

EXAMINATION OF "HAND IN HAND 1-2-3" ACTIVITY BOOKS ACCORDING TO PRESCHOOL TEACHER'S OPINIONS

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Abstract

This research aimed to examine the Hand in Hand book set (activity books) sent to preschool education institutions by the Ministry of National Education according to the opinions of preschool teachers. A mixed method was followed, and both qualitative and quantitative data were collected in the study. Survey model and phenomenological design were used to get the opinions of preschool teachers about the Hand in Hand book set. The convenience sampling method was chosen within the scope of the research. Qualitative data were collected from 13 participants, and quantitative data were collected from 211 participants. Two different data collection tools were used in the study. The researcher developed a semi-structured interview form consisting of 10 questions as a qualitative data collection tool regarding teacher opinions. In addition, another data collection tool was the "Hand in Hand 1-2-3 Book Questionnaire", which was prepared by the researcher to collect teachers' opinions by adapting from literature sources. This developed questionnaire consists of 5 demographic questions and 43 main questions. Content analysis was conducted by coding the data obtained in the research, and statistical analysis was performed by calculating percentages and frequencies. As a result of the research, it was determined that the preschool teachers generally found the Hand in Hand book set incomplete and wanted it to be revised.

Keywords: Hand in Hand books, mixed method, teacher opinions, activity book.

Highlights

This article was produced from the master thesis on "Examining Preschool Activity Books According to The Education Program and Teachers Views." It was prepared in 2023 at Kastamonu University Institute of Social Sciences. Details of the research can be found in Başıyigit's (2023) thesis.

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Introduction

Although the materials have diversified with the benefits of technology, books are a teacher, student resource, and educational material that have been used since ancient times and continues to be used today (Erkılıç & Can, 2018). Şengör et al. (2010) found in their study that 15% of teachers always use their books, and 66% use what they deem necessary. The main purpose of benefiting from books is to guide the education process while providing students with the desired knowledge, attitudes, and skills (Ünsal & Güneş, 2002).

Source Books are sent to schools as free educational materials by the Ministry of National Education. These books enable teachers to gain firsthand access to reliable sources and educational achievements (Guzel, 2011). Books guide students by including activities and sample applications suitable for the curriculum and enabling them to access a wide range of content (Demir & Ertaş, 2014). Books with well-arranged visuals, correct content, and plain language enable teachers to provide more adequate education by closing their professional knowledge gaps and using different techniques in their profession (Şimşek, 2010).

Increasing research on children's books is critical for increasing book knowledge (Körükçü, 2012). If the activities in the textbooks are not suitable for the students, cannot be adapted to the curriculum, and do not comply with the teacher's methods and techniques, they remain at a limited level of education (Hsiang et al., 2022). In addition, teachers take on the majority of the responsibility for implementing education and training. For this reason, teachers are one of the most essential sources in determining the problems and deficiencies encountered in education and training (Bakar et al., 2008). As education practitioners, teachers' opinions are essential in preparing, implementing, and evaluating programs and books. For this reason, it is essential to get the opinions of preschool teachers about the activity book set (Hand in Hand set books) used in preschool education institutions. Additionally, textbook research will help improve the quality of both books and instruction (Demir & Atasoy, 2017). Since textbooks are the first reliable source in the hands of every student and teacher, it is necessary to pay attention to the textbooks in order to reach educational goals (Yıldız Bıçak & Bilir, 2023).

Two types of children's books are literary and educational (conceptual) (Alabay et al., 2018). Concept books assist students in discovering and comprehending the items and situations around them (Şahin, 2014). Concept books support children in learning numbers, colors, shapes, concepts, seasons, hours, and patterns (Akgül Alak, 2016). Concept books are colorful and entertaining books that support and develop children's cognitive, motor, and language skills. Hand in Hand book set used in preschool education institutions is a kind of concept book. Hand in Hand book set has been used since 2018. It consists of three books.

The current situation should be examined to make inferences about how the textbooks' new editions should be written (Utkugün, 2022). Therefore, this study aims to determine the opinions of preschool teachers about Hand in Hand 1-2-3 activity books sent to schools by the National Education in preschool education. The problem statement of the research is "What are the opinions of preschool teachers about Hand in Hand book sets?"

Methods

Research Model/Design

The mixed method was chosen in order to ensure the versatility of the research and to ensure the diversity of data. If the research includes both qualitative and quantitative research, it is a mixed method research (Creswell & Tashakkori, 2007). The survey method was used for data collection to determine teachers' views on the Hand in Hand 1-2-3 activity book, and a phenomenological design was used to examine these views in depth.

Study Group of the Research

The convenience sampling method was preferred in the survey model to collect the teachers' opinions. The sample that can be reached easily instead of choosing stratified or random participants is called the easily accessible sample (Yıldırım & Şimşek, 2016). The snowball strategy was used to reach 211 people. 13 volunteers were interviewed out of 211 people. Detailed information about the participants is given in the tables below.

Table 1. Demographic Information of Teachers Who Participated in the Survey

Demographic characteristics	Frequency (N)	%
Gender	Male	7
	Female	204
School type	Primary school	85
	Middle school	16
	Independent kindergarten	105
	Vocational high School	5
Residential area	City	90
	County	96
	Village	25
Vocational experience	0-5 years	31
	6-10 years	66
	11-15 years	84
	16 and over	30
Educational status	Associate degree	4
	Bachelor degree	189
	Master's degree	18
	Doctorate	0
Total	211	100

Table 2. Demographic Information of the Teachers Participating in the Interview

Demographic characteristics		Frequency (N)	%
Gender	Male	1	7,6
	Female	12	92,3
School type	Kindergarten	4	30,7
	Independent kindergarten	7	53,8
	Practice kindergarten	2	15,3
Educational status	Bachelor degree	11	84,6
	Master's degree	2	15,3
Teaching experience	0-5 years	1	7,6
	6-10 years	5	38,4
	11-15 years	6	46,1
	16 and over	1	7,6
Total		13	100

Data Collection Tools

In accordance with the screening method, it aimed to determine the teachers' opinions by using the "Hand in Hand 1-2-3 book survey". The researcher prepared the questionnaire after the literature research. Four experts' opinions were taken to measure the reliability of the prepared questionnaire. After receiving expert opinions, the first question was removed, and all other questions were corrected. "Test-retest method" was chosen to determine the reliability of the questionnaire. For this purpose, it was applied to 36 teachers twice with an interval of ten days. The data were analyzed with the SPSS 20 package program. The Pearson Correlation coefficient was calculated for each Likert-type survey question answered by the participants ten days apart in the survey. It was found that the correlation coefficients ranged from 0.85 to 0.92. According to the result, it can be said that the survey questions were answered with high consistency at two different times. The questionnaire consists of five demographic questions and 43 main questions. The scope of the questionnaire consists of questions about the features of the curriculum, the physical and content features of the books, the implementation status of the teachers, and the features that the teachers want to have in the book.

The researcher has developed a semi-structured interview form. Six experts were consulted for the validity of the semi-structured interview form. According to the expert opinions, the 6th question was removed from the interview questions. The additional questions under the interview questions were reduced from 26 to 11. Incorrect questions and repeated questions in the form have been corrected. Research data were coded and compared by two researchers for the codings to be more accurate. Thus, the internal validity was tried to be increased. The inter-coding reliability was calculated as 83.3%. The coefficient of agreement was calculated using $(\text{Trust} = \text{Consensus} / (\text{Consensus} + \text{Disagreement}))$ (Miles & Huberman, 1994). A pre-pilot was conducted with five teachers, and it was seen that the questions were understandable. It consists of 1 demographic question and nine main interview questions in total. The research questions were prepared to determine the teachers' opinions about the Hand in Hand set books used as educational materials.

Data Collection and Analysis

The interview was conducted voluntarily by giving preliminary information. The audio was recorded during the interview. The interviews lasted an average of 20 minutes. After the interview, the audio recordings were transcribed in detail. The data were analyzed by content analysis method, and codes and themes were created. The coding method was done by hand. The second researcher also coded the collected data. A comparison of "disagreement" and "consensus" was made by the researchers with the data. The data are presented in tables.

The survey was applied with the Google form. The survey link was sent to the teachers via WhatsApp program and e-mail. Informed consent forms were also sent via Mail and WhatsApp. In addition, the questionnaire was applied voluntarily. Percentages and frequencies were created using tables in Google Forms.

Ethical approval for the current study was obtained from the Kastamonu University Social and Human Sciences Ethics Committee (04/01/2022).

Results

1. Findings Obtained by Survey Method

In this section, the opinions of preschool teachers about Hand in Hand set books are given. Data on teachers' opinions were obtained with the "Hand in Hand 1-2-3 Book survey" and tabulated as percentage and frequency.

Table 3. Teachers' views on the Hand in Hand set books about having the features of the 2013 National Education Curriculum.

5 likert questions (Questions 1-13)	1. strongly disagree		2.		3.		4.		5. strongly agree	
	N	%	N	%	N	%	N	%	N	%
1. The activities generally cover the "gains and indicators" in the program.	13	6.2	27	12.8	65	30.8	62	29.4	44	20.9
2. It is suitable for the "child-centered" feature of the program.	21	10	37	17.5	58	27.5	54	25.6	41	19.4
3. It is appropriate for the program's "flexibility" feature.	24	11.4	40	19	55	26.1	54	25.6	38	18
4. It conforms to the program's "spiral program" feature.	20	9.5	50	23.7	62	29.4	46	21.8	33	15.6
5. It conforms to the "balance" feature of the program.	16	7.6	41	19.4	59	28	62	29.4	33	15.6
6. It is appropriate for the program's "game-centric" feature	51	24.2	68	32.2	53	25.1	20	9.5	19	9
7. It is suitable for the program's "presenting examples from daily life and the immediate environment" feature.	25	11.8	61	28.9	58	26.5	42	19.9	27	12.8
8. It conforms to the program's "learning by discovery" feature	62	29.4	58	27.5	51	24.2	26	12.3	14	6.6

5 likert questions (Questions 1-13)	1. strongly disagree		2.		3.		4.		5. strongly agree	
	N	%	N	%	N	%	N	%	N	%
9. The books are in line with the feature of the program. the "subjects are not the aim but the means."	27	12.8	47	22.3	70	33.2	44	20.9	23	10.9
10. It is suitable for the program's feature" considering universal values "	21	10	54	25.6	55	26.1	57	27	24	11.4
11. It is appropriate for the program's feature "considering cultural values " .	16	7.6	49	23.2	58	27.5	62	29.4	26	12.3
12. It conforms to the program's "taking into account individual differences " feature	41	19.4	64	30.3	51	24.2	35	16.6	20	9.5
13. It conforms to the program's "progression from simple to complex " feature	14	6.6	25	11.8	46	21.8	70	33.2	56	26.5

When Table 3 is examined, 50.3% of the participants in the 1st question stated that it covers the "achievements and indicators" in the activities program in the Hand in Hand set books in general. In the 6th question, 56.4% of the participants stated that the books were not game-centered. In question 8, 56.9% of the participants said that books do not provide learning by discovery. In the 13th question, 59.7% of the participants stated that the book progressed from simple to complex.

Table 4. Findings on teachers' opinions about the physical and content features of Hand in Hand books

5 likert questions (Questions 14-24)	1. strongly disagree		2.		3.		4.		5. strongly agree	
	N	%	N	%	N	%	N	%	N	%
14. The "cover design" of Hand in Hand set books is designed to attract children's attention.	45	21,4	43	20,5	48	22,9	43	20,5	31	14,8
15. Hand in Hand set books' "shape and size" are suitable for children's age and developmental levels.	21	10	32	15,2	51	24,2	51	24,2	56	26,5
16. The "paper print" of Hand in Hand set books is matte, which will not tire the eyes and distract children.	22	10,4	30	14,2	36	17,1	67	31,8	56	26,5
17. The visuals in the Hand in Hand set books are of a quality that will support the development of children's aesthetic sense and imagination.	52	24,6	47	22,3	53	25,1	42	19,9	17	8,1
18. The illustrations of the visuals in the Hand in Hand set books are suitable for the age and developmental characteristics of the children.	21	10	39	18,5	48	22,7	62	29,4	41	19,4
19. The colors of the images in the Hand in Hand set books are clear and of good quality.	57	27	41	19,4	36	17,1	39	18,5	38	18

5 likert questions (Questions 14-24)	1. strongly disagree		2.		3.		4.		5. strongly agree	
	N	%	N	%	N	%	N	%	N	%
20. The instructions in the Hand in Hand set book are clear, understandable, and suitable for the pictures on the page.	17	8,1	25	11,8	40	19	67	31,8	62	29,4
21. The font and size of the Hand in Hand set books are suitable for the level of children.	14	6,6	22	10,4	47	22,3	62	29,4	66	31,3
22. Hand in Hand set books are made of high-quality and durable materials that do not harm children.	13	6,2	19	9	45	21,3	62	29,4	72	34,1
23. The activities in Hand in Hand set books encourage children to think and explore.	48	22,7	49	23,2	72	34,1	23	10,9	19	9
24. The activities in Hand in Hand set books are sufficient to support concept teaching to children.	43	20,4	50	23,7	57	27	45	21,3	16	7,6

When Table 4 is examined, 58.2% of the participants in the 16th question stated that the "paper print" of the Hand in Hand set books is matte in a way that will not tire the eyes and distract the children. In the 20th question, 51.2% of the teachers stated that the directive texts in the Hand in Hand set book were clear, understandable, and suitable for the pictures on the page. In the 22nd question, 63.5% of the teachers stated that the books are made of quality and durable materials that do not harm children.

Table 5. Findings on teachers' opinions about the books set in Hand in Hand in terms of children and families

5 likert questions (Questions 25-28)	1. strongly disagree		2.		3.		4.		5. strongly agree	
	N	%	N	%	N	%	N	%	N	%
25. Children usually do the activities in the Hand in Hand set books with pleasure.	20	9,5	31	14,7	57	27	71	33,6	32	15,2
26. Hand in Hand set books should be separated according to the age groups of children (3-4-5 years).	9	4,3	8	3,8	7	3,3	12	5,7	175	82,9
27. Hand in Hand set books are a useful resource for children.	18	8,5	30	14,2	59	28	55	26,1	49	23,2
28. Hand in Hand set books are useful for families	25	11,8	42	19,9	62	29,4	38	18	44	20,9

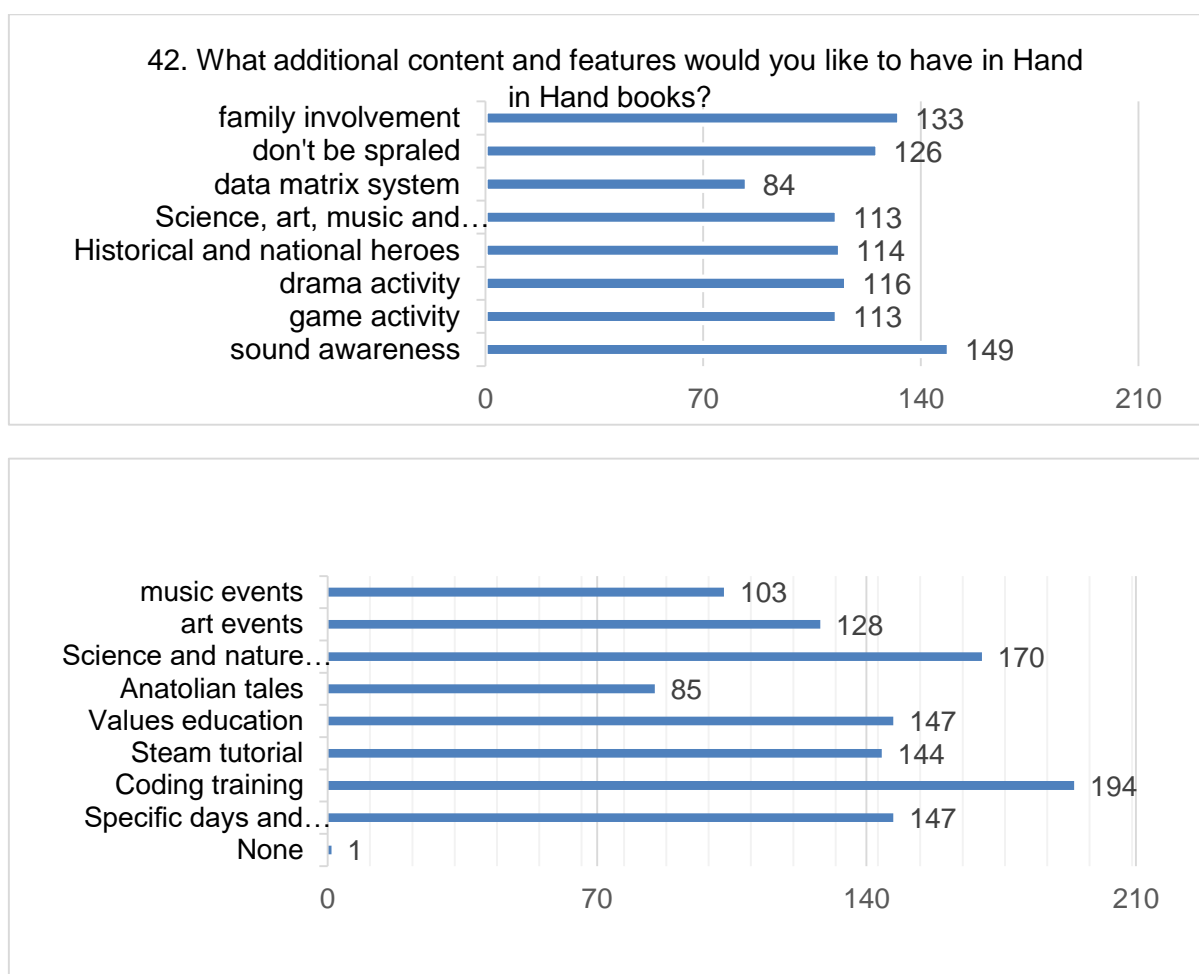
When Table 5 is examined, in the 26th question, 88.6% of the participants stated that the books should be separated according to age range. There was no other question that exceeded 50% in the answers given in the other questions.

Table 6. Findings on teachers' views on the Hand in Hand set book practice

5 likert questions (Questions 29-35)	1. strongly disagree		2.		3.		4.		5. strongly agree	
	N	%	N	%	N	%	N	%	N	%
29. Hand in Hand kit books are a useful resource for teachers.	34	16,1	35	16,6	51	24,2	45	21,3	46	21,8
30. I use Hand in Hand books as a supportive and complementary resource in classroom activities.	19	9	22	10,4	45	21,3	59	28	66	31,3
31. I usually like to use Hand in Hand set books.	33	15,6	39	18,5	56	26,5	42	19,9	41	19,4
32. I think Hand in Hand set books are a useful resource in preparing children for primary school.	31	14,7	38	18	64	30,3	44	20,9	34	16,1
33. I need additional resources besides the Hand in Hand set book.	7	3,3	7	3,3	17	8,1	39	18,5	141	66,8
34. I directly read the activity instructions in the Hand in Hand set books.	11	5,2	26	12,4	53	25,2	60	28,6	60	28,6
35. I teach concepts only with Hand in Hand set books.	12	5,7	17	8,1	71	33,6	71	33,6	40	19

When Table 6 is examined, 59.3% of the participants in the 30th question marked the option "I use Hand in Hand set books as a supportive and complementary resource in-class activities." In question 33, 85.3% marked "I need additional resources besides the Hand in Hand set book," and in question 34, 58.2% "I read the activity instructions in the Hand in Hand set books directly" options. Questions 36 and 41 are multiple-choice questions. The teachers' opinions on the multiple-choice questions are as follows: In the 36th question, "Which should be used in education as an instructive, that is, a concept book?" 65% of the teachers stated that Hand in Hand set books should be developed and used. In question 37, "For which age level do you find Hand in Hand set books most suitable?" To the question, 52% of the teachers stated that Hand in Hand books were most suitable for the age of 4, and 34% for the age of 5. In the 38th question, "Which area of development does the Hand in Hand set books support the most?" To the question, 67% of the teachers said that they supported the cognitive domain more, 19% supported all fields, and 14% supported the language field more. In question 39, "How often do you use Hand in Hand set books?" 16% of the participants said they used books rarely, 38% sometimes, 34% often, and 12% always. In the 40th question, "How many pages do you make on average in a day when you are doing the activities in the Hand in Hand set books?" 48% of the teachers stated they had an average of 3-4 pages made daily. In question 41, "How many minutes a day do you spend on Hand in Hand set books on average?" 60% of the teachers said they do the activities in the books for an average of 11-20 minutes daily.

Figure 1. Findings from question 42 about Hand in Hand book



In addition to the options above, teachers wrote that they wanted line work, pattern, number-color, shape work, scamper, and content to be digital. When Figure 1 is examined, teachers mostly wanted "coding activity" to be added to the book. very few teachers wanted a "QR code" added to the book. At the end of the survey, "Do you have any other suggestions and recommendations for Hand in Hand set books? If so, what are they?" The last question was asked. In general, the answers were: "Increasing the number of books, enlivening the colors, separating the age range, including activities such as STEM-coding-scamper-experiment, differentiating the activities, changing the visuals, including creative activities, family participation, and holiday books should be included."

2. Findings Obtained with the Interview Method

The data collected by the semi-structured interview form were analyzed, and the data obtained were presented in tables in the form of codes, themes, and sub-themes. The teachers participating in the research were presented with nicknames as "K1, K2, K3...".

Table 7. Teacher opinions on the use of Hand in Hand books

Theme	Sub-Theme	Codes	Participants
Use of books		Willingly	K3,K5,K6,K8,K9
		Unwillingly	K1,K2,K4,K7,K10,K11,K12,K13
		Must be continued	K1,K2,K3,K4,K5,K6,K7,K8,K9,K10,K11,K13

Theme	Sub-Theme	Codes	Participants
	Use case	Should not be continued	K12
	Usage method	For evaluation purposes	K1,K5,K7,K12
		For reinforcement purposes	K2,K3,K4,K6,K8,K9,K13

All teachers stated that they used the Hand in Hand set book. When the findings were examined, the findings revealed that 62.53% (n=8) of most teachers used the Hand in Hand set books out of necessity. It was determined that 53.84% (n=7) of the teachers used it for reinforcement purposes and 30.79% (n=4) for evaluation purposes. Some teachers' opinions about the use of books are as follows: K:5 "Yes, I have been using the Hand in Hand set books in my classroom since the year they were published, and I have been using them fondly." K4: "I use Hand in Hand set books. I do not have any other written sources". K12: "Absolutely, the use should not be continued. It is a waste of trees because it is insufficient, it is repetitive, and it is not very useful." K1: "When I teach a concept, we use the book. I see how much they have learned in the book." K2: "First, I proceed from the plan. I explain the topic, and then I use the Hand in Hand books to reinforce".

Table 8. Teachers' opinions about the book content of Hand in Hand books

Theme	Sub-Theme	Codes	Participants
Book Content	Content	Strengths	K1,K2,K4,K5,K6,K7,K8,K9,K11,K13
		Weaknesses	K1,K2,K3,K4,K5,K6, K7,K8,K9,K10,K11,K12,K13
	The concept	Sufficient	K1,K4
		Insufficient	K2,K3,K5,K6, K7,K8,K9,K10, K11,K12, K13
	The program's features	Sufficient	K8
		Insufficient	K1,K2,K3,K4,K5,K6, K7,K9,K10, K11, K12,K13
	Learning outcome	Sufficient	K1,K3,K8
		Insufficient	K2,K3,K4,K5,K6,K7,K9,K10, K11, K12, K13

Teachers who stated that they did not have strengths were 23% (n=3), while those who stated that they had strengths were 76.9% (n=10). 15.38% (n=2) of the teachers stated that the concepts in Hand in Hand set books were sufficient, and 84.6% (n=11) stated that they were inadequate. 12 teachers stated that the program features were given insufficiently in the Hand in Hand set books. Eleven of the teachers stated that the achievements and indicators in the preschool program in the Hand in Hand set books were insufficient. Some of the teacher's views on the book's content are as follows: K7: "The strong point is that it has a simple expression and is a colourful concept book. It is good to have such a resource for village schools economically". K12: "There may be pull-and-pull activities in the book, there may be puzzles. Sample experiments with which children can get involved can be added. There may be topics that can produce something different. Additional family contributions can be put in". K1:

"I think the gain is sufficient in terms of indicators." K9: "The gains and indicators are not given much. No, it can be reproduced a little more."

Table 9. Teachers' opinions about the application of Hand in Hand set books

Theme	Sub-Theme	Codes	Participants
Book Practice	Experience in Practice	Difficulties	K1,K6,K7,K8,K9,K10,K11,K13
		Amenities	K1,K2,K3,K4,K5,K6,K7,K11,K12,K13
	Guidelines	Indirect reading	K6,K7,K9,K10,K11,K12
		Direct reading	K1,K2,K3,K4,K5,K8,K13

While 61.53% (n=8) of the teachers stated that they had difficulties in practice, 76.92% (n=10) stated that they experienced ease. It was determined that 46.15% (n=6) of the teachers used the Indirect reading method, while those using the direct reading method were 53.84% (n=7). Some of the teachers' views on implementing the books are as follows: K3: "I did not experience any difficulties. Quite comfortable and simple. " K8: "For example, not having an interactive is really difficult. The fact that the pages of the book are not spiral, it is so cramped that the children have difficulty in fitting in at the table." K4: "I read the directions in the book orally." K6: "The instructions are short, and there is no problem with clear directives. But I usually make up a story out of directions".

Table 10. Teachers' views of Hand in Hand set books in terms of children

Theme	Sub-Theme	Codes	Participants
In terms of children	Ages	Age range should be separated	K1,K4,K6,K7,K8,K9,K10,K11,K12
		Difficult for 3 year olds	K6,K7,K8,K10,K12,K13
		Suitable for 4 years old	K2,K3,K4,K7,K8,K10,K12
		Easy for 5 year olds	K2,K3,K4,K6,K7,K8,K9,K10,K11,K12
	State of contentment	Pleases	K1,K2,K3,K4,K5,K6,K7,K8,K9,K12,K13
		They are not satisfied	K8,K10,K11

69.23% (n=9) of the teachers who participated in the research stated that age ranges should be separated in the Hand in Hand set books. While 46.15% (n=6) of the teachers stated that the Hand in Hand book set was difficult for three-year-olds, 53.84% (n=7) stated that the level was most suitable for 4-year-olds. 79.92% (n=10) of the teachers stated that the Hand in Hand book set was easy or insufficient for 5-year-old children. **11 of the teachers stated that the children liked making the Hand in Hand set books very much.** Some teacher opinions are as follows: K10: "I do not find it right to have a common book for all of them. Books should be separated by age." K8: "I think it is a bit difficult for three years old." K2: "I think it is enough for four years old." K12: "It remains simple for five years old. A more comprehensive book is required for five years old." K12: "I think children do not do it with pleasure in general. The phenomenon of a book is pleasing to children."

Table 11. Teachers' views on the Hand in Hand set books in terms of families

Theme	Sub-Theme	Codes	Participants
In terms of families	Families	Pleased	K1,K2,K3,K4,K5,K10,K13
		They are not satisfied	K4,K10
		Family involvement	K6,K8,K9,K11,K12,K13

While seven of the teachers stated that the families were pleased with the use of Hand in Hand books, 2 of them stated that they were not satisfied. Six of the teachers stated that there is no family involvement in the Hand in Hand books, and it should be added. Some teachers said their opinions: K4: "I can say that it is one of its strengths that it is free, so the parents are satisfied." K4: "Parents who expect more are not satisfied" K8: "There is no special family participation book. Additionally, I wish there was a family participation book. For example, while teaching the concept of red, we could send the family supportive activities related to red."

Discussions

The research aimed to determine the opinions of preschool teachers about the Hand in Hand activity books. The Mixed method was used in the research, and data were collected through questionnaires and interviews accordingly.

Analysis Results of Hand in Hand set Books According to Pre-School Curriculum Characteristics

In the data obtained from the 1st Question of the survey, half of the teachers stated that the Hand in Hand set books generally carried the achievements and indicators, while half of them stated that they did not or were undecided. In the research conducted with the interview method, more than half of the teachers stated that they do not have achievements and indicators in general. In the survey, teachers may have thought that it would be difficult for a book set to contain all the achievements and indicators in the program.

In the data collected by the interview method of the Hand in Hand book set, 12 of the teachers stated that it did not have the program's features, while only 1 stated that it did. In the questionnaire, most teachers stated that the Hand in Hand book set is not game-centered, does not consider individual differences, and does not present examples from daily life and close surroundings. In addition, they stated that the subjects are not a goal but a means, and they are not open to learning by discovery. The fact that the features of the preschool education program are not included enough can be considered as the aspects that need to be developed in the Hand in Hand set books.

Conceptual analysis results of Hand in Hand set books

According to the data obtained by the survey method, it was determined that 44.1% (n=93) of the teachers considered it sufficient in terms of the concept, and 28.9% did not find it sufficient. While 52.6% agreed with the question "I only teach concepts with Hand in Hand set books," which was asked in the 35th question of the survey, 13.8% stated that they did not. In the data obtained by the interview method, 11 teachers (84.6%) stated that they found it insufficient in terms of concepts. Teachers stated that they did not find it sufficient to give a concept only on one page and with the same type of activity, not because of the inadequacy of the number of concepts. They stated that

some problematic concepts should be included in a few pages because it was not enough for some students to be given the concepts on only one page. The developmental rates of children in schools are different from each other, and children have different skills from each other (Yükselen et al., 2016). For this reason, the fact that the activities in the Hand in Hand set book are one-of-a-kind may cause boredom for children. In addition, giving the concept on one page may not be enough for every child to learn. It can be said that the Hand in Hand set books are lacking in terms of concept teaching.

The results of the examination of the instructions, pictures, and physical features of the Hand in Hand set books

Most of the teachers who participated in the research stated that the books were in accordance with the principle from simple to complex, their drawings were in accordance with the instructions, and the drawings were suitable for the age and developmental characteristics of the children. They also said that their instructions were clear and understandable. This can be seen as a positive result for Hand in Hand set books. In the survey, the majority of teachers stated that colors are bad. The same views were also found in the data collected by the interview method. In some books, blue appeared as purple and red as orange. This results causes conceptual confusion in children. The color quality of the books should be reconsidered.

As a result of the research, the majority of the teachers stated that the font type and size in the Hand in Hand set books are suitable for the children's level; the paper printing does not tire the eyes of the children and is matte in quality. They also stated that the books are made of high-quality, durable materials that do not harm children. Quality paper that is not easily folded, torn, easily turned, and does not disperse paints should be preferred in books (Alak, 2016). Therefore, if the book covers are made of thick cardboard, cardboard, or cloth, and the pages are made by sewing, they will be more robust (Uysal, 2020). It is a desirable feature for Hand in Hand set books to meet the requirements regarding paper quality, cover, and enclosure in general.

Children's creativity and artistic thinking begin early, and their interaction with children's books becomes essential in this period (Külük, 2013). Most of the preschool teachers stated in the survey research that the visuals in the Hand in Hand set books do not support children's aesthetic sense and imagination development. This is a negative situation for Hand in Hand set books. Teachers' opinions Most of the preschool teachers stated in the survey research that the cover design of the Hand in Hand set books was not of a quality to attract their children's attention. From the moment they are born, children are always sensitive to vivid bright colors (Tian, 2018). Therefore, the covers of children's books should be attractive.

Results of the review of Hand in Hand set books from the perspective of children

In the data collected by questionnaire and interview methods, it has been determined that children generally do the activities in the Hand in Hand set books with pleasure. The results of both studies support each other. In the interview, the teachers said they do it happily because the children like the situations, such as the different arrival of making a book for children, the fact that books create a sense of belonging, and continuing from where they left off in the book. In the 27th question of the survey, most teachers (49.3%) stated that Hand in Hand set books were beneficial for children. It is

a positive result that children love to make books. Therefore, it is crucial to continue the use of books.

In the 37th question of the survey, 52.1% (n=110) of the teachers stated that the Hand in Hand set books are most suitable for four years old. In the data collected through interviews, 46.15% (n=6) of the teachers stated that the Hand in Hand book set was intricate for the level of three-year-old children. On the other hand, 53.84% (n=7) stated that the level is most suitable for children aged four years. On the other hand, 79.92% (n=10) of the teachers stated that the Hand in Hand book set was easy or insufficient for 5-year-old children. These results showed that the Hand in Hand set books do not appeal to all age groups. In addition, in the 26th question of the survey, 88.6% of the teachers stated that the age range of Hand in Hand set books should be separated. As for the interview method, 69.23% (n=9) of the teachers stated that age ranges should be separated in the Hand in Hand set books. Most of their teachers stated that age ranges should be separated in Hand in Hand set books. The first interaction of children with books in early childhood is one of the most critical factors that affect children's relationship with books in their later life (Çakmak & Koç, 2015). For this reason, books prepared for children should be prepared in accordance with the ages, levels, and developmental characteristics of children (Çeçen & Aydemir, 2011). Textbooks should be created in accordance with the needs of children (Öcal & Yiğittir, 2007). Since children's developmental stages are different until adulthood, books suitable for their development should be written (Çiftçi, 2015). For this reason, it becomes vital to produce Hand in Hand set books according to age groups. A single set can be difficult to appeal to all age groups.

Results of the review of Hand in Hand books in terms of families

In the questionnaire and interview method, the teachers stated that the Hand in Hand set books are beneficial for the families, that the families are satisfied, and that family participation should be included in the books. Although family involvement is an important feature in the preschool program, it can be seen as a critical deficiency not included in the Hand in Hand books. Parents' participation in the education process, continuing education at home, and working in cooperation and harmony with the school ensure that children are more successful (Bayraktar et al., 2016). Preschool education is multifaceted, and families are among the most essential active educational participants (Vural & Kocabaş, 2016). Family involvement is an essential feature in the education program, and it can be seen as an important shortcoming that it is not included in the Hand in Hand set books.

The results of the review of the Hand in Hand set books in terms of use and application

According to the survey results (Question 31), there is little difference between the teachers who love to use Hand in Hand set books, those who use them unwillingly, and those who are undecided. In the data collected by the interview method, it was seen that 62.53% (n=8) of the majority of the teachers unintentionally used the Hand in Hand activity books out of necessity. Also, in the survey, the vast majority of teachers (85.3%) stated that they use Hand in Hand set books and that they need additional resources while using them. Hand in Hand books are not enough for teachers. The source books sent to the schools are the sources that convey the gains in the curriculum to the teachers first hand (Güzel, 2011). As a result of the research, it was

stated that teachers found the Hand in Hand books useful and that they supported and complemented the activities they carried out. However, it was determined that the Hand in Hand books were insufficient for teachers to need additional resources. There is also a warning that teachers should not purchase additional resources other than those sent by national education (Doğan & Torun, 2018). Therefore, the textbooks sent to schools should be made sufficient for teachers.

The questionnaire and interview determined that most teachers presented the instructions to the children by reading them directly. This may be because the instructions in the Hand in Hand set books are clear, unambiguous, and understandable. Clear instructions and visual aids in the books make it easy for both teachers and students to navigate the activities, creating a positive and supportive learning environment. The foundations of reading and writing in preschool are laid with print awareness (Şimşek et al., 2013). For this reason, the size of the writing, the direction, the spacing between the words, and the way the letters are written are essential to raise awareness of writing in early-age children. It is a positive result that the instructions in the Hand in Hand set book are clear and precise. In the interview method, the teachers were asked how they evaluated the content of Hand in Hand set books and their strengths and weaknesses. Teachers stated that the strengths of Hand in Hand set books are "simple, reliable content, colorful source, book, free of charge." In addition, they stated that it is the strength of being transported to the disadvantaged areas, being at a medium level, adapting easily to the plans, and advancing in an orderly manner. 100% of the teachers (n=13) stated that the book had weaknesses. Teachers wanted the content to be changed, the number of book sets to be increased, and the gain indicators, concepts, and program features to be included more. They also stated that there should be pull-off (spiral) pages, that the pages should be more striking and lively, with surprises and stickers, that the colors should be clear, and that the age ranges of the books should be changed. The difficulties experienced while applying the Hand in Hand set books are; In general, they stated that "the content is easy, the books do not fit on the tables, they are not interactive, the activity pages are finished quickly, the creativity pages are difficult, the colors are pale." The conveniences experienced when using the Teachers Hand in Hand set books are; stated that "it is free, the content of the book is easy, it is a sourcebook, it is a colorful resource, it can be used for general repetition, the instructions are clear, understandable and simple."

In the 39th questionnaire item, in which the frequency of using Hand in Hand set books was examined, 37% (n=78) of the teachers replied that they use it sometimes and 34.6% (n=74) frequently. In the interview method, all teachers stated that they used it. It has been determined that teachers generally use it sometimes or often. The survey research concluded that 79.2% of the teachers made the children make a book page hand in hand, generally in the range of 1-4 pages a day. It has been observed that 75.4% of teachers allocate 11-30 minutes daily to books. Preschoolers have a short attention span. It has been observed that teachers generally do not use books for long hours and do not make too many pages. This is a positive result both for children and for Hand in Hand set books. For the 36th question in the survey, 65.4% (n=138) of the teachers answered, "Hand in Hand set books should be developed and used." In the data obtained by the interview method, 92.30% (n=12) of the teachers emphasized that the use of Hand in Hand set books should be continued. Since the textbooks are prepared by experts suitable for the education system, teachers feel safer because

their content is more reliable (Doğan & Torun, 2018). In addition, it is crucial that the application continues because it is free and reaches every child.

Conclusions and Recommendations

While preschool teachers appreciate some aspects of these activity books, they criticize others. Most preschool teachers stated that Hand in Hand books are suitable for the principle of simple to complex, they are suitable for the age and developmental characteristics of children, and the directives are clear, understandable, and suitable for pictures. In addition, they stated that the font type in Hand in Hand books is suitable for children's level, it is made of quality durable materials that do not harm children, and the paper print is matte. In the collected data, it has been determined that children generally love to apply Hand in Hand books. These results are positive results for the Hand in Hand book set. Most preschool teachers stated that the visuals in Hand in Hand set books do not support children's aesthetic sense and imagination development and that the cover design is not of a quality to attract their children's attention. Also, teachers stated that they use books and need additional resources when using them.

In general, it has been observed that preschool teachers are not satisfied with Hand in Hand book sets. Preschool teachers want the practical book set to be renewed, not to include concepts on one page and to include different activities. They stated that the preschool education program features are few in the book's content. They also stated that there should be family participation activities, the color quality of the book pages should be increased, and the age groups should be separated. Teachers generally want the implementation of supplying resource books to continue. However, the teachers would like the Hand in Hand set of books to be updated.

The most frequently used educational books in education are an essential factor in the upbringing and development of our children, and almost all teachers are expected to be satisfied with the books (Öcal & Yiğittir, 2007). However, it has been determined that preschool teachers are not very satisfied with Hand in Hand set books. Teachers should be the first source in determining the problems and deficiencies encountered in education (Bakar et al., 2008). Therefore, teachers' opinions, who are practitioners of the books, should be consulted in preparing, implementing, and evaluating educational programs. While revising Hand in Hand books, writers, painters, designers, editors, psychologists, teachers, child development experts, and academicians should cooperate, and expert opinions should be taken (Akgül Alak, 2016).

As a result of the research, as a suggestion, During the development of textbooks, teachers, who are practitioners of the textbooks, can be given the opportunity to participate more effectively in the process. Pre-pilot applications can be made for books. In pilot provinces where the books are being implemented, workshops can be organized after the academic year to get the opinions and suggestions of the teachers working in these schools. It can be revised by making new research about the Hand in Hand book set used and considering the research. Thus, by using activity books, preschool teachers can create engaging and enriching learning environments that provide a solid foundation for children's future academic success and overall development.

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A Different Tool in Values Education as a Condition of Individual and Social Existence Turkish Novel: The Example of “Ankara”

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Abstract

In this study, it has been seen that the individual with universal and national values by the general objectives of the Turkish National Education is respected in the society. For this reason, it is essential to bring national and universal values to students in secondary education institutions, and the method of transferring values is emphasized in this study. The study, it is aimed to raise awareness about values and reveal that social novels can be used as a tool to help the individual adapt to changing social conditions without breaking away from deals. Schools are the most important institutions in gaining social cohesion, and values education should be included in schools with complete and most appropriate methods. In order to show that different studies can be done to complete some deficiencies in teaching on this subject, a research was conducted on the Ankara novel of Yakup Kadri Karaosmanoğlu. This research was carried out in scanning model, a qualitative research approach was adopted, document analysis technique was used and the data were analyzed through content analysis. The study, concluded that the Ankara novel example has rich values for the individual and society.

Keywords: Literary Work, Novel, Social Novel, Education, Values Education.

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Introduction

Literature, which is a branch of art based on sound and speech, expresses the feelings, thoughts, dreams of the individual in written or verbal form with aesthetic concerns. Plato (1980), in his work *The Republic*, defined literature in general terms as the reflection of life. The individual who constitutes the society is in the subject of literature with everything. The work, which is formed by the aesthetic rupture of the community in the mind of the literary artist, with its language, subject, personnel, social ground and place, ultimately appears as a social reflection (Çelik, 2013). Literary works can be directed to the inner world of the individual as well as created with a socialist understanding. Social studies are generally shaped on good and evil, from the conflict between the oppressor and the oppressed, the landlord - peasant, employer - worker, guard - prisoner; By focusing on themes and issues such as war, famine, financial difficulties, immigration, freedom of thought and expression, corruption / wrong Westernization, it became the mirror of that society and shed light on the period in which it was written. While literary works carry the past to the present, some authors have defended the principle of “Art for society” and used it as a tool in shaping the society with the principle of “utilitarianism”. Mme de Stael’s statement that “Literature is the expression of society” is true to some extent, but it is also possible to say that society shapes itself with literature. In this case, it is important to determine the literature-society relations and their effects in order to understand the relationships and interactions between the work, author, reader and society variables of different periods (Çelik, 2013). These variables, relationships and interactions on the author, reader and society are built on certain values. It is possible to give examples of these values such as justice, morality, family, hard work, peace, unity, courage, generosity, sensitivity to nature, truthfulness, self-sacrifice, good-humoredness, gentleness, faith, goodwill, determination, self-confidence, self-knowledge, patience, loyalty, sincerity, respect, love, responsibility, hopefulness, loyalty, benevolence, and grace. These values were thought of as a theme by the authors and were limited, concretized and turned into a topic. For example, the theme of “love” was treated as “love of homeland, longing for one’s homeland” for a novel character in a foreign country, “love of country” for a patriot whose country was occupied, “love of mother and father” for an orphan or orphan, and these did not emerge out of the blue. Every beautiful thing created, accepted or related to the individual or society is accepted as a value: “Value is everything that a person has created in his own life. All kinds of thoughts, feelings, beliefs, behaviors and rules about human beings constitute values. In order for values to be valid, they must be accepted and adopted among people. Value; it means all kinds of “righteousness”, “obligation”, “virtue”, “beauty”, “truth”, “what is good, beautiful and right; It is also used for criteria that show what is bad, ugly and wrong. ...Social and cultural values are a foundation in one’s development and play an important role in setting personal goals.” (İşgüden, 2007).

What the society adopts as a value has been the subject of socialist writers. False Westernization in the novels *Araba Sevdası* (Recaizade Mahmut Ekrem, 2005), *Felâtn Bey ile Râkım Efendi* (Ahmet Mithat Efendi, 2020), *Mai ve Siyah* (Uşaklıgil, 2018), *Şıpsevdi* (Gürpınar, 2021) and *Fatih Harbiye* (Safa, 2016); the years of occupation of Istanbul in the novels *Esir Şehrin İnsanları* (Tahir, 2022), *Sodom ve Gomore* (Karaosmanoğlu, 2021) or *Üç İstanbul* (Kuntay, 2023); *Halas* (Mehmet Rauf, 2020), *Yaban* (Karaosmanoğlu, 2019), *Ankara* (Karaosmanoğlu, 1987), *Ateşten Gömlek* (Adivar, 2019), *Vurun Kahpeye* (Adivar, 2019), *Yorgun Savaşçı* (Kemal Tahir, 2022), *Kalpakkılar / Doludizgin* (Kocagöz, 2021), *The War of Independence and*

patriotism in the novels *Toz Duman İçinde* (Apaydın, 2021); villagers or workers are discussed in novels such as *Karabibik* (Nabizade Nazım, 2016), *Bereketli Topraklar Üzerinde* (Orhan Kemal, 2015), *Gurbet Kuşları* (Orhan Kemal, 2020).

Making examinations and analyzes on these works will make the reader or critic have a vast experience, as it will leave them alone with values and confront many events that are not possible to live. Literary books that keep the truth alive can add experience to the individual and give him some values, if the individual can acquire the habit of reading on time, and this habit cannot be given in the following periods: "The act of reading opens the doors of different worlds to people. It helps the individual to develop himself and to create awareness of himself and his environment. However, the habit of reading is a skill that is acquired at the end of a long process. For this reason, if individuals are not given the habit of reading from an early age, it will be difficult to acquire this skill in later ages. (Kurudayıoğlu and Çelik, 2013). Behind many of the problems experienced by individuals or societies both in the past and in our age lies the loss of the value mortar that holds individuals together like a building block as a result of the inability of these individuals to acquire their values and transfer them to future generations. Because the lack of these values prevents being a society and makes the country, province, village, environment and geography in which societies live uninhabitable. The value crisis and cultural corruption of societies attracted the attention of many writers and were written down as a social problem, so these mistakes, which brought disaster on the society of the period, took their place on the shelves as a permanent treasure. It is important to serve these treasures in high school ages, when the individual development is not yet completed, because cultural degeneration or identity crisis is the main problem that societies face and this problem is the reason for the emergence of other problems. In a study on the subject, it was concluded that there are deficiencies in awareness about values. In line with the opinions of the parents participating in the research; It has been concluded that the majority of the parents are not aware of the goals and objectives of values education or they try to be aware of it through various sources, that there is no change in behavior after the implementation of values education in their children, that values education cannot go beyond theory, that the necessary importance is not given to values education, that "universal values, culture, religion, language" should be taken into consideration while applying values education (Sağlam, 2016). Therefore, values education should be adequately understood in schools and values education should be included. Today's individual or social crises can be prevented by education, especially psychology, sociology and literature, and even by cooperating and integrating curricula of all disciplines. Durkheim considered education from a functional point of view. Education is one of the basic social institutions. Core institutions foster and maintain social cohesion and unity. Education is one of them (Tezcan, 1997). Education is an element that improves social cohesion. The formal or informal process of helping children and young people acquire the necessary knowledge, skills and understanding and develop their personalities in order to take their place in social life is called education and the most effective education places are schools. Students' acquaintance with the exam starting from the primary school age has led both students, teachers and parents to think that exam success is the only importance. However, focusing only on academic success will not be enough to meet the social and emotional needs of students, it will prevent the formation of a safe school and therefore a healthy individual and society: The attitude of safe schools is based on improving children's academic attitudes and behaviors, but they do not focus only on academic success. They also attach importance to meeting the social and emotional needs of students

(Ögel, Tarı, & Yılmazçetin Eke, 2005). The upbringing of a good, “valuable” individual is directly proportional to the spiritual satisfaction of the individual: The raising of good individuals in schools depends on their spiritual nourishment. People first create the purpose, principles and priorities of life in their mental world. These are the values that guide people (Turan & Aktan, 2008). Growing up in a good environment is also effective in being a good individual. In addition, various factors such as the family structure of the person, the social environment of the person, the value judgments he/she adopts are effective in the display of a negative behavior and the formation of the crime. The phenomenon of crime and crime is one of the important problems that societies need to solve today... The efforts to explain the phenomenon of crime and crime on the basis of socio-cultural, economic and environmental factors by sociology have started to intensify since the 1930s (Yıldırım, 2014). First of all, the individual should be made to adopt national values and culture and help the individual to carry them to a universal dimension. Schools are the most suitable environments for this aid, and these aids should be given to young people during their high school years while their personalities are still forming. Schools are organizations that have the task of equipping students with knowledge as well as educating them as virtuous people and ensuring their personality development. A person’s behavior is shaped by his values. Schools have the task of gaining behavior or changing behavior in the desired direction. While doing this, it should be able to give the values that make up the personality of the individuals. Value education includes educating the student by taking valuable behavior and human models as an example (Kasapoğlu, 2013).

There have been many studies on Turkish novel. It is seen from these studies that the majority of the novels are closely related to the society and therefore, our writers have a purpose to shed light on the society with their works. For example, the Turkish Novel and Alienation: An Essay on Literary Sociology refers to the difficulty of social change: “...in this study, the effects of the rapid social change that occurred in the transition from traditional society to modern society on the alienation of all segments of society were discussed.” (Ünaldı, 2011). First European Type in Turkish Novel: Europeanization is discussed in Felatun Bey. “The term ‘alafranga’, which comes from the Italian ‘alla franca’, is explained in various dictionaries, especially in Kamus-ı Türki, in the style of “in the Frankish style, in the European style, in accordance with the habits and lifestyles of the Franks”. However, instead of its literal meaning in this definition, it is often used as a synonym for ‘snobby’, which is defined as “a person who is considered ridiculous and contrary to himself by the majority of the society, in dress, manner of speaking and thinking, and who takes the Frankish analogy to falseness and goes to extremes”. (Uçman, 2002). The Educational Function of the Historical Novel, on the other hand, argues that novels should be used as an educational tool, but this education should be done outside of school even if it is for high school students, and it is on the thesis that historical novels can be used in history education: “In history education, studies carried out within the framework of formal education as well as out-of-school activities are of great importance. History taught in schools needs to be supported outside of school as well. The historical novel is an effective tool for adolescents, especially in secondary education (high school), to gain a national historical consciousness.” (Şimşek, 2006). In addition to these studies, Berna Moran’s (2021) A Critical Look at the Turkish Novel, Mehmet Tekin’s (2020) Novel Art: Elements of the Novel or Gürsel Aytaç’s (2016) Studies on Contemporary Turkish Novels are some of the studies that deal with the Turkish novel, its person, place, time or plot together with the conditions of the period in which it was written. Although many studies or works have been put forward on the Turkish novel and its relationship with society,

none of them has defended the thesis that the novel, the people and events in these novels can be used in the values education of students in secondary education institutions. In this study, it is aimed to choose Yakup Kadri's Ankara novel as a result of the researches and to show that the novels can be used as a tool to provide values education. It can be said that this is the aspect of this study that differs from similar studies.

Yakup Kadri's novel Ankara, which is examined in this study, consists of three parts. At the beginning of the work, Atilla Özkırımlı, who prepared the work for publication, made an evaluation about the work with the title "On Ankara". In this evaluation, the main parts of the work are mentioned: "In the first part, before the Battle of Sakarya (1922), in the second part, the years following the Declaration of the Republic (1926), and in the third part, the fourteen and twentieth years after the Republic (1937-1943). To put it briefly, the subject of the novel is the Ankara of these three periods. The events in these three chapters take place around Selma, whom the author presents with a different personality in each chapter." (Karaosmanoğlu, 1987). In addition, the similarity between Mrs. Selma's life and the course of Ankara, Mrs. Selma's search, and the disappointing changes in each episode of the men who come across and become their spouses, as social conditions change, are also included in this evaluation article. Based on a socialist novel, this study on the Ankara novel is based on showing the students that individuals who do not know their own self scatter when faced with a social change, and that individuals who are kneaded with their values can survive in any situation, and to create an awareness of values among students. In order to show that this awareness can be created, Yakup Kadri's Ankara novel, which was published in the 7th edition by İletişim Publishing in 1987, was examined, and it was evaluated with quotations from the work in terms of the difficulties of the characters in the face of social conditions and whether they succeeded or failed to hold on to their values and acceptances.

Methods

In this section, the titles of "Research Model" and "Data Collection and Analysis" are given.

Research Model

Based on the characters in Yakup Kadri's Ankara novel, this research aiming to show the importance of adapting to social conditions with their values and that individuals gain value with values such as industriousness, honesty, patriotism, respect, love, and determination was carried out in a screening model. Qualitative research approach was adopted in the study, document analysis technique was used and the data were analyzed through content analysis.

Data Collection and Analysis

Document analysis, one of the qualitative research techniques, was used in the collection of research data. In the research, Yakup Kadri's Ankara novel published by İletişim Yayınları in 1987 and content analysis technique were used to analyze the obtained data. While determining the themes as a result of the content analysis, as Merriam (2013) stated, the researchers themselves and the sources in the relevant literature were taken as the basis. Within the scope of the analysis, it was determined

that some people in the novel lost their values or gave direction to the society by adhering to the values, based on the changes in social conditions. In the findings, the social conditions that cause the characters of the novel to move away from their values; their thoughts, internal or mutual conversations, the attitudes of those who can live their lives with their values against the corruption they see in other individuals, quotations about values and evaluations about quotations are included.

Results

As a result of the content analysis made in this research, it was seen that the Ankara novel of Yakup Kadri Karaosmanoğlu, published by İletişim Publishing in 1987, describes the Ankara of three periods: before the Battle of Sakarya (1922) in the first part, the years following the Proclamation of the Republic (1926) in the second part, and the fourteen and twentieth years after the Republic (1937-1943) in the third part. The first two chapters of the Ankara novel have been studied in depth. Direct quotations and evaluations about the social conditions, their thoughts, internal or mutual conversations, the conflicts they experience, messages and values that cause the people in the novel to move away from their values are included. It has been evaluated whether Banker Nazif, Major Hakki, Writer Neset Sabit, Deputy Murat, Omer Effendi and Sheikh Emin Effendi, who were around Mrs. Selma, could preserve their values in social conditions.

The plot of the novel is as follows: Mrs. Selma came to Ankara from Istanbul. When she comes here, she deeply feels the social, cultural, vital and geographical differences between Istanbul and Ankara. She often misses Istanbul, but her love of homeland makes her dependent on Ankara because the fire of independence is burning in Ankara. The eyes and ears of those in Istanbul are also here. He meets Major Mr. Hakki, who is devoted to his brave homeland, and realizes that Mr. Nazif is fond of his life and property. When enemy planes appear in the skies of Ankara and drop bombs in several parts of Ankara, Mr. Nazif leaves Mrs. Selma and flees to Kayseri. He chooses to serve for the sake of his country. Contrary to her husband, she begins to adore Major Mr. Hakki because of her brave struggle for the sake of her homeland and her belief in independence. The wife and sister of Deputy Murat, who reproached Mrs. Selma from time to time, have already gone to Kayseri, and they are in trouble to save their lives. On the other hand, the hosts, Omer Effendi, initially condemned Mrs. Selma for her easy behavior, but with the news of victory coming from the shores of Sakarya, she finally appreciates her and gives her her due. Ankara, which can be accepted as the place and even the protagonist of the work, which makes the reader experience and show all these. The conditions of the National Struggle, seen in the first part of the novel, are a social event, and this event, while bringing together Mr. Hakki and Mrs. Selma, whose hearts burn with patriotism, on a common point, distanced him from those who were indifferent to social conditions and the state of the country, such as Mr. Nazif. In the second episode, when Mr. Hakki moves away from his values, Mrs. Selma leaves him thinking that she is no different from Mr. Nazif. It is seen that he has good feelings for the good character Mr. Neset Sabit. In the last part of the novel, Ankara in the author's ideals is described. It is seen that the face of Ankara has changed, and the mistakes in the second part have been reversed. The struggle against the pleasure and interests of those who think only of themselves has begun through the media. Mrs. Selma marries Mr. Neset Sabit; These two people travel to Anatolia, work hand in hand in the construction of a new life, and transfer new values to the masses.

As a result of the novel review, firstly, sub-headings were determined in terms of revealing the findings, quotations related to the findings were determined and evaluations were made:

a. Choosing a path for themselves according to the social conditions in which people live; accordingly, the shaping of people themselves; The place in the novel, the social environment and the effects and choices of the people living in this environment on each other

According to the findings, space is effective in experiencing events and shaping individuals in terms of their values. Yakup Kadri chose Ankara as the place because Ankara is in the eyes of those in Istanbul as the place of liberation of the occupied country. Mrs. Selma's first impressions of Ankara and the change in these impressions over time, after the speeches of Mr. Hakki and the writer Neset Sabit, are as follows:

"Every time Ankara was mentioned, this artificial landscape would come to life in his mind. Especially recently, in Istanbul, which has become a dungeon under foreign occupation, the name Ankara is whispered from ear to ear, like an escape and liberation password. The word Ankara, or the name of the ideal Ankara, which gives a mysterious charm in every whisper, has turned this place, which lives as a dreamland in the mind, into a fairy tale." (p. 24). A section expressing the poverty of Ankara that shines the light of hope and intizar: "Finally, ... everything would turn into a dead solitude, the darkness of a grave. Ankara nights... Ah, if only there was a gramophone. This wish was repeated between the young husband and wife every evening after dinner, with almost no change in the letter: Oh, if we had a gramophone! However, gramophone is a luxury item that cannot be found in Ankara, like cologne, scented hand soap, toothpaste. Mrs. Selma had recently gone to the bazaar with the women who own the house. She couldn't even find a handkerchief. Neither Samanpazari, Cikrikcilar Slope, Balıkpazari, Istanbul Street, nor Karaoglan Bazaar remained. Everywhere showed the scene of the aftermath of a fire or the end of a plunder." (p. 40). "... while he was thinking about this, his eyes fell on the sharp and rugged profile of Ankara from where he was sitting, and his heart was twisted like a person who suddenly encounters a bitter, hard reality during a sweet imagination. The landscape of this city, which is no different than a piece of rock in the middle of a desert, had a strange effect, a hard attraction that forced people to it." (p. 44). One day, Major Mr. Hakki takes Mrs. Selma and her husband Mr. Nazif for horse riding. While riding on horseback, they see oxcarts carrying bullets to the front, pulled by buffaloes whose hip bones are so weak that they almost pierce their skin like an auger. Meanwhile, Mrs. Selma heard the words 'Look at the stone of Ankara / Look at the tears in my eyes / We have been captured by the Greeks / Take care of God's work', which she heard for the first time, as if coming out of a broken gramophone. (p. 66). While Mrs. Selma, Nazif and Mr. Hakkis were watching Ankara from a hill during their Çankaya tour, Mrs. Selma's thoughts were as follows: "Ankara resembled a sketchy pyramid made of piles of stones and earth. It wasn't as exciting as it looked from Etlik. Mrs. Selma was in a joy of being only high and was glad that she was not downstairs." (p. 72). However, when Mr. Hakki showed Mrs. Selma the house where Mustafa Kemal Pasha lived, and saw the small, unpretentious stone cottage where the Pasha lived, whom the whole world spoke about, her view of Ankara changed: "... an awe and peace felt in the holy monuments fell in her heart. She bowed her head for a while and pondered, and when she looked around she found that everything had changed. The young woman saw the whole of Ankara differently now." (p. 73). During her conversations with Mr. Neset Sabit, a young writer who came from Istanbul during her Göksu trip, Selma again

involuntarily compares Ankara and Istanbul: "It's as if this world is offended with me and I am offended by it. Besides, these Anatolian landscapes have no language. Everywhere in Istanbul talks. Everything tells you something. It is as if its stone and soil are alive." (p. 87). Mr. Neset Sabit, on the other hand, is happy to be in Ankara and says that it should be so, reminding the situation in the country: "A glorious stage. Indeed, sometimes I feel I will bless the national catastrophe that has befallen us. If we had not suffered such a disaster, where and what was I now? In any neighborhood of Istanbul, ...with the anxieties of daily life and sterile visions of the future... However, now, here, in the heart of the homeland, where some new things are boiling, I am a happy person living with the suffering of a whole nation and in this suffering. Every morning, when I wake up - would you believe it - I feel the honor of being in Ankara. Here, every morning, a nation wakes up with me and sees the hero who will lead them to salvation standing by their bedside, smiling." (p. 88).

In the second part of the novel, Mrs. Selma seems to have moved away from her core values such as patriotism, honesty, hard work, perseverance and determination, hope, faith and tolerance. For this reason, she wants to change places, to return to her old, first neighborhood in Ankara in order to fully return to these values. Mrs. Selma sees the change of place as a solution: Mrs. Selma comes to the house where they lived exactly five years ago, nothing has changed here. Mrs. Selma wants to reside here again. She knocks on the door and is greeted with a warm welcome: "... Halime, Halime, look, guess who came ..." (p. 171). "She was telling them that she wanted to stay here, that one room would be enough for her, that she would now be roasted in her own oil. Meanwhile, she was thinking, 'Can I stay here, will I be able to do these things?' Because after a flamboyant five years she wanted poverty again." (p. 174).

b. People with different values under the same place or social conditions

Patriotic, diligent and determined, Mrs. Selma believes in and supports the National Struggle. Her first husband, Banker Mr. Nazif, gave up on his family and homeland due to his selfishness, excessive fondness for material things and concern for his life: "As a matter of fact, the young woman also sees Nazif as an overly fond of money. He is constantly calculating." (p. 68). Despite the opposition of her husband, Selma starts working as a nurse in a hospital in Eskişehir. There are too many wounded due to the war, in this case, three or four days later, the order to return to Ankara comes she. The injured never leave Mrs. Selma's mind, she cannot forget them, and they enter her dreams. Meanwhile, when her husband, Mr. Nazif, does not believe that the enemy can be expelled from the dormitory, and says to Mrs. Selma, there is no hope anymore, Mrs. Selma says to her that if you had seen what I saw, you would have believed it too. You wouldn't fall into despair. I saw how the first stretchers arrived at the hospital... What was read on their faces was only perseverance, only tenacity. My sister-in-law, bandage this wound so I can go back to the front, her voice is still in my ear." (p. 94). Even if Eskişehir falls, and the front approaches sixty or seventy kilometers from Ankara, Selma never ceases to repeat the sentence "We will win the war." Because he always believes in it. At the same time, her husband's disbelief in victory drives her away from her husband completely. Thus, Mrs. Selma understands the great difference between them: "Today, Mrs. Selma was realizing how far away she was from her husband and how impersonal and limpish she found Nazif. She loathed his pressed and dust-free trousers, his white shirt, the neat combing of his hair, and his soft, rosy skin." (p. 95). Mr. Nazif, who is trying to save his life, cannot persuade Mrs. Selma to go to Kayseri. Because Mrs. Selma has patients and wounded soldiers. Even the wives of the deputies have already gone to Kayseri. When bombs fall from enemy

planes in several parts of Ankara, the following conversation takes place between Mr. Nazif and Selma: "We must leave tomorrow morning, I will not listen to you anymore," he said. When Mrs. Selma said where should I drop off my patients, she said, "Nazif, if that's the case, I'll leave you and go. "I didn't find my life in the market," he shouted. (p. 99). Mr. Nazif chose to leave his wife and run away. After that, she feels that the bond between her and her husband is completely broken. However, Mrs. Selma's bond with Ankara gets stronger: "The more she leaves Nazif, the more her devotion to Ankara, to the national meaning Ankara expresses. It was as if a veil had been lifted from his eyes... When he looked out of his window in the recent past, he was in that street where he felt only gloom and hatred. She admires here now, she. Selma passes near the black buffaloes. She caresses the heads of the mischievous little schoolchildren with a maternal tenderness ..." (p. 99).

c. People who move away from their own values due to the change in social conditions

Even Sheikh Emin Effendi was one of those who came to the prom, and he was dying to dance with Mrs. Selma or the women who were there, or at least to shake hands. "While Selma was repeating this reasoning she had done, who knows how many times since the day she married Mr. Hakki, at this ballroom buffet, she encountered a strange situation. One of the drinkers at the buffet, an old and full-blown man, was pointing to Mrs. Selma, raising the glass in his hand and openly inviting her to drink together." (p. 124). "This man, in his coat, loose collar, and solid plastron, resembled a rough wooden coat hanger. Behind his hair, which was unknown in color, and scattered in places, large grains of sweat were rolling between the countless wrinkles of his matry face. He was holding his glass tightly with one hand, and with the other he was trying to wipe away these grains of sweat." (p. 125). Selma thinks of the words she said to herself during the Sakarya War, to work, to work, to be useful for something, but now she is far from this situation. With these thoughts, she opens up to Mr. Hakki: "Not to earn my life, but to be of use to something. Did you open it to get us dressed and dancing? What is the value of a woman's freedom that only serves this purpose?" Mr. Hakki made fun of him like a child: "If we take it back, then you will understand its value." (p. 158). "Along with all this, Selma, who received this sarcastic reply, begins to question her second marriage. Mrs. Selma wants to make him believe that he loves Mr. Hakki as a patriotic major again and to cover up this situation, but it is spoken in all Yenışehir salons that Mr. Hakki is flirting with a foreign woman. Moreover, Mr. Hakki exposes this relationship as if he wants it to be known and seen by everyone. The fact that this lady is a foreigner also hurts Mrs. Selma, because Mr. Hakki now values the women he called infidel or foreigner during the years of the National Struggle, and even sees it as a feat." (p. 161). While the race for modern life continues inside the houses, waste is at its peak. Most of all, renovations are not missing in the house of Mr. Murat. Expenses and renovations would start again when a British or German guest said, "I wish the house was like this". "This bathroom, which is the size of a large living room next to the bedroom, was covered with blue tiles from floor to ceiling. The tub of the bathroom was made of solid colored marble. The beveled mirrors of the sink were made of the same marble with such a technique." (p. 134). Those living in the house are afraid to use this bathroom: "Mr. Murat's mother was afraid of either slipping or falling, or getting caught in those appliances, each of which works with electricity, or getting wet under the sudden gush of automatic showers." (p. 135). The only reason Mrs. Selma became close to different people in each of the three parts of the novel and married them is that these people – Mr. Nazif, Mr. Hakki and Mr. Neset Sabit, respectively – were devoted

to their national moral values. And their living within the framework of values. The reason why Mrs. Selma moved away from Mr. Nazif first and then Mr. Hakki is that she forgot the values of these people. The commander of the National Struggle period, who is patriotic, brave, hardworking, determined, assertive and devoted to moral values, Mr. Hakki moved away from these values and took on a different personality with the changing conditions after the victory in the National Struggle. This situation caused Mrs. Selma to feel close to Mr. Hakki at first, but later to move away from Mr. Hakki due to the change in social conditions and her departure from her values: "He is one of our very gentleman, very valuable Erkanıharp officers." (p. 47). Mr. Hakki is a solid Turkish soldier and a hero of Kuvayimilliyeye. "...he would stop once in front of everyone and give a military salute, and after banging his spurred heels together, he would do an American 'Cheek hand' by bowing slightly to the women and standing straight up to the men." (p. 47). Mr. Hakki tells Selma that there is no political solution left, and that the only solution is to fight on the front. While Mr. Hakki explains the attitudes of the invading states by giving examples, Mrs. Selma listens to his determination and courage as a soldier with attention, interest and admiration. "Under this European appearance, Mrs. Selma, for the first time, felt a sharp and hard spirit sizzle with the fire of molten steel, and listened with deep attention to the young officer." (p. 49). For Selma, an Istanbul lady, life is ordinary and boring in Ankara. Ankara is a barren place where especially unfinished buildings are found so that the evil eye cannot be touched, and where even sewing thread or needle cannot be found. The landlord, his wives and daughter are ugly and overweight, and Mrs. Selma is rather thin in their eyes. It is as if Ankara and Istanbul are different worlds. Despite all these negative thoughts about Ankara, the salvation of the country and the expulsion of the enemy from the country is in Ankara's hands; The eyes and ears of Istanbulites are in Ankara. Selma also loves Ankara with this feeling, and she sees Major Mr. Hakki as the symbol of this liberation because she finds this joy of liberation in him. His first imagination about him finds expression as follows. "That night, this profile came to life several times in the eyes of Mrs. Selma. Selma always thought to herself what a strange and incomprehensible man Mr. Hakki was. The first day she saw him, he was very kind and very talkative. In the second, he looked like a shy and self-conscious young man. The third was none of these; a tough soldier; rather, it was just a rank and a uniform." (p. 67). On a day when they were doing shooting exercises, Mrs. Selma admired Mr. Hakki's mastery at her job and said that she wanted to take part in the battle with this admiration: "Watching him, it was as if he was immersed in an epic world. She admired the belt around the waist of the young major and the boots on her feet. His slender silhouette on the gray surface of the wall depicted the heaving and tensioning of an arrow bow. Selma, who was excited by the smell of gunpowder and the sound of gunfire like a kind of Arab mare, approached the young officer who was holding her gun to the soldier next to her and asked: 'When will the battle begin? Take me to the front and me too... What will happen.'" Mr. Hakki looked at the young woman from head to toe as if seeing him for the first time: He said, 'Really, do you want us to find you a job in Eskişehir hospitals?'" (p. 91). The war environment and the fierce struggle for independence made Mrs. Selma become attached to Mr. Hakki with a sense of admiration: "...for this reason, every time she saw Major Mr. Hakki, she appreciated him with a deeper and deeper feeling. " (p. 95). Mrs. Selma starts working at Cebeci Hospital with the suggestion of Mr. Hakki. This gives her some relief: "Working, working. To be useful for something, to feel that you are useful for something, that is the only meaning of living, "she says, and while thinking like this, she forgot her sorrows and inner troubles." (p. 96). The homeland has been freed from enemy occupation, a heroic epic has been written, and three years have passed since the victory. Major Mr. Hakki and Mrs.

Selma, whom he sees as heroes, got married two years after the victory and lead a life of luxury. Mrs. Selma has been in the process of accounting for this situation for three or four months, and she comes home after the proms that lasted until the morning. For this reason, they cannot find the strength to get out of bed until late the next day. She finds herself in luxury but in the embrace of a life style alien to her character. After these so-called modern entertainment nights, she questions Mr. Hakki and her trust in him. She can't get rid of the thought of how the brave soldier she knew is like this. She is now alone with the cruelty of analyzing her and the belongings of her house every day: "Whose are these rich and shiny things? Who is this long-haired, mature man lying next to her? ... She didn't know. She was trying to open her eyes, whose lids were heavy from the lashes of her eyelashes or from the drowsiness of the previous night, turning them left and right, closing them, opening them again. ... as if she was tired of this toil, she tucked her head between the feather pillows. There she tried to avoid thinking... She started to relive this last three-year phase of her life in Ankara in the light of lightning, curtain by curtain." (p. 102). Mrs. Selma's eyes and heart have always sought the brave and patriotic manners of Major Mr. Hakki. In fact, he compares him with Mr. Nazif and begins to see him as no different from Mr. Nazif, who fled from the war: "However, is that the man lying next to you at this moment? It demands a thousand witnesses. As Nazif is not old Nazif, Mr. Hakki is not the former Mr. Hakki. Selma always wants to ask this Mr. Hakki, where is your bronze color, where is your steel body." (p. 103). Mr. Nazif was a very kind husband who did not engage in any behavior without his wife's consent, but Mr. Hakki had changed his life style by his own will after he got married. "The state of Mr. Hakki, who seemed so respectful to women before he got married, after his marriage, this disregard of her, almost offended Mrs. Selma." (p. 103). On one of the prom nights, Mr. Hakki invited a foreign woman to a dance, and at the end of the dance he kissed her hand like a sixteenth-century knight and took her to the buffet to offer various treats. Since that evening, Mrs. Selma has come to the conclusion that these behaviors of Mr. Hakki are nothing but pretense and show off. She thinks that the other men in the hall, who could not dance at these proms and night entertainments until that night, did not know what to do, were vulgar. She even takes pity on them, but since that night, the novices have become more valuable in her eyes. She completely believes that Mr. Hakki is a flamboyant person who strayed from her values when she wanted to become a Westerner, and now she feels pity for her. "Those who are ignorant of these things, who sit crouched by the walls without knowing what to do, suddenly seem to Selma more noble and dignified than her own husband. ... for the first time that evening she thought that it was better to remain as motionless dummies like the others, than to be a set puppet like her husband. This deserves less contempt." (p. 105). On the prom night in Ankara Palas, married couples compete with each other's spouses to dance to look modern. A gentleman she dances with introduces Selma to his wife. Mrs. Selma introduces them to Mr. Hakki. In fact, Mrs. Selma is deeply disturbed by all this. "Let me introduce my husband to you, too," she said. He had been waiting for this since the first hour of the evening. He left the woman standing next to him and ran. He bent down and kissed her hand. Mrs. Selma still could not warm up to her husband's stale European attitude. My God, in his soldier's uniform, his every move was so personal, so perfect. How queer, idiotic, self-detached and artificialized this man was by plain clothes." (p. 123-124). What Mrs. Selma expects from her husband and those around her is not an ordinary interest. Sincerity, closeness, safety and frankness among people in Ankara of the National Struggle have now given way to selfishness: "What Selma was hungry for was only sincerity, only sincerity. She could not find this sincerity even among her friends, who were so crowded. ...As for women, although they seemed friendly on the face, they were

inwardly his enemies. Mrs. Selma senses that the tongue of a snake, always ready to bite, is trembling in all the mouths that smile at her.” (p. 154). The only reason for all these and similar questions is the conversations she had with Mr. Neset Sabit and the evaluations about the situation in the society: “Wouldn’t the new Ankara be a perfect form of that old Ankara?” (p. 156). She thinks of the words “To work, to work, to be useful for something” that she said to herself during the Sakarya War. But now it is far from that. With these thoughts, she opens up to Mr. Hakki: “Not to earn my life, but to be of use to something. Did you open us to dress up and dance? What is the value of a woman’s freedom that only serves this purpose?” Mr. Hakki made fun of her like a child: “If we take it back, then you will understand its value.” (p. 158). “Receiving this sarcastic reply, Mrs. Selma begins to question her second marriage. She wants to see Mr. Hakki as a patriotic major again, to convince herself that she loves her, and to cover up her situation. However, Mr. Hakki’s flirtation with a foreign woman is spoken in all Yenışehir salons. Moreover, Mr. Hakki exposes this relationship as if he wants it to be known and seen by everyone. The fact that this lady is a foreigner hurts Selma more. Because today he values the women he called infidels or foreigners during the years of the National Struggle, and he even sees it as an ingenuity.” (p. 161). As a result, Mrs. Selma writes a divorce petition from Mr. Hakki because the values that bind her to Mr. Hakki no longer exist in Mr. Hakki.

d. Differences in the understanding of life and values of people who grew up in different places or social environments

It is seen that some of the attitudes and behaviors of Mrs. Selma were found strange by the people of Ankara in the conversations between the sister of Deputy Mr. Murat and the landlord Omer Effendi with the people of the neighborhood. Mr. Murat shows Mrs. Selma to his sister, who had never dared to ride a horse until that day. Although she says that this job is not that difficult, she does not find this state of Selma correct: “Oh, brother, riding a horse doesn’t suit a woman at all... Haven’t you seen? As she was riding, her skirts opened all the way up to her knees. And her husband, thank God, doesn’t mind at all.” (p. 62). Selma’s horseback riding is now spoken by the women living in that neighborhood. Mrs. Selma learns about this from the harem of the hosts and she is very upset. According to them, what he does is a shame, moreover, her husband sees them right. A week after receiving the news of this gossip, Mrs. Selma and Mr. Nazif invited Mr. Hakki, Mr. Murat and his family. This invitation is also heard and condemned. The gossip reaches as far as Omer Effendi, the owner of the house: “Omer Effendi left the house to go to the vineyard that Friday. However, he had said that since he was a little late, let me pray in the mosque and go like that. It was there that he heard many guests coming to his house, men and women, on horse-drawn carriages. Although, those who gave the news knew as much as he did that these guests did not belong to him. However, when they told him about it, they had such an allusive and reproachful tone that this was what really pissed Omer Effendi off. ‘What can I do, me? Aha, these Istanbulites are weird.’ ‘Yes, it’s very strange... They made our neighborhood rather strange, you know... Frankly, we can’t let the wife and children in through the windows, they don’t enter the house. Next to our street, now it has passed the Karaoğlan Bazaar, it works so well. That lady was riding a horse with an officer and was walking around in the mountains.” (p. 80).

e. Those who act in their own interests and leave their values aside

Although Omer Effendi intends to warn his tenants and even remove them from the house due to the gossip, he does not dare to bring up the issue due to his self-interest.

In the end, he finds the solution in deceiving himself. "He thought of Nazif's position in the (...) Bank. What happens, what does not happen. He has a friend of the deputy. The man his wife is hanging around with is a big Major. Everything is in their hands... he thought." (p. 83).

f. Individuals who have positive changes in some of their negative judgments depending on the changing conditions

Twenty-three days later, when the first news of victory comes from the shores of Sakarya, Mrs. Selma is not at all surprised; that morning, she sees Omer Effendi smiling at her. It was as if Omer Effendi appreciated Mrs. Selma with that smile: "As Mrs. Selma was leaving the street door to go to the hospital that morning, she saw Omer Effendi smiling for the first time." (p. 101).

g. The effect of social conditions on the person, the person on the society and the person on the person; especially wrong Westernization, love of foreigners, wannabes or being away from values is almost considered an advantage

Images of European life at a prom can be seen in both Mr. Hakki and Mrs. Selma: "Mr. Hakki had a tango first with the lady of the house and then with the Undersecretary's harem. Then he sat down at one of the bridge tables set in a quiet corner of the house. Just at this moment, Mrs. Selma was entering the dance hall. According to the fashion of that time, Mrs. Selma looked like a young girl in a satin tea dress with half-open sleeves whose skirt barely covered her kneecaps... Mrs. Selma was carrying a rather large Renard Argente around her neck. Many of his fingers had rings on them. A snake bracelet with a large ruby in its mouth reached halfway down his arm. Her lips were painted with a ruby-coloured lipstick like this snake's mouth, and any man who took her to a dance was intoxicated with a dizzying scent of lavender." (p. 112). These proms, the clothes and jewelery of Mr. Hakki and Mrs. Selma are quite far from the socio-cultural structure of Ankara and are much higher than the economic conditions. When the people are in misery, the patriots of a time are in pleasure. Most importantly, they have moved away from all cultural elements and values. This European lifestyle is very important for Mr. Hakki, and according to him, this is an indication of a victory against the West: "Mrs. Selma's success in these modern meetings was great and Mr. Hakki is as proud of his wife's as his own monden achievements. It is his only desire to see her more beautiful, more ornate and more respected than any woman. Dressing up like a European, dancing, living and having fun, and especially succeeding in this claim, among Europeans, seemed as important to them as winning a great victory." (p. 112). This situation is a source of pride or envy among those living in that environment: "Some foreigners who have just entered this new Turkish environment asked Mr. Hakki, "Did you learn this German in Berlin?" or to Mrs. Selma, "You are undoubtedly dressed from Paris? Is not it?" When these questions were asked, it was as if the Turks were taking a big step towards civilization. Sometimes, these successes also aroused a kind of rivalry and jealousy among the Turks. At that time, it was a clothing race between all families." (p. 112). Even Mr. Murat and his family were involved in this Western lifestyle and Ankara met new entertainment venues and ballrooms: "This winter, there was a more enjoyable preparation for Christmas and New Year's proms in Ankara than every year. Because these entertainments would be held in the big halls and halls of Ankara Palas, which was not opened yet." (p. 115). The renewal movements that took place after the National Struggle were also misunderstood by some Ankara residents: Ankara residents, who thought that they were modernized with their semi-modern clothes for the New Year's Eve, gathered in front of the Ankara

Palas. They are also curious about what is going on inside. Pretending to know what tango is, the local people, who attribute various meanings to it, gather in front of Ankara Palas with curiosity and make all kinds of gossip. There are even those who verbally harassed those who entered the hall: "A young man who had put two elastics on his white wool socks and tied these elastics to his feet with twine was verbally abusing a fat lady who was climbing the stairs of the hotel. A village imam standing next to him nudged the young man with his arm: "Shut up, son, they will get angry," he said. "What's the matter? Now there is freedom. Anyone can say whatever they want." (p. 118). From time to time, Mrs. Selma tells Mr. Hakki about the wrongness of their situation, but for Mr. Hakki, this is a Europeanness. "By God, it's not because I'm jealous," he said. "I don't come across a single foreign man who breaks down like you in front of a woman." Mr. Hakki was saying, "Oh, Mrs. "I am a man who has been to Europe." (p. 123).

h. Despite the changes in social conditions, people who do not compromise their values and strive to enlighten the people around them and the society with their own truth

Mr. Neset Sabit was able to adapt to social changes without compromising his values, and chose the way to enlighten his environment and society in this direction. Mrs. Selma broke up with Mr. Hakki, a once mighty patriotic soldier, because he abandoned his values and became corrupt. Later, Selma became interested in writer Mr. Neset Sabit and married him because of her principles, ideas, hard work, honesty, frankness, determination, tolerance, patriotism, innovation and full commitment to her core values. At the proms held, Mrs. Selma and the writer Neset Sabit have the opportunity to meet. Neset Sabit does not find these proms correct and appropriate. Mr. Neset Sabit shares his thoughts on these so-called modern proms with a few people present. Selma overhears these, and she agrees with Neset Sabit. "Who knows how angry you might be at my words," he says. "I am not angry, on the contrary, I fully agree with your ideas." (p. 127). It is understood from the conversations he had with Mrs. Selma that Neset Sabit is a writer who makes a living as a reporter and writer for a newspaper in Istanbul and by getting some copyright and translation works from the Ministry of Education. While Neset Sabit is quite happy with his situation, Mrs. Selma takes pity on him. "Although Neset Sabit seemed content with himself while telling these, Mrs. Selma felt sorry for him. Wasn't it really a pitiful misfortune that nothing had fallen to his share from all these years of reform, which brought more or less prosperity and happiness to everyone's life? (p. 128). In one of these conversations, it is seen that Neset Sabit did not find the concept of revolution related to appearance and a luxurious lifestyle: "...perhaps I am not a revolutionary in the way you understand. I have never taken the revolution to mean changing the external forms of life. Especially, I can't take it as a comfort." (p. 129). Neset Sabit describes herself as a member of the public: "... Am I an anarchist? ...the best of the anarchist... is the people around you. Because you are extremist individualists who live outside the society and despite the society. I am a man lost in society." (p. 130). Mrs. Selma becomes addicted to these speeches of Mr. Neset Sabit. He values his ideas. Neset Sabit is extremely uncomfortable in Mr. Hakki's house, where he comes as a guest to a tea party with dancing and bridge. He doesn't know how to dance or play bridge. "The young man was surprised and bored both by the crowd at home and the things he saw for the first time in his life." (p. 137). Watching the people playing is also a kind of torture, and it does not fit with the customs and traditions: "Wasn't it an unconventional thing to be a spectator of a game you don't know and players you don't know?" (p. 139). He wants to get away from this unsuitable

environment as soon as possible and asks for permission after fifteen minutes of endurance. Although Mrs. Selma does not want to send him, he leaves there and his feelings are mixed: "When Neset Sabit left the Mr. Hakkis' house, he was under two opposite influences. On the one hand, he felt the relief of getting rid of the previous troubled situation, on the other hand, he almost regretted that he had left Mrs. Selma so quickly. "Have I been rude, have I offended her?" he was saying. Didn't that look of Mrs. Selma express an open reproach?" (p. 140). He continues to question what happened: "It was as if everyone was busy playing the part of someone else who wasn't there. Neset Sabit remembered with longing the simple, sincere and fiercely personal, characterful life of the National Struggle period. Undoubtedly, that abnormal cycle could not continue. However, the spirit that revived it would also dominate the living principle of this age. ... The Turkish woman would want her freedom to fulfill the serious and heavy duty that fell on her in the establishment and development of the new Turkey, she would use it. And Turkish men... For the nationalist Turkish Westerner, the most characteristic feature of Occidentalism is to put the Turkish style, the Turkish stamp on Occidentalism. The hat should not dominate us, we should have dominated the hat." (p. 140-141). Mrs. Selma reiterates that they are in the same direction with Mr. Neset Sabit in one of their encounters. This should never be the result of that mighty national struggle: "Like you, I know that this is not the national goal (pointing to the hall with her hand) that needed to be reached after that great and high period we went through." (p. 147). Mr. Hakkı's show-off courtesy towards women at these balls completely distanced him from Mrs. Selma, and she now conveys these thoughts to Mr. Neset Sabit: "Here, that man... He has become like this. Look at these smiles, these pretenses, these breaking and spilling... As you see him like this, is it possible not to judge that there is no element of degeneration in this society?" (p. 148)." As a result of the misunderstanding of the National Struggle's Mr. Hakkı, Deputy Mr. Murat and Sheikh Emin Effendi about the revolution, it is seen that they lost their originality while they were trying to modernize. The war has ended, there have been reform movements with a new state, these innovations have been perceived in different ways by the society. Even though they are extremely loyal to their national and spiritual values, some of them have found themselves in the middle of an identity change that may even lead to corruption. How advanced this situation is, Neset Sabit speaks against Mrs. Selma: "Occidentalism is first and foremost a power of making, creating, establishing, transmitting and operating. All these things you do always come after that." If you were to shout like that, you'd be nothing but spoiling the fun of the world and looking like a arrogant person." (p. 150). Mrs. Selma admits that she got caught up in the current just for the sake of not falling into this arrogant situation. She tells him that maybe he did the right thing and that it might be right for Neset Sabit to behave in this way, but Mr. Neset Sabit's structure is not suitable for this: "I would love to do so. But it's out of my hands. It is a matter of temperament for me." (p. 150). From this moment on, Mrs. Selma perceives this young man, whom she does not know exactly, closer, friendlier and cleaner. ... Mrs. Selma will stand on her own two feet and work for the society. She asks Neset Sabit to find a job. It could be a caregiver or a nurse. Upon this situation, Mr. Neset Sabit feels sorry for Mrs. Selma. Although she tells Selma that she can find jobs such as banking where she can earn more money, Selma says that her goal is not just to make money, but to work in a job that has humanitarian and social value. "She wanted her work to have human and social value, she." (p. 165). Thereupon, they decide that Selma should become a teacher... In the end, Mrs. Selma marries Mr. Neset Sabit; These two people travel to various parts of Anatolia, work with great love in the construction and construction of the new life, and bring new values to the masses.

I. “Woman” as a value

Yakup Kadri Karaosmanoğlu has taken Ankara as the location in the center of the novel. Mrs. Selma's life and the course of Ankara are similar, it is seen that the characters in the novel can reflect their other values to the extent that they give the “woman” the value it deserves, and even exist without being swept away in life.

Mr. Nazif, who overlapped with Mrs. Selma's thoughts in the first part of the novel, was successful in this process, but when he distanced himself from Mrs. Selma in terms of thought, he became lonely and disappeared. Because, unlike Mrs. Selma, Mr. Nazif could never give himself to the excitement of the National Struggle, and his only goal was to earn his money and continue his life. He loses his interest in Mrs. Selma and, thinking that Ankara is in danger while the Sakarya War continues, he prefers to leave Mrs. Selma and run away.

While Mr. Hakki appears before us as a patriotic, determined and powerful person in the first episode, with the victory of the National Struggle, his view towards Mrs. Selma and all women, and his thoughts about the place and responsibilities of women in society change. He begins to see them as an ornament or a figure. With these thoughts forming in himself, Mr. Hakki moves away from all his values. The mighty commander of the war years is replaced by a flamboyant, extravagant, conceited type who misunderstands Westernism. After this point, Mr. Hakki, who is no longer useful to his country, his environment and himself, and distanced himself from his national and moral values, cannot find a place for himself next to Mrs. Selma, the protagonist of the novel.

The host Omer Effendi, Deputy Mr. Murat and Sheikh Emin Effendi do not value the women in their homes and value the women at the balls with their appearance. This mistake of theirs caused them to lose their dignity at the end of the novel and even to face situations such as escaping abroad and being alone.

Those who adopt their own values and live these values under all conditions are deemed worthy by the author to be close to Mrs. Selma, and to her tolerance and understanding. Even Mrs. Selma is not happy when she moves away from her values. Only when she realizes that she is useless for society, that she needs to take responsibility and stand on her own feet, and can free herself from the mistakes she is in, she manages to exist again. It can be understood from the conversation with Mr. Neset Sabit that Mrs. Selma went through this accounting: “...she would find a way to live her own life under her own responsibility, with her own sweat.” (p. 163). Her aim is not to make a lot of money but to be useful to society: “Mrs. Selma did not find it attractive to work in a bank or company. She wanted her work to have a human and social value. (p. 165).

Mr. Neset Sabit is a type of intellectual who is not at the forefront in the first part of the novel. The young writer Mr. Neset Sabit, who is ignored by Mr. Murat, Mr. Nazif and especially Major Mr. Hakki, is a person who does not compromise on his values in all three parts of the novel and can synthesize innovation with his values. This feature of him has created an unbreakable bond with Mrs. Selma. Mrs. Selma tells Mr. Neset Sabit that she wants to divorce Mr. Hakki and stand on her own feet again. He says, “You can be an excellent teacher.” (p. 165.) and supports Mrs. Selma in this regard.

With these results, it can be said that Yakup Kadri Karaosmanoğlu wants to convey the message that women should be given the value they deserve through the novel.

In proportion to their harmony with Selma, the value they give to her and the respect they show, those around her can exist, they can be beneficial for themselves and their environment, or they can maintain their dignity in the social environment they live in. Otherwise, in the example of Mrs. Selma, it is seen that other people who could not give woman her true value and misidentified her as an item or ornament, as a servant, disappeared. Only Mr. Neset Sabit, who gives the value he deserves to Mrs. Selma, succeeds in preserving her existence.

The following values have been determined in the chapters set out under the titles of Yakup Kadri's Ankara novel. candor, morality, family, love, perseverance and hard work, courage, generosity, truthfulness, honesty, self-sacrifice, tolerance, being faithful, respect for women, determination, self-confidence, self-knowledge, loyalty, sincerity, respect, responsibility, being hopeful, patriotism, loyalty, innovation, grace. In terms of these values, the results regarding the environment and space, the individual or social conditions in which they interact, and the changes experienced by people are given in Table 1:

Table 1: Changes in Values of People

PERSONS	I. PART	II. PART	III. PART
Mrs. Selma	Patriotic, hardworking, determined, faithful, hopeful, honest, loyal, tolerant, innovative	Although he moves away from some values, he realizes his mistakes at the end of the episode and tries to make up for them.	She starts working with the values in the first part again with Mr. Neset Sabit.
Mr. Nazif	Educated and hardworking, but due to his selfishness, he gives up his family and homeland out of concern for his life.	Flees to Kayseri. He is alone and unhappy.	
Mr. Hakki	Patriotic, hardworking, determined, mighty, assertive, courteous, hopeful, loyal to national and moral values	He misunderstands modernization, his kindness to his wife and patriotism ends. It breaks with national values. Pretentious, wasteful.	
Mr. Neset Sabit	Educated, hardworking, literate, honest, frank, determined, hopeful, patriotic, loyal, tolerant, innovative	He gets the appreciation of Mrs. Selma with his commitment to his values and is effective in Mrs.	Adhering to its national and spiritual values, it works to transfer innovations to Anatolian people

		Selma's orientation to values.	without degenerating.
Mr. Murat	Patriotic	It seeks modernization in luxury life. Corrupt, European intellectual type, wasteful.	He flees abroad.
Omer Effendi	Uneducated, utilitarian		
Sheikh Emin Effendi	He looks religious.	He leaves all the values he believes in and falls into funny situations at the proms.	

When the findings and Table 1 are evaluated, it is seen that people in social life are affected by the life they live in or shape social life:

Her speeches and attitudes show that Mrs. Selma had a good education. She is the most important hero of the novel. She especially loves to work for her country and nation, she is a patriot who runs all over the country. Due to her callousness, she divorces Mr. Nazif and Mr. Hakki, who greatly changed their attitudes and sensitivities towards the country after the National Struggle. She marries Mr. Neset Sabit, who did not compromise her hard work and values in all three periods of Ankara. Mrs. Selma is a determined, hopeful and innovative Istanbul lady. She settled in Ankara during the years of the National Struggle. She works in hospitals for the success of the National Struggle. After the National Struggle, Mrs. Selma travels all over Anatolia with her patriotic and hardworking husband, Mr. Neset Sabit, so that the new State could be built on solid foundations. Mrs. Selma's commitment to their national and spiritual values influenced her choice of spouse.

Banker Mr. Nazif is a well-educated bank chief, but he is a person who loves his life more than his homeland. When enemy planes appear in the skies of Ankara, he leaves Mrs. Selma, whom he describes as a "fairy girl", and flees to Kayseri. The fact that he had a good education is not enough for Nazif to be a good person. When his personality is examined, it is seen that he lacks the values of patriotism and family love. This situation drove him to loneliness.

Major Mr. Hakki appears with different characters in two parts of the novel before the reader. In the first part, he is one of the mighty commanders of the years of the National Struggle, a dashing and valiant soldier. As such, she attracted Selma's attention and gained her appreciation. With the commanders and soldiers who believed in victory like him, the National Struggle was won and the country was saved from enemy occupation. When the National Struggle ends, there are changes in the second part, his attitude and movements. His kindness to Mrs. Selma ends, he considers flirting with other women as modernity, and even dating women he described as foreign during the National Struggle became a criterion of modernity for him. After the National Struggle, he also profited by using his reputation in those years, he is exploitative in

this state, all values are unimportant to him now. The change in social conditions has changed it. He has been a careless person towards his homeland, nation and family. It is understood that Mr. Hakki was a good soldier, but he did not become a good person when social conditions changed. He seeks Westernization by giving up his national and moral values. He regards extravagance as ingenuity, is an imitator and a show-off, an assimilated person. The main reason for this is that it has not assimilated its own values, that is, it is immature.

Author Neset Sabit is a well-educated young writer. Neset literally means 'to emerge'. He appears in a state worthy of his name and enters the life of Mrs. Selma. He often expresses that he finds the lifestyle contrary to "customs and traditions" wrong. He is effective in not losing the truth in her life. He describes himself not as "individualist" like the others but as "a man lost in society". In all three parts of the novel, he represents truth, frankness, simplicity, responsibility, hard work and patriotism. In this respect, Mr. Sabit is as stable as his name. His second name means constant. He stands by the National Struggle and the revolution and supports them wholeheartedly and with their efforts. While standing resolutely in the face of those who misunderstand the revolution, he works to explain the principles of the newly established State with a sense of responsibility, perseverance and tolerance.

Deputy Mr. Murat is one of the natives of Ankara, he was with Kuvayimilliyeye during the years of the National Struggle. He is a mutual friend of Mr. Nazif Hakki and Mr. Neset Sabit. It is understood from the attitudes of his family towards Mrs. Selma that Mr. Murat is a conservative. However, this conservatism disappears regarding interests, and he sees living in luxury after the National Struggle as modernity. He does not hesitate to take his wife and sister to the balls in Ankara Palas even though they are very bored, because he is a person who puts his interests above everything else and he should not break away from the group. He is also one of the profiteers of the National Struggle, he became rich at the end of the National Struggle. He squanders his earnings, eventually fleeing to Europe with his family. He has to flee.

The host Omer Effendi is an uneducated person with a low cultural level. Together with his wives and sister, he represents the native Ankara native of that period. If others do it, they consider it a shame, and if they do it themselves, they consider it normal. When gossip about his tenants Mr. Hakki and Mrs. Selma started in the neighborhood, he did not want to get them out of the house for his own interests. He is very married, disrespectful to women and his own family, women are not given a voice in his house. When Selma first came to Ankara from Istanbul with Mr. Nazif, she rented Omer Effendi's house. Later, when she left Mr. Nazif and married Major Mr. Hakki, she left there and led a luxurious life, but this useless life made Selma very uncomfortable. As soon as she leaves Mr. Hakki, five years later, she decides to rent Omer Effendi's house again and work as a nurse or a teacher, where she can be helpful to the society. Thus, she sees that the environment she dislikes, that house is actually a symbol for hard work. Mrs. Selma wants to settle down in Omer Effendi's house, which she sees as a "cemetery", to compensate for the wasted years spent with Mr. Hakki.

Sheikh Emin Effendi is a religious person, but in the second part of the novel, although he cannot dance with foreign women at the proms, he will see it as a profit to shake hands. Emin Effendi is an example of how an individual who did not grow up with values and could not assimilate these values can degenerate when social conditions change. Emin Effendi, who made mistakes by using religion in the first part, prefers to

take off this religiosity shirt in the second part. Thus, he makes another mistake because he has no basis for modernity.

When the results and Table 1 are taken into account, it is seen that Mrs. Selma and Mr. Neset Sabit were able to achieve this innovation without compromising their values in a period when the society was trying to innovate in the social environment and life. Therefore, while these two people could “exist”, Gentlemen Nazif, Hakki and Murat misunderstood this change and got away from their values and “disappeared”. Omer Effendi is the secondary person in the novel and his situation has remained stagnant. It has been seen that Emin Effendi, on the other hand, could not escape from falling into a different mistake while trying to modernize. In addition, Mr. Murat and Sheikh Emin Effendi represent of two different views in the Assembly. Despite this, they both “disappear” because they cannot internalize values. This situation shows that it to matching those views with values rather than differences of opinion is important.

In Yakup Kadri's Ankara novel, frankness, morality, family, love, determination, courage, generosity, truthfulness, honesty, self-sacrifice, tolerance, faith, respect for women, determination, self-confidence, self-knowledge, loyalty, sincerity, respect, responsibility, being hopeful, patriotism, loyalty, innovation and elegance values were determined. As a result of the scanning, it has been seen that the Ankara novel, which is considered as an example in terms of the values in question, has both a rich content of values and rich messages for the individual and society.

Conclusions and Discussions

The General Objectives of Turkish National Education expressed in the National Education Basic Law No. 1739, All members of the Turkish Nation; 1. Adhering to Atatürk's reforms and principles and to Atatürk's nationalism as expressed in the Constitution; adopting, protecting and developing the national, moral, humanitarian, spiritual and cultural values of the Turkish nation; loving and always trying to glorify his family, homeland and nation; To raise citizens who know their duties and responsibilities towards the Republic of Turkey, which is a democratic, secular and social state of law, based on human rights and the basic principles of the Constitution, and who act accordingly; 2. Having a balanced and healthy personality and character in terms of body, mind, morals, spirit and emotions, free and scientific thinking power, a broad world view, respecting human rights, valuing personality and enterprise, and being responsible for society; to train as constructive, creative and productive people; 3. To prepare them for life by developing their interests and abilities, by acquiring the necessary knowledge, skills, behaviors and the habit of working together; to enable them to have a profession that will make them happy and contribute to the happiness of the society; Thus, on the one hand, to increase the welfare and happiness of Turkish citizens and Turkish society; On the other hand, it is to support and accelerate economic, social and cultural development in national unity and integrity, and finally to make the Turkish nation a constructive, creative and distinguished partner of contemporary civilization (MEB, 1973). As stated in these general purposes, the individual should be equipped with national and moral values, bear responsibility for himself and the society, and turn these responsibilities into behavior. In addition, it is important for the individual to have a healthy spirit, personality and character and to grow up ready for life. If we gather all these in the framework of values, we can say that they can be happy only if the individual and society integrate with these values. It is clear that adaptation to social conditions can be possible by providing values

education with various methods. In order not to falter in this adaptation period, novels that deal with social transformation and the change of the individual, as in the example of Ankara novel, can be used in values education, especially in high school years when personalities are formed. This is also suitable for the General Objectives of Turkish National Education. It has been seen that the curricula are in accordance with and complementary to the “General Objectives of Turkish National Education” expressed in the National Education Basic Law No. 1739 and the Values in the curriculum.

In the research, it has been seen that the individual’s adaptation to society without degeneration is extremely important for the individual and society.

In Yakup Kadri’s Ankara novel, frankness, morality, family, love, perseverance and hard work, courage, generosity, truthfulness, honesty, self-sacrifice, tolerance, faithfulness, determination, respect for women, self-confidence, self-knowledge, loyalty, sincerity, values of respect, responsibility, hopefulness, patriotism, loyalty, innovation, and elegance were determined. As a result of the scanning, it has been determined that the Ankara novel, which is considered as an example in terms of the values in question, has both a rich content of values and rich messages for the individual and society.

Suggestions

The novel genre can be included in the studies aimed at gaining the values in the education-teaching programs in schools and achieving the general goals of national education. The first two parts of the Ankara novel are analyzed with quotations, and the last part is analyzed only according to the plot. The fact that people scatter or stay in society can be associated with some values. The exemplary adventures of the people in the novel show the importance of raising young people well in terms of values. Examining the novels written with a social point of view in terms of values in all secondary education courses can be used as a method for gaining values to young people. In this direction, project studies can be carried out in the center of other literary genres, especially the novel genre. In future studies, studies on values education can be done on other social novels. By emphasizing Eastern and Western classics, comparisons can be made with Turkish classics. “Values” can also be sought in psychological novels.

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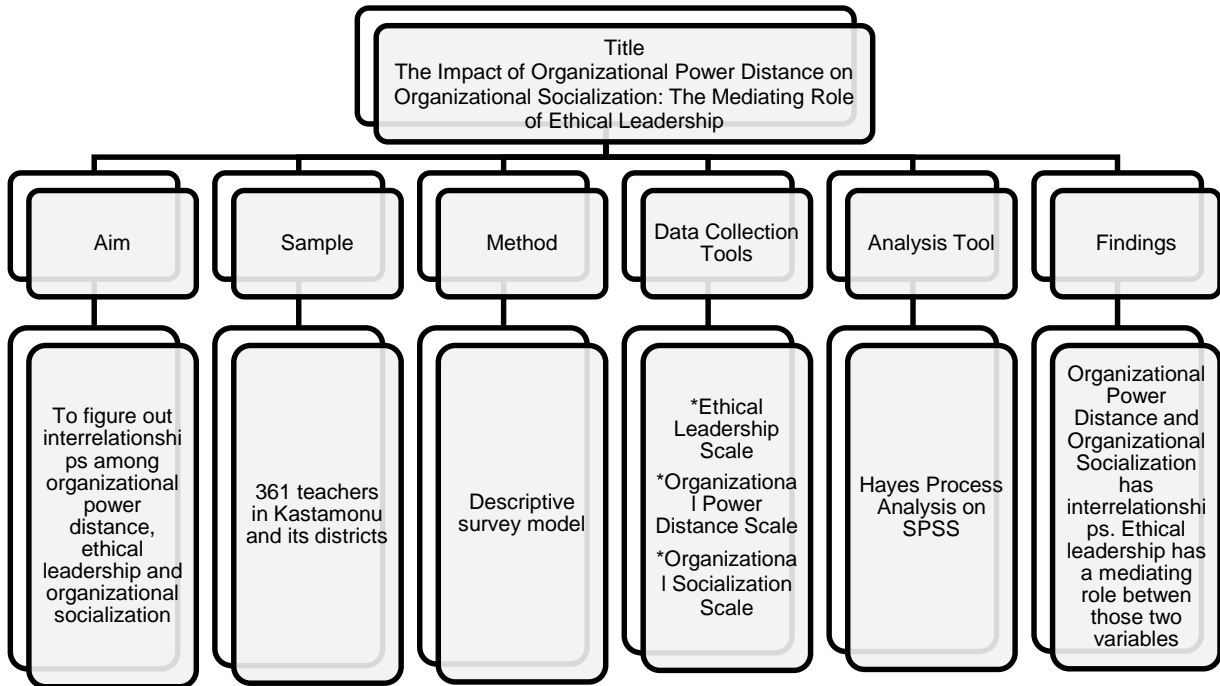
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The Impact of Organizational Power Distance on Organizational Socialization: The Mediating Role of Ethical Leadership

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Graphical Abstract



Abstract

The aim of this study is to figure out the interrelationships among organizational power distance, ethical leadership and organizational socialization. Ethical leadership can contribute to the factors which enable organizations function more efficiently and effectively. Organizational power distance and organizational socialization can be regarded to be the most important components of organizational effectiveness. In this study, the mediating role of ethical leadership for the impact of organizational power-distance on organizational socialization was scrutinized through the opinions of 361 teachers in Kastamonu. The study is in a descriptive survey model. The analysis was carried out through Hayes Process Analysis on SPSS. It was found out that there is a significant interrelationship between organizational power-distance and organizational socialization and ethical leadership has a mediating role for this interrelationship between these two variables. Ethical leadership serves as a fully mediating role for the relationship between organizational power distance and organizational socialization.

Key words: Organizational power distance, organizational socialization, ethical leadership

Highlights

1. Organizational power distance and organizational socialization has close interrelationships
2. Ethical leadership has a fully mediating role for the interrelationship between organizational power distance and organizational socialization

Introduction

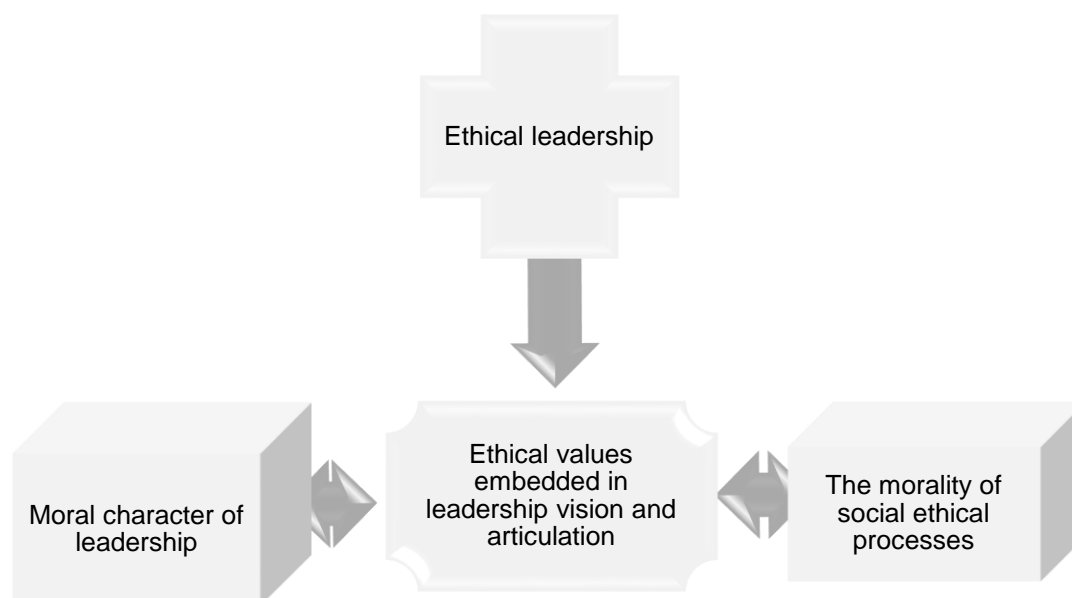
Organizational health is influenced by many factors and leadership can be alleged to be one of the most important. Leadership directly affects or has an indirect effect on organizational components related with efficiency and effectiveness. Despite the huge amount of research, the subject of interrelationship of leadership with factors affecting organizational efficiency and effectiveness is open ended. Therefore, the subjects of organizational effectiveness must be studied with a multilateral perspective.

Trust in public institutions is an important component of public management in our age and an emphasis on moral values plays a vital role in the establishment of social trust in public management (Whitton, 2009, p. 236). Ethical norms and moral values can help employees and administrators in public institutions in making healthy decisions in difficult and tough situations. This in turn will have positive projections on social politics as it will direct the individual efforts and institutional politics and applications towards the public interest (Drazilova & Williams, 2011, p. 7). Directing the institutional politics and applications towards the public interest can be regarded to be one of the most significant responsibilities of administrators of public institutions.

Ethical principles and moral values lead the administrators' behaviors and applications. So ethics is in the heart of leadership (Mullane, 2009, p. 1). Leadership ethics is an applied discipline which focuses on the ethical problems and the features which are

utilized to distinguish ethical leaders from unethical ones (Ciulla, 2005, p. 324). Leadership ethics aims at establishing a practical and applied interrelationship between ethics and leadership (Northam & Dunn, 2005, p. 29). Leadership ethics focuses on some components which are related to the interrelationship between ethical principles and leadership and Nikoi (2008, p. 188) summarizes these components as in the Figure 1;

Figure 1. The components of leadership ethics



Nikoi, A. A. A. (2008), Ethical leadership and business decision: Making in contemporary times. *International Journal of Business and Management*, 3(10), 183-193.

The components of leadership ethics play a crucial role in the establishment of ethical leadership in an institution. Gini (1998, p. 40) defines an ethical leader as the one who articulates what is right and wrong and who directs the followers towards the ethically right behavior by taking their values into consideration. Leader's behaviors, values and some driving forces which direct the leaders are functional in defining the term "ethical leadership" (Yukl, 2013, p. 341). Lawton et al., (2013, p. 156) put forward four different components which are regarded to be functional in defining ethical leadership;

- The commitment of the leader as an individual to the ethical values and moral values,
- The role of the ethical principles for the communication and interaction between the leader and the followers,
- The role of ethics during establishing leadership,
- The extent to which the leader takes the ethical principle and moral values into account for his or her behaviors,
- The significance attached to ethical principles in the social context to which the leader belongs to.

Establishing an ethical leadership in an organization is a multi-faceted process and thus it might be a challenging process for the leaders; however, once it was set up it can fulfil various functions in any institution. Ethical leadership can directly contribute to the performances of the employees in an organization (Kelidbari et al., 2016, p. 469). Ethical leadership has a mediating role in adding to the effectiveness and efficiency of the organizations and ascribing sustainability to these features (Hegarty & Moccia, 2018, p. 1). This results from the fact that ethical leadership has a close interrelationship with some factors which contribute to the effectiveness and efficiency of organizations such as positive organizational climate (Madhukar & Sharma, 2017, p. 276) and trust in the leader (Men, 2015, p. 13). Ethical leadership has a positive impact on also establishing constructive attitudes towards profession (Brown & Treviño, 2006, p. 608), job satisfaction (Yates, 2014, p. 10) and organizational citizenship behaviors (Pitzer-Brandon (2013, p. 86). In this regard, when the organizational components which ethical leadership contributes to is taken into regard, it can be asserted that ethical leadership has a direct impact on employee performance (Obicci, 2014, p. 2).

Ethical leadership can be correlated with organizational components such as power-distance and socialization. Hofstede (1980; as cited in Dotse & Asumeng, 2014, p. 63) defines power distance as inequality which exists and is admitted by individuals with and without power in a certain culture. Power distance is related to the degree to which individuals, groups and societies accept inequalities as inevitable and legitimate (Hofstede, 1980; as cited in Daniels & Greguras, 2014, p. 1203). Ghosh (2011, p. 89) asserts that power distance has a highly negative impact on organizational progress, participation and empowerment of employees and overall organizational health. Power distance has is also related to the organizational leadership as power distance influences the way the leaders interact with their followers (Daniels & Greguras, 2014, p. 1216). Tyler et al., (2000, p. 1138) found out that employees with low power distance values have focused on how their leaders treat them while assessing their leaders and employees with high power distance value focused on their outcomes. Loi et al. (2012, p. 361) also found out that ethical leadership and power distance orientation could be functional in coping with job insecurity. As such researches suggest, ethical leadership can be correlated with some organizational components which play a crucial role in organizational health.

Organizational socialization refers to the period of newcomer adjustment and learning to meet organizational standards and norms (Cooper-Thomas & Anderson, 2005, p. 119). Organizational socialization is the process by which employees learn about and adapt to new jobs, roles, and the culture of the workplace (Van Maanen & Schein, 1979; as cited in Klein & Weaver, 2000, p. 47). Effective socialization has positive impact on the factors that contribute to the health of the organizations (Fang et al., 2011, p. 127) whereas ineffective socialization leads to losing productivity in the organizations (Shaw et al., 2005, p. 52). Socialization tactics play a key role in satisfying the needs of the newcomers at an organization (Chong et al., 2021, p. 315) and the principles of ethical leadership could be the basis for such effective tactics.

Organizational socialization is the process in which a newcomer adapts to the norms of an organization (Cooper-Thomas & Anderson, 2006, p. 492) and it could easily be alleged that a successful socialization process could play an important role integration, cooperation and coordination of the employees (Woodrow & Guest, 2020, s. 129). This

might also be the basis for a positive working environment in which supportive behaviors and attitudes are encouraged. Organizational power distance is the extent to which an individual accepts the unequal distribution of power in institutions and organizations” (Clugston et al., 2000, p. 9). Acceptance of this unequal distribution by the employee could contribute to the formation of a motivating and positive working climate. In this regard, orientation of power distance might play an important role for such a positive climate. Administrators should evaluate their employees’ power distance orientations because it could be low for employees close to the higher managerial hierarchy and high for employees at the lower levels of the hierarchical structure (Hober et al., 2021, p. 7).

Leadership styles and organizational socialization can be interrelated concepts although there are conflicting studies about the interrelationship between different types of leadership styles and organizational socialization. For example, Kadi (2015, p. 101) found out that there is no interrelationship between organizational socialization and transformational, transactional and laissez-faire leadership styles. However, Turan (2019, p. 2) found out positive interrelationship between transformational leadership and organizational socialization. In literature, no study was found out about the interrelationship between ethical leadership and organizational socialization. This study aims to discover the mediating role of ethical leadership for the impact of organizational power distance on organizational socialization. Focusing on this objective, the study is intended to answer the following questions;

1. What is the level and direction of the interrelationship between organizational power distance and organizational socialization?
2. What is the impact of organizational power distance on organizational socialization?
3. Does ethical leadership have a mediating role for the interrelationship between organizational power distance and organizational socialization? If ethical leadership has a mediating role for the interrelationship between organizational power distance and organizational socialization, what is the level and direction of this role?

Method

Under this heading, the model of the research, data collection tools, sampling, data collection procedures and data analysis techniques are summarized. This research is in quantitative descriptive survey model. Descriptive research aims at describing the characteristics and features of the subject matter in detail (Howitt & Cramer, 2017, p. 29). Descriptive surveys are used to reveal the opinions, attitudes and skills of participants in relation to a specific topic (Büyüköztürk et al., 2008, p. 226). In short, descriptive surveys describe data on variables of interest (Cohen et al., 2018, p. 335).

Three different data collection tools were utilized for the research. In the ethical leadership variable of the research, Ethical Leadership Scale which was developed by Brown et al., (2005) and adapted to Turkish by Tuna et al., (2012) was utilized. The test-retest reliability coefficient of the scale is $\alpha = 0,985$, and internal consistency reliability is $\alpha = 0,928$ in the study. Factor loadings have been found between 0,678 and 0,872 by explanatory factor analysis. In Organizational Power Distance variable, Organizational Power Distance Scale which was developed by Yorulmaz et. al. (2018, p. 686) was made use of. As a result of EFA and CFA analyses, a 20-item and four factor structure was found out.

Total variance explained by four factors are %56,58. The goodness-of-fit index results of the scale are $\chi^2/df=2.29$, GFI=.90, AGFI=.86, RMSEA=.07, RMR=.07, SRMR=.07, CFI=.95, NFI=.92, NNFI=.95. Cronbach alpha internal consistency coefficients of four factors varies between .74 and .80. For Organizational Socialization dimension of the research, Organizational Socialization Scale which was developed by Erdoğan and Dönmez (2019) was utilized. The data was collected from 416 teachers working in primary and secondary schools in Malatya. As a results of EFA, a five factor structure was found out and factors accounted for %58,5 of total variance. Goodness of fit indexes are [$\chi^2 (276) = 476$, $p < .001$, CFI = .96, TLI = .95, RMSEA = .04, SRMR = .04] and Cronbach's α coefficients ranged from .84 to .91. In the light of these, data collection tools were regarded to be valid and reliable tools.

Teachers in Kastamonu province constitute the whole population and 361 teachers from the city center and its seven districts, Daday, Devrekani, Küre, Seydiler, Taşköprü, Tosya and İhsangazi, have been taken into the sampling of this research. For sampling, random stratified sampling method was used. Random stratified sampling involves dividing the population into homogeneous groups, each group containing subjects with similar characteristics, and then randomly sampling within those groups (Cohen et al., 2018, p. 217). In this research, Kastamonu city center and its seven districts were regarded to be different groups. Moreover, quota sampling was also made use of in the research. Quota sampling strives to represent significant characteristics (strata) of the wider population and sets out to represent these in the proportions in which they can be found in the wider population (Cohen et al., 2018, p. 218). In this respect, city center and seven districts of Kastamonu was represented in the sampling in accordance with their population rates. The details about descriptive statistics about the participants are provided in Table 1:

Table 1. Details about descriptive statistics about the participants

		n	%
Gender	Male	215	59,55
	Female	146	40,44
Seniority	1-10 Years	82	22,7
	11-20 Years	168	46,5
	21-30 Years	105	29,1
	31 years and over	6	1,7
School Level	Primary School	98	27,14
	Secondary School	84	23,26
	High School	179	49,58
Education Level	Bachelor of Art	324	89,75
	Master's Degree	33	9,14
	Doctor of Philosophy	4	1,10
Region	Kastamonu City Center	175	%48,47
	Daday	25	%6,92
	Devrekâni	22	%6,09
	Küre	21	%5,81
	Seydiler	17	%4,70
	Taşköprü	27	%7,47
	Tosya	49	%13,57
	İhsangazi	25	%6,92

Google survey tool was utilized in data collection process. Before main application, forms was sent to three different teachers to check for any kind of mistakes. After the pilot application, form was sent to the teachers via WhatsApp. For the data analysis, SPSS 20.0 was made use of. Data cleaning, outlier analyses, tests of normality were carried out on SPSS. Moreover, the mediating role of ethical leadership between the variables of organizational power distance and organizational socialization was tested through Hayes Process Analysis which was integrated into the SPSS 20.0 packet program.

Data Analysis

Before main analysis, data was prepared for analysis on SPSS. First of all, the second and fourth items of Organizational Power Distance Scale were reverse coded. After reverse coding, missing value analysis was carried out. In the analysis, it was found out that there are no missing values more than %5 in any of the data sets. Hair et al. (2014, p. 58) put forward that any missing value lower than %5 means an insignificant statistical level. In the analysis, missing values were detected in 38 data sets and the percentage of missing values change between .03 and 1.4.

The result of Estimated Statistics (EM) analysis is $p=.941$ and $p>.05$. This verifies that missing data shows a random distribution and averaging can be utilized as a method to replace missing data with series means. According to Çokluk and Kayrı (2011, p. 305) averaging (series means) is an effective method to replace missing values. In the same way, Hair et al. (2014, p. 62) put forward that mean substitution is one of the most widely applied methods to replace missing values in the data sets. As a result, in this research, averaging method was used to replace the missing values.

After missing value analysis, outlier analysis was implemented. One way of determining outliers in a data set is transforming data into z-scores (Field, 2009, p. 153). In the analysis, the highest z score was calculated to be 2.926. Field (2009, p. 216) asserts that a z score between the values of $-.3.29$ and $+3.29$ can be regarded to be the verification of normal distribution. The highest z-score was calculated to be $+1.23$ and the lowest score was calculated to be -3.09 . The z score analysis signified that there no outliers exceeding the threshold values in the data set. The residuals were evaluated by means of Cook's distance. Cook's distance is one way of evaluating the effect of a case on a model (Field, 2009, p. 217). In the analysis, the highest Cook's distance was calculated to be $p=.192$ verifying that there are no residuals in the data set. According to (Field, 2009, p. 217) values greater than 1 in Cook's distance analysis should be regarded as the indicators of residuals.

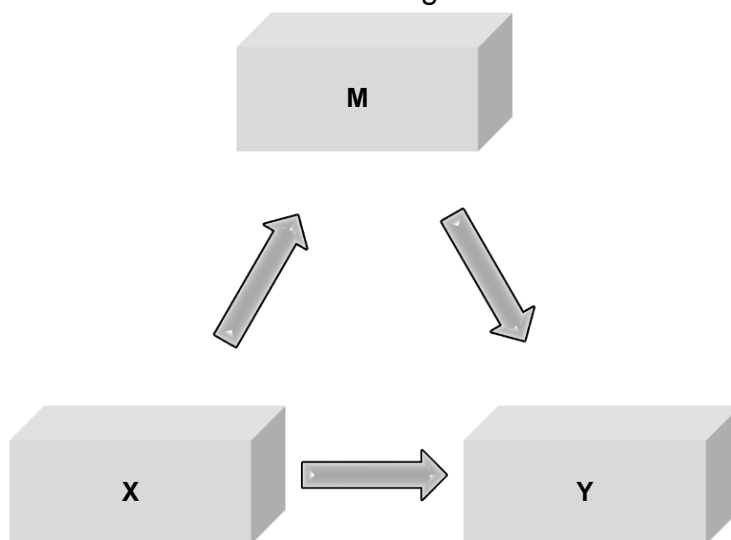
Normality tests were also fulfilled for the data set. First of all, Skewness and Kurtosis values were calculated. Field (2009, p. 139) asserts that in small samples values lower than 1.96 and in larger samples values lower than 2.58 should be regarded as sign of normal distribution. In the analysis carried out by means of three dimensions of the scale, only in Organizational Socialization Scale Skewness and Kurtosis values were calculated to be over 1; Skewness -1.319 and Kurtosis 1.067 .

For normality, Kolmogorov-Smirnov goodness-of-fit test was also carried out and the result was found to be $p=.206$ and $p>.05$ for ethical leadership, $p=.173$ and $p>.05$ for organizational power distance and $p=.144$ and $p>.05$ for Organizational Socialization

dimensions of the data collection tool. These statistics show that the dataset has a normal distribution (Martin & Bridgmon, 2012, p. 114). Histogram of the distribution was also examined and the normal distribution was verified by the histogram. Normality was also tested with Levene test and it was calculated to be $p=.310$ and $p>.05$ which proves the homogeneity of the variances (Stockemer, 2019, p. 104). In the light of all these, it was decided that data has a normal distribution.

The analysis for the mediating role of ethical leadership to identify the impact of organizational power distance on organizational socialization was carried out by Hayes Process Analysis on SPSS. The analysis program was downloaded and integrated into the SPSS program and then the analyses were carried out on SPSS. Hayes Process is an analysis which determines the mediating role of a variable through a regression based approach (Hayes, 2018, p. xi). According to Hayes Process analysis, for a M variable to have a mediating role between X and Y variables, the model should conform to the following structure (Hayes, 2018, p. 7);

Figure 2. A simple mediation model with a single mediator variable M



Source: Hayes, A. F. (2018). Introduction to mediation, moderation, and conditional process analysis: A regression based approach. The Guilford Press.

Process analysis, which provides a simple way to determine the mediating role of variables and bootstrap analysis in Process Macro, is a functional and easy way to interpret the interrelationships between the variables in the research model (Hayes, 2018, p. 23). Being a simple and functional way of determining mediation, Hayes Process Analysis was determined as the analysis method of this research and the model for the research was established as follows;

Figure 3. The model of the research



The model for the mediating role of ethical leadership between the variables of organizational social distance and organizational socialization is presented in Figure 3. For the variable of ethical leadership to have a mediating role, the regression coefficient must be meaningful (Korkmaz, 2018, p. 600). Before the findings of the analysis, components of validity and reliability are presented under the following heading.

Validity and Reliability

In this section, first of all, validity and reliability values for the data collection tools have been provided. Internal validity of the scale was tested through Cronbach Alpha coefficient and value was calculated to be .928. For the reliability of the scale, a test-retest technique was also utilized and as the result of the analysis, t test value was calculated to be .903 and $p=.374$. These values denote that the difference between the two groups are not meaningful. Test-retest technique was applied three weeks after the first application and the period is suitable for a test-retest technique. The item-total correlations of the items in the scale are between the values of .828 and .610 (Tuna et al., 2012, pp. 151-152). These signify that the Ethical Leadership Scale is a valid and reliable scale.

For the development of Organizational Power Distance Scale both EFA and CFA analyses were carried out. As for the result of the factor analyses, the scale was found out to have a four factor structure and the factor loadings are between .41 and .82, which are between acceptable values. Total variance explained by four factors are 56.58%. The goodness of fit values computed with CFA were: $\chi^2/df = 2.29$, GFI = .90, AGFI = .86, RMSEA = .07, RMR = .07, SRMR = .07, CFI = .95, NFI = .92, NNFI = .95. Internal consistency was calculated through Cronbach Alpha separately for each factor and the highest value is .85 for Acquiescence of Power dimension and the lowest is .73 for Justification of Power (Yorulmaz et al., 2018, p. 9-673). Regarding these findings, scale was found out to be valid and reliable.

For the development of Organizational Socialization Scale, both EFA and CFA analyses were applied. The EFA denoted a five factor structure and the factor loadings were calculated to be between .46 and .84. Total variance explained by the five factors is 58.5 %. The goodness of fit values for CFA are [$\chi^2 (276) = 476$, $p < .001$, CFI = .96, TLI = .95, RMSEA = .04, SRMR = .04]. The internal consistency was tested through Cronbach Alpha separately for each factor and the values varied between .84 and .91. These denote that the scale is valid and reliable (Erdoğan & Dönmez, 2019, p. 290).

Data quality was one of the most important reliability components of this research. To ensure data quality, google survey tools was sent to some experts to check for design and structure. Compatible with their recommendations, some changes were applied. For example, mail entry was added to the survey so as to ensure each participant for only one entry. Then, a pilot application of the survey was applied to ten different participants to check for anything to check for clarity and design of the survey. After the pilot application, the instructions were revised in the light of the feedback received from the participants.

For data collection, some precautions were taken to ensure convenience for the participants. They were clearly explained that the security and privacy will be assured through measures. The researcher assured them about the ethical considerations which he will stick to. They were also provided enough time to fill in the survey. To increase motivation for the research, some randomly determined participants were given books as gifts and this was also stated in the WhatsApp groups in which the Google Survey was shared.

To ensure variety for participants, different geographical areas were included in the sampling process. The variety was assured on geographical features, socio-economic structure, seniority and gender. To ensure variety, some schools were visited to apply the survey in written form. Every day a short report was prepared about the data collection process and the statistics for participants were reported regularly.

Findings

For Hayes Process analysis on SPSS, model 4 was applied to determine the mediating role of ethical leadership for the interrelationship between organizational power distance and organizational socialization. Before determining the mediating role of ethical leadership for the interrelationship between organizational power distance and organizational socialization, findings for the research questions were provided.

Our first research question was “What is the level and direction of the interrelationship between organizational power distance and organizational socialization?”. As for the findings of the analysis, the effect of organizational power distance on organizational socialization is presented in Table 2;

Table 2. Direct and indirect effect of organizational power distance on organizational socialization

Ef. Typ.	Path	Effect	t	p	Bootstrapping	%95 Con. Inter.	
					se	LLCI	ULCI
Direct	OPD→OS	.469	9.405	.000	.050	.371	.567
Indirect	OPD→OS	.244			BootSE	BootLLCI	BootULCI
					.054	.140	.350
Stan. Ind. Effect	OPD→OS	.277			.061	.158	.398

OPD: Organizational Power Distance, OS: Organizational Socialization, n=361, k=5000

In Hayes Process analysis, the total effect on y variable is calculated through the values of direct and indirect effects. The direct of organizational power distance on organizational social distance was calculated to be $\beta=.469$ and the indirect effect to be $\beta=.244$. The standardized indirect effect is $\beta=.277$. In the light of the findings, it can be

alleged that there is positive relationship between the variables of organizational power distance on organizational socialization.

Hayes puts forward that if there is a "0" value between "BootLLCI" and "BootULCI" values, that signifies that the intermediary variable is not a full intermediary variable and if there is not a "0" value, the intermediary variable is a partial intermediary variable. The values (BootLLCI=.140 and BootULCI=.350) signify that ethical leadership variable is a full intermediary variable for the interrelationship between the variables of organizational power distance and organizational socialization.

Our second research question was "What is the impact of organizational power distance on organizational socialization?" The total effect size of organizational power distance on organizational socialization was scrutinized through R and R² values. In the light of the analysis results, the effect of organizational power distance on organizational socialization was found out to be meaningful. The findings are presented in Table 3;

Table 3. The total effect of organizational power distance on organizational socialization

Mod. Sum.	R	R ²	MSE	F	df	p
	.808	.652	.217	673.882	1.000	.000
Model	Coeff	se	t	p	LLCI	ULCI
Constant	1.272	.103	12.391	.000	1.070	1.473
x (OPD)	.713	.027	25.959	.000	.659	.767

Table 3 demonstrates that organizational power distance has a meaningful effect on organizational socialization p=.000. This is one of the most important prerequisites of the research model. The total effect was calculated to be meaningful, (R=.808, R²=.652, F=673.882, p=.000). The total effect size is calculated by adding direct and indirect effect size values, total effect= .469 + .244= .713.

Our third research question focused on the intermediary role of ethical leadership between the variable organizational power distance and organizational socialization. The level and direction of mediation was also tested. To have a clearer understanding for the path from organizational power distance to organizational socialization with the mediation of ethical leadership, first of all, the effect of organizational power distance on ethical leadership was tested. The findings are presented in Table 4;

Table 4. The effect of organizational power distance on ethical leadership

Mod. Sum.	R	R ²	MSE	F	df	p
	.849	.721	.263	930.001	1.000	.000
Model	Coeff	se	t	p	LLCI	ULCI
Constant	.307	.113	2.719	.007	.085	.529
x (OPD)	.921	.030	30.496	.000	.862	.981

OPD: Organizational Power Distance

Findings in Table 4 put forward that the variable organizational power distance has a meaningful effect on the variable of ethical leadership, (R=.849, R²=0.721, F=930.001, p=.000). When the interrelationship between organizational power distance and ethical leadership is taken into account, it is observed that non-standardized regression coefficient between two variables is β =.921. LLCI (Lower Level of Confidence Interval)

and ULCI (Upper Level of Interval Confidence) show the lower and upper levels of regression coefficient for .95 confidence levels and the values have been calculated to be .862 for LLCI and .981 for ULCI. The findings demonstrate that the interrelationship between organizational power distance and ethical leadership must be statistically meaningful, $p=.000$. This shows that ethical leadership could have a mediating effect for the interrelationship between organizational power distance and organizational socialization. In the next phase of analysis, the effect of both organizational power distance and ethical leadership on organizational socialization was scrutinized. The findings are presented in Table 5;

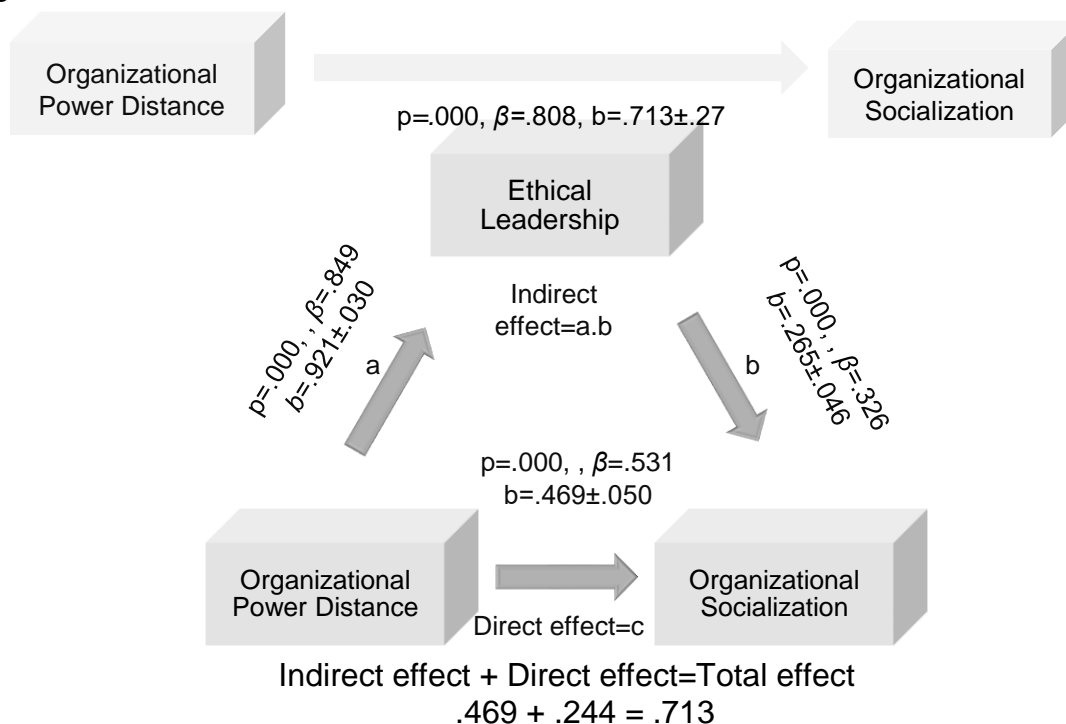
Table 5. The effect of organizational power distance and ethical leadership on organizational socialization

Mod. Sum.	R	R ²	MSE	F	df	p
	.826	.682	.200	383.805	2.000	.000
Model	Coeff	se	t	p	LLCI	ULCI
Constant	1.190	.099	11.985	.000	.995	1.386
x (OPD)	.469	.050	9.405	.000	.371	.567
m (EL)	.265	.046	5.764	.000	.175	.355

OPD: Organizational power distance, EL: Ethical leadership

Table 5 shows the effect of organizational power distance and ethical leadership on organizational socialization. For ethical leadership to have a mediating role between organizational power distance and organizational socialization, ethical leadership must have a meaningful effect on organizational socialization. The findings signify that ethical leadership has a meaningful effect on organizational socialization, $p=.000$. This denotes that ethical leadership has a mediating effect on the interrelationship between organizational power distance and organizational socialization. The standardized regression coefficient between organizational power distance and organizational social distance is $\beta=.531$ and between ethical leadership and organizational socialization is $\beta=.326$. The model also demonstrates *that* organizational power distance and ethical leadership together have a meaningful effect on organizational socialization ($R=.826$, $R^2=.682$, $F=383.805$, $p=.000$). In the light of all these findings, the model of the research can be structured as in Figure 4;

Figure 4. The model of the research



Note: Unstandardized beta coefficients have been used

The findings signify that ethical leadership plays a mediating role between organizational power distance and organizational socialization ($R=.826, R^2=.682, p=.000$). Beta coefficients ($X-Y= \beta=.808, X-M=, \beta=.849, M-Y=, \beta=.326$) denote a positive mediating effect of ethical leadership for the interrelationship between organizational power distance and organizational socialization. Furthermore, the model puts forward that the interrelationship between organizational power distance and organizational socialization is fully moderated by ethical leadership ($p=.000$).

Results and Discussion

There can be many factors which can add to or have a direct or an indirect impact on organizational socialization processes. It is very important to get to know the factors which can contribute to the integration of the newcomers to the organization as organizational socialization is a determining factor for newcomers' adaptation to the organizations. Ethical leadership in could be a driving force for setting up a balanced orientation, leading to organizational socialization of the employees. The findings of the research signify that organizational power distance has a direct positive effect on organizational socialization and ethical leadership adds to this effect playing a fully positive mediating role between the two variables.

The results are also supported by findings of research. For example, Poohongthong et al. (2014, p. 17) found out that ethical leadership could strengthen organizational socialization. Therefore, it can be alleged that ethical leadership behaviours demonstrated could facilitate the process of socialization process at organizations. In a similar study, it was found out that ethical leadership could play a key in role in organizational identification processes (Kılınç, 2017, p. 87). When relationship of organizational socialization and organizational identification (Hayashi, 2013, p. 157)

are taken into consideration, it can be put forward that ethical leadership is a variable which can contribute to the factors related with organizational socialization.

Ethical leadership also can be functional in engagement of employees to work. Ethical leadership with the mediating role of psychological empowerment can contribute to the engagement processes of employees to their work (Ahmad & Gao, 2018, s. 1991). As organizational socialization is the engagement of the newcomer to the work (Saks & Gruman, 2018, s. 2). It might be alleged that ethical leadership has an indirect impact on organizational socialization in the context of its contribution to engagement to work processes.

There are some researches also about the indirect effect of organizational power distance on organizational socialization. For example, Khatri (2009, s. 1) puts forward that “employees in a high power distance context are unwilling to participate in decisions and are content with their managers making decisions and giving them instructions, which they follow passively”. Participation of employees in organizational activities means interaction of newcomers with others and this adds to their socialization (Filstad, 2011, s. 376). That means high power distance in organizations might function as an inhibitor of participation in organizational activities and processes, leading to a negative impact on organizational socialization.

The fully positive mediating role of ethical leadership for interrelationships between organizational power distance and organizational socialization denotes that ethical leadership could play an important role for establishing a healthy climate for newcomers to an organization.

Conclusions and Recommendations

Organizational socialization has a very important role in organizational management aspects such as human resource management Taormina & Bauer, (2000, p. 263). Developing effective strategies for integrating newcomers into the norms of the organization might be an effective component of optimizing the capacity and motivation of the employees. Many factors could have a facilitating impact on socialization process and activities at an organization and the findings of this research put forth that organizational socialization has close interrelationships between organizational power distance and ethical leadership and ethical leadership. Apart from the direct effect of organizational power distance on organizational socialization, ethical leadership plays a mediating role between these two variables. Ethical leadership could facilitate the process of adaptation of the employees to the new role they undertake in the new organization of which they become a part of. Organizations lead their lives on a form of hierarchy and it is very important that employees admit some form of inequality that this hierarchical structure leads to. Actions taken by school administrators to contribute to these processes at organizations should be led by research in the field. In the context of this study, some recommendations could be put forth;

1. Further research could be carried out figuring out the interrelationships among organizational power distance, ethical leadership and organizational socialization processes at organizations and schools.
2. School administrators should have applicable action plans to implement healthy socialization processes for newcomers to the schools.

3. Socialization processes should be designed taking the principles of ethical leadership into account.
4. School administrators should take action to assist employees and teachers at schools to have a balanced notion of the power distance at school.
5. It should be kept in mind by the school administrators that ethical leadership can both be effective in forming a balanced notion of power distance at schools.
6. School administrators should conform to the norms of ethical leadership to help newcomer teachers socialize at schools.
7. An effective socialization process could be the basis for a harmonious working environment and creating a sense of belonging for teachers towards the school. Thus, integration processes and applications especially for newcomers at schools should be designed in the light of the research.

Much of the responsibility belongs to the school administrators for socialization applications at schools. Power distance balance and ethical leadership principles could have stimulating and facilitating effect on healthy socialization processes. To form a unified and integrated working climate for teachers and other personnel at schools, effective socialization processes, applications and activities could be the first and the most effective step for school administrators.

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