

OPUS

OPUS ▶

Journal of Society
Research

Volume 21 • Issue 2 • March 2024 • ISSN: 2791-9781 E-ISSN: 2791-9862

Volume: 21
Issue: 2



Volume: 21
Issue: 2

ADAMOR

ADAMOR



OPUS ▶

Volume 21, Issue – 2



Journal of Society Researche
Toplum Arařtırmaları Dergisi

ISSN: 2791-9781 – E-ISSN:2791-9862

Volume-21 - Issue –2 • March 2024

Sponsor Organization
ADAMOR Society Research Center

General Director
Abdullah Harun Bozkurt

Editor in Chief
Nevfel BOZ, Social Sciences University of Ankara, Türkiye

*Associate Editors**
Bilge Őenyüz, Ankara Hacı Bayram Veli University, Türkiye
Emrah Akbař, Ankara Yıldırım Beyazıt University, Türkiye
Mehmet Maksut Önal, University of the West of England, UK
Mehmet Ali Akyurt, Istanbul University, Türkiye
Murat Batur, Kastamonu University, Türkiye
Zehra Erřahin, Social Sciences University of Ankara, Turkey

Language Editors
Murat Oztürk, Ankara Yıldırım Beyazıt University, Turkey

Assistant Editor
Abbas Çelik, Social Sciences University of Ankara, Türkiye

*Editorial Board**
Abbas Barzegar, Indiana University, USA
Ahmet Selim Tekeliođlu, George Mason University, USA
Anna Musiała, Adam Mickiewicz University In Poznan, Poland
Carlos Rodrigues, University Of Aveiro, Portugal
Cristina Tonghini, Università Ca' Foscari Venezia, Italy
Dariusz Trzmielak, University Of Lodz, Poland
İsmail Cořkun, Istanbul University, Turkey
Khalid El-Awaisi, Social Sciences University of Ankara, Turkey
Mustafa Akdađ, Yozgat Bozok University, Turkey
Mustafa Çelebi, Erciyes University, Turkey
Sedat Gümüř, The Education University of Hong Kong, Hong Kong
Selahattin Avřarođlu, Necmettin Erbakan University, Turkey
Shu-Sha Angie Guan, California State University, Northridge, USA

**In alphabetical order*

Issue – 2, 2024

Content

78 **Aslıhan Küçüker & Belma Tokurođlu**

ResearchArticle / Police as an Interpretative Community in the Policies of Combating Violence Against Women

94 **Meral Halisdemir**

ResearchArticle / Generation Z Teachers' Reflective Thinking Skills

109 **Recep Şababođlu & Ünal Halit Özden**

ResearchArticle / Investigation of Risks and Risk Management Practices in The Fast-Moving Consumer Goods Sector in Turkey with an Interview Study

Editorial

The OPUS Journal of Society Research (OPUS JSR) brings together a diverse range of theory, practice, and research in the pursuit of understanding human behavior in its social context. The interdisciplinary viewpoint lays the groundwork for presenting and establishing a holistic relationship with other disciplines, concepts, and methods. The OPUS JSR allows researchers to use an interdisciplinary approach to present different interpretations and alternative points of view. The theoretical frameworks that underpin the analyses and interpretations of the subjects under study are as important as the intersection of disciplines. This framing can lead to greater clarity of multiple, even contradictory findings, allowing for a better understanding of social dynamics that would otherwise be invisible if scholars concentrated on a single set of theoretical dynamics.

OPUS JSR reflects more than 10 years of journal sponsorship by ADAMOR Society Research Center and its partner organization, the Institute of Urban Studies. The OPUS Journal of Society Research is the direct successor of two previously published journals: OPUS Turkish Journal of Social Policies and Work Life Studies: OPUS International Journal of Society Research (ISSN 2528-9527 E-ISSN 2528-9535). Since its inception, our journal has steadily increased its issue numbers in the Year - Volume and Issue format. As of 2024, our issue numbers will be limited to 1-6.

OPUS Journal of Society Research (JSR) is abstracted in EBSCO Information Services, ERIHP-LUS European Reference Index For The Humanities and Social Sciences, Cite Factor, TEI Index of Turkish Education, ULAKBIM TR Index, SOBIAD Citation Index and ASOS Index.

RESEARCH ARTICLE

Police as an Interpretative Community in the Policies of Combating Violence Against Women*

Aslıhan Küçük¹ | Belma Tokuroğlu²

¹ Dr. Police Academy

Ankara /Türkiye

ORCID: [0000-0003-2106-4356](https://orcid.org/0000-0003-2106-4356)

E-Mail:

aslihankucuker@gmail.com

² Asst. Prof. Dr., Ankara Hacı

Bayram Veli University,

Ankara/ Türkiye

ORCID: [0000-0002-0476-2454](https://orcid.org/0000-0002-0476-2454)

E-Mail:

belma.tokuroglu@gmail.com

Corresponding Author:

Aslıhan Küçük

January 2024

Volume:21

Issue:2

DOI: [10.26466/opusjsr.1404577](https://doi.org/10.26466/opusjsr.1404577)

Citation:

Küçük, A. & Tokuroğlu, B. (2024). Police as an interpretative community in the policies of combating violence against women. OPUS– Journal of Society Research, 21(2), 78-93.

* This paper is based on unpublished PhD thesis “The Role of Police in the Policies of Domestic Violence and Violence Against Women in Turkey

Abstract

The focus of this study is on the challenges that police encounter while combating violence against women, serving as the implementing entity with roles and responsibilities defined by Law Number 6284, also known as ‘The Law on the Protection of the Family and Prevention of Violence Against Women,’ and other relevant legislation. Rather than delving into detailed legislative discussions, this article treats the legal context and legislation as political documents. The concept of ‘frame conflicts,’ a term within interpretative policy analysis, has been employed to explore issues such as the meanings police attribute to the problem in practice, how they implement the policy within the framework of their defined roles, and the difficulties they encounter in this process. While combating domestic violence and violence against women, the practices developed by the police in their professional socialization process and the meanings constructed through these practices provide a ‘mapping architecture of interpretation and meaning,’ regarding the implementation process of the policy as referred in the interpretative perspective, especially concerning the police. It is believed that this type of analysis will fill an important gap in the literature. A sequential explanatory mixed method has been employed in this study. In this regard, exploratory quantitative research was conducted to define the problem. Qualitative research, built upon the problem areas/themes identified through the findings from the quantitative research, was completed by following the constructivist research process defined by grounded theory.

Keywords: Policies to Combat Violence Against Women, Public Policy Analysis, Interpretative Policy Analysis, Police as Policy Implementation Actor.

Öz

Bu çalışma, 6284 sayılı “Ailenin Korunması ve Kadına Karşı Şiddetin Önlenmesine Dair Kanun” ve ilgili mevzuat temelinde politika uygulayıcı bir aktör olarak polisin mevzuatta tanımlı rol ve sorumlulukları ile kadına yönelik şiddetle mücadele ederken uygulamada karşılaştığı sorunları konu edinmektedir. Ayrıntılı mevzuat tartışmalarından öte makalede hukuksal çerçeve ve mevzuat, politika belgeleri olarak ele alınmaktadır. Polisin uygulamada sorunu nasıl anlamlandırıldığı, tanımlı rolleri çerçevesinde politikayı nasıl uyguladığı ve bu süreçte karşılaştığı zorluklar, yorumlamacı politika analizinin kavramı olan “çatışan çerçeveler” ile ortaya konulmaya çalışılmıştır. Aile içi ve kadına yönelik şiddetle mücadelede polisin mesleki sosyalleşme sürecinde geliştirdiği iş yapma pratikleri ve bu pratikler üzerinden inşa ettiği anlamlar, politikanın en azından polis özelinde uygulanma süreci ile ilgili yorumlamacı perspektifin ifade ettiği gibi “bir anlam inşa haritası” vermektedir. Bu tür bir analizin literatürde önemli bir boşluğu dolduracağı düşünülmektedir. Çalışmada sıralı açıklayıcı karma yöntem kullanılmıştır. Bu doğrultuda sorun tanımı için keşfedici nicel araştırma yürütülmüştür. Nicel araştırmadan elde edilen bulgulara dayalı sorun alanları/temaları üzerine inşa edilen nitel araştırma, gömülü teorinin tanımladığı yapılandırmacı araştırma süreci takip edilerek tamamlanmıştır.

Anahtar Kelimeler: Kadına Yönelik Şiddetle Mücadele Politikaları, Kamu Politikası Analizi, Yorumlamacı Politika Analizi, Politika Uygulayıcı Aktör Olarak Polis.

Introduction

A policy can be analyzed through various lenses, including bureaucratic structures, formal institutions, and legislation, as well as informal elements such as the meanings, ideas, discourses, and narratives held by decision-makers and implementing actors at any stage of the policy process (Yanow, 2003; Schmidt, 2008, 303-305; Yaldız, 2020, 17-18). Post-positivist policy analysis approaches like new institutionalism, interpretative, deliberative and critical policy analyses particularly emphasize the influence of ideas, artefacts, discourses, and narratives behind policies on the policy process (Yanow, 1996, 44-45; Yanow, 2000, 4-6; Orhan, 2013, 75; Peters, 2019, 132-133). Within the interpretative approach, underpinned by post-positivist methodological assumptions, Dvora Yanow (2003, 238) underscores the significance of the local context and the role of implementing actors in shaping the policy process. She contends that "once a piece of legislation (is) passed, policy debates do not die", and the laws or other policy documents are not merely static texts; rather, they "survive and resurface in subsequent debates." During their implementation, they are reinterpreted and reframed by the actions of implementing actors, leading the policy to manifest differently in practical scenarios.

Interpretative and critical policy analysis shed light on how policies are implemented and reinterpreted in local contexts, drawing on Lipsky's concept of "street-level bureaucracy" (Yanow, 1996, 64-65; Laws & Hajer, 2006, 412; Wagenaar & Cook, 2003, 142). Lipsky (2010, 9-14) argues that although policies are formulated at the central level, their execution by street-level bureaucrats, such as police, social workers, doctors, local court officials, and lawyers, who represent the state locally, will inevitably diverge from their original design due to the distinctive characteristics of local contexts. He highlights the pivotal role of street-level bureaucrats in the policy process, noting that their actions and practices, despite legal constraints, significantly influence and reconstruct policies.

Yanow (1996, 65) posits that this scenario inevitably results in the emergence of two distinct interpretations of policy: one derived from the street-level bureaucrat's interpretation of the law, and the other from the citizen's understanding of the bureaucrat's reinterpreted and reconstructed policy.

This study focuses on the roles assigned to the police in "Law No. 6284 on the Protection of Family and Prevention of Violence Against Women" and examines the challenges they encounter in implementing policies against domestic and gender-based violence. It explores how the police interpret the problem the state aims to address through this policy and how they define, perceive, and respond to domestic and gender-based violence in their operational environment. The response of the police is vital since the first application unit preferred by women exposed to violence is police stations¹ (ASPB, 2015, 164). Understanding the police's artefacts and habitus as actions, as well as their perceptions, challenges, and strategies in practice is crucial for analyzing state policies against domestic and gender-based violence. Indeed, Neocleous (2013, 44-46) emphasizes that the discourse surrounding police power can reveal much about the nature of state power. This study, offering an interpretative policy analysis through the perspective of policy implementers, is significant as it aims to contribute to the literature by interpreting the battle against gender-based violence from the vantage point of the police.

Method

This study was conceptualized as an endeavor in understanding the "interpretations and meanings" and is anchored in the theoretical underpinnings and methodology of interpretative policy analysis, primarily emphasizing qualitative method (Yıldırım & Şimşek, 2000, 46-47; Fay, 2005, 160; Creswell, 2020, 22-25). Semi-ethnographic study featuring active involvement of the researcher within all the elements of the field study began with a quantitative, exploratory field research. The initial phase sought to determine the presence and

¹ During the fieldwork, applications falling under the provisions of Law No. 6284 within the purview of the Directorate of Police were sourced

directly from Police Stations. After fieldwork was completed, this implementation was changed in the mid of 2020.

variation of political problem definitions across different variables (Punch, 2016, 232-233). So, the fieldwork embraced a "sequential explanatory mixed research design," where qualitative research followed the quantitative exploratory stage to examine specific findings more closely (Creswell & Plano Clark, 2015, 89). After obtaining approval from the ethics committee and securing research permits², the fieldwork commenced in late 2018, continued with qualitative interviews in 2019, and concluded in March 2020.

In the quantitative stage, a semi-structured questionnaire was distributed to 190 police officers, including both constables and higher rank officers, across 75 provinces. The aim was to outline the landscape of policy-related problem perceptions. A purposive, non-representative sampling strategy was employed to maximize diversity, without intending to generalize. The first component of the research explored the challenges police officers encounter under Law No. 6284, along with the commonalities and differences in their problem perceptions.

The demographic composition of the quantitative sample was 61.1% male and 38.9% female, with an average age of 34.2 years. Approximately 70.5% were police officers, and 29.5% were of higher rank, mainly deputy inspectors. The average service duration was 10.6 years, with 63.2% having served in public order units. The qualitative research component of fieldwork, conducted by Creswell's (2020, 22-41) constructivist perspective within an interpretive framework, utilized grounded theory design. Grounded theory suggests that theories emerge directly from data in the field, especially in activities, actions, interactions, and social processes, and seeks to inductively develop theoretical concepts that explain these patterns (Creswell, 2020, 86). Punch (2016, 161) supports using grounded theory for studying professional practices, organizational dynamics and processes as opposed to hypothesis testing. This study adhered to grounded theory's stages of data collection, coding, theoretical sampling, and

theory development, aligning with the study's central question.

During the qualitative phase, observations and one-on-one interviews were conducted with 45 police officers in both central (General Directorate of Police, Public Order Department in Ankara) and local settings (Police Stations). Theoretical sampling steered the choice of five Ankara districts (Altındağ, Mamak, Yenimahalle, Keçiören, and Çankaya), each with distinct socio-economic profiles, for police station interviews. A total of 34 interviews were conducted at 16 police stations, including discussions with a record keeper and a domestic violence contact person³ at each site. Moreover, interviews with 9 officers from the General Directorate and two from the Ankara Provincial Police Department were completed by the end of 2019. In line with grounded theory, data collection and coding were performed concurrently over a year. Subsequently, 7 qualitative interviews with women's organization representatives were conducted in early 2020.

This article presents the qualitative analysis results within the context of the four primary problem areas/themes identified in the quantitative component. The emphasis is on the interpretations and theoretical propositions derived from the narratives, rather than focusing solely on the police narrative. These propositions are examined through the lenses of interpretative policy analysis, deliberative policy analysis and new institutionalist perspectives with the critiques of positivist methodology like historical institutionalism and discursive institutionalism. This approach provides a theoretical and analytical toolkit for the study.

The Role and Responsibilities Assigned to Law Enforcement in Legislation on Combating Violence Against Women

² Police Academy Presidency Scientific Research and Publication Ethics Committee, Decision No. 2018/03, dated 21.11.2018.

³ Record keeper and contact person are police officers, in addition to their many other duties at the police station, communicate directly with the

victims and perpetrators of violence, carry out relevant judicial proceedings, and monitor the cases.

Law No. 6284 primarily functions as a legislation for protective and preventive measures, aimed at introducing novel approaches to counteract violence. This includes prompt interventions in instances of direct violence or risk of being affected by violence, along with rapid actions by first responders to protect the victim and prevent further violence. The law also designs the establishment and operation of essential social, psychological, and financial support systems to disrupt the cycle of violence affecting individuals. International conventions we are party⁴, define and classify violence against women as a form of discrimination based on gender inequality and a violation of human rights. As a result, state parties are obligated to develop co-operated and integrated multi-agency policies to address all forms of gender-based discrimination, including those specific to their cultural settings. These policies should also promote effective violence prevention strategies and implement actions to eliminate gender-based discrimination in society (UN Committee on CEDAW, 1992; 2017). In line with CEDAW General Recommendation Decisions No. 12, 19, and 35, it is recognized that the discrimination leading to violence against women is a phenomenon culturally reproduced through generations, often legitimized by customs, traditions, and beliefs. This situation calls for a thorough strategy to question mainstream policies and requires the state to fulfill positive obligations to reduce socially ingrained disadvantages (Uygur & Çağlar Gürgey, 2014, 45-46; Berktaş, 2015, 48-52). Furthermore, in combating discrimination against women and the ensuing violence, the state is expected to exercise "due diligence," create mechanisms with "immediate response capability" for violence, and enforce necessary measures to prevent the "secondary victimization" of violence victims (Uygur, 2015, 208-209). These aspects are particularly vital for law enforcement, forming the basis for their designated powers and responsibilities in Law No. 6284.

The state's obligation of due diligence is detailed in clauses 8 and 9 of CEDAW General

Recommendation No. 19. This obligation entails recognizing that perpetrators of gender-based violence may include public authorities, thereby requiring the state not only to refrain from such acts of violence against women but also to actively prevent them. A state's failure to exhibit due diligence in averting rights violations stemming from discrimination and violence, conducting effective investigations, punishing offenders, and compensating victims also results in its accountability for individual acts of violence. States are advised to be aware of societal structures, cultural justifications, and processes that subordinate women, both socially and legally, and to adopt necessary positive obligations to prevent rights violations. Overlooking these steps equates to endorsing violence. General Recommendation No. 35 further explicates these responsibilities, highlighting the state's duty to provide crucial mechanisms and adequate budgetary resources for protecting victims of gender-based violence, preventing further violence, compensating victims and offering "accessible, affordable, and adequate service." The Istanbul Convention extensively discusses the prevention of recurrent violence, underscoring the need for states to develop capacities for swift response and immediate intervention in any violence threat. Preventing secondary victimization involves conducting effective, expedited investigations and ensuring all necessary actions are taken to prevent new incidents of violence during the investigative process (Istanbul Convention, 2011). Law No. 6284 identifies such scenarios as "cases where delay is considered to be risky", conferring specific competent authority on law enforcement.

The 2013 implementation regulation of Law No. 6284 defines "cases where delay is considered to be risky" as situations requiring immediate action to prevent violence, safeguard individual safety, rights, and freedoms, and prevent harm to the protected person, particularly where there is a risk of the perpetrator fleeing or evidence being destroyed, and where there is not sufficient time

⁴ CEDAW and the Istanbul Convention: In the field process of this study, Turkey terminated its association with the Istanbul Convention (Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence) on March 20, 2021, through Presidential

Decision No. 3718 published in Legal Gazette No. 31429. However, the same international obligations persist in accordance with the provisions of the ratified CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women) by the Republic of Turkey.

waiting for cautionary decisions to be taken by the administrative chiefs or judges (Law No. 6284 Implementation Regulation, 2013). Therefore, under international obligations, the state's duty to respond quickly "in situations of immediate danger" and "prevent secondary victimization" in domestic or gender-based violence cases is assigned to law enforcement under Law No. 6284. Law enforcement duties, as specified in Article 11 of the Law, necessitate execution by personnel adequately trained in relevant areas (such as gender equality) and in sufficient numbers.

Under Law No. 6284, law enforcement officers are empowered to implement temporary protective and preventive measures for both victims and perpetrators in cases where delay is considered to be risky. This entails rapidly responding to violence incidents, conducting initial investigations, and performing risk assessments. If there is a probability of recurring violence or harm to the victim without immediate protective orders, temporary measures are required.

The Law outlines temporary protective measures that law enforcement can adopt for victims of violence, their relatives, and children, where applicable. These measures include providing appropriate shelter or accommodation and, in cases of life-threatening risk, temporary protection upon request or *ex parte* and *ex officio*. Law enforcement must submit these measures to the administrative chief for approval within 48 hours, and any unapproved protective measure becomes invalid after this period (Law No. 6284, Article 3-(2)). As such, temporary protective measures implemented by law enforcement are primarily concerned with the victim of violence and do not restrict others' freedom. Hence, Article 8 of the Law states that "no evidence or report proving the violence is required" for cautionary decisions regarding protective measures.

To prevent violence by perpetrators, law enforcement officers may also implement specific preventive measures when a significant risk is identified. In cases where delay is considered to be risky, the temporary preventive measures that law enforcement can impose include (Law No. 6284, Article 5): prohibitions against threatening or

demeaning behavior toward the victim, immediate removal from shared dwellings and allocating the shared dwelling to the protected person, restrictions on approaching the victim's residence, school, workplace, and, if necessary, the victim's relatives, witnesses, and children, except in cases involving personal relationships.

Family courts are the final authorities for deciding on preventive measures, with the law stating that judges can decide on all listed protective and preventive measures and also unlisted any other necessary measures (Aslan Düzgün, 2018, 27). Preventive cautionary decisions made by law enforcement must be submitted to the family court within 24 hours and the measures which are not approved later than first working day by the judge shall be *per se* abolished (Law No. 6284, Article 5-(2)). Given the restrictive nature of these measures and their focus on the perpetrator, the Law emphasizes the importance of "taken without delay", their immediate implementation.

Another responsibility of law enforcement is to pronounce and notify the protective and preventive measure decisions to the involved individuals. This process includes thoroughly explaining the stipulations and potential penalties for non-compliance. Moreover, law enforcement is tasked with monitoring adherence to the cautionary decisions. The specifics of the notification and explanation processes are detailed in Article 8 of the Law, and the monitoring procedures are described in the implementation regulation. In summary, under Law No. 6284, law enforcement officers are mandated to promptly respond to incidents of violence, impose temporary protective and preventive measures in cases of significant life risk or danger of harm to violence victims or other vulnerable individuals, communicate and enforce the decisions once finalized by the administrative chief or judge, and supervise compliance throughout the duration of the measure. In these operations, law enforcement officers must be "trained in gender equality" and staffed in adequate numbers.

Capacity Issues: The Role Defined in Legislation vs. The Role Constructed in Practice

In both the quantitative and qualitative components of the study, police officers primarily identified capacity constraints as the main challenge in implementing Law No. 6284. The quantitative research involved asking participants to list the top three obstacles they face in units dealing with domestic and gender-based violence, ranking them by importance. Out of 269 responses, four thematic categories emerged.

Table 1: Capacity Issues

	Number of Responses	%
Insufficiency of personnel, dual and additional assignments, inadequacy of vehicle availability	25	9,3
Lack of adequate training on the law among personnel	11	4,1
Conducting follow-up/monitoring procedures on paper due to staff/vehicle shortages	10	3,7
Lack of a special area for victim statement, inadequate physical conditions	8	3,0
Inconsistent practices across different provinces/regions, lack of uniformity in implementation	6	2,2
Difficulty in establishing comfortable dialogue with female victims due to record keepers being generally male	5	1,9
Patrol units perceiving violence issues as menial tasks and lacking a sensitive approach	5	1,9
Absence of expert psychological support staff in application units	3	1,1
Lack of adequate support and importance given to domestic violence offices in provincial police departments	3	1,1
High volume of investigation documents and applications, overcrowding in police stations	2	0,7
Issues with privacy violation	2	0,7
Causing secondary trauma	2	0,7
Inexperience	1	0,4
Absence of specialization in the police force	1	0,4
Unprofessional approach/police acting as mediators	1	0,4
Officers issuing protective orders without initiative in every application	1	0,4
Total Responses	86	32,0

The leading issue for police officers under this law is insufficient staffing, the dual assignment of personnel to other units, and a lack of critical equipment and vehicles for intervention or follow-up. While the law anticipates adequate personnel allocation in both quantity and quality, a significant shortfall in staff training and number of officers within these units is also a notable concern of police. Integrating this theme with qualitative

insights uncovers problems such as unsuitable police station conditions to exercise due diligence for effectively serving victims, while combating other forms of crime and operating crime investigation process "obligations to do many tasks at the same time" including obtaining statements from female victims, a predominance of male record keepers, and the absence of female record keepers during evening and night shifts, difficulties reporting violence in a comfortable situation for female victims with male record keepers. Officers also highlighted the impracticality of a single female contact officer managing weekly follow-ups on 100 to 400 cases through home and workplace visits and interactions with neighbors and relatives, as required by the law. Moreover, most female victims reportedly resist on-site follow-up, perceiving it as a privacy violation.

According to police narratives, they are expected to function effectively with limited resources. Police station work conditions are challenging, and there is an expectation to handle female violence victims under Law No. 6284 with "sensitive care." Superficially interpreting capacity issues in police narratives as excuses for reluctance to work in an undesired area or framing the primary issue as altering police attitudes towards gender inequality (as if they were a community out of society) risks missing the deeper context behind reconstruction of law by their implementation of policy with work practices and co-production of actionable knowledge. The challenges between legal mandates and practical implementation, or the gap/conflicting frames between the law's ideas and its real-world application as examined by Lipsky, interpretative and deliberative policy analysis, offers a more nuanced understanding of police narratives within the policy context. Lipsky, in "Street-Level Bureaucracy: Dilemmas of the Individual in Public Services," argues that centrally decided policies are inevitably locally reinterpreted and reconstructed by implementers, and he examines how policies as written varies in practice or policy as performed. He suggests that public service agents often face the challenge of achieving substantial outcomes with limited resources, and that capacity constraints and queues at public facilities are major hurdles for

local policy implementers (Lipsky, 2010). This situation leads to contradictions in work execution, prompting actors to develop relatively rational work practice with "practical judgement" to meet specific contextual demands despite limitations (Wagenaar & Cook, 2003, 142-145). Policy implementer actors accumulate these context-specific solutions, eventually forming a unique practice or habitus for that policy, in Bourdieu's terms (Bourdieu, 2000). The evolution of work practices amidst policy-implementation contradictions is functional, making the policy workable, though different from its legislative intent. It is shaped by implementers' methods, assuming a distinct character in the perception of the citizen/service recipient (Yanow, 1996, 65). Wagenaar's concept of practical judgement is more than mere legal knowledge; it represents practical solutions arising from implementation, it is not applied to action but "drawn upon" from action. "Workable solutions are not simply "delivered" by the production of new or more knowledge, but arrived at haltingly by exercising practical judgment and creatively invoking knowledge in the course of acting on concrete situations" (West, Kerkhoff & Wagenaar, 2019, 549).

Lipsky describes these practical divergences in implementation as "shortcuts in implementing the law." He observes that these instant solution strategies, developed by street-level bureaucrats in response to capacity constraints and diverse situational contexts, essentially enable the law's applicability despite implementation challenges. These actions give the law a concrete presence in social reality (Colebatch, 2009, 27). While these shortcuts might increase the gap between law and implementation, they involve "acceptable levels of compromise" (Lipsky, 2010, 80-85). For example, to prevent secondary trauma; police officers aim to have female officers record statements from violence victims when possible. Follow-up officers, even without designated vehicles, strive to conduct weekly visits to high-risk women as legally required, using personal resources for transportation and conducting follow-ups for other cases (most of whom decline on-site follow-up) through personal phone calls.

Incompatibility of their context to exercise due diligence is rationalized by the limitations of police station operations: the absence of single-person statement rooms, handling excessive domestic/gender-based violence cases concurrently with other public order incidents, lack of dedicated vehicles for the follow-up bureau, and insufficient staff numbers. Officers try to explain that the station environment is not conducive to properly addressing the disadvantaged situation of violence victims. Their roles at the station are multifaceted; they were not exclusively hired or trained for this specific task. Lipsky points out that local implementers might not always align with central directives, especially if their roles do not match the needs and objectives of their assigned units. If their superiors enjoy better working conditions, discrepancies between local implementations and policy decisions taken by central organization may become more pronounced (Lipsky, 2010, 16-17). Therefore, police officers' negative views of police station conditions and police station officers, their lack of choice in departmental assignment, and absence of specialized training gain significance. Notably, in many countries and implementation known as ideal, there is no distinct specialization police units for handling violence against women cases, and general police training does not differentiate into branches. The tendency towards police specialization has its own problematics. Officers frequently mention about receiving training on gender equality and violence against women. However, effectively addressing violence against women involves multi-actor, case-based collaboration, considered the ideal approach instead of a single actor specialized in every subject. Police stress the need for support from specialized professionals to provide psychological and legal assistance to victimized women when police approach is inadequate or not sensitive. Thus, the main challenge is managing a process as complex as combating violence against women, requiring multi-actor, case-based management, solely using police measures and enforcement capacity.

Misuse of Law - The Paradox of Inability to Exercise Discretion

In policy analysis literature, particularly within interpretative and deliberative frameworks, discussions often revolving around the divergence between policy and its execution theoretically intersect with the discussions on the dynamics of law and order in policing studies. Campbell characterizes the portrayal of implementers as passive, devoid of subjectivity, and incapable of crafting agency through their actions as equating them to robots "blindly following institutionalized texts and covert words" (Campbell, 1998, 383). In this light, interpretative analysis interprets the role of implementers, such as police officers, as crucial in materializing law into human reality. Policing studies view this as the police's effort to tailor the law to societal order using their discretion. The police bear two primary societal responsibilities: law enforcement and maintaining peace/order. However, these duties sometimes conflict, leading the police to engage in mediation to strike acceptable levels of compromise between law and order. Reiss posits that the law is realized through this mediation and the agency of the police (Reiss, 1972, 1). Although police duties appear focused on law enforcement, their function often translates to "using laws to maintain order" (Hall, 1953, 139). Order, especially in the context of women's policies, is not a construct that can be solely based on laws. When order indicates a patriarchal system, laws might persist despite the prevailing social order, or the societal order may continue reproducing itself regardless of legal mandates (Tokuroğlu, 2004). The policing, hence, is seen as "a task in a problematic, inconsistent, tense, and conflictual field, where making order and law functional involves reconciling and alleviating tension without harming each other, and even strengthening each other" (Koca, 2015, 4). The police's effectiveness in this mediating role, making law tangible in social reality by their action/work practices or habitus, depends on using their discretion. They bridge the gap between law

and order through this discretion, shaping their agency in the process.

In the context of implementation on Law No. 6284 and related international obligations, a tension exists between the law's ideals and the prevailing order. While the law aims to combat gender discrimination, the existing order remains patriarchal. Moreover, the police's discretion in constructing their agency is constrained under this law. Under Law No. 6284 and its foundational international obligations, any mediation by state actors in cases of violence against women, such as reconciling or negotiating between parties, is prohibited (Istanbul Convention, 2011, 17; UN Committee on CEDAW, 2017; Law No. 6284 Implementation Regulation, 2013)⁵. Research on violence against women indicates that prior to Law No. 6284, police often engaged in conciliatory actions in domestic violence cases (ASPB, 2015, 167). Field participants acknowledge that this conciliatory role persisted for one or two years until the law's implementation procedures were solidified. Utilizing historical institutional policy analysis, it can be argued that in violence against women cases, the police previously followed an unwritten practice of reconciliation, exhibiting "path dependency" towards this approach. The historical institutional perspective suggests that creating a policy for the first time is relatively straightforward due to the absence of institutional memory or established practices. However, modifying an existing policy is challenging and contentious, with the path dependency of the old policy persisting as long as the underlying policy ideas continue (Hall & Taylor, 1996, 9-10; Peters, 2019, 80-81). It has been highlighted that post-2014 and 2015, police distanced themselves from mediation roles according to police narrative. Moreover, institutional experience and concerns about mediation potentially exacerbating violence have led to greater scrutiny under internal control mechanisms of applications made under Law No. 6284, particularly in cases of femicide, with training contributing to this shift.

Although the police's discretion in actualizing the law in social reality is limited under Law No.

⁵ For details; Istanbul Convention Article 48, CEDAW General Recommendation No. 35 clause 35, Implementation Regulation of Law No. 6284 Article 35. Although mediation activities are not completely

prohibited in CEDAW provisions, they are subject to conditions that can be interpreted as equivalent to a ban.

6284, narratives from participating officers suggest they do not seek a mediating role.

Table 2. Issues Related to Victim Women

	Number of Responses	%
Misuse of law by women	31	11,5
A woman with a cautionary decision changing her address without notifying the police, and institutions failing to report the address change	10	3,7
Parties reconciling while a restraining order is in effect	8	3,0
Women with a protection measure expecting police to wait outside their door	4	1,5
Different demands of victim women and children	3	1,1
The law disrupting family unity/failing to protect the family	3	1,1
Women's indecisive/inconsistent attitudes before and after approaching the application unit	2	0,7
Women providing unnecessary details in their statements	2	0,7
Lack of knowledge in victim women	2	0,7
Children being significantly harmed during the process	2	0,7
Women's financial dependence on the man who is ordered to stay away	2	0,7
Difficulty understanding a crying woman's statements	1	0,4
Victim women's reluctance to go to the police station	1	0,4
Victim women constantly calling/disturbing the police	1	0,4
Women's fear of family/community when filing a complaint	1	0,4
Family/community obstructing women's attempts to file complaints	1	0,4
Women's reluctance to go to shelters	1	0,4
The need to listen to the perpetrator of violence	1	0,4
The man ordered to stay away violating the measure and insisting the woman should leave his house	1	0,4
Restraining orders potentially escalating violence in small places	1	0,4
Exposure to the perpetrator's reactions	1	0,4
Inability to thoroughly explain the consequences of cautionary decision to women	1	0,4
Total Responses	80	29,7

The tension between the law and the patriarchal order manifests in police perceptions and narratives towards victims. In these narratives, various stereotypes of women emerge, such as the genuine victim or the victim who manipulates the

law. Analyzing these narratives reveals a different problem area the police aim to highlight.

In the context of this research, the data from the quantitative component reveal that police officers identify significant challenges in enforcing the law, particularly in dealing with victimized women. The officers report instances where some women exploit the law, leading to the provision of temporary measures without investigation, based solely on the woman's account, which they argue undermines the presumption of innocence. Despite explaining and documenting the decisions to the women, non-compliance to cautionary decisions sometimes results in challenging situations or leaves them unprotected. Situations where parties reconcile while a restraining order is in effect also invalidate the procedures and actions taken, an issue frequently mentioned in both quantitative and qualitative research. The limitation of discretion essentially affects their action and work practice non-functioned. They began to interpret their action-oriented performances under Law No. 6284 as ineffective and insignificant, as the law fails to address real victims and as the law negatively impacts family life for both genders and children in case of misuses of law. The police lament that there is no distinction, in any institutional mechanism on combating domestic and gender-based violence, between women who abuse the law and genuine victims, leading to a blanket approach of granting all requested measures for everyone. This practice is inconsistent with international obligations and the law itself. For instance, using the woman's statement as the sole basis is not mandated by international obligations or the law⁶. While protective measures (like providing an appropriate shelter and a temporary protection) that do not restrict the perpetrator's actions aren't required "evidence or report proving violence", in cases of acute violence, preventive measures restricting the perpetrator's actions are taken "without delay". So, the law does not forbid a quick investigation and risk analysis while deciding on

⁶ The principle of "Woman's account is essential", since it is not always possible to find report and evidence proving violence in sexual harassment and assault crimes, was stated that the woman's account should be taken as basis, and this decision set a precedent for sexual harassment cases in 2004 (Supreme Court 5th Criminal Chamber,

2003/4048E. and Approval Decision No. 2004/00310K). In the 1988 Salabiaku-France case, the ECHR also stated that any reports and evidence proving violence cannot be sought in sexual harassment crimes (ECHR, Salabiaku-France Case, 7 October 1988, Series A No. 141-A).

preventive measures (In fact, the main criticism of the law stems from preventive measures such as restraining orders). Despite a risk analysis form being used in practice to guide police and other implementer actor's actions, decisions are often made based on requests rather than case-by-case assessments. This was confirmed at the "2022 Action Plan on Combating Violence Against Women" meeting, where it was reported that victim accounts are typically the basis for each form of cautionary decisions.⁷

According to the police narrative, the law's implementation fails to adequately and effectively reach or assist real victims. Real victims trapped in a cycle of violence are often unable to approach the police, and when they do, the measures provided are insufficient without being equipped women's empowerment policies to enable them to start anew, forcing them back under the same roof as the perpetrator. International obligations necessitate comprehensive support, to compensate the victims in all aspects for the damage suffered and multidimensional policies to prevent violence. However, police measures or temporary actions fail to extricate socioeconomically dependent women from violent environments, especially when the state does not provide adequate support and empowerment policies as its positive obligations or create conditions for these women to start over, potentially with children. Conversely, they observe that in situations like divorce or custody cases, the law is sometimes manipulated by individuals already living separately.

This police perspective on real victims versus those who exploit the law presents two main objections to the law, akin to Ellen Immergut's concept of veto points. According to Immergut, political decisions are a series of decisions taken by different actors in different institutional processes, not singular decisions. When a law is enacted or amended, it must receive positive votes from different institutional decision-makers. Immergut suggests that negative votes or veto points, which can obstruct change, are crucial in institutional changes and should be especially examined as it

will create a barrier to change. The veto point consists of the "thoughts of what is best" of the implementing actors at the local level, and whether these ideas will give a veto opportunity and how effective they will be are determined by the characteristics of the institutional context in which the actor is located. (Immergut, 1992, 63-65; 2006).

In the context of police narrative, the local organization's veto point is taking the victim's statement as the primary basis, while the central organization objects to centering police measures in the policy. Local police as an implementer actor in policy, believe that prioritizing the victim/woman's statement leads to misuse of the law, potentially disrupting family unity though law includes "to protect family" on its title. They advocate for intermediate institutions to be consulted or for other experts to be involved during the application process. The central organization, on the other hand, argues for focusing on Violence Prevention and Monitoring Centers (ŞÖNİM) at the policy core, contending that temporary measures by the police, not re-examined by other actors or case-based, lead to law misuse.

These objections, however, are thought not to directly impact implementation. Interviews indicate that police, despite concerns about law abuse, are reluctant to exercise discretion in giving temporary measures, avoiding any significant risk. Yet, the narratives they construct at the institutional level are important in shaping the police's coordinative discourse, which can influence policy contextually. Vivien Schmidt defines coordinative discourse as a negotiation environment where various policy actors, including bureaucrats, experts, academics, and activist groups collaborate to create, revise, and evaluate policies. This is distinct from communicative discourse, where politicians explain policies to the public (Schmidt, 2008, 309-310). When Law No. 6284 is subject to discussion or revisions in politics or at "critical junctures"⁸ related to women's policies, the coordinative discourse shaped by police narratives is

⁷ The statement made by the Minister of Family and Social Services on the subject; <https://www.aile.gov.tr/ksgm/haberler/aile-ve-sosyal-hizmetler-bakanimiz-derya-yanik-baskanliginda-kadina-yonelik-siddetle-mucadele-2022-faaliyet-plani-tanitim-toplantisi> (Access date: June 2023).

⁸ The concept of critical juncture is used to explain major reforms and changes in the historical institutionalist approach (Hall&Taylor, 1996: 10).

considered may be influential. In Turkey, policy-makers often rely on bureaucratic input during the policy process, with information flow related to implementation moving from bottom to top via reports, briefings, and informational notes. Thus, the way an implementing actor defines and conveys a problem at any policy stage is crucial (Bayırbağ, 2013, 58-59; Çiner, 2020, 14).

Perception of Problems Related to Legislation

The police's perception of problems related to the law is primarily structured around capacity and victim-related issues. Especially local implementers do not clearly define problems related to legislation and coordination. However, in qualitative interviews, the central organization's solution proposals focus on legislation and inter-institutional coordination.

Table 3. Legislative Issues

	Number of Responses	%
Lack of clarity in the legislation	7	2,6
Housing issues for men ordered to stay away	7	2,6
Issuance of restraining orders without "evidence or report proving the violence"	7	2,6
Uncertainty about who will provide transportation for women being transferred from distant districts to the institution	4	1,5
Excessive responsibility placed on the police by the law.	3	1,1
Ambiguity regarding the extent of information about the victim to be shared with the ŞÖNİM	1	0,4
Unnecessary bureaucracy	1	0,4
Uncertainty about who will enforce cautionary decisions	1	0,4
Men's doubts about whether they can see their children after being ordered to stay away	1	0,4
Total Responses	32	11,9

The problems expressed in Table 3 in this scope are based on responses from local implementers in quantitative interviews. It is particularly emphasized in qualitative interviews that participants neither questioned the necessity of the law at the central nor at the local levels. While public discussions continue about the law not fitting the Turkish family structure, it is important to note that the police consider the law significant

for protective and preventive policies but find its implementation insufficient. Particularly in response to the question "If you had the chance to revise the law, what would you change?", answers revolved around the context of "the woman's statement should not be the basis". The misuse of the law is attributed to taking the woman's statement as the basis. It is stated that this problem could be resolved when case-based measures are taken, as envisaged by the legislation. As discussed in other themes, the necessity of basing policy implementation on the woman's statement in combating domestic and gender-based violence is not present in the legislation. While issuing preventive measure decisions, it is necessary to take case-based decisions according to the needs of the victims. To enhance the effectiveness of the law, it is necessary to operationalize social, economic, and psychological support mechanisms, which are more emphasized than police measures in the law and international legislation, even in a content analysis. Indeed, the primary difference of Law No. 6284 from the abrogated Law No. 4320 is the social policies it envisages and emphasizes (Karinca, 2014). As the central organization points out, when support mechanisms are not established and operationalized, the law is attempted to be implemented only with police measures. The role of the police in the legislation is important, but not central. Combating a multi-layered social problem with only police measures will hinder the effective implementation of the law. In this context, the law fails to produce long-term solutions, being limited to only temporary "band-aid" solutions to the "wound" without curing the "disease"⁹.

According to the central organization, the legislation should more clearly delineate which actor intervenes at what stage. For example, how the health measure given to the perpetrator of violence will be operationalized remained unclear for a long time in coordinative discussions. Although the legislation states that the police will implement the health measure, participant police officers indicate that "the perpetrator of violence can be taken to a health center under certain conditions by force," but since health workers have no sanctions, perpetrators prescribed with health

⁹ It was stated by participant in qualitative interview.

measures can leave health institutions without accepting treatment.

During field studies, some situations defined in the law were mentioned as problems by the police due to sometimes remaining unaddressed in criminal law. It should be noted that harmonization efforts have been made, and some changes in the criminal law have been implemented between 2021 and 2022. The issue of "ensuring deterrence when measures taken are not complied with," emphasized by participant police officers in field studies, has been addressed both in the changes made to the criminal law and in the Ministry of Justice circulars dated 17.12.2019 No. 154/1 on "Implementation of the Law on the Protection of the Family and Prevention of Violence Against Women" and 10.01.2023 No. 154/2 on "Prevention of Domestic and Violence Against Women", attempting to ensure more effective implementation at the Ministry of Justice end. The circular includes several adjustments particularly regarding the court procedures for the more effective implementation of measures and case-based decision-making. Research literature suggests that increasing criminal penalties alone will not be an effective strategy in combating cultural crimes (Doğan, 2016, 165; An-na'im, 2014, 80; Welchman & Hossain, 2014, 23). International legislation also emphasizes the necessities of effectively investigating the crime, taking necessary legal measures, punishing the perpetrator, and compensating for the damage, while simultaneously underscoring the obligation of the state to ensure that the victim has access to necessary and adequate support services, supported by multi-faceted mechanisms.

The issue of emphasizing preventive policies and rehabilitation of perpetrators is one of the areas that the central organization frequently mentions as existing in the law but not effectively implemented. The definition of health services related to the issue and the explanation of the relationship between gender-based discrimination and human rights violations at every stage of education in society must be carried out to create awareness (Çelik, 2017; Lerman & Chan, 2000, 90).

Coordination Problems

Like with all crime types, the police organization has been combating crimes against women for a longer period historically compared to other institutional actors. Family courts, the Ministry of Family and Social Services, and Violence Prevention and Monitoring Centers (ŞÖNİM) are relatively new establishments. It can be argued that these organizations are still in the process of institutionalizing in combating domestic violence and violence against women. Specifically, the police force within the police organization has been able to create a pool of experience on the issue within its institutional structure and has become an important actor in the struggle, due to its organization in almost every neighborhood. In this context, the inability of family courts and ŞÖNİM to enter the field of struggle as effective and central actors to the extent that policy shifts to a point implemented through the police organization can be posited, regardless of their positioning in the legislation. In practice, based on police narratives, the police are forced to assume a central executive role. While international and local legislations idealize a process carried out collaboratively and case-based by multiple actors for solving a multi-layered social problem, the reality, based on police narratives, deviates from this ideal situation.

According to the quantitative research results in Table 4 and data obtained from in-depth interviews, the lack of other institutions in the field of struggle as much as the police, due to capacity issues, results in ineffective implementation of the law. In evaluating the judicial aspect of the law, frequently mentioned issues include problems in issuing failure to implement the preventive imprisonment, failure to reach victims and perpetrators due to the use of outdated addresses in notifications sent by courts, difficulties in case monitoring due to the non-use of common and shared information systems, and problems arising from the absence of specialized units. From the perspective of the Ministry of Family and Social Services, police officers wish to see ŞÖNİM as more executive and as an implementer in the field of struggle.

Table.4 Coordination Issues

	Number of Responses	%
--	---------------------	---

Delayed or non-implementation of sanctions in violation of measure	15	5,6
Inter-agency coordination problems	10	3,7
Issues with delivering court decisions to outdated addresses, pronounce and notify problems	8	3,0
Failure/inadequacy of the Ministry of Health and ŞÖNİM in fulfilling their roles	8	3,0
Other institutions deferring responsibility to the police in case of malfunction	5	1,9
Recurrence of violence due to the absence of health measures/rehabilitation	5	1,9
Relevant other institutions not operating 7/24 timing	4	1,5
Insufficiency of the judicial aspect in the implementation of the law	2	0,7
Problems in the identity change process	2	0,7
The failure of ŞÖNİM personnel to conduct fieldwork	2	0,7
Poor conditions and insufficient numbers of shelters	2	0,7
Inadequate/insufficient number of ŞÖNİM staff	2	0,7
Inaction of the provincial immigration administration with foreign national women	1	0,4
Ministry of Family and Social Policies (ASPB) personnel expecting tasks outside of their responsibilities from ŞÖNİM contact police officers	1	0,4
Prosecutors not approaching the issue as seriously as the police	1	0,4
Lack of a common database between institutions	1	0,4
Insufficient housing support	1	0,4
Difficulty for the victim to easily provide evidence in violation of measure	1	0,4
Total Responses	71	26,4

Indeed, following the completion of the field studies, circulars issued from the end of 2019 onwards related to domestic and violence against women (Ministry of Interior Circular dated 01.01.2020 No. 23635644-249-E.1, Ministry of Justice Circulars No. 154/1 and 154/2, Presidential Circular No. 2023/16) emphasize case-based measures, a multi-actor and holistic approach to the issue. These circulars contain practices related to the solution of many problems mentioned in the themes. Therefore, how policy implementations have transformed in the last three years under the influence of these circulars becomes a new research topic.

Conclusion

In interpretative policy analysis points out that the role of implementing actors, crucial in constructing policy in the social reality, has not been sufficiently explored by researchers. Within the framework of an interpretative approach, mapping the architecture of meaning serves to comprehend the challenges in the policy process of implementation-based analysis. This mapping trial will be instrumental in understanding the gap between legislation and implementation. This study, adhering to scientific ethical standards¹⁰ and an interpretative perspective, seeks to articulate the police's interpretation of problems in policies to combat domestic and gender-based violence, aiming to fill a significant research gap by incorporating "knowledge derived from practice." It is believed that it will provide comparable data for future analysis on the subject.

In legislative texts, the police are mandated to intervene promptly in violence cases, ensuring the protection of women and accompanying children during the investigation, and enabling the temporary removal of the perpetrator. The police must be aware of the cultural norms that may justify violence and avoid mediating roles, while being empowered to enforce temporary protective and preventive measures. These roles are specifically outlined in international legislation, highlighting the state's capacity for immediate response, though it's crucial to note that the police are not the ultimate decision-makers in these measures.

The legislation defines the nature of domestic and gender-based violence, its forms, and the specific discrimination it can engender, necessitating the creation and execution of multi-actor and holistic policies. These policies should mobilize all state actor institutions, aiming to eliminate the violent environment and establish necessary support systems for victims to rebuild their lives. Law No. 6284 extensively covers social and economic support mechanisms and preventive policies, focusing on eradicating violence against women in society, addressing the issue comprehensively at all educational levels,

¹⁰ For the obligation to report data obtained especially in institutional field studies in a way that does not harm the participants and the institution they are affiliated (Creswell & Plano Clark, 2015; Creswell,

2019, 2020; Punch, 2016). The aim of a scientific field study is not institutional criticism, but the understanding and interpreting of the rich world of meaning "from their perspective".

fostering societal "awareness of gender-based discrimination," and prioritizing the victim's safety alongside necessary support.

This study's exploratory quantitative research revealed a gap between the law and its execution, with qualitative findings interpreting this gap from the police's viewpoint. The law, demanding "special treatment for special circumstances," faces challenges in implementation due to capacity constraints. Police recognize these limitations and suggest more effective implementation could be achieved with specialized units and expert involvement. However, in practice, all applications under Law No. 6284 are treated as urgent, leading to capacity issues and a situation where "every type of measure is given to everyone." Genuine victims needing state support are rarely encountered by police, and when they are, these victims often do not seek or accept preventive measures. Cultural barriers to accessing application mechanisms are well-documented, and removing these barriers is as crucial as legal amendments. The phenomenon of violence victims being unable to avail themselves of reporting mechanisms due to cultural barriers is well-documented in the research literature. Additionally, a study on femicides, relying on official records and published in 2019, revealed that victims of femicide, despite enduring protracted episodes of violence, refrained from reporting through state channels. Notably, 243 femicides occurring within the police jurisdiction in 2016 demonstrated that of the 80 women who had previously engaged with reporting mechanisms, cautionary decisions were issued for 57 women. The study further ascertained that the number of women under ongoing cautionary decisions stood at 19 of them (Taştan & Küçük Yıldız, 2019, 120-121). Consequently, it is imperative to establish accessible reporting channels for victims of violence, particularly women, to engage with state mechanisms. The mere enactment of legal amendments proves insufficient in operationalizing reporting mechanisms; concerted efforts and mainstream policy on combating gender-based discrimination and violence are essential to address cultural constraints and effect their elimination.

Central to police narratives regarding the law are concerns about "women misusing the law." This perception points to emerging familial issues, normlessness, and a conflict between the law's aim for "gender equality" and its emphasis on the "protection of the family." These issues lead to more visible gender-based violence, with effective countermeasures hampered when women lack empowerment and support from social mechanisms. In the fight against violence, when "effective, efficient, and sufficient" socio-economic and psychological support mechanisms are absent, implementation relies heavily on "police at the center of policy implementation," focusing on "police deterrence," and using "police measures." The police stress the importance of clearly defining in legislation the roles and intervention timings for each actor. The phrase "protection of the family" in the law's title, not reflected in its content, creates a conflicting policy framework, leading to a dilemma between protecting the family and the woman. Protective policies must be paired with social support mechanisms, and preventive policies need broader implementation.

References

- An-na'im, A. (2014). Namus suçları ile mücadelede topluluk söyleminin rolü: Ön değerlendirme ve beklentiler. L. Welchman, & S. Hossain (eds.), *Namus: Suçlar, Paradigmalar ve Kadına Yönelik Şiddet* (pp. 79-91). Bgst Yayınları.
- Aslan Düzgün, Ü. (2018). Ailenin korunması ve kadına karşı şiddetin önlenmesi amacıyla hakim ve kolluk amiri tarafından verilebilecek koruyucu ve önleyici tedbir Kararları. C. Taştan, & A. Küçük Yıldız (eds.), *Kadına Karşı Şiddetle Mücadele: Hukuk, Deneyimler ve Aktörler* (pp. 23-44). Polis Akademisi Yayınları.
- ASPB. (2015). *Türkiye'de kadına yönelik aile içi şiddet araştırması*. Hacettepe Üniversitesi Nüfus Etütleri Enstitüsü.
- Bayırbağ, M. K. (2013). Kamu politikası analizi için bir çerçeve önerisi. M. Yıldız, & M. Z. Sobacı (eds.), *Kamu Politikası: Kuram ve Uygulama* (pp. 44-65). Adres Yayınları.
- Berktaş, F. (2015). *Tarihin cinsiyeti*. Metis.

- Campbell, J. (1998). Institutional analysis and the role of ideas in political economy. *Theory Society* 27(3), 377-409.
- Creswell, J. W. (2019). *Eğitim araştırmaları: Nicel ve nitel araştırmanın planlanması, yürütülmesi ve değerlendirilmesi*. Edam.
- Creswell, J. W. (2020). *Nitel araştırma yöntemleri: Beş yaklaşıma göre nitel araştırma ve araştırma deseni*. Siyasal Kitabevi.
- Creswell, J. W., & Plano Clark, V. L. (2015). *Karma yöntem araştırmaları tasarımı ve yürütülmesi*. Anı Yayıncılık.
- Colebatch, H. K. (2009). *Concepts in the social sciences: Policy*. Open University Press.
- Çelik, G. (2017). *Öldüren erkek(lik)ler: Eşine şiddet uygulamış cezaevindeki erkekler*. NotaBene Yayınları.
- Çiner, C. U. (2020). Kamu politikaları: Perspektifler, temalar ve tezler. C. U. Çiner (eds.), *Türkiye’de Kamu Politikaları: Güncel Konular ve Eğilimler* (pp. 1-34). Ankara Üniversitesi Yayınevi.
- Doğan, R. (2016). *Namus, töre ve eril şiddet*. Ütopya Yayınevi.
- Durnova, A., & Weible, C. (2020). Tempest in a teapot? Toward new collaborations between mainstream policy process studies and interpretive policy studies. *Policy Sciences*, 53, 571-588.
- Fay, B. (2005). *Çağdaş sosyal bilimler felsefesi*. Ayrıntı Yayınları.
- Hall, J. (1953). Police and law in a democratic society. *Indiana Law Journal*, 28 (2), 133-177.
- Hall, P., & Taylor, R. (1996). *Political science and the three new institutionalisms*. MPIfG Discussion Paper, No. 96/6. Köln: Max-PlanckInstitut für Gesellschaftsforschung. Retrived from: <https://www.econstor.eu/bitstream/10419/43185/1/214865738.pdf>, (Acces date: June 2022).
- Immergut, E. (1992). The rules of the game: The logic of health policy-making in France, Switzerland and Sweden. S. Steinmo, K. Thelen, & F. Longstreth (eds.), *Structuring Politics: Historical Institutionalism in Comparative Analyses* (pp. 57-89). Cambridge University Press.
- Immergut, E. (2006). Institutional constraints on policy. M. Moran, M. Rein, & R. Goodin (eds.), *The Oxford Handbook of Public Policy* (pp. 557-571). Oxford University Press.
- İstanbul Convention. (2011). *Council of Europe convention on preventing and combating violence against women and domestic violence*. Retrived from: <https://rm.coe.int/168008482e>, (Acces date: September 2023).
- Karınca, E. (2014). Neden kız doğursun analar? F. Kaya, N. Özdemir, & G. Uygur (eds.), *Kadına Yönelik Şiddet ve Ev-İçi Şiddet* (pp. 137-142). Savaş Yayınevi.
- Koca, A. E. (2015). *Düzen ve kargaşa arasında: Toplumsal eylem polisliği, polis açısından gezi olayları*. Atıf Yayınları.
- Law No. 6284 on the Protection of family and prevention of violence against women. (2012, Mart 8). Retrived from <https://www.mevzuat.gov.tr/mevzuatmetin/1.5.6284.pdf>, (Acces date: June 2022).
- Law No. 6284 Implementation regulation. (2013, Ocak 18). Retrived from: <https://www.resmigazete.gov.tr/eskiler/2013/01/20130118-2.htm>, (Acces date: June 2022).
- Laws, D. & Hajer, M. (2006). Policy in practice. M. Moran, M. Rein, & R. E. Goodin (eds.), *The Oxford Handbook of Public Policy* (pp. 409-424). Oxford: Oxford University Press.
- Lerman, L. G., & Cahn, N. R. (2000). Legal issues in violence toward adults. R. T. Ammerman, & M. Hersen (eds.), *Case Studies in Family Violence* (pp. 89-101). Springer Science+Business Media.
- Lipsky, M. (2010). *Street level bureaucracy: Dilemmas of the individual in public services*. Russel Sage Foundation.
- Neocleous, M. (2013). *Toplumsal düzenin inşası: Polis erkinin eleştirel teorisi*. h2o yayıncılık.
- Orhan, G. (2013). Kamu politikasına yorumlamacı yaklaşımlar. M. Yıldız, & M. Z. Sobacı (eds.), *Kamu Politikası: Kuram ve Uygulama* (pp. 66-87). Ankara: Adres Yayınları.
- Peters, B. G. (2019). *Institutional theory in political science: The new institutionalism*. Massachusetts: Edward Elgar Publishing.
- Punch, K. F. (2016). *Sosyal araştırmalara giriş: Nicel ve nitel yaklaşımlar*. Ankara: Siyasal Kitabevi.
- Reiss, A. (1972). *The police and the public*. Yale University Press.

- Schmidt, V. A. (2008). Discursive institutionalism: The explanatory power of ideas and discourse. *Annual Review of Political Science*, 11, 303-326.
- Yıldız, A. (2019). *Türkiye’de kadın cinayetleri: 2016 yılı verileri ve analizler*. Polis Akademisi Yayınları.
- UN Committee on CEDAW. (1992). CEDAW general recommendation No. 19: *Violence against women*. Retrived from: <https://www.refworld.org/docid/52d920c54.html>, (Acces date: September 2023).
- UN Committee on CEDAW. (2017). CEDAW general recommendation No. 35: *Gender-based violence against women, updating general recommendation No. 19*. Retrived from: <https://digitallibrary.un.org/record/1305057?ln=EN>, (Acces date: September 2023).
- Uygun, G., & Çağlar Gürgey, F. (2014). Kadınların ve kız çocuklarının insan hakları ihlali ve bunun bir örneği olarak kadına yönelik şiddet. F. Kaya, N. Özdemir, & G. Uygun (eds.), *Kadına Yönelik Şiddet ve Ev-İçi Şiddet* (pp. 9-60). Savaş Yayınları.
- Uygun, G. (2015). İstanbul sözleşmesi ışığında ailenin korunması ve kadına yönelik şiddetin önlenmesine dair kanun'un temel yaklaşımı. B. Yarar (ed.), *Şiddetin cinsiyetli yüzleri* (pp. 193-210). İstanbul Bilgi Üniversitesi Yayınları.
- deliberation in policy analysis. M. Hajer, & H. Wagenaar (eds.), *Deliberative Policy Analysis: Understanding Governance in the Network Society* (pp. 139-171). Cambridge University Press.
- Welchman, L., & Hossain, S. (2014). Namus, doğrular ve yanlışlar. L. Welchman, & S. Hossain (eds.), *Namus: Suçlar, paradigmlar ve kadına yönelik şiddet* (pp. 21-40). Bgst Yayınları.
- West, S., Kerkhoff, L. V., Wagenaar, H. (2019). “Beyond “linking knowledge and action”: towards a practice- based approach to transdisciplinary sustainability interventions.” *Policy Studies*, 40(5), 534- 555.
- Yaldız, A. Ç. (2020). Türk dünyası kültür başkentleri. F. Yaldız (eds.), *Kültür başkenti uygulamaları: Kavramsal ve kuramsal arka plan* (pp. 17-47). Nobel Yayınları.
- Yanow, D. (1996). *How does a policy mean?: Interpreting policy and organizational actions*. Georgetown University Press.
- Yanow, D. (2000). *Conducting interpretive policy analysis*. Sage Publication.
- Yanow, D. (2003). Accessing local knowledge. M. Hajer, & H. Wagenaar (eds.), *Deliberative policy analysis: Understanding governance in the network society* (pp. 228-246). Cambridge: Cambridge University Press.
- Yıldırım, A., & Şimşek, H. (2000). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin Yayınları.
- Wagenaar, H., & Cook, S. (2003). Understanding policy practices: Action, dialectic and

RESEARCH ARTICLE

Generation Z Teachers' Reflective Thinking Skills

Meral Halisdemir¹

¹ Dr., İstanbul Commerce
University, Faculty of
Humanities and Social Sciences,
Beyoğlu
İstanbul /Türkiye
ORCID: [0000-0001-6023-8940](https://orcid.org/0000-0001-6023-8940)
E-Mail:
mhalisdemir@ticaret.edu.tr

Corresponding Author:
Meral Halisdemir

January 2024

Volume:21

Issue:2

DOI: [10.26466/opusjnr.1447032](https://doi.org/10.26466/opusjnr.1447032)**Citation:**

Halisdemir, M. ((2024).
Generation Z teachers' reflective
thinking skills.
OPUS– Journal of Society
Research, 21(2), 94-108.

Abstract

Thousands of teachers join the profession every year and meet a generation that challenges the system. This study aims to examine teachers' reflective thinking skills in the face of Generation Z. A phenomenology design was used in the study, which was designed according to the qualitative model. Semi-structured interview questions were asked to the study group of 22 teachers working in Istanbul. The thematic structure determination form developed within the scope of the research was used as a data collection tool, and the data obtained were subjected to content analysis in the MAXQDA 2022 program. The findings revealed that Generation Z forces teachers to exhibit reflective thinking skills in the classroom and in the teaching-learning process. It is possible to say that the new generation is a driving force for teachers to develop this skill. This situation is thought to be due to "the characteristics of the generation individuals" and "the theoretical education received at the university is weak on teachers' reflective thinking skills in practice". The study's results support the view that today's teachers are students of the new generation. At the end of the research, some suggestions were made.

Keywords: Generation Z, reflective thinking, phenomenology

Öz

Her yıl binlerce öğretmen mesleğe katılıyor ve sisteme meydan okuyan bir kuşakla tanışıyor. Bu çalışma, Z kuşağı karşısında öğretmenlerin yansıtıcı düşünme becerilerini incelemeyi amaçlamaktadır. Nitel modele göre tasarlanan çalışmada fenomenoloji deseni kullanılmıştır. İstanbul'da görev yapan 22 öğretmenden oluşan çalışma grubuna yarı yapılandırılmış görüşme soruları yöneltilmiştir. Araştırma kapsamında geliştirilen tematik yapı belirleme formu veri toplama aracı olarak kullanılmış, elde edilen veriler MAXQDA 2022 programında içerik analizine tabi tutulmuştur. Bulgular, Z kuşağının öğretmenleri sınıf içinde ve öğretme-öğrenme sürecinde yansıtıcı düşünme becerileri sergilemeye zorladığını ortaya koymuştur. Yeni neslin öğretmenlerin bu beceriyi geliştirmeleri için itici bir güç olduğunu söylemek mümkündür. Bu durumun "kuşak bireylerinin özelliklerinden" ve "üniversitede alınan teorik eğitimin öğretmenlerin uygulamada yansıtıcı düşünme becerileri üzerinde zayıf kalmasından" kaynaklandığı düşünülmektedir. Araştırmanın sonuçları, günümüz öğretmenlerinin yeni neslin öğrencileri olduğu görüşünü desteklemektedir. Araştırma sonunda bazı önerilerde bulunulmuştur.

Anahtar Kelimeler: Z kuşağı, yansıtıcı düşünme, fenomenoloji

Introduction

The fact that the young generation, referred to as digital nomads and “.com”, experiences an “unlimited” virtual world on the internet, reduces their interest in classroom lessons. This situation pushes educators to look for new ways in the face of generation Z. Although the diversification of new teaching methods with the development of technology is thought to facilitate teachers' reflective thinking skills, their job does not seem so easy in the face of a generation that is quite different from its predecessors and pushes the boundaries.

Reflective thinking skill refers to a teacher's self-evaluation and questioning what and how much they have achieved. Generation Z, which makes teachers question their stereotypical habits and traditional practices, necessitates reform in education. This study, aimed to examine teachers' reflective thinking skills in the face of today's students, generation Z, who have such a driving force, and to contribute to the literature. Following the purpose of the study, phenomenology design was preferred and the focus was on the “self”. In this section, generations and their classification and reflective thinking skills are explained in a conceptual framework.

Generation Concept and Classification

A generation is a group of people born in almost the same years, living in the same time period, and sharing similar problems and fate. Each generation uniquely shares certain experiences and exhibits similar behaviors and characteristics (Yahr & Schimmel, 2013). Similar experiences, values and beliefs shape a generation's view of the world (Pacis et al., 2012). According to İçme, Yıldırım and Büyük (2022), the classification and characteristics of the belts are given in Table 1.

The digital generation, next generation, “generation I”, “.com”, “I gen,” “instant online,” and generation Z, born into technology, is the generation born in 2000 and after. This generation “digital natives” because they access information very quickly, enjoy parallel learning and multitasking, “grasshopper mind” because their attention span is very short, “net generation”

because the internet and technology have a great impact on their cultural development, generation Z, known as the first generation of the 21st century, is described as “a wireless, super-fast and user-controlled world where information is just a few clicks away” (Aydın & Başol, 2014; İçil & Şahin, 2019; McQuin, 2011; Prensky, 2001).

Table 1. Generations and their characteristics

Generations	Birth Dates	Characteristics
Silent Generation	1925-1945	Loyal to authority, obedient, disciplined and frugal, working to survive the devastating effects of the World War.
Baby Boom Generation	1946-1964	Those born in these years of population explosion following World War II are hardworking and idealistic.
Generation X	1965-1979	Those born between these years are generally angular in their ideological views, competitive, seeking quick promotion, skeptical and independent.
Generation Y	1980-1999	They are independent, dissatisfied, anti-authoritarian, well educated, adaptable and self-confident.
Generation Z	2000-2020	As a generation born into and addicted to technology, Zs are a generation that values individuality.
Generation Alpha	2021- ...	It is predicted that this generation will prefer machines to humans.

(İçme, Yıldırım & Büyük, 2022)

Known as the first generation of the 21st century, the world of Generation Z is described as “a wireless, super-fast and user-controlled world where information is just a few clicks away” (Aydın & Başol, 2014; McQuin, 2011). Portable and always with them, computers, smartphones, and telephone devices are inseparable parts of this generation. This generation, which lives time fast, exhibits consumer behavior that adopts functional, personalized, smart cell phones, tablets, laptops, portable music players simple and instant consumption products for themselves. (Erten, 2019; İçil & Şahin, 2019; Oral, 2013).

Compared to previous generations, they are no longer called children but “little people”. Professor Jean Twenge (2018) draws attention to this issue. Parents ask children about their preferences even when they are too young to answer. The fact that parents consult their children on even the smallest decisions leads children to believe that their wishes are “the most important”. Generation Z's

resistance to academic risks is expressed by teachers as students being reluctant to participate in class and not raising their fingers to answer questions (McQuenn, 2011). This generation expects to be able to choose what kind of education they receive, where and how they learn. To meet the needs of these students, schools, education managers and teachers have to rethink the way they teach. The new generation of students want to watch more videos in electronically designed classrooms and prefer to learn from their peers rather than from a professor (Halisdemir; 2015). They prefer interactive learning based on course material, search engines, databases, animation and images (Beyers, 2009). According to McQuenn (2011), childhood for generation Z has mostly become an indoor experience. Most of this generation spends very little of their free time outdoors. Many youth have succumbed to binge watching of favorite shows and instructors may not understand or identify how current students can get caught up in, or lost on, the Internet. Excited but fearful about the future, generation Z is less likely to work with others. Educators of such a paradoxical generation have to reconsider and improve their time management and teaching techniques (Mohr & Mohr, 2017).

Reflective Thinking

Reflection is when pre-service teachers reveal their own thoughts, attitudes and abilities while explaining a topic. Reflective thinking, on the other hand, is a logical and informed decision-making process that involves the evaluation of results in educational issues (Broza et al., 2022; Duban & Yelken, 2010). Dewey introduced the concept of reflective thinking. In his book "How We Think" (1933), Dewey defined reflection as "thinking that requires turning an idea over in the mind and taking it into serious consideration" (as cited in Duban & Yelken, 2010; Thibeault, 2004). Reflective thinking is the process of thinking to solve problems related to an individual's learning or teaching method (Bakioğlu & Dalgıç, 2014). It is often referred to as the ability to "critically look at and pay attention to the practical values and theories that shape daily actions by reflectively and reflexively examining practice" (Aldegether, 2020).

Reflective learning is an effort to make professional life meaningful by evaluating the methods applied, drawing lessons from the results, and developing problem-solving skills (Duban & Yelken, 2010). It provides an active, permanent and careful evaluation of any belief or knowledge regarding the targeted and possible future results (Fryer, 2013; Hasırcı & Sadık, 2011). In short, reflective thinking is a thinking system that enables us to make sense of what and how we do, to determine what went right and what went wrong, and to analyze the cause according to the results and strengthen the system.

The theories of John Dewey and Donald Schön guide educators in reflective thinking, which is based on pragmatic philosophy and is related to the progressivism movement, shows a continuous development and is frequently mentioned in teacher education (Carey, 2017; Egmir & Ocağ, 2020; Meral & Semerci, 2009; Russback, 2010). According to philosophers, reflective thinking provides a bridge between practice and theory. It is argued that the professional development of teachers who have the ability to teach but do not have an inquiring mind will be limited (Duban & Yelken, 2010; Thibeault, 2004). According to many studies, when teachers can blend theory and practice in a reflective way, it positively impacts student achievement (Weber, 2013). Teacher education programs should help pre-service teachers reflect on problems of practice (Thibeault, 2004). Research shows that educators' reflective thinking skills improve when they engage in self-criticism (Cicekler & Aral, 2021; Keogh, 2005).

Teachers are always in the process of "becoming". They need to constantly examine and explore who they are and what they stand for (Carey, 2017). Many teachers believe that knowledge is acquired through the "simple transmission of facts" and do not feel the need to explore or question their own practice and autonomy. Teachers with stereotypical beliefs do not review their practice skills concerning how students learn. At this point, reflective teaching improves the teacher's ability to self-analyze (Stewart, 2010). Reflective thinking is a useful skill for retaining teachers because it helps to bridge the gap between theory and practice (Weber, 2013). In order to become reflective thinkers, teachers need

to benefit from two processes. These are reflective thinking and reflective practice. Reflective thinking involves self-awareness and self-evaluation, while reflective practice focuses on changing and improving current teaching practices (Aldegether, 2020).

A reflective teacher can be defined as a critical, questioning person with the goal of making students more critical and responsible citizens (Fryer, 2013). A reflective teacher constantly reviews the teaching process, ensures the effective use of methods and materials, takes his/her responsibilities to heart by being honest and open-minded, is open to criticism, and generates alternative solutions. Cares about students' mental, emotional and physical development. They prepare their students for the outside world and strive to help them see the future. Reflective teachers guide their students to the knowledge they want to acquire and create environments where students can freely share their thoughts. Reflective teachers try to develop reflective thinking skills in their students, supporting their higher-order thinking skills such as analysis, synthesis, and evaluation, contributing to developing the citizens that productive societies aspire to have. Reflective teachers feel responsible for making instructional changes in their lessons so that more students can comprehend the course content (Ersözülü, 2008; Fryer, 2013; Pennington, 2010).

The temporal boundary of Generation Z is between 2000 and 2020 as indicated in Table 1 (İçme, Yıldırım & Büyük, 2022). The statements of Jones, Jo, and Martin (2007), who mention that the timeline of this generation will end between 2020 and 2029 and give way to the next generation, show that Generation Z will continue its education and training life for a long time. Based on the impression and thought that Generation Z, which overturns traditional practices and habits, prompts teachers to think reflectively, this study aims to examine the reflective thinking skills of Generation Z teachers'. Answers were sought to the questions prepared for this purpose. The sub-objectives of the research are as follows:

1. To determine the effect of university education on "reflective thinking" skills.

2. To determine the difficulties encountered in classroom reflective thinking practices against Generation Z.
3. To understand the impact of Generation Z on teachers (searching for a new and different model, self-improvement, etc.).
4. To determine whether any approaches, methods, materials, content, plans, software, etc. are produced by departments or teachers for the new generation.
5. To reveal what has been learned from the digital generation.

Method

Research Model

This study, which investigates teachers' reflective thinking skills in the face of Generation Z, was designed with a qualitative model, and phenomenology design was preferred. Phenomenology is an intellectual approach that questions whether what is perceived as real exists and focuses on "essence" instead of assumptions (Raco, 2018; Raco & Tanod, 2014; Qutoshi, 2018). Phenomenology tries to reach universal meaning from individual descriptions based on what is experienced and how it is experienced (Creswell, 2013). This approach is an interpretive methodology that accesses participants' experiences through structured interviews. Participants' perspective and subjectivity are central to phenomenological research (Qutoshi, 2018). The participant's experiences of the phenomenon are evaluated in terms of national or international conditions (Van der Mescht, 2004). In this study, which investigated the reflective thinking skills of teachers in the face of generation Z, it was aimed to get to the "essence" of the subject in line with the participant views.

Research Group

The group of the study, which was determined according to affinity sampling from purposive sampling method, consists of 22 teachers working in Istanbul. Purposive sampling is the selection of information-rich situations in the context of the purpose of the study in order to conduct in-depth

research. There are six purposive sampling methods: outlier, maximum variation, affinity, typical case, stratified purposive and criterion. Among these, affinity sampling is the creation of the sample from a similar subgroup or situation in the population related to the problem of the research (Büyüköztürk, 2021). Open-ended questions prepared for the purpose of the research were directed to the participants, and the participants were asked to be more descriptive when deemed necessary. In addition, care was taken to show an objective attitude towards each participant. Demographic information of the participants is shown in Table 2.

Table 2. Demographic information of the participants

Participant	Branch	Age	Gender	Education Status	Year
T.1	Primary school teacher	44	Woman	Undergraduate	23.
T.2	Physics	39	Woman	Master's degree	13.
T.3	Biology	40	Woman	Undergraduate	16.
T.4	Primary school teacher	45	Woman	Undergraduate	21.
T.5	Primary school teacher	42	Woman	Master's degree	16.
T.6	PCG	35	Woman	Undergraduate	11.
T.7	Primary school teacher	44	Male	Undergraduate	21.
T.8	Geography	41	Woman	Undergraduate	15.
T.9	Philosophy	35	Woman	Master's degree	11.
T.10	Mathematics	28	Woman	Undergraduate	5.
T.11	Primary school teacher	31	Woman	Master's degree	9.
T.12	English	35	Woman	Master's degree	12.
T.13	Food technology	51	Woman	Undergraduate	23.
T.14	Turkish	42	Woman	Undergraduate	17.
T.15	Turkish	33	Woman	Undergraduate	8.
T.16	Mathematics	36	Male	Undergraduate	11.
T.17	History	43	Male	Undergraduate	14.
T.18	Construction technology and building design	42	Male	Master's degree	13.
T.19	English	40	Woman	Master's degree	16.
T.20	PCG	41	Woman	Undergraduate	19.
T.21	PCG	31	Woman	Undergraduate	8.
T.22	English	30	Woman	Master's degree	10.

As seen in Table 2, the age range of the participants, consisting of 18 female and 4 male teachers, varied between 28-51. Of the 22

participant teachers whose branches and seniority varied, 14 were undergraduate and 8 of them have master's degree.

Qualitative techniques allow researchers to share in other people's understandings and perceptions and to explore how people structure and give meaning to their daily lives. The more in-depth the knowledge about a group, the better the uniqueness of that group is understood. However, qualitative research cannot be easily generalized to a large population (Berg & Lune, 2019). In this context, in the findings and conclusions section, the age, gender and educational status of the participants were avoided to be interpreted as distinguishing characteristics.

Data Collection Tool

Research data were collected by preparing a semi-structured interview form consisting of five questions. A thematic structure determination form developed in accordance with the scope was used. The questions were developed after reviewing the relevant literature. After receiving the opinions of two field experts, the questions were directed to three participants and a pilot study was conducted. Statements that were not clearly understood in the questions were changed; for example, the fifth question was revised to be better understood by the participants. After the necessary corrections were made, expert opinions were consulted again and the interview form was finalized. The semi-structured interview questions directed to the participants are as follows:

1. Did the education you received at university have an impact on your "reflective thinking" skills? Explain and evaluate whether it has improved you or not.
2. What are the difficulties you face in reflective thinking practices against generation Z in the classroom? Explain.
3. Does generation Z have an impact on your reflective thinking skills? Do you see your students as a driving force for you to seek a new and different model and to improve yourself? Explain.
4. Explain whether you have produced approaches, methods, materials, content,

plans, software, etc. for the new generation as a group or individually and whether you have participated in trainings in these areas. If yes, which trainings did you attend?

5. Have you learned anything from generation Z? What are they? In which direction did this generation develop you? Explain.

Data Collection Process

In order to reach the qualitative data of the study, the participants were briefly informed about the study. Based on the principle of volunteerism, data were collected through face-to-face interviews. Before this process started, an application was made to the Istanbul Commerce University Rectorate Publication Ethics Committee for the ethical evaluation of the study and the ethics committee certificate (decision dated 14.09.2022 and numbered E-65836846-044-261818) was obtained. In the interviews with 22 teachers working in Istanbul, each participant was allocated approximately half an hour. After obtaining the permission of the participants, their answers were audio-recorded. Efforts were made to get more opinions from the participants in order to analyze the subject in depth. Care was taken to show the same attitude towards each of the teachers participating in the interview, they were interviewed within the framework of ethical rules and their identities were kept confidential. With the permission of the participants, the interviews were audio-recorded and these recordings were converted into a written text to be analyzed by the researcher.

Data Analysis

The data subjected to content analysis were analyzed in MAXQDA 2022 qualitative data analysis program. The MAXQDA program is a program that facilitates the systematic analysis and interpretation of the texts of qualitative research (Çayır & Sarıtaş, 2017). On the program, data are analyzed by dividing them into themes, categories and codes. It is possible to use the same data in more than one code or theme (Merriam, 2013). MAXQDA, a program that increases reliability,

also designs the visualization of data (Tekeli & Tekeli, 2021). In this study, in order to strengthen reliability, stability among coders was ensured by consulting the experts of the program.

One of the most important criteria of a scientific study is the credibility of the results. In this context, the competence of the researcher and the accuracy of the results come to the fore (Başkale, 2016). The researcher's inferences depend on considering all kinds of possibilities, and at the same time, observations and observations should coincide with the facts (Merriam, 2013; Özden & Durdu, 2016). In this study, the researcher tried to interpret the data in a verifiable way and reflect the reality. In qualitative research, the concept of validity is more evident than reliability. Validity is divided into three categories: internal and external validity and relationship validity (Yağar & Dökme, 2018). In order to strengthen internal validity, the researcher tried to give the realism of the purpose and participants in an understandable way. "Transferability" was ensured to strengthen external validity. This research took into account the questions "how credible are the results?" and "do they overlap with similar studies?". Relational validity was also considered in order to provide readers with a meaningful and useful study.

The findings obtained as a result of data analysis are presented in tables including themes, sub-themes, codes and frequency of citation. The number of references to a code may be more than one. In this case, the frequency value in the table also increases. Below the tables, participant views on the codes are given. The coding for each teacher was indicated as T1, T2, T3.....T22 by using letters and numbers identifying the participants. Adhering to the purpose of the study, the reflective thinking skills of teachers in the face of generation Z were revealed thematically. Through the experiences and opinions of the participants, it was tried to focus on the "essence" and the following findings were reached.

Findings

The data collected in this study, which was conducted to reveal teachers' reflective thinking skills in the face of generation Z, were analyzed and the following findings were obtained. The

main themes where teachers' views were collected are shown in Figure 1.

"university education does not support reflective thinking skills" (f=12).

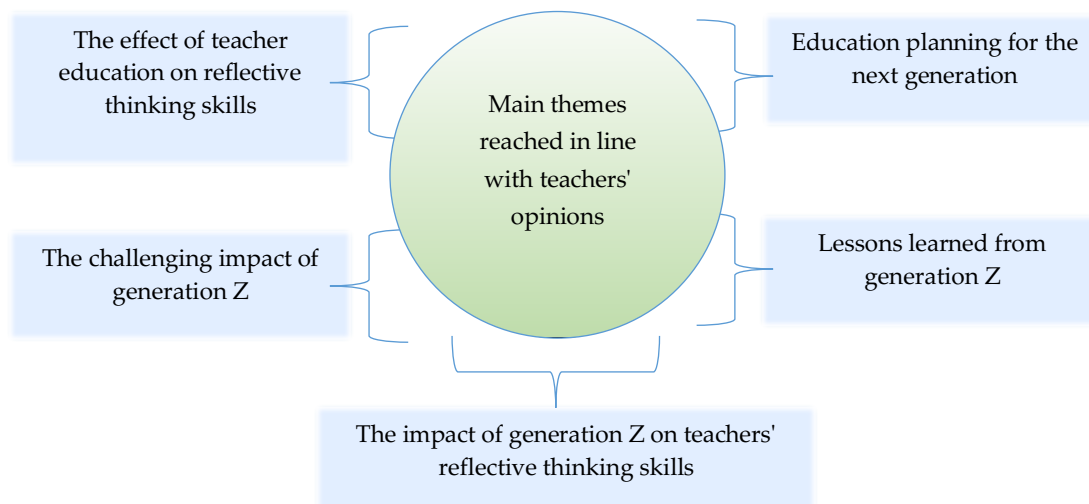


Figure 1. Main Themes Reached Based on Teachers' Opinions

The codes belonging to each theme and the frequency of mentioning the codes are given in tables below.

The Effect of Teacher Education on Reflective Thinking Skills

The first sub-objective of the study aimed to determine the effect of university education on teachers' reflective thinking skills. The codes showing the effect of teacher education on reflective thinking skills and the frequency of the codes (citations) are given in Table 3.

Table 3. The effect of teacher education on reflective thinking skills

The effect of teacher education on reflective thinking	f
1. University education supports reflective thinking skills	T.1, T.3, T.5, T.8, T.9, T.10, T.11, T.13, T.17, T.18, T.19, T.20, T.22
2. University education does not support reflective thinking skills	T.2, T.4, T.6, T.7, T.12, T.13, T.14, T.15, T.16, T.17, T.19, T.21
2.1. Personal skills and experience have an impact	

According to Table 3, the codes of the theme showing the effect of teacher education at university on reflective thinking express two different opinions as "university education supports reflective thinking skills" (f=13) and

The opinions of those who stated that university education does not support teachers' reflective thinking skills are united at the point that "it is acquired through personal skills and experience". Some participants made references to both supporting and not supporting.

The sentences quoted by two of the participants who were of the opinion that "University education supports reflective thinking skills" are as follows:

"...I have the chance to apply what I have learned in classroom management, learning psychology and material development courses at the university on students in the classroom. At the same time, the more time I spend with students, the more I learn about their interests, learning styles and needs. This is reflected in my teaching..." (T.8)

"...For example, the practical parts of the courses I took or the courses on material development supported creative thinking in various fields in our professional life..." (T.3)

The sentences quoted by two of the participants who were of the opinion that "University education does not support reflective thinking skills" and who mentioned "acquired through personal skills and experience" as a sub-code are as follows:

"...The theoretical knowledge at the university remained in the memory for a short time because it was exam-

oriented. Unfortunately, when we graduate and start teaching, that theoretical knowledge is not remembered and cannot be applied reflectively in the situations encountered..." (T.10)

"...The concept of reflective thinking was not such a prominent and important concept at the time of my education. However, we have included this concept in our education by interpreting what we have acquired from our own point of view..." (T.6)

The Challenging Impact of Generation Z

The second sub-objective of the study aimed to determine the difficulties encountered in reflective thinking practices against Generation Z in the classroom. The codes showing the challenging effect of Generation Z and the frequency of codes are given in Table 4.

Table 4. The challenging impact of Generation Z

The challenging impact of Generation Z	f
1. Technology addiction	T.1, T.2, T.3, T.5, T.6, T.7, T.8, T.9, T.11, T.12, T.13, T.14, T.15, T.17, T.18, T.19, T.20, T.22
2. Distraction	T.1, T.2, T.3, T.5, T.6, T.7, T.8, T.9, T.11, T.12, T.13, T.14, T.15, T.17, T.18, T.19, T.20
3. Generational conflict	T.3, T.5, T.6, T.7, T.8, T.9, T.11, T.12, T.13, T.14, T.15, T.17, T.18
4. Discipline problem	T.2, T.3, T.4, T.5, T.13, T.14, T.14, T.15, T.17, T.21
5. Difficulty following instructions	T.3, T.5, T.7, T.8, T.9, T.11, T.12, T.17
6. Ease of access to information	T.2, T.9, T.11, T.12, T.15, T.18, T.19

In Table 4, the codes of the theme showing the challenging effect of generation Z are "technology addiction" (f=19), "distraction" (f=17), "generational conflict"(f=13), "discipline problem" (f=10), "difficulty in following instructions"(f=8) and "ease of access to information"(f=7).

One of the participant views on the "technology addiction" is as follows:

"...I am currently teaching the first grade, and I see problems with writing. I observed that most of them have underdeveloped fine motor skills because they are too intertwined with technology. In other words, they are at a level below their age group..." (T.12)

The views of one of the participants regarding the "distraction" code are as follows:

"...Our biggest problem with this generation is distraction and learning disorders. Students can't focus on a subject for long periods of time and get distracted very quickly. Even the slightest interaction causes them to get distracted from the lesson. Of course, the source of this is both the internet and the distracting features of the external environment. I have the most difficulty with this issue..." (T.9)

One of the participant views emphasizing "generational conflict" is as follows:

"...We are individuals who are a bit more sociable, who try to live human relations in a real sense, who don't want to get carried away with individualism. We find it difficult to explain our social values to the new generation..." (T.8)

Some of the participant views on the "discipline problem" are as follows:

"...Parents from the previous generation grew up under pressure and rules. In order not to bring up their own children under the same pressure, they let them go too far..." (T.4)

"...The digital generation is a generation that doesn't like to be criticized, a generation with a high ego, actually an intelligent generation, but a generation that associates its intelligence with impudence..." (T.5)

The opinion of one of the participants who emphasized the "difficulty in following the instructions" is as follows:

"...This generation has serious problems with obeying rules, recognizing boundaries, I think they have difficulty perceiving verbal expressions and instructions..." (T.3)

The opinion of one of the participants on "ease of access to information" is as follows:

"...Since they can access information very quickly, they do not look for ways to learn in any way. They want to be completely ready for everything, they don't want to do homework, they don't want to repeat after the lesson. Therefore, their learning journey is somehow interrupted and everything starts all over again..." (T.2)

The Effect of Generation Z on Teachers' Reflective Thinking Skills

In the third sub-objective of the study, the effect of generation Z on teachers' reflective thinking skills (searching for a new and different model, self-improvement, etc.) was aimed to be revealed. The codes showing the effect of generation Z on teachers' reflective thinking skills and the frequency of codes are given in Table 5.

Table 5. The effect of generation Z on teachers' reflective thinking skills

The effect of generation Z on teachers' reflective thinking skills	f
1. Using technology	T.1, T.2, T.3, T.4, T.5, T.6, T.7, T.8, T.9, T.10, T.11, T.12 T.13, T.14, T.15, T.17, T.18, T.19, T.20, T.21, T.22
2. Enriching the course content	T.1, T.2, T.3, T.5, T.6, T.8, T.9, T.10, T.11, T.12 T.13, T.14, T.18, T.19, T.20, T.22
3. Being a guide/mentor	T.1, T.6, T.7, T.8, T.9, T.10, T.11, T.12, T.13, T.14, T.15, T.20
4. Empathize	T.2, T.9, T.10, T.14, T.18, T.20

According to Table 5, the codes of the theme showing the effect of generation Z on teachers' reflective thinking skills are "using technology" (f=21), "enriching the course content" (f=16), "being a guide/mentor" (f=12) and "empathizing" (f=6).

One of the participant views on "using technology" is as follows:

"...I am trying to train myself in using the digital environment, computer and internet and adapting them to the teaching environment...I think that technological content, short and visual-based studies appeal more to this generation..." (T.3)

One of the participant views on "enriching the course content" is as follows:

"...I changed my in-class programs and now I involve more students in the lesson. I make new weekly programs. I teach mathematics with games. For example, I make students solve problems by playing games. For example, the subject of fractions always seems abstract to students and is one of the most difficult subjects to learn, but when we look at it in daily life,

even when we make a cake, we fill three quarters of a glass with an ingredient and all recipes are explained in this way. So I used this in class, I had them make a cake and they liked it very much. They both saw how they could use fractions in daily life and their interest in the lesson increased more..." (T.10)

One of the participant views on the code "being a guide/mentor" is as follows:

"...There is a great need for individual and in-class activities of guidance services and family trainings. Studies are being carried out for this. However, a central program should be established and disseminated in schools to overcome the negativities created by the digital age..." (T.20)

The opinion of one of the participants regarding the "empathizing" code is as follows:

"...You have to look like one of the students, you have to show that you can think like them. At this point, there was a change in the perception of role model. If it were me, I organize the lesson according to "what kind of teacher I would want, how I would want the lesson to be taught"..." (T.9)

Education Planning for the Next Generation

The fourth sub-objective of the research aimed to determine whether there were any approaches, methods, materials, content, plans, software, etc. produced by the departments or teachers for the new generation. The codes indicating educational planning for the new generation and the frequency of codes are shown in Table 6.

Table 6. Education planning for the next generation

Education planning for the next generation	f
1. Enriching course content	T.2, T.3, T.4, T.5, T.8, T.9, T.10, T.11, T.12, T.13, T.14, T.15, T.17, T.18, T.19, T.20, T.21, T.22
2. Increasing the use of digital materials	T.1, T.5, T.6, T.7, T.8, T.9, T.10, T.11, T.12, T.13, T.14, T.15, T.17, T.18, T.19, T.20, T.21
3. Preparing social environments	T.3, T.4, T.6, T.7, T.10, T.11, T.13, T.14, T.15, T.17, T.18, T.20
4. Producing projects	T.1, T.7, T.8, T.9, T.10, T.11, T.12 T.13, T.14, T.15, T.17
5. Interdisciplinary work	T.5, T.7, T.8, T.9, T.10, T.18, T.19

According to Table 6, the codes of the theme indicating educational planning for the new generation are “enriching course content” (f=18), “increasing the use of digital materials” (f=17), “preparing social environments” (f=12), “producing projects” (f=11) and “interdisciplinary work” (f=7).

One of the participant views on “enriching course content” is as follows:

“...We are developing new methods, we are trying to establish a thematic yearly planning by working across departments. While planning this theme, we create a story, and the hero or event of that story is included in all lessons throughout the theme. For example, “Ali is the postman. He brought the A sound of the tree in the Turkish lesson, and he collected apples from the tree in the math lesson” with stories like these, we try to carry out all lessons in this way at school...” (T.4)

One of the participant views emphasizing “increasing the use of digital materials” is as follows:

“...We talk about the need to train ourselves to use digital objects more and more effectively in education and training, and we participate in in-service trainings, courses and events in this direction...” (T.13)

One of the participant views on “preparing social environments” is as follows:

“...Learning together with our students ensures that the information is permanent and a product of experience. We also plan to be involved in social life. For example, there are studies we have done and will do with nursing homes and child care centers...” (T.17)

One of the participant views on “producing projects” is as follows:

“...Our approach focused on ensuring that each student can produce projects and experience the process of accessing knowledge. We developed a plan-program intertwined with museums, libraries and universities. In this process, we discuss films, documentaries, books in our philosophy club and workshops...” (T.9)

One of the participant views on “interdisciplinary work” is as follows:

“...We prepare course materials together with other departments I interact with. For example, we prepared a lesson material with the English teacher and our topic was fractions. We ordered pizzas, and the pizzas were all materials expressing fractions. Our English teacher had the children explain the preparation of the pizza in English, and then I explained the fractions using the pizzas. This is an example of interdisciplinary interaction. The fact that the teachers shared with each other also affected the children. At the same time, it is important for students not to think of a lesson in isolation, but to see that the information they learn in all lessons is a whole...” (T.10)

Lessons Learned from Generation Z

In the fifth sub-objective of the research, it was aimed to reveal what was learned from the digital generation. The codes and the frequency of codes indicating what generation Z has taught and at the same time suggestions for the future are given in Table 7.

Table 7. Lessons learned from Generation Z

Lessons learned from Generation Z	f
1. Update teacher education and pedagogical knowledge	T.2, T.3, T.4, T.5, T.6, T.7, T.9, T.10, T.13, T.14, T.15, T.16, T.17, T.18, T.20, T.21, T.22
2. Simplification of the curriculum	T.5, T.6, T.7, T.8, T.9, T.10, T.11, T.12, T.13, T.14, T.15, T.17, T.18, T.19, T.20
3. Using educational technologies effectively	T.3, T.4, T.5, T.6, T.7, T.8, T.11, T.12, T.13, T.14, T.15, T.17, T.18, T.22
4. Teaching to learn	T.1, T.2, T.6, T.7, T.8, T.11, T.12, T.13, T.14, T.15
5. Providing values education	T.9, T.12, T.13, T.14, T.15, T.17, T.19, T.20, T.21, T.22
6. Explaining the necessity of rules	T.5, T.6, T.9, T.14, T.15, T.17, T.18

The codes of Table 7 are given under the titles “updating teacher education and pedagogical knowledge” (f=18), “Simplification of the curriculum” (f=15), “using educational technologies effectively” (f=14), “teaching to learn” (f=10), “providing values education” (f=9), “explaining the necessity of rules” (f=7).

One of the participant views emphasizing the need to “update teacher education and pedagogical knowledge” is as follows:

“...Teacher education in universities should not be the same as it used to be. It should be about teaching

teachers how to use new applications, how to concentrate in the classroom, how to involve the new generation of students in the lesson. There are a lot of conferences, training seminars, etc. in Turkey, but on the other hand, these trainings are very expensive, not everyone can afford them. That's why universities should include these conferences, these systems, this process in their curricula, it shouldn't turn into a rent-seeking scheme..." (T.10)

The views of one of the participants who expressed an opinion about "Simplification of the curriculum" are as follows:

"...It is definitely necessary to lighten the curriculum. There are too many subjects piling up, when we look at the attention span of these children, trying to keep up with the subjects means losing the child..." (T.17)

The views of one of the participants on the need to "use educational technologies effectively" are as follows:

"...Flipclassroom studies are an application I enjoy. It is a nice new practice to give them a study or monitoring file outside and analyze them at school..." (T.22)

One participant stated that it is necessary to "teaching to learn" as follows:

"...Dirty information that spreads fast in the digital environment can conflict with what the teacher teaches. Students don't want to think about project or research-based assignments, they find ready-made examples on the internet and copy them. This prevents producing the new. The most important issue here is to gain research skills..." (T.13)

One participant stated that it is necessary to "provide values education" as follows:

"...A careless youth is growing up about homeland, nation and many ethical values. Teachers should definitely see this and measures should be taken at this point..." (T.9)

One participant stated that it is necessary to "explain the necessity of rules" as follows:

"...You cannot easily get this generation to accept a rule. When I set a rule, I first have to explain the logical

reasons for it so that they accept it. We are facing a generation that is questioning and fond of their freedom. Our generation was not given any explanation for any rule and we never questioned it, but it was not our fault either, that time and that system was far from questioning..." (T.5)

The teacher statements given above, on the one hand, contain what the new generation has taught the previous generation, and on the other hand, they give suggestions and shed light on the future.

Discussion and Conclusion

As a result of this study investigating the reflective thinking skills of Generation Z teachers, it was revealed that Generation Z forces teachers to develop their reflective thinking skills in the classroom and in the teaching-learning process. It is possible to say that the new generation is a driving force for teachers to develop this skill. Among the reasons for this situation are the typical characteristics of Generation Z, which is free on the internet (Erten, 2019), resistance to the rules in the classroom, isolation in the digital environment, distraction triggered by virtual gaming habits, impatient behavior due to the desire to get fast feedback, lack of concentration due to the abundance of opportunities, and their disregard for the concept of authority compared to other generations (Ardıç & Altun, 2017). Teachers are forced to throw out their outdated beliefs and actions and reconsider their own practices regarding what they do and how they do it. In this context, generation Z also has an effective force in developing teachers' self-criticism. According to McQuenn (2011) and Şahin (2005), frequent exposure to technology and media at such an early age directly affects generation Z's school life and their relationship with teachers. The new generation has different expectations from life. Generation Z, which has different social characteristics and can develop different ways of thinking and learning, prefers an approach that uses communication technologies, can show multitasking skills, is prone to active role, cares about peer learning, is student-centered and individual differences are taken into consideration (Beyers, 2009; Çetin & Halisdemir, 2019; Jones & Shao 2011). In this context, in order for teachers to

acquire reflective thinking skills, the characteristics of generational individuals should be explained on sociological grounds in faculties of education. As Pacis et al. (2012) argue, each generation's educational process and learning strategies are different. Research on the relationship between generational differences and learning styles suggests that educational methods should be diversified because different generations prefer different learning styles. (Erden, 2019). Emphasizing that each generation has its own values, ideas, ethics, beliefs and therefore learning styles, Johson & Romanello (2005) describes the characteristics of generations and learning styles and suggests using generational diversity as a teaching tool in the classroom. Pre-service teachers should envision the audience they will meet in schools, research ways of addressing the new generation, and be aware of technological developments and current virtual issues. This information will facilitate the reflective thinking of the beginning teacher.

Another reason teachers have difficulty demonstrating reflective thinking skills in the face of the new generation is that "the education received at the university is weak in supporting reflective thinking skills." When the research findings are examined, the number of citations of those who find the faculty education sufficient and those who find it insufficient is relatively high. Therefore, it is concluded that the theoretical education received at the university is weak in developing teachers' reflective thinking skills in practice. As Saraçoğlu (2022) points out, education faculties aim to enable prospective teachers to create behavioral change in their students. In this context, prospective teachers must receive practical training to develop reflective thinking and inquiry skills. Reflective thinking education provided through practice will facilitate the adaptation of pre-service teachers to professional life. According to Fryer (2013), including various reflective learning activities in teacher education programs promotes deeper learning and provides a framework for teachers who aim to become lifelong learners. According to Stewart (2010) and Weber (2013), teacher preparation programs should be examined to see whether they provide higher level thinking skills for students, and

attention should be paid to the way pre-service teachers use reflection to translate their theoretical knowledge into professional teaching practice.

Generation Z is shaking the world of education. According to the study's findings, teachers, who address a challenging generation, have learned from the new generation in this process and have maintained their status as learners and teachers. It has been revealed that teachers who keep their lessons up to date by following the topics that are of interest to generation Z, share on digital platforms, participate in trainings on educational technologies, revise their lesson plans and prepare enjoyable course content for students with the "gamification" method have adopted the motto of "lifelong learning". The findings support the view that teachers of this period are students of the new generation. Notably, teachers gained gains in addressing the cognitive and emotional needs of generation Z and improved their ability to "mentor" the new generation. In many studies, it is emphasized that teacher mentoring has the potential to affect student learning positively, and it is stated that the mentoring process enables teachers and students to develop two-way trust and strengthen their belief in teaching (Çiğdemoğlu et al., 2019; Jiang et al., 2021). In addition to the above results, it is noteworthy that the study's findings indicate that teachers try to "explain the necessity of rules" to generation Z and consider this as a feature that they see as different from their own period. This is because generation Z demands that they should be consulted about common rules and be fair in practice (Çetin & Halisdemir, 2019).

Reflective thinking skill effectively improves learning success (Chamdani et al., 2022). Akpur (2020) found that critical, reflective, and creative thinking have a positive and significant relationship with each other, and each has a positive and significant predictive power on academic achievement. Similarly, Saraçoğlu (2022) emphasized that reflective thinking positively and significantly affects inquiry skills and that reflective thinking positively and significantly predicts mathematics teaching self-efficacy belief. Therefore, 21st-century teachers who face the challenges of the age should focus on critical and creative thinking techniques to nurture reflective

thinking skills. Steps should be taken to use these higher-order thinking skills together. Aldegether (2020) found the relationship between self-belief and teaching awareness and reflective thinking to be statistically significant. He found that both self-belief and teaching awareness were predictors of reflective thinking among teachers.

Effective teaching requires ongoing mastery through reflection. More learning comes from reflecting on an experience than from the experience itself. Reflective teachers are expert teachers. Good teachers have subject knowledge, time management, a repertoire of teaching methods, and knowledge of educational theories. However, expert teachers, besides these characteristics, are willing to reflect on the impact and consequences of their decisions and actions (Carey, 2017). By activating reflective thinking, pre-service and new teachers can make sense of their teaching and learning actions (Russback, 2010). Being a critical and reflective teacher means engaging in the higher-order cognitive process of investigating an event or issue, reviewing possibilities, and choosing the best solution for that event or issue. When pre-service teachers become more reflective in their practice, they can better cope with the various challenges that occur in the classroom (Weber, 2013).

One of the sub-objectives of the study was to receive suggestions from teachers for the future. Both the teachers' suggestions and the study results bring the following recommendations.

- Based on this study, generations and especially the characteristics of the new generation can be taught sociologically in teacher trainings at universities.
- Activities, projects and applied training programs can be prepared to develop reflective thinking skills of prospective teachers.
- At the stage of putting theoretical knowledge into practice, experienced teachers can be supported to be effective mentors to pre-service teachers during the internship period, and the effect of a short internship period on the pre-service teacher can be measured effectively by evaluating the "to what extent". The process of mentoring pre-service teachers

can be continued by developing various projects.

- Reflective thinking knowledge can be updated through in-service trainings.

References

- Akpur, U. (2020). Critical, reflective, creative thinking and their reflections on academic achievement. *Thinking Skills and Creativity*, 37, 100683. <https://doi.org/10.1016/j.tsc-2020.100683>
- Aldegether, R. (2020). Predicting reflective thinking among Saudi elementary school teachers in Riyadh Public schools. *International Journal of Education and Practice*, 8(3), 405-415. DOI: 10.18488/journal.61.2020.83.405.415
- Ardıç, E., & Altun, A. (2017). Dijital çağın öğreneni. *Uluslararası Sosyal Bilgilerde Yeni Yaklaşımlar Dergisi*, 1(1), 12-30.
- Aydın, G. Ç., & Başol, O. (2014). X ve Y kuşağı: Çalışmanın anlamında bir değişme var mı? *Ejovoc (Electronic Journal of Vocational Colleges)*, 4(4), 1-15.
- Bakioğlu, A., & Dalgıç, G. (2014). *Eğitimcilerde yansıtıcı düşünme*. Bahçeşehir Üniversitesi Yayınları.
- Başkale, H. (2016). Nitel araştırmalarda geçerlik, güvenilirlik ve örneklem büyüklüğünün belirlenmesi. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 9(1), 23-28.
- Beyers, R. N. (2009). A five-dimensional model for educating the net generation. *Educational Technology, Society*, 12(4), 218-227.
- Broza, O., Lifshitz, A., & Atzmon, S. (2022). Exploring a model to develop critical reflective thought among elementary school math preservice teachers. *Journal of Education*, 202(4), 406-415. <https://doi.org/10.1177/00220574219983>
- Berg, B. L., & Lune, H. (2019). *Sosyal bilimlerde nitel araştırma yöntemleri*. Eğitim Yayınevi.
- Carey, S. F. (2017). *The meaning of reflective teaching to national board certified teachers*. (UMI No: 580469) [Doctoral dissertation, Texas State University]. ProQuest LLC.
- Chamdani, M., Yusuf, F. A., Salimi, M., & Fajari, L. E. W. (2022). Meta-analysis study: The relationship between reflective thinking and learning achievement. *Journal on Efficiency and Responsibility in Education and Science*,

- 15(3), 181-188. <http://dx.doi.org/10.7160/eriesj.2022.150305>
- Cicekler, C. Y., & Aral, N. (2021). Investigation of the relationship between creativity of preschool children and reflective thinking tendencies of teachers. *Research in Pedagogy*, 11(2), 405-417.
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches (3rd ed.)*. CA: Sage Publications Ltd.
- Çayır, M.Y., & Sarıtaş, M.T. (2017). Nitel veri analizinde bilgisayar kullanımı: Bir betimsel içerik analizi (2011-2016). *Necatibey Eğitim Fakültesi Elektronik Fen ve Matematik Eğitimi Dergisi*, 11(2), 518-544. <https://doi.org/10.17522/balikesirnef.373444>
- Çetin, M., & Halisdemir, M. (2019). School Administrators and generation Z students' perspectives for a better educational setting. *Journal of Education and Training Studies*, 7(2), 84-97. DOI:10.11114/jets.v7i2.3773
- Çiğdemoğlu, C., Tekeli, A., & Köseoğlu, F. (2019). Okul-dışı öğrenmeye yönelik öğretmen mesleki gelişim programından mentorlük desteği alan öğretmenin öğrencilerine yansıyan etkileri- Bir örnek olay çalışması. *Kastamonu Eğitim Dergisi*, 27(5), 2311-2330. <https://doi.org/10.24106/kefdergi.3521>
- Duban, N., & Yelken, T. Y. (2010). Öğretmen adaylarının yansıtıcı düşünme eğilimleri ve yansıtıcı öğretmen özellikleriyle ilgili görüşleri. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 19(2), 343-360.
- Egmir, E., & Ocak, I. (2020). The relationship between teacher candidates' critical thinking standards and reflective thinking skills. *International journal of progressive education*, 16(3), 156-170. DOI: 10.29329/ijpe.2020.248.12
- Ersöz, Z. N. (2008). *Yansıtıcı düşünmeyi geliştirici etkinliklerin ilköğretim 5. sınıf öğrencilerinin sosyal bilgiler dersindeki akademik başarılarına ve tutumlarına etkisi*. (Tez No. 220950) [Doktora Tezi, Fırat Üniversitesi]. Ulusal Tez Merkezi.
- Erden, N. S. (2019). Yeni nesillere yeni öğretim yöntemleri: Z kuşağının öğrenme stilleri ve yükseköğrenim için öneriler. *Journal of Academic Value Studies*, 3(12), 249-257.
- Erten, P. (2019). Z kuşağının dijital teknolojiye yönelik tutumları. *Gümüşhane Üniversitesi Sosyal Bilimler Dergisi*, 10(1), 190-202.
- Fryer, C. L. (2013). *Reflective thinkers: An examination of the development of the student teachers journal reflections during the student teaching experience*. (UMI No: 3560300) [Doctoral dissertation, Indiana University of Pennsylvania]. ProQuest LLC.
- Halisdemir, M. (2015). *Okul yöneticilerinin Z Kuşağına yönelik tutumları ve Z kuşağının okul yöneticisi algısı*. (Yayımlanmamış Yüksek Lisans Tezi). Maltepe Üniversitesi, Sosyal Bilimler Enstitüsü. İstanbul, Türkiye.
- Hasırcı, Ö. K., & Sadık, F. (2011). Sınıf öğretmenlerinin yansıtıcı düşünme eğilimlerinin incelenmesi. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 20(2), 195-210.
- İçil, H. B., & Şahin, E. (2019). Sosyal medya uygulamalarının, marka bağlılığı ve tüketici davranışlarına etkisi: Z kuşağı üzerine bir araştırma. *International Journal of Multidisciplinary Studies and Innovative Technologies*, 3(2), 188-195.
- İçme, T., Yıldırım, T., & Büyük, U. (2022). Z kuşağı öğrencilerinin uzaktan eğitim algıları. *Erciyes Akademi*, 36(1), 82-102. <https://doi.org/10.48070/erciyesakademi.1028194>
- Jiang, H., Wang, K., Wang, X., Lei, X., & Huang, Z. (2021). Understanding a STEM teachers emotions and professional identities: A three-year longitudinal case study. *International Journal of STEM Education*, 8(1), 1-22.
- Jones, C., & Shao, B. (2011). The net generation and digital natives. Implications for higher education, a literature. *Higher Education Academy*, 1-53.
- Jones, V., Jo, J., & Martin, P. (2007). Future schools and how technology can be used to support millennial and generation-Z students. *In ICUT 2007 (Proc. B), 1st Int. Conf. Ubiquitous Information Technology*, 886-891.
- Johnson, S. A., & Romanello, M. L. (2005). Generational diversity: Teaching and learning approaches. *Nurse educator*, 30(5), 212-216.
- Keogh, M. D. (2005). *Factors influencing pre-service teachers' levels of reflective thinking*. (UMI No: 3177001) [Doctoral dissertation, Syracuse University]. ProQuest LLC.
- McQueen, M. (2011). Ready or not... here come gen Z. *Pridobljeno*, 5(7).

- Meral, E., & Semerci, Ç. (2009). Yeni (2006) ilköğretim İngilizce programını uygulayan öğretmenlerin eleştirel ve yansıtıcı düşünceleri. *Fırat Üniversitesi Doğu Araştırmaları Dergisi*, 8(1), 50-54.
- Merriam, S. B. (2013). *Nitel araştırma: Desen ve uygulama için bir rehber*. Çev. Ed. Sellahattin Turan. Nobel Yayın Dağıtım.
- Mohr, K. A. J., & Mohr, E. S. (2017). Understanding generation Z students to promote a contemporary learning environment. *Journal on Empowering Teaching Excellence*, V:1, Conference Proceedings.
- Oral, G. A. (2013). *Çalışma hayatında kuşaklar ve çatışmalar*. (Yayınlanmış Yüksek Lisans Tezi). Bahçeşehir Üniversitesi, Sosyal Bilimler Enstitüsü.
- Özden, M. Y., & Durdu, L. (2016). *Eğitimde üretim tabanlı çalışmalar için nitel araştırma yöntemleri*. Anı Yayıncılık.
- Pacis, D., Sytsma, C., Weegar, M. A., & Keough, P. (2012). Educational achievement and satisfaction through generations. *International Journal of Business and Social Science*, 3(21).
- Prensky, M. (2001). Digital natives, digital immigrants part 2: Do they really think differently?. *On the horizon*, 9(6), 1-6.
- Pennington, R. E. (2010). *Measuring the effects of an instructional scaffolding intervention on reflective thinking in elementary preservice teacher developmental portfolios*. (UMI No: 3439780) [Doctoral dissertation, The University of Tennessee at Chattanooga]. ProQuest LLC.
- Qutoshi, S. B. (2018). Phenomenology: A philosophy and method of inquiry. *Journal of Education and Educational Development*, 5(1) 215-222.
- Raco, J. R. (2018). The phenomenological method in entrepreneurship. *International Journal of Entrepreneurship and Small Business*, 22(3) 275-285.
<https://doi.org/10.1504/IJESB.2014.063776>
- Russback, S. K. (2010). *The perceived value of reflective thinking by preservice teachers and new teachers in missouri*. (UMI No: 3397963) [Doctoral dissertation, Arkansas State University]. ProQuest LLC.
- Saracoglu, M. (2022). Reflective thinking and inquiry skills as predictors of self-efficacy in teaching mathematics. *Problems of Education in the 21st Century*, 80(1), 213-231.
- Stewart, K. E. (2010). *The role of reflection: Preschool teachers' use of reflective thinking to translate higher education learning into teaching practice*. (UMI No: 3403411) [Doctoral dissertation, Capella University]. ProQuest LLC.
- Şahin, M. C. (2005). Social identity of the youth in Turkey and popular consumption culture. *Gazi University Journal of Gazi Educational Faculty*, 25, 157-181.
- Tekeli, E. K., & Tekeli, M. (2021). Hizmet kalitesini arttırmaya yönelik e-şikâyetlerin değerlendirilmesi: Sarıkamış otellerine ilişkin nitel bir araştırma. *Atatürk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 25 (1), 55-70.
- Thibeault, J. (2004). *The relationship between student teachers and cooperating teachers as a foundation for the development of reflective thinking: An exploratory study based on student teachers' perceptions*. [Doctoral dissertation, McGill University]. ProQuest LLC. file:///Users/meralhalisdemir/Downloads/NQ98381.PDF
- Twenge, J. M. (2018). *Ben Nesli*. (E. Öztürk çev.) Kaknüs Yayınları.
- Van der Mescht, H. (2004). Phenomenology in education: A case study in educational leadership. *Indo-Pacific Journal of Phenomenology*, 4(1), 1-16.
- Weber, S. S. S. (2013). *Can preservice teachers be taught to become reflective thinkers during their first internship experience?* (UMI No: 3560279) [Doctoral dissertation, Liberty University]. ProQuest LLC.
- Yağar, F., & Dökme, S. (2018). Niteliksel araştırmaların planlanması: Araştırma soruları, örneklem seçimi, geçerlik ve güvenilirlik. *Gazi Sağlık Bilimleri Dergisi*, 3(3), 1-9.
- Yahr, M. A., & Schimmel, K. (2013). Comparing current students to a pre-millennial generation: Are they really different? *Research in Higher Education Journal*, 20, 1-8.

RESEARCH ARTICLE

Investigation of Risks and Risk Management Practices in The Fast-Moving Consumer Goods Sector in Turkey with an Interview Study

Recep Şababoğlu¹ | Ünal Halit Özden²

¹ MD, Istanbul Commerce University, Finance Institute, Istanbul/Turkey
ORCID: [0009-0009-6435-1946](https://orcid.org/0009-0009-6435-1946)
E-Mail: rsababoglu40@gmail.com

² Prof. Dr., Istanbul Commerce University, Human and Social Sciences Faculty, Statistics, Istanbul/Turkey
ORCID: [0000-0003-0924-4848](https://orcid.org/0000-0003-0924-4848)
E-Mail: uozden@ticaret.edu.tr

Corresponding Author:
Recep Şababoğlu

January 2024

Volume:21

Issue:2

DOI: [10.26466/opusjsr.1398921](https://doi.org/10.26466/opusjsr.1398921)

Citation:
Şababoğlu, R. & Özden, Ü. H.. (2024). Investigation of risks and risk management practices in the fast moving consumer goods sector in Turkey with an interview study
OPUS– Journal of Society Research, 21(2), 109-120.

Abstract

In this study, it is aimed to examine the risks and risk management practices in the fast-moving consumer goods sector in Turkey through an interview study. In the study, semi-structured interviews were conducted with managers of businesses that produce and market fast-moving consumer goods. Five participants were interviewed from the audit unit, 15 from the finance-financial affairs unit, 10 from the general responsibility unit, three from the risk management, six from sales and one from the production unit. The risks that are considered critical for companies, the management of these risks, the risks posed by the pandemic, and the positions taken by companies regarding insurance, which is a risk management tool, were analyzed. 23 company officials who participated in the research stated that they had no risks that were not insured and that the necessary insurance was made for all risks. 29 company officials participating in the research stated that they received insurance brokerage services. 18 of those who receive insurance services work with one or more agencies, and 11 companies receive brokerage services. Representatives of 8 companies participating in the study stated that they did not know whether intermediary services were received or did not want to answer.

Keywords: Fast moving consumer goods, risk factors, risk management

Öz

Bu çalışmada, Türkiye’de hızlı tüketim ürünleri sektöründeki riskler ve risk yönetimi uygulamalarının mülakat çalışması ile incelenmesi amaçlanmıştır. Çalışmada, hızlı tüketim ürünleri üreten ve pazarlayan işletmelerin yöneticileri ile yarı yapılandırılmış mülakat yapılmıştır. Mülakata denetim biriminden 5, finans-mali işler biriminden 15, genel sorumluluk biriminden 10, risk yönetiminden 3, satıştan 6 ve üretim biriminden bir katılımcı alınmıştır. Firmalar için kritik önemde görülen riskler, bu risklerin yönetimi, pandeminin oluşturduğu riskler, bir risk yönetim aracı olan sigorta ile ilgili firmaların aldıkları pozisyonlar analiz edilmiştir. Araştırmaya katılan 23 firma yetkilisi sigorta ettirilmeyen riskleri olmadığını ve tüm riskleri için gerekli sigortaların yapıldığını ifade etmiştir. Araştırmaya katılan 29 firma yetkilisi sigortacılık aracılık hizmeti aldıklarını belirtmişlerdir. Sigortacılık hizmeti alanların 18’si bir ya da birden çok acente ile çalışmakta olup, 11 firma brokerlik hizmeti almaktadır. Çalışmaya katılan 8 firmanın yetkilisi aracılık hizmeti alınıp alınmadığını bilmediklerini ya da cevap vermek istemediklerini belirtmişlerdir.

Anahtar Kelimeler: Hızlı tüketim ürünleri, risk faktörleri, risk yönetimi

Introduction

Risk is the probability of encountering an incident that could lead to detriment to operations, cause loss or disruption. Risk is measured in terms of probability and impact on the organization. Probability in terms of risk is the occurrence likelihood of an incident. The term impact refers to the effect of an incident on an organization (Chakabva et al, 2021; Ellegaard, 2008; Bodicha, 2015). On the other hand, limits must be well defined and understood in order to manage risks.

From this perspective, it is essential to establish time limits when dealing with the concept of risk specifically for companies. The matter to be paid attention here is defined as the goals set by the companies. Hence, companies ensure the continuity of their businesses in line with the goals they have set. The clarification of the risks that will have a positive or negative impact on the goals of the companies demonstrates another aspect of the risk concept (Pham et al, 2023; Chodokufa, 2016; Çobanoğlu and Sevil, 2013). Thus, it may be argued that risks are directly related with aims of organizations.

In the general, organizations aim to minimize compliance risks, mitigate hazard risks, manage control risks and embrace opportunity risks. However, it is important to point out that there are no subdivisions of risks as "right" or "wrong". The most important matter is that an organization adopts the risk classification system that best suits its circumstances regardless of the theoretical debates. (Hopkin, 2018; Dubihlela and Nqala, 2017). For this reason, it may be argued that adaptation of an organization to risk management in all parts of the organization including marketing and production has vital role for companies.

Although there have been studies in the literature on the risk management concept and fast moving consumer goods, no sufficient studies that examine risk management in the production and marketing of fast moving consumer goods and compile information in the field were found. Therefore, in this study, it is aimed to examine the risks and risk management practices in the fast moving consumer goods sector in Turkey through an interview study.

In a book originally published in French in 1916, Henry Fayol defined risk management as a safety function among the six basic functions of a business enterprise. The American Society for Insurance Management (ASIM), founded in the United States in 1955, changed its name to Risk and Insurance Management Society in 1975. It was rediscovered by multinational companies in the United States of America after the Second World War. It can be argued that the general trend in the current use of risk management have started in the early 1950s. One of the earliest references to the risk management concept in the literature was made in an article by Russel Callagher in the Harvard Business Review in 1956. In October 1988, world risk management congress organized for the first time was supported by the International Federation of Risk and Insurance Management Associations (IFRIMA) (Hillson, 2023; Outreville, 2021). The increasing number of these structures has helped develop an international perception and awareness about risk management. As a result, it may be argued that a more complex structure, the risk matrix, has developed in risk assessment.

The risk matrix is one of the most important tools in risk management. Risk matrices may be found in different forms. Risks may be graded and decision may be made to implement the necessary risk management method thanks to risk matrices, where the probability, impact and magnitude of the risk are assessed (Ricardianto et al, 2023; Hopkin, 2018). The most important components of the risk matrix are different types of risks. For this, the factors and risk types with perspectives that affect the risk must be known.

It is noted that perspectives on risks vary, encompassing both personal and organizational viewpoints. As a matter of fact, it is indicated that while some perceive risks only negatively, others perceive risks positively. However, risks involve characteristics from both perspectives (Sen, 2023; Hermanson and Rittenberg, 2003). In order to understand, measure and manage risk at the organizational level, a coordinated risk management and successfully created risk matrix is needed.

This is a model that exhibits the probability of the occurrence of the risk, the impact after the occurrence of the risk and the relationship between these two. It is necessary to analyze risks in order to conduct risk management. A risk matrices analysis is a process of calculating the probability of an incident and its outcome if it occurs. The process of exhibiting the probability and impact of risk is Risk Rating (Yun, 2023; Dey, 2002).

In the fast moving consumer goods sector, there are generally three types of risks that are most emphasized in the literature and come to the fore in the field. These are market risk, reinvestment risk and translation risk. Market risk is the risk associated with movements in security prices, particularly stock prices (Zhu et al, 2023; Mayo, 2001). Reinvestment risk arises because the effective rate of return calculation implicitly assumes that all coupon cash flows will be reinvested until the promised maturity (Borio et al, 2023; Olson and Wu, 2023; Yim et al, 2014). Comparing the financial performance of subsidiaries becomes simple if exchange rates remain constant. However, disruption becomes an inevitable consequence in case of change in exchange rates. In this context, translation risk involves two elements (Ylönen and Aven, 2023; Arnold, 2013):

Balance sheet impact: Assets and liabilities denominated in foreign currency have the quality of fluctuating in terms of value in local currency due to changes in the forex market.

Profit and loss account impact: Changes in exchange rates can have a negative impact on the group's profit due to the translation of profits of foreign affiliates.

Although there are many studies on risk management, the number of studies that deal with risk management in fast-moving consumer goods qualitatively and quantitatively is very limited. Some of these are given below.

Kamakela et al (2023) evaluated risk management in digital media in fast moving consumer goods sector in Mauritius. In the research, 14 fast moving consumer goods firms were subjected to the study. results showed that although digital opportunities have high potential

in risk management in fast moving consumer goods sector, there is a lack of knowledge in firms.

Dubihlela et al (2021) analyzed risk management for fast moving consumer goods sector in South Africa. In the research, authors applied survey to 320 Small and Medium Sized Enterprises (SME). Results showed that risk management is misunderstood in South Africa fast moving consumer goods sector.

Chakabva and Dubihlela (2020) evaluated role of risk management on sustainability in fast moving consumer goods sector in South Africa. 320 SMEs were subjected to survey, and 2 risk experts evaluated data. Results showed that risk management has survival role in fast moving consumer goods sector.

Nemtajela and Mbohwa (2017) evaluated demand risk with uncertainty and inventory management in fast moving consumer goods sector. A total of 255 firm managers were subjected to the study. Results showed that inventory management has vital role for uncertain demand risks.

Diehl and Spinler (2013) analyzed supply chain management risk in fast moving consumer goods sector. In their research, authors used intense interview and case study. According to results, supply chain risk management has vital role in fast moving consumer goods sector. However, managers have lack of knowledge about these risks.

Methodology

The present study focuses on the risks and risk management of companies that produce and market fast moving consumer goods.

The declared risks and risk management methods of many companies ranking the top in terms of turnover size and market capitalization were analyzed prior to the study. The top 5 largest companies are discussed in more detail in the study rather than making a lengthy discussion of similar risks and risk management models. It was observed that companies are exposed to different risks or prioritize different risks in terms of the products they produce. Discussion on this subject was included in the chapter evaluation section. As

different approaches to insurance as one of the risk management tools of the companies exist, this matter was discussed separately.

According to the top 13 companies with a turnover of over USD 20 billion, 7 of the top 13 companies are US companies. However, it may be argued that Johnson & Johnson has not become the 2nd company despite its total turnover of 82 Billion Dollars. The reason for this is that only about 20% of the company's revenues were derived from FMCG products. 50% of the company's turnover is derived from pharmaceuticals and 30% from medical device sales. Also, the turnover of PepsiCo, which ranks 2nd in terms of turnover, involves both Pepsi's soft drink turnovers and the turnover of the world's largest chip snack products such as Lay's.

Long-term interaction

Long-term interaction was ensured with the data source to minimize the possible influence of subjective perception on the data source during this process. The participants were informed about the subject and purpose of the research before the interview, voluntary consent forms were prepared and presented to them, and long-term communication was realized based on that the participants had confidence and consciousness in their natural state over time.

Expert review

Advisor opinions were resorted to at all stage from the development of data collection tools to the reporting of data analysis results.

Detailed explanation

Findings were explained in detail, emerging issues were organized by code, and direct quotations were included in terms of the strategy.

In this research, interviews were conducted with the officials in companies operating in the fast moving consumer goods sector, who are familiar with risk management and able to access the most information and data on risk management directly or indirectly.

A set of questions was prepared to obtain data such as the current risk perceptions in the interviewed companies, the major risks considered important, the risk management studies and models currently in practice, the risk groups they are most affected by, the risks they cannot have control over and the effects of these risks, and the financial size of the companies. Some explanatory information on the management of risks, especially on the management of risks through insurance was conveyed to the participants verbally and in writing again within this question set, and it was also ensured that some unknown technical terms are explained too. Additionally, a risk title table consisting of risk titles prepared by leading organizations in Turkey and the world was also shared with the participants, considering whether the interviewees were prepared for the subject or not.

Semi-structured interview technique was employed in this research, which is conducted using with qualitative data collection techniques . Qualitative research mostly deals with the process rather than products or outputs. Therefore, meanings are have importance in qualitative researches.

Semi-structured observations are observations intended to test in a natural environment the data obtained during unstructured studies, usually using a data collection tool. Semi-structured interviews have a standard that is not too strict but also have some flexibility. Therefore, they are not limited and closed-ended as in the case of write-and-complete tests and surveys. It is also made possible to obtain in-depth information for the topic under study in this way. Semi-structured interviews were preferred in the study due to such flexibility and the possibility to obtain in-depth information.

It was aimed during the qualitative research phase to provide a rich risk and risk management study that can cover different areas of the sector by interviewing fast moving consumer goods companies that sell and produce in different categories such as foodstuff, cleaning and personal care. In this context, interviews were conducted with the risk officials of a total of 40 companies in these different categories. Following 41 interviews

which was primarily conducted in the study, since 2 companies were actually subject to the same risk management model under the same group, instead of these 2 companies, risk management of a single umbrella company was taken into consideration and the answers received from different companies of that company were merged and evaluated as the answers of a single company, and therefore the total number of companies interviewed was reflected in the study as 40.

Data Collection Method

Attempt was made to conduct remote interviews with people who are knowledgeable, experienced and competent executives in companies on risk in order to prevent possible health issues during the Covid-19 pandemic within the scope of qualitative research. Generally, online interview method was implemented by means of TEAMS, Zoom and Skype systems, as it is also convenient for remote interviews and data sharing. However, the interviews were continued via phone, e-mail and WhatsApp application in certain cases as the participants' intensive work and unexpected emergencies affected the interviews.

Data Analysis

Data analyses were carried out with Microsoft Excel and MaxQda programs used for qualitative data analysis. The companies are coded as F1, F2, F3 as the names of the interviewee companies will not be included in the study. Transcripts were created based on one-to-one note-taking interviews and the answers received from the audio-recorded interviews during the interviews. Semiotic analysis methods have been used for linguistic expressions due to linearization deviations in the quantification and analysis of linguistic expressions (Yılmaz and Turanlı, 2023). The data were dismantled into meaningful parts and coded through the transcripts. Subsequently, the necessary codes were added to the code list based on the statements of the participants according to the type of coding based on the conceptual framework obtained. Finally, the findings were systematically explained.

Evaluation of Qualitative Analysis Findings

A total of 22 questions were asked to the officials of the 40 companies interviewed. The companies selected in the research were selected through simple random sampling and participation was voluntary. For this reason, companies' information on financial openness or market share was not collected in the study as part of company-specific information and in accordance with the ethics committee permission. During the preparation of the research questions, basic literature sources and studies in the fast-moving consumer goods sector were taken as basis, and then they were given their final shape with expert opinions (Hillson, 2023; Outreville, 2021; Sen, 2023; Hopkin, 2018; Dubihlela and Nqala, 2017; Hermanson and Rittenberg, 2003). Interview questions also do not contain enough specific information to require validity and reliability analysis. The last 6 questions of these 22 questions consist of questions which can be considered demographic, such as learning the production and sales area of the company, the duration of the interviewed official's experience in the sector. Questions through 7 to 14 are questions about the company's risk management activities carried out with the insurer, which is a risk management tool, and insurance awareness. Questions 1 through 7 are questions about the key risks that are critical for the company and the sector in which it operates and how these risks are managed. Written and verbal explanations were provided before the questions since some of the questions may fall within the expertise of the interviewees.

Findings

Demographic Findings

Certain demographic information of the executives participating in the study is given in Table 1.

It was learnt that, among the 40 executives interviewed and recommended by the company to participate in the interview as being knowledgeable and responsible for risk, 6 were C-Level managers, 18 were GM-Assistant General

Manager-Directors, and 16 were mid-level managers.

Table 1. Certain demographic information of the executives participating in the study

	Number of persons (n)	Percentage (%)
Management level		
C-level	6	15
GM/Assistant GM/director	18	45
Mid Level Executive	16	40
Relevant unit		
Audit	5	13
Finance-financial affairs	15	38
General responsibility	10	25
Risk management	3	8
Sales	6	15
Production	1	3
Employment scale		
1 -5 years	10	25
6 -10 years	9	23
11 years and more	21	53
Sector seniority		
1 -10 years	3	8
11 -20 years	20	50
21 years and more	17	43

The units to which the interview participants report are Audit (5 people), Finance - Financial Affairs (15 people), General Responsibility (10 people), Risk Management (3 people), Sales (6 people), Production (1 person). The employment seniority of the people included in the interview sample, in their current companies is as 10 people between 1-5 years, 9 people between 6-10 years, and 21 people 11 years and above. When we take a look at the total seniority of the participants in the sector, it is seen that there are 3 people between 1-10 years, 20 people between 11-20 years and 17 people over 21 years.

Distribution Depending on Company Profile Characteristics

When the category-based breakdown of the products produced and/or sold by the companies included in the sample is taken into consideration, it is seen that 22 companies sell foodstuff, 6 companies sell beverages, 5 companies sell both food and beverages, 4 companies produce personal care and cleaning products, 2 companies conduct mixed sales of all product groups, and 1 company each produces and/or sells category of OTC products and Cooking and Storage Aids.

It is aimed to learn the duties of these company officials in the company, the unit they are reporting to, their experience in the company and the sector since there is no need in the study to associate demographic information such as their age and gender with their risk expertise. The distribution according to the sample codes is as shown in Appendice 1.

Qualitative Analyses Pertaining to Fast Moving Consumer Goods Sector Companies

The risks considered being critically important for companies, the management of such risks, the risks posed by the pandemic, and the positions taken by companies in terms of insurance as a risk management tool are the main elements that were made subject to analysis.

Additionally, it was aimed to carry out certain qualitative assessments such as whether there is a relationship between the turnover and profitability magnitude of the companies, the country of the main shareholder, being a local or international company, and risk management. Also, attempt was made to find out whether the companies listed have similar or different risk perspectives and risk management models with other companies since it is known that companies traded on Borsa İstanbul have company risks and risk management approaches that must be assessed by independent audit companies and disclosed to the public as an obligation.

Which country/countries is the origin of the main shareholder of your company?

It has been learnt that the main shareholder and origin of 32 (80%) of the 40 sampled companies are domestic, while the main shareholders of 8 companies are from foreign countries. It was learnt that 6 out of 8 companies are globally active, while 2 companies possess a narrower scope.

Is your company listed on the İstanbul Stock Exchange?

It was learned that the shares of 6 interviewees (15%) are traded on Borsa İstanbul (F3, F23, F27, F29, F33, F34).

What is your company's turnover and EBITDA for 2022 (EBITDA: Interest and Profits Before Taxes)

Recognizing the fact that evaluating the sample size subject to the interview on the basis of turnover and EBITDA is an important metric, this information was requested from the interviewees in the pre-interview forms and during the interview. 24 companies communicated both their turnover and EBITDA details (F1, F2, F3, F4, F5, F7, F8, F9, F10, F12, F13, F14, F15, F16, F17, F23, F24, F26, F27, F29, F31, F33, F34, F35), 6 companies communicated only their turnover figures (F11, F18, F21, F32, F36, F39), and the officials of the remaining 10 companies did not communicate their turnover and EBITDA details for reasons such as not being able to share numerical data or being able to provide figures later (F6, F19, F20, F22, F23, F25, F30, F37, F38, F40).

It was considered that averaging 24 companies that shared both turnover and EBITDA information could shed light on the general framework in the light of the information obtained. Accordingly, it was seen that the total turnover of 24 companies is TL 73,045,000,000 and the total EBITDA is TL 11,118,100,000. It was seen that the turnover per company is TL 1.96 Billion and the EBITDA is TL 255 Million when the largest and smallest 2 values are removed and the data of 22 companies are taken as basis.

How much insurance cost (premium payment) do you have in TL for how much risk in total?

The executives of 8 companies among the 40 companies interviewed stated that they did not know the figures and 11 companies stated that they could not share information. It was learned that the remaining 21 companies make premium payments of TL 125,480,311 for their total coverage of TL 15,780,690,000.

It was learned that vehicles of many of the companies interviewed particularly in the sales channel are leased or distributor's vehicles and that they do not assume the traffic and car insurance obligations of these vehicles.

*What are the reasons for not insuring risks if you have uninsured risks? (*High premium, *The risk having a small impact, *The relevant risk not being an insurance product, etc.).*

23 company officials who participated in the research stated that they had no uninsured risks and that the necessary insurances were taken out for all risks. (F1, F2, F3, F6, F7, F12, F13, F14, F15, F16, F17, F18, F19, F20, F21, F22, F23, F24, F25, F27, F29, F30, F36). However, 16 of these companies did not provide an answer that they have taken out insurance for products such as executive liability, environmental liability, cyber liability. Similarly, it has been observed that there are company officials who do not have ownership information on receivables insurance, which is one of the important requirements of the sector.

It was seen that five companies participating in the research did not answer the question on insurance products, 1 of the officials of these 5 companies stated that they did not want to answer questions about insurance (F10), 1 official stated that they did not want to share numerical data (F38), and 3 company officials stated that they had no information on the subject (F28, F32, F40).

It was understood from the answers given by the other Samples that trade receivables insurance (F4, F35, F39) due to its high cost and/or pressure from insurance companies on the category of customers related to receivables (pressure to have all large and small-scale customers insured); cyber liability (F33) due to the failure of the insurance company to provide complete and timely information, and uninsured risks as the impact or probability of the risks being small (F8, F11, F26, F31, F34, F35).

What is the amount of your insurance claim payments and uninsured claims in the last year?

The answer to this question is evaluated over 21 companies that communicated numerical data (F1, F2, F3, F5, F9, F11, F12, F14, F16, F17, F23, F24, F27, F29, F31, F33, F34, F35, F36, F37, F39). It was learned that 7 of the 21 companies did not receive any claim payments from the insurance (F9, F11, F24, F27, F34, F35, F36, F37), while 14 companies received a total payment of TL 3,975,000 (F1, F2, F3, F5, F12, F14, F16, F17, F23, F29, F31, F33, F39). It is seen that the companies that received claim payments received an average claim payment of TL 283,929 if this figure is divided by the total 21 companies that provided information, it is TL 189,286 per company; if this figure is divided by

the number of companies that received only claim payments, which is 14,

Do you have your own insurance agency?

It was learned that one of the companies participating in the research has an agency within the holding structure to which they are affiliated (F33), while another company, which carries out production and sales on a global scale, has its own insurance company abroad (F18). It was learned that the remaining 38 companies did not have any insurance company, brokerage firm or agency.

Do you receive insurance brokerage services?

29 company officials participating in the research stated that they receive insurance brokerage services, 18 of these companies work with one or more agencies (F5, F7, F10, F12, F15, F17, F19, F22, F23, F24, F27, F29, F30, F31, F33, F34, F35, F37), 11 companies receive brokerage services (F1, F2, F3, F4, F9, F14, F16, F18, F21, F25, F39), 2 of these 11 companies also have insurance units in their holding companies (F1, F3), and the officials of 8 companies stated that they did not know or did not want to answer whether they received brokerage services (F8, F11, F20, F26, F28, F32, F38, F40).

3 companies stated that they did not receive brokerage services (F6, F13, F36). Information indicating that insurance purchases were made directly from the companies when these 3 companies were asked about the channels through which they purchased it. However, as far as is known, insurance companies conduct their sales, including internet sales, not directly but through brokerage companies. For example, the answer of the sample coded F6: "We negotiate directly with the relevant companies, we do not use brokers."

Is there any provision for potential damages that your company spares internally other than insurance?

Of the 40 companies interviewed, 26 (65%) did not have any provisions other than insurance for potential damages (F1, F2, F3, F4, F6, F8, F9, F10, F11, F15, F17, F19, F21, F23, F24, F25, F26, F27, F28, F29, F30, F33, F36, F37, F39, F40), while 7 (18%) were learned to have a provision (F5, F14, F16, F18, F22, F31, F34); 7 interviewees (18%) had no information on the subject (F7, F12, F13, F20, F32, F35, F38). It was learned from the participants that

the captive system has been applied in 2 of the 7 companies (F16, F31). Also, the officials of 2 global companies stated that their headquarters abroad have provision accumulation and accumulation appraisal systems through the captive system (F14, F22).

Who is/are responsible for risk management in your company?

Based on the answers to the interview question, it is possible to categorize the units accountable for risk management in the fast moving consumer goods companies into 10 groups. Accordingly, while it is understood that risk management is carried out by a single unit in certain companies, information was received that more than one unit is accountable for risk management in some others. Accountable units: a. Finance - Financial Affairs Unit Finance - Financial Affairs and Risk Management Unit, c. Global Management, ç. Each Unit Separately, d. Internal Audit, e. Internal Audit and Finance - Financial Affairs, f. Internal Audit and Risk Management Unit, g. Risk Management Unit, ğ. Senior Management, h. Senior Management and Each Unit

It was learned that the unit named Finance and Accounting, which is mainly accountable for the financial affairs and processes of the company, is accountable for risk management in case of 17 samples, while the Internal Audit unit is responsible for risk management in case of 7 samples. The graph for distribution of risk management between the units is as follows.

Discussion and Conclusion

In this study, it is aimed to analyze the risk and risk management practices of companies operating in the Fast-Moving Consumer Goods sector in Turkey from the perspectives of company executives through use of the interview method. In this context, the participants were provided with semi-structured in-depth interview questions and it was aimed to analyze their views on risk structure and management.

Risk, is not possible to talk about a clearly marked out definition or elements of risk as well as the lack of a clear definition and framework of risk. Risk and risk structure change according to time,

circumstances, conditions or perceptions. Therefore, it is not possible to make definitions and determinations on risk management directly based on quantitative data (Kamakela et al, 2023; Schulte and Knuts, 2022; Diehl and Spinler, 2013). Instead of that, predicting past experiences can be characterized as a more common method in risk structure and risk management.

Although being highly profitable fast moving consumer goods can be defined as a separate field that involves customer structure, consumer decision-making processes and experiences, where fast decisions need to be made in the management process due to the pace of consumption. Risk management in this area will also be more variable than in other areas due to these characteristics of fast-moving consumer goods and many different areas and issues such as competition, product development and product supply chain, household preferences and banking will come to the forefront (Yuliawati and Brilliana, 2022; Yılmaz and Turanlı, 2022; Zulfikar and Mayvita, 2018; Nemtajela and Mbohwa, 2017).

Insurance involves measures taken in risk management and expenditures realized in respect of the potential occurrence of the risk. Therefore, insurance expenditures are closely related to current risk management (Diehl, 2012; Bottani and Rizzi, 2008). According to the analyses conducted in this framework, the executives of 8 companies among the 40 companies interviewed stated that they did not know the figures spent for risk management and insurance and 11 companies stated that they could not share information. It was learned that the remaining 21 companies make premium payments of TL 125,480,311 for their total coverage of TL 15,780,690,000. In fact, although risk management is of vital importance in fast moving consumer goods, the fact that 20% of the executives do not know the figures spent on risk management can be defined as a critical shortcoming.

23 company officials who participated in the research about insurance stated that they had no uninsured risks and that the necessary insurances were taken out for all risks. 29 company officials who participated in the research stated that they received insurance brokerage services. Of those

who receive insurance services, 18 companies work with one or more agencies and 11 companies receive brokerage services.

The officials of 8 companies, who have participated in the study, stated that they did not know whether they receive brokerage services or did not want to provide any answer. It was learnt that the unit named Finance and Accounting, which is mainly accountable for the financial affairs and processes of the company, is accountable for risk management in case of 17 samples, while the Internal Audit unit is responsible for risk management in case of 7 samples. Overall, these figures indicate that insurance plays an important role in the risk management of leading companies in the fast-moving consumer goods sector in Turkey, however, that there is no tailored and professional risk management strategy, and that it is necessary to develop new and specific risk models unique to the field.

The results obtained in the research show that the risk perceptions and risk severity levels of senior managers in the Turkish fast-moving consumer goods industry are low. In order to increase this perception, in-sector projects can be developed and additional studies can be carried out in cooperation with public and educational institutions. In addition to these, more comprehensive advanced and academic studies that evaluate qualitative studies and findings together with quantitative findings can be included. It would be beneficial to conduct studies with larger samples and measurement tools that allow cross-comparisons.

Limitations of the Research

The most important limitation of the research conducted is the lack of a specific conceptual framework for tailored risk management and structure in fast moving consumer goods and the uncertainties arising from the inherent conceptual structure of risk management. Additionally, the data shared by companies about the risk structure in fast moving consumer goods and expenditures being limited is one of the most important factors

in the presence of limitation in the conceptual framework.

Another important limitation of the research is the lack of measurement tools for comprehensive and quantitative evaluation processes that are based on unified and quantitative data as a result of the company sizes and structural differences in risk management. Therefore, qualitative methods were employed in the research.

Contributions of the Research to the Literature

The most significant contribution of the research to the literature is that it exhibits the perspectives and views of the executives of the companies on risk management and its structure in a way that it serves as a reference for future studies in the fast-moving consumer goods sector.

In this context, the research also reveals the level of knowledge of risk and implementation of risk management in management by evaluating and comparing the views of executives at different levels.

Additionally, another significant contribution of the research is that it exhibits the shortcomings related to risk management from the measurement tool to the implementation phase. In this respect, in-depth interviews and similar studies in risk management can be a guide for quantitative measurement tools to be established in the future.

Conflicts of Interest

The authors state no conflict of interest.

Ethical Statement

Permission was obtained from the Ethics Committee of the University of Commerce for the in-depth interview and data collection process in the research, and a voluntary consent form was issued to the executives for their participation and voluntary participation was ensured.

References

Arnold, G. (2013). *Financial times handbook of corporate finance: A business companion to financial markets, decisions and techniques*. Pearson UK.

- Bodicha, H. H. (2015) How to measure the effect of project risk management process on the success of construction projects: A critical literature review, *The international Journal of Business & Management*, 3(12), 99-112.
- Borio, C., Claessens, S., & Tarashev, N. A. (2023). Finance and climate change risk: Managing expectations. In *EconPol Forum* (Vol. 24, No. 1, pp. 5-7). Munich: CESifo GmbH.
- Bottani, E., & Rizzi, A. (2008). Economical assessment of the impact of RFID technology and EPC system on the fast-moving consumer goods supply chain. *International journal of production economics*, 112(2), 548-569.
- Chakabva, O., Tengeh, R., Dubihlela, J. (2021). Factors inhibiting effective risk management in emerging market SMEs. *J. Risk Financ. Manag.* 14 (6), 231.
- Chakabva, O., & Dubihlela, J. (2020). Risk management as a tool to enhance the sustainability of fast-moving consumer goods SMES in South Africa. *The Journal of Accounting and Management*, 10(3).
- Chodokufa, K. (2016). Risk management practices and the purchase of insurance by SMEs. *Risk Gov. Control.: Financ. Mark. Inst.* 6 (3), 100–104.
- Çobanoğlu, H. O. ve Sevil, G. (2013). Sporda risk yönetimi: Üst düzey futbolcuların risk değerlendirmeleri üzerine bir araştırma. *CBÜ Beden Eğitimi ve Spor Bilimleri Dergisi*, 8(2), 1-15.
- Dey, P.K. (2002) Project risk management: A combined analytic hierarchy process and decision tree approach. *Cost Engineering*, 44(3), 14 – 26.
- Diehl, D. (2012). *Supply chain risk management: a case study in the fast-moving consumer goods industry* (Doctoral dissertation, WHU-Otto Beisheim School of Management).
- Diehl, D., & Spinler, S. (2013). Defining a common ground for supply chain risk management—A case study in the fast-moving consumer goods industry. *International Journal of Logistics Research and Applications*, 16(4), 311-327.
- Dubihlela, J., Chakabva, O., & Tengeh, R. (2021). A risk management framework for fast moving consumer goods retailers in South Africa. *FORCE: Focus on Research in Contemporary Economics*, 2(1), 4-40.

- Dubihlela, J., Nqala, L., (2017). Internal controls systems and the risk performance characterizing small and medium manufacturing firms in the Cape Metropole. *Int. J. Bus. Manag. Stud.* 9 (2), 87–103.
- Ellegaard, C. (2008). Supply risk management in a small company perspective. *Supply Chain Management: An International Journal*, 13(6), 425-434.
- Hermanson, D. R., & Rittenberg, L. E. (2003). Internal audit and organizational governance. *Research opportunities in internal auditing*, 1(1), 25-71.
- Hillson, D. (Ed.). (2023). *The Risk Management Handbook: A practical guide to managing the multiple dimensions of risk*. Kogan Page Publishers.
- Hopkin, P. (2018). *Fundamentals of Risk Management Understanding, Evaluating and Implementing Effective Risk Management*. London Kogan Page Publishers.
- Kamakela, J. S., Callychurn, D., & Hurreeram, D. (2023). Assessing digital technology and analytics for risk management: Focus on Fast Moving Consumer Goods (FMCG) manufacturing firms in Mauritius. *Materials Today: Proceedings*.
- Mayo, H. B. (2001). *Financial institutions, investments, and management: An introduction*. South Western Educational Publishing.
- Nemtajela, N., & Mbohwa, C. (2017). Relationship between inventory management and uncertain demand for fast moving consumer goods organisations. *Procedia Manufacturing*, 8, 699-706.
- Olson, D. L., & Wu, D. (2023). Sustainability and enterprise risk management. In *Enterprise Risk Management Models: Focus on Sustainability* (pp. 205-231). Berlin, Heidelberg: Springer Berlin Heidelberg.
- Outreville, J. F. (2021). Insurance and foreign direct investment: a review (or lack) of evidence. *The Geneva Papers on Risk and Insurance - Issues and Practice*, 46(2), 236-247.
- Pham, H. T., Pham, T., Truong Quang, H., & Dang, C. N. (2023). Supply chain risk management research in construction: a systematic review. *International Journal of Construction Management*, 23(11), 1945-1955.
- Ricardianto, P., Lembang, A., Tatiana, Y., Ruminda, M., Kholdun, A., Kusuma, I., ... & Endri, E. (2023). Enterprise risk management and business strategy on firm performance: The role of mediating competitive advantage. *Uncertain Supply Chain Management*, 11(1), 249-260.
- Schulte, J., & Knuts, S. (2022). Sustainability impact and effects analysis-A risk management tool for sustainable product development. *Sustainable Production and Consumption*, 30, 737-751.
- Sen, I. (2023). Regulatory limits to risk management. *The Review of Financial Studies*, 36(6), 2175-2223.
- Yılmaz, K., & Turanlı, M. (2023). A Multi-disciplinary Investigation of Linearization Deviations in Different Regression Models. *Asian Journal of Probability and Statistics*, 22(3), 15-19.
- Yılmaz, K., & Turanlı, M. (2022). Türkiye’de Katılım Bankalarının Finansal Performanslarının Hane Halkı Gelir Grupları İle İlişkisi. *İşletme Araştırmaları Dergisi*, 14(4), 2785-2795.
- Yim, R. Castaneda, J. Doolen, T, Turner. I, & Malak, R. (2014) A study of project classification on project risk indicators. *International Journal of Project Management* 33, 863 – 876.
- Ylönen, M., & Aven, T. (2023). A new perspective for the integration of intelligence and risk management in a customs and border control context. *Journal of Risk Research*, 26(4), 433-449.
- Yuliawati, E., & Brilliana, C. W. (2022). Linkages analysis risk factors of the return process in logistics fast moving consumer goods. *Jurnal Sistem dan Manajemen Industri*, 6(2), 198-110.
- Yun, J. (2023). The effect of enterprise risk management on corporate risk management. *Finance Research Letters*, July 2023, 103950.
- Zhu, D., Li, Z., & Mishra, A. R. (2023). Evaluation of the critical success factors of dynamic enterprise risk management in manufacturing SMEs using an integrated fuzzy decision-making model. *Technological Forecasting and Social Change*, 186, 122137.
- Zulfikar, R., & Mayvita, P. A. (2018). The relationship of perceived value, perceived risk, and level of trust towards green products of fast moving consumer goods purchase intention. *JEMA: Jurnal Ilmiah Bidang Akuntansi dan Manajemen*, 15(2), 85-97.

Appendice 1. Distribution according to sample codes

Sample Answers	Sample Management level	The Unit Sample Reporting to	Sample Code
CFO	C-Level	Finance-Financial Affairs	F1
Financial Affairs Director	GM/Assistant GM/Director	Finance-Financial Affairs	F2
Financial Affairs Director	GM/Assistant GM/Director	Finance-Financial Affairs	F3
Head of Audit	C-Level	Audit	F4
General Coordinator	GM/Assistant GM/Director	General Responsibility	F5
CEO	C-Level	General Responsibility	F6
Turkey Sales General Manager	GM/Assistant GM/Director	Sales	F7
General Director	GM/Assistant GM/Director	General Responsibility	F8
Internal Audit Manager	Mid Level Executive	Audit	F9
Sales Director of	GM/Assistant GM/Director	Sales	F10
Production Manager	Mid Level Executive	Production	F11
Assistant General Manager	GM/Assistant GM/Director	General Responsibility	F12
Administrative Affairs Manager	Mid Level Executive	General Responsibility	F13
Sales Director of	GM/Assistant GM/Director	Sales	F14
Finance Manager	Mid Level Executive	Finance-Financial Affairs	F15
Risk Group Manager	GM/Assistant GM/Director	Risk Management	F16
Receivable risk management manager / Loan Risks and Customer Collections Manager	Mid Level Executive	Finance-Financial Affairs	F17
Internal Audit Director	Mid Level Executive	Audit	F18
Finance Risk Manager	Mid Level Executive	Finance-Financial Affairs	F19
Administrative Affairs Manager	Mid Level Executive	General Responsibility	F20
Sales Director of	GM/Assistant GM/Director	Sales	F21
Risk Manager (Reporting to Internal Audit)	Mid Level Executive	Risk Management	F22
Assistant Head of Audit	C-Level	Audit	F23
Assistant General Manager Responsible for Sales and Purchasing	GM/Assistant GM/Director	Sales	F24
Financial Affairs Director	Mid Level Executive	Finans - Mali İşler	F25
CEO	C-Level	General Responsibility	F26
Risk Manager	Mid Level Executive	Risk Management	F27
General Manager Responsible for Domestic Sales and Marketing	GM/Assistant GM/Director	Sales	F28
Internal Audit Director	Mid Level Executive	Audit	F29
Financial Affairs Director	Mid Level Executive	Finance-Financial Affairs	F30
Finance director	GM/Assistant GM/Director	Finance-Financial Affairs	F31
Finance director	GM/Assistant GM/Director	Finance-Financial Affairs	F32
Assistant General Manager	GM/Assistant GM/Director	General Responsibility	F33
Financial Affairs Director	Mid Level Executive	Finance-Financial Affairs	F34
Accountant manager-financial advisor	Mid Level Executive	Finance-Financial Affairs	F35
Financial Affairs Director	Mid Level Executive	Finance-Financial Affairs	F36
Chairperson of the Board of Director	C-Level	General Responsibility	F37
Senior Finance Manager	GM/Assistant GM/Director	Finance-Financial Affairs	F38
Finance Director	GM/Assistant GM/Director	Finance-Financial Affairs	F39
GM	GM/Assistant GM/Director	General Responsibility	F40