynı zamanda Avşarların, devlet kurma gücüne sahip beş büyük Türk boyundan birisi olduğu bilgisi verilmektedir (Togan, 1982, s. 77). Sümer (1999, s. 264) Avşar ismi ile ilgili şu bilgileri aktarmaktadır:

XVI. yüzyıla ait tahrir defterlerinde Avşar adlı pek çok yer adı görülmektedir ki bunların sayısı birinci sırada bulunan Kayılarınkinden sonra geliyor. Bu yer adları da, diğerleri gibi Anadolu'nun Orta ve Batı bölgelerinde bulunmaktadır. Hatta Rumelinde dahi bu boya ait birkaç yer adı görülmektedir. Bu yer adları Avşarların Türkiye'nin Fetih ve iskânında Kayı ve Kınıklar gibi birinci derecede bir rol oynadıklarını göstermektedir.

Tarihte önemli olaylara imza atan bir topluluk ismi olan Avşar, hangi anlamları barındırmaktadır? Avşar isminin "av" sözcüğünden geldiği, çevik, atak, çabuk iş yapan, ava hevesli anlamlarına geldiği görüşü hakimdir (Sümer, 1992, s. 171).

Avşar Türkmenlerinin, Malazgirt Savaşı sonrasında Batı Anadolu'ya büyük gruplar halinde göç ederek yerleştikleri tarihi kayıtlardan edinilen bilgiler arasındadır. Türkmen oymaklarının önemli bir bölümü de Avşarların önderliğinde Sultan I. Mesut döneminde (1116-1155) Gölhisar olarak bilinen Karaağaç Ovası'na (Acıpayam) yerleşmişlerdir. 1147-1149 tarihlerinde gerçekleşen II. Haçlı Seferi'nde Avşarlar haçlı birliklerini mağlup etmişlerdir (Yurt Ansiklopedisi, 1982, s. 7516). Moğol istilasından sonra bölgeden kaçan Türkmenler de Denizli ve çevresine yerleşmişlerdir. Tarihi kayıtlarda geçen bir bilgi, 1333 yılında İbn-i Battuta'nın Denizli bölgesinden geçtiği sırada, Karaağaç Ovası'nın Türkmen yerleşiminde olduğunu bildirmesidir (Battuta, 2004, s. 279). Bölgeye gelen Türkmenlerin başında işe Avşar boyuna mensup Mehmet

bey, İlyas bey ve Ali Bey bulunmaktaydı (Turan, 1993, s. 514). 1259 yılında Mehmet Bey bölgeye hâkim durumundaydı. 1261 yılından 1289 yılına dek Ali Bey'in oğlu İnanç Bey'in kendi adıyla beylik kurmasına kadar geçen yıllar arasında Avşar beyleri ile Germiyanoğlu'ları arasında bölgenin hakimiyeti (hâkimiyet) konusunda sürekli bir mücadele içinde olmuşlardır (Baykara, 1969, s. 32).

Bu yıllar arasında gerçekleşen mücadelelerde, Avşar beylerinin kahramanlıklarını anlatan ve onları yücelten bir türkü yakılmıştır. Yüzlerce yıl önce yaşanmış bu güç mücadelelerini anlatan türkü, günümüzde yörenin en sevilen türkülerinden biri olma özelliğini korumaktadır. Tarihin süzgecinden geçerek yüzyılları deviren bir türkü gerçekten de sözlü iletimin önemli bir başarısı olarak görülmelidir.

Denizli ve civarında Avşar ismiyle yerleşim yerlerinin bulunması geçmişte bu bölgede Avşarların yaşadığının ispatı niteliğindedir. XVI. yüzyıl Osmanlı arşiv belgelerinde Karaağaç Gölhisarı (Acıpayam) sancağının sınırları içinde "Avşar" ve "Avşar-ı Diğer" adında iki köyün bulunduğu Osmanlı arşiv kayıtlardan elde edilen bilgiler arasındadır (438 Numaralı Muhasebe-i Vilayet-i Anadolu Defteri, 1993, s. 247-251). Günümüzde ise Denizli'nin Acıpayam ilçesine bağlı "Karahüyük Avşarı" ve "Kum Avşarı" köylerinin, geçmişten bugüne kadar yerleşke olarak kullanıldığının bir göstergesidir (Kaya ve Karagöz, 2014, s. 40).

Türkü Kavramı

Türküler, halk müziğinin önemli bir parçasıdır. Önemli müzikologlardan olan Titon, "Halk müziği, geleneksel ve sözlü olarak bir nesilden bir nesile aktarılan, her gün yüze iletişim ve sosyal etkileşimle sık sık uygulanan bölgeler ve etnik kökene bağlı müzik tarzlarından oluşur." şeklinde halk müziğini tanımlamış ve sözlü iletim yoluyla aktarıldığına vurgu yapmıştır (Titon, 2006, s. 395).

Türkü kavramının etimolojik kökeni hakkında kaynaklardaki ortak görüş; *Türk* sözcüğüne nispet *i* ekinin eklenmesiyle oluşan *Türki* sözcüğü zaman içerisinde *türkü* ye dönüşmüştür. Sözcük anlam açısından değerlendirildiğinde ise Türklere özgü anlamını taşıdığı görüşü hakimdir (Artun, 2011, s. 173; Atılgan, 1997, s. 40).

Türk kültürünün yaşandığı coğrafyalarda türkü sözcüğünü karşılayan farklı sözcükler kullanıldığı görülmektedir. Bu kullanımlardan birkaç örnek vermek gerekirse; Azerbaycan'da *mahnı*, Tatarlarda *balık cır*, Özbeklerde *halk koşığı*, Kırgızlarda *eldik ır*, Başkurtlarda *halk yırı*, Kazaklarda *türki*, Uygurlarda ise *nahşa* türkü sözcüğünü karşılayan kelimeler olarak bilinmektedir (Çobanoğlu, 2009, s. 104). Çobanoğlu (2000, s. 104) halk ezgilerini karşılayan "küy" lerin sözlerden önce oluşturulduğunu, kültürel olarak yaratıldıklarını ve ezgi bağlamında ise çok eskilere dayandığını ileri sürmektedir.

Halk şiiri türlerinden biri olan Türkü için müzikolog ve araştırmacıların birçok tanım yaptığı görülmektedir. Köprülü (2017: 347), türküyü "Türklere mahsus bir besteyle söylenen halk şarkıdır" şeklinde tanımlamaktadır. Aynı zamanda türkünün onu diğer halk şiiri türlerinden ayıran en önemli özelliğinin de ezgi olduğunu belirtmektedir. Boratav (2014, s. 171) da türküyü "Düzenleyicisi bilinmeyen, halkın sözlü geleneğinde oluşup gelişen, çağdan çağa ve yerden yere içeriğinde değişikliklere (zenginleşmelere, bozulmalara, kırılmalara) uğrayabilen ve her zaman bir ezgiyle koşulmuş olarak söylenen şiirlerdir" şeklinde tanımlarken, Başgöz (2008: 15) ise "Halk türküsü ezgi ile söylenen halk şiiridir" şeklinde bir tanım yapmıştır.

Ali Yakıcı, türkü konusunda önemli bir kaynak oluşturmuş ve türkünün tanımını şu şekilde yapmıştır:

Duygu, düşünce, hayal, birey ya da toplum olarak doğumdan ölüme kadar yaşanan, insan ve toplumda iz bırakan bütün olayları dile getiren, sevinçli ya da üzüntülü zamanlardaki coşku ve heyecanı yansıtan, kaynakları genellikle ozan, türkü yakıcı ve söyleyicisi kişilerden oluşan, hangi edebiyat şubesine ait ya da hangi biçim ve türde ortaya çıkmış olursa olsun halka mal edilerek anonimleşen, şölende, düğünde, toplantıda ve her türlü icra ortamında dillerden düşmeyen, icracısı, icra ortamı ve konusuna göre kendine has bir ezgiyle söylenen ürünlere türkü denir (Yakıcı, 2013: 58).

Mirzaoğlu (2015, s. 10), "Türküler toplumun geçmişten gelen en güçlü sesidir. Anadolu insanı bütün duygu ve düşüncelerini türkü yoluyla bütün içtenliğiyle dışa vurur. Türkü bir yönüyle mitolojik çağlara uzanırken diğer yönüyle gündelik hayatın yaşanmışlıklarını yansıtabilir" şeklinde detaylı bir tanım yapmıştır. Şenel ise türkünün anonimliğini vurgulayarak "bestecisi bilinen musiki eserlerinin dışında kalan, çoğunlukla sahibi unutulmuş, zaman içerisinde kolektif bir katkıyla şekillenmiş hece vezinli Türkçe musiki eserleri" şeklinde bir tanım yapmıştır (Şenel, 2012, s. 612).

Türklerin kültüründe binlerce yıllık bir sözlü kültür ürünü olan türküler ile ilgili ilk bilgiye XV. yüzyılda yaşamış olan Ali Şîr Nevâî'nin "Mizânü'l Evzân" adlı eserinde rastlanılmaktadır. Bu eserde türkü ile ilgili şu bilgiler yer almaktadır:

Ve yine bir şarkı türüdür ki ona Türkî denmektedir ve bu söz ona alem olmuştur. O haddinden fazla beğenilen ve ruha ferahlık veren, zevk u safâya düşkün kimselere faydalı ve meclisleri süsleyici bir şarkı türüdür; şöyle ki bu türü güzel söyleyen kimseleri sultanlar himaye eder, 'Turkî-gûy' lakabı ile meşhurdurlar. Bu da Remel-i müsemmen-i mahzûf vezninde tertip edilir (Ali Şîr Nevâî, 1993, s. 118).

Anadolu'daki ilk türkü örnekleri XVI. yüzyılda yaşadığı tahmin edilen şair Öksüz Dede'nin eserinde yer almaktadır (Köprülü, 2004, s. 60).

Türkülerin Tasnifi

Kaynaklarda türkülerin ezgi, konu ve şekil bakımından sınıflandırılabilceği konusunda uzman görüşleri yer almaktadır. Türkülerin sınıflandırılması konusunda Hasan (2008), şu görüşleri paylaşmaktadır:

Sözlü edebiyat verimlerinde ezgiyle söylenen her türden halk şiirinin türkü terimiyle karşılandığını söylemek mümkündür. Bu halk arasında o kadar yaygındır ki bazı murabbalar, hatta gazeller bile bazı eski yazmalarda türkü adıyla geçmektedirler. Bütün bunlar, bir yandan türkünün sınırlanması ve belirli bir tipe bağlanmasının oldukça güç bir sorun olduğunu gösterirken, diğer yandan onun en önemli özelliği yine de ezgide belirlendiği gerçeğini ortaya koymaktadır. Buna göre türküler şekle göre değil, ezgilerine göre sınıflandırılmalıdırlar (Hasan, 2008, s. 9).

Türküler ezgi açısından değerlendirildiğinde, usulsüz ve usullü olarak ikiye ayrılmaktadır (Dizdaroğlu, 1969, s. 102). Gazimihal, usulsüz olan türkülerin; bozlak, divan, koşma, hoyrat gibi uzun havalar, usullü türkülerin ise oyun havaları olduğunu ifade etmektedir (Gazimihal, 2006, s. 192). Türk Halk müziğindeki türleri Demir (2013: 72) ise usullü, usulsüz ve karma türler olarak 3 ana başlık altında toplamaktadır. Buna

göre usullü ezgiler kırık havalar, usulsüz ezgiler uzun havalar ve karma türler ise karma havalar olarak adlandırılmaktadır.

Türk halk müziğinde serbest ritmik yapıdaki eserlere uzun hava ismi verilmektedir. Bu bağlamda, uzun hava hakkındaki görüşlere değinmek yerinde olacaktır. Asaf (1926, s. 3) konu hakkında “Uzun havalar tabir edilen bestelerdir. Bunları halk şairleri terennüm ederler ki Avrupa musikisinde mevcut olan resitatifin mükabilidir. Bu uzun havalar, usul ile çalınmaz, her sanatkarın arzusuna göre serbestçe çalınabilir” şeklinde görüşlerini paylaşmaktadır. Gazimihal (2006, s.192) de uzun hava için “Usulsüz musikilere Anadolu’da umumiyetle bu isim verilir. Muhtelif neveleri vardır” şeklinde görüş belirtmektedir. Sarısözen (1962, s. 4) ise “Ölçü ve ritim bakımından serbest olduğu halde, dizisi bilinen ve dizi içindeki seyri belli kalıplara bağlı bulunan ezgilere ‘uzun hava’ denir” şeklinde kapsamlı bir tanım yapmıştır.

Gurbet havalarının icralarında sözlerin arasında vurguyu arttırıcı sözler kullanılmaktadır. Gurbet havalarının tanımını yapan Küçükçelesi (2002, s. 45), bu bahsi geçen katma sözcüklerin neler olduğuna dair şu bilgileri paylaşmaktadır:

Gurbet havası, sözlerinde genellikle, ayrılık, yurt ve sevgili özlemi, gurbette kalanın derdi ve gurbet yolu gözleyenin hasreti, özlemi dile getirilmektedir. Sözleri anonim olan gurbet havalarının dizelerinin belli bir hece ölçüsü bulunmakta, sözler arasında da, of, hey, beyler, of aman, aman of, vay ay efendim gibi hasret, gurbet ve özlem nedeniyle oluşan sıkıntıyı belirten katma sözler kullanılmaktadır (Küçükçelesi, 2002, s. 45).

Türkülerin Tarihsel İşlevi

Türkülerin kültürel devamlılığı sağlama, iletişim, tarihi olaylara ışık tutma gibi işlevleri bulunmaktadır. Sözlü kültür yoluyla nesilden nesile aktarılan türküler, tarihte yaşanmış olaylar, kişiler, yerler ve durumlarla ilgili önemli bilgiler içermektedir. Tarihte yaşanmış önemli olaylar kültürel bellek yoluyla gelenekte yaşatılmış, bireyler için değer ifade eden durumlar gelenek içinde yaygınlaşarak anonim olma özelliğine kavuşmuştur (Şahin, 2004, s. 80). Kültür yaratıcıları, yaşadıkları döneme ait olayları eserlerinde anlatmışlardır (Fidan, 2011, s. 146). Aynı zamanda türküler, kahramanlık ve yiğitlik gibi temaları işleyen ve tarihi olayları konu alan bir kültür hazinesi özelliği taşımaktadır (Artun, 2013, s. 17). Türkülerin geçmişle ilgili pek çok bilgiyi günümüze kadar ulaştırma gibi işlevleri vardır. Yani bu iletimin tarihsel bir boyutu bulunmaktadır. Bu bağlamda tarihi olayların işlendiği türküler üretildiği günden günümüze değin bireysel icra yorumlarıyla aktarıla gelmiştir. Aynı zamanda bu türküler tarihi gerçekleri günümüze kadar ulaştırmıştır (Çetinkaya, 2013, s. 227).

Aynı zamanda tarihi olayları işleyen türkülerde, tarihi kaynaklarda yer almayan olaylar ve halkın bu olaylar karşısındaki tutumları da sergilenmektedir (Yardımcı, 2002, s. 101; Öztelli, 1959, s. 3). Bir mekânda yaşanan olayları zaman akışı içinde öyküleyerek anlatan türküler anlatsal türküler olarak adlandırılmaktadır (Erkek, 2002, s. 1355). Türküleri konularına göre tasnif eden Boratav (2014), anlatı konulu türkülerin: efsane konulu, bölgelere ya da bireylere özgü konular ile tarihi olayları konu alan türkülerden oluştuğunu bildirmektedir (Boratav, 2014, s. 171).

Her türkünün yakılma sebebi ile ilgili halk arasında anlatıla gelmiş bir hikâyesi bulunmaktadır. Güven (2009) çalışmasında “Yaşanmış Olayların Ardından Söylenen Hikâyeli Türküleri”in meydana gelme şekillerinden bahsetmektedir. Çeşitli

kahramanların yaptıklarını konu edinen türküler ve toplumun hafızasında yer etmiş, yiğit vasıflı kimselerin yaşantılarını dile getiren türküler bu grupta yer almaktadır (Güven, 2009, s. 33-36).

Öztelli (1959), yiğitlik konulu türküler hakkında şu bilgileri paylaşmaktadır:

Yiğitlik konusu türkülerimizde genişçe yer tutar. Yüzyıllar boyunca savaş, göç, akın gibi canlı ve hareketli olayların içinde yaşayan bir milletin edebiyatında bunun kuvvetli izleri bulunması tabiidir. Serhat kalelerinde, asker ocaklarında halk şairlerine önemli yer verilmiştir. Sefere çıkan orduların başında halk şairleri türkülerini askerleri teşvik eder, yeni kahramanlık menkıbelerini türkülerinde ebedileştirmiştir. Bu türden türkülerin çok azı günümüze kadar gelebilmiştir (Öztelli, 1959, s. 62).

Özbek (1994) ise Öztelli'nin bu konudaki görüşlerini destekler nitelikte şu ilave bilgileri vermektedir:

Belli bir olay üzerine yakılmış, bize o olayı hikâye eden türkülerimizin başında kahramanlık türküleridir. Kahramanlık türkülerini tarihteki büyük olayları, Türk'ün mert karakterine uyar bir biçimde bugüne aktarır. Bu bakımdan kahramanlık türkülerinde tarih yatmaktadır. Duyduğumuz zaman, davulların gümbür gümbür öttüğü meydan muharebeleri, toprakların amansızca dövdüğü kalelerin sarılması, hürriyetlerine kavuşturulan insanlar, göğüsten siperler ve vücuttan kalelerle Türk'ün yiğitliği gözler önüne serilir (Özbek, 1994, s. 357).

Öztelli, türkülerini konu ve doğuş sebeplerine göre tasnif etmiş, harp, isyan, kahramanlık, cinayet gibi vakalı konuları içeren türküler ve aşk, hasret, ölüm gibi duyguları yansıtan türküler olarak iki sınıfta toplamıştır (Öztelli, 1959, s. 8).

Avşar Beyleri Türküsü

Avşar beyleri türküsü Güney Batı Anadolu'da Teke Yöresi olarak adlandırılan bölgede yüzyıllardır icra edilmekte olan bir tarihi türkü olarak bilinmektedir. Turhan (2000, s. 284), halk müziğindeki ezgilerin kültürel hafıza ürünleri olması hususunda "Araştırmacılar halk musikisinin de belirli bir düzene ve mantık sistemine bağlı olduğunu kabul etmek zorundadırlar. Bu sistemler çok eskilerden gelen kültür mirasıdır. Bu melodilerin bir bölümü özelliklerini boy ve kabileden alırlar" şeklinde görüş bildirmiştir.

Avşar beyleri türküsünün türü hakkında çeşitli görüş ayrılıkları bulunmaktadır. Bazı araştırmacılar türküyü gurbet havası olarak görürken yöre icracıları ve bazı araştırmacılar uzun hava türünde bir boy türküsü olarak değerlendirmektedir. Avşar beyleri türküsünün Çine (1989, s. 95), "Avşar beyleri, gurbet havalarının şahı, tarihsel bir yiğitliği, heybetliliği, aşkı ve güzelliği geçmiş asırların derinliklerinden tüm tazeliği ile günümüze kadar getiren, duygulandıran ve doyuran bir ezgidir" şeklinde tanımlamaktadır. Türkünün tarihsel geçerliliği konusunda ise Çine, 1210-1220 yılları arasında Germiyanoglu'larıyla gerçekleşen mücadelelerde Avşar beylerinin gösterdiği kahramanlıklardan ötürü türkünün yakıldığı görüşünü ileri sürmektedir (Çine, 1989, s. 95-96).

Urhan (2004, s. 4-5) da Çine'nin görüşünü destekler biçimde türkünün Avşar beylerinin yiğitlik ve kahramanlıklarını anlattığını, 1210 yılından bu yana da yörede çalınıp söylendiğini vurgulamaktadır. Ekinci (2014, s. 404) türküyü; bir boyun yaşamı, devlet-

halk ilişkisini anlatan bir kahramanlık ezgisi olarak nitelendirmektedir. İkinci ayrıca türkünün vermek istediği mesaj hakkında şu ifadelerde bulunmuştur:

“Adını da Sevdiğim Avşar Beyleri havamızda bu toprakları yurt edişimizin tarihi yazılıdır. Bu türkümüzde Avşarların çıktığı saklıdır. Avşarların kimliği yazılıdır. Kısacası Anadolu'nun yurt edilişi okunur. Yönetilenin yönetene mesajı vardır. Han olarak devlet kurma mesajı vardır” (Ekinci, 2014, s. 398).

Avşar beyleri türküsü yörede bağlama eşliğinde icra edilen bir uzun hava türü olarak karşımıza çıkmaktadır. Bazı araştırmacılar için Avşar beyleri türküsü, Yörede icra edilen gurbet havaları repertuarının içine dahil edilmektedir. Ayyıldız (2013, s. 83) türkü için, “Ezgi bir gurbet havası olup, yöre repertuarının en çok bilinen ve en klasikleşmiş ezgisidir. Ritmik yapılar ve çok sesli eşlikle birlikte okunan uzun hava formunda sözlü bir yapıdadır” şeklinde görüşlerini belirtmiştir.

Bakırcıoğlu (2007) türkülerde kullanılan katma sözlerle ilgili “Türküler söylenirken ‘ey, hey, behey, aman, ah, oğul oğul, yavru yavru’ gibi seslenme ünlemleriyle zenginleşir. Bu durumda ölçü daha da aykırılık gösterir. Bunun sebebi türkülerde sözün değil, ezginin ön planda olmasıdır. Çünkü ahengi ve etkiyi sağlayan söz değil, ezgidir” şeklinde açıklamalarda bulunmaktadır (Bakırcıoğlu, 2007, s. 76).

Urhan (2004, s. 24) yörede en çok bilinen Ali Bey, Ümmü, Nice güzelleri, Eğildim de bir gül aldım, Güllük dağı, Bizim dağlar, Sürmelim gibi gurbet havalarının 7/8'lik ritmik yapıdaki transkripsiyonunu yapmıştır. Yörede yaşayan icracılar gurbet havalarında olduğu gibi Avşar beyleri türküsünün icrasında da *aman, of, a beyler* gibi katma sözcükler kullanmaktadır. Türkünün sözlerine ilave edilen bu katma sözler, türkünün gurbet havası gibi algılanmasına da yol açmaktadır. Halbuki yörede icra edilen gurbet havaları müzikal açıdan belirli özellikler barındırmaktadır. Avşar beyleri türküsünü Küçükçelesi (2002, s. 46), “Avşar Boyu'na ve beylerine karşı beslenen yüksek sevgi ve saygının ifadesi olan uzun hava biçimindeki türkülerdir” şeklinde tanımlamaktadır.

Ekinci (2014, s. 396) türkü hakkında Süleyman Yakan, Aytekin Ersan, Memiş Çalışkan, Veli Demir ile görüşme yapmış, kaynak kişiler türkünün gurbet havası özelliklerini taşımadığını, uzun hava olduğunu ve özel akort düzeni ve çalım tekniği ile icra edildiğini bildirmiştir.

İcra Ortamları

Avşar beyleri türküsü Güney Batı Anadolu bölgesi, Teke Yöresi olarak adlandırılan bölgede düğün, sohbet, Yörük festivalleri, anma geceleri, konser gibi eğlence ortamlarının en karakteristik ve heybetli türküsü olarak kabul görülmektedir. Avşar beyleri türküsünden sonra Avşar zeybeği ve teke zortlatmaları bir bütün olarak icra edilmektedir. Avşar beyleri türküsü, icra ortamlarının vazgeçilmez türkülerindedir. Bu türkünün icracıları ve dinleyicileri, Avşar boyuna mensup oldukları için gurur duymakta, ruhen geçmişe bir yolculuk yaparak doyunluk yaşamaktadır. Yörede erkekler arasında yapılan müzikli sohbet ortamlarının vazgeçilmez türküleri arasında yer almaktadır.

İcra Biçimi

Avşar beyleri türküsü yörede eğlence ortamlarında icra edilen ve çok sevilen yöresel bir ezgidir. Türkü bağlama eşliğinde okunmakta olup, çalıp-söyleme geleneğinin en güzel örneklerinden birisidir.

Ozanlık geleneğinde icra biçimi ile ilgili olarak Banarlı (2001) şu bilgileri vermektedir:

Şiiri sazla söylemek bütün eski milletlerin tarihinde görülen bir hadisedir. Bunun sebebi, söze ses katmak, ilk devirlerin ses bakımından gelişmemiş dilleriyle söylenemeyen duyurucu şiiri, sazlardan yükselen seslerle birleştirip söylemektir. Hemen bütün milletlerin ilk ve eski şairlerinin başvurdukları hem şiir hem musiki ihtiyacını karşılayan bu çare, her bakımdan dikkate değer bir sanat hadisesidir (Banarlı, 2001, s. 40).

Azar ve Yıldırım ise ozanlık geleneğinde icra biçiminden şu şekilde bahsetmektedir:

Ozanların yaratıcılığında, tek veya iki telli kopuzun eşliğinde vücut bulan, yayılan, gelişen, zenginleşen Türk sözlü gelenek şiir sanatı, yüzyıllar boyu temalarını, formlarını, türlerini tekrarlayarak, yeni unsurlar bünyesine katarak, yeni teknikler ve melodik yapılar oluşturarak, kendi içinde mektepler kurarak, temsilciler yetiştirerek, varyantlar ve versiyonlar yaratarak günümüze kadar ulaşmış ve hâlâ da hayatini sürdürmektedir (Azar, 2007, s. 121; Yıldırım, 1998, s. 182).

İslam ansiklopedisinde bağlama eşliğinde söylenen türkü için “Genellikle bağlama/saz eşliğinde söylenen türkü bu aletle hüviyet kazanır. Türkü yakıcıları daha çok sözle ezgiyi aynı anda üretirler. Konusunun toplumu derinden etkilemesi, ezgisinin dokunaklı ve sanat gücünün yüksek olması türkülerin uzun süre yaşamasının önemli sebeplerindendir” şeklinde bir açıklama yer almaktadır (İslam Ansiklopedisi, 2012, s. 612). Bu bilgilerin yanı sıra toplumun içinde derin iz bırakan kahramanlık türkülerinin küçük değişikliklerle günümüze kadar gelmesi ezgilerinin güçlü oluşundan kaynaklanmaktadır (Öztelli, 1959, s. 5).

Avşar Beyleri türküsünün bağlama icrasında yörede “Avşar düzeni” olarak bilinen La (alt tel)-Re (orta tel)-Mi (üst tel) akort şekliyle kullanılmaktadır. Bu akort düzenine “Bağlama düzeni” de denilmektedir. Avşar zeybeği adındaki ezgi de bu akort düzeninde icra edilmektedir. Bu ezgilerin icrasında kullanılan bir akort düzeni olduğu için yörede bu akort şekline Avşar düzeni isminin verildiği düşünülmektedir. Yöredeki diğer ezgiler ise bağlamada kara düzen adı verilen La-Re-Sol düzeni ile icra edilmektedir. Bağlamayla çalıp-söyleme şeklinde icra edilen Avşar beyleri türküsünün Orta Asya ozanlık geleneğindeki icra biçimiyle bir benzerlik gösterdiği aşikârdır.

Avşar beyleri türküsünü yöresel icracılar dışında Özey Gönüm, Talip Özkan, Hale Gür, Tolga Çandar gibi halk müziğinin önemli icracıları tarafından da seslendirilmiştir.

Türkünün Edebi Analizi

Türkülerde konu ve içerik açısından farklı temaların işlendiği görülmektedir. Türkülerde işlenen konularla ilgili Dilçin (2004), şu bilgileri paylaşmaktadır:

Türkülerin konuları çok değişiktir. Aşk duyguları, günlük olaylardan etkilenmeler, savaşlardaki kahramanlıklar, en güzel ve en coşkulu olarak türkü biçimiyle anlatılabilmektedir. Halk arasında heyecan uyandıran her olaya bir türkü yakılır. Bunlar bestelenir ve türlü yollardan yurdun her köşesine yayılır. Türlü bölgelerde, türlü biçimlere girer; kimi dizeler düşer yerlerine yenileri eklenir. Kısacası Anadolu halkı bütün acılarını ve sevinçlerini türkülere doldurur (Dilçin, 2004, s. 289).

Başgöz (2008) türkü biçimi ile ilgili "Tanınmış müzik kültürü bilimcisi Alan Lomax, türkü biçimini antropologların dili ile şöyle tarif ediyor: Türkü biçimi, -style-, öteki insan faaliyetleri gibi, bir kültürün insanlarına özgü, öğrenilen bir davranış kalıbıdır. Türkü çağırma, özel bir iletişim faaliyetidir; konuşmaya yakındır, ama konuşmadan daha biçimsel olarak düzenlenmiştir ve daha çok tekrara dayanır" şeklinde görüş bildirmektedir (Başgöz, 2008, s. 23).

Türkülerin yapı bakımından iki bölümden oluştuğu görülmektedir. Türkünün asıl sözleri olan ve bend adı verilen bölüm birinci bölümdür. Her bendin sonunda tekrarlanan ikinci bölüme ise nakarat, bağlama veya kavuştak adı verilmektedir. Türkülerde nakarat bölümünün olması gerekmemektedir (Bakırcıoğlu, 2007, s. 74; Dilçin, 2004, s. 289).

Türküler, hece ölçüsünün her kalıbıyla söylenmekle birlikte, umumiyetle yedili, sekizli ve on birli hece ölçüsüyle söylenmiştir (Dilçin, 1983, s. 289).

Türkü yapı bakımından ele alındığında nazım birimi dördlükten meydana gelmektedir. Yöre icracıları ve yazılı kaynaklardaki bilgilerden yola çıkıldığında, türkünün sözleri birbirinden bağımsız olduğu tespit edilen on iki dördlükten oluşmaktadır. Türkünün sözleri aşağıda verilmiştir.

AVŞAR BEYLERİ

	Hece sayısı	Kafiye düzeni	
Adını da sevdiğim Avşar beyleri	12	a	
Sana da bir vezirlik yakışıp durur	12	b	Çapraz Kafiye
Topla dizginini de sık tut kendini	12	a	
Karşıda düşmanların bakışıp durur	12	b	
Gar mı yağmış şu Avşar'ın düzüne	11	a	
Sızılar mı inmiş kır atmun dizine	13	a	Düz kafiye
Selam söyleyin (edin)Avşar beyin kızına	12	a	
Kendi gülüp beni ağlatıp duru	11	b	
Avşar beyi derler bize ezelden	11	a	
Bülbül yuva yapmış gülden gazelden	11	a	Düz kafiye
Sarı topraklar gitmesin elden	10	a	
Çarpışalım der Avşar beyleri	10	b	
Hani benim ekmeğimi yiyenler	11	a	
Samur kürkümle kır atıma binenler	12	a	Mâni tipi
kafiye			
Germiyan fermanına uyup da	10	b	
Dövüşelim Avşar beyi diyenler	11	a	
Avşar beyi der ki gelsin göreyim	11	a	
O da nasıl yığıtmiş bende bileyim	12	a	Düz kafiye
Armağan isterse canlar vereyim	11	a	
Candan başka armağanım yok benim	11	a	
Çekilen bayrağı sancak mı sandın	11	a	

Dizilen askeri boncuk mu sandın	11	a	Düz kafiye
Sen Avşar Beyi'ni kancık mı sandın	11	a	
Dövüşelim der Avşar Beyleri	10	b	
Haydin beyler haydin gır atlara binelim	13	a	
Atlar üstünde de şahanlar gibi dönelim	14	a	Düz kafiye
Hain düşmanlara da yurtlar mı verelim	13	a	
Yersiz yurtsuz kalmayalım der Avşar Beyleri	14	b	
Avşar Beyleri de güneylerde güneyler	13	a	
Karşıya bir kız çıkmış bize el eyler	12	a	Düz kafiye
Bundan sonra da yaşaması güç eyler	12	a	
Kalkın gidelim der Avşar Beyleri	11	b	
Avşar Bey'i dediğin bir Yörük azgını	13	a	
Bizim gibi de var mı sıla bezgini	12	a	Düz kafiye
Ya da leşine indiririm kuzgunu	12	a	
Şahan elinde gezer kuzgunum var benim	13	b	
Avşar Bey'i dediğin bir Yörük azgını	11	a	
Acep bizim gibi var mı sıla bezgini	13	a	Düz kafiye
Toplayıp toplayıp da salar dizgini	12	a	
Gelinde vuruşalım der Avşar Beyleri	13	a	
Yüce dağ başındadır Avşar'ın yurdu	12	a	
Nere gitmiş dağların aslanı kurdu	12	a	Düz kafiye
Avşar Beyinin geçtiğini kim gördü	12	a	
Getirin Avşar Beyini bende göreyim	13	b	
Bakın beyler bakın siz de saltanata şöhrete	15	a	
Bizi de kötü anlatmışlar devlete	12	a	Düz kafiye
Kapı da bakarlar bir kötü ata	11	a	
Kaplan ata binen beylerimiz de nice oldu	15	b	

Bu dörtlüklerde her mısranın farklı hece sayısına sahip olduğu görülmektedir. Bunlardan ilk dörtlükte 12'li hece ölçüsü kullanılmıştır. Diğer dörtlüklerde ise söyleyişe bağlı olarak hece ölçülerinin birbiriyle uyuşmadığı tespit edilmiştir. Yani türkü serbest hece ölçülüdür.

Hece ölçüsü gibi türküdeki kafiye çeşitlerinin de birbiriyle uyuşmadığı görülmektedir. Sözlerde çapraz kafiye, düz kafiye ve mâni tipi kafiye düzenlerinin kullanıldığı tespit edilmiştir. Bu yönüyle türkünün başka bir türküyle iç içe geçtiği yahut manilerin bir araya gelerek bir türkü formu oluşturduğu düşünülebilir.

Konusu bakımından şiir türünün "epik şiir" olduğu görülmektedir. Türkünün sözlerinde Divân-ı Lügati't-Türk'te Oğuzların 22 boyundan biri olarak geçen Avşar boyundan söz edilmektedir. Türküde genel olarak "kahramanlık" ve "yiğitlik" konusu (tema) işlenmiştir. Türkü içerisinde yer alan motiflerden türküye farklı zamanlarda eklemeler yapıldığı düşünülebilir. Ekteki sayfada ilk dörtlükteki düşmanın Germiyan

Türkünün Ritmik Yapısı

Yörede icra örneklerinden yola çıkıldığında; türkünün söz icrasında serbest bir ritmik yapı, çalgı icrasında ise 5/8, 7/8, 2/4, 9/8'lik ritmik yapıların kullanıldığı görülmektedir.

Avşar beyleri türküsinün çalgı icrası ise 5/8'lik ritmik yapı üzerine kurulmuştur. Çalgı icrasının söze teslim motiflerinde ise 7/8'lik ve 2/4' lük ritmik yapılara rastlanmaktadır.

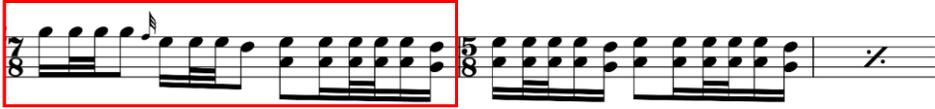
Türkünün serbest ritmik yapıdaki söz icrasında bağlama 5/8'lik ritmik yapı içerisinde söze eşlik etmektedir. Urhan (2004) türküyü kendi icra ettiği şekilde transkripsiyonunu yapmış ve çalgı bölümünü ise 5/8, 7/8 ve 9/8'lik ritmik yapılarda seslendirmiştir. Çine (1989, s. 246) ise yörenin kaynak kişilerinden Faik İnce'nin icrasını yapmış transkripsiyonda, çalgı icrası 5/8, 7/8 ve 2/4'lük ritmik yapılardan oluşmaktadır. Talip Özkan'dan derlenen ve Veysel Aydın'ın transkripsiyonunu yaptığı türküde; 5/8, 7/8 ve 2/4'lük ritmik yapılar kullanıldığı görülmüştür. Bu icra örneklerinin ortak yönleri ise çalgı bölümünün çoğunluğunun 5/8'lik ritmik yapıda seslendirilmesi ve ritmik değişikliklerin ise sadece bağlantı motiflerinde kullanılmasıdır.

Çine'nin derlediği türküdeki çalgı bölümünün büyük bir kısmında 5/8'lik ritmik yapı kullanılmıştır. Ritmik yapının düzümü ise 2+ 3 şeklinde uygulanmaktadır. Bu ritmik yapı ve kullanımı ile ilgili nota kesitleri aşağıda verilmiştir.



Şekil 2. Avşar beyleri türküsünde kullanılan 5/8'lik ritmik yapı

Çalgı bölümünde kullanılan 7/8'lik ritmik yapının düzümü 2+2+3 şeklinde uygulanmaktadır. Kullanılan bu ritmik yapıya ilişkin nota kesiti aşağıdaki şekilde verilmiştir.



Şekil 3. Avşar beyleri türküsünde kullanılan 7/8'lik ritmik yapı

Ritmik yapı içerisinde geçen 2/4'lük kalıp ritim değişimlerinde anlamı güçlendirmek, ezgiyi canlandırmak için kullanıldığı düşünülmektedir. Aşağıdaki şekilde 2/4'lük ritmik yapının kullanımına dair bir nota kesiti verilmiştir.



Şekil 4. Avşar beyleri türküsünde kullanılan 2/4'lük ritmik yapı

Ezginin çalgı bölümünün ağırlıklı olarak 5/8'lik ritmik yapıda oluşu ve aralarda kullanılan farklı ritmik yapılar bir meydan savaşındaki savaşçının saldırı ve savunma

davranışları gibi bir anlatımı içermektedir. Ezginin bir bütün olarak mücadelenin tüm aşamalarını tasvir ettiği düşünülmektedir. Âşık müziğinde serbest ritmik yapıdaki (resitatif) söz icrasının yaygın olarak kullanıldığı bilinmektedir. Uzun hava söz icralarında serbest bir okuyuş olduğu halde melodi kalıpları ve söz yapısına bağlı olarak bir iç ritmik yapıyı içerisinde barındırdığı söylenebilir (Özarslan, 2001, s. 401). Aşar beyleri türküsünün icrasında da aynı durum söz konusudur. Söz her ne kadar serbest ritmik yapıda okunsa da kendi içerisinde ezginin genelinde görülen 5/8'lik ritmik yapı hissedilmektedir. Bu bağlamda hem ezgi hem de hece yapısının genel ritmik yapıyla bir bütünlük oluşturmasından dolayı böylesine bir durumun ortaya çıktığı düşünülmektedir.

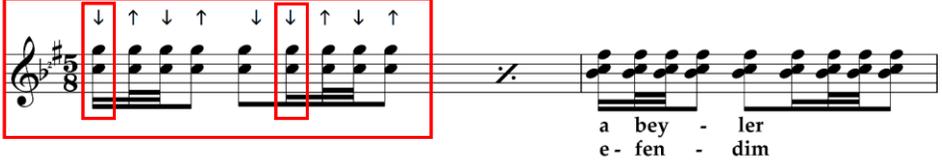
Ezgi Yapısı

Gülizar makamı etkisi gösteren ezgide inici bir seyir özelliği sergilenmektedir. Türkünün icrası çalgı bölümü ile başlamaktadır. Çalgı bölümünde motifler birden çok tekrarlanmaktadır. Gülizar makamının güçlüsü mi sesinden başlayan ezgi ilk olarak inici bir seyir izleyerek Re sesinde kalışlar yapmaktadır. Sonraki ölçüde mi bemol sesi ile karcıgar makamının duyumu sağlanmaktadır. Devamında takip eden ölçüde ise mi sesinden la sesine çıkıcı bir seyir izlenerek bu seste ritmik kalışlar yapılmaktadır. Sol sesinden başlayarak motifte ise la sesine inici bir seyirle gelinmekte, devamında tekrar sol sesinden başlayan inici seyirle ilk olarak do, ikinci olarak si, üçüncü olarak la sesine gelinerek kademeli bir ses düşmesi sağlanmaktadır. Takip eden ölçüde mi sesinden başlayıp çıkıcı bir seyir gösterilip la sesinde uzun ritmik kalışlarla söz girişine hazırlık yapılmaktadır.

Söz bölümü ezginin ses sahasının en tiz seslerinden başlamaktadır. Türkünün söz bölümünün ezgisi gerçekte tiz do sesinden başlamaktadır. Öncesinde olan la sesi ise çarpma ses gibi işlenmektedir. Tiz do sesinde başlayan ezgi motif işlemelemleri ile la sesine inici seyir göstermekte sonrasında çalgı bölümü başlamaktadır. Sözün ilk mısrası içinde çalgı tekrar yol göstermeye devam etmektedir. İlk mısranın devam eden bölümündeki ezgide, sol sesinden mi sesine inici seyir gösterilip bu seste uzun ritmik kalışlar yapılmaktadır. Devamındaki çalgı bölümünde yine aynı motifler yapılarak ikinci mısra icra edilmeye başlanır. İkinci mısradaki ezgi birinci ezginin aynısı olup, mi yerine do sesinde kalış yapılmakta ve karar sesi olan la sesine kademeli olarak inici seyir gösterilmektedir. Diğer mısralarda da aynı ezgi motifleri tekrar edilerek türkünün ilk dörtlüğü sona ermektedir. Türkünün diğer dörtlükleri çalgı ve söz açısından aynı ezgi motiflerine bağlı kalınarak icra edilmektedir.

İcrada kullanılan teknikler

Türkünün bağlama icrasında ritmik yapılara bağlı kalınarak farklı mızrap (tezene) şekilleri uygulanmaktadır. Bu mızrap kalıplarından en çok kullanılanı ise zeybek icralarında kullanılan ritmik vuruşlardır. Türkünün icrası genelinde kullanılan mızrap kalıbı diğer zeybek icralarında kullanılan mızrap şekline benzese de biraz daha farklılık göstermektedir. Türkünün icrasında kullanılan zeybek mızrap kalıbında mızrapın ilk vuruşu üst telden alt tele kadar yapılan kastırmalı harekette ilk vuruş 32'lik birim değer kadar uzatılır. Onaltılık olan ilk nota birimi noktalı onaltılık değer olarak çalınır. 32'lik birim değer olan ikinci ve üçüncü vuruşlar da 64'lük değere kısaltılır. Kullanılan mızrap kalıbının ilk vuruşlarında üst telden alt tele kadar tarama tekniği uygulanır. Türkünün icrasında kullanılan mızrap vuruş şekillerine ait nota kesiti aşağıdaki şekilde gösterilmektedir.



Şekil 5. Avşar beyleri türküsünde kullanılan mızrap biçimi

Ezginin bağlama icrasında farklı tellerde parmak basılarak aynı anda üretilen sesler homofonik çoksesli duyumu sağlamaktadır. Yöre sazlarıyla icra örneklerinde görülen Homofonik doku sıklıkla rastlanan bir durum olarak göze çarpmaktadır. Say (2002) Homofonik dokuyu "Bir ezginin eşlik partileriyle ya da uygularla desteklenmesi halinde seslerin uyum sergilemesidir. Armonik müziği tanımlamak için kullanılır" şeklinde tanımlamaktadır. Homofonik dokuda ezgiye eşlik eden farklı sesler bulunmaktadır. Bu sesler armonik kurallara paralellik sağlamaktadır. Türkünün bağlama icrasında homofonik doku birçok ezgi motifinde görülmektedir. Aşağıdaki şekilde türküde tespit edilen homofonik dokular ile ilgili nota kesiti verilmiştir.



Şekil 6. Avşar beyleri türküsünde görülen homofonik dokular

AVŞAR BEYLERİ

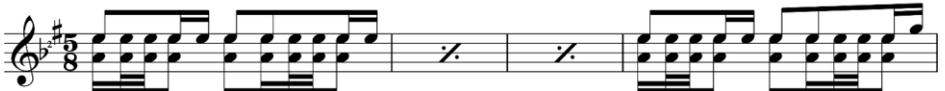
The image displays a musical score for the piece 'AVŞAR BEYLERİ'. The score is written in a single system with eight staves. The key signature is one sharp (F#), and the time signature is 8/8. The notation includes various rhythmic patterns, such as eighth and sixteenth notes, and rests. There are several measures with a double bar line and a slash, indicating a section break or a specific rhythmic pattern. The score is presented in a clear, professional layout.



A - dı - nı sev - - di-ğim - de Av - şar _____ öf - föz _____
 Top - la diz - gin - - le - ri _____ ko - ru _____



A - man _____ öf _____ föz _____ bey - le - ri _____
 ken - di - ni _____

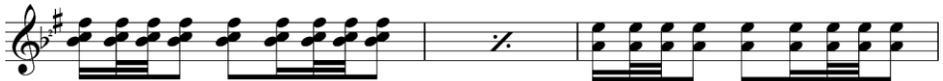




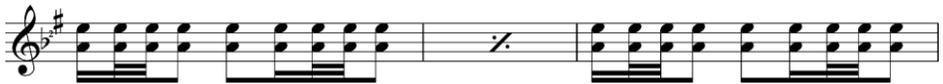
Sa-na-da bir ve - zir lik-de_ ya - k ı - ş ıp du - rur of of
 Kar-ş ı - da düş - man - la - r ın - da_ ba - k ı - ş ıp du - rur of of



a bey - ler
 e - fen - dim



of



The musical score is written in staff notation. It begins with a treble clef, a key signature of one sharp (F#), and a 2/4 time signature. The first staff contains a melody with eighth and quarter notes. The second staff changes to a 7/8 time signature and features a more complex rhythmic pattern. The third staff is in 8/8 time, showing a steady eighth-note accompaniment. The fourth staff returns to 2/4 time with a similar accompaniment. The fifth staff continues the 2/4 accompaniment. The sixth staff also remains in 2/4 time. The seventh staff changes to 7/8 time, mirroring the second staff's rhythm. The eighth staff is in 4/4 time, featuring a slower melody with quarter notes and a final fermata.

Sonuç

Avşar beyleri türküsü, Teke Yöresi Türkmen-Yörük müzik kültüründe en çok sevilen, çalma ve söyleme icrası oldukça güç olan ve yöreyi temsil eden nadir türkülerden bir

tanesidir. Türkü Anadolu beylikler döneminde, günümüz Denizli ili Acıpayam ilçesi dolaylarında yerleşen Avşarların Germiyanoğulları ile olan güç mücadelelerini konu alan ve Avşar beylerini öven, yiğitliklerini anlatan tarihi bir boy türküsü olarak görülmektedir. Türkünün yöredeki icracılar tarafından hatırlanan sözleri ele alındığında on iki dördlük tespit edilmiştir. Bu sözlerin içeriğinde, üretildiği döneme ait tarihi bilgiler yer almaktadır. Türkü ezgi olarak değerlendirildiğinde literatürde usulsüz ezgiler olarak yer alan uzun hava türündedir. Yörede uzun havalara gurbet havası ismi verilmektedir. Gurbet havaları ses sahası, ezgi yapısı, konusu ve icra biçimi bakımından diğer uzun hava örneklerine göre farklılık gösterir. Avşar beyleri türküsü ise yöredeki gurbet havalardan ses sahası, konusu, icra biçimi açısından farklıdır. İçerik açısından gurbet konusu işlenmemektedir. Türküde Avşarlar, tarihi bir bakış açısıyla anlatılmış olduğundan tarihi bir boy türküsü olma özelliği taşımaktadır. Türkü edebi açıdan incelendiğinde 10, 11, 12, 13, 14 gibi değişken hece ölçüsünde olduğu tespit edilmiştir. Kafiye düzeni açısından ise a/b/a/b, a/a/a/b, a/a/b/a kalıplarının kullanıldığı görülmüştür. Türkü makam açısından değerlendirildiğinde Gülizar makamının özelliklerini taşıdığı saptanmıştır. Ses sahası açısından incelendiğinde La-do ses aralığında bir oktavı aşkın bir ses sahasına sahip olduğu tespit edilmiştir. Yörede sadece bağlama eşliğinde çalınan ve söylenen Avşar beylerinin çalgı bölümü Köroğlu havalarında da görüldüğü gibi 5/8'lik ritmik yapısıyla kahramanlık teması özelliğini taşımaktadır. Ezgi içindeki geçiş motiflerinde 7/8'lik ve 2/4'lük ritmik yapılar bulunmaktadır. Ritmik yapıdaki bu çeşitlilik ise aynı zamanda ezgiye bir dinamizm kazandırmaktadır. Bağlamanın icrasında kullanılan akort düzeni ise yörede Avşar düzeni olarak isimlendirilen bağlama düzenidir. Ezginin çalgı icrasında zeybek mızrap tartımları ön plana çıkmaktadır. Yöre icracıları türküyü diyapazona göre Fa diyez gibi yörenin söyleme geleneğinde olduğu üzere yüksek (tiz) tonlarda icra etmektedir. Ayrıca ezginin bağlama icrasında ezgiye eşlik eden farklı seslerin bir arada duyurulması ile homofonik bir dokunun yaratıldığı tespit edilmiştir. Tarihi nitelik taşıyan vesika niteliğindeki türkülerin tespiti yönünde yapılacak kapsamlı çalışmaların, sözlü kültür tarihine ve alana büyük katkı sağlayacağı düşünülmektedir.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes – Ithenticate
Conflicts of Interest	The author has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author acknowledge that they received no external funding in support of this research.

Kaynakça | References

- 438 Numaralı Muhasebe-i Vilayet-i Anadolu Defteri. (1993). c. I, T.C. Başbakanlık Devlet Arşivleri Genel Müdürlüğü, Ankara, s. 247-248, 250-251.
- Alî Şîr Nevâyî (1993). *Mîzânü'l-Evzân (Vezinlerin Terazisi)*. K. Eraslan (Haz.). Ankara: TDK Yayınları.
- Ansiklopedisi, Y.* (1982). c. III, c. V, c. X. İstanbul: Anadolu Yayıncılık.
- Artun, E. (2011). *Türk Halk Edebiyatına Giriş Edebiyat Tarihi/Metinler*. Adana: Karahan Kitabevi.
- Artun, E. (2013). Türkü söyleme geleneği ile türkülerde tür, şekil ve tasnif üzerine düşünceler. 4. *Uluslararası Türk Kültürü Kurultayı Bildirileri* (s. 13-26).
- Asaf, S., Asaf, S. (1926). *Yurdumuzun nağmeleri*. İstanbul: Millî Matbaa.
- Atılgan, H. (1997). Doğu ve Güneydoğu Anadolu Bölgemizdeki Türkülerimizin Müzik Yapısı V. *Milletlerarası Türk Halk Kültürü Kongresi Halk Müziği, Oyun, Tiyatro, Eğlence Sektöründe Bildirileri* (s. 40-51). Ankara: Kültür Bakanlığı Yayınları.
- Azar, B. (2007). Sözlü kültür geleneği açısından Türk saz şiiri. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 17 (2), 119-133.
- Bakırcıoğlu, N. Z. (2007). *Halk şiirimiz*. İstanbul: Ötüken Neşriyat
- Banarlı, N. S. (2001). *Resimli Türk edebiyatı tarihi 1-2*. İstanbul: Milli Eğitim Basımevi.
- Başgöz, İ. (2008). *Türkü*. İstanbul: Pan Yayıncılık.
- Batuta, İ., Aykut, A. S. (2004). *İbn Battuta Seyahatnamesi*. İstanbul: Yapı Kredi Kültür Sanat Yayıncılık.
- Baykara, T. (1969). *Denizli Tarihi, İkinci Kısım (1070-1429)*. İstanbul.
- Boratav, P. N. (2014). *100 Soruda Türk Halk Edebiyatı*. Ankara: BilgeSu Yayınevi.
- Çetinkaya, G. (2013). Ortak kültürel yaşantının kimi tarihi gerçekleri efsaneleştiren türküler. *Kültürümüzde Türkü Sempozyumu Bildirileri I* (217-228). Sivas: Es Ofset Matbaacılık.
- Çine, H. (1989). *Burdur'dan Damlalar*. İzmir: Eylül Kitapevi.
- Çobanoğlu, Ö. (2000). *Âşık Tarzı Kültür Geleneği ve Destan Türü*. Ankara: Akçağ Yayınları.
- Çobanoğlu, Ö. (2009). *Halk Edebiyatına Giriş*. H. Biltekin (Ed.). Eskişehir: Anadolu Üniversitesi Web-Ofset Tesisleri.
- Demir, S. (2013). *Türk Halk Müziğinde Türler*. İstanbul: Usar Yayınları.
- Dilçin, C. (1983). *Türk şiir bilgisi*. Türk dil kurumu yayınları, Ankara: Ankara Üniversitesi Basım Evi.
- Dilçin, C. (2004). *Türk şiir bilgisi*. Ankara: TDK Yayınları.
- Dizdaroğlu, H. (1969). *Halk Şiirinde Türler*. Ankara: TDK Yayınları.

Ekinci, A. (2014). *Tekeli'nin Telinden Dilinden 2*. Ankara: Burdur İl Kültür ve Turizm Müdürlüğü Yayınları.

Erkek, H. (2002). Oyun içinde şarkı ve türküler. *Ankara Üniversitesi Tiyatro Araştırmaları Dergisi*, 14, 1300-1523.

Evin Küçükçelesi, A. (2002). *Uzun Havalalar*. TC Kültür Bakanlığı Yayınları, Ankara.

Fidan, S. (2011). Sözlü kültür-sözlü tarih ilişkisi bağlamında Niş türküleri. [Elektronik versiyon]. *Turkish Studies - International Periodical For The Languages, Literature And History Of Turkish Or Turkic* 6 (4), 139-148.

Gazimihal, M. R. (2006). *Anadolu Türküleri ve Musiki İstikbalimiz*. İstanbul: Ötüken Yayınları.

Güven, M. (2009). *Türküler Dile Geldi*. İstanbul: Ötüken Yayınları.

Hasan, H. (2008). *Makedonya Türklerince söylenen türküler*. Ankara: Atatürk Kültür Merkezi Yayınları.

Kaya, A. M., Karagöz, H. (2014). Denizli ve Çevresinde Avşar Türkmenleri. *SDÜ Fen Edebiyat Fakültesi Sosyal Bilimler Dergisi, Ağustos*, (32 s 47), 29-66.

Kitabı, B. (2015). I. Teke Yöresi Sempozyumu.

Köprülü, M. F. (2004). *Saz Şairleri I-V*. Ankara: Akçağ Yayınları.

Köprülü, M. F. (2017). *Türk Edebiyatında İlk Mutasavvıflar (3. Baskı)*. İstanbul: Alfa Yayınları.

Mirzaoğlu, F. G. (2015). *Halk Türküleri Konu-İcra-Yapı-Anlam-İşlev*. Ankara: Akçağ Yayınları.

Özarslan, M. (2001). *Âşıklık geleneği içinde âşık müziği ve kimi problemler*. *Erdem*, 13(38), 399-410.

Özbek, M. (1994). *Folklor ve türkülerimiz*. İstanbul: Ötüken Yayınevi.

Özgül, Mustafa. Turhan, Salih ve Dökmetaş, Kubilay. (1996). *Notalarıyla Uzun Havalarımız*. Ankara: Cem Veb Ofset.

Öztelli, C. (1959). *Halk Türküleri*. İstanbul: Varlık Yayınları.

<https://www.repertukul.com/ADINI-SEVDIGIM-AVSAR-BEYLARI-6>

Sarısözen M. (1962). *Türk Halk Musikisi Usülleri*. Ankara.

Sarısözen, Muzaffer (1962). *Türk Halk Musikisi Usülleri*, Ankara.

Sümer, F. (1992). *Oğuzlar*, Türk Dünyası Araştırmaları Vakfı Yayınları, Ankara.

Sümer, F. (1999) *Oğuzlar (Türkmenler)*, Türk Dünyası Araştırmaları Vakfı, İstanbul.

Şahin, H. İ. (2004). Türk-Yunan ilişkilerinin sözlü geleneğe yansımalarına bir örnek: Atina türküsü. *Milli Folklor*, 62, 80-88.

Şenel, S. (2012). Türkü. *Türkiye Diyanet Vakfı İslam Ansiklopedisi*. İstanbul. Türkiye Diyanet Vakfı.

Titon, J. T. (2006). Müzik, Halk ve Gelenek (M. Karabulut, Çev.). M. Ö. Oğuz, M. Ekici, G. Ö. Eker, S. Gülçayır (Yay. haz.). *Halkbiliminde Kuramlar ve Yaklaşımlar 1* (s. 395-399). Ankara: Geleneksel Yayıncılık.

Togan A. Z. V. (1982). *Oğuz Destanı, Reşideddin Oğuznâmesi, Tercüme ve Tahlili*. İstanbul: Enderun Kitabevi.

Turan, O. (1993). *Selçuklular Zamanında Türkiye*. İstanbul: Boğaziçi Yayınları.

Turhan, S. (2000). *Türk Halk Müziğinde Çeşitli Görüşler*. Ankara: Kültür Bakanlığı Yayınları.

Urhan, S. (2004). *Öyküleri ve Notalarıyla Gurbet Havaları*. Özen Yayınevi.

Yakıcı, A. (2013). *Halk Şiirinde Türkü*. Ankara: Akçağ Yayınları.



2023, 12 (3), 2258-2278 | Araştırma Makalesi

Yves Klein: An Actual Review of His Anthropometries and Monochromes

Hande ÇİL¹

Mustafa Hikmet AYDINGÜLER²

Burak BOYRAZ³

Öz

The European-based population growth, which has manifested itself since the 16th century, first initiates a wave of migration from the countryside to the city. It then creates a ready workforce. Production centers, which benefited from the ready workforce for the first time, return to steam energy as time progresses. This situation becomes widespread rapidly and paves the way for the industrial revolution. It is now the machine that is concerned. It is hoped that in the future, mechanization and the technologies that provide it will be transferred to everyday life and facilitate human life. However, only a century later, between 1914 and 1945, two major wars appear in the continental geography. There is a devastating effect on Western societies that leaves difficult traces to be erased behind, which is encountered by the occasion of these wars. Despite this, intellectual thought and criticism from the mid-20th century experience the brightest period after the Enlightenment. If we look at the criticism of art, they are ready objects discussed. References from the First World War years, texts based on contemporary philosophy and statements expressed loudly lead to a review of traditional attitudes. New perspectives are constantly derived. These perspectives, which center the forms of expression that contain traces from the inner worlds, absorb the stage, that is, performance. The artist is now a person who has awareness of the social agenda and can think interdisciplinary. His first concern when acting is originality. During the production stages, it tests both the audience's and their own limits. New Realism (Neorealism) is a movement that is referred to by names that adopt this situation and has a wide place in the history of art. Many artistic initiatives included in the article, are associated with this movement in its short life; Yves Klein, which fits performance and artwork (1928 - 1962). It is anthropometries and monochromes, which are repeated with a method specific to today's art criticism and evaluated from a close-time perspective.

Anahtar Kelimeler: Fine Arts, Plastic Arts, Painting, Neorealism, Yves Klein

Çil, H. , Aydingüler, M. H. & Boyraz, B. (2023). Yves Klein: An Actual Review of His Anthropometries and Monochromes . Journal of the Human and Social Science Researches , 12 (3) , 2258-2278 .
<https://doi.org/10.15869/itobiad.1294099>

Date of Submission	08.05.2023
Date of Acceptance	29.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ MA Student, Yıldız Technical University, Museology MA / Türkiye , hande.cil@hotmail.com

ORCID: 0000-0001-9597-5094

² PhD., Istanbul Topkapı University, Plato Vocational School / Türkiye, hikmetaydinguler@gmail.com

ORCID: 0000-0002-9625-1730

³ Assoc. Prof., Yıldız Technical University, Art and Design Faculty / Türkiye, bboyraz@yildiz.edu.tr

ORCID: 0000-0002-1373-7234



2023, 12 (3), 2258-2278 | Research Article

Yves Klein: Antropometrilere ve Monokromları Üzerine Güncel Bir İnceleme

Hande ÇİL⁴

Mustafa Hikmet AYDINGÜLER⁵

Burak BOYRAZ⁶

Abstract

16. Yüzyıldan itibaren kendini gösteren Avrupa merkezli nüfus artışı önce kırsaldan kente bir göç dalgası başlatır. Ardından hazır bir iş gücü meydana getirir. İlk zamanlar hazır iş gücünden faydalanan üretim merkezleri vakit ilerledikçe buhar enerjisine döner. Bu durum süratle yaygınlaşır ve sanayi devriminin önünü açar. Artık söz konusu olan makineleşmedir. Gelecekte makineleşmenin ve bunu sağlayan teknolojilerin gündelik yaşama tesir edip insan hayatını kolaylaştıracağı ümit edilir. Ne var ki yalnızca bir yüzyıl kadar sonra, 1914 ve 1945 yılları arasında kıta coğrafyasında iki büyük savaş belirir. Batı toplumları nezdinde bu savaşlar vesilesi ile karşılaşılan geride silinmesi zor izler bırakan yıkıcı bir etki olur. Buna rağmen 20. Yüzyılın ortalarından itibaren entelektüel düşünce ve eleştiri, aydınlanmadan sonraki en parlak dönemini yaşar. Sanat eleştirisine bakarsak tartışılan hazır nesnelere. Birinci Dünya Savaşı yıllarına ait referanslar, çağdaş felsefeye dayalı metinler ve yüksek sesle dile getirilen beyanlar geleneksel tutumların gözden geçirilmesine sebep olur. Devamında yeni bakış açıları türer. İç dünyalardan izler barındıran ifade biçimlerini merkeze alan bu bakış açıları hızla sahneyi yani performansı özümser. Sanatçı artık toplumsal gündeme dair farkındalıklar taşıyan ve disiplinlerarası düşünebilen kişidir. Harekete geçerken ilk kaygısı özgünlüktür. Üretim aşamalarında ise hem izleyicinin hem de kendi sınırlarını test etmektedir. Yeni Gerçekçilik (Neorealizm) bu durumu benimseyen isimler ile anılan ve sanat tarihinde geniş yer tutan bir akımdır. Makaleye dâhil edilen, kısacık ömrüne bu akım ile ilişkilendirilen pek çok sanatsal girişim, performans ve yapıt sığdıran Yves Klein'dir (1928 - 1962). Günümüz sanat eleştirisine özgü bir metot ile tetkik edilip, yakın zamanlı bir perspektif üzerinden değerlendirilen ise antropometrilere ve monokromlarıdır.

Keywords: Güzel Sanatlar, Plastik Sanatlar, Resim, Yeni Gerçekçilik, Yves Klein

Çil, H., Aydingüler, M. H. & Boyraz, B. (2023). Yves Klein: Antropometrilere ve Monokromları Üzerine Güncel Bir İnceleme. İnsan ve Toplum Bilimleri Araştırmaları Dergisi, 12 (3), 2258-2278. <https://doi.org/10.15869/itobiad.1294099>

Geliş Tarihi	08.05.2023
Kabul Tarihi	29.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

⁴ YL Öğrencisi, Yıldız Teknik Üniversitesi, Müzecilik Yüksek Lisans Prog. / Türkiye, hande.cil@hotmail.com
ORCID: 0000-0001-9597-5094

⁵ Dr., İstanbul Topkapı Üniversitesi, Plato Meslek Yüksekokulu. / Türkiye, hikmetaydinguler@gmail.com
ORCID: 0000-0002-9625-1730

⁶ Doç., Yıldız Teknik Üniversitesi, Sanat ve Tasarım Fakültesi / Türkiye, bboyraz@yildiz.edu.tr
ORCID: 0000-0002-1373-7234

Introduction

Accessing global awareness in the 1950s, Italian New Realism is not only intended to satisfy aesthetically. The pleasure given to the viewer contains several subtexts. What is desired to exist is to question first and then raise awareness. Producers and directors take their sets out of the studios and set them up on the street to evoke this effect. In this way, acting becomes natural, scenarios are altered (Kılınc, 2014, p.46). The desire to focus on naturalness and storytelling takes France, another cinema country in Europe, after Italy. In the second half of the 20th century, the French New Wave appears as Italian New Realism loses its visibility. The society is placed in the center of the French New Wave, which began to attract attention after the 1950s, just as in the Italian New Reality. In those times, directors whose roots are based on criticism, focus on ideological problems like their Italian counterparts. However, there is a cinematographic transfiguration. Innovative initiatives in camera use with shooting techniques have become visible from good to good. French audiences, known for their commitment to their tradition, do not favor this situation. Rather they open a hug. Thus, the French New Wave takes a unique place in the Paris halls (Önbayrak, 2014, p.189).

While the change of European cinema is in this direction, questioning the relationship between object and meaning after the Second World War (1939-1945) gives artists in other disciplines courage. If we continue through France, after the 1960s, some painters and sculptors trace a different aesthetic quest. Pierre Restany (1930-2003), one of the famous art critics of the period, organizes home meetings and invites the artist to these meetings, which will be remembered later with New Realism. The agenda is both innovations encountered and problems of the French community. There is also a young member of this group, including Fernandez Armand P. (Arman / 1928 - 2005), Daniel Spoerri (1930), and Jean Tinguely (1925-1991). This member is Yves Klein (1928-1962), the subject of the article.

Y. Klein, who comes from a family of art, acts with the desire to combine his art and the situations he internalizes throughout his short life. He is interested in sports and music from a young age. He is trained in Far East sports with his unlimited energy. It does one-note sensory studies. Their production, which is instrumental in gaining visibility, is monochromes, which he illustrates with a blue that he identifies with his name (See. International Klein Blue). These monochromes, which were initially rejected by the art galleries of the period, and a variety of paintings from sculpture, are included in qualified collections as time progresses. Although he reinforces his success with his performances, he is among the familiar names in Western art history.

The research has an approach that examines Y. Klein's anthropometries, which are prominent art groups, and monochromes with steps specific to today's art criticism. The targeted of Y. Klein in this framework is to reconsider his artistic stance and the art groups he produced with a vision ahead of his period with a current perspective. The first of the subtitles included the artist's biography. In the second, it was emphasized the social developments that he witnessed indirectly and directly and the internalized situations. Under the third title, it was entirely mentioned about anthropometries and monochromes. In the conclusion section, the effect on the artists giving similar productions, that is, the visual heritage left behind, was discussed.

1. A Brief Biography of Yves Klein

Y. Klein, who has an important place in the history of Western art, was born in Nice, France in 1928 as the son of an artist family. His father, Fred Klein (1898-1990) is a painter who mainly makes figurative paintings. Despite being of Dutch origin, he spends a long part of his life in France. Her mother Marie Raymond (1908-1988) belongs to a family of medical origin. However, he prefers to paint. After studying art for a while, it shows a stylistic development that can be attributed to the movement of staining (See. Tachisme) (Jeanroy, 2013, p.122). The family is very active in art and cultural events. Their exhibitions take place mostly in Paris and nearby cities, mostly in Nice. Therefore, Y. Klein experiences staying apart from his parents from a young age. His aunt is usually concerned with his care (Uz & Uz, 2017, p. 81).

Y. Klein's school life is perpendicular to the period due to the family's artistic mobility. This situation leads to a change in interests. While leaving his childhood behind, he starts working in various jobs. As he finds the opportunity, he spends time in the bookshop next to his aunt. Here he meets the names that will be among the familiar artists of France in the future. He establishes long-standing friendships with them. It enriches intellectual accumulation. He then goes on a European trip. Visits artistically and culturally rich countries such as Italy and the UK (Weitemer, 2001, p.89-91). Here he has the opportunity to follow the works that are a primary reference to Western art history. However, the pleasure of cruising is not only limited to Western geography. The route he follows extends to the Far East. He goes to Japan and studies Japanese culture and philosophy. It is influenced by the approach of this culture based on human self-discovery and learning its limits. He learns judo to communicate better with his body. Interestingly, he succeeds in this sport. It is even rewarded with a high-level generation/degree that will be valid in that geography (Weitemer, 2001, p.90).

The travel adventure until the late 1940s is seminal for Y. Klein. He is no longer an unstable teenager who is away from his family. In line with the aesthetic accumulation he acquires, he prefers art just like his parents. It gives visual and auditory productions. His pioneering works are monochrome paintings and single-note compositions that resemble the calm and serenity of the Far East. It essentially prepares them for the white curtain, cinema, which was popular in France in those years. Because its purpose is to shoot a short film that addresses itself and the Far East experience. Maybe he cannot realize this desire as a blockbuster production. However, for a while, he manages to take art and sport together. In the mid-1950s, he organizes exhibitions in which he invites his immediate surroundings and family friends. These exhibitions include early works that he produced with classical materials and methods.

The works he presented with the effect of being a young artist are not interested in the beginning. It even gets negative reviews. But it does not give up. In 1957, it defines a color that it attributes to itself with "International Klein Blue". He trusts his first monochrome and the International Klein Blue so much that he introduces them to viewers in crowded cities like Milan and London Europe. As the target audience of his art expands, he continues to organize events in Paris. It collaborates with Iris Clert Gallery, one of the city's famous galleries. This collaboration covers various performances as in the example of "Sculpture Aérostatique" (Artist "Sculpture Aérostatique" freely leaves many balloons to the French seams in its performance).

While Y. Klein blends the picture with performance in the late 1950s, the art movements that emerged after Second World War (1939-1945) begin to be positioned in museums. For example, in the middle of the 1950s, Pop-Art sprouted (Güçhan, 2004, p.26). Artifacts that contain graphical elements and hereby have unusual views are quickly registered in collection books. On the other hand, the United States undertakes its mission to become the patron of Western art. Positioned in the center of post-war art, there are ready-made objects. In this context, the example of Marcel Duchamp (1887-1968) appears in front of Y. Klein, which we will refer to more extensively in the next section (Jones, 1998, p.277).

Y. Klein started to adopt a style that arouses curiosity and invites the audience to discussion, with a consciousness similar to that of M. Duchamp, which attracted attention after *The Fountain* he presented with the signature of R. Mutt in 1917 (Yıldız, 2016, p.141). In order to present an example of this style, it can be mentioned about his exhibition named "The Void". The artist's "The Void" exhibition opens at the Iris Clert Gallery, which we mentioned above, between April 8 and May 15, 1958. Y. Klein paints the walls of the gallery completely white for the exhibition, which has attracted great interest. The exhibition hall is completely emptied. Displaying an empty and white gallery space, Y. Klein treats the gallery as art itself. Thus, he invites his audience to discuss the subject of art and space (Selçuk, 2021, p.249).

Y. Klein pushes the limits of his artistic freedom with the exhibition "The Void", which can be described as an extreme example of those times. It has now crossed the line. It exhibited its unusual detection ability with its leanest form. From now on, he abstracts his works from conventional approaches; he will not hesitate to declare thoughts that differ on time, space, movement and object. Again, it will not avoid adapting the deconstruction method used mostly on texts to question reality (Boyraz & Cantürk, 2013, p.131).

As an answer to the exhibition named "The Void", an opposing exhibition will be opened in the same venue in the following years by his close friend Arman. This exhibition, named "Full-Up", will also bring sound and will be moved to the first places of the agenda by art critics. For "Full-Up", daily life objects are placed in the exhibition halls of the Iris Clert Gallery. However, these objects are not distanced to create a plug-in view. So much so that it is not even possible for the audience to enter.

As the above approaches become popular, Y. Klein's non-stop artistic hunger leads him to change and make new quests. In this respect, monochrome reliefs from natural sponge pieces appear until the end of the 1950s. It uses sponges as an art material to give body to these reliefs. These are simple tools that enable paint to be transferred to the surface. So they are tools. They then join the work. They turn into a part of what they produce. It produces a large number of works with similar attitudes. Nature elements and vital forms are now his new areas of study. With the effect of the success he caught in his performances, he also takes part in exhibitions that bring such works and is included in private collections (Oğuz, 2015, p.68).

If we complete, the ongoing process for Y. Klein is again from performances to Fire Paintings (See. www.yvesklein.com) provides a variety. However, the art adventure remains halfway with his sudden death in 1962. He leaves a successful career and many precious works behind his back. However, the most obvious of these are blue works

that both symbolize the feeling of freedom that they are passionate about and have a childhood reflection.

2. Social Developments Shaping His Art and the Situations It ContainsText

Progressing through his biography to do research that appeals to Y. Klein is of course only a beginning. The main step to take to deepen the current research is to address the elements that shape the art of art. It is possible to examine them under two headings as social developments and internalization: For social developments, a short series of articles can be presented that evaluate the norms that the French people have. For the situations it inserts, it can be mentioned about the judo sport takes the Far East sports it experiences to the center, that is, grinding to be balanced both physically and mentally.

The first thing that can be emphasized when putting social developments on the table is the social testimonies of Y. Klein. In this respect, the most critical part of the chronological route that can be followed for an artist born in 1928 will be the Second World War.

Although Western societies knew deeply, the Second World War, which deeply affected the European continent, has been transferred to many fields, from economics to technology, from science to art, as well as changes in the political maps of the period. Considering the developments of that period with today's perspective, relatively clear and clear implications can be made. In this respect, a wipe of events from the efforts of the National Socialists to eliminate agreements after the First World War, to the Polish raid in the fall of 1939, can be presented. Or it can be mentioned that Joseph Goebbels's new and centralized Western art ecol creation (Bozkanat, 2021, p.76). But it has to be done to handle the process through Y. Klein, a young French artist. It is to question why and how a country that is at the center of century art gives such a quick answer to radical art changes. For this, it is enough to focus on a name and an institution. The M. Duchamp contemporary, whose bet we spent in the previous episode, is important for many artists to form a role model. For the institutional example, Bauhaus School should be looked at. Because the domain of this school is just as common as M. Duchamp.

If we start with M. Duchamp, the artist comes from a crowded family. He prefers the United States as much as France as a residence. Therefore, he has knowledge and experience in both cultures. M. Duchamp has made many artistic initiatives throughout his life, which can be considered quite long, compared to Y. Klein. There is a large production scale from The Fountain we mentioned in the previous section to mail-art applications (Gök & Aydın, 2020, p.238). In this sense, the main situation he questioned as an artist who witnessed both world wars is visual aesthetics and the equivalent of this aesthetic in the culture-art media. "Can it be changed?" that M. Duchamp directed towards the sustainability of objects and their meanings?" The question is one of the starting points of the bold attitude exhibited by artists in the first quarter of the 20th century. Accordingly, the artist can transform any instrument, tool, or everyday object of life into an object of art, accompanied by partial manipulation. In other words, as the artist (like Y. Klein did to sponges) can load the attribute of being an object of art to an ordinary object. Because what matters to the object of art is formal appearance, not form

but thought. The artist is the person who reflects this idea or can put forward the idea. He chose the instrument or vehicle (material), which is the object of art. It approached him from a different angle and enriched the layers of meaning (Gökgöz, 2023, p.372).

The institutional counterpart of this situation, which is better known for the works of M. Duchamp in the history of Western art, is the Bauhaus School, which acts with an approach that focuses on idea and originality beyond form and manages to melt the art-craft-design triangle in a pot until its closure in 1933 (Pek, 2021, p.205). Having hosted a master of color and form such as Vasily Kandinsky in the educational-teaching staff, this school has given depth to the "experimental" part of the process and paved the way for derivative art initiatives (Koç Altuntaş et al. 2021, p.196). The school's perspective on classical art education and its innovative teachings have brought so much that (with the effect of ties established with the familiar European artists of the years) 20. The art education methods and production outputs of the century have become almost controversial across the continent. Important artist academics leaving the closing Bauhaus School went to other countries and opened new schools by qualifying similar curricula (Esen et al. 2018, p.38).

The bold and questioning art agenda created by references such as M. Duchamp and Bauhaus School resonated until the 1930s. The front of individual expression is now open to art. And this is the most comprehensive opening that has manifested itself since the period of Enlightenment. The artists of the relevant opening have autonomy in experiencing different materials. This autonomy grinds the stripping from the strict and traditional approach of the methods followed by academic media. Therefore, it attracted the attention of young artists in the first place. After this situation, it is not possible for Y. Klein and his contemporary artists to stay away from the discussions and not be aware of experimental approaches. It remained that if we were to prepare a list of artists who would take the experimentation a step further, Y. Klein is a name that can easily find a place in this list.

After mentioning the effect of M. Duchamp and Bauhaus School, it is necessary to touch on another issue that leads to the tendency to ready-made objects. The war, which started in 1939, paused almost all events across the continent, it led museums to protective policies and led to the change of well-known family collections. In line with the mobilization policies, labor and industry focused on priority needs. Paint, fabric, wood and metals suitable for formatting have become the materials needed. While this is the case, it has become difficult to produce art with classical materials and methods. In other words, it has ceased to be accessible and economical. There is now a search for alternative materials. However, when examining the developments, it is necessary to look at the development process after 1945, that is, after the defeat of the National Socialists. In this sense, efforts to keep the German geography under control, which is divided into four and then two, have turned into a struggle for power. The two countries that could survive in the name of the struggle and supply authority were the United States and the Soviet Union. The cold war struggle of the two countries continued until the Berlin Wall collapsed. This situation, which will make its impact for almost half a century, has enforced agreements such as the Brussels Agreement, which was signed in 1948 and is the basis of today's NATO (Arsava, 1999, p.16).

It is almost inevitable to take sides in Europe and act within the framework of an alliance during Y. Klein's art years. His country, France, is one of the parties to the

Brussels Agreement. However, it is also one of the countries whose land was most damaged during the war. Therefore, the French government follows guided policies with the United States, the tutelar of West Germany. It is aimed to spread the partnerships of allies on issues such as industry, health and trade to the long term in the context of relevant policies. For this purpose, international platforms such as the European Coal and Steel Community, which was established in 1951, paved the way for the European Union to be announced in the future. Thus, a period of prosperity integrated with other countries in the social sense has started for French geography (Kıraç & İlhan, 2010, p.191).

During the welfare period after joining the European Coal and Steel Community, education reform has emerged across the continent. In this framework, the business education model, which was adopted long before the war, was returned. Application-based technical knowledge is priority information according to the legislative betting model. This model, which is emphasized for the education to be given in schools to be production-centered, will be etched with a positivist approach. Along with education, there is also progress in science and technology. Many technologies were discovered during combat years and then applied to practice. In the following years, when innovations in space and medicine are added to this, a science fiction fury from literature to cinema will begin. This multi-state will inspire artists and designers with adventure from alternative reality (parallel universes) to life forms on other planets.

It should be noted that France was occupied by the National Socialists in 1940. Living conditions became difficult after the occupation in the country. Production has been bounced off. When the war is over, the policy of purifying the country from the National Socialists has been given priority. Then, the private sector was supported to achieve an upward momentum in industry-oriented production. Initiatives that can be called the establishment of widespread communication networks, transportation and technology transfer with today's perspective are the French government's premise development policies in the second half of the 20th century. While this is the case, Y. Klein's youth years have passed by witnessing a process in which Europe received assistance from the United States in the face of the Soviet danger and efforts were made to quickly respond to these aids in the public sphere.

And of course mass media. Propaganda methods, which developed as a necessity in the war years, are now at the service of the private sector. The transfer is the advertising cycle. Again, the incentives provided increased the funds allocated to the entertainment sector. Visual and auditory technologies that have evolved and ergonomic and become economical have been transferred to speed-related sites. Thus, the indicators and messages that innovative approaches are accepted and will see spread rapidly in the homeland. We talked about the French New Wave in the introduction. The French now study the cinema approach they reference from the Italians, using new technologies. Scenarios adapted with a performance outside the traditional find the most echo in the art and culture media in those years. On the other hand, the metamorphosis of plastic arts continues. To canvas surfaces, which are now different styles, with free and free brush strokes and instinctive color spots; The application of paper and glue, that is, other techniques such as collage and assemblage, has become widespread. French art critics did not favor this situation just as in cinema, with the awareness that art is experiencing a global transformation (Gökduman, 2018, p.236).

The society, which we talked about with the meetings organized by Peter Restany, one of the familiar art critics of those years, Based on science and technology, cinema and plastic arts, has been the forefoot for the negotiations that examined the innovations of the transfer and the transformations witnessed by the French people. The meetings of P. Restany are events that shape the artistic view of Y. Klein, a young and promising name, and give meaning to his travels and experiences. They are essentially open university property. But there is another point that shapes Y. Klein's art and establishes it at least as much as these meetings. This is the Far East sports, which we describe as the situations that it internalizes at the beginning of the section (Banai, 2014, p.12). It should be noted before that Y. Klein's trip to Japan in 1952 has historically been long after the Second World War. Therefore, it is not possible to talk about the political intensity that can be affected by that geography. It remained that the underlying reason for Y. Klein's visit to Japan for over a year is primarily to follow the desire of a passion, that is, to remove a completely spiritual hunger. Y. Klein received judo training to be spiritually strengthened and fully dominated in Japan, where he was isolated from his own society and moved away from the cold war climate of Europe. During this training, he had the opportunity to research human psychology and the control of instincts. Because the essence of judo and similar Far East sports lies in principles such as "self-dominance" and "shading". If we offer a different perspective, judo is a defensive art. First of all, it is a hybrid sport. It is forbidden to use weapons inherent in this sport and to make a purposeful move before the opponent. They already have provisions such as being kind, flexible and allowing word meaning. However, there is a basic spiritual position that he points to. This position is to be balanced with continuity.

Y. Klein's judo adventure, blended with philosophy, gained a different dimension with his participation in local tournaments. In the next step of his long-running trip, he went to competitions with other athletes. It even received a degree in judo sports in Japan, as we mentioned earlier. However, the fact that this degree did not find a response in France negatively affected him. It broke its motivation. Thus, he decided to use the awareness he gained and the worldview he enriched to focus entirely on art. In doing so, he did not neglect to take advantage of the notes he wrote during the Far East trip which contain the usage methods of the mind.

3. Anthropometries and Monochromes

In this section, it is necessary to share a brief knowledge of art criticism without examining Y. Klein's anthropometers and monochromes. Art criticism, which has a very large place in the literature and follows certain methods in the discipline, consists of four stages with the most insulating form. These are sequentially identification, analysis, interpretation and judgement (Mercin & Alakuş, 2005, p.41). The identification phase involves more preferred colors, composition (format), textures and a number of written information for the work. Features such as colors, composition and textures mentioned here can be detected at first glance. However, for written information, it is necessary to take a closer look or do research. Because not all artists sign the front of their works. Some artists sign the side or back of the canvas hoop. It even adds information such as the name of the work, the year of its construction and its technique to this surface. Sometimes a seal of originality prints. These are important. Because knowing the artist who made the painting and getting to know the person makes the implications for the next stages more accurate. It is not enough to know only the name

of the artist to describe a strict artwork. Again, knowing the adventure behind the work adds wealth to the study. In this respect, many critics have written the identification phase; "Who produced this structure? When did it produce? Why did he put this name?" acts on questions such as. These also help resolve, the second stage of criticism. The analysis phase is the part where the findings about the art object are examined. The findings or data) is informed at this stage; It is discussed whether the detected colors contain contrast and whether they are used with a certain consciousness such as warm or cold colors. Again, the anterior-posterior relations in the composition are observed. It is checked whether the presented fiction contains measurable values such as perspective. Of course, this is difficult to do for abstract artwork. However, in this case, subjects such as color perspective or the effects of brush strokes are emphasized. In the last stage, a judgment will be made about the work. However, interpretation will be given beforehand. At this point, the critic's area of expertise and knowledge come into play. Because interpretation is essentially the stage where the work is compared with its derivatives, the signs and symbols it has been associated with each other, and the possible impact(s) on the audience are discussed. It is necessary to make inferences about them before the judgment. Thus, the position of the work and the artist among its contemporaries and then whether it is beyond its time or not will be evaluated (Mercin & Alakuş, 2005, p.41).

3.1. Anthropometries

It would be useful to follow the above method to make an inference with the artistic value offered by Y. Klein's anthropometries and monochromes. At this point, a general attitude can be exhibited at the stage of identification. Because there are two groups of works with similar directions in the middle. anthropometries have almost the same properties as monochromes in the other group in terms of color values. The color used is blue but in a tone compatible with the International Klein Blue. As it is known, the tool used when creating the composition is the human body. Compositions consist of silhouettes (drifting on the surface), formed by traces left by the painted weight points of the human body, that is, models. Some anthropometries reflect the silhouette appearance singularly. In other words, it becomes clear that it is worked with a single model. However, some contain more than a number of silhouettes and have relatively few stains. These evoke the feeling that they were produced with short-term contact with several models. Another feature of the works is their size. Y. Klein's first works are small pictures pictured on paper or cardboard. However, the human body was used in anthropometries. Therefore, the picture surfaces are large in size, the dimensions of which are compatible with these bodies.

If we move on to the analysis phase, anthropometries are blue. However, the place is left as canvas white. So canvas is not in contact with tissue. In other words, the surface assumes a fund task that will only evoke a sense of emptiness for the composition. A certain depth of anxiety is not motivated. Thus, all attention is concentrated on the composition. Compositions are usually accompanied by performances. However, in which works, relatively much paint was used depending on the duration of the performance and the width of the movement area. This added a dark-light richness to the blue in itself. This wealth is spotless, that is, based on traces.

The spatial properties of the picture should also be looked at during the analysis phase. However, Y. Klein's approach is only focused on using white and blue, that is the gap

and traces left behind the performance. Therefore, it is not possible to mention a measurable spatial value for anthropometries or vertical and horizontal elements that again point to the space. The only thing that can be put forward at this point is that some compositions consist of stains lined with almost equal distance, while others have a much more curved appearance depending on the movement (Balseçen, 2018, p.14-15).

If we make a comment based on the available data, Y. Klein has an attitude similar to that in judo sport in anthropometries. We talked about the teachings of Judo, such as being kind, flexible and giving the path. Y. Klein gave the models a chance to move freely on the surface in the works he produced with performances. The place has been completely guided. However, he is essentially an artist who coordinates performance and guides the body (model) during this coordination to create an artistic work. In this respect, the attitudes that he exhibited during his performances are measured and gentle. In other words, Y. Klein adapted the judo teachings to his performances and his paintings to search the doors of originality. Likewise, the white floor, which undertakes a background mission for its compositions and refers to emptiness and limitlessness, is still a symbol of this approach.

The essence of the word Y. Klein's anthropometries are not just simple abstract paintings created by bodies. These are works produced in an artistic environment permitted by the intellectual level owned by the society in which the artist is located and with traces of the Far East teachings internalized by its manufacturer. So there are some layers of meaning they host. The viewer's weeding out these layers and making sense of the compositions takes place after obtaining information about Y. Klein's vital adventure.

3.2. Monochromes

If we follow the route we follow for anthropometries for monochromes, the most basic analogy we encounter is color. In this respect, the definition can be started with color. Y. Klein's experimental production at the end of the 1940s, Monochromes, which he painted more consciously from 1955' to the early 1960s, basically has a patented color value that marks ultramarine blue (ultramarine blue) (See. International Klein Blue). However, there is a difference from the anthropometries of blue in their monochrome. As to be remembered, anthropometries are works in which figures/models touch the canvas surface, with a ground motion effect. For this reason, paint stains have dark-light areas within themselves depending on the movement. It is not possible to observe this situation in monochrome. Such studies, usually pigment paint-based, are works that do not contain any tonal transition and where the color spreads evenly across the surface (Temkin et al. 2008, p.53). Again, the white surfaces seen in anthropometries do not appear here either. Because blue is completely scattered on the surface. It is in the dominant position. Similar sentences can be made for composition. Unlike anthropometries, monochromes are produced without composition anxiety. A large size surface noticed at first glance is completely closed without allowing any formal formation (Ruhberg et al. 2000, p.298-299).

Anthropometries can be used again during the analysis phase. We talked about white surfaces. With this preference in anthropometries, there is a reference to emptiness and limitlessness. However, it does not accept blue-white, which dominates monochromes. It is a patented blue with identity. There is no depth or perspective. In contrast, there is

a very saturated approach in terms of texture. Because the surfaces of monochromes are futures. This situation, which can be noticed when it is looked at closely, is a result of intensive pigment use. The underlying reason for the preference in question is to take advantage of the minimal light-shadow effects provided by the purification. Hereby, the work invites the audience to discover himself. Thus, the audience spends more time in front of the building.

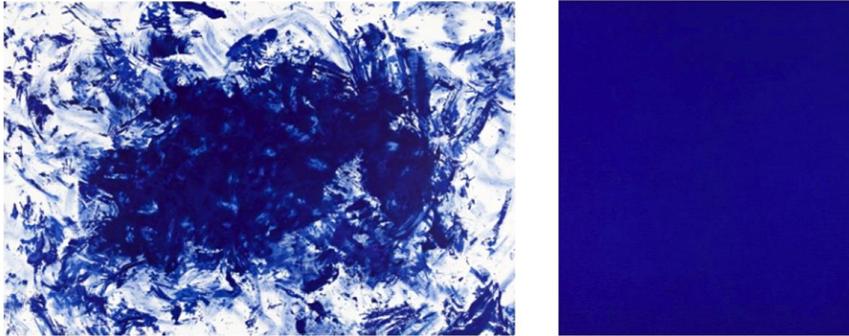
Before starting to interpret, it is necessary to underline Y. Klein's passion for blue. There are other meanings for this color, which the artist has associated with the sky and freedom since childhood. It symbolizes wisdom in a blue aspect. However, this wisdom is not just about mastering event braids or a number of numerical data. It is the information owned by a spiritual serenity represented. That is, there is a "balance" in the middle. On the other hand, this color was used in the religious-themed art objects that Y. Klein encountered during his international visits and trips. For example, Saint Mary is depicted in some mosaics and icons with a blue dress. Sometimes this blue was accompanied by a golden yellow. It is possible to see a similar yellow in other works of Y. Klein. For example, in the relief work he attributed to his close friend Arman, Arman's bust is painted in blue. The background is completely golden yellow. Because it represents purity and nobility in a blue aspect.

Blue, which is quite rich in color, can make much more sense. It symbolizes positive sciences, truth and honesty. It can even be found that this color is a reference to the serenity of the Far East or to have reached the purpose of being mentally peaceful with him, while an effort to establish a connection between blue and Y. Klein has been made. However, the first thing to say in light of the information at hand is that monochromes are separated from anthropometries in some ways. First of all, monochromes are not a performance output. Their production was carried out by the artist himself. On the other hand, blue has many meanings. However, it is difficult to reach a general blood that points to only one of them at the point we arrived. The most comprehensive thing to say is that the underlying reason for Y. Klein's blue preference for freedom is that this color also has a positively layered meaning sequence.

	Anthropometries	Monochromes
Color	At this point, there is color integrity. Monochromes are blue with anthropometries. However, anthropometries are produced with performances. So it is on a blue-white floor/phoon. Depending on the contacts of the figure/ model, the ground contains dark and light tones.	The situation is different in monochromes. It dominates the blue surface. There is no tone difference.
Composition	Yves Klein's work occurs with a contact. With this contact on the surface, a team consists of bodily traces and silhouettes. The silhouettes in question are curved from time to time depending on the movement of the figure. Sometimes they have more linear (vertical) views depending on the "single and short contact" state.	It is unlikely to make a composition-oriented assessment for such works. Because only one color dominates the surface. This color does not contain any formal differences, geometric shapes or silhouettes in itself.

Tissue	Only two types of tissue are available in such works produced with a performance. These are painted areas and canvas surfaces. Painted areas are futurized in partial sections. However, only fabric texture is available on the canvas surface.	The monochrome of the artist is pigment-based. So they are rich in texture. This texture shows itself in small purification on the surface of the picture.
---------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------

Table 1. A comparison chart on Yves Klein's anthropometries and monochromes.



Picture 1. Yves Klein's anthropometries and monochromes.

Conclusion

Y. Klein is aware of the artistic developments on the European continent due to his artist coming from a family and his early travels. Many reference structures have been observed on-site and have established one-on-one contacts with the art circles of Paris. Therefore, it dominates the values of the society in which it is located. But what directs his art is not just this domination, that is, awareness. Regarding the shaping of his works; The seminal Far East travel and Judo experience, where he has the opportunity to rediscover himself, are at least as effective as the others. In this respect, it can be argued that Y. Klein is an artist who has succeeded in blending Western art values with the spiritual approach of the Far East based on being balanced. However, when the subject is an art and it is necessary to evaluate the impact of an artist on generations after itself, the most important thing is time. Because it is time to understand the value offered by some artists. It can be said that at the point we arrived, we had sufficient periodic distance to study the effect that Y. Klein had awakened. It is clear that Y. Klein is a versatile name for the mid-20th century due to its works extending from the painting surface to three dimensions. This versatility has gained visibility thanks to P. Restany's unique enthusiasm that he did not avoid displaying as much as his mind-opening directions. Therefore, it is the determination to reflect the inner world in its paintings with childish shares that it managed to maintain the first quality that was the source for the next generation of artists. The second is the artistic heritage he left behind. His works are exhibited in Europe's famous art galleries. His openings note attention, and critics wrote him, articles introducing his art. For this reason, it gained popularity in the early 1960s, which can be counted early. However, this popularity is not temporary. It allows us to better understand the value of its works being located in other parts of modern art museums even today.

In summary, Y. Klein's current position, which he managed to preserve on the occasion of contemporary art museums and actuarial art writings, mediates his recognition by the next generation of artists. Again, the story of life that resembles an adventure and the production processes it manages to record (performances) make the person efficient for academic research. If we offer a different perspective, there are many artists producing monochrome works in the 21st century. Their preferred color is not always blue. But those who benefit from blue, especially ultramarine blue, are reminiscent of Y. Klein's vast porthole, which spreads to almost all Western geography.

While completing, with a few sentences, the names that produce artificial works and are known for their monochrome can be mentioned within the timeframe of writing the article. If we start with Maya Makino, the artist born in 1980, Kanagawa (Japan) stands out with blue paintings just like Y. Klein (See. www.instagram.com/maya_makino_/). The compositions she painted on wooden panels are entirely of this color. The place also contains linear and dotted elements. Sam Lock, born in London in 1973, is a follower of a similar style. However, his monochromes mainly consist of green and shades (See. www.instagram.com/sam_lock_art/). In terms of composition, it uses linear elements just like M. Makino. In addition, in some of its productions, it offers the canvas floor as it is, in lean form, that is, a surface that resembles the void. Finally, the work of German artist Klaus Hoffmann, born in 1941, can be mentioned. The artist's blue monochrome dominates the entire surface like Y. Klein. However, his artistic career is not only blue-focused. His familiar works include red abstracts with geometric elements (See. www.instagram.com/_klaus_hoffmann/). The artistic works produced by our counts can be accessed through common social media. Therefore, it will be appropriate to terminate the article by mentioning the possibility that the communication tools we are currently using are to transfer the skills and initiatives of the artists to the next generations. As it is known, the most sought-after and useful communication tool of our time is the Internet. Museums with reliable sources of information share much information and documents about 20th and 21st-century artists through web pages in the internet environment. Performance records of the 1950s or 1960s can be accessed on YouTube. Another preferred tool is social media. Social media such as Facebook and Instagram inspire young artists in particular, accompanied by the artwork, exhibition space or biographical messages they know. While this is the case, the fact that art historians and critics who want to study and research new names that produce monochrome-based works will follow social media will provide new gains to the literature.

Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	Design of Study: 1. Author (%40), 2. Author (%30), 3. Author (%30) Data Acquisition: 1. Author (%40), 2. Author (%30), 3. Author (%30) Data Analysis: 1. Author (%40), 2. Author (%30), 3. Author (%30) Translations: 1. Author (%90), 2. Author (%5), 3. Author (%5) Writing up: 1. Author (%40), 2. Author (%30), 3. Author (%30) Submission and Revision: 1. Author (%40), 2. Author (%30), 3. Author (%30)

Değerlendirme	İki Dış Hakem / Çift Taraflı Köreleme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	Çalışmanın Tasarlanması: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Veri Toplanması: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Veri Analizi: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Çeviri : 1. Yazar (%90), 2. Yazar (%5), 3. Yazar (%5) Makalenin Yazımı: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30) Makale Gönderimi ve Revizyonu: 1. Yazar (%40), 2. Yazar (%30), 3. Yazar (%30)

References / Kaynakça

Arsava, F. (1999). "Avrupa Birliđi Anlařması-Deđişiklik Prosedürü". Ankara Üniversitesi SBF Dergisi, 54(01), 7-21.

Balseçen, H. (2018). "Yves Klein'in Antropometrilerindeki Bedenler". Batman Üniversitesi Yařam Bilimleri Dergisi, 8(2/1), 12-20.

Banai, N. (2014). Yves Klein, London: Reaktion Books.

Boyras, B. & Cantürk, A. (2013). "Yeni Gerçekçilik Bağlamında Yves Klein ve Fernandez Arman'ın Boşluk ve Doluluk Sergileri". İnsan ve Toplum Bilimleri Arařtırmaları Dergisi, 2(3), 125-135.

Bozkanat, E. (2021). "Algı Yönetimi ve Propaganda: Nazi Almanyası Üzerinden Bir Deđerlendirme". Öneri Dergisi, 16(55), 74-94.

Esen, E., Elibol, G. C. & Koca, D. (2018). "Temel Tasarım Eđitimi ve Bauhaus". Turkish Online Journal of Design Art and Communication, 8(1), 37-44.

Gök, M. & Aydın, S. (2020). "Gündelik Hayat Bağlamında Dönüşen Sanat". Siirt Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 8(15), 229-246.

Gökdoğan, D. (2019). "Resim Sanatında 1940-1960 Yılları Arasında Soyut Dışavurumcu Akımlar". Journal of Awareness, 3, Özel Sayı, 235-256.

Gökgöz, Z. (2023). "Duchamp ve Mitsel Söylem". Belgü, Özel Sayı, 371-382.

Güçhan, A. (2013). "Popüler Kültür Çalışmaları Işığında Pop Art". Selçuk İletişim, 3(2), 23-29.

Jeanroy, A. (2013). Yves Klein, Claude Paret, The Memorial, an Architectural Project. Minneapolis: University of Minnesota.

Jones, A. (1998). Body Art / Performing The Subject. Minneapolis: University of Minneapolis Pub.

Kılınç, B. (2014). "Yeni Gerçekçilik ve Luchino Visconti: Sinema Tarihine Yeniden Bakmak". Atatürk İletişim Dergisi, (7), 39-58.

Kıraç, S. & İlhan, B. (2010). "Avrupa Birliđi Oluşum Süreci ve Ortak Politikalar". Milli Eğitim Dergisi, 40(188), 191-201.

Koç Altuntaş, S., Ertas Besir, S. & Dereli, B. (2021). "Bauhaus Dönemi Işığında Mobilya Atölyelerinin İncelenmesi". Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 30(2), 195-206.

Mercin, L. & Alakuş, A. O. (2005). "Sanat Eleştirisi ve Pedagojik Eleştiri Yönteminin İncelenmesi". Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi, (5), 36-46.

Oğuz, D. (2015). "1960-1980 Arası Deđişen Dođa Algısı ve Sanatta Dođaya Yöneliş". Yedi, (14), 67-76.

Önbayrak, N. (2014). "Sanatta Gerçeklik İçerisinde İtalyan Yeni Gerçekliđi". Marmara İletişim Dergisi, 13(13), 187-203.

Pek, E. (2021). "Bauhaus Tasarım Okulu Yaklaşımında Seramik Tasarımı". Yüzüncü Yıl Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, (53), 203-234.

Ruhberg, K. & K. Honnef, M. Schneckenburger, C. Fricke (2000). *Art of The 20th Century*. Germany: Taschen.

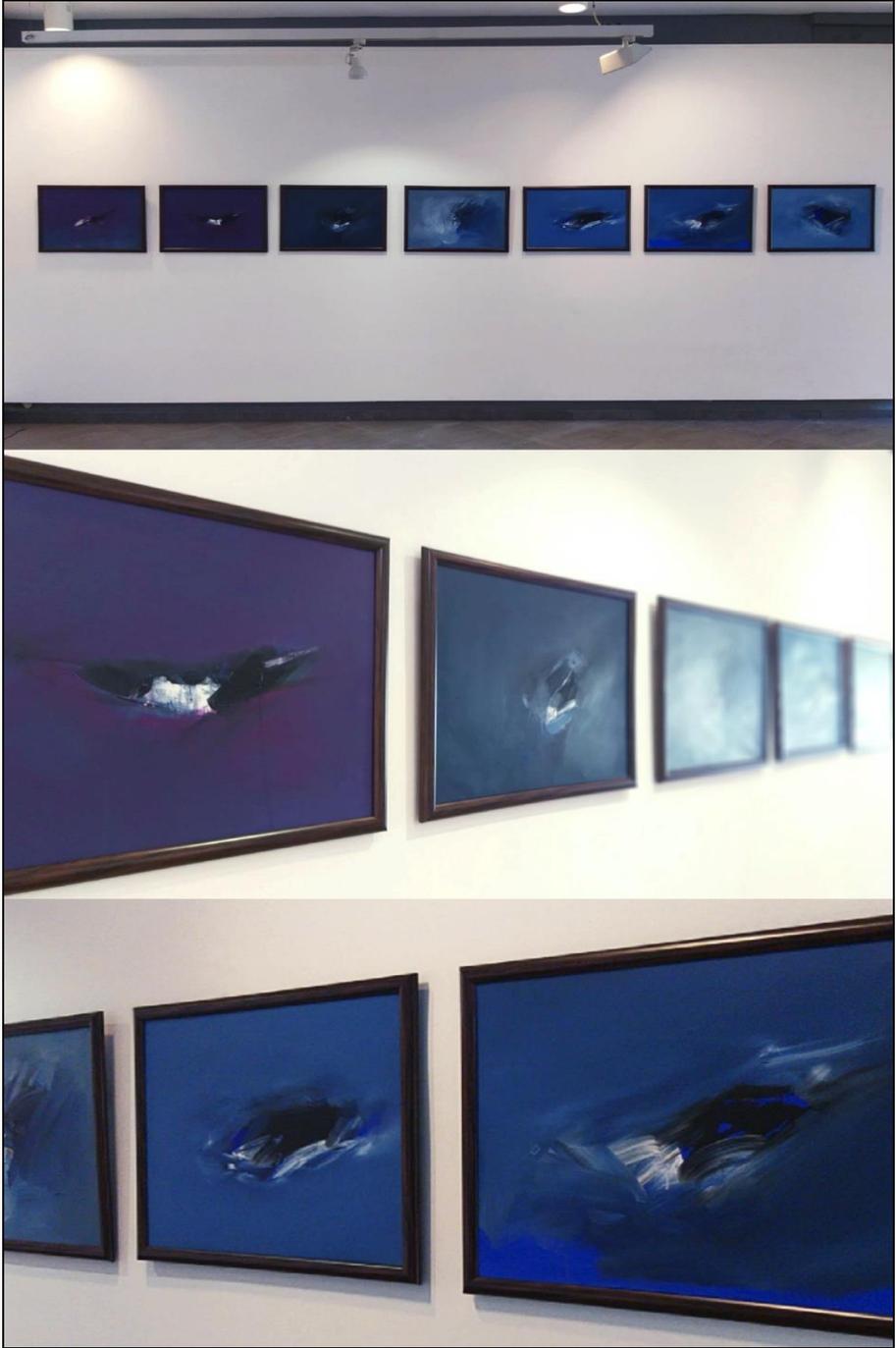
Selçuk, E. (2021). "Marcel Duchamp Bir Günahkâr Mı?". *Erciyes Akademi*, 35(1), 245-260.

Temkin, A. & B. Fer, E. Hall (2008). *Color Chart Reinventing Color, 1950 to Today*. New York: Museum of Modern Art.

Uz, N. & Uz, A. (2017). "Mavi Dünya: Yves Klein'in Resim ve Heykelleri", *SOBİDER*, 4(12), 81-93.

Weitemeier, H. (2001). *Klein*, Germany: Taschen.

Yıldız, B. (2016). "Marcel Duchamp Eserlerinin Yıkıcı Düzlemi ve Ready-Made'lerindeki Anti-Topografi", *Art-Sanat Dergisi*, (6), 133-146.

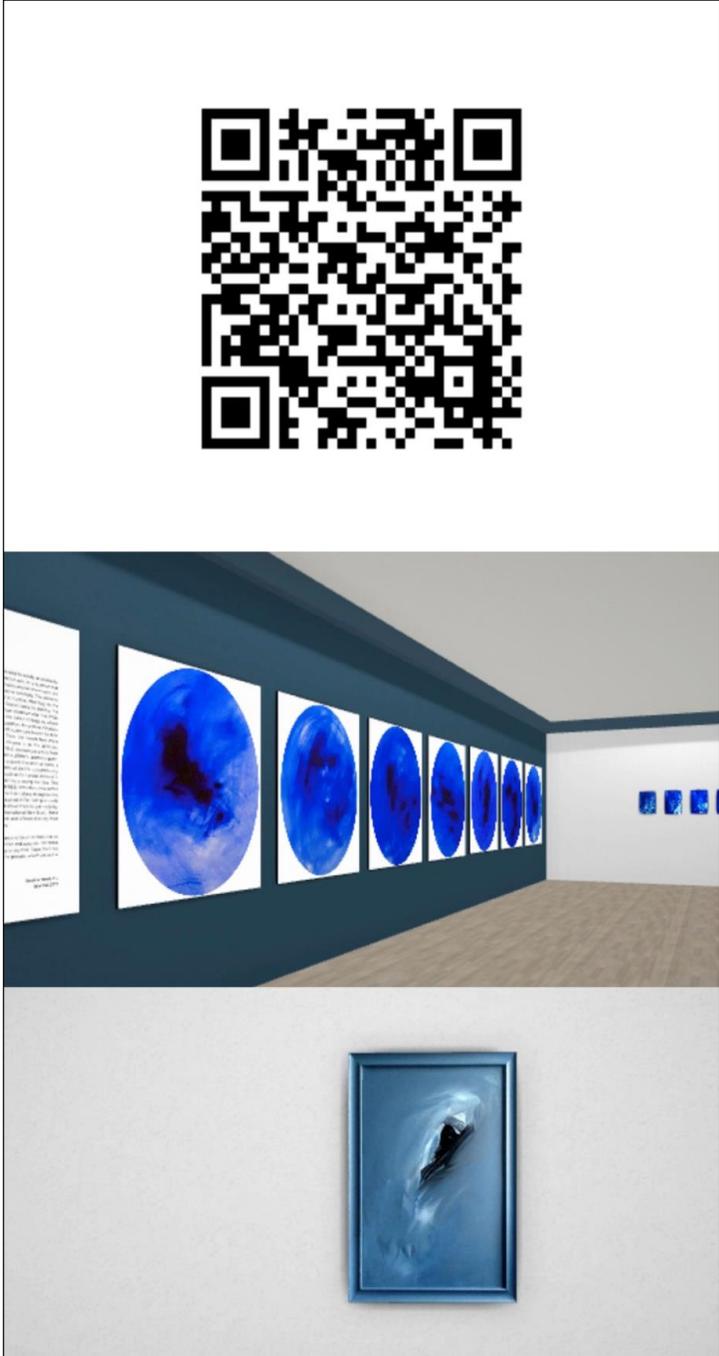


ANNEX III. From the exhibition of paintings produced under the roof of the project. Project ID: SBA-2023-5760. "Towards the Sun. TUR: Güneşe Doğru", Group Exhibition,

International Association of Art (TUR: *Uluslararası Plastik Sanatlar Derneği*), Maçka Art Gallery, Istanbul / Turkey, 06-13 May 2023.



ANNEX IV. From the virtual documentary exhibition of paintings produced under the roof of the project. Project ID: SBA-2023-5760. "Pages From My Blue Book. TUR: *Mavi Kitabımdan Sayfalar*".



ANNEX V. A mail art produced within the scope of the project (Burak Boyraz, Bahariye Art Gallery Collection). Project ID: SBA-2023-5760.



ANNEX VI. Two paintings using waste materials. Project ID: SBA-2023-5760.





Utopia Now and Forever: A Discussion On The Perpetuity Of Utopia

Ezgi ÖREN¹

Abstract

The history of humanity is, in a way, the history of the chaos that is immanent in society. People have endless desires that could never be satisfied since they lived in society. The demand for a better life is one of the foremost desires. This quest, which has been lasting since the beginning of social life has been tried to be met with a wide variety of solutions throughout history. Perhaps the most striking of these propositions is Utopia, which took the stage with the Renaissance. It emphasizes the reality of the moment, criticizes it, and replaces it with an alternative that never comes true. Utopia is one of the ideal order proposals which is put forward in response to the desire for an "ideal life without chaos" for "now". It embodies hope and change. It promises hope even when the prospect of changing the facts seems impossible. It also feeds and reproduces the optimistic desire for the realization possibility of a better life. This is what keeps it alive at all times, even though it will not be realized and inaccessible. Therefore, there is always a need to review utopias to redesign the world we live in with a critical eye. Observing and understanding these experiences and trying to put new designs over them could be promising. Because utopias are an important means of stimulating socioeconomic changes. For this reason, even if it does not come true, the utopia that makes an impact with its thoughts will always continue to be a hope. So, it will exist forever and ever. To clarify this approach, the relations between scientific texts have been examined by using the literature review method. And relevant analyzes and inferences have been made in the light of the data obtained by this method.

Keywords: Utopia, Utopianism, Hope, Desire, Political Order, Alternative Order

Ören, E. (2023). Utopia Now and Forever: A Discussion On The Perpetuity Of Utopia . Journal of the Human and Social Science Researches , 12 (3) , 2279-2289 . <https://doi.org/10.15869/itobiad.1320471>

Date of Submission	27.06.2023
Date of Acceptance	29.09.2023
Date of Publication	30.09.2023
*This is an open access article under the CC BY-NC license.	

¹ Asst.Prof., Atatürk University, Faculty of Economics and Administrative Sciences, Department of Public Administration, Erzurum, Türkiye. / ezgi.oren@atauni.edu.tr / ORCID:0000-0003-2096-2808



Ütopya Şimdi ve Daima: Ütopyanın Daimiliği Üzerine Bir Tartışma

Ezgi ÖREN¹

Öz

İnsanlık tarihi bir bakıma topluma içkin olan kaosun tarihidir. İnsanlar toplum yaşamına başladıklarından beri bitmek bilmeyen ve asla tatmin edilemeyen arzulara sahip olmuşlardır. Daha iyi bir yaşam isteği de bu arzuların başında gelmektedir. Toplumsal yaşam var olduğundan beri süregelen bu arayış tarih boyunca çok çeşitli çözüm önerileriyle karşılanmaya çalışılmıştır. Bu önerilerin en çarpıcı olanı ise belki de Rönesansla birlikte sahneye çıkan Ütopya'dır. Anın gerçekliği üzerine basan, onu eleştiren, yerine alternatif koyan ama buna rağmen asla gerçekleşmeyecek olandır o. Ütopya, "şimdi" için "kaossuz ideal bir yaşam" arzusuna cevaben ortaya atılan ideal düzen önermelerinden biridir. Umudu ve değişimi içinde barındırır. Gerçekleri değiştirme ihtimali imkânsız görüldüğünde bile umut vaat eder. Aynı zamanda daha iyi bir yaşamın gerçekleşme olasılığına yönelik iyimser arzuyu besler ve yeniden üretir. Gerçekleşmeyecek ve erişilemeyecek olmasına rağmen onu tüm zamanlarda canlı tutan da budur. Bu nedenle günün şartları dâhilinde yeni arayışlar daima iyiye yönelen değişime, yani ütopyaya kapı aralayacaktır. Çünkü o ihtiyacımız olan umudun kaynağıdır ve gerektiğinde saklandığı yerden çıkar. Dolayısıyla içinde yaşadığımız dünyayı eleştirel gözle yeniden tasarlayabilmek için ütopyalara gözden geçirmeye her zaman ihtiyaç vardır. Bu deneyimleri gözlemleyip, anlamaya çalışarak onların üzerine yeni tasarımlar koymayı denemek umut verici olabilir. Çünkü ütopyalar, harekete geçirici işlevi nedeniyle sosyo-ekonomik değişimi canlandırmanın önemli bir araçlarıdır. Bu nedenle kendisi gerçekleşmeyecek olsa bile düşündürdükleri ile etki yaratan ütopya daima bir umut olamaya devam edecek ve dünya durdukça varlığını sürdürecektir. Ütopya ile ilgili bu yaklaşımı açıklayabilmek üzere çalışmada literatür tarama yöntemi kullanılarak bilimsel metinler arasındaki konuya dair ilişkiler incelenmiştir. Bu yöntemle elde edilen veriler ışığında ilgili analiz ve çıkarımlar yapılmıştır.

Anahtar Kelimeler: Ütopya, Ütopyacılık, Umut, Arzu, Siyasal Düzen, Alternatif Düzen

Ören, E. (2023). Ütopya Şimdi ve Daima: Ütopyanın Daimiliği Üzerine Bir Tartışma . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (3) , 2279-2289 . <https://doi.org/10.15869/itobiad.1320471>

Geliş Tarihi	27.06.2023
Kabul Tarihi	29.09.2023
Yayın Tarihi	30.09.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

¹ Dr. Öğr. Üyesi, Atatürk Üniversitesi İktisadi ve İdari Bilimler Fakültesi, Kamu Yönetimi Bölümü, Erzurum, Türkiye. / ezgi.oren@atauni.edu.tr / ORCID:0000-0003-2096-2808

Introduction

The basic instinct that makes man a future-oriented being is the impulse to survive and it turns into an impulse of self-development over time (Bloch, 1985). This stimulates the human being to live in a society in almost every historical period. And it could be said that the history of humanity is, in a way, the history of the chaos that is immanent in society. The desire for a "good" / "ideal" life and "livable world" has been kept up from ancient times to the present, and has been the subject of some thinkers/philosophers of the period. This process has led to some suggestions of an "ideal society" or "ideal state" which are concerned with eliminating or minimizing the ongoing problems. Although not every solution proposal focuses on the suggestion of an idealized society, the submissions adopting this type of thinking have been more impressive and remarkable. The dream of attaining a better life which has remained on the agenda of philosophy throughout history and discussed in various contexts at different times. For example; while Plato and Aristotle saw the state as a high purpose for human happiness, the theories which do not attribute the same sublimity to the state (such as Stoicist, Epicurean or liberal, Marxist, anarchists in modern times, etc.) did not hesitate to make suggestions for the realization of the ideal society (Acar, 2018). The word utopia originated with the book of the same name by English writer and statesman Thomas More. It is formed by combining the Greek words *ou* (no) and *topos* (place) and means 'no place'. However, there are different approaches to the definition of the concept. There is also a reference to the word 'eutopia' meaning 'good place', which consists of the combination of 'eu' meaning 'good' and 'topos' meaning place. Thus, the concept of 'utopia', which More introduced for the first time, appeared on the stage of history as a concept that seems to contain both the meanings of a good place and a no place (Omay, 2009). In other words, utopia is both a no place (outopia) and a good place (eutopia). Living in a world that is impossible, but where one aspires to be: This is literally the essence of utopia (Kumar, 2005). So utopia is the design of the "best", but via "no place" this best can never be reached. Because if it is achieved it will not be utopia. It can be said that the concept of Utopia has two basic meanings, since it is both the name of More's book and the name of the state he describes in the book. In the first sense, it is the name of the literary work More wrote. In the second sense, it is an ideal city-state fiction that contains unrealized ideality and realizability claims, which does not exist in this world at the moment, where everyone is happy thanks to a collaborative order (Omay, 2009).

Mankind's belief and imagination of the possibility of heaven on earth had expanded as far as possible with the discovery of transatlantic and then its precious metals in the 16th century and afterwards. The developments in Europe had changed the spirit of the period. The new discoveries heralded a great potential, and possible new spaces to stimulate the imagination. The discovery of the new world caused a change in the horizon of the society, excited them, perhaps gave them hope. More was also inevitably affected by this atmosphere. The experiences of travelers and explorers of the era were also influential in shaping More's fiction. On the other hand, in this process, in which thinkers like More were an important part, the world was being reshaped within the framework of a human-centered understanding through Renaissance. So it was the right time to bring heaven down to earth. At this stage, utopia emerged as an ideal design for a humane life.

Utopia is one of the ideal order proposals which is put forward in response to the desire

for an "ideal life without chaos" for "now". Since people are worthy of happiness, the main concern of utopia is human happiness. And since happiness is only possible with sociality, the good life should be arranged accordingly. Gathering a desirable world from an undesirable social order appears as the usual theme of almost all utopias (Acar, 2018). Every utopian design situated itself against the realities of the era in which it is produced. It describes a disturbance, criticism about the existing social order, and also the rebellion that will create the alternative. Namely, it could be said that utopia is an optimistic negation that wants to reach a positive one. When a human is moved from heaven so that he no longer thinks about and suffers it, he acquires the power of will, the ability to turn to action, to destroy himself with enthusiasm and vigor as a compensation (Cioran, 1998). So, according to the utopian approach, the way for achieving happiness is possible by demolishing the existing social order, which is the cause of all evil, and replacing it with a completely renewed system. This desire for a new order, which points to a certain sociality, is an intellectual seeking for how a new political society should be. Thus, utopian argues that it is possible to abolish the existing corrupt political order and to establish an untouched new order in its place. Because humans with intelligence and will are capable of doing this. In addition, utopia contains the reasons why the existing order should change, the detailed design of the alternative social model, the descriptions of all the material and spiritual institutions of the proposed order, and explanations about their superiority. In this respect, utopias imagine a radically different order from the society they criticize. And while constructing this, they rethink the nature of social cohesion which ensures harmony and stability (Yalçinkaya & Ören, 2011). Unfortunately, such an alternative was not possible in the known geography. Therefore, an alternative "good" society could only be possible in "no place". In this way, More overturned reality and created his new world in "no place" outside the known world. Because social justice and welfare can never be realized in a place where property is a personal right and everything is measured by money; namely in this world.

According to Sargent, utopias are not plans for future perfect societies. Utopias give us the critique of today's society and the expressions of the highest human cravings (Sargent, 1994). Utopia, which is presented as a solution proposal for a happy and good life, first determines the existing problems. What allows these problems to be defined is the social conditions that the "critical-alternative order" emerges. This process requires a certain amount of imagination, but the utopia is not simply a product of imagination. The socioeconomic conditions in which utopias are born to determine the limits of the criticisms and proposals (Yalçinkaya & Ören, 2011). Therefore, utopia tries to find solutions to the problems in the current order within this framework. The power and persuasiveness of utopia stem from this; handle real problems with realistic solutions. It also feeds and reproduces the optimistic desire for the realization possibility of a better life. However, criticism alone is not enough to create a utopia. For example, according to Mannheim, critical consciousness is a utopia when it takes action and has orientations that completely disrupt the established existential order (Mannheim, 1979). Hence, utopia argues that a better political order or society is possible with reason and will that act a certain consciousness. From this viewpoint, the purpose of the study is to remind us that utopia now and always hangs in sight as an alternative that offers signposts to the solution for the better one. And, progress could only be possible with the dream of utopia.

This study discusses the meaning of utopia as regards its function in political thought. The text sets out from the thesis that utopia will exist forever and ever and tries to put forward the reasons for this discourse theoretically. Here, there is a theoretical analysis around questions such as what utopia means conceptually and practically; why it always makes its presence felt; its potential to satisfy human desires, and why it is needed politically. For this, first of all, the features of utopia have been emphasized; under the first title, the critical characteristic of the concept and its feature of being an alternative order have been explained. In the second part, the social and political value and importance of the utopia have been tried to be explained by the following thesis. So the text is planned as an informative and review article via text analysis. In the study, literature review, which is one of the qualitative data collection methods, is used. With this method, previous scientific texts have been scanned and the relationship between them and other texts to which they referred has been examined. Hence, in the conclusion part, the questions of why utopia exists and will continue to exist politically, have been tried to be clarified in the light of the collected data.

Critical-Alternative Order

Cioran asks that shall it be said that we replace one ghost with another, that golden age fables are preferable to the eternal present we think of, and that the original self, which is the basis of our hopes, evokes emptiness and is ultimately reduced to it? Ok! But wouldn't a void that compensates for fullness contain more reality than all history has? (Cioran, 1998).

Utopia was born in the XVI. century when absolute monarchies began to rule. Of course, the atmosphere created by unlimited power has also caused a reaction to it; utopian thinking, which points to the necessity of a new political/social order and also hopes that a better system is possible via the human mind and will, against the "current" bad order... A wording that was born with Thomas More and whose influence will last for centuries.

Naturally, utopias primarily reflect the epoch in which they appeared like its first example reflected the XVI. century England. Here, the existing order is severely criticized and negated. For instance according to More, in England, the main cause of the poverty of the people is the multitude of aristocrats. These useless, honey-free bees make a living by the sweat of others, skin them in order to benefit more from those who work on their land, and they do not know any other source of income. Besides, It is not in the king's interest that the people are rich or free; wealth and freedom make them powerful and destroy their will to submit to a cruel, unjust government. However, poverty and misery blunt this power, enabling them to be patient, weaken them, and break the spirit of rebellion. But a king's dignity lies not in ruling over beggars, but in ruling over a rich and happy subject (More, 2003). However utopian thinking is not content with criticizing. Because More not only criticizes the dominant political order of his time but also put an alternative instead. By eradicating everything he would not like to happen, he establishes his alternative order with whatever he affirms. Therefore, utopia is not only the name of criticism but also the name of fiction. So it seems that a world that follows alternative scenarios and conventions (Davis, 2017) is important for More. Eventually, utopias first define the existing problem with a critical view and then propose several alternative solutions with the help of creative imagination. The source of both the problem and the solution is the socio-economic conditions of the utopian.

These conditions make it absolutely necessary for the utopian to find solutions for happiness. Because the basic principle of utopia is happiness and the purpose is social happiness. Given that people could be happy as long as they live in a happy society. So how can this be realized? Utopia builds this ideal which is difficult to create and maintain, on equality. Thus, it embodies a new alternative political order, equipped with the happiness of equality. To ensure the continuity of this egalitarian order, it is necessary to close the system to change. Because the biggest enemy of this new order that has to repeat itself every day is change. Hence, utopia must be a closed system in which all the factors that can lead to change are controlled. Utopia designs an alternative society to the "Now" in "nowhere" by criticizing the "Now". This vision itself creates an obstacle to change.

The radical difference of this new society, which rises on the ideal of equality, is that it has been built on communitarian principles: Common education, common work, common entertainment, common nutrition, common property, common dressing for all citizens... This common lifestyle dissolves the social hierarchy and builds a relative egalitarian order, and as a result of all these, social conflicts are pushed out of the order (Yalçınkaya & Ören, 2011). Yet another means is needed to ensure the continuity of the order. The important institution that ensures the system always repeats and reproduces itself is education, which operates continuously in the public sphere. It is a social pursuit that enriches the personality of all citizens, increases their happiness, and is successfully carried out together (More, 2003). Education eliminates selfishness and ensures that collective cohesion remains in a happy, harmonious, and stable state of stagnation. However, although it is accepted that it is a product of humanism reflecting the spirit of the Renaissance, it should not be overlooked that utopia consists of passive elements accompanying a completed design, not acting willed agents.

But first of all, interpreted correctly, utopias are visions of what ought to be, even if they show what ought not to be. Utopias are visions we care about because they try to tell how the world should be and what we should work for (Rothstein, 2003). Therefore, the importance of utopia stems not from its practicality and actuality, but from its longing impulse and its relation to the possible future. It gets its power from its criticality. Nevertheless, its "nowhere ness" also provokes our inner desire to seek it (Tandaçgüneç, 2013). Certainly, utopia provokes by the alternatives it produces. But the real source of its destructiveness lies in its critical expression of social order (Kumar, 2005). In this sense, utopia has indeed a serious "danger" suitable for mobilizing the sentimental masses by way of criticizing, questioning, and producing alternatives.

The Value of Utopia

Utopia is always valuable because it promises hope. And this is also one of the elements that makes it permanent. "Desire and design, harmony and hope: they are of course present in the formation of utopia, as they probably are in the formation of other social and political philosophies. The bearers of these elements are undoubtedly important in the construction of utopia. But utopia does not just reunite these elements. It has its own inventiveness. Once established, it offers a map with many different possibilities for reasoning on the human condition" (Kumar, 2005). Because utopia is intended for the construction of a way of life. Utopia is one of the responses of people to their current life. In other words, utopia is nothing but the dream of prioritizing life itself. The ground of utopia, whether imaginary or real, is in accordance with a certain lifestyle.

(Alver, 2009). Utopia arising from the search for a better life emerges especially in the dark times; criticizes the existing order and reminds us what should be. It is a hope that speaks for change. Because man is a creature that hopes to overcome the existing situation, and the order he is in, through his aspirations. Therefore, utopia is an expression of desire for a better existence or way of life, and in terms of desire, the definition of utopia is analytical rather than descriptive (Levitas, 2013). Utopia breaks the mold of "normal" practices of organizing society but there is no consensus on what a "good" utopia will look like or on how to determine it when we have imagined or created one (<https://theopenutopia.org/full-text/introduction-open-utopia/>). Still, it can become a place for many to reflect on and a space for everyone to think about. Because utopias are much more than just an adventure that takes its readers on an imaginary journey. Rather, utopian fiction is a projection of desires and hopes for now and regarding now. However, the value of utopia lies not in its current viability, but in its relation to a possible future. Its 'practicable' utility is to jump over present reality to describe a social situation whose desire attracts us like a magnet. What makes utopia strong here is its illusory and 'impractical' nature itself (Kumar, 2005). By creating a philosophical order, More actually makes sure that the reader will not accept the plan he describes as perfect, complete, or finished and so he paves the way for reflection and criticism of it. Surely, it is a serious issue for utopia to be critical and to create an alternative order with its own political and social claims. However, what distinguishes it from other political approaches is its impressiveness stemming from its appeal not only to reason but also to human emotions and hopes. There is a time and a place in the human relentless effort to change the world when alternative visions, how fantastical they are, sow the seeds of shaping the forces of political change. In any case, utopian dreams never completely disappeared. They are always existed and secretly point to our desires (Harvey, 2000).

Another important feature of utopia is that it stems from reality, but tries to overcome this reality by pushing the limits of imagination and constantly producing the unattainable. Utopian fiction can constantly produce the ultimate good, and it constantly transcends reality with this characteristic. As the creator of this style, More succeeded in transcending the horizon of his time and country with "Utopia" (Kautsky, 2006). Rather than making us think about a different social order, he created a world that we can imagine through the elements in his design, despite the unrealizability of utopia; a vision of a better world that could reorient our perspective. In this way, while More awakened the idea of an alternative order in which a better life is possible, he also stimulates the imagination. Utopian imagination is necessary, and what makes it triggered is its hopelessness as well as its inaccessibility. The perfect society can be conceived, but it is never reached, because if it is achieved it will not be a utopia. To change the existing one, it has put the changed one in an inaccessible place. It is here that imagination enters this space that invites imagination. The fact that the goal will never be reached causes it to be dreamed of constantly. Therefore, utopias contribute to social development as well as being the basis of any kind of social change. The endeavor to reach it corresponds to comparing our self-image to the realities of our society or to compare one with the other, to encourage judgment and reflection by being aware of the existing problems and/or our practices regarding all of these. Because utopia is what should be out of the "ordinary". Its addressee is not only a society that is wanted to be destroyed but also a new world conception that is wanted to be built.

Conclusion: Utopia Forever

Prometheus wanted to do better than Zeus; We, who are improvising creativity, do better than God, make him experience the humiliation that a heaven superior to his own will bring, and remove the impossible; In Proudhon's words, we want to make the world destined. As a general purpose, utopia is to dream of a universe at the level of history (Cioran, 1998). According to Bloch, every product of human sociability has been the subject of thinking as a sociocultural heritage that contains the power of another kind of life beyond categorical distinctions (Aydin, 2021).

This study tried to explain the thesis that utopia will exist forever and ever based on the relevant studies in the literature. So according to the obtained data, it could be said that utopia always waits on the horizon to be summoned and never disappears. Its traces are seen in every move that Reason makes with the endless desire of man to change the world. Because the search for a good/happy society is universal and will continue as long as the world lives. For a better society, change is inevitable and utopia is the guide of this path. So we certainly need utopias as a product of the modern mind (Baudrillard, 2006), at least for those who deal with the problems of the "now". Although it seems sometimes to have lost its function most of the time, the desire for change equipped with imagination will always bring it out of its hiding place. The mortal messiah of this world is the utopia. So mankind should strive to make the world a livable place (More, 2014). For a better world, whatever the times we are in, the circumstances, the pace at which history is unfolding, and the existing cracks in the system, we must act in the hope of transformation. (Moylan, 2007).

Utopianism, which Sargent defines as the social dream, is a phenomenon of dreams and nightmares that often envisions a society radically different from the society in which the dreamers live. But this may not all be radical, because people basically dream of something familiar (Sargent, 1994): A better world filled with hope. Utopia, which includes both our individual and collective hopes as well as our fears, is a proposal for change that will save us from our nightmares. Sometimes such a change becomes not just a dream but a real possibility, and our individual and collective energies achieve at least some of what we hoped for. Often what we achieve is less than we would like, which leads us to new dreams. After we achieved something, we dream again (Sargent, 2007). Every finished utopia is the beginning of a new one.

Utopia, which is a necessary combination of the creative genius that enables the definition of the problem, the suggestion, and testing of a series of solutions (Jameson, 2009), is important in terms of a set of general values such as unity, simplicity, integrity, comfortable harmony of person and life for some writers and its suggested institutions for others (Sargent, 1994). However, its main importance always comes from the fact that it indicates deep-rooted needs, desires, and hopes. Man owes his desire for more and better, to the urge to survive (Bloch, 1985) and this nature of man also makes him a utopian. And utopia, as a product of reason, adds meaning and value to life with the inherent principle of hope. Unending hopes will always create utopia. Therefore, man lives in utopia to the extent that he does not give up his dream of a world where his wishes and desires are fulfilled (Bobaroğlu, 2018). As Wild said, it's not worth even looking at a world map that doesn't show the country of Utopia, because that's the place which humanbeing is always coming back. And when Humanity lands there, it looks forward to the horizon and, seeing a better country, sails there. Progress is the

realization of utopias (Wilde, 2017). So, why should the search for utopia take us to the high seas instead of examining existing social formations that resist oppression? (Stock, 2019). Because if we want to change the world, we must be unreal, illogical, and impossible (Bregman, 2018), and always sail to the horizon. "Utopia is on the horizon. I move two steps closer; it moves two steps further away. I walk another ten steps and the horizon runs ten steps further away. As much as I may walk, I'll never reach it. So what's the point of utopia? The point is this: to keep walking" (Eduardo Galeano, 1997).

Societies that have lost their imagination have no future. Real utopia, on the other hand, arises when the situation is unsolvable, that is when there is no way to go to a solution within the coordinates of the possible, with the only impulse of survival having the necessity to invent a new field. Utopia is not a product of free imagination, utopia is a matter of inner necessity, you have to dream because it is the only way out. This is the utopia we need today (S. Zizek cited in Mcmillian, 2019). And it is an urgent need to reconstruct society in imagination and reality (Levitas, 2013). Even if your efforts do not bring good, at least they reduce evil (More, 2003). Our job here is to be utopian, to make different aspects of a cohesive and happy imaginary world, one by one, as vivid and believable as possible (Wells, 1967). As Bregman says; a single outlier can make a difference in the world. Let this be an incentive for those who feel that they are screaming alone in the desolation: Keep building those towers in the sky. Your time will come too (Bregman, 2018).

As an expression of the desire for a better way (Levitas, 2009) we must choose Utopia. We must choose it as the expression of the desire for a better way. We must choose the belief that the world can be radically amended. We have to let our social dreams affect our lives. The choice for Utopia is a choice by which the world can be radically improved (Sargent, 2007). Therefore, it is always here and will always exist, like an illusion that makes life meaningful and bearable.

Peer-Review	Double anonymized - Two External
Ethical Statement	It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	itobiad@itobiad.com
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.

Değerlendirme	İki Dış Hakem / Çift Taraflı Körleme
Etik Beyan	Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	itobiad@itobiad.com
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.

References / Kaynakça

- Acar, S. (2018). İdeal toplum. <http://www.dusunuyorumdergisi.com/ideal-toplum/>.
- Adorno, T. W. & Horkheimer, M. (2013). Teori ve pratik üzerine bir tartışma (1956). (Trans. Orhan Kılıç). İstanbul: Metis Yayınları.
- Alver, K. (2009). Ütopya: mekan ve kentin ideal formu . *İstanbul University Journal of Sociology*, 3 (18), 139-153.
- Aydın, B. (2021). Ütopya ve siyaset: popper, fukuyama ve liberal sol yaklaşımların ütopya yorumunun ernst bloch üzerinden eleştirisi. *Archives of Philosophy*, 54.
- Baudrillard, J. (2006). Utopia deferred. New York: Semiotext(e).
- Bregman, R. (2018). Gerçekçiler için ütopya: kusursuz dünyayı nasıl inşa edebiliriz? (Trans. Duygu Akın). İstanbul: Domingo.
- Bloch, E. (1985). The principle of hope. (Trans. Neville Plaice, Stephen Plaice, and Paul Knight). Cambridge: The MIT Press.
- Bobaroğlu M. (2018). Ütopya. <http://www.dusunuyorumdergisi.com/utopya/>.
- Cioran E. M. (1998). History and utopia. (Trans. Richard Howard). University Of Chicago Press.
- Galeano, E. (1997). Window on utopia in walking words. (Trans. Mark Fried). London/New York: W. W. Norton & Company.
- Harvey, D. (2000). Spaces of hope. Edinburgh: Edinburgh University Press.
- Jameson, F. (2009). Ütopya denen arzu. (Trans. Ferit Burak Aydar). İstanbul: Metis Yayınları.
- Kautsky, K. (2006). Thomas more ve ütopyası. (Trans. Oğuz Özügül). İstanbul: Pencere Yayınları.
- Kumar, K. (2005). Ütopyacılık. (Trans. Ali Somel). Ankara: İmge Kitabevi Yayınları.
- Levitas, R. (2009). Looking for the blue: the necessity of utopia. *Journal of Political Ideologies*, 12(3), 289-306. <https://doi.org/10.1080/13569310701622184>
- Levitas, R. (2013). Utopia as method: the imaginary reconstitution of society. UK: Palgrave Macmillan.
- Mannheim, K. (1979). Ideology and utopia. Great Britain: Lowe & Brydone Printers Ltd.
- Marcuse, H. (1970). Five lectures. (Trans. Jeremy J. Shapiro & Shierry M. Weber). London: Allen Lane The Penguin Press.
- Mcmillan, C. (2016). The communist hypothesis; žižekian utopia or utopian fantasy? *International Journal of Zizek Studies*, 5(2), 1-20. <https://doi.org/10.1515/9780748646654-008>.
- More, T. (2003). Utopia. In G. M. Logan & R. M. Adams (Eds.). Cambridge: Cambridge University Press.
- Moylan, T. (2007). Utopia method vision: the use value of social dreaming. In T. Moylan

& R. Baccolini (Eds.), *A closing comment: for now at least* (pp. 287-292). Oxford: Peter Lang.

Omay, M. (2009). Ütopya üzerine genel bir inceleme. *İstanbul University Journal of Sociology*, 3 (18), 1-14.

Open Utopia (<https://theopenutopia.org/full-text/introduction-open-utopia/>)

Rothstein, E., Muschamp, H. & Marty, M. E. (2003). Visions of utopia. *utopia and its discontents* (pp. 1-29). New York: Oxford University Press.

Sargent, L. (1994). The three faces of utopianism revisited. *The Journal of the Society For Utopian Studies*. 5(1), 1-37. <https://www.jstor.org/stable/20719246>

Sargent, L. (2007), Utopia method vision: the use value of social dreaming. T. Moylan & Rafaella Baccolini (Eds.). *Choosing utopia: utopianism as an essential element in political thought and action* (pp. 301-17). Oxford: Peter Lang.

Stock, A. (reviewer). (2019). David m. bell. rethinking utopia: power, place, affect. *The Journal of the Society For Utopian Studies*. 30(1), 118-125. 10.5325/utopianstudies.30.1.118.

Tandaşgüneş, N. (2013). Ütopya: antikçağ'dan günümüze mutluluk vaadi. İstanbul: Ayrıntı Yayınları.

Wells, H. G. (1967). A modern utopia. University of Nebraska Press.

Wilde, O. (2017). *Sosyalizm ve insan ruhu*. (Trans. Fatih Özgüven). İstanbul: Metis Yayınları.

Yalçınkaya, A. & Ören, E. (2011). Sokrates'ten jakobenlere batı'da siyasal düşünceler. Mehmet Ali Ağaoğulları (Eds.). *Devlet, ne seninle ne sensiz!* (pp. 355-380). İstanbul. İletişim Yayınları.