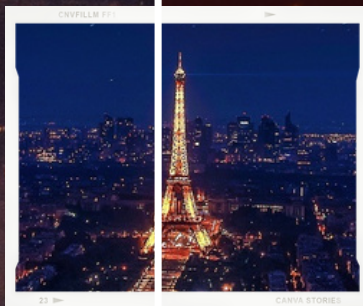
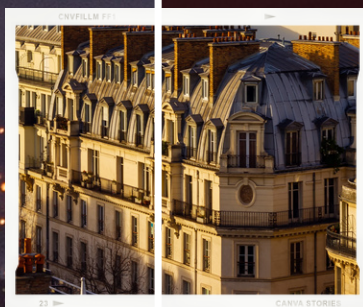
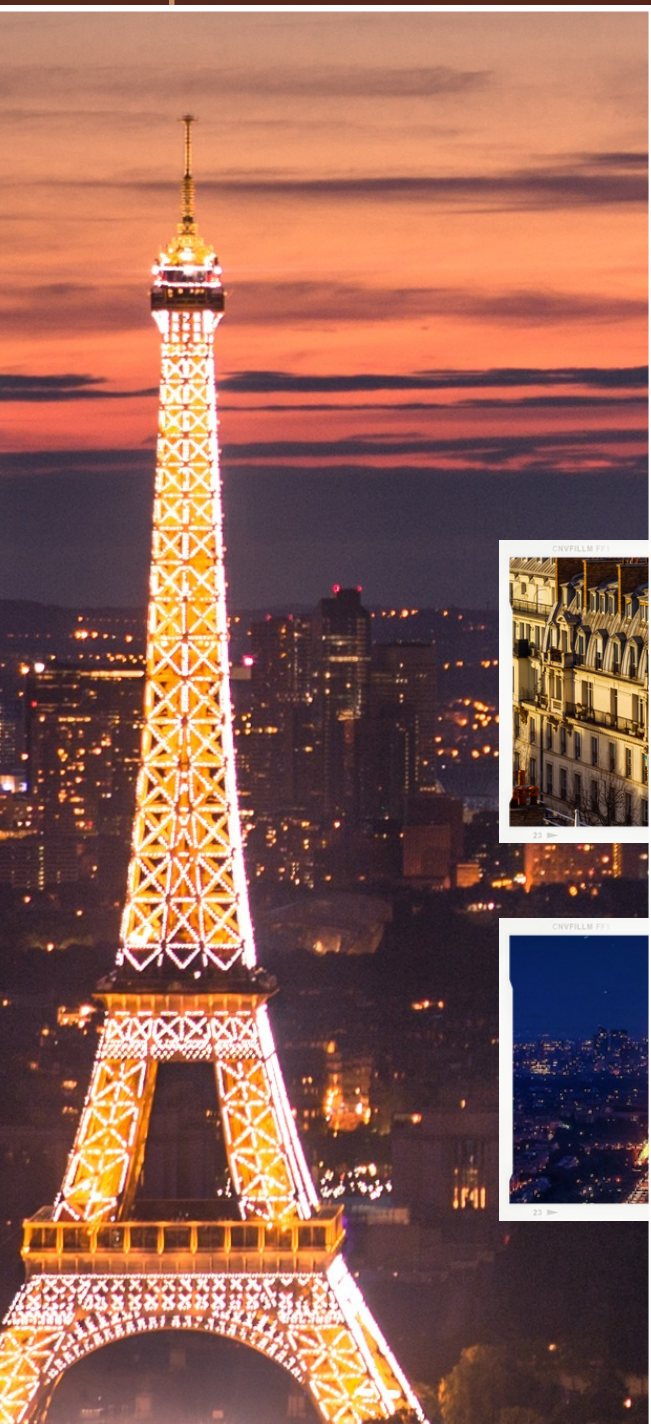


X X X X X

# 10. INTERNATIONAL PARIS

## CONGRESS ON SOCIAL SCIENCES & HUMANITIES

FEBRUARY 17-19, 2024  
PARIS - FRANCE



EDITORS

Dr. Can MAVRUK

Dr. Alen BISKUPOVIĆ

X X X X X

ISBN: 978-625-367-660-5

# 10. INTERNATIONAL PARIS CONGRESS ON SOCIAL SCIENCES & HUMANITIES

February 17-19, 2024

Paris - France

EDITORS

Dr. Can MAVRUK

Dr. Alen BISKUPOVIĆ

All rights of this book belong to

IKSAD Publishing House Authors are responsible both ethically and juridically

IKSAD Publications - 2024©

Issued: 15.03.2024

ISBN - 978-625-367-660-5

# **CONGRESS ID**

## **CONGRESS TITLE**

**10. INTERNATIONAL PARIS CONGRESS ON SOCIAL SCIENCES &  
HUMANITIES**

## **DATE AND PLACE**

**February 17-19, 2024**

**Paris – France**

## **ORGANIZATION**

**IKSAD INSTITUTE**

## **EDITORS**

**Dr. Can MAVRUK**

**Dr. Alen BISKUPOVIĆ**

## **PARTICIPANTS COUNTRY (28 countries)**

**TÜRKİYE, VIETNAM, ALBANIA, AZERBAIJAN, UKRAINE, INDIA, CROATIA,  
THAILAND, USA, PORTUGAL, JAPAN, CAMBODIA, NIGERIA, ROMANIA,  
ARGENTINA, SAUDI ARABIA, GEORGIA, POLAND, BENIN, CHINA, BANGLADESH,  
MOROCCO, LEBANON, BRAZIL, GREECE, ETHIOPIA, IRAN, NIGER**

**Total Accepted Article: 151**

**Total Rejected Papers: 43**

**Accepted Article (Türkiye): 72**

**Accepted Article (Other Countries): 79**

**ISBN - 978-625-367-660-5**



T.C.  
HARRAN ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Personel Daire Başkanlığı

Sayı : E-90966674-903.05-312526  
Konu : Görevlendirme (Dr.Öğr.Üyesi Hüseyin ERİŞ)

19.02.2024

SAĞLIK HİZMETLERİ MESLEK YÜKSEKOKULU MÜDÜRLÜĞÜNE

İlgi : 16.02.2024 tarihli ve 312195 sayılı yazı,

İlgi yazı ile, Yüksekokulunuz Dr.Öğr.Üyesi Hüseyin ERİŞ'in, 10. Paris Sosyal Bilimler Kongresi ve 12. Gevher Nesibe Sağlık Bilimleri Kongresinde akademisyen temsilcisi olarak görevlendirilmesi Rektörlüğümüzce uygun görülmüştür.  
Bilgilerini ve gereğini rica ederim.

Prof. Dr. Mehmet Tahir GÜLLÜOĞLU  
Rektör

**Bu belge, güvenli elektronik imza ile imzalanmıştır.**

Belge Doğrulama Kodu : \*BSVLVRB67T\* Pin Kodu : 58872

Belge Takip Adresi :  
[https://ebys.harran.edu.tr/envision/Validate\\_Doc.aspx?eD=BSVLVRB67T&eS=31252](https://ebys.harran.edu.tr/envision/Validate_Doc.aspx?eD=BSVLVRB67T&eS=31252)

Adres:Harran Üniversitesi Rektörlüğü Osmanbey Yerleşkesi 63300 Haliliye/Şanlıurfa  
Telefon:0414 318 3026 Faks:0414 318 3193  
e-Posta:personel@harran.edu.tr Web:http://personel.harran.edu.tr/  
Kep Adresi:harranuniversitesi@hs01.kep.tr

Bilgi için: Mahmut KAN  
Unvanı: Bilgisayar İşletmeni  
Tel No: 3183000-3094



# İKSAD ENSTİTÜSÜ

Çankaya – Ankara  
06-146-071

Konu : Kongre Düzenlenmesi  
Sayı : BSE-2

15 Mart 2024

## İLGİLİ KURUMA

İçişleri Bakanlığı tarafından tahsis edilen 06-146-071 tescil kodu ile Tüzel Kişiliğe sahip olan İKSAD Enstitüsü 5253 sayılı kanuna uygun olarak “Bilimsel araştırmalar ve akademik çalışmalar” alanında ulusal ve uluslararası düzeyde faaliyetlerini yürütmektedir.

Kurumumuzun Yönetim Kurulu 5 Nisan 2023 tarihinde saat 10.30’da “Bilimsel Diplomasi Projesi” görüşmeleri ile “Bilimsel Kongreler Düzenlenmesi” gündemleri ile toplanmış ve alınan (2 numaralı) karara istinaden aşağıda detayları yazılı olan bilimsel etkinliğin düzenlenmesine ve etkinliğe ilişkin resmi görevlendirme konusunda karar vermiştir.

Bilgi ve gereğini rica ederim



*[Signature]*

Dr. Kaldygul ADİLBEKOVA  
Genel Sekreter

**Etkinlik Adı:** 10. INTERNATIONAL PARIS CONGRESS  
ON SOCIAL SCIENCES & HUMANITIES

**Etkinlik Tarihi ve Yeri:** 17-19 Şubat 2024, Paris

### DÜZENLEME KURULU ÜYELERİ

Prof. Petra Pelletier  
Assoc Prof. Gökhan OFLUOĞLU  
Dr. Terane NAGIYEVA  
Dr. Hüseyin ERİŞ  
Dr. Kaldygul ADİLBEKOVA  
Dr. Elvan CAFEROV



Etkinlik linki: <https://www.iksadparis.org/social>



**February 17-19, 2024  
Paris, FRANCE**

15.03.2024

REF: Akademik Teşvik

İlgili makama;

10. Uluslararası Paris Sosyal Ve Beşeri Bilimler Kongresi, 17-19 Şubat 2024 tarihleri arasında Paris, Fransa'da 28 farklı ülkenin (Türkiye 72 bildiri- Diğer ülkeler 79 bildiri) akademisyen/araştırmacılarının katılımıyla gerçekleşmiştir

Kongre 16 Ocak 2020 Akademik Teşvik Ödeneği Yönetmeliğine getirilen "Tebliğlerin sunulduğu yurt içinde veya yurt dışındaki etkinliğin uluslararası olarak nitelendirilebilmesi için Türkiye dışında en az beş farklı ülkeden sözlü tebliğ sunan konuşmacının katılım sağlaması ve tebliğlerin yarısından fazlasının Türkiye dışından katılımcılar tarafından sunulması esastır." değişikliğine uygun düzenlenmiştir.

Bilgilerinize arz edilir,

Saygılarımla

**Dr. Petra Pelletier**  
University of Paris  
Head of Conference

**Contacts:** [www.iksadparis.org/social](http://www.iksadparis.org/social)  
**Email address:** [pariskongresi@gmail.com](mailto:pariskongresi@gmail.com)

# **ORGANIZING COMMITTEE**

**Prof. Petra Pelletier**

University of Paris

**Assoc. Prof. Gökhan OFLUOĞLU**

Zonguldak Bülent Ecevit University

**Dr. Hüseyin ERİŞ**

Harran University

**Dr. Terane NAGIYEVA**

ADPU

**Dr. Kaldygul ADILBEKOVA**

İksad Institute

**Dr. Elvan CAFEROV**

ADPU

# **SCIENTIFIC AND ADVISORY BOARD**

**Dr. Anderi JEAN**

Gas Petroleum University of Romania

**Dr. Salih ÖZTÜRK**

Tekirdağ Namık Kemal University

**Dr. Mahire HÜSEYNOVA**

Azerbaijan State Pedagogy University

**Dr. Gönül SAMEDOVA**

Azerbaijan State Pedagogy University

**Dr. Ruslan ABDULLAYEV**

Azerbaijan National Academy of Sciences

**Dr. Usman Ghani, PhD**

Institute of Management Sciences Peshawar, Pakistan

**Dr. Katarzyna Czech, PhD**

Warsaw University of Life Sciences, Poland

**Dr. Yuriy Danko, PhD**

Sumy National Agrarian University, Ukraine

**Dr. Olena Melnyk, PhD**

Sumy National Agrarian University, Ukraine

**Dr. Michal Wojtaszek, PhD**

Warsaw University of Life Sciences, Poland



**Dr. Maral Jamalova, PhD**  
Szent Istvan University, Hungary

**Dr. Nicholas Imbeah, PhD**  
Takoradi Technical University , Ghana

**Dr. Harshavardhan Reddy Kummitha, PhD**  
Budapest Business School, Hungary

**Dr. Giscard Assoumou Ella**  
University of Toulon, France

**Dr. Jean Philippe Praene**  
University of La Réunion

**Dr. Franck AMOUSSOU**  
Université d'Abomey- Calavi

**Dr. Jean Tata TOSSOU**  
Université d'Abomey- Calavi

**Dr. Viola MAKHZOUM**  
Islamic University of Lebanon

**Dr. Hemantkumar P. Bulsara**  
S. V. National Institute of Technology (NIT)

**Dr. Yurii LATYSH**  
Taras Shevchenko State University

**Dr. Andrea Lucchesi**  
Sao Paulo University

**Dr. Ansi Rezeda SAFIULLINA**

Kazan Federal University

**Dr. Cynthia CORREA**

Sao Paulo University

**Dr. Cholpon TOKTOSUNOVA**

Rasulbekov Kyrgyz Economic University

**Dr. Dmitriy VASILYEV**

Russian Academy of Entrepreneurship

**Dr. Dinarakhan TURSUNALIEVA**

Rasulbekov Kyrgyz Economic University

**Dr. Nagbdu KAMAROVA**

Yessenov University

**Dr. Mykola VASKIV**

Kyiv National University of Culture and Arts

**Dr. Rimma PARDABAYEVA**

Ufa State University

**Dr. H.Burçin HENDEN ŞOLT**

Zonguldak Bulent Ecevit University

**Dr. İbrahim BAYRAMOV**

Azerbaijan State Pedagogy University

**Dr. Mirvari İSMAYILOVA**

Azerbaijan State Pedagogy University

**Dr. Nazile ABDULLAZADE**  
Azerbaijan State Pedagogy University

**Dr. İrade KERİMOVA**  
Azerbaijan State Pedagogy University

**Dr. Gülşen MEHERREMOVA**  
Azerbaijan State Pedagogy University

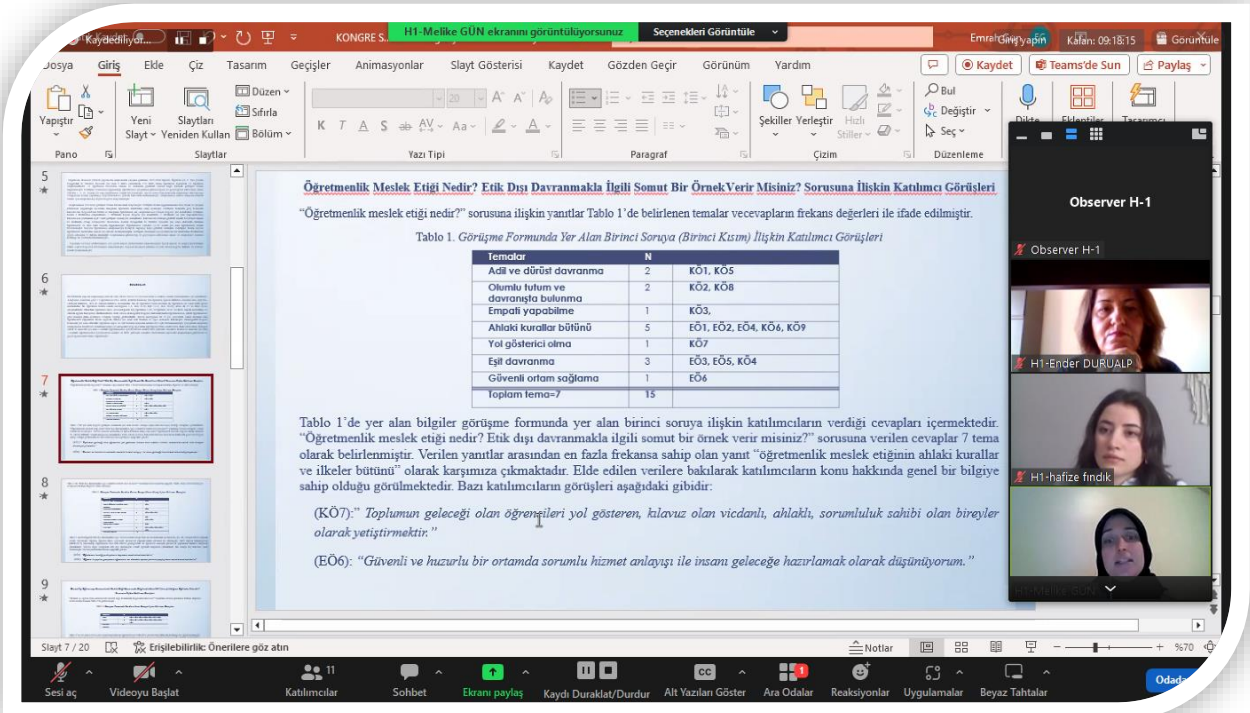
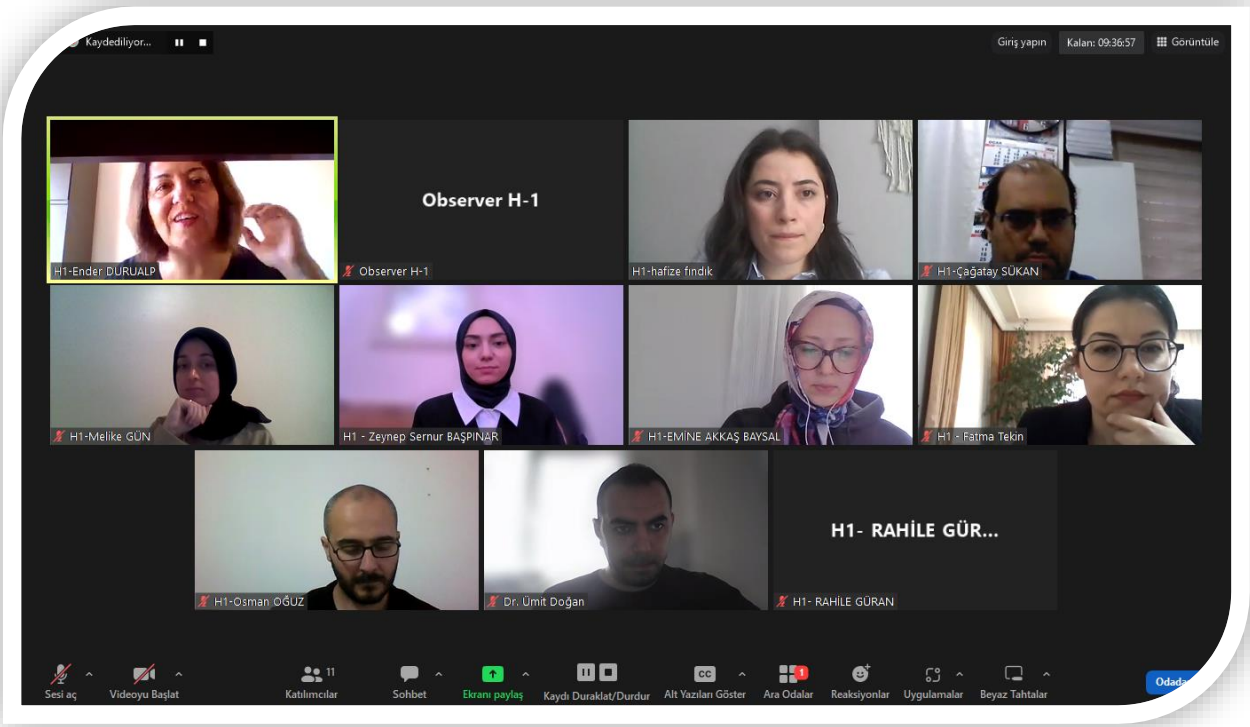
**Dr. Gönül HASANOVA**  
Azerbaijan State Pedagogy University

**Dr. Elvan CAFEROV**  
Azerbaijan State Pedagogy University

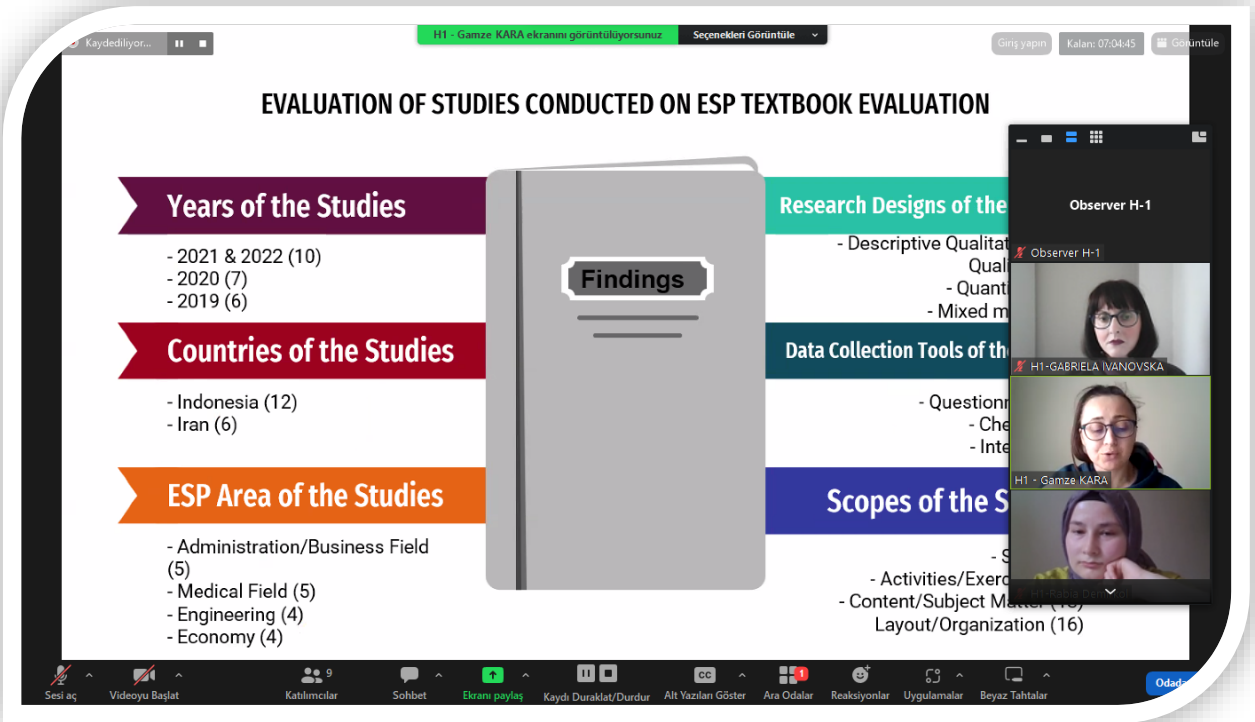
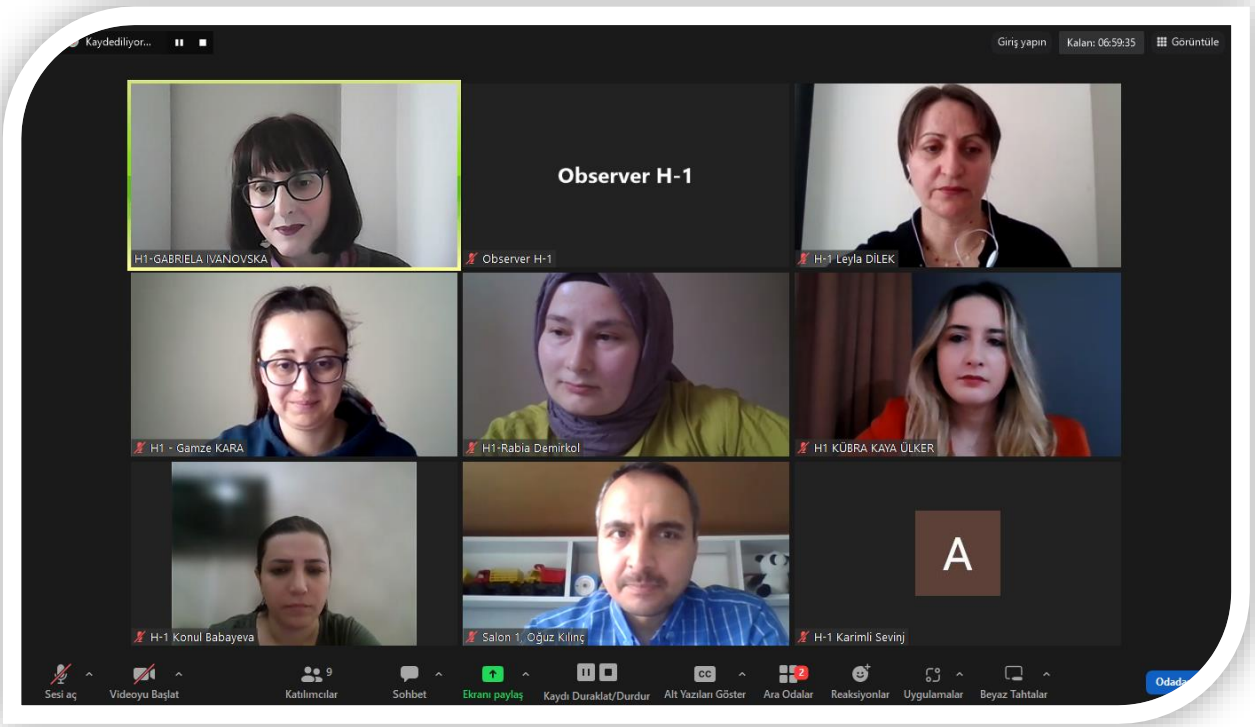
**Dr. Aygün MEHERREMOVA**  
Baku State University

**Dinh Tran Ngoc Huy**  
SOM, Asian Institute of Technology, Thailand - International  
University of Japan

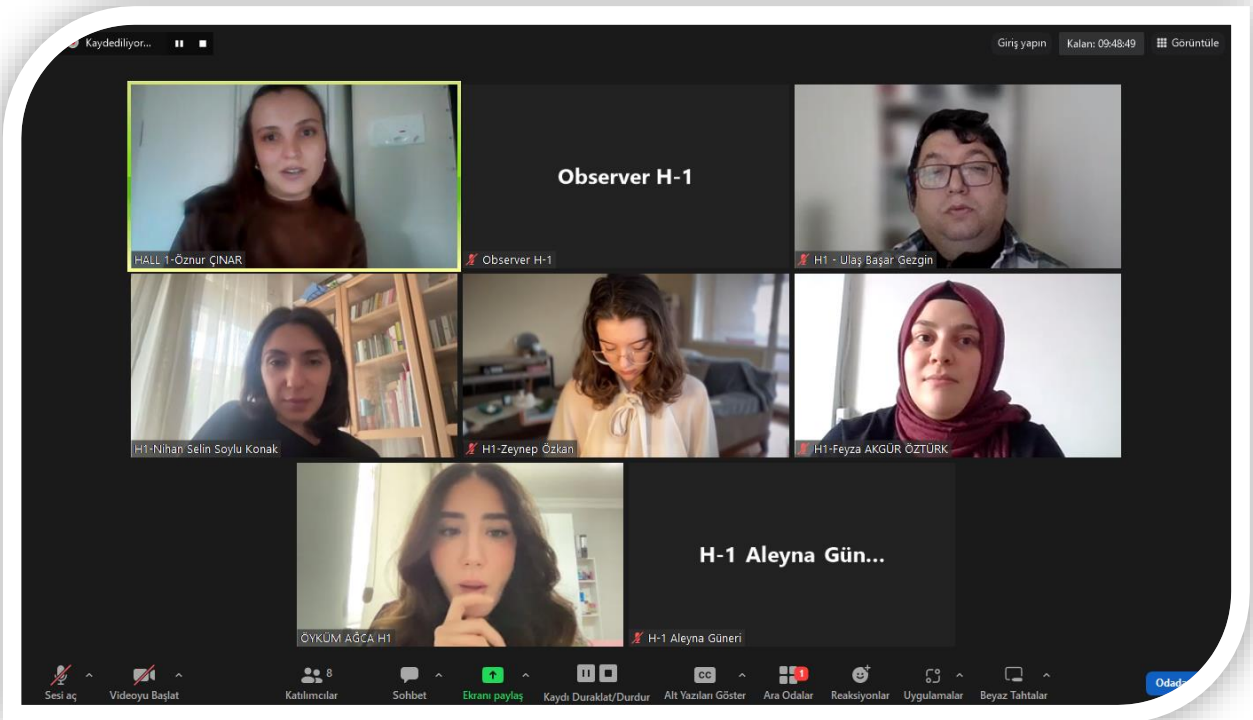
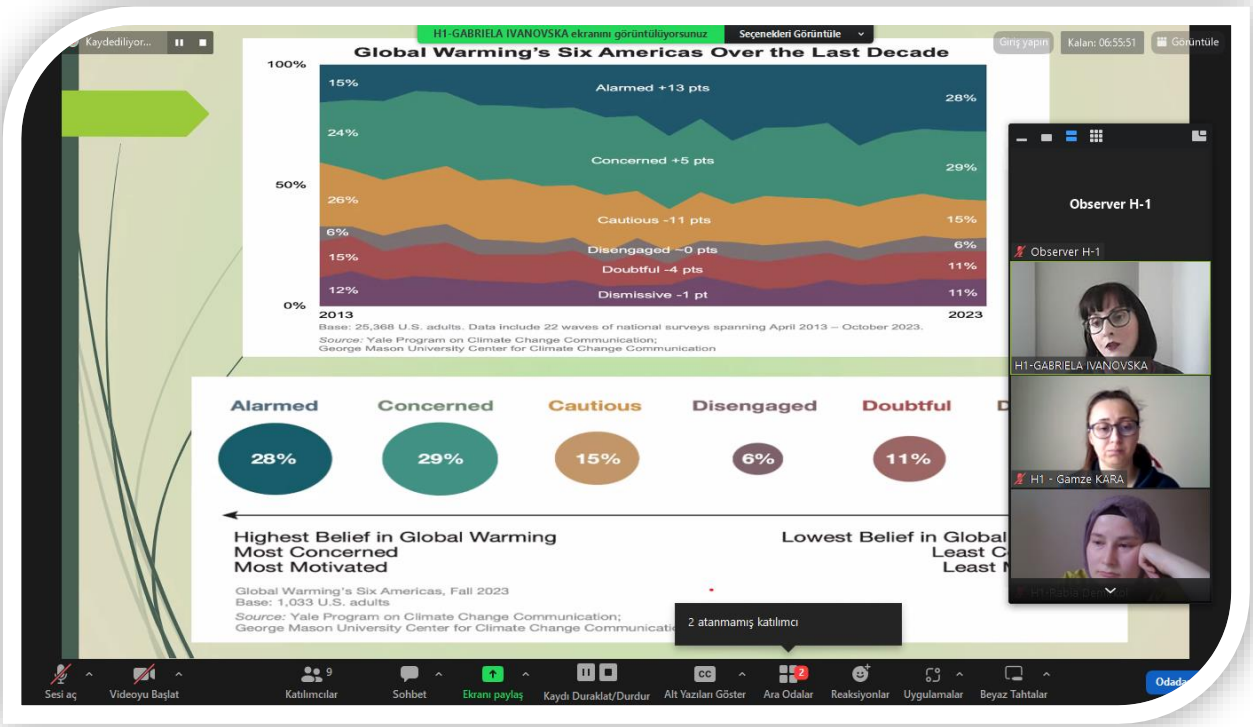
# PHOTO GALLERY



# PHOTO GALLERY



# PHOTO GALLERY



# PHOTO GALLERY

Kaydediliyor... H-1 Aleyna Güneri ekranını görüntüyorsunuz Seçenekleri Görüntüle Giriş yapın Kalan: 09:07:27 Görüntüle

Our discussion underscores CBT's potential to challenge irrational beliefs about body image and muscularity in individuals with muscle dysmorphia. Cognitive restructuring aids in identifying and questioning distorted beliefs, promoting a healthier self-perception. Furthermore, exposure therapy gradually diminishes anxiety linked to body image, reducing compulsive exercise and restrictive eating tendencies.

Observer H-1

Observer H-1

HALL 1-Öznur ÇINAR

H-1 Aleyna Güneri

Sesi aç Videoyu Başlat Katılımcılar 9 Sohbet Ekranı paylaş Kaydı Duraklat/Durdur Alt Yazıları Göster Ara Odalar Reaksiyonlar Uygulamalar Beyaz Tahtalar Odadan

Kaydediliyor... H2-İsmail Işıktas ekranını görüntüyorsunuz Seçenekleri Görüntüle Giriş yapın Kalan: 09:45:22 Görüntüle

ParisKongresi\_ERP\_Su... • bu bilgisayar tonunuma kaydedildi

10th INTERNATIONAL PARIS CONGRESS ON SOCIAL SCIENCES & HUMANITIES

Araştırma ve Bulgular

ERP System of Systems

QM Kalite Yönetimi

HR İnsan Kaynakları

PP Üretim Planlama

FI Finans Muhasebesi

PM Bakım Yönetimi

MM Malzeme Yönetimi

SD Malzeme Yönetimi

CM Malzeme Yönetimi

Şekil 5 – Bal Petegi Modeli – ERP (Işıktas, 2014)

Observer h-2

Observer h-2

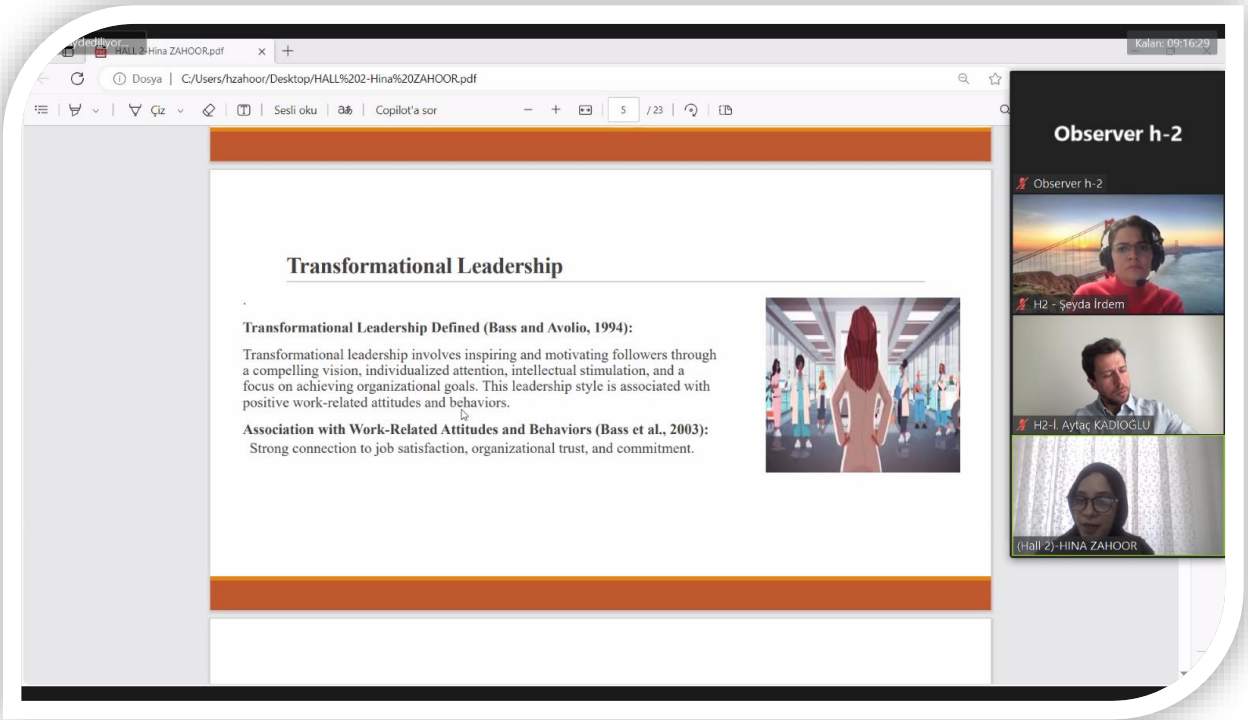
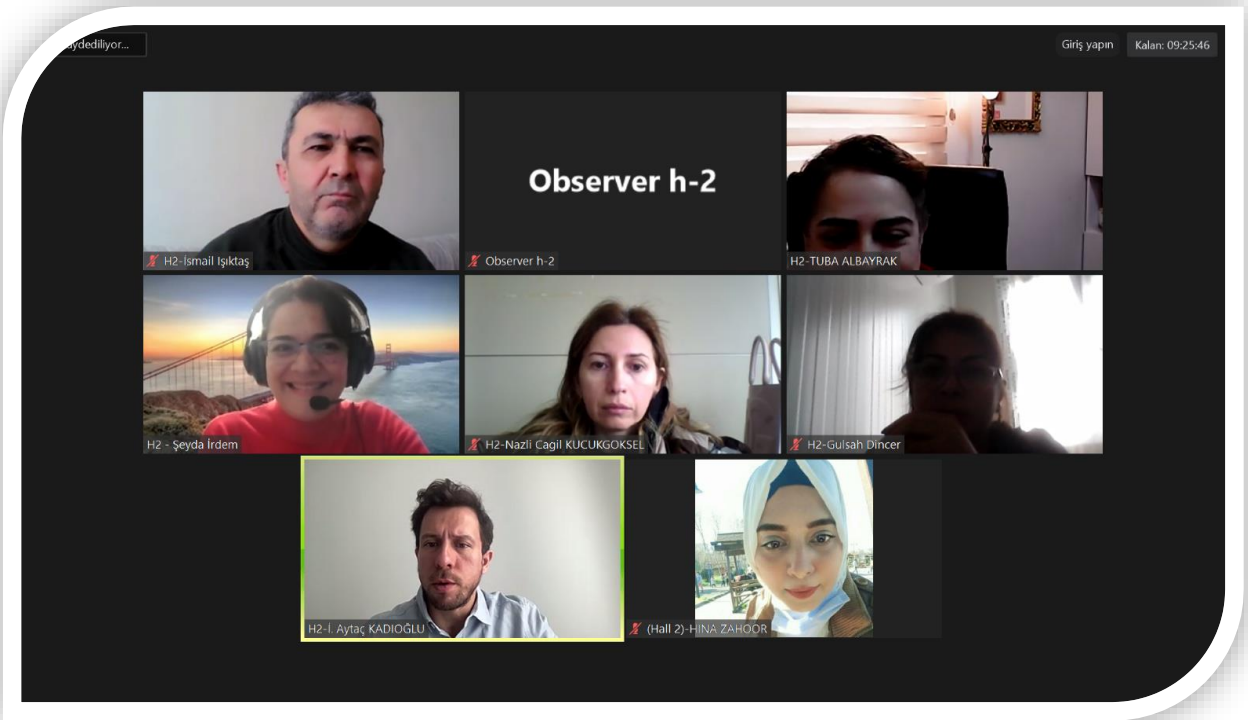
H2-İsmail Işıktas

H2-L. Aytac KADIOĞLU

H2-TUBA ALBAYRAK

Sesi aç Videoyu Başlat Katılımcılar 8 Sohbet Ekranı paylaş Kaydı Duraklat/Durdur Alt Yazıları Göster Reaksiyonlar Uygulamalar Beyaz Tahtalar Daha fazla Odadan

# PHOTO GALLERY





# PHOTO GALLERY



Hall-2 S1 Llesh Lleshaj ekranını görüntüleyorsunuz Seçenekleri Görüntüle

Kalan: 08:03:09

## Introduction: Online learning

Advantages	Disadvantages
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Flexibility and Convenience	<input type="checkbox"/> Limited Social Interaction
<input type="checkbox"/> Accessibility	<input type="checkbox"/> Self-Motivation Challenges
<input type="checkbox"/> Diverse Learning Resources	<input type="checkbox"/> Dependence on Technology and Technical Issues
<input type="checkbox"/> Cost Savings	<input type="checkbox"/> Lack of Immediate Feedback
<input type="checkbox"/> Skill Development	<input type="checkbox"/> Cheating Concerns
<input type="checkbox"/> Career Advancement Opportunities	

Observer h-2

H2-İsmail Işıktaş

H2-I. Aytac KADIOGLU

Hall-2 S1 Llesh Lleshaj

2


# PHOTO GALLERY

Observer h-2

H2-İ. Aytac KADIOĞLU ekranını görüntülüyorsunuz Seçenekleri Görüntüle Kalan: 07:38:44

## THE PROXY WAR

- Indirect engagement in a conflict by national or international 3<sup>rd</sup> parties
- A relationship between a benefactor (a state, non-state actor or an organisation and an external agent) and its proxy (receives funding, ammunition, weapons and training support)
- War against enemies is too expensive militarily, economically and socially
- A sponsor providing the financial, ammunition, weapon and training support for a proxy



Observer h-2

Observer h-2

(Hall 2)-HINA ZAHOOR

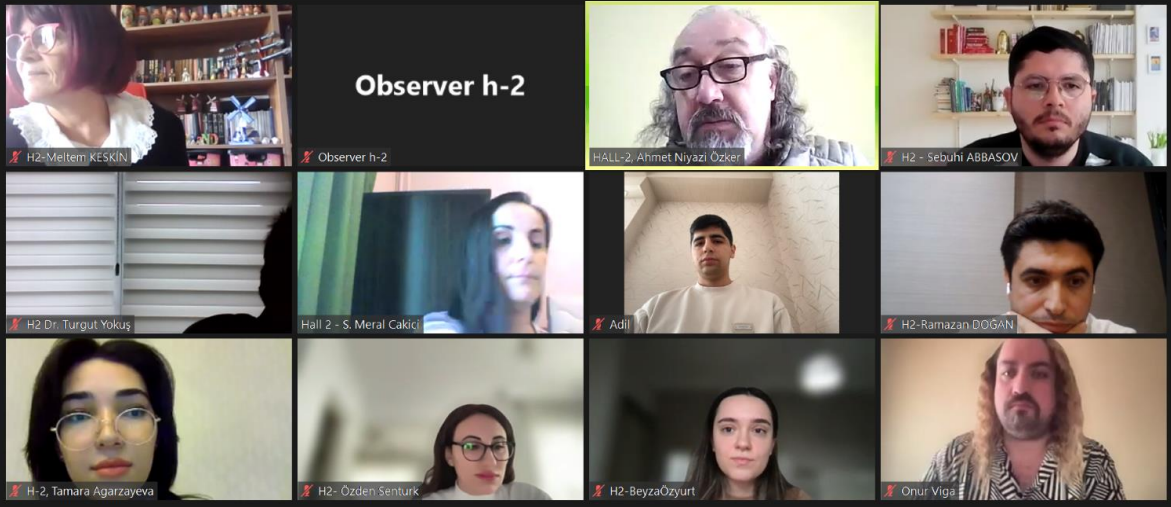
H2-İ. Aytac KADIOĞLU

H2-İsmail Işıktaş

4

Observer h-2

Giriş yapın Kalan: 09:55:07



H2-Meltem KESKİN

Observer h-2

HALL-2, Ahmet Niyazi Özker

H2 - Sebuhi ABBASOV

H2 Dr. Turgut Yokuş

Hall 2 - S. Meral Cakiç

Adil

H2-Ramazan DOĞAN

H-2, Tamara Agarzayeva

H2- Özden Sentürk

H2-BeyzaÖzyurt

Onur VİGA

# PHOTO GALLERY

Observer h-2

Kalan: 09:01:40

H2-Meltem KESKIN ekranını görüntüleyorsunuz Seçenekleri Görüntüle

Observer h-2


H2-Meltem KESKIN

H2 Dr. Turgut Yokuş

HALL-2, Ahmet Niyazi Özker

4

Borsa binası 1611'de tamamlandı. Borsa, Amsterdam Nehri'nin üzerine inşa edilmiş ve Amsterdam'ın merkezi olan Dam Meydanı'nın hemen güneyinde Rokin'de bulunuyordu. Borsa binasının gravür fotoğrafı aşağıdadır. Hendrick de Keyser Borsası, ikiyüz yılı aşkın bir süre Amsterdam'da ticaretin merkezi olmaya devam etti. Ancak zaman içerisinde yapı iki kez çökme tehlikesi geçirmiş ve 19. yüzyılda tamamen yıkılması ile ilgili karar alınmak zorunda kalmış ve günümüze gelebilmiştir.



The Beurs van Hendrick de Keyser. (Borsa Binası)

Observer h-2

Kalan: 08:47:38

H2- Özden Senturk ekranını görüntüleyorsunuz Seçenekleri Görüntüle

Sunum 1.pdf Sayfa 3 / 6

Vurgular ve Notlar

Observer h-2

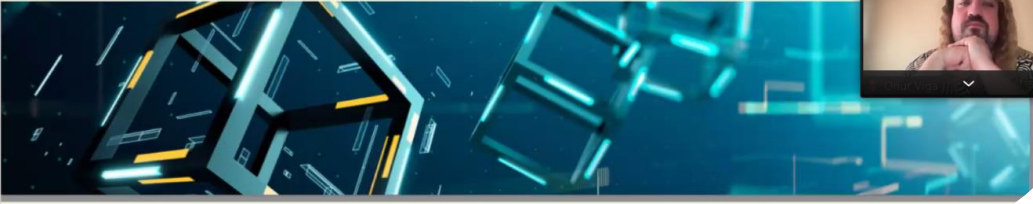
Observer h-2

HALL-2, Ahmet Niyazi Özker

H2- Özden senturk

## The Role of Information Technologies in Public Administration

- Strategic management, resource management, and performance monitoring have become more effective thanks to information technologies.
- Technological investments ensure that public institutions are more transparent, accountable, and efficient.
- Information sharing accelerates decision-making processes and improves the quality of public services.



# PHOTO GALLERY

...ydediliyor...

H2 - Sebuhi ABBASOV ekranını görüntülüyorsunuz Seçenekleri Görüntüle

Kalan: 08:13:54

Observer h-2

Observer h-2


H2 - Sebuhi ABBASOV

HALL-2, Ahmet Niyazi Ozker

Hall 2 - S. Meral Cakici

There is no clear solution to the mentioned issues. From different regions, different economic conditions, the structure of the economy, the behavior of consumers, the policies of the countries, etc. As a result of such factors, the solution of problems can also be different. However, as a result of examining the economic literature, we can conclude that it is very important to take the following steps in order for the Central Banks to implement better anti-inflationary policies:

1. Flexible inflation targeting:
2. Improvement of macroeconomic policy:
3. Increasing the independence of Central Banks:
4. Transparency:
5. Research and Development:
6. Political coordination:
7. International Cooperation:



...ydediliyor...

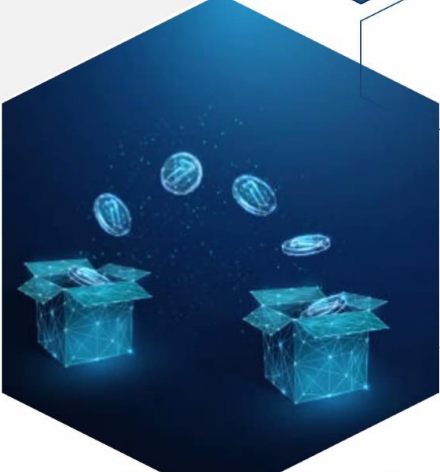
H-2, Tamara Agarzayeva ekranını görüntülüyorsunuz Seçenekleri Görüntüle

Kalan: 08:03:41

## Crowdfunding Platforms

In the crowdfunding system, financing is provided online. There are a wide range of platforms and sites for this. The most popular ones:

- Kickstarter - founded in 2009 in New York.
- CrowdCube - one of the best crowdfunding platforms created in the UK.
- Eureeca is one of the most well-known crowdfunding platforms in the UAE.
- Simbid is the world's first equity-based crowdfunding platform. Founded in 2011 in the Netherlands.
- Fongogo - one of the leading crowdfunding platforms in Türkiye. Legalize both equity-based and rewards-based crowdfunding.



# PHOTO GALLERY

The screenshot shows a Zoom meeting interface. The main content is a slide titled "Purpose" with the following text:

- The attitudes and behaviors of managers in the workplace play a pivotal role in an organization's success and growth. The way managers at different levels make critical decisions, is a fundamental aspect of how they carry out their duties and responsibilities in the workplace.
- This is especially crucial in a rapidly changing and dynamic business environment, where embracing innovation is vital for not only survival but also for outperforming competitors.
- Our study aims to investigate the impact of managers' decision-making styles on IWB. We provide a threefold contribution to the literature. First, we aim to highlight decision-making styles related to innovative behavior, an unexplored research avenue. Second, we dwell on a sample of managers, a demographic more prone to innovation but has surprisingly been scantily studied. Lastly, we focus on an emerging economy context, which has been largely unexplored by current scholarship.

The meeting controls at the bottom show a timer of 09:50:44 and a "Odsan Çık" button. The participant list on the right shows 6 participants.

The screenshot shows a Zoom meeting interface in gallery view. The participants are arranged in a grid:

- observer h6
- H6-Agnesse Ibrahim
- H6-Qendrese Ibrahim
- Hall-6, Adelina-Andreea Siriteanu
- H6- Isha Kumari
- Galaxy A7 (2018)

The meeting controls at the bottom show a timer of 09:15:42 and a "Odsan Çık" button. The participant list on the right shows 7 participants.

# PHOTO GALLERY

Zoom meeting interface showing a gallery view of participants. The participants are: observer h6, H6- Isha Kumari, 16 - Zakaria Be..., H-6 Ashraful a..., Ulya Shirinova, and Alexandra. The meeting title is 'Hall-6' and the duration is 07:06:14.

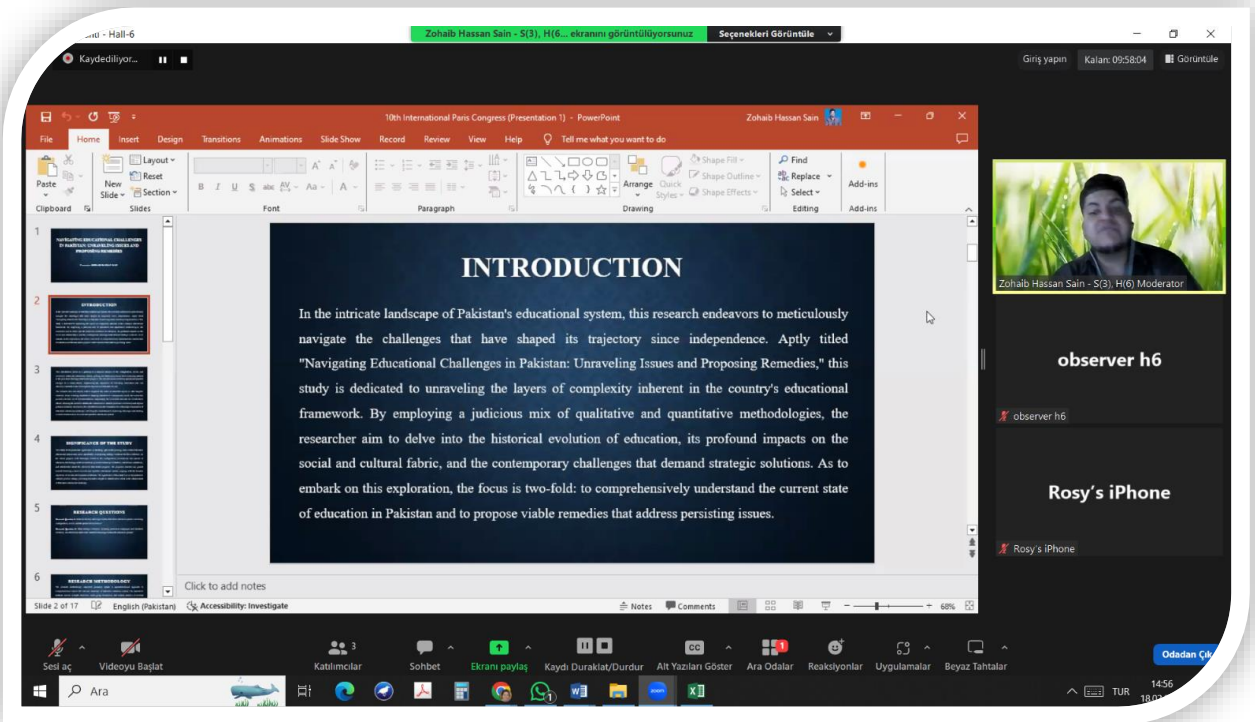
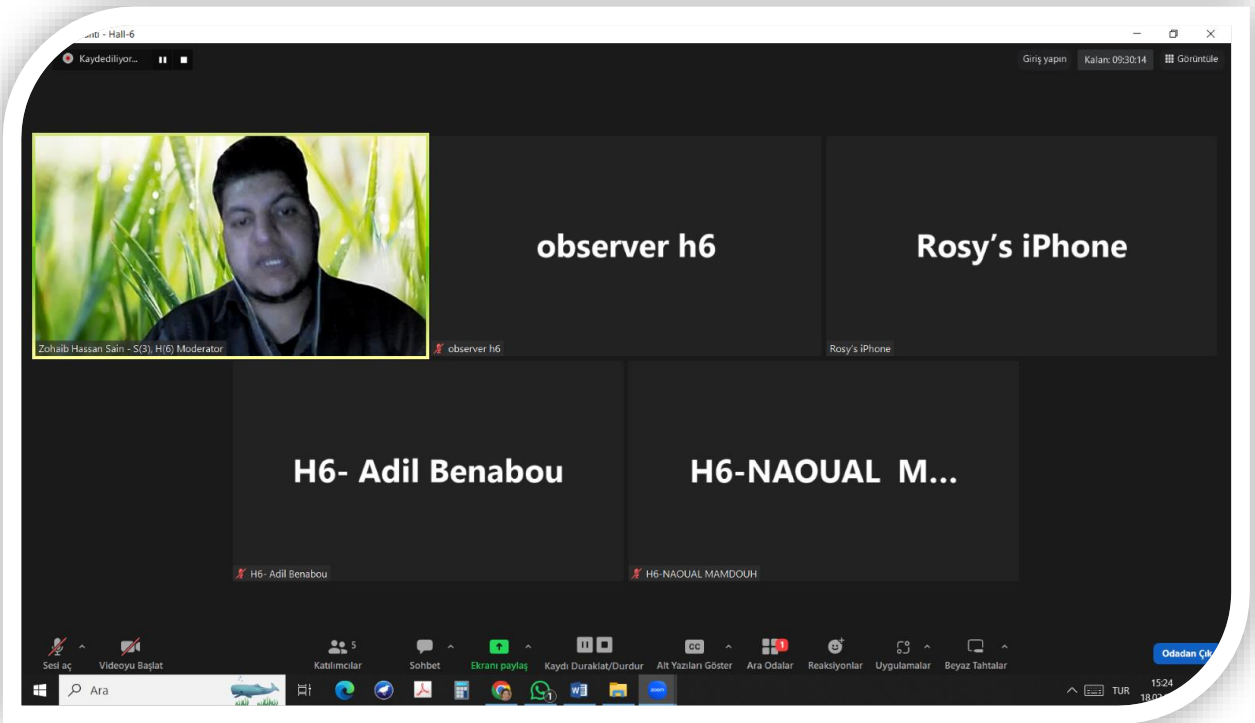
Zoom meeting interface showing a presentation slide titled "Contexte national". The slide content is in French and discusses urban mobility in Morocco, specifically Casablanca. The meeting title is "Hall-6" and the duration is 06:44:02.

## Contexte national

Le Maroc connaît aussi la même situation, qui est marquée par :

- Conditions de déplacements pour la majorité des habitants des grandes agglomérations marocaines deviennent de plus en plus difficiles (étude réalisée par le MI en 2012).
- Accroissement de la population urbaine dans les prochaines années aura un impact considérable sur la demande en déplacements urbains, 1,25 % entre 2004 et 2014 (HCP).
- Les chiffres clés de la ville de Casablanca, Population : 3,35 M hab (2014) ; superficie : 384 km<sup>2</sup>; PIB : 12,8 Milliards de dollars (2019) ; Nb d'E/ses : plus de 506.190 entreprises (2023).
- Infrastructures du transport à Casablanca : Réseau routier de 644 KM; trafic moyen entre 25000 et 35000 véhicules par jour; réseau ferroviaire de 80 km (ligne classique et ligne à grande vitesse); 1 port (2<sup>ème</sup> national); 1 aéroport (1<sup>er</sup> national); Tramway (mise en service en 2020); Bus (opéré par Alsa depuis 2019); Busway (mise

# PHOTO GALLERY



# 10<sup>th</sup> INTERNATIONAL PARIS CONGRESS ON SOCIAL SCIENCES & HUMANITIES

February 17-19, 2024 / Paris, FRANCE



## CONGRESS PROGRAM



zoom

Meeting ID: 858 1117 0419  
Passcode: 111222

### Participant Countries (28)

TÜRKİYE, VIETNAM, ALBANIA, AZERBAIJAN, UKRAINE, INDIA, CROATIA, THAILAND,  
USA, PORTUGAL, JAPAN, CAMBODIA, NIGERIA, ROMANIA, ARGENTINA, SAUDI  
ARABIA, GEORGIA, POLAND, BENIN, CHINA, BANGLADESH, MOROCCO, LEBANON,  
BRAZIL, GREECE, ETHIOPIA, IRAN, NIGER



## Önemli, Dikkatle Okuyunuz Lütfen

- Kongremizde Yazım Kurallarına uygun gönderilmiş ve bilim kurulundan geçen bildirimler için online (video konferans sistemi üzerinden) sunum imkanı sağlanmıştır.
- Online sunum yapabilmek için <https://zoom.us/join> sitesi üzerinden giriş yaparak “Meeting ID or Personal Link Name” yerine ID numarasını girerek oturuma katılabilirsiniz.
- Zoom uygulaması ücretsizdir ve hesap oluşturmaya gerek yoktur.
- Zoom uygulaması kaydolmadan kullanılabilir.
- Uygulama tablet, telefon ve PC’lerde çalışıyor.
- Her oturumdaki sunucular, sunum saatinden 5 dk öncesinde oturuma bağlanmış olmaları gerekmektedir.
- Tüm kongre katılımcıları canlı bağlanarak tüm oturumları dinleyebilir.
- Moderatör – oturumdaki sunum ve bilimsel tartışma (soru-cevap) kısmından sorumludur.

## Dikkat Edilmesi Gerekenler - TEKNİK BİLGİLER

- Bilgisayarınızda mikrofon olduğuna ve çalıştığına emin olun.
- Zoom’da ekran paylaşma özelliğini kullanabilmelisiniz.
- Kabul edilen bildiri sahiplerinin mail adreslerine Zoom uygulamasında oluşturduğumuz oturuma ait ID numarası gönderilecektir.
- Katılım belgeleri kongre sonunda tarafınıza pdf olarak gönderilecektir.
- Kongre programında yer ve saat değişikliği gibi talepler dikkate alınmayacaktır.

## Important, Please Read Carefully

- To be able to attend a meeting online, login via <https://zoom.us/join> site, enter ID “Meeting ID or Personal Link Name” and solidify the session.
- The Zoom application is free and no need to create an account.
- The Zoom application can be used without registration.
- The application works on tablets, phones and PCs.
- The participant must be connected to the session 5 minutes before the presentation time.
- All congress participants can connect live and listen to all sessions.
- Moderator is responsible for the presentation and scientific discussion (question-answer) section of the session.

## Points to Take into Consideration - TECHNICAL INFORMATION

- Make sure your computer has a microphone and is working.
- You should be able to use screen sharing feature in Zoom.
- Attendance certificates will be sent to you as pdf at the end of the congress.
- Requests such as change of place and time will not be taken into consideration in the congress program.

\*\*\*

Zoom'a giriş yapmadan önce lütfen örnekteki gibi salon numaranızı, adınızı ve soyadınızı belirtiniz  
Before you login to Zoom please indicate your hall number, name and surname

**exp. H-5, Radmila Janičić**



# ONLINE PRESENTATIONS

18.02.2024 / HALL-1 / SESSION-1



PARIS LOCAL TIME



08 00 : 10 00



ANKARA LOCAL TIME

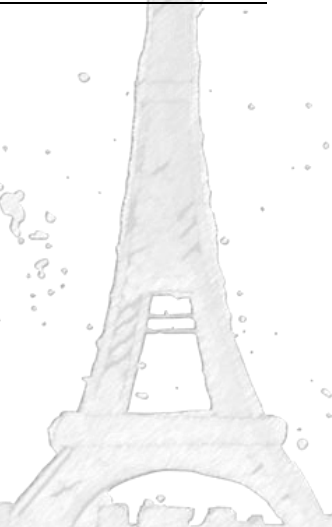


10 00 : 12 00

HEAD OF SESSION: **Prof. Dr. Ender DURUALP**

AUTHORS	AFFILIATION	TOPIC TITLE
Zeynep Sernur BAŞPINAR Prof. Dr. Ender DURUALP	Ankara University TÜRKİYE	THE ROLE OF CARTOONS IN THE DEVELOPMENT OF CHILDREN "PARENT, CHILD AND TEACHER VIEWS": A QUALITATIVE RESEARCH
Hafize Fındık Prof. Dr. Ender DURUALP	Ankara University TÜRKİYE	EXAMINATION OF CHILD CHARACTERS IN CARTOONS IN TERMS OF PROSOCIAL BEHAVIORS: RAFADAN TAYFA EXAMPLE
Melike GÜN Assist. Prof. Dr. Mehmet Emin USTA Dr. Ümit DOĞAN	Ministry of Education, Sakarya TÜRKİYE Sakarya University TÜRKİYE	WHAT ARE THE REASONS OF UNETHICAL BEHAVIORS OF TEACHERS?
Fatma TEKİN Prof. Dr. Mustafa GÜÇLÜ	Erciyes University TÜRKİYE	A GENERAL EVALUATION ON TEACHER READINESS AND 21ST CENTURY TEACHER COMPETENCIES
Prof. Dr. Mustafa GÜÇLÜ	Erciyes University TÜRKİYE	AN EVALUATION ON CURRICULUM LITERACY AND TEACHER CHARACTERISTICS
Çağatay SÜKAN Prof. Dr. Gönen İlkar DÜNDAR Lect. Rahile GÜRAN GÖVEN	Istanbul University TÜRKİYE İzmir Kavram Vocational School TÜRKİYE	THE ROLE OF CONFLICT IN THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND EMOTIONAL LABOR: A RESEARCH ON PRIVATE SCHOOL TEACHERS IN ISTANBUL
Assist. Prof. Dr. Cumhuri GÜNGÖR Assist. Prof. Dr. Emine AKKAŞ BAYSAL	Afyon Kocatepe University TÜRKİYE	EFFECTS OF GAME-BASED LEARNING IN EARLY CHILDHOOD EDUCATION
Assist. Prof. Dr. Emine AKKAŞ BAYSAL Assist. Prof. Dr. Cumhuri GÜNGÖR	Afyon Kocatepe University TÜRKİYE	CHILD LANGUAGE DEVELOPMENT: AN EXAMINATION OF MULTILINGUAL EDUCATION SYSTEMS
Assoc. Prof. Dr. Birsal AYBEK Osman OĞUZ	Çukurova University TÜRKİYE	EVALUATION OF 3RD GRADE LIFE SCIENCE COURSE "SAFE LIFE" UNIT IN TERMS OF CRITICAL THINKING STANDARDS
Lect. Rahile GÜRAN GÖVEN Çağatay SÜKAN Prof. Dr. Gönen İlkar DÜNDAR	İzmir Kavram Vocational School TÜRKİYE Istanbul University TÜRKİYE	A STUDY ON THE RELATIONSHIP BETWEEN TALENT MANAGEMENT STRATEGIES IMPLEMENTED IN PRIVATE SCHOOLS AND THE EDUCATIONAL BACKGROUND OF THE TEACHERS WORKING THERE

Paris





# ONLINE PRESENTATIONS

18.02.2024 / HALL-2 / SESSION-1



PARIS LOCAL TIME



08 00 : 10 00



ANKARA LOCAL TIME



10 00 : 12 00

HEAD OF SESSION: **Assoc. Prof. Dr. İ. Aytaç KADIOĞLU**

AUTHORS	AFFILIATION	TOPIC TITLE
Dr. İsmail IŞIKTAŞ	<i>Independent Researcher TÜRKİYE</i>	SYSTEM OF SYSTEMS: ENTERPRISE RESOURCE PLANNING (ERP) AND IMPACT ON BUSINESS ACTIVITIES
Lect. Dr. Şeyda İRDEM Lect. Alperen ALBAYRAK	<i>Pamukkale University TÜRKİYE</i>	A QUALITATIVE RESEARCH ON HUBRISTIC LEADERSHIP PERCEPTIONS OF LOCAL ADMINISTRATORS
Dr. Hina ZAHOR	<i>Istanbul Gelişim University TÜRKİYE</i>	EXPLORING THE IMPACT OF TRANSFORMATIONAL LEADERSHIP ATTRIBUTES ON AFFECTIVE COMMITMENT AMONG HEALTHCARE MANAGERS: INVESTIGATING THE INTERMEDIARY ROLE OF JOB AUTONOMY FROM DEVELOPING COUNTRY PERSPECTIVE
Assoc. Prof. Dr. Emel YILDIZ Gülşah DİNÇER	<i>Gümüşhane University TÜRKİYE</i>	THE EFFECT OF BRAND EXPERIENCE AND RELATIONSHIP QUALITY ON BRAND RESONANCE, THE MEDIATING ROLE OF BRAND ATTITUDE
Assist. Prof. Dr. Hasan Selçuk ETİ Lect. Nazlı Çağıl KÜÇÜKGÖKSEL	<i>Tekirdağ Namık Kemal University TÜRKİYE</i>	ARTIFICIAL INTELLIGENCE IN MARKETING
Assoc. Prof. Dr. Kübra YAZICI Assist. Prof. Dr. Tuba ALBAYRAK	<i>Yozgat Bozok University TÜRKİYE</i>	EVALUATION OF SORGUN AND ITS SURROUNDINGS IN TERMS OF RURAL TOURISM
Assoc. Prof. Dr. Kübra YAZICI Assist. Prof. Dr. Tuba ALBAYRAK	<i>Yozgat Bozok University TÜRKİYE</i>	APPROACH TO RURAL TOURISM FROM LANDSCAPE PERSPECTIVE
Dr. Pjetër Ndreca Prof. Assoc. Dr. Llesh Lleshaj	<i>Universiteti Metropolitan Tirana ALBANIA University of Tirana ALBANIA</i>	PROSPECTS AND CHALLENGES IN ONLINE LEARNING
Assoc. Prof. Dr. İ. Aytaç KADIOĞLU	<i>Sakarya University TÜRKİYE</i>	FOREIGN INTERVENTION IN CIVIL WARS: FACILITATING OR WORSENING THE VIOLENT CONFLICTS

Paris





# ONLINE PRESENTATIONS

18.02.2024 / HALL-3 / SESSION-1



PARIS LOCAL TIME



08<sup>00</sup> : 10<sup>00</sup>



ANKARA LOCAL TIME



10<sup>00</sup> : 12<sup>00</sup>

HEAD OF SESSION: **Assist. Prof. Dr. Duygu ÖZTÜRK**

AUTHORS	AFFILIATION	TOPIC TITLE
Dr. Canan TERCAN	<i>Istanbul Aydın University TÜRKİYE</i>	SPAIN FAR RIGHT VOX PARTY: ANTI-FOREIGN IMMIGRATION; WOMEN'S RIGHTS-GENDER; ISLAM-CHRISTIANITY
Assist. Prof. Dr. Duygu ÖZTÜRK	<i>Istanbul Medipol University TÜRKİYE</i>	AN ANALYSIS OF WOMEN'S POLICIES OF POLITICAL PARTIES IN TURKEY THROUGH THEIR PARTY PROGRAMS
Assist. Prof. Dr. Senem GÜRKAN	<i>Ondokuz Mayıs University TÜRKİYE</i>	ANALYSING THE RELATIONSHIP BETWEEN ATTITUDES TOWARDS FEMALE MANAGERS AND AMBIVALENT SEXISM IN THE SAMPLE OF ACADEMICIANS
Assist. Prof. Dr. Senem GÜRKAN	<i>Ondokuz Mayıs University TÜRKİYE</i>	DISCUSSING THE PROBLEMS OF WOMEN ENTREPRENEURS IN TÜRKİYE FROM THE PERSPECTIVE OF SOCIAL SCIENCES VIA CURRENT GENDER LITERATURE
Hazal Aybala BEKAR	<i>Zonguldak Bülent Ecevit University TÜRKİYE</i>	THE PROBLEM OF SIMPLIFYING AND CONCEPTUALIZING DAILY LIFE FROM A SOCIOLOGICAL PERSPECTIVE
Mudasir Ali Rind Prof. Pirali Aliyev	<i>Khazar University AZERBAIJAN Baku Slavic University AZERBAIJAN</i>	DEVELOPMENT OF HIGHER EDUCATION WITH ARTIFICIAL INTELLIGENCE APPLICATIONS
Hacıadə Hüzürə Tapdıq qızı	<i>Nakhchivan State University AZERBAIJAN</i>	FORMS OF ORGANIZATION OF PEDAGOGICAL COMMUNICATION IN THE TEACHER'S PROFESSIONAL ACTIVITY
Inci Imanova Assoc. Prof. Dr. Gulara Rahimova	<i>Western Caspian University AZERBAIJAN Baku State University AZERBAIJAN</i>	RESEARCH AREAS OF MODERN CYBERPSYCHOLOGY
Inci Imanova Assoc. Prof. Dr. Gulara Rahimova	<i>Western Caspian University AZERBAIJAN Baku State University AZERBAIJAN</i>	A STUDY OF THE PSYCHOLOGY OF COMPUTER CRIMINALS

Paris





# ONLINE PRESENTATIONS

## 18.02.2024 / HALL-4 / SESSION-1



PARIS LOCAL TIME



08<sup>00</sup> : 10<sup>00</sup>



ANKARA LOCAL TIME

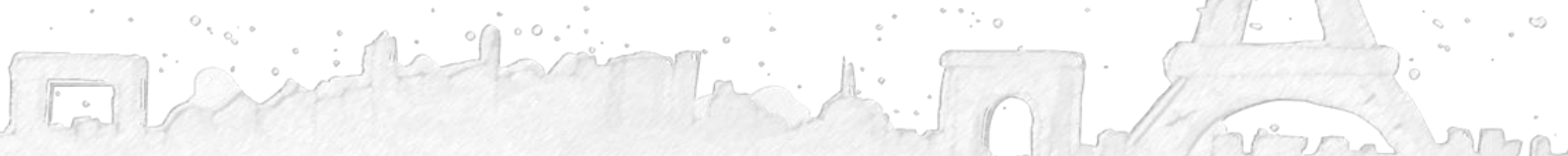


10<sup>00</sup> : 12<sup>00</sup>

**HEAD OF SESSION: Prof. Assoc. Dr. Rezana Konomi / Dr. Dorina Gjipali**

AUTHORS	AFFILIATION	TOPIC TITLE
Ditjona KULE Adela CAFULI	<i>University of Tirana ALBANIA</i>	IMPLEMENTING SUSTAINABLE PRACTICES IN THE TOURISM SECTOR: A GREEN APPROACH TOWARDS ENVIRONMENTAL CONSERVATION AND RESPONSIBLE TOURISM MANAGEMENT
Prof. As. Dr. Gjakë ULDEDAJ Dr. Edlir ORHANI	<i>Qiriazi University College ALBANIA</i>	PROMOTION OF TOURIST ATTRACTIONS IN ALBANIA THROUGH AN EFFICIENT MARKETING STRATEGY AND IMPACT ON THE ECONOMY
Prof. As. Dr. Gjakë ULDEDAJ	<i>Qiriazi University College ALBANIA</i>	THE OVERVALUATION OF THE ALBANIAN CURRENCY AND THE NEGATIVE IMPACT ON EXPORTS AND OTHER ECONOMIC INDICATORS
Master Songjiayan Assoc. Prof. Dr. Vyacheslav Prylyuk	<i>Taras Shevchenko Kyiv National University UKRAINE</i>	TO CHINA OR UKRAINE: WHERE TO PLACE BUSINESSES OF INTERNATIONAL COMPANY? A TAX PLANNING COMPARATIVE APPROACH
Master Yuan Xiao Assoc. Prof. Dr. Vyacheslav Prylyuk	<i>Taras Shevchenko Kyiv National University UKRAINE</i>	CROSS-CULTURAL PECULIARITIES IN INTERNATIONAL COMPANIES – A VIEW FROM CHINA
Phastraporn Salaisook Dinh Tran Ngoc Huy Pham Anh Dung Pham Hung Nhan Dinh Tran Ngoc Hien	<i>Ministry of Agriculture and Cooperatives THAILAND School of Management, Asian Institute of Technology THAILAND Apollos University USA Political School of Ca Mau VIETNAM HCM University of Technology VIETNAM</i>	DISCUSSION ON SUSTAINABLE LAND MANAGEMENT (SLM) PRACTICES WITH A CASE IN THAILAND AND FARMERS PRODUCTIVITY
Hanane RAHMOUNI	<i>University of Oran 2 Mohamed Ben Ahmed ALGERIA</i>	THE ROLE OF PUBLIC PROCUREMENT ON THE MANAGEMENT OF AN INVESTMENT AT UNIVERSITY
Prof. Assoc. Dr. Rezana Konomi Dr. Dorina Gjipali	<i>Tirana University ALBANIA Aleksandër Moisiu University ALBANIA</i>	CONFIDENTIALITY OF MEDICAL DATA AND ECHR PRACTICE

Paris





# ONLINE PRESENTATIONS

18.02.2024 / HALL-5 / SESSION-1



PARIS LOCAL TIME



08<sup>00</sup> : 10<sup>00</sup>



ANKARA LOCAL TIME

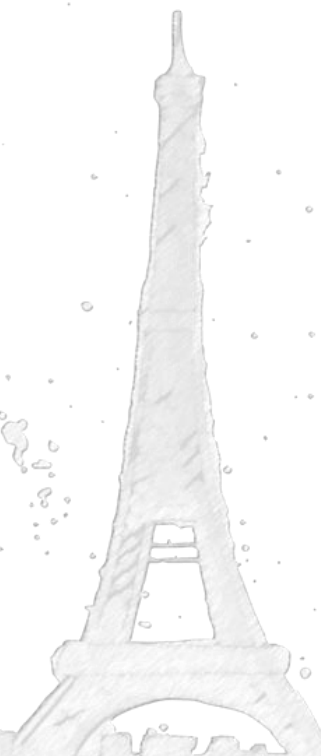


10<sup>00</sup> : 12<sup>00</sup>

**HEAD OF SESSION: Prof. Dr. Lamara Kadagidze**

AUTHORS	AFFILIATION	TOPIC TITLE
Thi Bich Tram NGUYEN Trong Nhan NGUYEN	<i>Vinh Long College VIETNAM Can Tho University VIETNAM</i>	CHANGES IN SEX RATIO AT BIRTH IN VINH LONG PROVINCE, VIETNAM
Assoc. Prof. Dr. Etleva Dobjani Assoc. Prof. Dr. Vera Bushati	<i>BARLETI University ALBANIA</i>	EXPLORING CULTURAL NARRATIVES: ARCHITECTURAL MARVELS IN ALBANIA AND BEYOND THROUGH THE LENS OF ALBERT KAHN'S PHOTOGRAPHS
Prof. Manaswi	<i>The West Bengal National University of Juridical Sciences INDIA</i>	WITCH-HUNTING OR WOMEN HUNTING: ANALYSING THE SOCIO-LEGAL REVERBERATIONS OF AN AGE-OLD PRACTISE IN JHARKHAND
Lect. Ana DROBOT	<i>Technical University of Civil Engineering ROMANIA</i>	THE ATTRACTION OF THE SEA IN GRAHAM SWIFT'S WORKS
Perez Gamon Carolina Margarita	<i>Universidad del Nordeste- Facultad de Humanidades-ARGENTINA</i>	THE ROLE OF YOUTH IN LATIN AMERICA IN THE 21ST CENTURY: A PROSPECTIVE ANALYSIS
Prof. Dr. Lamara Kadagidze	<i>Grigol Robakidze University GEORGIA</i>	CULTURAL DYNAMICS IN GEORGIAN PRIVATE UNIVERSITIES: EXPLORING COMMUNICATION AND EMOTIONAL INTELLIGENCE
AGUESSY Anne Nathalie Jouvencia Agossi AHOUANGANSI S. Raoul	<i>University of Abomey-Calavi BENIN</i>	AFTERMATH OF THE AMERICAN CIVIL WAR: THE INFLUENCE OF CHURCHES IN THE EMPOWERMENT AND INTEGRATION OF FREEDMEN
Dr. Oljana HOXHAJ	<i>Vlora University ALBANIA</i>	THE CHALLENGES OF CIVIL SOCIETY BETWEEN POLITICAL INFLUENCE AND ALBANIA'S ASPIRATION TOWARDS EUROPEAN INTEGRATION

Paris





# ONLINE PRESENTATIONS

## 18.02.2024 / HALL-6 / SESSION-1



PARIS LOCAL TIME



08<sup>00</sup> : 10<sup>00</sup>



ANKARA LOCAL TIME

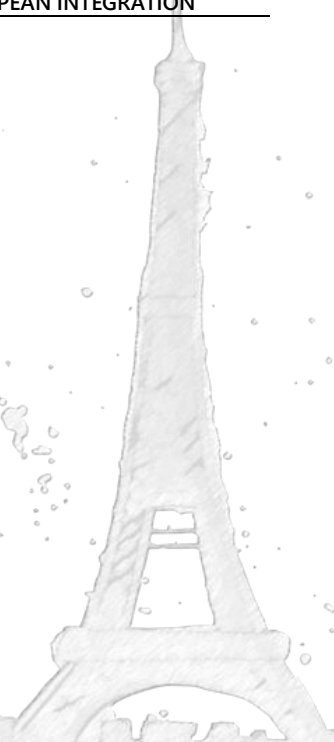


10<sup>00</sup> : 12<sup>00</sup>

**HEAD OF SESSION: Prof. Assoc. Valbona Cinaj**

AUTHORS	AFFILIATION	TOPIC TITLE
Msc. Edvina POLAJ Assoc. Prof. Edmond KADIU	<i>Barleti University ALBANIA</i> <i>Agricultural University of Tirana</i> <i>ALBANIA</i>	THE ROLE OF BRANDED PRODUCTS WITH A LOCAL INDICATOR IN THE DEVELOPMENT OF AGRITOURISM: MUTUAL BENEFITS AND AUTHENTIC EXPERIENCES
Qendrese IBRAHIMI	<i>University of Prishtina "Hasan Prishtina" KOSOVO</i>	INNOVATIVE HORIZONS: UNRAVELING THE IMPACT OF DECISION-MAKING STYLES ON MANAGERS' WORK BEHAVIOR
Dr. Ledia SULA	<i>University College of "Logos" ALBANIA</i>	THE ROLE AND IMPORTANCE OF INNOVATION IN SMALL AND MEDIUM ENTERPRISES. THE CASE OF ALBANIA
Agnese IBRAHIMI	<i>University of Prishtina "Hasan Prishtina" KOSOVO</i>	SUSTAINABLE INNOVATION CATALYSTS: INSIGHTS FROM EU BAROMETER AND THE IMPERATIVE OF HIGH-QUALITY INSTITUTIONS
Prof. Assoc. Valbona Cinaj Prof. Dr. Artur Ribaj	<i>Tirana University ALBANIA</i> <i>Albanian University ALBANIA</i>	ADAPTATION OF SME-S IN THE FACE OF COVIDI-19, ALBANIAN REALITY
Dana-Claudia COJOCARU Prof. Mihaela ONOFREI Prof. Bogdan Narcis FÎRȚESCU	<i>Alexandru Ioan Cuza University of Iași</i> <i>ROMANIA</i>	EFFECTS OF TECHNOLOGICAL INNOVATIONS ON CLIMATE CHANGE
Adelina-Andreea Siriteanu Prof. Sorin Gabriel Anton	<i>Alexandru Ioan Cuza University of Iași</i> <i>ROMANIA</i>	THE DYNAMIC IMPACT OF EU MEMBER COUNTRIES POLICIES ON DIRECT INVESTMENT STOCKS IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT
Dr. Oljana HOXHAI	<i>Vlora University ALBANIA</i>	THE CHALLENGES OF CIVIL SOCIETY BETWEEN POLITICAL INFLUENCE AND ALBANIA'S ASPIRATION TOWARDS EUROPEAN INTEGRATION

Paris





# ONLINE PRESENTATIONS

18.02.2024 / HALL-1 / SESSION-2



PARIS LOCAL TIME



10 30 : 12 30



ANKARA LOCAL TIME

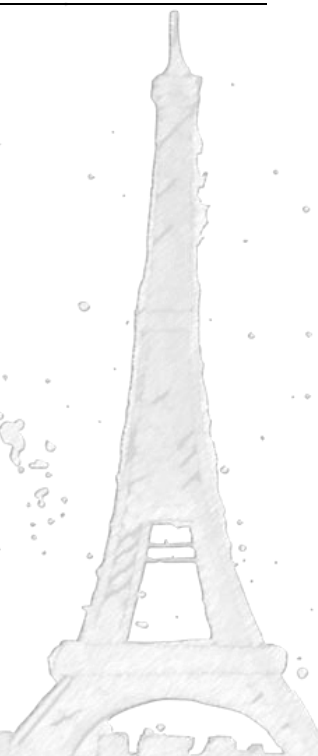


12 30 : 14 30

HEAD OF SESSION: **Dr. Gabriela IVANOVSKA**

AUTHORS	AFFILIATION	TOPIC TITLE
Assist. Prof. Dr. Merve SUROĞLU SOFU Rabia DEMİRKOL	<i>Istanbul Nişantaşı University University TÜRKİYE</i>	PERCEPTION OF RECEPTIVE LANGUAGE SKILL SELF-EFFICACY OF STUDENTS LEARNING TURKISH AS A FOREIGN LANGUAGE: THE CASE OF ISTANBUL NISANTASI UNIVERSITY
Lect. Gamze KARA	<i>National Defence University TÜRKİYE</i>	EVALUATION OF STUDIES CONDUCTED ON ESP TEXTBOOK EVALUATION
Dr. Gabriela IVANOVSKA	<i>Istanbul University TÜRKİYE</i>	AFFECTIVE ECOCRITICISM ECOPHILIA, ECOPHOBIA OR ECO-IRRITATION IN THE RECEPTION OF LALINE PAULL'S NOVELS
Leyla DİLEK	<i>Sırt University TÜRKİYE</i>	ANALYSIS OF THE ART OF TELMIH IN GAGAUZ LITERATURE IN SEMANTIC LONGITUDE
Lect. Kübra KAYA ÜLKER	<i>Istanbul Gelişim University TÜRKİYE</i>	SAİT FAİK ABASIYANIK'S 'NEIGHBOURHOOD COFFEE' A LINGUISTIC APPROACH TO HIS STORY
Oğuz KILINÇ	<i>Turkish Maarif Foundation TÜRKİYE</i>	USING FOLK SONGS IN TEACHING TURKISH TO FOREIGNERS (MAARIF DERS KİTAPLARI A1 VE A2 EXAMPLE)
Karimli Sevinj TAHİR GIZI	<i>Azerbaijan University of Languages AZERBAIJAN</i>	ACQUISITIONS READING SKILLS IN A FOREIGN LANGUAGE TEACHING
Konul BABAYEVA	<i>Nakhchivan University AZERBAIJAN</i>	RELATIONS BETWEEN LANGUAGE AND CULTURE: LINGUISTIC AND LINGUODIDACTIC ASPECTS
Rumiya MAMMADOVA	<i>Nakhchivan State University AZERBAIJAN</i>	MUSIC GENRES WITH ROOTS IN ORAL TRADITIONS IN FIKRET AMIROV'S WORK

Paris







# ONLINE PRESENTATIONS

18.02.2024 / HALL-2 / SESSION-2



PARIS LOCAL TIME



10 30 : 12 30



ANKARA LOCAL TIME

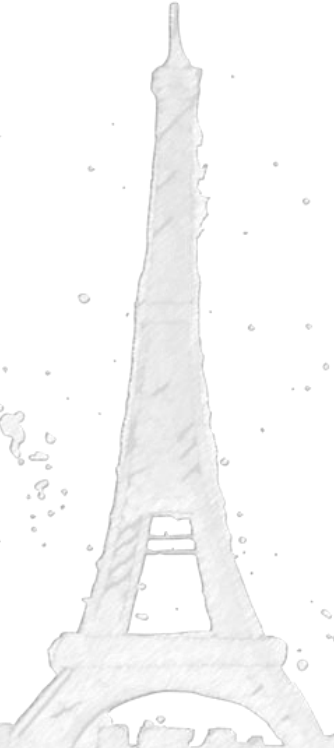


12 30 : 14 30

**HEAD OF SESSION: Assoc. Prof. Dr. Zehra GÖZÜTOK TAMDOĞAN**

AUTHORS	AFFILIATION	TOPIC TITLE
Dr. Sabri KIZILTAN	<i>Ministry of National Education TÜRKİYE</i>	JACOBIN ROOTS OF TE MODERN THINK TANKS
Hande BİLVAR	<i>Çukurova University TÜRKİYE</i>	THE EVOLUTION OF LEOPARD PRINT FROM ANTIQUITY TO THE MODERN AGE IN TEXTILE AND FASHION DESIGN
Assist. Prof. Dr. Engin KOCA	<i>Istanbul Medeniyet University TÜRKİYE</i>	COMPARISON OF THE ODYSSEIA EPIC AND THE NOVEL COUNT DRACULA WITHIN THE FRAMEWORK OF NIETZSCHE'S CULTURAL THEORY
Sultan GÜRISOY	<i>Mersin University TÜRKİYE</i>	THEORY OF THE FREE VILLAGE COMMUNITY
Assist. Prof. Dr. Zeynep Kerem ÖZTÜRK Bilge TUTAR	<i>Istanbul Sabahattin Zaim University TÜRKİYE</i>	TRANSFORMATION AND REUSE OF HISTORICAL WATER TOWERS WITHIN THE SCOPE OF INDUSTRIAL HERITAGE
Begüm KARAALİ Assist. Prof. Dr. F.Seda ÇARDAK Lect. Eren TÜMER	<i>Adana Alparslan Türkeş Science and Technology University TÜRKİYE</i>	RE-FUNCTIONALIZING HISTORICAL BUILDINGS: THE CASE OF SALUTATION ROOM OF RAMAZANOGLU BEYLİK PALACE
Assoc. Prof. Dr. Zehra GÖZÜTOK TAMDOĞAN	<i>Tekirdağ Namık Kemal University TÜRKİYE</i>	A VIEW ON THE CUISINE OF ANDALUSIA, MAGRIB and BAGHDAD THROUGH A COOKBOOK: FEDĀLAT AL-HUVĀN
Tuğçe AYATA DOĞAN Prof. Dr. İlky ŞAHİN	<i>Erciyes University TÜRKİYE</i>	THE EFFECT OF NEIGHBOURHOOD CULTURE ON URBAN CONSCIOUSNESS: THE CASE OF SEYRANİ NEIGHBOURHOOD

Paris





# ONLINE PRESENTATIONS

18.02.2024 / HALL-3 / SESSION-2



PARIS LOCAL TIME



10 30 : 12 30



ANKARA LOCAL TIME

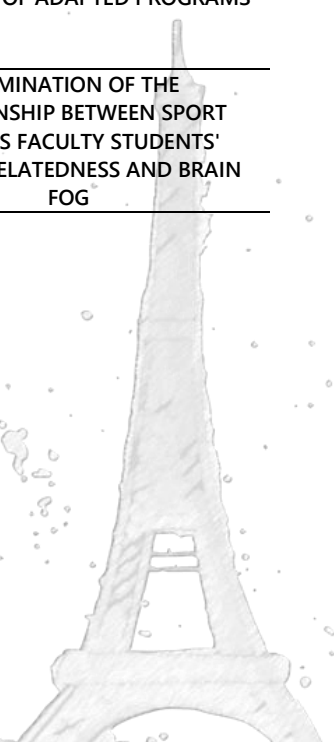


12 30 : 14 30

HEAD OF SESSION: **Assoc. Prof. Dr. Tuna TURĞUT**

AUTHORS	AFFILIATION	TOPIC TITLE
Assoc. Prof. Dr. Tuna TURĞUT Lect. Emre YAMANER	<i>Bartın University TÜRKİYE</i> <i>Hitit University TÜRKİYE</i>	EXPLORING THE POSITIVE EFFECTS OF EXERCISE AS A PREVENTIVE FACTOR FOR CHILDHOOD OBESITY
Dilay YILDIZ Kıvılcım YILDIZ Assist. Prof. Dr. Ceyda SÖBELİ Prof. Dr. Semra KAYAARDI	<i>Manisa Celal Bayar University TÜRKİYE</i>	FACTORS AFFECTING CONSUMER ACCEPTANCE IN ENRICHED PROCESSED MEAT PRODUCTS
Kıvılcım YILDIZ Dilay YILDIZ Prof. Dr. Pelin GÜNÇ ERGÖNÜL Prof. Dr. Bülent ERGÖNÜL	<i>Manisa Celal Bayar University TÜRKİYE</i>	CONSUMER ACCEPTANCE, BEHAVIORS AND ATTITUDES TOWARDS GENETICALLY MODIFIED FOODS (GMF)
Senanur BAYRAKDAR Lect. Beyza MENDEŞ	<i>Bezmialem Vakıf University TÜRKİYE</i>	CURCUMIN AND METABOLIC SYNDROME RELATIONSHIP
Assoc. Prof. Dr. Alime SELÇUK TOSUN Elif Nisa KARA	<i>Selçuk University TÜRKİYE</i>	EVALUATION OF PROBLEMATIC SOCIAL MEDIA USE AMONG ADOLESCENTS AND ITS EFFECTS ON PSYCHOSOCIAL FACTOR
Abdallah Tariq Hasan ALABED Prof. Dr. Tarkan ÖZKUL	<i>Istanbul Sabahattin Zaim University TÜRKİYE</i>	THE IMPORTANCE OF STRUCTURAL HEALTH MONITORING AND ITS BENEFITS FOR BRIDGES: POSSIBILITY OF USING LORAWAN
Res. Assist. Büşra DURAN Assoc. Prof. Dr. Alime SELÇUK TOSUN	<i>KTO Karatay University TÜRKİYE</i> <i>Selçuk University TÜRKİYE</i>	SCHOOL-BASED INTERVENTION PROGRAMS FOR HEALTHY INTERNET USE AMONG ADOLESCENTS
Prof. Shalva Zarnadze Prof. Irine Zarnadze Prof. Levan Baramidze	<i>TSMU, Department of Nutrition, Aging Medicine, environmental and occupational health; Tbilisi GEORGIA</i> <i>TSMU, Department of Public Health, Health care Management, Polity and Economy; Tbilisi, GEORGIA</i> <i>Public health, Health care management, policy and economy GEORGIA</i>	STUDY-EVALUATION OF PHYSICAL EDUCATION STRATEGY IN HIGHER EDUCATIONAL INSTITUTIONS AND MODELING OF ADAPTED PROGRAMS
Ümran SARIKAN Assoc. Prof. Dr. Tuna TURĞUT	<i>Ankara University TÜRKİYE</i> <i>Bartın University TÜRKİYE</i>	EXAMINATION OF THE RELATIONSHIP BETWEEN SPORT SCIENCES FACULTY STUDENTS' NATURE RELATEDNESS AND BRAIN FOG

Paris





# ONLINE PRESENTATIONS

18.02.2024 / HALL-4 / SESSION-2



PARIS LOCAL TIME



10<sup>30</sup> : 12<sup>30</sup>



ANKARA LOCAL TIME



12<sup>30</sup> : 14<sup>30</sup>

HEAD OF SESSION: **Ingrit TIRANA**

AUTHORS	AFFILIATION	TOPIC TITLE
Koemhong Sol Kimkong Heng Sarin Sok	<i>International Christian University JAPAN Paññāsāstra University CAMBODIA Puthisastra University CAMBODIA</i>	USING AI IN ENGLISH LANGUAGE EDUCATION: AN EXPLORATION OF CAMBODIAN EFL UNIVERSITY STUDENTS' EXPERIENCES, PERCEPTIONS, AND ATTITUDES
Xhiljola Abdihoxha	<i>Barleti University ALBANIA</i>	THE ROLE OF TECHNOLOGY IN LANGUAGE EDUCATION AND TRANSLATION STUDIES
Merita Hysa Rezearta Murati	<i>University of Shkodra ALBANIA</i>	HOW DOES LEXICAL STANDARDIZATION AFFECT LANGUAGE PLANNING?
Ingrit TIRANA Drita BRAHIMI	<i>University of Shkodra "Luigj Gurakuqi" ALBANIA</i>	UNTRANSLATABLE WORDS, MADE TRASLATABLE
Olivera PRESI	<i>Aleksandër Moisiu University ALBANIA</i>	UNVEILING INTERCULTURAL COMPETENCIES IN VIRTUAL CLASSES (A COMPARATIVE ANALYSIS IN ALBANIAN HIGHER EDUCATION INSTITUTIONS)
Taire AXUNDOVA	<i>Academy of the State Customs Committee AZERBAIJAN</i>	STYLISTIC PECULIARITIES OF THE BELLES LETTRES STYLE
Foti Maria Papasimitriou Sofia Karatrantou Anthi	<i>Hellenic Open University GREECE</i>	EDUCATIONAL ROBOTICS: CASE STUDIES IN DISTANCE SCHOOL EDUCATION
Deema DAKAKNI	<i>Lebanese American University, Beirut- LEBANON</i>	THE COVID CULTURE: ACADEMIC MEDIOCRITY, DIGITALIZATION AND AI

Paris





# ONLINE PRESENTATIONS

18.02.2024 / HALL-5 / SESSION-2



PARIS LOCAL TIME



10<sup>30</sup> : 12<sup>30</sup>



ANKARA LOCAL TIME

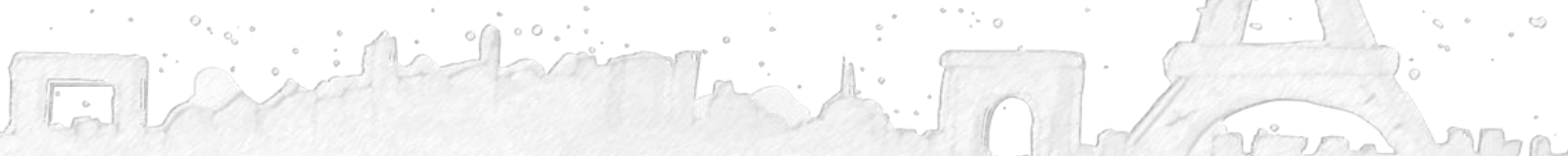


12<sup>30</sup> : 14<sup>30</sup>

HEAD OF SESSION: **Giovanna Caneo**

AUTHORS	AFFILIATION	TOPIC TITLE
Prof. Ass. Endirë Bushati Elda Bagaviki	<i>University of Tirana ALBANIA</i>	REGIONAL DEVELOPMENT IN ALBANIA BETWEEN LAW AND EU MEMBERSHIP
Nguyen Du Yen	<i>Thu Dau Mot University VIETNAM</i>	THE PENALTY FOR CONFISCATION OF PROPERTY IN VIETNAM – MAINTAINING, AMENDING OR REMOVAL
Giovanna Caneo	<i>Catholic University BRAZIL</i>	THEORETICAL POLITICAL CONVERGENCE BETWEEN CRITICAL CRIMINOLOGY AND THE ETHICAL PRINCIPLES OF SOCIAL WORK
Prof. Bouchra BELAOUISSI Prof. Chahid SLIMANI	<i>Ministry of National Education, Preschool and Sports MOROCCO Sidi Mohamed Ben Abdellah University MOROCCO</i>	FROM DEVIANCE TO JUVENILE DELINQUENCY IN MOROCCO: ON CONSENSUALISM AS A 'THIRD WAY' FOR THE TREATMENT AND HUMANIZATION OF JUVENILE CRIMINAL JUSTICE
Tatiana Marisel PIZARRO	<i>Universidad Nacional de San Juan ARGENTINA</i>	ELDERS. SOCIO DISCURSIVE REPRESENTATIONS IN THE DEBATE OF THE HISTORICAL REPARATION BILL FOR TRANSVESTITE AND TRANS ELDERLY PEOPLE IN ARGENTINA
Gereziher Haftu Mehari	<i>Mekelle University ETHIOPIA</i>	POST COLD WAR INTERNATIONAL ORDER'S SHIFT TO MULTI-POLARITY AND ITS GLOBAL SECURITY IMPLICATIONS SINCE THE SYRIAN CIVIL WAR
Dr. Fatemeh Rezaipour	<i>Shahid Beheshti University IRAN</i>	REALIZATION OF SUSTAINABLE DEVELOPMENT, THE COMMON GOOD OF INTERNATIONAL COMMUNITY, FROM ANOTHER OUTLOOK: WITH A VIEW TO T-CONSCIOUSNESS THEORY AND SCIENCEFACT
Aiswarya GIREESH	<i>Kerala University INDIA</i>	TITLES AND PRIVILEGES ENJOYED BY THE NAYAR COMMUNITY IN TRAVANCORE

Paris





# ONLINE PRESENTATIONS

18.02.2024 / HALL-6 / SESSION-2



PARIS LOCAL TIME



10<sup>30</sup> : 12<sup>30</sup>



ANKARA LOCAL TIME



12<sup>30</sup> : 14<sup>30</sup>

**HEAD OF SESSION: Dr. Ana-Cristina BÂLGĂR**

AUTHORS	AFFILIATION	TOPIC TITLE
Zakaria BENRAHOU Abdallah RHIHIL Redouan DAAFI Saadia MAROUANE	<i>Hassan II University MOROCCO</i>	URBAN MOBILITY AND TERRITORIAL DEVELOPMENT: CONCEPTUAL AND THEORETICAL ANALYSIS
Dr. Meenakshi Gupta Isha Kumari	<i>Shri Mata Vaishno Devi University INDIA</i>	AN EMPIRICAL INVESTIGATION INTO THE NEXUS OF HEALTH, EDUCATION, AND WELL-BEING: A COMPREHENSIVE ANALYSIS OF SELECTED ASIAN ECONOMIES
Dr. Ana-Cristina BÂLGĂR	<i>Romanian Academy, Institute for World Economy ROMANIA</i>	CURRENT CHALLENGES FOR GERMAN INDUSTRIAL POLICY AND THE NEED FOR A NEW APPROACH
Nuno BAPTISTA Anna BOECHAT Nelson MATOS	<i>Lusíada University PORTUGAL European University PORTUGAL</i>	EXPLORING COOPETITION AS A STRATEGY FOR SMALL AND MEDIUM SIZE COMPANIES
Nuno BAPTISTA Anna BOECHAT Nelson MATOS	<i>Lusíada University PORTUGAL European University PORTUGAL</i>	A SOCIAL CAPITAL APPROACH TO STUDY COOPETITION INVOLVING SMES
Anita NEZIRI	<i>University of "Aleksander Moisiu" Durres ALBANIA</i>	POSTMODERN LITERATURE AS A CATALYST FOR CULTURAL CRITIQUE: UNVEILING SOCIAL NORMS, IDEOLOGIES, AND POWER STRUCTURES
Ashraful Amin Amirul Islam	<i>University of Rajshahi BANGLADESH</i>	EVALUATION OF THE GEOPOLITICS OF ISRAEL-PALESTINE: THE REPERCUSSIONS AND MAGNITUDE FOR JORDAN, YAMEN AND EGYPT
Zhang, Ruochen Alexandra Ulya Shirinzade	<i>BASIS International School Nanjing CHINA</i>	TRENDS OF MALARIA IN 2024

Paris





# ONLINE PRESENTATIONS

18.02.2024 / HALL-1 / SESSION-3



PARIS LOCAL TIME



13 00 : 15 00



ANKARA LOCAL TIME



15 00 : 17 00

HEAD OF SESSION: **Res. Assist. Öznur ÇINAR**

AUTHORS	AFFILIATION	TOPIC TITLE
Psy. Feyza AKGÜR ÖZTÜRK Assist. Prof. Dr. Bahar AKOĞLU	<i>Nişantaşı University TÜRKİYE</i>	EXAMINING THE RELATIONSHIP BETWEEN PRESCHOOL CHILDREN'S USE OF SCREEN-BASED TECHNOLOGICAL DEVICES AND BEHAVIORAL PROBLEMS AND EMOTION REGULATION SKILLS IN CHILDREN
Nihan Selin SOYLU-KONAK Mustafa ENGÜR Erdoğan DEMIRAY	<i>Ege University TÜRKİYE</i>	EXAMINING THE RELATIONSHIPS BETWEEN DEPRESSION, ANXIETY, STRESS AND ONLINE GAMING IN TURKISH SAMPLE
Nihan Selin Soylu-Konak	<i>Ege University TÜRKİYE</i>	THE EFFECTS OF GENDER STEREOTYPES ON ACTIVATION OF SPONTANEOUS TRAIT INFERENCES AND THE MODERATING ROLE OF AMBIVALENT SEXISM
Psych. Öyküm AĞCA Assist. Prof. Dr. Bahar AKOĞLU	<i>Nişantaşı University TÜRKİYE</i>	THE MEDIATING ROLE OF INTERPERSONAL COGNITIVE DISTORTIONS IN THE RELATIONSHIP BETWEEN PERCEIVED PARENTING ATTITUDE AND ADULT SEPARATION ANXIETY IN ADULTS
Assist. Prof. Dr. Arzu KOÇAK UYAROĞLU Res. Assist. Esra ÜNAL Zeynep ÖZKAN Prof. Dr. Ulaş Başar GEZGİN	<i>Selçuk University TÜRKİYE</i> <i>KTO Karatay University TÜRKİYE</i>	DANCE AND MOVEMENT THERAPY IN PSYCHIATRIC NURSING
Aleyna GÜNERİ Dr. Metin ÇINAROĞLU	<i>Nişantaşı University TÜRKİYE</i>	EFFECTS OF SOCIAL MEDIA ON DEVELOPMENT OF ADOLESCENCE
Res. Assist. Öznur ÇINAR Assoc. Prof. Dr. Emel YILDIZ	<i>Bayburt University TÜRKİYE</i> <i>Gümüşhane University TÜRKİYE</i>	EFFICACY OF COGNITIVE BEHAVIORAL THERAPY IN ALLEVIATING PSYCHOLOGICAL SYMPTOMS OF MUSCLE DYSMORPHIA
Res. Assist. Öznur ÇINAR Assoc. Prof. Dr. Emel YILDIZ	<i>Bayburt University TÜRKİYE</i> <i>Gümüşhane University TÜRKİYE</i>	PSYCHOLOGICAL FIRST AID AND ITS IMPORTANCE IN DISASTER MONITORING INTEREST OF INDIVIDUALS IN THE CONCEPTS OF DISASTER BAG AND EARTHQUAKE BAG

Paris





# ONLINE PRESENTATIONS

18.02.2024 / HALL-2 / SESSION-3



PARIS LOCAL TIME



13 00 : 15 00



ANKARA LOCAL TIME



15 00 : 17 00

HEAD OF SESSION: **Prof. Dr. Ahmet Niyazi ÖZKER**

AUTHORS	AFFILIATION	TOPIC TITLE
Beyza ÖZYURT Assist. Prof. Dr. Şaban Onur VİGA	<i>Istanbul Esenyurt University TÜRKİYE</i>	IS CRYPTOCURRENCY AN ALTERNATIVE TO CAPITAL MARKET INSTRUMENTS?
Prof. Dr. Ahmet Niyazi ÖZKER	<i>Bandırma Onyedli Eylul University TÜRKİYE</i>	RECENT CHANGES IN THE EMPLOYMENT MARKET AND EMPLOYMENT DEMOGRAPHIC PROJECTIONS IN TURKEY
Turgut YOKUŞ	<i>Selçuk University TÜRKİYE</i>	OIL PRICES-INFLATION RELATIONSHIP
Assoc. Prof. Dr. Meltem KESKİN	<i>Ankara Yıldırım Beyazıt University TÜRKİYE</i>	FIRST EXAMPLES OF HERD BEHAVIOR IN THE NETHERLANDS AND LONDON STOCK EXCHANGES
Dr. Özden ŞENTÜRK	<i>Istanbul University TÜRKİYE</i>	INFORMATION TECHNOLOGIES TRANSFORMING PUBLIC SERVICES AND GOVERNANCE
Ramazan DOĞAN Assist. Prof. Dr. Şaban Onur VİGA	<i>Istanbul Esenyurt University TÜRKİYE</i>	BASEL CRITERIA AND THEIR EFFECTS ON THE TURKISH BANKING SECTOR
Assoc. Prof. Dr. S. Meral ÇAKICI	<i>Piri Reis University TÜRKİYE</i>	FINANCIAL INTEGRATION AND MACROECONOMIC VOLATILITY
Sebuhi ABBASOV	<i>Azerbaijan State University of Economics AZERBAIJA</i>	EXISTING PROBLEMS IN THE ANTI-INFLATION PROCESS AND METHODS TO ELIMINATE THESE PROBLEMS
Tamara AGARZAYEVA Adil QURBANOV	<i>Academy of Public Administration under the President of the Republic of Azerbaijan, AZERBAIJAN</i>	CROWDFUNDING AND FINANCIAL REGULATION

Paris





# ONLINE PRESENTATIONS

18.02.2024 / HALL-3 / SESSION-3



PARIS LOCAL TIME



13 00 : 15 00



ANKARA LOCAL TIME

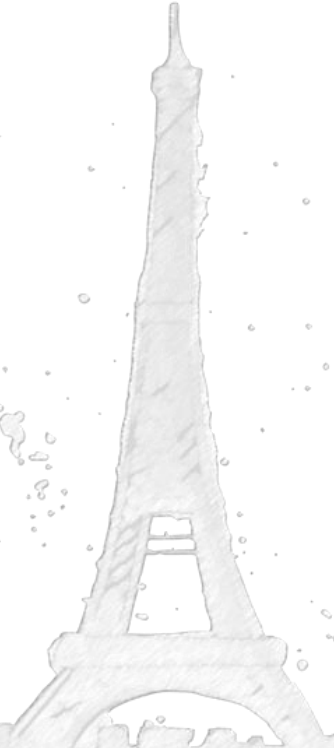


15 00 : 17 00

HEAD OF SESSION: **Aysel Hasanova NOVRUZ GIZI**

AUTHORS	AFFILIATION	TOPIC TITLE
Bulbul ABBASOVA	<i>Nakhchivan University AZERBAIJAN</i>	FUNCTIONAL PECULIARITIES OF CULTURONYMS IN THE CONTEXT OF POLITICAL MEDIA DISCOURSE
Aysel Hasanova NOVRUZ GIZI	<i>Azerbaijan Institute of Theology AZERBAIJAN</i>	FEATURES OF COMMUNICATIVE LANGUAGE TEACHING
Assoc. Prof. Dr. Hacer AKER Melek İLHAN	<i>Selçuk University TÜRKİYE</i>	MEDIA LITERACY IN THE DIGITAL AGE: BIOMETRIC PATTERNS IN GRADUATE THESES
Lect. Ecem TANERİ	<i>Doğuş University TÜRKİYE</i>	THE BARNUM EFFECT IN ASTROLOGICAL READINGS IN THE MEDIA
Assoc. Prof. Dr. Hacer AKER Mürüvvet BİLGİN DİLSİZ	<i>Selçuk University TÜRKİYE</i>	COMMERCIAL CHILD USE AND PERCEPTION OF IDEAL PARENTING: A NETNOGRAPHIC ANALYSIS ON INSTAMOMS
Dilara ASGAROVA	<i>Nakhchivan University AZERBAIJAN</i>	DIFFERENT CONSIDERATIONS ABOUT COMMUNICATION AND COMMUNICATIVE COMPETENCE
Ayşe DUMAN Assoc. Prof. Dr. M. Sami BAYRAKTAR	<i>Ondokuz Mayıs University TÜRKİYE</i>	TRADITIONAL TOKAT PRAYER RUGS IN THE YASEMİN ERTEN MANUSCRIPT PRINT COLLECTION
Muhammed ÜNAL Muhammed Fatih KÜÇÜKKARA	<i>Bitlis Eren University TÜRKİYE Tokat Gaziosmanpaşa University TÜRKİYE</i>	ANALYSIS OF POSTGRADUATE STUDIES ON ECOLOGY IN PRESCHOOL EDUCATION

Paris







# ONLINE PRESENTATIONS

18.02.2024 / HALL-4 / SESSION-3



PARIS LOCAL TIME



13<sup>00</sup> : 15<sup>00</sup>



ANKARA LOCAL TIME

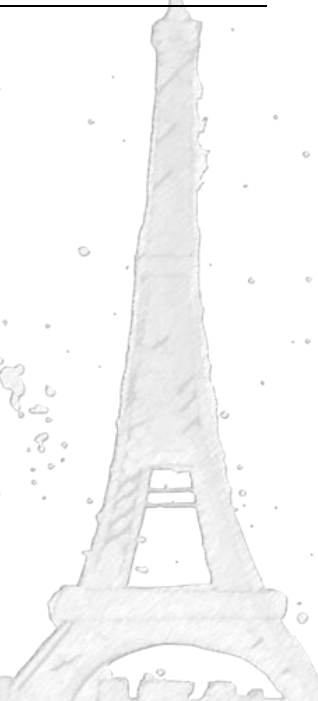


15<sup>00</sup> : 17<sup>00</sup>

**HEAD OF SESSION: Moses Adeolu AGOI**

AUTHORS	AFFILIATION	TOPIC TITLE
Assist. Prof. Ouarodima MAINA	<i>Abdou Moumouni University NIGER</i>	UNDERSTANDING SILENCE THROUGH WOMEN CAUGHT IN A PATRIARCHAL YOKE: A READING OF LOLA SHONEYIN'S THE SECRET LIVES OF BABA SEGI'S WIVES
Neera JAIN	<i>Management Development Institute Gurgaon INDIA</i>	BARRIERS AND BREAKTHROUGHS IN TECH INDUSTRY: WOMEN'S JOURNEY TO THE BOARDROOMS
Moses Adeolu AGOI Oluwakemi Racheal OSHINOWO Olasunkanmi Julius OLATUNDE Oluwaseun Adetutu SANGOTUMO	<i>Lagos State University of Education NIGERIA</i>	A MIXED SURVEY ON THE LATENCY AND USE OF MACHINE LEARNING IN LEARNING FIELDS AND THE IMPACT ON EDUCATIONAL DEVELOPMENT
Dr. Mirësi Çela Dr. Alda Gaspari Dr. Marsida Morina	<i>Elbasan University ALBANIA</i>	INTELLECTUAL PROPERTY RIGHTS AWARENESS: A SURVEY AMONG STUDENTS IN AN ALBANIAN HIGHER EDUCATION INSTITUTION
Eneida ZALLI	<i>Aleksander Moisiu University ALBANIA</i>	COMPLICATED GRIEF AND ITS TREATMENT: UNDERSTANDING, ASSESSING, AND TREATING INTENSE MOURNING FOR EFFECTIVE INTERVENTIONS
Kiriaki Korina SFAKIOTAKI Prof. Antonis LIONARAKIS	<i>Hellenic Open University GREECE</i>	DISTANCE EDUCATION 'EMBRACES' CONVENTIONAL EDUCATION BY INFLUENCING ITS PROCESSES
Assist. Prof. Dr. Atieq Ul Rehman Dr. Tahir Qureshi	<i>Maulana Azad National Urdu University INDIA Jawahar Lal Nehru University INDIA</i>	EXPLORING THE RELATIONSHIP BETWEEN BLENDED LEARNING APPROACH AND STUDENT SATISFACTION
Assoc. Prof. Dr. Alen BISKUPOVIĆ	<i>University of Josip Juraj Strossmayer in Osijek CROATIA</i>	ANDRO MORIĆ'S THEATRE CRITIQUES PUBLISHED IN NARODNA OBRANA
Hemid Elnur ELIYEV	<i>Azerbaijan State Academy of Physical Education and Sports AZERBAIJAN</i>	THE PURPOSE OF TEACHING PHYSICAL EDUCATION

Paris





# ONLINE PRESENTATIONS

18.02.2024 / HALL-5 / SESSION-3



PARIS LOCAL TIME



13 00 : 15 00



ANKARA LOCAL TIME

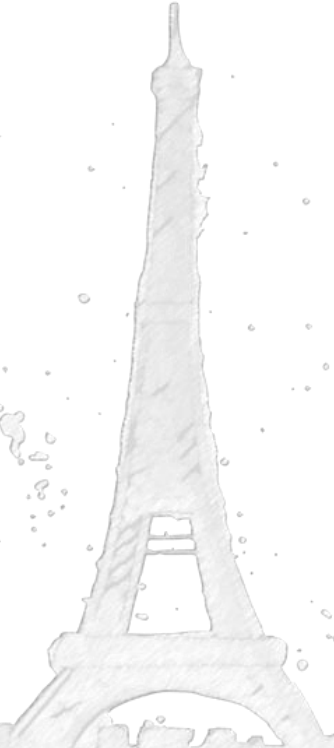


15 00 : 17 00

HEAD OF SESSION: **Prof. Dr. Mine DEMİRTAŞ**

AUTHORS	AFFILIATION	TOPIC TITLE
Seyhan SARITAŞ AKYOL Esra SÖZER BOZ	<i>Uşak University TÜRKİYE Bartın University TÜRKİYE</i>	THE MODERATING ROLE OF SOCIAL MEDIA ADDICTION IN THE RELATIONSHIP OF DEPRESSION AND INTOLERANCE OF UNCERTAINTY
Prof. Dr. Mine DEMİRTAŞ Assist. Prof. Dr. Mihriban AKYOL AKIN Nevzer Sebla YAVAŞ	<i>İstanbul Beykent University TÜRKİYE</i>	EXPLORING THE INTERSECTION OF COMMUNICATION AND LAW AMIDST SURVEILLANCE CAPITALISM: EVOLVING DYNAMICS AND ONGOING DEBATES
Hasan AKYOL	<i>Manisa Celal Bayar University TÜRKİYE</i>	THRONE STRUGGLES CENTERED IN ANKARA AMONG THE TURKISH SELJUKS
İlhan Sedat ÇEBİ	<i>Tokat Gaziosmanpaşa University TÜRKİYE</i>	THE FORMATION OF THE COMMITTEE OF UNION AND PROGRESS AND ITS ROLE UNTIL THE FIRST WORLD WAR
Assoc. Prof. Dr. Yasemin ÖZKENT	<i>Selçuk University TÜRKİYE</i>	A REVIEW OF THE SQUID GAME THROUGH LACAN'S DESIRE THEORY
C. Orkun ARK Assoc. Prof. Dr. Erdal ŞEN R.A. Alihan PASİN	<i>Fenerbahçe University TÜRKİYE</i>	THE EFFECTS OF REMOTE WORKING ON THE RELATIONSHIP BETWEEN SOCIAL CAPITAL AND ORGANIZATIONAL RESILIENCE

Paris





# ONLINE PRESENTATIONS

18.02.2024 / HALL-6 / SESSION-3



PARIS LOCAL TIME



13<sup>00</sup> : 15<sup>00</sup>



ANKARA LOCAL TIME



15<sup>00</sup> : 17<sup>00</sup>

## HEAD OF SESSION: **Zohaib Hassan Sain**

AUTHORS	AFFILIATION	TOPIC TITLE
Zohaib Hassan Sain	<i>Superior University PAKISTAN</i>	NAVIGATING EDUCATIONAL CHALLENGES IN PAKISTAN: UNRAVELING ISSUES AND PROPOSING REMEDIES
Zohaib Hassan Sain	<i>Superior University PAKISTAN</i>	INTEGRATING HYBRID LEARNING APPROACHES FOR ENHANCED PEDAGOGY IN PAKISTANI HIGHER EDUCATION SETTINGS
S.Showbharnikhaa M.K Vijayalakshmi	<i>Bharath Institute of Higher Education and Research INDIA</i>	ELEVATING PUBLIC HEALTH: THE INTEGRAL ROLE OF PHARMACISTS IN PATIENT-CENTRIC CARE
Naoual Mamdouh Wafa Affaghrou	<i>Hassan 1 University MOROCCO Ibn Zohr University MOROCCO</i>	WHAT CONTRIBUTION OF ARTIFICIAL INTELLIGENCE TO SOCIAL AND SOLIDARITY ECONOMY?
Imade Choulli Mustapha Elyaqouti El hanafi Arjdal Dris Ben hmamou Driss Saadaoui Souad Lidaighbi Abdelfattah Elhammoudy Ismail Abazine Yassine El aidi idrissi	<i>Ibn Zohr University MOROCCO</i>	OPTIMIZATION OF SINGLE DIODE MODEL FOR PHOTOVOLTAIC CELLS: AN ANALYTICAL/METAHEURISTIC APPROACH
Dr. Rosy Dhall Mikul Simran Sikka	<i>Gandhinagar University INDIA Maharshi Dayanand University INDIA</i>	EVALUATING EDUCATOR COMPETENCY IN HIGHER EDUCATION: INSIGHTS FROM THE 2020 NEW EDUCATION POLICY
Adil BENABOU Fatima TOUHAMI Lamia DEMRAOUI	<i>Sultan Moulay Slimane University MOROCCO</i>	OPTIMIZING HUMAN CAPITAL MANAGEMENT IN HIGHER EDUCATION USING BUSINESS INTELLIGENCE SOLUTIONS
Dr. Raf Raf Shakil Ansari Qurat-ul-aen Malik	<i>Sharda University INDIA</i>	FARAH BASHIR'S RUMORS OF SPRING: A MEMOIR OF FEAR, VIOLENCE AND TRAUMA IN KASHMIR

Paris



# CONTENTS

AUTHOR	TITLE	No
Alen Biskupović	ANDRO MORIĆ'S THEATRE CRITIQUES PUBLISHED IN NARODNA OBRANA	1
Cumhur GÜNGÖR Emine AKKAŞ BAYSAL	EFFECTS OF GAME-BASED LEARNING IN EARLY CHILDHOOD EDUCATION	12
Cumhur GÜNGÖR Emine AKKAŞ BAYSAL	CHILD LANGUAGE DEVELOPMENT: AN EXAMINATION OF MULTILINGUAL EDUCATION SYSTEMS	20
Birsel AYBEK Osman OĞUZ	EVALUATION OF 3RD GRADE LIFE SCIENCE COURSE "SAFE LIFE" UNIT IN TERMS OF CRITICAL THINKING STANDARDS	31
Alime SELÇUK TOSUN Elif Nisa KARA	EVALUATION OF PROBLEMATIC SOCIAL MEDIA USE AMONG ADOLESCENTS AND ITS EFFECTS ON PSYCHOSOCIAL FACTO	42
Gabriela Ivanovska	AFFECTIVE ECOCRITICISM ECOPHILIA, ECOPHOBIA OR ECO-IRRITATION IN THE RECEPTION OF LALINE PAULL'S NOVELS	48
Lamara Kadagidze	CULTURAL DYNAMICS IN GEORGIAN PRIVATE UNIVERSITIES: EXPLORING COMMUNICATION AND EMOTIONAL INTELLIGENCE	58
Meltem KESKİN	FIRST EXAMPLES OF HERD BEHAVIOR IN THE NETHERLANDS AND LONDON STOCK EXCHANGES	76
Neera Jain	BARRIERS AND BREAKTHROUGHS IN TECH INDUSTRY: WOMEN'S JOURNEY TO THE BOARDROOMS	89
Zeynep Sernur Başpınar Ender Durualp	THE ROLE OF CARTOONS IN THE DEVELOPMENT OF CHILDREN "PARENT, CHILD AND TEACHER VIEWS": A QUALITATIVE RESEARCH	99
Bouchra BELAOUISSI Chahid SLIMANI	FROM DEVIANCE TO JUVENILE DELINQUENCY IN MOROCCO: ON CONSENSUALISM AS A 'THIRD WAY' FOR THE TREATMENT AND HUMANIZATION OF JUVENILE CRIMINAL JUSTICE	116
Öznur ÇINAR Emel YILDIZ	MONITORING INTEREST OF INDIVIDUALS IN THE CONCEPTS OF DISASTER BAG AND EARTHQUAKE BAG	112
Öznur ÇINAR Emel YILDIZ	PSYCHOLOGICAL FIRST AID AND ITS IMPORTANCE IN DISASTER	131
Büşra Duran Alime Selçuk Tosun	SCHOOL-BASED INTERVENTION PROGRAMS FOR HEALTHY INTERNET USE AMONG ADOLESCENTS	140
Thi Bich Tram NGUYEN Trong Nhan NGUYEN	CHANGES IN SEX RATIO AT BIRTH IN VINH LONG PROVINCE, VIETNAM	146
AGUESSY Anne Nathalie Jouvencia Agossi	AFTERMATH OF THE AMERICAN CIVIL WAR: THE INFLUENCE OF CHURCHES IN TH EMPOWERMENT AND INTEGRATION OF FREEDMEN	153

Ingrit Tirana Drita Brahimi	UNTRANSLATABLE WORDS, MADE TRASLATABLE	169
Tuna TURĞUT Emre YAMANER	EXPLORING THE POSITIVE EFFECTS OF EXERCISE AS A PREVENTIVE FACTOR FOR CHILDHOOD OBESITY	182
Ditjona KULE Adela CAFULI	IMPLEMENTING SUSTAINABLE PRACTICES IN THE TOURISM SECTOR: A GREEN APPROACH TOWARDS ENVIRONMENTAL CONSERVATION AND RESPONSIBLE TOURISM MANAGEMENT	191
Arzu KOÇAK UYAROĞLU Esra ÜNAL	DANCE AND MOVEMENT THERAPY IN PSYCHIATRIC NURSING	204
Oğuz KILINÇ	USING FOLK SONGS IN TEACHING TURKISH TO FOREIGNERS (MAARIF DERS KİTAPLARI A1 VE A2 EXAMPLE)	211
Duygu ÖZTÜRK	AN ANALYSIS OF WOMEN'S POLICIES OF POLITICAL PARTIES IN TURKEY THROUGH THEIR PARTY PROGRAMS	220
Ecem Taneri	THE BARNUM EFFECT IN ASTROLOGICAL READINGS IN THE MEDIA	230
Dana-Claudia COJOCARU Mihaela ONOFREI Bogdan Narcis FÎRȚESCU	EFFECTS OF TECHNOLOGICAL INNOVATIONS ON CLIMATE CHANGE	239
Eneida Zalli	COMPLICATED GRIEF AND ITS TREATMENT: UNDERSTANDING, ASSESSING, AND TREATING INTENSE MOURNING FOR EFFECTIVE INTERVENTIONS	261
Seyhan SARITAŞ AKYOL Esra SÖZER BOZ	THE MODERATING ROLE OF SOCIAL MEDIA ADDICTION IN THE RELATIONSHIP OF DEPRESSION AND INTOLERANCE OF UNCERTAINTY	280
Hafize Fındık Ender Durualp	EXAMINATION OF CHILD CHARACTERSIN IN CARTOONS IN TERMS OF PROSOCIAL BEHAVIORS: RAFADAN TAYFA EXAMPLE	288
Xhiljola Abdihoxha	THE ROLE OF TECHNOLOGY IN LANGUAGE EDUCATION AND TRANSLATION STUDIES	304
Kiriaki Korina Sfakiotaki Antonis Lionarakis	DISTANCE EDUCATION "EMBRACES" CONVENTIONAL EDUCATION, INFLUENCING ITS PROCESSES	315
Rezearta Murati Merita Hysa	HOW DOES LEXICAL STANDARDIZATION AFFECT LANGUAGE PLANNING?	326
Pjetër Ndreca Llesh Lleshaj	PROSPECTS AND CHALLENGES IN ONLINE LEARNING	334
Sebui ABBASOV	EXISTING PROBLEMS IN THE ANTI-INFLATION PROCESS AND METHODS TO ELIMINATE THESE PROBLEMS	348
Hina Zahoor	EXPLORING THE IMPACT OF TRANSFORMATIONAL LEADERSHIP ATTRIBUTES ON AFFECTIVE COMMITMENT AMONG HEALTHCARE MANAGERS: INVESTIGATING THE INTERMEDIARY ROLE OF JOB AUTONOMY FROM DEVELOPING COUNTRY PERSPECTIVE	356

Anita NEZIRI	POSTMODERN LITERATURE AS A CATALYST FOR CULTURAL CRITIQUE: UNVEILING SOCIAL NORMS, IDEOLOGIES, AND POWER STRUCTURES	369
Irina-Ana DROBOT	THE ATTRACTION OF THE SEA IN GRAHAM SWIFT'S WORKS	376
Edvina POLAJ Edmond KADIU	THE ROLE OF BRANDED PRODUCTS WITH A LOCAL INDICATOR IN THE DEVELOPMENT OF AGRITOURISM: MUTUAL BENEFITS AND AUTHENTIC EXPERIENCES	384
Kıvılcım YILDIZ Dilay YILDIZ Pelin GÜNÇ ERGÖNÜL Bülent ERGÖNÜL	CONSUMERS' ACCEPTENCE, BEHAVIOURS AND ATTITUDES TOWARDS GENETICALLY MODIFIED FOODS (GMF)	395
Nihan Selin Soylu-Konak Mustafa Engür Erdoğan Demiray	EXAMINING THE RELATIONSHIPS BETWEEN DEPRESSION, ANXIETY, STRESS AND ONLINE GAMING IN TURKISH SAMPLE	407
Nihan Selin Soylu-Konak	THE EFFECTS OF GENDER STEREOTYPES ON ACTIVATION OF SPONTANEOUS TRAIT INFERENCES AND THE MODERATING ROLE OF AMBIVALENT SEXISM	415
Leyla DİLEK	ANALYSIS OF THE ART OF TELMİH IN GAGAUZ LITERATURE IN SEMANTIC LONGITUDE	422
Gamze KARA	EVALUATION OF STUDIES CONDUCTED ON ESP TEXTBOOK EVALUATION	434
Emel YILDIZ Gülşah DİNÇER	THE EFFECT OF BRAND EXPERINCE AND RELATIONSHIP QUALTY ON BRAND RESONANCE, THE MEDIATING ROLE OF BRAND ATTITUDE	444
Hajizade Huzura Tapdig	FORMS OF ORGANIZATION OF PEDAGOGICAL COMMUNICATION IN THE TEACHER'S PROFESSIONAL ACTIVITY	453
Inci Imanova Gulara Rahimova	A STUDY OF THE PSYCHOLOGY OF COMPUTER CRIMINALS	459
Inci Imanova Gulara Rahimova	RESEARCH AREAS OF MODERN CYBERPSYCHOLOGY	467
İ. Aytaç KADIOĞLU	FOREIGN INTERVENTION IN CIVIL WARS: FACILITATING OR WORSENING THE VIOLENT CONFLICTS	476
Çağatay SÜKAN Gönen İlkar DÜNDAR Rahile GÜRAN GÖVEN	THE ROLE OF CONFLICT IN THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND EMOTIONAL LABOR: A RESEARCH ON PRIVATE SCHOOL TEACHERS IN ISTANBUL	486
Nguyen Du Yen	THE PENALTY FOR CONFISCATION OF PROPERTY IN VIETNAM – MAINTAINING, AMENDING OR REMOVAL	502
Turgut YOKUŞ	OIL PRICES-INFLATION RELATIONSHIP	512
Foti Maria Papadimitriou Sofia Karatrantou Anthi	EDUCATIONAL ROBOTICS: CASE STUDIES IN DISTANCE SCHOOL EDUCATION	520
Koemhong Sol Kimkong Heng Sarin Sok	USING AI IN ENGLISH LANGUAGE EDUCATION: AN EXPLORATION OF CAMBODIAN EFL UNIVERSITY STUDENTS' EXPERIENCES, PERCEPTIONS, AND ATTITUDES	535

Rosy Dhall Mikul Simran Sikka	EVALUATING EDUCATOR COMPETENCY IN HIGHER EDUCATION: INSIGHTS FROM THE 2020 NEW EDUCATION POLICY	536
Ana-Cristina BÂLGĂR	CURRENT CHALLENGES FOR GERMAN INDUSTRIAL POLICY AND THE NEED FOR A NEW APPROACH	537
Giovanna Caneo	THEORETICAL POLITICAL CONVERGENCE BETWEEN CRITICAL CRIMINOLOGY AND THE ETHICAL PRINCIPLES OF SOCIAL WORK	538
Mirësi Çela Alda Gaspari Marsida Morina	INTELLECTUAL PROPERTY RIGHTS AWARENESS: A SURVEY AMONG STUDENTS IN AN ALBANIAN HIGHER EDUCATION INSTITUTION	539
Master Yuan Xiao Vyacheslav Prylyuk	CROSS-CULTURAL PECULIARITIES IN INTERNATIONAL COMPANIES – A VIEW FROM CHINA	541
Hanane RAHMOUNI	THE ROLE OF PUBLIC PROCUREMENT ON THE MANAGEMENT OF AN INVESTMENT AT UNIVERSITY	543
Hanane RAHMOUNI	LE RÔLE DE PASSATION DES MARCHÉS PUBLICS SUR LA GESTION D'UN INVESTISSEMENT À L'UNIVERSITÉ	544
Zakaria BENRAHOU Abdallah RHIHIL Redouan DAAFI Saadia MAROUANE	URBAN MOBILITY AND TERRITORIAL DEVELOPMENT: CONCEPTUAL AND THEORETICAL ANALYSIS	545
Moses Adeolu AGOI Oluwakemi Racheal OSHINOWO Olasunkanmi Julius OLATUNDE Oluwaseun Adetutu SANGOTUMO	A MIXED SURVEY ON THE LATENCY AND USE OF MACHINE LEARNING IN LEARNING FIELDS AND THE IMPACT ON EDUCATIONAL DEVELOPMENT	547
İsmail IŞIKTAŞ	SYSTEM OF SYSTEMS: ENTERPRISE RESOURCE PLANNING (ERP) AND IMPACT ON BUSINESS ACTIVITIES	548
Zohaib Hassan Sain	NAVIGATING EDUCATIONAL CHALLENGES IN PAKISTAN: UNRAVELING ISSUES AND PROPOING REMEDIES	550
Zohaib Hassan Sain	INTEGRATNG HYBRID LEARNING APPROACHES FOR ENHANCED PEDAGOGY IN PAKISTANI HIGHER EDUCATION SETTINGS	551
Nuno BAPTISTA Anna BOECHAT Nelson MATOS	A SOCIAL CAPITAL APPROACH TO STUDY COOPETITION INVOLVING SMES	552
Feyza AKGÜR ÖZTÜRK Bahar AKOĞLU	EXAMINING THE RELATIONSHIP BETWEEN PRESCHOOL CHILDREN'S USE OF SCREEN-BASED TECHNOLOGICAL DEVICES AND BEHAVIORAL PROBLEMS AND EMOTION REGULATION SKILLS IN CHILDREN	553
C. Orkun ARK Erdal ŞEN R.A. Alihan PASİN	THE EFFECTS OF REMOTE WORKINK ON THE RELATIONSHIP BETWEEN SOCIAL CAPITAL AND ORGANIZATIONAL RESILIENCE	555

Aysel Hasanova Novruz gizi	FEATURES OF COMMUNICATIVE LANGUAGE TEACHING	556
Hasan AKYOL	THRONE STRUGGLES CENTERED IN ANKARA AMONG THE TURKISH SELJUKS	558
Sabri KIZILTAN	JACOBIN ROOTS OF TE MODERN THINK TANKS	560
Bulbul Abbasova	FUNCTIONAL PECULIARITIES OF CULTURONYMS IN THE CONTEXT OF POLITICAL MEDIA DISCOURSE	562
Adil BENABOU Fatima TOUHAMI Lamiaie DEMRAOUI	OPTIMIZING HUMAN CAPITAL MANAGEMENT IN HIGHER EDUCATION USING BUSINESS INTELLIGENCE SOLUTIONS	564
Naoual Mamdouh Wafa.affagrou	WHAT CONTRIBUTION OF ARTIFICIAL INTELLIGENCE TO SOCIAL AND SOLIDARITY ECONOMY?	565
Dilara ASGAROVA	DIFFERENT CONSIDERATIONS ABOUT COMMUNICATION AND COMMUNICATIVE COMPETENCE	566
S.Showbharnikhaa M.K Vijayalakshmi	ELEVATING PUBLIC HEALTH: THE INTEGRAL ROLE OF PHARMACISTS IN PATIENT-CENTRIC CARE	567
Nuno BAPTISTA Anna BOECHAT Nelson Matos	EXPLORING COOPETITION AS A STRATEGY FOR SMALL AND MEDIUM SIZE COMPANIES	568
Raf Raf Shakil Ansari Qurat-ul-aen Malik	FARAH BASHIR'S RUMORS OF SPRING: A MEMOIR OF FEAR, VIOLENCE AND TRAUMA IN KASHMIR	569
candidate Hemid Elnur ELIYEV	THE PURPOSE OF TEACING PHYSICAL EDUCATION	570
ATIEQ UL REHMAN TAHİR QURESHİ	EXPLORING THE RELATIONSHIP BETWEEN BLENDED LEARNING APPROACH AND STUDENT SATISFACTION	571
Ashraful Amin Amirul Islam	EVALUATION OF THE GEOPOLITICS OF ISRAEL-PALESTINE: THE REPERCUSSIONS AND MAGNITUDE FOR JORDAN, YAMEN AND EGYPT	572
Hande BİLVAR	THE EVOLUTION OF LEOPARD PRINT FROM ANTIQUITY TO THE MODERN AGE IN TEXTILE AND FASHION DESIGN	573
Meenakshi Gupta Isha Kumari	AN EMPIRICAL INVESTIGATION INTO THE NEXUS OF HEALTH, EDUCATION, AND WELL-BEING: A COMPREHENSIVE ANALYSIS OF SELECTED ASIAN ECONOMIES	575
Rezana Konomi Dorina Gjipali	CONFIDENTIALITY OF MEDICAL DATA AND ECHR PRACTICE	577
Canan TERCAN	SPAIN FAR RIGHT VOX PARTY: ANTI-FOREIGN IMMIGRATION; WOMEN'S RIGHTS-GENDER; ISLAM- CHRISTIANITY	578
Kübra KAYA ÜLKER	SAİT FAİK ABASIYANIK'S "NEIGHBOURHOOD COFFEE" A LINGUISTIC APPROACH TO HIS STORY	580
Muhammed ÜNAL Muhammed Fatih KÜÇÜKKARA	ANALYSIS OF POSTGRADUATE STUDIES ON ECOLOGY IN PRESCHOOL EDUCATION	582



Dr. Oljana HOXHAIJ	THE CHALLENGES OF CIVIL SOCIETY BETWEEN POLITICAL INFLUENCE AND ALBANIA'S ASPIRATION TOWARDS EUROPEAN INTEGRATION	584
Imade Choulli Mustapha Elyaqouti El hanafi Arjdal Dris Ben hmadou Driss Saadaoui Souad Lidaighbi Abdelfattah Elhammoudy Ismail Abazine Yassine El aidi idrissi	OPTIMIZATION OF SINGLE DIODE MODEL FOR PHOTOVOLTAIC CELLS: AN ANALYTICAL/METAHEURISTIC APPROACH	585
Zehra GÖZÜTOK TAMDOĞAN	A VIEW ON THE CUISINE OF ANDALUSIA, MAGRIB and BAGHDAD THROUGH A COOKBOOK: FEDĀLAT AL-HUVĀN	586
Senem GÜRKAN	DISCUSSING THE PROBLEMS OF WOMEN ENTREPRENEURS IN TÜRKİYE FROM THE PERSPECTIVE OF SOCIAL SCIENCES VIA CURRENT GENDER LITERATURE	588
Agnese Ibrahim	SUSTAINABLE INNOVATION CATALYSTS: INSIGHTS FROM EU BAROMETER AND THE IMPERAIVE OF HIGH-QUALITY INSTITUTIONS	590
Qendrese Ibrahim	INNOVATIVE HORIZONS: UNRAVELING THE IMPACT OF DECISION-MAKING STYLES ON MANAGERS' WORK BEHAVIOR	591
Senanur BAYRAKDAR Beyza MENDEŞ	CURCUMIN AND METABOLIC SYNDROME RELATIONSHIP	592
Aleyna GÜNERİ Metin ÇINAROĞLU	EFFICACY OF COGNITIVE BEHAVIORAL THERAPY IN ALLEVIATING PSYCHOLOGICAL SYMPTOMS OF MUSCLE DYSMORPHIA	594
İlhan Sedat ÇEBİ	THE FORMATION OF THE COMMITTEE OF UNION AND PROGRESS AND ITS ROLE UNTIL THE FIRST WORLD WAR	596
Tatiana Marisel PIZARRO	ELDERS. SOCIO DISCURSIVE REPRESENTATIONS IN THE DEBATE OF THE HISTORICAL REPARATION BILL FOR TRANSVESTITE AND TRANS ELDERLY PEOPLE IN ARGENTINA	598
Özden ŞENTÜRK	INFORMATION TECHNOLOGIES TRANSFORMING PUBLIC SERVICES AND GOVERNANCE	600
Engin KOCA	COMPARISON OF THE ODYSSEIA EPIC AND THE NOVEL COUNT DRACULA WITHIN THE FRAMEWORK OF NIETZSCHE'S CULTURAL THEORY	601
Sultan GÜRSOY	THEORY OF THE FREE VILLAGE COMMUNITY	603
Melike GÜN Mehmet Emin USTA Ümit DOĞAN	WHAT ARE THE REASONS OF UNETHICAL BEHAVIORS OF TEACHERS?	605
Merve SUROĞLU SOFU Rabia DEMİRKOL	PERCEPTION OF RECEPTIVE LANGUAGE SKILL SELF-EFFICACY OF STUDENTS LEARNING TURKISH AS A FOREIGN LANGUAGE: THE CASE OF İSTANBUL NİŞANTAŞI UNIVERSITY	607

Deema Dakakni	THE COVID CULTURE: ACADEMIC MEDIOCRITY, DIGITALIZATION AND AI	609
Öyküm AĞCA Bahar AKOĞLU	THE MEDIATING ROLE OF INTERPERSONAL COGNITIVE DISTORTIONS IN THE RELATIONSHIP BETWEEN PERCEIVED PARENTING ATTITUDE AND ADULT SEPARATION ANXIETY IN ADULTS	610
Gerezihher Haftu Mehari	POST COLD WAR INTERNATIONAL ORDER'S SHIFT TO MULTI-POLARITY AND ITS GLOBAL SECURITY IMPLICATIONS SINCE THE SYRIAN CIVIL WAR	612
Begüm KARAALİ F.Seda ÇARDAK Eren TÜMER	RE-FUNCTIONALIZING HISTORICAL BUILDINGS: THE CASE OF SALUTATION ROOM OF RAMAZANOĞLU BEYLIK PALACE	613
Karimli Sevinj Tahir gizi	ACQUISITIONS READING SKILLS IN A FOREIGN LANGUAGE TEACHING	615
Hazal Aybala Bekar	THE PROBLEM OF SIMPLIFYING AND CONCEPTUALIZING DAILY LIFE FROM A SOCIOLOGICAL PERSPECTIVE	616
Shalva Zarnadze Irine Zarnadze Levan Baramidze	STUDY-EVALUATION OF PHYSICAL EDUCATION STRATEGY IN HIGHER EDUCATIONAL INSTITUTIONS AND MODELING OF ADAPTED PROGRAMS	618
Şeyda İRDEM Alperen ALBAYRAK	A QUALITATIVE RESEARCH ON HUBRISTIC LEADERSHIP PERCEPTIONS OF LOCAL ADMINISTRATORS	619
Taire Axundova	STYLISTIC PECULIARITIES OF THE BELLES LETTRES STYLE	621
Konul Babayeva	RELATIONS BETWEEN LANGUAGE AND CULTURE: LINGUISTIC AND LINGUODIDACTIC ASPECTS	623
Manaswi	WITCH-HUNTING OR WOMEN HUNTING: ANALYSING THE SOCIO-LEGAL REVERBERATIONS OF AN AGE-OLD PRACTISE IN JHARKHAND	624
Fatemeh Rezaipour	REALIZATION OF SUSTAINABLE DEVELOPMENT, THE COMMON GOOD OF INTERNATIONAL COMMUNITY, FROM ANOTHER OUTLOOK: WITH A VIEW TO T-CONSCIOUSNESS THEORY AND SCIENCEFACT	625
Fatma TEKİN Mustafa GÜÇLÜ	A GENERAL EVALUATION ON TEACHER READINESS AND 21ST CENTURY TEACHER COMPETENCIES	626
Mustafa GÜÇLÜ	AN EVALUATION ON CURRICULUM LITERACY AND TEACHER CHARACTERISTICS	631
Hasan Selçuk ETİ Nazlı Çağıl KÜÇÜKGÖKSEL	ARTIFICIAL INTELLIGENCE IN MARKETING	636
Kübra YAZICI Tuba ALBAYRAK	APPROACH TO RURAL TOURISM FROM LANDSCAPE PERSPECTIVE	664
Candidate Olivera PRESI	UNVEILING INTERCULTURAL COMPETENCIES IN VIRTUAL CLASSES	673
Ramazan DOĞAN Şaban Onur VİGA	BASEL CRITERIA AND THEIR EFFECTS ON THE TURKISH BANKING SECTOR	683

Gjokë ULDEDAJ Edlir ORHANI	PROMOTION OF TOURIST ATTRACTIONS IN ALBANIA THROUGH AN EFFICIENT MARKETING STRATEGY AND IMPACT ON THE ECONOMY	698
Gjokë ULDEDAJ	THE OVERVALUATION OF THE ALBANIAN CURRENCY AND THE NEGATIVE IMPACT ON EXPORTS AND OTHER ECONOMIC INDICATORS	711
Beyza ÖZYURT Şaban Onur VİGA	IS CRYPTOCURRENCY AN ALTERNATIVE TO CAPITAL MARKET INSTRUMENTS?	723
Adelina-Andreea Siriteanu Sorin Gabriel Anton	THE DYNAMIC IMPACT OF EU MEMBER COUNTRIES POLICIES ON DIRECT INVESTMENT STOCKS IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT	733
Yasemin ÖZKENT	A REVIEW OF THE SQUID GAME THROUGH LACAN'S DESIRE THEORY	749
Hacer AKER Mürtüvvet BİLGİN DİLSİZ	COMMERCIAL CHILD USE AND PERCEPTION OF IDEAL PARENTING: A NETNOGRAPHIC ANALYSIS ON INSTAMOMS	755
Ümran SARIKAN Tuna TURĞUT	EXAMINATION OF THE RELATIONSHIP BETWEEN SPORT SCIENCES FACULTY STUDENTS' NATURE RELATEDNESS AND BRAIN FOG	771
Hacer AKER Melek İLHAN	MEDIA LITERACY IN THE DIGITAL AGE: BIBLIOMETRIC PATTERNS IN GRADUATE THESES	779
Mine DEMİRTAŞ Mihriban AKYOL AKIN Nevzer Sebla YAVAŞ	EXPLORING THE INTERSECTION OF COMMUNICATION AND LAW AMIDST SURVEILLANCE CAPITALISM: EVOLVING DYNAMICS AND ONGOING DEBATES	792
Rumiye Məmmədova	MUSIC GENRES WITH ROOTS IN ORAL TRADITIONS IN FIKRET AMIROV'S WORK	803
S. Meral ÇAKICI	FINANCIAL INTEGRATION AND MACROECONOMIC VOLATILITY	814
Zeynep Kerem ÖZTÜRK Bilge TUTAR	TRANSFORMATION AND REUSE OF HISTORICAL WATER TOWERS WITHIN THE SCOPE OF INDUSTRIAL HERITAGE	822
Perez Gamon Carolina Margarita	THE ROLE OF YOUTH IN LATIN AMERICA IN THE 21ST CENTURY: A PROSPECTIVE ANALYSIS	850
Zeynep OZKAN Ulas Basar GEZGIN	THE EFFECTS OF SOCIAL MEDIA ON DEVELOPMENT OF ADOLESCENCE	855
Abdallah Tariq Hasan ALABED Tariq ÖZKUL	THE IMPORTANCE OF STRUCTURAL HEALTH MONITORING AND ITS BENEFITS FOR BRIDGES: POSSIBILITY OF USING LORAWAN	863
Ledia Sula	THE ROLE AND IMPORTANCE OF INNOVATION IN SMALL AND MEDIUM ENTERPRISES. THE CASE OF ALBANIA	875
Master Songjiayan Vyacheslav Prylyuk	TO CHINA OR UKRAINE: WHERE TO PLACE BUSINESSES OF INTERNATIONAL COMPANY? A TAX PLANNING COMPARATIVE APPROACH	887

Ouarodima Maina	UNDERSTANDING SILENCE THROUGH WOMEN CAUGHT IN A PATRIARCHAL YOKE: A READING OF LOLA SHONEYIN'S THE SECRET LIVES OF BABA SEGI'S WIVES	910
Rahile GÜRAN GÖVEN Çağatay SÜKAN Gönen İlkar DÜNDAR	A STUDY ON THE RELATIONSHIP BETWEEN TALENT MANAGEMENT STRATEGIES IMPLEMENTED IN PRIVATE SCHOOLS AND THE EDUCATIONAL BACKGROUND OF THE TEACHERS WORKING THERE	919
Ayşe DUMAN M. Sami BAYRAKTAR	TRADITIONAL TOKAT PRAYER RUGS IN THE YASEMİN ERTEN MANUSCRIPT PRINT COLLECTION	937
Dilay YILDIZ Kıvılcım YILDIZ Ceyda SÖBELİ Semra KAYAARDI	FACTORS AFFECTING CONSUMER ACCEPTANCE IN ENRICHED PROCESSED MEAT PRODUCTS	963
Kübra YAZICI Tuba ALBAYRAK	EVALUATION OF SORGUN /YOZGAT (TÜRKİYE) AND ITS SURROUNDINGS IN TERMS OF RURAL TOURISM	973
Etleva Dobjani Vera Bushati	EXPLORING CULTURAL NARRATIVES: ARCHITECTURAL MARVELS IN ALBANIA AND BEYOND THROUGH THE LENS OF ALBERT KAHN'S PHOTOGRAPHS	986
Valbona Cınaj Artur Ribaj	ADAPTATION OF SME-S IN THE FACE OF COVIDI- 19, ALBANIAN REALITY	1004
Endirë Bushati Elda Bagaviki	REGIONAL DEVELOPMENT IN ALBANIA BETWEEN LAW AND EU MEMBERSHIP	1019
Phastraporn Salaisook Dinh Tran Ngoc Huy Pham Anh Dung Dinh Tran Ngoc Hien Pham Hung Nhan	DISCUSSION ON SUSTAINABLE LAND MANAGEMENT (SLM) PRACTICES WITH A CASE IN THAILAND AND FARMERS PRODUCTIVITY	1029
Tamara AGARZAYEVA Adil QURBANOV	CROWDFUNDING AND FINANCIAL REGULATION	1041
Zhang, Ruochen Alexandra Ulya Shirinzade	TRENDS OF MALARIA IN 2024	1050
AISWARYA GIREESH	TITLES AND PRIVILEGES ENJOYED BY THE NAYAR COMMUNITY IN TRAVANCORE	1056
Ahmet Niyazi ÖZKER	RECENT CHANGES IN THE EMPLOYMENT MARKET AND EMPLOYMENT DEMOGRAPHIC PROJECTIONS IN TURKEY	1064
Tuğçe AYATA DOĞAN İlkay ŞAHİN	THE EFFECT OF NEIGHBOURHOOD CULTURE ON URBAN CONSCIOUSNESS: THE CASE OF SEYRANİ NEIGHBOURHOOD	1075
Senem GÜRKAN	ANALYSING THE RELATIONSHIP BETWEEN ATTITUDES TOWARDS FEMALE MANAGERS AND AMBIVALENT SEXISM IN THE SAMPLE OF ACADEMICS	1079
Mudasir Ali Rind Pirali Aliyev	DEVELOPMENT OF HIGHER EDUCATION WITH ARTIFICIAL INTELLIGENCE APPLICATIONS	1093

# ANDRO MORIĆ'S THEATRE CRITIQUES PUBLISHED IN NARODNA OBRANA

**Associate Professor Alen Biskupović, PhD**

Josip Juraj Strossmayer University in Osijek, Academy of Arts and Culture in Osijek

## **ABSTRACT**

To quote Andreas Huyssen, if we are going to understand memory as a personal and collective reality, we must understand that the past is not simply set in memory. Rather, it needs to be articulated in order to become memory. In spite of ample research and papers authored by prominent scientists who have studied the theatre in Osijek with dedication, an almost complete absence of reception and valuation of Osijek-based theatre criticism in the early and mid-1900s remains evident to this day. To address this gap, this paper seeks to present the work of Andro Morić, one of the first theatre critics writing for Osijek-based *Narodna obrana*, in the field of drama criticism in the period 1907-1908 through the analysis, synthesis, and interpretation of newspaper articles available in the newspaper archive maintained by the Museum of Slavonia and Baranja. Andro Morić's work coincided with the establishment of the Croatian National Theatre in Osijek and served the purposes of communicating information, as well as promoting and advertising the theatre. In his hybrid critical report form, Morić paved the way in daily papers for independent theatre criticism that would follow as early as in 1908. His most vocal opinions about the theatre and its audience (the issues of the Osijek audience's fondness of burlesques and operettas, the appropriateness of the repertoire, ...) and the speech and voice elements in his assessment of the actors' performances will become an intrinsic part of the critiques authored by all future Osijek-based theatre critics. Tolerance of other nations' cultures, another intrinsic element of Andro Morić's theatre criticism, will persist in theatre critiques until 1945, the final point of the time period spanned by this paper.

**Keywords:** *Narodna obrana*, Osijek-based papers, drama theatre criticism, National Theatre in Osijek, 1907-1908

## **Introduction**

To quote Andreas Huyssen, if we are going to understand memory as a personal and collective reality, we must understand that the past is not simply set in memory. Rather, it needs to be articulated in order to become memory. "Remembrance shapes our links to the past, and the ways we remember define us in the present. As individuals and societies, we need the past to construct and anchor our traditions, form our present identities, and create a vision of the future" (Huyssen, 1995, p. 249). Formation of collective and national identity is essential for all countries, which makes understanding the past essential as well. The use of history as a way to present the past has been helpful in this regard. Governments, for instance, use monuments, memorial services, remembrances and so on to create the collective memory.

Similarly, scientists must create their own memorial services, monuments and remembrances to better understand the past, create an identity and a vision of the future, and allow for future reinterpretation/revaluation of the objects of their valuation.

However, in Croatian theatre studies, the opposite is happening with respect to theatre criticism, and the situation in international theatre studies is not much better (Nikčević, 2011). Firstly, the deficit of basic reference works about the theatre criticism genre is illogical, especially given the large number of critiques, critique compilations, theatre critique collections, and articles dealing with theatre criticism that were published from the mid-19<sup>th</sup> century, when the first Croatian theatre critique was made public. The first Croatian critique was authored by Dimitrije Demeter on 13 June 1840. A simple calculation suggests that more than 250,000 critiques must have been written between then and now. More than 60 collections of theatre critiques by individual critics have been published in the meantime, along with an abundance of articles about theatre criticism in daily, weekly or monthly papers (Nikčević, 2021). Secondly, there are indeed two overviews of Croatian literary criticism: *O našoj dramskoj kazališnoj kritici* (On Croatian Drama Theatre Criticism) by Šime Vučetić, published in the first edition of *Hrvatsko kolo* in 1949, and *Hrvatska kazališna kritika* (Croatian Theatre Criticism) by Nikola Batušić, published by Matica hrvatska in 1971, along with one anthology, *Antologija hrvatske kazališne kritike* (Anthology of Croatian Theatre Criticism) by Šimun Jurišić, published by the Split-based company Logos in 2010. As fundamental as they have been for the study of Croatian theatre criticism, and as useful their efforts have been for confirming the identity of the genre and the importance of theatre criticism, these works had a markedly negative impact on the status of theatre criticism, which persists to this day. Vučetić, writing from the viewpoint of the Marxist and communist ideology, recognised only a handful of critics as worthy (Šenoa, Miletić, Matoš and Krleža), politically discrediting everyone else (the entire civil criticism opus) as worthless, backward clerical fascists devoid of ideas (Nikčević, 2012). In addition, Vučetić's work analyses Zagreb-based criticism only, whereas the rest of Croatia does not even merit a mention. The same scope was later copied by Batušić, whose work is titled *Croatian Theatre Criticism*, but the existence of critics in regional centres is mentioned on a meagre half-page in a book of more than three hundred pages.

This was tremendously unfair to Croatian theatre criticism, whose further study was limited from the outset by political and aesthetic discreditation, as well as centralisation in Zagreb (Nikčević, 2012). Only four of many Croatian theatre critics were featured. Batušić admittedly increased this number, also mentioning Gavella, Nehajev, Lunaček, Begović and Marinković, but he applied the same strict value criteria as Vučetić, making it seem as if professional and worthwhile theatre criticism did not exist in Croatia outside of the above exceptions. Also, theatre criticism in Croatian regions outside of Zagreb remained unanalysed and was used as a source for the study of the theatre selectively and out of context. Osijek-based drama and theatre critic Ernest Dirnbach, who spent 13 years contributing to *Hrvatski list/glas*, and who is mentioned in a negative context only because of his negative opinion of Krleža (which he voiced in only four critiques out of more than two hundred in his opus!), might be the best example of this phenomenon (Biskupović, 2011). Others were mentioned only rarely, or not at all!

Due to the above reasons, the author of this paper decided to initiate a comprehensive study of the drama theatre criticism in four Osijek-based daily papers (*Narodna obrana*, *Hrvatski list*, *Die Drau* and *Slavonische Presse*) between 1907 and 1945. German traveling troupes visited Osijek regularly since the first half of the 18<sup>th</sup> century, but they were technically unequipped,

lacked funding, and had inadequate ensembles and generally a very low level of artistic merit. Such conditions, coupled with the lack of media space, were not conducive to the development of critical reception. The newspapers did not come out regularly, and when they did, they were visually designed in magazine style, with feuilletons on their front page, and current political events in the middle or at the end. This situation first started to change in the early 20<sup>th</sup> century with the establishment of the Croatian National Theatre in Osijek in 1907. *Narodna obrana* had started to come out several years prior, in 1902. Combined, these two events provided the necessary prerequisites for the development of criticism. A professional regular ensemble was developed on the one hand, supported by a management that worked to promote the Croatian language and raise the audience's awareness of culture and arts, and newspapers and the newspaper profession were developed on the other, with a paper meeting the proper definition of the concept: (...) "a serial publication, issued in frequent and predefined intervals, usually daily, weekly, or semiweekly, reporting about current events and topics of general interest, whose journalists need to have broad knowledge, education and speed, because the time of handwritten and stylized texts has passed" (Vinaj, 2003).

None of the many theatre critics writing for Osijek-based daily papers were adequately recognised in theatre studies reference works in spite of the fact that they promoted, questioned, shaped, reflected and documented the institution of theatre and the social context in their work through their evaluations of dramatic plays. These theatre critics wrote regularly for the papers, in which they had their designated sections, clearly set apart from the other articles, and a space assigned to them as needed by the editorial board, which supported their critics in various disagreements with the theatre management and the actors. They also often wrote critiques of music and dancing performances, announced premieres, and reflected on the situation and the state of the theatre in Osijek. They were all highly educated men who participated in the activities of the cultural institutions in Osijek, and the styles of their critiques were more or less similar (written so that all classes in the society would understand them, in a combination of journalist and publicist style with the style of theatre studies, avoiding the use of difficult-to-understand metalanguage used in theatre criticism), as were their forms (clear and simple structure, usually containing information about the playwright and the play, the content of the performance, an evaluation of actors' performances, observations about the direction, scenography, and costume design, and conclusions commenting on attendance, offering advice to the theatre management regarding the repertoire, organisation and functioning, and making comments about the distribution, appropriateness of the performance for the audience, the battle for the Croatian language on the stage...). Accordingly, this paper will continue the process of presentation, valorisation/revalorisation, and systematisation of the work of Osijek-based drama theatre critics, which the author had started some time before, and present Andro Morić. The research underpinning this paper is based on the study, classification, comparison, synthesis, and qualitative analysis of Morić's drama theatre critiques published in *Narodna obrana* between 1907 and 1908, using the pieces containing critical judgment of the plays concerned as the basis for the author's analysis. The said scientific research methods will provide insights about the development of the critical thinking about drama with respect to the theatre performance, and about the characteristics of Morić's critical thinking and his opinions about the theatre, dramas, performances and ensembles, the critic's personal reflections, and this aesthetics. The approach described will give us conclusions about the work of Andro Morić that we have not had before, contribute to the research of criticism, and add to the existing basic reference works.

Since memory is a phenomenon directly related to the present, and the present inevitably influences our perception of the past, the memory is constantly changing (Elsner, 1994). This paper "presents" the past time and activity and creates the cultural memory that is important

for safeguarding cultural values, identity, and the abundant history of the Osijek-based theatre and critics, while also offering interpretation and sources in one place, and promoting open discussion to allow future researchers to confirm or reinterpret its findings.

The author has so far published papers about the work of Ernest Dirnbach (Biskupović, 2011), Dragan Melkus (Biskupović, 2012), Ivan Krstitelj Švrljuga (Biskupović, 2014), Otto Pfeiffer (Biskupović, 2014), Josipa Glembay (Biskupović, 2015), Franjo Bartol Babić (Biskupović, 2021), Carl Benda (Biskupović, 2022) and Ivan Krnić (Biskupović, 2023).

## **NARODNA OBRANA**

Newspapers and the journalist profession developed in Croatia in the first half of the 20<sup>th</sup> century, and national awareness became stronger. Journalism needed educated journalists who would be able to report quickly and truthfully, supporting their theses with arguments, but also to adapt their style to a medium whose development was in full swing. To provide a fuller picture of Andro Morić, the context he lived and worked in, and the importance of his work, this chapter delves deeper into the history and the development of *Narodna obrana*, and is followed by the main section of the paper, which evaluates Morić's work as a drama theatre critic.

The modernisation, the availability of information, and the increase in readership at the beginning of the 20<sup>th</sup> century was closely tied to the political situation. Newspapers became a tool for promoting national awareness and strengthening the political efforts, and developed an informative political approach. *Branislav – list za politiku i narodno gospodarstvo* (Branislav – A Paper for Politics and National Economy), which was issued 1878-1879, not even for a full year, was the first such paper, having started to come out at a time when the Croatian National Revival ideas had still not fully taken hold in Osijek (Vinaj, 1997). Its promotion of revivalist ideas was precisely the reason why the paper only came out for such a short period of time. Osijek was a part of the Austro-Hungarian Monarchy at the time, and out of its 18,000 inhabitants, 9,000 were Germans. All newspapers were written in German, because it was the language of culture and the language spoken by educated citizens, and the ties between Osijek and Vienna were stronger than the ties between Osijek and Zagreb.

When the national awareness idea started to develop in Osijek in the early 20<sup>th</sup> century, small groups of Croatian patriots spread their ideas by word of mouth: agitation and advocacy of national awareness were limited to meetings at Croatian reading rooms and parties organised by Croatian singing societies (Vinaj, 1998). The need for a Croatian opposition paper that would act as the voice of Croatian patriots was born from these meetings. A handful of supporters of the Croatian National Revival ideas, led by Dragutin Neumann, decided to establish a daily paper to support their efforts. Realising that they would not be able to print it at printeries whose operation was governed by the political preferences of Khuen Hedervary's regime, which incessantly imposed restrictions, surveillance and control, the group decided to set up their own printery (Malbaša, 1996).

*Prva hrvatska dionička tiskara* (The First Croatian Shareholding Printery) was founded in 1902 by Dragutin Neumann, Ante Pinterović, PhD, Ante Bedenić, PhD, Ivan Brnčić, Josip Firinger, Vladimir Kovačević, PhD, and Antun Zelenka (Vinaj, 1998). The first edition of *Narodna obrana* was printed at this printery, located at the intersection of Žitni trg (present-day Gajev trg) square and Kolodvorska ulica (present-day Radićeva ulica) street, on 16 November 1902. Working to raise Croatian national awareness, at first oriented toward Vienna, later toward Zagreb and Belgrade, and later still against Belgrade, *Narodna obrana* sought to improve the position of the Slavs, particularly Croats and Serbs (Marijanović,



1973). On the front page of the first edition, the editorial board clearly indicated what the future focus of the newspaper was going to be, drawing the readers' attention to the contestation of Croatia's guaranteed state rights, the people's weak tax power, the too costly and inefficient public administration, the stagnation of trade, crafts and farming, and the increasing emigration of Croats to America. In the conclusion, the editorial board states:

Its first and most sacred duty in this increasingly neglected, albeit naturally wealthy region, will be to represent the Croatian national thought and the related lawful aspirations of the Croatian nation; to demand respect of the position vested in the Kingdom of Croatia by state law; to seek fair redress for the violations of Croatia's position in terms of state law and finances by the Kingdom of Hungary; to protect Croatia's economic, trade and transport interests by securing financial independence; and to demand in the strongest terms that a constitution of the Kingdom of Croatia is drafted, and elementary human rights without which there can be no public life are guaranteed to the Croatian people as soon as possible (*Narodna obrana!*, 1902, pp. 1-2).

Its advocacy of Croats' rights, the improvement of Croatia's position in the Monarchy and the treatment of the Kingdom of Croatia in general quickly earned *Narodna obrana* substantial popularity. Due to the same reasons, however, the paper had much trouble with the authorities. It faced almost daily seizures, censorship, police investigations and court verdicts, and its editor Ivan Lovorković was often detained and imprisoned (Vinaj, 1998). Ljuboje Dlustuš replaced Lovorković as the editor, continuing *Narodna obrana's* battle for the development of the national awareness from 1 February 1911 until his death on 18 November 1921. During Dlustuš's time as the editor, *Narodna obrana* changed its name to *Hrvatska obrana* after the arrival of the King's commissioner Slavko Cuvaj to the political scene, who introduced preventive censorship of newspapers (Bösendorfer, 1939). An article from 14 September 1914 informs the readers: "We have decided to change the name of our paper from *Narodna obrana* to *Hrvatska obrana*. Its spirit and its orientation will, of course, remain unchanged" (Vinaj, 1998). The oppression of Croatian newspapers did not subside, and *Hrvatska obrana* was shut down on 14 February, but Franjo Papratović, PhD managed to resolve the disagreements through political lobbying, and *Hrvatska obrana* continued to come out two days later (Vinaj, 1998).

After Dlustuš, the editor position was taken over by Ilija Jakovljević and Ivan Kampuš, members of the Catholic Movement, under whose leadership the paper catered to dedicated Catholics. As a result, its readership and circulation declined. In late 1922, it became a weekly, and on 25 March 1923 it was shut down altogether. On 20 February 1927, Kamilo Firinger tried to revive it. *Hrvatska obrana* started to come out again, but as a weekly, on Saturdays, comprising only four pages. Such a scope was insufficient to restore its former glory, attract the readers' interest, and increase the circulation to a figure that would justify its further printing both politically and financially, and the paper was once again shut down. The last edition kept at the newspaper archive in Osijek is edition no. 25, dated Saturday, 24 June 1933, which includes a short notice about the paper's imminent shutdown. "The consortium of *Hrvatska obrana* met on 22 June. After the editor-in-chief presented his report, the consortium decided that our paper, due to the obstacles it faces, which prevent it from fulfilling the purpose it was founded for, will stop coming out until further notice (Prekid daljnjeg izlaženja Narodne obrane, 1933, p. 3.)

The contents of *Narodna obrana* were usually structured into the following sections: *Političke vesti* (a brief overview of political events in Austro-Hungary and other countries), *Naši dopisi* (Croatian news), *Iz hrvatskih krajeva* (news from Croatian regions), *Osječki glasnik* (local

news), *Narodno gospodarstvo* (news about the national economy), *Širom svijeta* (news from across the world), *Izvorne telefonske i brzopjavne vijesti* (news that arrived by telegram or phone from Budapest, Vienna, London and other cities), *Gradske vijesti* (news from the town), *Politička kronika* (brief pieces about the history of politics and political figures), *Novosti* (news about events from abroad), and *Gospodarstvo* (news about agriculture, forestry etc). The section *Književnost i umjetnost* (Literature and Arts) was dedicated to famous writers, artists, and other events in this field. There was also a classifieds section (*Mali oglasnik*), and the section titled Croatian National Theatre (*Hrvatsko narodno kazalište*), which contained theatre critiques and other news related to the theatre.

The first articles about the theatre appeared in Croatian daily papers as early as in 1903, soon after *Narodna obrana* started to come out on 16 November 1902. The articles were usually short and written in report or announcement form. Their authors were not signed, and there was no continuity of their publication. They were based on occasional guest appearances of theatres from Zagreb and Serbia, and various German and Hungarian traveling troupes of questionable artistic and performance quality. This trend persisted until 1907, when the Croatian National Theatre was established in Osijek, and the first critiques appeared, signed by Andro Morić (-voj. – ko.), Ivan Švrljuga (-a.), and as of 1909 also Dragan Melkus (-us., D.M., Dragan M., Dragan M-s., -s., Professor Melkus...) (Senker, 2004).

### **ANDRO MORIĆ (1907-1908) – NARODNA OBRANA**

The author of this paper was unable to find any biographic data about Andro Morić in course of his research, with the exception of the fact that he was born in 1886, that he was a journalist who also wrote for the “funny paper” *Jeka od Osijeka* in 1919 (Andro Morić, 2013) and worked as the editor of *Glas slobode* in Đakovo (1918-1921), the editor of *Narodni list* (1923) and the editor of *Sokolski glasnik* in the 1930s (Tihonija, 2011-2012). He wrote his texts in *Narodna obrana* under the pseudonym –voj. –ko.

### **ANDRO MORIĆ’S THEATRE CRITIQUES**

Andro Morić wrote for *Narodna obrana* in the short period between 9 December 1907 and 13 January 1908. In spite of the shortness of his engagement, Morić’s work is important because he was the first journalist who wrote about the newly founded Croatian National Theatre in Osijek for a Croatian paper. This makes him a very important link in the changes in the structure, the valuation of stage performance elements, and the methods of valuation in theatre criticism. Morić was very quickly replaced by Ivan Krstitelj Švrljuga, probably due to his form and style. Morić’s critiques were regularly published in the newspaper, as per the theatre’s repertoire, and were clearly set apart from the other articles with distinctive titles printed in bold letters, such as *Theatre* or *From the Croatian National Theatre in Osijek*. Interestingly, his “critiques” were featured on the front pages of the newspaper for the first and last time.

### **THE STRUCTURE OF ANDRO MORIĆ’S THEATRE CRITIQUES**

Morić wrote for a Croatian newspaper at the time of the long-awaited launch of the Croatian National Theatre as the cornerstone of development of Croatian national awareness. His pieces are therefore logically full of emotional, poetic and celebratory phrases. His style of writing was publicist, and in terms of genre, his pieces combined reports with subjective impressions and theatre critiques lacking professional theoretical elements, the contextualisation of the playwrights, plays, themes and motives, or deeper analyses of the actors’ performances.

Unlike the critics who came after him, Morić did not follow a set structure in his critiques, consisting of an introduction containing information about the playwright, play, the contents of the performance, the actors' performances, direction, comments addressed at the audience and the management of the theatre, and attendance. Morić sometimes opened his critiques with his impressions about the play. At other times, he opened them with impressions about the audience, or a comment about attendance, and he often covered several performances in a single article. The safest claim to make is that attendance, impressions about the audience, actors' performances, and direction were the elements that were always discussed in Morić's critiques, albeit in different orders.

### **ANDRO MORIĆ AND PLAYWRIGHTS**

Morić's terse sentences about the playwrights and plays do not reveal much information about his preferences, but he seems to have been a fan of all comedies containing no lasciviousness or frivolity. However, he provided no explanations about the playwrights, or even about the plays or their contents. Sometimes he did not even mention the author or the name of the play. He would merely state that the play contained no lascivious or frivolous elements. "The difficult, thought-provoking and powerful drama was followed by a very pleasantly entertaining comedy, entirely devoid of lascivious and similar French elements. It was simply a comedy to make you burst with laughter..." (-voj. -ko., 1907, No. 288, p. 2).

### **ANDRO MORIĆ AND DIRECTORS**

Morić was equally superficial in his descriptions of the work of directors. Even though he undeniably at least gave the directors a mention, his comments were very brief and consisted only of a handful of words, such as "The director did a great job again" (-voj. -ko., 1907, No. 290, p. 2). In one of his critiques, he even dared comment on the scenography, complimenting the director for it. "We would like to point out that we have not seen such brilliant and masterfully arranged decorations on the Osijek stage for at least five years. Director Mr. Dinić deserves praise in this respect as well" (-voj. -ko., 1907, No. 288, p. 2).

Morić also showed a lack of understanding of the organisation in the theatre in his critique of *Seljačka buna*, in which he praised the theatre management for shortening the text. "The management was wise to shorten the play considerably, and it would be welcome if they dropped an additional thing or two from some of the scenes" (-voj. -ko., 1908, No. 4, pp. 2-3).

### **ANDRO MORIĆ AND ACTORS**

In Morić's mind, actors and their performances were the central part of any play, and he paid them the most attention. He underlined multiple times that there was plenty to say about Osijek-based actors, but that he would confine himself to the most important points:

We would have plenty to say about our actors' performances, but we will confine ourselves to the most important points here. Mr. Mlinarić was cast in the lead role. Some felt that he did very well, great even, and made a great impression, because the audience greeted him with ovations. Others, a minority, felt that he was awful. Our opinion is that Mr. Mlinarić played his role with great elan and enthusiasm, and that he gave his absolute maximum, but we were still not fully satisfied" (-voj. -ko., 1908, No. 1, p. 2).

Morić thus wrote extensively about actors without making any specific points. He praised their performances with two- or three-word phrases conveying his impressions, such as "brilliant", "perfect", "very good", "naturally played", or "played with understanding", never

attempting a deeper analysis. “Our actors gave another good performance. Mr. Stojković, who the Osijek audience knows very well, was again met with thunderous laughter and approval. He did well, very well...” (-voj. -ko., 1907, No. 292, p. 2). He placed the most importance on the elements of speech, voice, mimic, and stature on the scene, but he described those elements too with words such as “her voice is kind, warm and pleasant” (-voj. -ko., 1907, No. 288, p. 2), the quality that he praised the most often and evidently held in the highest regard. Morić’s positive opinions were often based on the most successful moments of an actor’s performance in a play. He would therefore briefly mention the moments when an actor had excelled:

Mr. Dinić introduced himself as the leading comedian in our ensemble yesterday. The audience loved his voice, his mimic, and the crying in the second act, and then the comical situation whose performance on stage calls for first rate skills, and Mr. Dinić excelled at it (-voj. -ko., 1907, No. 288, p. 2).

This excerpt offers another illustration of the shortcomings of Morić’s reporting/criticism. He references, very generally, certain points in the play that would only be recognisable to readers who have seen the play (the crying, the comical situation). Morić openly supported the atmosphere surrounding the opening of the theatre and the battle for Croatian awareness:

Yesterday and the day before, the time having almost run out, when innumerable pessimists had already stated that Osijek would never be Croatian, yesterday and the day before, Osijek showed that its love for its country is still very much alive. As of these two evenings, we have our permanent Croatian theatre in Osijek. We have our national institution that is going to transform Osijek into a completely Croatian city with stirring words, passionate patriotism, and special cultural ideas (-voj. -ko., 1907, No 286, p. 1-2).

Morić, however, also praised German and Hungarian performances. “We watched the Germans and the Hungarians every time as well, and we also saw our Polakovica. We must confess that the German and Hungarian ‘widows’ had given livelier performances...” (-voj. -ko., 1907, No. 295, p. 2).

## **ANDRO MORIĆ’S OPINIONS ABOUT THE THEATRE AND THE AUDIENCE**

References to the attendance of the plays are a leitmotif in Morić’s critiques. He was so focused on it that he would sometimes comment on attendance at the beginning, and then again at the end of this critiques. He often resented the audience in Osijek for not coming to see the plays in larger numbers, but he was never malevolent or belligerent about it. Instead, he tried to evoke people’s sympathy with words such as “It is a pity that there were relatively few spectators in the theatre on Saturday. We feel that our excellent cast deserved a much bigger audience” (-voj. -ko., 1907, No. 292, p. 2).

Morić’s comments about attendance were often accompanied by descriptions of the atmosphere in the theatre. He never missed an opportunity to mention the great atmosphere at the theatre, especially when writing about comedies. “The comedy was absolutely hilarious: it had the audience laughing heartily and delightedly, that was how amusing it was” (-voj. -ko., 1907, No. 288, p. 2). His comments were very impressionist, superficial and promotional, so much so that the sections of his critiques that dealt with atmosphere and attendance seemed as well-designed marketing tricks whose purpose was to attract the audience to the theatre with phrases such as “thunderous laughter and approval” (-voj. -ko., 1907, No. 290, p. 2). “Once again, we have to admit that the audience had an excellent time this evening” (-voj. -ko.,

1907, No. 292, p. 2) or “the audience had a wonderful time again” (-voj. -ko., 1907, No. 298, p. 2).

Morić would also sometimes criticise the inappropriate behaviour of the audience at the theatre. For instance, he could not understand why some people in the audience laughed at tragedies. “It is truly disgraceful that there were persons in the audience on Saturday who laughed at the saddest moments...” (-voj. -ko., 1907, No. 302, p. 2).

His successors would come to realise that the biggest problem with the Osijek audience was breaking their fascination with the burlesques and funny operettas that the German and Hungarian troupes have gotten them accustomed to. This would become another point of interest:

Our audience is strange. A comedy, operetta, or even an opera will fill the theatre three times over, but when a thought-provoking, reflective play that puts a strain on people’s nerves and occupies their thoughts for a long time is being put on, the theatre cashier will not be so lucky as to say that they were busy that day (-voj. -ko., 1907, No. 296, p. 2)

## CONCLUSION

Andro Morić’s work coincided with the establishment of the Croatian National Theatre in Osijek and purely served informative and promotional purposes with respect to the theatre. His critiques did not follow a set structure, his sentences were terse and occasionally unclear, he had no grasp of the comprehensiveness of theatre plays, he did not attempt an analysis of the elements of the performances, and his evaluations came down to superficial and impressionist phrases.

Even though his critiques were long, they often lacked the basic information such as the name of the author or even the name of the play. His critiques were largely focused on actors’ performances, which he described at great length, but without detailed observations and objective judgments. Morić devoted the most attention to attendance and the atmosphere at the theatre, which he always emphasised excessively in an obvious attempt to encourage the audience to visit the theatre.

In spite of the above, in his hybrid critical report form, Morić paved the way in daily papers for independent theatre criticism that would follow in the same year when he would stop writing his critiques, and his most vocal opinions about the theatre and its audience (the issues of the Osijek audience’s fondness of burlesques and operettas, the appropriateness of the repertoire, ...) and the speech and voice elements in his assessment of the actors’ performances would become an intrinsic part of the critiques authored by all future Osijek-based theatre critics.

Tolerance of other nations’ cultures, another intrinsic element of Andro Morić’s theatre criticism, will persist in theatre critiques until 1945, the final point of the time period spanned by this paper. Regardless of his undeveloped sense of all elements of stage performance and his lack of deeper analyses of the plays he was writing about, Morić charted the course and established the fundamental frameworks of Osijek-based theatre criticism as a genre. His work constitutes valuable cultural heritage and documentary testimony of the history of theatre in Osijek, the development of criticism, and the social context for the present and the future.

## REFERENCES

- Andro Morić (2005). Downloaded 25 September 2013 from [http://imehrvatsko.net/namepages/view/family\\_name/prezime-moric-2 \(25](http://imehrvatsko.net/namepages/view/family_name/prezime-moric-2 (25)
- Biskupović, A. (2023). Ivan Krnić's Theatre Criticism (1910–1911 and 1918–1921). *Čovječanstvo pred izazovom vještačke inteligencije*, European University Brčko: Brčko, pp. 43-51.
- Biskupović, A. (2022). Kazališna kritika Carla (Karla) M. Bende. *Hranom do zdravlja*, European University Brčko: Brčko, pp. 369-378.
- Biskupović, A. (2021). Theatre Critiques by Franjo Bartola Babić 1934-1943. *Evropska revija X.*, European University Brčko: Brčko, pp. 128-144.
- Biskupović, A. (2015). Devet godina djelovanja Josipe Glembay – kazališne kritičarke Slavonische Presse od 1905. do 1913. *Kultura, društvo, identitet – europski realiteti*, J. J. Strossmayer University, Ivo Pilar Institute of Social Sciences: Osijek-Zagreb.
- Biskupović, A. (2014). Dramski kritičar Otto (Oton) Pfeiffer u osječkom listu Die Drau. *Supostojanja i suprotstavljanja u hrvatskoj drami i kazalištu*. Croatian Academy of Sciences and Arts, Institute for the History of Croatian Literature, Theatre and Music, Department for the History of Croatian Theatre; Croatian National Theatre in Osijek; Faculty of Philosophy in Osijek: Zagreb – Osijek.
- Biskupović, A. (2014). Ivan Krstitelj Švrljuga - kazališni kritičar *Narodne obrane*. Četiri desetljeća dana hvarskog kazališta dosezi i propusti u istraživanju hrvatske književnosti i hrvatskog kazališta, *Književni krug Split: Split*.
- Biskupović, A. (2012). Kazališna kritika Dragana Melkusa u Narodnoj/Hrvatskoj obrani od 1909. do 1917. *Naši i strani povjesničari hrvatske drame i kazališta, teatrolozi i kritičari – drugi dio*, Croatian Academy of Sciences and Arts, Institute for the History of Croatian Literature, Theatre and Music, Department for the History of Croatian Theatre; Croatian National Theatre in Osijek; Faculty of Philosophy in Osijek: Zagreb – Osijek.
- Biskupović, A. (2011). 13. godina djelovanja Ernesta Dirnbacha – kazališnog kritičara Hrvatskog lista (1929.-1941.). *Naši i strani povjesničari hrvatske drame i kazališta, teatrolozi i kritičari – prvi dio*, Croatian Academy of Sciences and Arts, Institute for the History of Croatian Literature, Theatre and Music, Department for the History of Croatian Theatre; Croatian National Theatre in Osijek; Faculty of Philosophy in Osijek: Zagreb – Osijek.
- Biskupović, A. (2011). 13 godina djelovanja Ernesta Dirnbacha – kazališnog kritičara Hrvatskog lista (1929. – 1941.). *Naši i strani povjesničari hrvatske drame i kazališta, teatrolozi i kritičari, prvi dio*, Zagreb - Osijek: Croatian Academy of Sciences and Arts, Institute for the History of Croatian Literature, Theatre and Music, Department for the History of Croatian Theatre; Croatian National Theatre in Osijek; Faculty of Philosophy in Osijek: Zagreb – Osijek, 2011, pp. 111-127.
- Bösendorfer, J. (1939). *Povijest tipografije u Osijeku*. Građa za povijest književnosti hrvatske 14. Yugoslav Academy of Sciences and Arts.
- Elsner, J. (1994). *From the Pyramids to Pausanias and Piglet: Monuments, Travel and Writing*. *Art and Text in Ancient Greek Culture*, Cambridge University Press: Cambridge, pp. 224-254.
- Huyssen, A. (1995). *Twilight Memories: Marking Time in a Culture of Amnesia*. Routledge: New York: Routledge.
- Malbaša, M. (1996). *Tiskarstvo. Povijest Osijeka 2: Od turskog do suvremenog Osijeka, Školska knjiga and the Museum of Slavonija*: Zagreb-Osijek, p. 135.
- Marijanović, S. (2 February 1973). *Osječka Narodna obrana*. *Glas Slavonije*, p. 11.
- Narodna obrana!*. (16 November 1902). *Hrvatska obrana*, pp. 1-2.

Nikčević, S. (2012). Hrvatski kritičari o hrvatskoj kazališnoj kritici: Šime Vučetić O našoj dramsko - kazališnoj kritici (1949.). Naši i strani povjesničari hrvatske drame i kazališta, teatrolozi i kritičari, drugi dio, Croatian Academy of Sciences and Arts, Institute for the History of Croatian Literature, Theatre and Music, Department for the History of Croatian Theatre; Croatian National Theatre in Osijek; Faculty of Philosophy in Osijek: Zagreb – Osijek, 2012, pp. 231-246.

Nikčević, S. (2011). Kazališna kritika ili neizbježni suputnik. Leykam: Zagreb.

Prekid daljnjeg izlaženja Hrvatske obrane. (24 June 1933). Hrvatska obrana, p. 3.

Senker, B. (2004). Bibliografija rasprava i članaka – Kazalište u Hrvatskoj i Bosni i Hercegovini 1826. – 1945. Miroslav Krleža Institute of Lexicography: Zagreb.

Tihonija, Z. (2011-2012). Đakovačke tiskare i novine u razdoblju od 1853. do 1948. godine. Knjižničarstvo 15.-16./2011-2012. [Librarian Society of Slavonija and Baranja](#) Osijek, Museum of Slavonija Osijek: Osijek pp. 35-52.

Vinaj, M. (1998). Povijest osječkih novina 1848-1945. Museum of Slavonija: Osijek.

Vinaj, M. (1997). Branislav-prve osječke novine na hrvatskom jeziku. Osječki zbornik, Museum of Slavonija Osijek: Osijek 22-23, pp. 245-255.

–voj. –ko. (9 December 1907). Kazalište. Narodna obrana, pp. 1-2.

–voj. –ko. (11 December 1907). Kazalište. Narodna obrana, p. 2.

–voj. –ko. (13 December 1907). Kazalište. Narodna obrana, p. 2.

–voj. –ko. (16 December 1907). Kazalište. Narodna obrana, p. 2.

–voj. –ko. Kazalište. (19 December 1907) Kazalište. Narodna obrana, p. 2.

–voj. –ko. Kazalište. (20 December 1907). Kazalište. Narodna obrana, p. 2.

–voj. –ko. Kazalište. (22 December 1907). Kazalište. Narodna obrana, p. 2.

–voj. –ko. Kazalište. (30 December 1907). Kazalište. Narodna obrana, p. 2.

–voj. –ko. Kazalište. (2 January 1908). Kazalište. Narodna obrana, p. 2.

–voj. –ko. Kazalište. (7 January 1908). Kazalište. Narodna obrana, pp. 2-3.

–voj. –ko. Kazalište. (13 January 1908). Kazalište. Narodna obrana, p. 3.

## **EFFECTS OF GAME-BASED LEARNING IN EARLY CHILDHOOD EDUCATION**

**Dr. Öğr. Üyesi Cumhur GÜNGÖR**

Afyon Kocatepe Üniversitesi, Sandıklı Uygulamalı Bilimler Yüksekokulu

**Dr. Öğr. Üyesi Emine AKKAŞ BAYSAL**

Afyon Kocatepe Üniversitesi, Sandıklı Uygulamalı Bilimler Yüksekokulu

### **ABSTRACT**

Game-based learning in early childhood education, a comprehensive approach integrating game into the learning process, has been extensively studied and discussed in educational psychology and pedagogy. This approach, grounded in the theories of renowned psychologists and educators, has demonstrated significant impacts on various aspects of child development, though it also faces certain challenges and critiques. The theoretical underpinnings of game-based learning are rooted in the works of Jean Piaget, Lev Vygotsky, Erik Erikson, and Friedrich Froebel. Piaget's constructivist theory emphasizes that children actively construct knowledge through game, facilitating the transition from concrete to abstract thinking. Vygotsky's sociocultural theory highlights the role of social interactions in game, crucial for cognitive and language development. Erikson focuses on game's role in emotional and identity development, while Froebel advocates for harnessing children's natural inclination towards game in education. In terms of cognitive development, game-based learning has been shown to enhance problem-solving skills, creativity, and cognitive flexibility. It provides a context for children to experiment with ideas and concepts, thereby fostering cognitive growth. Empirical research supports that game-based environments enhance language and literacy skills, and develop executive functions like planning, attention, and memory. Social and emotional development is significantly influenced by game-based learning. Through game, children learn to negotiate, cooperate, and resolve conflicts, developing essential social skills. Game also allows children to explore various roles and scenarios, contributing to emotional and social maturation. This aspect of game is crucial for developing empathy, emotional intelligence, and social competence. Language acquisition is another area where game-based learning has a profound impact. It offers rich, diverse language experiences, enabling children to hear and use a wide range of vocabulary and complex sentence structures. Game, especially pretend game, encourages children to experiment with sounds, words, and narratives, foundational skills for reading and writing. Despite its benefits, game-based learning faces challenges in assessment, implementation, and preparation for formal schooling. The process-focused nature of game-based learning often clashes with the product-focused approach of traditional education, which relies on standardized testing and measurable objectives. The quality and effectiveness of game-based learning can vary significantly, depending heavily on the educator's skill in facilitating meaningful game experiences. Additionally, there are concerns about whether a game-based approach adequately prepares children for the structured learning environments they will encounter in later schooling. In conclusion, game-based learning in early childhood education is a dynamic and multifaceted approach that supports holistic child development. It fosters cognitive, social, emotional, and language skills, essential for lifelong learning and development. However, realizing its full potential requires overcoming challenges related to assessment,



implementation, and transitioning to formal education. Addressing these challenges is crucial for effectively integrating game-based learning into early childhood educational practices.

**Key Words:** Game-Based Learning, Cognitive Development, Social and Emotional Development, Language Acquisition, Early Childhood Education.

## **INTRODUCTION**

The paradigm of game-based learning in early childhood education represents a significant shift from traditional, structured educational methodologies to a more holistic, child-centered approach. This pedagogical strategy, deeply rooted in the developmental theories of early childhood education, posits that playing is not merely a leisure activity, but a critical medium through which young children learn and develop essential skills (Frost, Wortham, & Reifel, 2005). The theoretical underpinnings of this approach can be traced back to the work of Jean Piaget and Lev Vygotsky, who both emphasized the integral role of game in a child's cognitive and social development (Piaget, 1962; Vygotsky, 1978).

Piaget's theory of cognitive development posits that children learn best through active engagement and interactions with their environment, with game serving as a natural process of learning (Piaget, 1962). Vygotsky's sociocultural theory further expands on this, suggesting that social interaction, including game, is fundamental for cognitive development, particularly in the acquisition of language and communication skills (Vygotsky, 1978). These foundational theories have been supported and expanded upon by contemporary research, which suggests that game-based learning not only enhances cognitive abilities but also fosters emotional intelligence, creativity, and social skills in young children (Ginsburg, 2007; Howard, Jenvey, & Hill, 2006).

Despite the strong theoretical and empirical support for game-based learning, its practical application in early childhood education often encounters challenges and skepticism. Critics argue that game-based learning lacks the structure and rigor of traditional educational methods and question its effectiveness in preparing children for the academic demands of formal schooling. Furthermore, the increasing emphasis on standardized testing and measurable academic outcomes in many educational systems has led to a devaluation of game as a legitimate form of learning (Saracho, 2012).

## **THEORETICAL FOUNDATIONS OF GAME-BASED LEARNING**

The concept of game-based learning in early childhood education is deeply rooted in a rich tapestry of theoretical frameworks, each contributing vital insights into the multifaceted nature of game and its role in child development. This approach draws from the pioneering works of Jean Piaget, Lev Vygotsky, and other influential theorists, whose ideas have collectively shaped our understanding of how children learn and develop through game.

Jean Piaget's constructivist theory of cognitive development is a cornerstone in the field of game-based learning. Piaget (1962) proposed that children are not passive recipients of knowledge; instead, they actively construct their understanding of the world through interaction with their environment. He emphasized that game is a critical mechanism in this construction process, allowing children to explore, experiment, and assimilate new

experiences. Piaget identified distinct stages of cognitive development, each characterized by different forms of game. For instance, during the sensorimotor stage, game is primarily physical, while in the preoperational stage, it becomes more symbolic and imaginative (Piaget, 1962).

Lev Vygotsky's sociocultural theory provides a complementary perspective, focusing on the social and cultural dimensions of learning. Vygotsky (1978) viewed game as an essential tool for cognitive and language development, particularly through social interactions. He introduced the concept of the Zone of Proximal Development (ZPD), a critical idea in understanding how children learn in game-based settings. The ZPD represents the difference between what a child can achieve independently and what they can achieve with guidance from more knowledgeable others. Vygotsky argued that game often occurs within this zone, providing opportunities for children to develop new skills and understandings (Vygotsky, 1978).

Erik Erikson's psychosocial theory further enriches our understanding of game-based learning. Erikson (1963) highlighted the role of game in emotional and identity development, positing that through game, children explore various roles and scenarios, contributing to their emotional and social maturation. This exploration is crucial for developing a sense of self and resilience.

Friedrich Froebel, often regarded as the founder of the kindergarten movement, also played a pivotal role in advocating for game in education. Froebel (1887) recognized the natural inclination of children towards game and argued for educational systems that harness this inclination for learning and development. He believed that game was not just a form of leisure but a vital educational tool that could help children understand the world and their place in it.

Contemporary research has built upon these foundational theories, exploring the diverse benefits of game-based learning. Recent studies have shown that game-based environments enhance not only cognitive and language skills but also promote social competence, emotional well-being, and creativity (Bodrova & Leong, 2016; Ginsburg, 2007). This body of research underscores the value of game as a dynamic and integral component of early childhood education, supporting the holistic development of children.

## **IMPACT OF GAME-BASED LEARNING ON COGNITIVE DEVELOPMENT**

The impact of game-based learning on cognitive development in early childhood education is a subject of considerable academic interest, supported by a wealth of research that underscores the profound influence of game on a child's intellectual growth. This body of work, drawing from developmental psychology and educational theory, provides compelling evidence of how game-based learning fosters various aspects of cognitive development, including problem-solving skills, creativity, and cognitive flexibility.

Central to understanding this impact is the work of Jean Piaget, who posited that game is integral to the cognitive development of children. According to Piaget (1962), through game, children learn to assimilate new information and adapt to their environment, a process he termed accommodation and assimilation. Game allows children to experiment with ideas and concepts, facilitating the transition from concrete to abstract thinking, a critical aspect of cognitive development (Piaget, 1962).

Furthering this perspective, Vygotsky's sociocultural theory highlights the role of game in cognitive development, particularly in the context of social interactions. Vygotsky (1978)

argued that game is a leading activity that drives cognitive development in early childhood. He emphasized that through game, children engage in symbolic thinking and learn to use language to communicate and solve problems, thereby advancing their cognitive abilities (Vygotsky, 1978).

Recent empirical studies have provided additional insights into the cognitive benefits of game-based learning. Research by Fisher et al. (2008) demonstrated that game-based learning environments significantly enhance children's language and literacy skills, critical components of cognitive development. Similarly, Whitebread et al. (2009) found that game-based learning activities, particularly those that encourage self-regulation and metacognitive skills, are crucial for developing children's executive functions, such as planning, attention, and memory.

Moreover, game-based learning has been linked to increased creativity and imagination in children. Russ (2004) noted that game provides a safe space for children to explore, experiment, and think creatively, which are essential skills for problem-solving and innovation. This creative exploration is fundamental to cognitive development, as it enables children to think outside the box and approach problems from different perspectives.

In conclusion, the impact of game-based learning on cognitive development is multifaceted and profound. Through game, children develop essential cognitive skills, including language and literacy abilities, executive functions, creative thinking, and problem-solving capabilities. These skills lay the foundation for lifelong learning and intellectual growth.

## **INFLUENCE ON SOCIAL AND EMOTIONAL DEVELOPMENT**

The role of game-based learning in fostering social and emotional development during early childhood is a critical aspect of developmental psychology and education research. This approach to learning extends beyond cognitive development, significantly influencing a child's ability to interact socially and manage emotions effectively.

Erik Erikson's psychosocial theory of development provides a vital lens through which to view the role of game in emotional and social growth. Erikson (1963) emphasized that game is a crucial medium for children to explore their identities, experience different roles, and navigate various social scenarios. This exploration is essential for developing a sense of self and for learning to manage emotions in a socially appropriate manner (Erikson, 1963).

Lev Vygotsky's sociocultural theory further underscores the importance of game in social development. Vygotsky (1978) posited that social interactions during game are fundamental for developing higher cognitive functions, including emotional regulation and empathy. He argued that through game, children learn to understand others' perspectives and emotions, which is crucial for developing social competence and emotional intelligence (Vygotsky, 1978).

Contemporary research has expanded on these foundational theories, providing deeper insights into the social and emotional benefits of game-based learning. Goleman (1995) highlighted the development of emotional intelligence through game, noting that game-based activities are instrumental in helping children understand and regulate their emotions, develop empathy, and build social skills. Ashiabi (2007) reinforced this view, demonstrating that game contributes significantly to social competence, allowing children to form and maintain positive relationships with peers and adults.

In addition to these interpersonal skills, game-based learning has been linked to intrapersonal development, such as self-esteem and resilience. Ginsburg (2007) argued that through game, children encounter and overcome challenges, which fosters a sense of accomplishment and self-efficacy. This experience is crucial for building resilience and a positive self-concept.

Furthermore, studies by Lillard et al. (2013) have shown that pretend game, a common form of game in early childhood, is particularly effective in developing social and emotional skills. Pretend game allows children to experiment with different social roles and scenarios, enhancing their ability to empathize and understand complex social dynamics.

In summary, game-based learning is a powerful tool for social and emotional development in early childhood. It provides a dynamic and engaging context for children to develop empathy, emotional intelligence, social competence, self-esteem, and resilience. These skills are fundamental for personal development and lay the groundwork for healthy social interactions throughout life.

## **GAME-BASED LEARNING AND LANGUAGE ACQUISITION**

The relationship between game-based learning and language acquisition in early childhood education is a subject of significant scholarly interest, highlighting the integral role of game in the development of linguistic skills. This area of study draws upon a range of developmental theories and empirical research, illustrating how game-based activities facilitate language learning and communication skills in young children.

Vygotsky's sociocultural theory provides a foundational perspective on the role of game in language development. Vygotsky (1978) posited that language acquisition is deeply embedded in social interactions, which are abundant in game-based activities. He argued that through game, children practice and refine their language skills, engaging in meaningful communication with peers and adults. This social interaction is crucial for developing both expressive and receptive language abilities (Vygotsky, 1978).

Bruner's theory of language development also emphasizes the importance of game in linguistic growth. Bruner (1983) suggested that game provides a context for children to use and understand language within meaningful and purposeful situations. He introduced the concept of 'scaffolding,' where adults or more capable peers support a child's language development by providing appropriate language models and feedback during game (Bruner, 1983).

Empirical studies have reinforced the connection between game and language acquisition. Research by Toub et al. (2018) demonstrated that game-based learning environments significantly enhance children's vocabulary development and narrative skills. These environments provide rich, diverse language experiences, allowing children to hear and use a wide range of vocabulary and complex sentence structures.

Furthermore, game-based learning has been linked to improvements in phonological awareness and literacy skills. Roskos and Christie (2001) found that game, especially pretend game, encourages children to experiment with sounds, words, and narratives, which are foundational skills for reading and writing. This experimentation with language during game is essential for developing phonemic awareness and understanding the symbolic function of written language.

In conclusion, game-based learning plays a pivotal role in language acquisition during early childhood. Through game, children engage in rich language experiences, practice communication skills, and develop foundational literacy abilities. These linguistic skills are crucial for academic success and effective communication throughout life.

## **CHALLENGES AND CRITIQUES OF GAME-BASED LEARNING**

While game-based learning is widely recognized for its benefits in early childhood education, it is not without its challenges and critiques. These concerns, raised by educators, policymakers, and researchers, highlight the complexities and potential limitations of implementing game-based learning in diverse educational settings.

One of the primary challenges of game-based learning is the difficulty in assessing learning outcomes. Traditional educational models often rely on standardized testing and measurable objectives to evaluate student progress. In contrast, game-based learning emphasizes process over product, making it challenging to quantify learning outcomes using conventional assessment methods (Stipek, 2006). This discrepancy can lead to skepticism about the effectiveness of game-based learning, especially in systems that prioritize academic achievement and standardized testing.

Another critique of game-based learning is the potential for inconsistency in its implementation. Without a clear and structured approach, game-based learning can vary significantly in quality and effectiveness. Nicolopoulou (2010) argues that the success of game-based learning depends heavily on the skill and understanding of the educator in facilitating meaningful game experiences. Inadequate training or misunderstanding of game-based pedagogy can result in unproductive game that does not contribute to learning objectives.

Furthermore, there is a concern that game-based learning may not adequately prepare children for the more structured learning environments they will encounter in later schooling. Some critics argue that an early focus on game might leave children underprepared for the academic demands of formal education, potentially impacting their future educational trajectories (Bodrova & Leong, 2007).

In addition to these pedagogical challenges, game-based learning can also face practical constraints, such as limited resources and classroom space. In many educational settings, particularly those with limited funding, providing a game-rich environment with diverse materials and sufficient space can be challenging (Hirsh-Pasek et al., 2009). This limitation can restrict the implementation and effectiveness of game-based learning approaches.

In conclusion, while game-based learning offers significant benefits for early childhood development, it also faces challenges and critiques that must be addressed. These include difficulties in assessment, variability in implementation quality, concerns about preparation for formal schooling, and practical constraints. Addressing these challenges requires a nuanced understanding of game-based pedagogy and a commitment to providing the necessary resources and support for its effective implementation.

## CONCLUSION

The exploration of game-based learning in early childhood education reveals a complex and multifaceted landscape, rich in theoretical underpinnings and practical implications, with significant impacts on various developmental domains. This approach, deeply rooted in the theories of Piaget, Vygotsky, Erikson, and Froebel, has demonstrated its effectiveness in enhancing cognitive, social, emotional, and language development in young children. However, it also faces challenges in assessment, implementation, and alignment with traditional educational paradigms.

### Current State of Game-Based Learning

Currently, game-based learning in early childhood education is recognized for its ability to engage children in a learning process that is both enjoyable and educational. It fosters cognitive development by encouraging children to think creatively, solve problems, and develop critical thinking skills. Socially and emotionally, game-based learning enhances children's ability to interact with others, understand and regulate their emotions, and develop empathy. In terms of language acquisition, it provides rich, interactive environments where children can expand their vocabulary and improve their communication skills.

Despite these benefits, game-based learning is often at odds with traditional education systems that emphasize standardized testing and measurable learning outcomes. The process-focused nature of game-based learning can be challenging to quantify, leading to skepticism about its effectiveness. Additionally, the variability in the quality of implementation, depending on the educator's skill and understanding, poses a challenge to its widespread adoption.

### Future Expectations and Directions

Looking to the future, game-based learning in early childhood education is expected to evolve and become more integrated into mainstream education. As awareness of its benefits grows, there is potential for a shift in educational paradigms, moving towards a more holistic approach to child development. This shift would require rethinking assessment methods to accommodate the unique aspects of game-based learning, possibly integrating more qualitative and process-focused evaluation techniques.

The future of game-based learning also lies in leveraging technology to enhance its effectiveness. Digital games and interactive platforms offer new opportunities for engaging children in educational game, providing personalized learning experiences that can adapt to individual needs and preferences.

Moreover, there is an increasing call for professional development and training for educators in the field of game-based learning. Educators equipped with the right skills and knowledge are crucial for the successful implementation of game-based learning strategies. This training would focus not only on the mechanics of game-based learning but also on understanding its theoretical foundations and its role in child development.

In conclusion, game-based learning in early childhood education holds immense potential for fostering holistic development in children. Its current state, marked by both achievements and challenges, paves the way for future advancements. These advancements, however, hinge on the educational community's ability to embrace innovative teaching methods, develop appropriate assessment strategies, and provide educators with the necessary training and resources. As we move forward, game-based learning is poised to play a pivotal role in

shaping the future of early childhood education, aligning educational practices more closely with the natural learning tendencies of children.

## REFERENCES

- Ashiabi, G. S. (2007). Play in the Preschool Classroom: Its Socioemotional Significance and the Teacher's Role in Play. *Early Childhood Education Journal*, 35, 199-207. <https://doi.org/10.1007/s10643-007-0165-8>
- Bodrova, E., & Leong, D. J. (2007). *Tools of the Mind: The Vygotskian approach to early childhood education (2nd Ed.)*. Columbus, OH; Merrill/Prentice Hall.
- Bruner, J. (1983). *Child's Talk: Learning to Use Language*. New York: Norton.
- Erikson, E. H. (1963). *Childhood and society (2nd Ed.)*. New York: Norton.
- Fisher, K. R., Hirsh-Pasek, K., Golinkoff, R. M., & Gryfe, S. G. (2008). Conceptual split?: Parents' and experts' perceptions of play in the 21st century. *Journal of Applied Developmental Psychology*, 29(4), 305-316. doi: 0.1016/j.appdev.2008.04.006
- Froebel, F. (1887). *The education of man*. (W. N. Hailmann, Trans.). D Appleton & Company. <https://doi.org/10.1037/12739-000>
- Frost, J. L., Wortham, S. C. & Reifel, S. (2005). *Play and Child Development (2nd ed.)*. New Jersey: Pearson Prentice Hall.
- Ginsburg, K.R. (2007) The Importance of Play in Promoting Healthy Child Development and Maintaining Strong Parent-Child Bonds. *Pediatrics*, 119, 182-191. <http://dx.doi.org/10.1542/peds.2006-2697>
- Goleman, D. (1995). *Emotional intelligence*. Bantam Books, Inc.
- Howard, J., Jenvey, V., & Hill, C. (2006). Children's categorisation of play and learning based on social context. *Early Child Development and Care*, 176(3-4), 379-393. doi: 10.1080/03004430500063804
- Lillard, A. S., Lerner, M. D., Hopkins, E. J., Dore, R. A., Smith, E. D., & Palmquist, C. M. (2013). The impact of pretend play on children's development: A review of the evidence. *Psychological Bulletin*, 139(1), 1–34. <https://doi.org/10.1037/a0029321>
- Piaget, J. (1962). *Play, dreams, and imitation in childhood*. New York: Norton.
- Roskos K, Christie J (2001) Examining the play–literacy interface: A critical review and future directions. *Journal of Early Childhood Literacy* 1(1): 59–89.
- Russ, S. W. (2004). *Play in Child Development and Psychotherapy: Toward Empirically Supported Practice*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Saracho, O.N. (2012). *Contemporary perspectives on research in creativity in early childhood education*. Charlotte, North Carolina: Information Age Publishing.
- Toub, T. S., Hassinger-Das, B., Nesbitt, K. T., Ilgaz, H., Weisberg, D. S., Hirsh-Pasek, K., Golinkoff, R. M., Nicolopoulou, A., & Dickinson, D. K. (2018). The language of play: Developing preschool vocabulary through play following shared book-reading. *Early Childhood Research Quarterly*, 45, 1–17. <https://doi.org/10.1016/j.ecresq.2018.01.010>
- Vygotsky, L. S. (1978). *Mind in society. The development of higher psychological processes*. Cambridge: Harvard University Press.
- Whitebread, D., Coltman, P., Jameson, H. & Lander, R. (2009) Play, cognition and selfregulation: What exactly are children learning when they learn through play? *Educational and Child Psychology*, 26(2), 40-52.

# CHILD LANGUAGE DEVELOPMENT: AN EXAMINATION OF MULTILINGUAL EDUCATION SYSTEMS

**Dr. Öğr. Üyesi Emine AKKAŞ BAYSAL**

Afyon Kocatepe Üniversitesi, Sandıklı Uygulamalı Bilimler Yüksekokulu

**Dr. Öğr. Üyesi Cumhuriyet GÜNGÖR**

Afyon Kocatepe Üniversitesi, Sandıklı Uygulamalı Bilimler Yüksekokulu

## ABSTRACT

This paper provides a comprehensive analysis of how multilingual education influences the language development of children. The study synthesizes a range of theoretical perspectives, empirical research, and global educational practices, focusing on the cognitive, social, and academic impacts of multilingual education on young learners. The theoretical framework of the paper is grounded in the seminal works of Piaget, Vygotsky, and other key figures in language development. These theories underscore the importance of linguistic and cultural interaction in cognitive development, particularly in the context of learning multiple languages. The paper also examines various multilingual education models from around the world, highlighting the diverse approaches and practices in different cultural and linguistic settings. A significant portion of the analysis is devoted to the cognitive benefits of multilingual education. Research indicates that children in multilingual environments often develop enhanced executive functions, such as improved problem-solving skills and cognitive flexibility. These cognitive advantages are attributed to the complex language processing involved in navigating multiple languages. Social and cultural benefits are also a focal point of the study. Multilingual education promotes greater cultural awareness and empathy among children, fostering a more inclusive and global outlook. This aspect of language learning is particularly crucial in today's interconnected world. However, the implementation of multilingual education systems is not without challenges. The paper discusses the difficulties faced by educators in delivering effective instruction across languages, the potential for linguistic confusion among students, and the barriers for parental involvement, especially for those who are not proficient in the languages used in education. Despite these challenges, the paper argues that the benefits of multilingual education, particularly in terms of cognitive and social development, outweigh the difficulties. In conclusion, the paper affirms that multilingual education plays a crucial role in child language development. While acknowledging the complexities and challenges involved, it emphasizes the need for strategic planning, resource allocation, and teacher training to maximize the benefits of multilingual learning environments. The insights gained from this study contribute to the broader discourse on language education and offer guidance for policymakers and educators in implementing effective multilingual education programs.

**Key Words:** Multilingual Education, Child Language Development, Cognitive Benefits, Cultural Awareness, Educational Strategies.



## **INTRODUCTION**

The advent of multilingual education systems marks a significant paradigm shift in the approach to child language development. In an increasingly globalized world, the ability to communicate in multiple languages is not only a valuable skill but also a critical component of cultural and cognitive development (Baker, 2011). Multilingual education, which involves teaching and learning in more than one language, has garnered substantial attention for its potential impacts on children's linguistic, cognitive, and social development (Cummins, 2009).

The primary objective of this research is to explore the effects of multilingual education systems on child language development. This includes examining how exposure to multiple languages in educational settings influences language acquisition, cognitive processing, and social integration. The scope of the research extends to analyzing comparative studies and models of multilingual education across different geographical and cultural contexts, providing a comprehensive overview of its global application and outcomes.

Multilingual education is anchored in the theories of cognitive development and sociocultural learning. Vygotsky's (1978) sociocultural theory, for instance, emphasizes the role of social interaction and cultural tools in cognitive development, which can be directly correlated to language learning in a multilingual context. Similarly, Cummins' (1979) theory of linguistic interdependence posits a relationship between the development of a child's first language and the acquisition of additional languages. In terms of linguistic development, research indicates that multilingual education can lead to advanced metalinguistic awareness, allowing children to understand and manipulate language structures more effectively (Bialystok, 2001). This enhanced linguistic awareness has been linked to improved cognitive flexibility and problem-solving abilities (Adesope et al., 2010). However, the implementation of multilingual education is not without its challenges. There are debates regarding the age at which children should be introduced to multiple languages, with concerns about potential confusion or delay in linguistic mastery (Genesee, 2009). Additionally, the quality of language instruction and the context in which languages are taught play a crucial role in the success of multilingual education programs (Baker & Wright, 2017).

In conclusion, this research aims to provide an in-depth analysis of the effects of multilingual education on child language development, addressing both its benefits and challenges. The findings are expected to contribute to the broader discourse on language education and inform policy-making and educational practices.

## **THEORETICAL FRAMEWORK**

### **Theories of Language Development and Multilingual Education Systems**

The theoretical landscape of language development and multilingual education is rich and multifaceted, integrating perspectives from psychology, linguistics, and education. Central to understanding the underpinnings of multilingual education systems are several key theories of language development.

Piaget's theory of cognitive development provides foundational insights into how language evolves as a part of overall cognitive abilities in children (Piaget, 1952). Piaget posits that language development is closely tied to cognitive development stages, suggesting that as children's thinking becomes more complex, so too does their capacity for language acquisition and use. Chomsky's theory of Universal Grammar argues for an innate linguistic capability,

suggesting that all humans are born with an inherent ability to acquire language (Chomsky, 1965). This theory implies that exposure to multiple languages in early childhood leverages this innate capacity, potentially leading to more effective language acquisition in multilingual education systems. Vygotsky's sociocultural theory, however, emphasizes the social context of language learning, proposing that language development is fundamentally linked with social interactions and the cultural environment (Vygotsky, 1978). According to Vygotsky, multilingual education can provide a rich social and cultural context, thereby enhancing language development.

Cummins' theories on bilingual education and linguistic interdependence are particularly relevant to multilingual education systems (Cummins, 1979). He distinguishes between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), highlighting that while conversational fluency can be achieved relatively quickly, academic language proficiency takes longer to develop. Cummins also argues that skills in a first language can support the acquisition of additional languages, which is a key principle in designing multilingual education programs. Krashen's Input Hypothesis also plays a significant role in understanding language acquisition in multilingual settings (Krashen, 1982). Krashen posits that language acquisition occurs when individuals are exposed to language that is slightly above their current level of proficiency, which is particularly pertinent in multilingual education environments where students are continuously exposed to challenging linguistic inputs.

Despite the robust theoretical foundations, implementing multilingual education systems presents practical challenges. Teachers must balance linguistic input and instruction across multiple languages, often in diverse classrooms where students' language proficiencies vary widely. In conclusion, the theoretical frameworks underlying language development provide valuable insights into the design and implementation of multilingual education systems. These theories not only help in understanding how children acquire multiple languages but also in identifying best practices for effective language teaching in multilingual settings.

#### Psychological and Educational Perspectives on Language Acquisition and Multilingualism

The exploration of language acquisition and multilingualism from psychological and educational viewpoints reveals a complex interplay of cognitive processes, environmental factors, and pedagogical approaches. Psychologically, language acquisition is a fundamental aspect of human development, deeply rooted in cognitive and social-emotional processes. From a cognitive perspective, language acquisition involves the development of various mental processes including memory, attention, and perception. According to Baddeley's model of working memory, the phonological loop plays a crucial role in language processing and acquisition, particularly in retaining and manipulating phonological information (Baddeley, 1992). This aspect is especially significant in multilingual settings, where individuals often navigate and process multiple phonological systems.

In terms of social-emotional development, Bronfenbrenner's ecological systems theory provides a comprehensive framework for understanding how different environmental systems, from the immediate family to broader societal influences, impact language development (Bronfenbrenner, 1979). For multilingual individuals, the microsystem, including family language practices, and the macrosystem, encompassing societal and cultural attitudes towards languages, are particularly influential. Educationally, the approach to language acquisition in multilingual contexts often revolves around pedagogical strategies that accommodate linguistic diversity and promote language proficiency. Cummins' (1984) distinction between Basic Interpersonal Communication Skills (BICS) and Cognitive

Academic Language Proficiency (CALP) underlines the need for educational systems to address both conversational fluency and academic language mastery.

Furthermore, the concept of translanguaging, which refers to the process of learners using their full linguistic repertoire to make meaning, has gained prominence in multilingual education. Garcia and Wei (2014) argue that translanguaging pedagogies can empower students by valuing their linguistic backgrounds and fostering deeper understanding across languages. Despite the progress in understanding and implementing language acquisition strategies in multilingual contexts, challenges persist. Educators must navigate the complexities of students' varying language proficiencies and cultural backgrounds. Additionally, the dynamic nature of language policies and societal attitudes towards multilingualism can either facilitate or hinder the implementation of effective multilingual education programs.

In summary, psychological and educational perspectives provide crucial insights into language acquisition and multilingualism, highlighting the need for multifaceted approaches that consider cognitive processing, social-emotional development, and pedagogical strategies. These insights are pivotal in shaping effective educational practices that respect and nurture linguistic diversity.

## **OVERVIEW OF MULTILINGUAL EDUCATION SYSTEMS**

### **Current State of Multilingual Education Systems**

The current landscape of multilingual education systems worldwide and in specific regions reflects diverse practices, shaped by historical, cultural, and policy-driven factors. Globally, the approach to multilingual education varies significantly, influenced by each country's linguistic landscape, educational philosophy, and sociopolitical context.

In Europe, the emphasis on multilingual education is largely driven by the European Union's policy of promoting language diversity and multilingualism. According to the European Commission (2020), most European countries have implemented educational frameworks that incorporate the learning of two or more languages from an early age. This approach is not only a reflection of the linguistic diversity of the continent but also a strategic effort to foster greater European integration and mobility. In contrast, in regions such as Africa, the multilingual education landscape is complex, influenced by the colonial legacy and the coexistence of indigenous languages with colonial languages. UNESCO (2016) highlights that while many African countries recognize the importance of mother tongue instruction in the early years, the transition to a dominant language (often a colonial language) remains a challenge, impacting the effectiveness of multilingual education.

In Asia, countries like Singapore and Malaysia present unique examples of multilingual education systems. Singapore's model is noted for its structured bilingual policy, where English is taught alongside a mother tongue language (Chinese, Malay, or Tamil). This policy aims to maintain cultural identity while ensuring proficiency in English, seen as a key to global competitiveness. The Americas show a varied picture, with countries like Canada renowned for their successful bilingual education programs, particularly in English and French. In contrast, in Latin American countries, efforts to incorporate indigenous languages into the education system have been increasing, though challenges remain in terms of resources and political support (López, 2017).

These regional variations highlight that the implementation of multilingual education systems is contingent upon a range of factors, including political will, educational infrastructure, societal attitudes towards languages, and the availability of resources. Moreover, the evolving nature of global migration and the increasing recognition of the importance of linguistic diversity continue to shape the dynamics of multilingual education globally. In conclusion, the global and regional states of multilingual education systems are characterized by their diversity and complexity. Understanding these variations is crucial for policymakers, educators, and researchers in developing effective language education policies and practices that are responsive to the linguistic and cultural needs of diverse populations.

#### Comparative Analysis of Multilingual Education Models and Practices in Different Countries

The comparative analysis of multilingual education models across various countries reveals a spectrum of practices, each adapted to its unique linguistic, cultural, and educational contexts. This analysis is crucial for understanding the diversity of approaches and identifying effective strategies in multilingual education.

In Europe, countries like Finland and Luxembourg exhibit distinct multilingual education models. Finland, known for its high educational standards, integrates multiple languages into its curriculum from an early age, with a strong focus on both national and foreign languages (Sahlberg, 2011). Luxembourg, a trilingual country, implements a model where Luxembourgish, German, and French are taught sequentially, reflecting the country's linguistic diversity (Hornberger, 2009).

In Asia, the model of multilingual education varies significantly. For instance, Singapore's model, mentioned earlier, is structured around a bilingual policy, balancing English with a mother tongue language. This contrasts with India, where a multilingual education approach is implemented in a more complex linguistic landscape, involving multiple indigenous languages alongside English and Hindi (Mohanty, 2019).

African countries offer a diverse picture of multilingual education. In nations like South Africa, the education system accommodates 11 official languages, posing unique challenges in terms of resource allocation and teacher training. In contrast, countries like Ethiopia have adopted a mother-tongue-based multilingual education policy, emphasizing instruction in students' first language during early schooling, followed by a transition to English (Heugh, 2000).

In the Americas, Canada's bilingual education model, particularly in Quebec, provides insights into a successful approach that balances English and French, aiming to promote bilingualism while preserving cultural identity (Cummins, 2000). Conversely, in the United States, bilingual education often focuses on transitioning students to English, with Spanish-English programs being the most prevalent (García, 2009).

These comparative analyses reveal that effective multilingual education models need to consider the sociolinguistic context, government policies, cultural attitudes, and resource availability. Each model has its strengths and challenges, and there is no one-size-fits-all solution. However, common successful factors include early language exposure, balancing linguistic proficiency with cultural identity, and adequate teacher training and resources. In conclusion, multilingual education models and practices vary greatly across countries, each shaped by its unique context. Understanding these variations provides valuable insights for policymakers and educators globally in developing and implementing effective multilingual education strategies.

## **EFFECTS ON CHILD LANGUAGE DEVELOPMENT**

### **The Impact of Multilingual Education Systems on Children's Language Development**

The impact of multilingual education systems on children's language development has been a subject of extensive research, offering insights into how exposure to multiple languages influences linguistic, cognitive, and social development. Linguistically, multilingual education has been shown to enhance not just proficiency in multiple languages but also overall linguistic awareness. Studies indicate that children educated in multilingual environments display greater metalinguistic skills, such as the ability to understand and manipulate language structures more effectively (Bialystok, 2001). This enhanced awareness facilitates the learning of additional languages and supports general language development.

From a cognitive perspective, the benefits of multilingual education extend beyond language skills. Cummins (2000) highlights that bilingualism can lead to increased cognitive flexibility and improved problem-solving abilities. This is supported by the theory of cognitive reserve, suggesting that bilingualism may contribute to greater mental flexibility and delay the onset of cognitive decline (Bak, 2016). Socially, multilingual education fosters a deeper understanding and appreciation of different cultures. By learning and using multiple languages, children develop a more global perspective and are better equipped to navigate multicultural environments (Banks, 1997). This exposure to diverse linguistic and cultural contexts enhances children's empathy and social skills.

However, the impact of multilingual education is contingent upon the quality of the educational environment and the methods employed. Genesee (2009) argues that effective multilingual education requires well-trained teachers, appropriate curriculum design, and sufficient resources. The pedagogical approach, whether it involves immersion, transitional bilingual education, or dual language programs, also plays a crucial role in determining the outcomes of multilingual education. Despite these benefits, multilingual education faces challenges. One concern is the potential for linguistic interference or confusion, particularly in children learning multiple languages simultaneously. However, research by Paradis (2001) counters this concern, demonstrating that children are capable of differentiating between languages effectively.

In conclusion, multilingual education systems have a profound impact on children's language development, enhancing linguistic skills, cognitive abilities, and social competencies. The successful implementation of these systems depends on various factors, including pedagogical approaches, teacher training, and resource allocation. Understanding these impacts and addressing the challenges are crucial for optimizing the benefits of multilingual education.

### **Cognitive, Social, and Academic Development Outcomes**

The impact of multilingual education on cognitive, social, and academic development has been a significant area of research in educational psychology. The outcomes of such an educational approach are multifaceted, influencing various aspects of a child's development.

Multilingual education has been consistently linked to enhanced cognitive development. Bialystok (2001) found that bilingual children often outperform monolingual peers in tasks that require executive control, such as problem-solving, attention management, and switching between tasks. This cognitive advantage is attributed to the brain's constant management of multiple linguistic systems, enhancing mental

Socially, multilingual education promotes cultural awareness and sensitivity. According to Banks (1997), exposure to multiple languages and cultures within an educational setting

fosters greater empathy and respect for diverse perspectives. This exposure helps students develop better communication skills and adaptability in diverse social settings.

Academically, the benefits of multilingual education extend to literacy and academic achievement. Cummins (2000) argues that proficiency in multiple languages enhances a child's understanding and interpretation of text, which can translate to overall academic success. Furthermore, Thomas and Collier (2002) found that long-term academic outcomes for students in dual language programs were significantly higher compared to their monolingual counterparts.

Despite these benefits, implementing effective multilingual education requires addressing several challenges. Firstly, the quality of language instruction and teacher competency in multilingual settings is crucial (Genesee, 2008). Additionally, the curriculum must be carefully designed to support linguistic and academic development across multiple languages (Baker, 2011).

In conclusion, multilingual education positively impacts cognitive, social, and academic development. These outcomes highlight the value of integrating multiple languages into the educational curriculum. However, achieving these outcomes necessitates high-quality instruction, well-designed curricula, and consideration of the individual linguistic and academic needs of students.

## **CHALLENGES AND SOLUTIONS IN MULTILINGUAL EDUCATION**

### **Challenges Faced by Educators, Students, and Parents in Multilingual Education**

Multilingual education, while beneficial, poses specific challenges for educators, students, and parents, which must be acknowledged and addressed for effective implementation.

Educators in multilingual settings face the complex task of delivering instruction in multiple languages while ensuring that all students understand and engage with the content. According to Baker (2011), one primary challenge is achieving proficiency in all the languages of instruction. This demands not only linguistic skills but also cultural competence to appropriately address the diverse backgrounds of students (Lindholm-Leary, 2022). Additionally, the lack of adequate resources, such as bilingual teaching materials and training, further complicates the educator's role (Cummins, 2000). For students, transitioning between languages can be demanding, especially for those not proficient in one of the languages of instruction. This can lead to feelings of frustration and isolation, impacting their academic performance and self-esteem (Genesee, 2008). Furthermore, the pressure to maintain equal competency in all languages can be overwhelming, leading to language anxiety (Dewaele, 2010). Parents of students in multilingual education systems often face challenges in supporting their children's learning. This is particularly true for parents who are not proficient in one or more of the languages used in the educational setting. Such a scenario can create a gap in communication between the school and home, making it difficult for parents to effectively participate in their child's education (Epstein, 2001).

Addressing these challenges requires comprehensive strategies that include professional development for educators, support systems for students, and active engagement with parents. Professional development programs should focus not only on language proficiency but also on cultural competency and pedagogical strategies for multilingual education (Lucas, Villegas, & Freedson-Gonzalez, 2008). For students, providing additional language support and creating an inclusive environment where all languages and cultures are valued can

mitigate feelings of isolation and anxiety. Finally, engaging with parents through multilingual communication and involvement strategies can bridge the gap between home and school, fostering a supportive learning environment (Hornberger, 2009).

In conclusion, while multilingual education offers numerous benefits, the challenges it presents to educators, students, and parents are significant. Addressing these challenges with targeted strategies is essential for the success and sustainability of multilingual education programs.

### Effective Multilingual Education Strategies and Best Practices

Effective multilingual education is critical in addressing the diverse needs of students in a globalized world. Implementing best practices and strategies in multilingual education can significantly enhance learning outcomes and ensure the success of such programs.

A well-designed curriculum that respects and integrates multiple languages and cultures is fundamental. According to Cummins (2000), an inclusive curriculum should provide opportunities for students to use their home languages while acquiring new ones, fostering a sense of belonging and identity. This approach not only supports language development but also contributes to cognitive and academic growth.

Continuous professional development for educators is crucial in multilingual settings. Training programs should focus on developing educators' language competencies, as well as their understanding of multicultural pedagogies (Lucas, Villegas, & Freedson-Gonzalez, 2008). This equips teachers with the necessary skills to effectively manage and facilitate multilingual classrooms.

Engaging families and communities in the educational process is essential. Epstein (2001) emphasizes the importance of creating partnerships with parents and communities, including them in the learning process, and using their linguistic resources as an educational asset. This involvement can bridge the gap between home and school, enhancing the learning experience.

Adapting assessment and evaluation methods to cater to multilingual learners is important. Standardized tests often do not accurately reflect the abilities of multilingual students. Alternative assessments, such as portfolios and performance-based tasks, can provide a more comprehensive evaluation of students' skills and knowledge (García & Wei, 2014). Technology can be a powerful tool in multilingual education. Digital platforms and resources can offer personalized learning experiences and access to diverse linguistic content, facilitating language acquisition and cultural exposure.

In conclusion, effective multilingual education requires a comprehensive approach that includes inclusive curriculum design, collaborative teaching methods, professional development for educators, family and community engagement, adapted assessment strategies, and the use of technology. Implementing these strategies can significantly enhance the effectiveness of multilingual education programs.

## CONCLUSION

The exploration of multilingual education systems in the context of child language development has provided a comprehensive overview of the complexities and nuances inherent in this field. The integration of theoretical perspectives, combined with a global analysis of various educational models, has highlighted the significant impact of multilingual education on cognitive, social, and academic development in children.

Multilingual education, deeply rooted in established theories of language development, offers profound cognitive benefits. Children exposed to multiple languages in educational settings tend to develop enhanced problem-solving skills, cognitive flexibility, and greater metalinguistic awareness. These cognitive advantages underscore the importance of incorporating multilingual approaches in early education.

The social and cultural implications of multilingual education are equally significant. Through the integration of multiple languages and cultures, children gain a broader perspective, fostering empathy and intercultural competence. This multicultural exposure is crucial in preparing children for the increasingly globalized world.

However, the successful implementation of multilingual education systems is not without challenges. Educators face the daunting task of delivering effective instruction across different languages while ensuring equitable learning opportunities for all students. Students, on the other hand, must navigate the complexities of learning in multiple languages, which can be both an opportunity and a challenge, depending on their linguistic backgrounds. Parents also play a critical role in supporting their children's multilingual education, often navigating language barriers themselves.

The analysis of multilingual education practices across different countries has revealed varied approaches, reflecting the diverse linguistic, cultural, and educational landscapes of each region. These variations highlight the need for context-specific strategies in the implementation of multilingual education systems.

In conclusion, while multilingual education presents unique challenges, its benefits in fostering well-rounded, culturally competent, and linguistically skilled individuals are undeniable. The future of education in a multilingual world requires ongoing commitment, innovation, and collaboration among educators, policymakers, and communities to maximize the potential of multilingual education for child language development. The journey towards effective multilingual education is ongoing, and it is one that promises substantial rewards for future generations.

## REFERENCES

- Adesope, O. O., Lavin, T., Thompson, T., & Ungerleider, C. (2010). A systematic review and meta-analysis of the cognitive correlates of bilingualism. *Review of Educational Research*, 80(2), 207–245. <https://doi.org/10.3102/0034654310368803>
- Baddeley, A. (1992). Working memory. *Science*, 255(5044), 556–559. <https://doi.org/10.1126/science.173635>
- Bak, T. H. (2016). The impact of bilingualism on cognitive ageing and dementia: finding a path through a forest of confounding variables. *Linguist. Approaches Biling.* 6(1-2), 205-226.
- Baker, C. (2011). *Foundations of Bilingual Education and Bilingualism* (Vol. 79). Bristol: Multilingual Matters.
- Baker, C., & Wright, W. E. (2017). *Foundations of Bilingual Education and Bilingualism* (6th ed.). Bristol, UK: Multilingual Matters.
- Banks, J.A. (1997) *Multicultural Education: Characteristics and Goals*. In: Banks, J.A. and McGee Banks, C.A., Eds., *Multicultural Education: Issues and Perspectives*, Allyn and Bacon, Boston.
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. Cambridge, UK: Cambridge University Press.



- Bronfenbrenner, U. (1979). *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press.
- Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, MA: MIT Press.
- Cummins, J. (1979). Linguistic Interdependence and the Educational Development of Bilingual Children. *Review of Educational Research*, 49, 222-251. <http://dx.doi.org/10.3102/00346543049002222>
- Cummins, J. (1984) *Bilingual Education and Special Education: Issues in Assessment and Pedagogy* San Diego: College Hill
- Cummins, J. (2000). *Language, Power, and Pedagogy. Bilingual Children in the Crossfire*. Clevedon: Multilingual Matters.
- Cummins, J. (2009). Multilingualism In The English-Language Classroom: Pedagogical Considerations. *Tesol Quarterly*, 43(2), 317-321.
- Dewaele, J. M. (2010). *Emotions in multiple languages*. Basingstoke, UK: Palgrave Macmillan.
- Epstein, J. L. (2001). *School, family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- European Commission. (2020). *Language teaching and learning in multilingual classrooms*. Luxembourg: Publications Office of the European Union.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Malden, MA: Wiley-Blackwell.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. New York, NY: Palgrave Macmillan.
- Genesee, F. H. (2009). Early childhood bilingualism: Perils and possibilities. *Journal of Applied Research on Learning*, 2 (Special Issue), 1-21.
- Heugh, K. (2000). *The Case against Bilingual and Multilingual Education in South Africa*. Praesa Occasional Papers No. 6, Cape Town: PRAESA.
- Hornberger, N.H. ( 2009). Multilingual education policy and practice: Ten certainties (grounded in Indigenous experience). *Language Teaching*, 42, 197-211.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford: Pergamon Press.
- Lindholm-Leary, K. (2022). *Dual Language Education Models and Research in Early Childhood Education in the USA*. In: Schwartz, M. (eds) *Handbook of Early Language Education*. Springer International Handbooks of Education. Springer, Cham. [https://doi.org/10.1007/978-3-030-91662-6\\_11](https://doi.org/10.1007/978-3-030-91662-6_11)
- López, L. E. (2017). Indigenous intercultural bilingual education in Latin America: Widening gaps between policy and practice. *Intercultural Education*, 28(6), 556-571.
- Lucas, T., Villegas, A. M., & Freedson-Gonzalez, M. (2008). Linguistically responsive teacher education: Preparing classroom teachers to teach English language learners. *Journal of Teacher Education*, 59, 361-373.
- Mohanty, A. K. (2019). *The Multilingual Reality: Living with Languages*. Bristol, United Kingdom: Multilingual Matters.
- Paradis, J. (2001). Do bilingual two-year-olds have separate phonological systems? *International Journal of Bilingualism*, 5(1), 19-38. <https://doi.org/10.1177/13670069010050010201>
- Piaget, J. (1952). *The Origins of Intelligence in Children*. New York, NY: W.W. Norton & Co. <https://doi.org/10.1037/11494-000>
- Sahlberg, P. (2011). *Finnish lessons: what can the world learn from educational change in Finland?*. New York: Teachers College Press.

Thomas, W. P., & Collier, V. P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Santa Cruz, CA: Center for Research on Education, Diversity and Excellence, University of California-Santa Cruz.

UNESCO. (2016). *Education for All 2000-2015: Achievements and challenges*. Paris, France: UNESCO Publishing.

Vygotsky, L. S. (1978). *Mind in society. The development of higher psychological processes*. Cambridge: Harvard University Press.

### 3. SINIF HAYAT BİLGİSİ DERSİ “GÜVENLİ HAYAT” ÜNİTESİNİN ELEŞTİREL DÜŞÜNME STANDARTLARI AÇISINDAN DEĞERLENDİRİLMESİ

#### EVALUATION OF 3RD GRADE LIFE SCIENCE COURSE “SAFE LIFE” UNIT IN TERMS OF CRITICAL THINKING STANDARDS

**Doç. Dr. Birsal AYBEK**

Çukurova Üniversitesi, Eğitim Fakültesi, Eğitim Programları ve Öğretim Anabilim Dalı, Adana, Türkiye

ORCID ID: <https://orcid.org/0000-0001-5846-9838>

**Osman OĞUZ**

Çukurova Üniversitesi, Sosyal Bilimler Enstitüsü  
Adana, Türkiye

ORCID ID: <https://orcid.org/0009-0003-9598-5227>

#### ÖZET

Bu araştırmanın amacı, ilkokul 3. sınıflarda 2023–2024 eğitim-öğretim yılında okutulan Hayat Bilgisi ders kitabındaki “Güvenli Hayat” ünitesini eleştirel düşünme standartları çerçevesinde değerlendirmektir. Çalışmanın evrenini Türkiye’de 2023-2024 eğitim-öğretim yılında ilkokulların 3. sınıflarında okutulan Hayat Bilgisi ders kitapları, çalışmanın örneklemini ise Hayat Bilgisi ders kitabındaki “Güvenli Hayat” ünitesi oluşturmaktadır. Betimsel yöntemin kullanıldığı araştırmada veriler doküman incelemesi yöntemi ile toplanmıştır. Yapılan analizde, ilkokul 3.sınıf ders kitabında yer alan “Güvenli Hayat” ünitesinin eleştirel düşünme standartlarından açıklık, doğruluk, önem/alaka ve kesinlik standartlarını karşıladığı, yeterlilik ve derinlik/genişlik standartlarını ise kısmen karşıladığı sonucuna ulaşılmıştır. Araştırmanın sonucunda Hayat Bilgisi ders kitapları hazırlanırken eleştirel düşünme standartlarının göz önüne alınmasına ilişkin önerilerde bulunulmuştur.

**Anahtar Sözcükler:** Düşünme, Eleştirel Düşünme, Eleştirel Düşünme Standartları, Hayat Bilgisi Dersi, Ders Kitabı,

#### ABSTRACT

The purpose of this research is to evaluation the "Safe Life" unit in the Life Sciences textbook taught in the 3rd grade of primary school in the 2023-2024 academic year within the framework of critical thinking standards. The population of this study consists of Life Science textbooks taught in the 3rd grade of primary schools in the 2023-2024 academic year in Turkey, and the sample of the study consists of the "Safe Life" unit in the Life Science textbook. In the research where descriptive method was used, data were collected by document review method. In the analysis, it was concluded that the "Safe Life" unit in the primary school 3rd grade textbook met the critical thinking standards of clarity, accuracy, importance/relevance and precision, and partially met the adequacy and depth/breadth standards. As a result of the research, suggestions were made regarding taking critical thinking standards into consideration while preparing Life Sciences textbooks.

**Key Words:** Thinking ,Critical Thinking, Critical Thinking Standards, Life Sciences Course Textbook,

## GİRİŞ

Modern dünyanın ihtiyaçları, günümüz bireylerinin düşünme yeteneklerini edinmelerini kaçınılmaz kılmıştır. Eğitimde sadece bilgi alışverişi değil, aynı zamanda düşünmeyi öğrenme önemli hale gelmektedir. Bu nedenle çağdaş okullarda, düşünebilen, eleştirebilen, üretebilen ve bilgiye erişim becerilerine sahip bireyler yetiştirmek amaçlanmaktadır (Seferoğlu ve Akbıyık, 2006). Modern eğitim programlarının temelini atan yeni yaklaşımların öne çıkan özelliği, eğitimin olduğu süreçte zihinsel durumlara odaklanmaktır. Düşünme, farklı şekillerde tanımlanabilir; ancak tüm bu tanımlamalardaki benzer durumlar, düşünmenin yenilikleri merkezine alması ve dolayısıyla insanın büyüme ve gelişimine katkıda bulunmasıdır (Hashemi, 2011). Düşünmeye önem verilmesi, gelişen çevremizde bireylerin toplumda iyi bir düşünür olması için, yaşamları boyunca edindikleri bilgileri işleyerek düşünme becerilerinin gelişmiş olması gerekmektedir (Dutoğlu ve Tuncel, 2008).

## KAVRAMSAL ÇERÇEVE

Günümüzde okullarda beklenen en önemli görev, demokratik, yaratıcı, üretken, eleştirel düşünmeye sahip, öğrenmeyi öğrenen, problem çözebilen, insanlara saygılı, farklı düşüncelere hoşgörü ile yaklaşabilen sorumlu ve çok yönlü düşünebilen bireyler yetiştirmektir (Aybek, 2006). Eleştirel düşünme konusunda çeşitli araştırmacılar tarafından farklı tanımlamalar yapılmıştır: Yıldırım ve Şensoy (2011) eleştirel düşünmeyi yorumlama, analiz etme, değerlendirme ve çıkarımlarla desteklenen, delil biçiminde, kavramsal, metodolojik, ölçütsel ya da içeriksel incelemelerle açıklanan amaca yönelik, karar verme durumu olarak tanımlamaktadırlar. Facione ve Facione (2008) ise eleştirel düşünmeyi, uygun ölçütler üzerinden değerlendirme yapmak ve yöntemlerin elverişli olanlarını ele almak, var olan delilleri ilişkilendirerek ne yapılacağına ve neye inanılacağına karar verme süreci olarak tanımlamaktadır.

Eleştirel düşünme becerisine sahip bireyler, mevcut doğru bilgileri sorgulama, olaylara farklı perspektiflerden bakma ve muhakeme etme yeteneğine sahiptirler (Şahinel, 2007). Sürekli değişen dünyanın sorunlarına çözüm bulabilen bireyler, yalnızca eleştirel düşünen bireylerdir (Çelenk ve Özcan, 2007). Toplumlarda eleştirel düşünmenin olmaması; ilimin, doğruluğun, toleransın olmadığını göstermektedir (Gündoğdu, 2009).

Ders kitapları, öğretim programlarındaki konulara ait bilgileri düzenli bir şekilde sunan, açıklayan, dersin amaçlarına ulaşmasını sağlayan ve eğitim sürecinde vazgeçilmez araçlar olarak kullanılan kaynaklardır (Ünsal ve Güneş, 2002). İstenilen çıktıların elde edilmesi için ders kitaplarının amaca uygun ve yararlı olması gerekmektedir (Kılıç ve Seven, 2007). Aynı zamanda kitapların, mevcut programın temel felsefesini yansıtması önemlidir. Dolayısıyla eleştirel düşünen bireyler yetiştirmeyi amaçlayan şuan ki programa uygun olarak, kitapların da eleştirel düşünme standartlarına uygun olarak hazırlanması gerekmektedir (Aybek, Çetin ve Başarır, 2014).

Hayat Bilgisi dersi bireylerin daha sonraki süreçlerde karşılaşacakları derslerle ilişkili olarak temel oluşturmasının yanında beceri öğretiminin de daha fazla öne çıktığı bir ders olarak öğretim programlarında yer almaktadır (Yılmaz ve Göçen, 2019). Hayat Bilgisi dersi, öğrencilerin içinden geldikleri sosyal yaşamın, doğal çevrenin öğrencilerin tüm yönlerini gerçek ortamlardaki doğallığı çerçevesinde ele alan ve onların gelişim seviyelerine uygun tasarlanan, bir disiplindir (Öğülmüş, 2009). Hayat Bilgisi Dersi Öğretim Programı, Türk Millî Eğitimi'nin Genel Amaçları ile Temel İlkeleri doğrultusunda hazırlanmış olup, 1739 sayılı Millî Eğitim Temel Kanunu'nda belirtilen hedeflere odaklanmaktadır. Programın temel amacı;

temel becerilere sahip, kendini bilen, güven ve sađlık ierisinde bir yařam sürmeyi öđrenen, bulunduđu topluluđun deđerlerini içselleřtiren, çevre ve dođaya önem veren, arařtıran, üreten ve ülkesine bađlı bireyler ortaya koymaktır (MEB, 2018).

Yukarıdaki açıklamalar dođrultusunda bu arařtırmada 2023- 2024 eđitim-öđretim yılında ders kitabı olarak kabul edilen ve ilkokul 3. sınıflarda okutulan Hayat Bilgisi ders kitabındaki “Güvenli Hayat” ünitesinin eleřtirel düşünme standartları çerçevesinde deđerlendirilmesi amaçlanmıřtır. Bu genel amaca bađlı olarak ařađıdaki alt amaçların da cevaplanması hedeflenmiřtir:

Hayat Bilgisi ders kitabındaki “Güvenli Hayat” ünitesi eleřtirel düşünme standartlarından;

- 1- Açıklık,
- 2- Dođruluk,
- 3- Önem/Alaka,
- 4- Yeterlilik,
- 5- Derinlik/Geniřlik ve
- 6- Kesinlik standardını karřılamakta mıdır?

## **YÖNTEM**

### **Arařtırmanın Türü**

Arařtırma verileri betimsel analiz kullanılarak doküman incelemesi yöntemiyle ele alınmıřtır. Doküman incelemesi, incelenen konu veya konulara dair içinde bilgi olan yazılı gereçlerin analizini içeren bir arařtırma yöntemidir (řimřek ve Yıldırım, 2011). Bu yöntemin etkili olabilmesi için arařtırmacının inceleyeceđi belgeleri detaylı bir řekilde anlaması ve bu belgelerden nasıl faydalanacađını bilmesi önemlidir (Karasar, 2007).

### **alıřma Grubu**

Bu alıřmanın evrenini Türkiye’de 2023-2024 eđitim öđretim yılında ilkokulların 3.sınıflarında okutulan Hayat Bilgisi ders kitapları, alıřmanın örneklemini ise Hayat Bilgisi ders kitabındaki “Güvenli Hayat” ünitesi oluřturmaktadır. alıřmada amaçlı örnekleme yöntemi kullanılmıřtır. Örnekleme alınan ünitenin seilmesinde, üniteye soyut ifadelerin bulunması, öđrencilerin bu kavramları öđrenmede zorlanmaları gibi faktörler etkili olmuřtur.

### **Verilerin Toplanması ve özümlemesi**

Bu arařtırmada ilkokulların 3. sınıflarında 2023–2024 eđitim öđretim yılında okutulan Hayat Bilgisi ders kitaplarından biri seilerek analiz edilecek kitap belirlenmiřtir. Kitabın içinde yer alan “Güvenli Hayat” ünitesi yukarıda alıřma grubunda belirlenen ölçütler dođrultusunda seilmiřtir. Arařtırmada, eleřtirel düşünme standartları çerçevesinde yer alan bařlıkları temel alarak, verileri özümlemek için belirli ölçütler oluřturulmuřtur. Ardından arařtırmacılar tarafından bu ünite eleřtirel düşünme standartlarına (açıklık, dođruluk, önem/alaka, yeterlilik, derinlik/geniřlik ve kesinlik) göre analiz edilmiřtir.. Ünitenin eleřtirel düşünme standartlarına ne ölçüde uygun olduđu örneklerle açıklanmıř ve deđerlendirilmiřtir. Toplanan verilerin açıklanmasında, konuyla ilgili örnekler sunularak, gerektiđinde direk alıntılar yapılmıřtır.

## BULGULAR

Hayat Bilgisi ders kitabındaki “Güvenli Hayat” ünitesi 7 kazanımdan oluşmakla birlikte ders kitabında 4. bölümde yer almaktadır. Önerilen toplam etkinlik süresi ise 19 ders saatidir (Milli Eğitim Bakanlığı [MEB], 2018). Ders kitabında seçilen ünite 97-125 sayfalarında bulunmaktadır. 3.sınıf Hayat Bilgisi ders kitabında yer alan “Güvenli Hayat” ünitesinde konulara hazırlık çalışmaları ile başlandığı, devamında kavramların tanımlarının yapıldığı ve son olarak da konu ile ilgili soruların sorulduğu tespit edilmiştir.

Aşağıda öncelikle Nosich’in (2012;Akt. Aybek, 2012) ortaya koyduğu eleştirel düşünme standartlarının açıklaması yapılmış ardından ise “Güvenli Hayat” ünitesi için bu standartların kullanılıp kullanılmadığı üzerinde durulmuştur.

### 1. Açıklık

Düşüncemiz kolaylıkla anlaşılıyorsa ve yanlış anlaşılma ihtimali taşııyorsa açık olduğunu söyleyebiliriz. Düşüncemizin vermek istediğimiz anlamı açık bir şekilde ifade edilmesi, o bilgi hakkında ayrıntıya girmemiz gerekir. Onunla ilgili analogi ve görselleştirmelerde bulunmamız gerekir.

Bir düşüncenin ya da bilginin açık olabilmesi için aşağıdaki soruları sormamız gerekir:

- a- Düşünme açık mı?
- b- Bu benim beynimde açık mı?
- c- Bunu açık bir şekilde söylüyor muyum?

3.sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesi için “açıklık” standardı açısından konulara genel olarak bakıldığında düşünmenin açık olduğunu görülmektedir. Konular, tanımlar, kavramlar ve ilkeler öğrencilere açık bir şekilde aktarılmıştır ve konular kitapta açık bir şekilde ifade edilmiştir. Her bir konu başlığında önce kavramların tanımları verilmiş daha sonra kavramla ilgili ayrıntılara girilmiştir. Konuların ayrıntılı bilgilendirmesi yapıldıktan sonra örnekler verilmiştir. Örneklerin sonunda resimleştirmelerde yapılarak öğrencilerin zihninde konuların oturması sağlanmıştır.

3. sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesini “açıklık” standardı açısından incelediğimizde;

- “Trafik İşaretlerini Öğreniyoruz” konusunda “trafik” kavramının tanımı yapılmış, işaretlerinden bahsedilmiş ve bu işaretler açık bir şekilde dile getirilmiştir.
- “Trafikte Kurallara Uyalım” konusunda trafik kurallarına uymanın öneminden bahsedilmiş, uyulmaması durumunda ne gibi tehlikelerle karşılaşacağımız örneklerle açıklanmıştır.
- “Önlem Alalım” konusunda yakın çevrede yaşanabilecek kazalar ve bu kazaların önlenmesi için alınması gereken tedbirler hakkında önemli bilgiler maddeler halinde açık bir şekilde belirtilmiştir.
- “Acil Durumlarda Ne Yapmalıyız” konusunda acil durumlarda tehlikeden etkilenen veya etkilenme ihtimali olan insanların ne yapması gerektiği açık bir dille belirtilmiştir.
- “Güvenliğimiz Önemli” konusunda ise bir hikâye ile kendimizi güvende hissetmediğimiz durumda neler yapmamız gerektiği ifade edilmiştir.
- “Güvenliğimizi Tehdit Edecek Durumlar” konusunda olağanüstü durumlarda neler yapmamız gerektiği üzerinde durulmuş ve bunun neden önemli olduğu örneklerle açıklamıştır.

- “Oyun Alanlarında Güvenliğimiz” konusunda ise oyun oynarken güvenlik önlemlerini almamızın neden önemli olduğu açık bir dille belirtilmiştir.

Kısacası yukarıda da açıklandığı gibi 3. Sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesindeki konuların açıklık standardına uygun olduğu söylenilebilir

## 2. Doğruluk

Burada doğruluk ile ifade ettiğimiz durum gerçekliktir. Akla yatkın, iyi ifade edilmiş, gerçek şeyler doğrudur diyebiliriz. Bir düşüncenin ya da bilginin doğru olabilmesi için şu özellikleri taşıması gerekir:

- a. Düşünme doğru mu?
- b. İfadeler doğru mu, gerçek mi?

3. sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesini “doğruluk” standardı açısından incelediğimizde düşünmenin gerçek bir şekilde aktarıldığını görmekteyiz. Konuların başlıklarına uygun doğru ve gerçek tanımlar verildiği görülmüştür. Bu tanımlara uygun sonuçlar gerçeklikten sapmadan ve bilimsel olarak aktarılmıştır. Örneğin “Trafikte Kurallara Uyalım” konusunda Trafikte kurallara uyulması gereken doğru ifadeler söylenmiş ve uyulmaması durumunda nasıl gerçeklerle karşılaşacağımız belirtmiştir. Ayrıca üniteye konuyla ilgili güvenilir kaynaklara başvurulduğu görülmektedir.

3. sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesini “doğruluk” standardı açısından incelediğimizde;

- “Trafik İşaretlerini Öğreniyoruz” konusunda “trafik” tanımı yapılmış, işaretlerinden bahsedilmiş ve bu işaretler doğru bir şekilde açıklanmıştır.
- “Trafikte Kurallara Uyalım” konusunda trafik kurallarına uymanın öneminden bahsedilmiş, uyulmaması durumunda ne gibi tehlikelerle karşılaşacağımız gerçek bir şekilde ifade edilmiştir.
- “Önem Alalım” konusunda yakın çevrede yaşanabilecek kazalar ve bu kazaların önlenmesi için alınması gereken tedbirler hakkında önemli bilgiler maddeler halinde gerçek ve doğru bir şekilde sıralanmıştır.
- “Acil Durumlarda Ne Yapmalıyız” konusunda acil durumlarda tehlikeden etkilenen veya etkilenme ihtimali olan insanların ne yapması gerektiği gerçek bir şekilde örneklerle açıklanmıştır.
- “Güvenliğimiz Önemli” konusunda ise bir hikâye ile kendimizi güvende hissetmediğimiz durumda neler yapmamız gerektiği adım adım anlatılmıştır.
- “Güvenliğimizi Tehdit Edecek Durumlar” konusunda olağanüstü durumlarda neler yapmamız gerektiğinin üzerinde durulmuş ve bunun neden önemli olduğu açıklanmış ve doğru bir şekilde ifade edilmiştir.
- “Oyun Alanlarında Güvenliğimiz” konusunda ise oyun oynarken güvenlik önlemlerini almamızın neden önemli olduğu gerçekçi bir şekilde açıklanmıştır.

Kısaca özetleyecek olursak 3. Sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesindeki konuların doğruluk standardına uygun olduğu ve bu standardı karşıladığı söylenilebilir.

## Önem, Alaka

Bir şey bizim için önem ifade ediyorsa o şey önemlidir. Düşünme, elimizdeki soruna doğrudan işaret ediyorsa önemlidir. Bir düşüncenin ya da bilginin önemli olabilmesi için şu özellikleri taşıması gerekir:

- Düşünme önemli olan şey üzerine odaklanıyor mu?
- Düşünme mevcut problemle ilgili olarak ne kadar alakalı, merkezidir?

3. sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesi “önem, alaka” standardı açısından incelediğimizde;

- “Trafik İşaretlerini Öğreniyoruz” konusunda “trafik” tanımını yapılmış, işaretlerinden bahsedilmiş ve bu işaretlerin önemine değinilmiştir.
- “Trafikte Kurallara Uyalım” konusunda trafik kurallarına uymanın önemi belirtilmiş, uyulmaması durumunda ne gibi tehlikelerle karşılaşacağımız açıklanmıştır.
- “Önlem Alalım” konusunda yakın çevrede yaşanabilecek kazalar ve bu kazaların önlenmesi için alınması gereken tedbirler hakkında önemli bilgiler maddeler halinde sıralanmıştır.
- “Acil Durumlarda Ne Yapmalıyız” konusunda acil durumlarda tehlikeden etkilenen veya etkilenme ihtimali olan insanların ne yapması gerektiğinin önemi belirtilmiştir.
- “Güvenliğimiz Önemli” konusunda ise bir hikâye ile kendimizi güvende hissetmediğimiz durumda neler yapmamız gerektiği üzerinde önemli bir şekilde durulmuştur.
- “Güvenliğimizi Tehdit Edecek Durumlar” konusunda olağanüstü durumlarda neler yapmamız gerektiğinin üzerinde durulmuş ve bunun neden önemli olduğu, hangi faktörlerle alakalı olduğu açıklanmıştır.
- “Oyun Alanlarında Güvenliğimiz” konusunda ise oyun oynarken güvenlik önlemlerini almamızın neden önemli olduğu üzerinde durulmuştur.

Kısaca özetleyecek olursak3. Sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesinin konuyla ilgili önemli yerlere odaklandığı bu önemleri örneklerle anlatmaya çalıştığı söylenilebilir.

### 3. Yeterlilik

Yeterlilik bir konuyla alakalı tüm faktörleri hesaba katarak düşünme anlamına gelir. Bir düşüncenin ya da bilginin yeterli olabilmesi için şu özellikleri taşıması gerekir:

- Bu yeterli şekilde düşünüldü mü?
- Konuya mantıklı bir şekilde karar vermek için bunu yeterince mantıklı düşündüm mü?

3. sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesi “yeterlilik” standardı açısından incelendiğinde genel olarak bazı konular istenilen yeterlilikte ele alınmışken bazılarında eksik durumlar olduğu saptanmıştır. Ünitelerde “yeterlilik” standardı ile ilgili aşağıdaki tespitler yapılmıştır:

- “Trafik İşaretlerini Öğreniyoruz” konusunda işaret levhalarının bazıları kitapta paylaşılırken, geri kalan bazı işaretlerinden bahsedilmemiştir. Hatta bazı alıştırmaya çalışmalarında bahsetmediği işaretlerden soru sormuştur. Bundan dolayı eksiklikler göze çarpmaktadır.
- “Trafikte Kurallara Uyalım” konusunda trafik kurallarına uyma ile ilgili yeterli açıklamalarda bulunulmuş, uyulmaması durumunda ne gibi tehlikelerle karşılaşacağımız belirtilmiştir.
- “Önlem Alalım” konusunda yakın çevrede yaşanabilecek kazalar ve bu kazaların önlenmesi için alınması gereken tedbirler hakkında yeteri kadar bilgi maddeler halinde sıralanmıştır.



- “Acil Durumlarda Ne Yapmalıyız” konusunda acil durumlarda tehlikeden etkilenen veya etkilenme ihtimali olan insanlarla ilgili kısa olarak bilgiler verilmiştir. Bu konunun daha geniş bir şekilde ele alınması gerektiği düşünülmektedir.
- “Güvenliğimiz Önemli” konusunda ise bir hikâye ile kendimizi güvende hissetmediğimiz durumda neler yapmamız gerektiğinden kısaca bahsedilmiştir. Burada da daha geniş bir şekilde konu ele alınabilirdi.
- “Güvenliğimizi Tehdit Edecek Durumlar” konusunda olağanüstü durumlarda neler yapmamız gerektiğinin üzerinde durulmuş ve konuyla ilgili yeterli bilgi verilmiştir Hatta “Çök-Kapan-Tutun, Yerinde Sığınak Oluştur, Kilitle ve Yat, Tahliye Et” durumlarının açıklamasına da yer verilmiştir.
- “Oyun Alanlarında Güvenliğimiz” konusunda ise oyun oynarken güvenlik önlemlerini almamızla ilgili yeterli açıklamalarda bulunulmuştur.

Kısaca özetleyecek olursak, yukarıda da açıklandığı gibi 3. Sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesindeki konulardan bazıları yeterlilik standardını karşılarken bazıları bu standardı karşılamamaktadır.

#### 4. Derinlik ve Genişlik

Düşüncemizin derin olması için:

- a) Konunun veya sorunun yüzey altına bakmamız,
- b) Altında yatan karmaşıklıkları belirlememiz,
- c) Soruyu ifade ederken bu karmaşıklık ve altta yatan noktaları dikkate almamız gerekir.

Düşüncemizin geniş olması için:

- a) Diğer yönlere, diğer bakış açılarına, diğer problemlere bakma ihtiyacı fark edildiğinde,
- b) Bunları tanımladığımızda,
- c) Soruyu düşünürken onları uygun bir biçimde hesaba katmamız gerekir.

Bir düşüncenin ya da bilginin derin ve geniş olabilmesi için şu özellikleri taşıması gerekir:

- a. Konuyu yeterince derinlemesine düşündük mü?
- b. Problemin altında yatan teoriler, açıklamalar ve karmaşıklıkları uygun bir şekilde dikkate aldık mı?
- c. Konuyu yeterince geniş bir şekilde düşündük mü?
- d. Konunun diğer yönlerini, problemin diğer bakış açılarını, alakalı konuları uygun bir şekilde dikkate aldık mı?

3. sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesi “genişlik ve derinlik” standardı açısından incelediğinde bazı konular istenildiği gibi derin ve geniş ele alınmışken bazılarında ise eksik durumlar göze çarpmaktadır. Ünite incelendiğinde bu standart ile ilgili aşağıdaki tespitler yapılmıştır:

- “Trafik İşaretlerini Öğreniyoruz” konusunda işaret levhalarının bazıları kitapta paylaşılırken, geri kalan bazı işaretlerden bahsedilmemiştir. Hatta bazı alıştırmaya çalışmalarında bahsetmemiş olduğu işaretlerden sorular sorulmuştur. Bundan dolayı eksiklikler göze çarpmaktadır. Anlatılan trafik işaretleri derinlemesine ele alınmamış ve diğer trafik işaretleri de açıklanmayarak genişlik standardı göz ardı edilmiştir.

- “Trafikte Kurallara Uyalım” konusunda trafik kurallarına uyma ile ilgili derinlemesine ve geniş açıklamalarda bulunulmuş, uyulmaması durumunda ne gibi tehlikelerle karşılaşacağımız belirtilmiştir.
- “Önlem Alalım” konusunda yakın çevrede yaşanabilecek kazalar ve bu kazaların önlenmesi için alınması gereken tedbirler hakkında derinlemesine ve geniş bir şekilde bilgiler maddeler halinde sıralanmıştır.
- “Acil Durumlarda Ne Yapmalıyız” konusunda acil durumlarda tehlikeden etkilenen veya etkilenme ihtimali olan insanlarla ilgili kısa olarak bilgiler verilmiştir. Daha geniş ve derinlemesine konunun ele alınması gerektiği düşünülmektedir.
- “Güvenliğimiz Önemli” konusunda ise bir hikâye ile kendimizi güvende hissetmediğimiz durumda neler yapmamız gerektiğinden kısaca bahsedilmiştir, konunun derinliğine inilmemiştir.
- “Güvenliğimizi Tehdit Edecek Durumlar” konusunda olağanüstü durumlarda neler yapmamız gerektiğinin üzerinde durulmuş ve geniş bir şekilde derinlemesine inerek bilgilendirmeler yapılmıştır. Hatta “Çök-Kapan-Tutun, Yerinde Sığınak Oluştur, Kilitle ve Yat, Tahliye Et” durumlarının açıklaması da yapılmıştır.
- “Oyun Alanlarında Güvenliğimiz” konusunda ise oyun oynarken güvenlik önlemlerini almamızla ilgili derinlemesine ve geniş bir şekilde açıklamalarda bulunulmuştur.

Kısaca özetleyecek olursak yukarıda da belirtildiği gibi 3. Sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesindeki konulardan bazıları derinlik ve genişlik standardını karşılarken, bazılarında eksiklikler bulunduğu tespit edilmiştir.

### **Kesinlik**

Bir düşüncenin ya da bilginin kesinlik standardını karşılaması için şu özellikleri taşıması gerekir:

- a. Düşünce kesin mi?
- b. Mantıklı düşünme yeteri kadar ayrıntılı mı?

3. sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesi “kesinlik” standardı açısından incelendiğinde;

- “Trafik İşaretlerini Öğreniyoruz” konusunda “trafik” tanımı yapılmış, işaretlerinden bahsedilmiş ve bu işaretler kesin ifadelerle açıklanmıştır.
- “Trafikte Kurallara Uyalım” konusunda trafik kurallarına uymanın öneminden bahsedilmiş, uyulmaması durumunda ne gibi tehlikelerle karşılaşacağımız kesin bir dille belirtilmiştir.
- “Önlem Alalım” konusunda yakın çevrede yaşanabilecek kazalar ve bu kazaların önlenmesi için alınması gereken tedbirler hakkında önemli bilgiler maddeler halinde sıralanmıştır.
- “Acil Durumlarda Ne Yapmalıyız” konusunda acil durumlarda tehlikeden etkilenen veya etkilenme ihtimali olan insanların ne yapması gerektiği kesin ifadelerle açıklanmıştır.
- “Güvenliğimiz Önemli” konusunda ise bir hikâye ile kendimizi güvende hissetmediğimiz durumda neler yapmamız gerektiği kesin ifadelerle belirtilmiştir.
- “Güvenliğimizi Tehdit Edecek Durumlar” konusunda olağanüstü durumlarda neler yapmamız gerektiği üzerinde durulmuş ve bunun neden önemli olduğu açıklanmış ve kesin bir dille belirtilmiştir.
- “Oyun Alanlarında Güvenliğimiz” konusunda ise oyun oynarken güvenlik önlemlerini almamızın neden önemli olduğu kesin ifadelerle açıklanmıştır.

Kısaca özetleyecek olursak yukarıda da belirtildiği gibi 3. Sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesindeki konuların kesinlik standardını karşıladığı söylenilebilir.

## SONUÇ VE TARTIŞMA

Yukarıda da belirtildiği gibi ders kitaplarının eleştirel düşünme standartlarına uygun bir biçimde hazırlanması hem öğretim kalitesini artırma hem de öğrencilere eleştirel düşünme bakış açısını kazandırma açısından önemlidir. Açıklık standardı ölçütüne göre, etkinlikler ve kavramlar açık bir biçimde oluşturulmalı, kolayca ifade edilmeli, yalın olmalı, modeller ve görsellerle desteklenmeli, yanlış düşünce barındırmamalı, dili amaçlanan topluma göre olmalıdır. Bu niteliklere sahip bir kitap, öğrenci tarafından kolay anlaşılabilir ve istediği zaman başvurulabilir olacaktır (Aybek, Çetin ve Başarır, 2014). Bu araştırmada incelenen kitabın “Güvenli Hayat” ünitesinin eleştirel düşünme standartlarından açıklık standardını karşıladığı düşünülmektedir. Gözel ve Dinçer (2021) yaptıkları çalışmalarında 1. Sınıf Hayat Bilgisi Ders Kitabı Okulumuzda Hayat Ünitesi’nde yer alan metin ve görselleri aktardığı sonucuna ulaşmışlar ve bu durum açıklık standardını desteklediğini göstermektedir. Erol ve Kıroğlu (2012), yaptığı çalışmalarında; noktalama işaretleri ile Türkçe programının birbirini desteklemediği, noktalama ve yazımın özensiz olduğu, cümlelerdeki sayı fazlalığı sınıf seviyesinde olmadığı, tek örneklik kaidelerini taşımadığı, Türkçesi olan kelimeler yerine yabancı kelimelerin tercih edildiği ve Hayat Bilgisi ders kitaplarının iyi hazırlanmadığı sonucuna ulaşmışlardır.

Akla yatkın, iyi ifade edilmiş, gerçek bilgiler doğrudur. Bu açıdan baktığımızda yapılan inceleme sonucunda 3. Sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesindeki konuların gerçek ve doğru bir şekilde ifade edildiği görülmüştür.

Hayat Bilgisi Dersi Öğretim Programı amacı, Türk Millî Eğitimi'nin Genel Amaçları ile Temel İlkeleri doğrultusunda hazırlanmış olup, 1739 sayılı Milli Eğitim Temel Kanunu'nda ifade edilen hedeflere odaklanmaktadır. Programın temel amacı; temel becerilere sahip, kendini bilen, güven ve sağlık içerisinde bir yaşam sürmeyi öğrenen, bulunduğu topluluğun değerlerini içselleştiren, çevre ve doğaya önem veren, araştıran, üreten ve ülkesine bağlı bireyler ortaya koymaktır (MEB, 2018). Buna bağlı olarak, amaca uygun hizmet eden Hayat Bilgisi kitabının eleştirel düşünme standartlarından önem/alaka standardını karşılaması beklenir. Bu çalışma sonucunda 3. Sınıf Hayat Bilgisi dersi “Güvenli Hayat” ünitesindeki konularda önemli yerlere odaklanıldığı tespit edilmiştir. Aybek ve diğerleri (2014) yaptıkları çalışmalarında Fen ve Teknoloji ders kitabının önem/alaka kriterini karşıladığı sonucuna ulaşmışlardır.

Eğitim sistemimizde önemli bir yeri bulunan ders kitaplarının, istenilen çıktılarının oluşması için diğer durumları karşılaması gerekmektedir (Kılıç ve Seven, 2007). Eleştirel düşünmenin yeterlilik standardını karşılayan bir kitap bilgiler yönünden hedefe ulaşmış olmalı, düşünme üzerine odaklanmalı, bol etkinliklere ve yeterince kanıtlara yer vermelidir. Ayrıca bilgiler geçmiş olayları içermelidir (Aybek ve diğerleri, 2014). Bu araştırmada incelenen kitabın “Güvenli Hayat” ünitesinin yeterlilik standardını kısmen karşıladığı sonucuna ulaşılmıştır. Aybek ve diğerleri (2014) yaptıkları çalışmalarında Fen ve Teknoloji ders kitabının yeterlilik kriterini kısmen karşıladığı sonucuna ulaşmışlardır. Gülüm ve Çeltik (2014) yaptıkları çalışmada; kitapların içerik dizaynı ve kullanılan dil ile eğitsellik açısından kusurlu olduğunu, diğer bazı hatalara da sahip olduğunu tespit etmişlerdir. Gözütok, Taş, Rüzgar, Akçatepe ve Yetkiner (2015) yaptıkları İlkokul Birinci Sınıf Hayat Bilgisi Kitaplarının Değerlendirilmesi ile ilgili çalışmalarının sonucunda anlatım eksikliklerinin olduğu, görsellerin sınıfa uygun olmadığı ve bazı etkinliklerin de eğitim-öğretim ilkelerini karşılamadığını belirtmişlerdir.

Düşüncemizin derin olması için: konunun veya sorunun yüzeyinin altına bakmamız, altında yatan karmaşıklıkları belirlememiz, sorunu belirtirken bu karmaşıklık ve bunun sebeplerini dikkate almamız gerekmektedir. Düşüncemizin geniş olması için; başka faktörler ve bakış açılarını da dikkate almamız gerekir. Bu araştırmada incelenen kitabın “Güvenli Hayat” ünitesinin derinlik/genişlik standardını kısmen karşıladığı tespit edilmiştir.

Eleştirel düşünme standartlarını karşılayan herhangi bir kitapta bilgiler kusur olmadan, oldukça derin, nedensel yönden uygun olmalı ve kesinlik taşınmalıdır(Aybek ve diğerleri, 2014). Bu araştırmada incelenen kitabın “Güvenli Hayat” ünitesinin kesinlik standardını karşıladığı sonucuna ulaşılmıştır. Aybek ve diğerleri (2014) yaptıkları çalışmalarında Fen ve Teknoloji ders kitabının kesinlik kriterini kısmen karşıladığı sonucuna ulaşmışlardır.

Elde edilen sonuçlar bağlamında; ders kitaplarının eğitimdeki önemi dikkate alındığında kitapların eleştirel düşünme standartlarına uygun olarak hazırlanması, öğretimin niteliğini arttırabilir. Eleştirel düşünme becerisinin erken yaşlarda kazandırılması geren bir beceri olması nedeniyle, özellikle bu duruma ilkokuldaki ders kitaplarında daha çok önem verilmelidir. Bu sebepten dolayı, ders kitaplarını hazırlama sürecinde sadece konu alanı uzmanlarının olması doğru değildir. Bu süreçte üniversitedeki alan uzmanları ve program geliştirme uzmanlarının ve özellikle düşünme ve eleştirel düşünme alanında çalışan akademisyenlerin de dahil edilmesinin önemli olduğu düşünülmektedir. Buna ek olarak ciddi anlamda pilot uygulamalar gerçekleştirilmeli ve kitaplar, öğrencilere çağdaş eğitim anlayışına uygun eleştirel düşünme becerisi gibi becerileri kazandıracak şekilde özenle hazırlanmalıdır. Ayrıca bu araştırma kapsamında ele alınan Hayat Bilgisi ders kitabındaki “Güvenli Hayat” ünitesinin yeterlilik, derinlik ve genişlik eleştirel düşünme standartları açısından yetersiz olduğu dikkate alındığında bu ünitenin bu standartlara yönelik olarak yeniden düzenlemesi gerektiği söylenilebilir.

## KAYNAKÇA

- Aybek, B. (2006). *Konu ve Beceri Temelli Eleştirel Düşünme Öğretiminin Öğretmen Adaylarının Eleştirel Düşünme Eğilimi ve Düzeyine Etkisi*. Yayınlanmamış Doktora Tezi, Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.
- Aybek, B., Çetin, A., ve Başarır, F. (2014). Fen ve Teknoloji Ders Kitabının Eleştirel Düşünme Standartları Doğrultusunda Analiz Edilmesi. *Eğitim ve Öğretim Araştırmaları Dergisi 3 (1)*, 2146-9199.
- Dutoğlu, G. ve Tuncel, M.(2008). Aday Öğretmenlerin Eleştirel Düşünme Eğilimleri İle Duygusal Zekâ Düzeyleri Arasındaki İlişki. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi, Cilt: 8, Sayı: 1*,11-32.
- Erol, B., ve Kiroğlu, K. (2012). Hayat Bilgisi Ders Kitaplarının Dil ve Anlatım Yönünden Değerlendirilmesi. *Selçuk Üniversitesi Türkiyat Araştırmaları Dergisi*, (32), 155-176.
- Facione, P.A., & Facione N. C. (2008). *Critical Thinking And Clinical Judgement. Critical Thinking And Reasoning In The Health Sciences: Ateaching Anthology*. The California Academic Press: Millbrae.
- Gözel, Ü. (2021). Birinci sınıf hayat bilgisi dersi okulumuzda hayat ünitesinde yer alan değerlerin incelenmesi. *OPUS International Journal of Society Researches*, 17(34), 1063-1094.

- Gözütok, F. D., İlkay, T. A. Ş., Rüzgar, M. E., Akçatepe, A., & Yetkiner, A. (2015). İlkokul Birinci Sınıf Hayat Bilgisi Kitaplarının Değerlendirilmesi. *İlköğretim Online*, 14(3), 825-844.
- Gülüm, K., & Çeltik, D. (2014). İlkokul 2. Sınıf Hayat Bilgisi Ders ve Çalışma Kitabı'nın Niteliğini Arttıracak Öneriler. *Cumhuriyet Üniversitesi Fen-Edebiyat Fakültesi Sosyal Bilimler Dergisi*, 38(1), 46-58.
- Gündoğdu, H. (2009). Eleştirel Düşünme ve Eleştirel Düşünme Öğretimine Dair Bazı Yanılgılar. *Celal Bayar Üniversitesi Sosyal Bilimler Dergisi*, 7(1), 57-74.
- Hashemi, S. A. (2011). The Use Of Critical Thinking In Social Science Textbooks Of High School: A Field Study Of Fars Province In Iran. *International Journal Of Instruction*, 4 (1), 63-78.
- Karasar, N. (2007). *Bilimsel Araştırma Yöntemi*. Ankara: Nobel Yayınları.
- Kılıç, A. ve Seven, S. (2007). *Konu Alanı Ders Kitabı İncelemesi*. Ankara: Pegem A Yayıncılık.
- MEB. (2018). *Hayat Bilgisi Dersi Öğretim Programı (İlkokul 1,2 ve 3. Sınıflar)*. Ankara: Milli Eğitim Bakanlığı Yayınları.
- Nosich, M.G. (2012). *Eleştirel Düşünme ve Disiplinlerarası Eleştirel Düşünme Rehberi (B. Aybek, Çev.)*. Ankara: Anı Yayıncılık.
- Öğülmüş, Selahaddin. (2009) *İlköğretim Hayat Bilgisi Öğretimi ve Öğretmen El Kitabı*. (1.Baskı). Ankara: Pegem Akademi Yayınları.
- Özcan, G. ve Çelenk, S.(2007). Problem Çözme Yönteminin Eleştirel Düşünmeye Etkisi. *Abant İzzet Baysal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*( 2007), 14.
- Seferoğlu, S. ve Akbıyık, C, Eleştirel Düşünme ve Öğretimi. *H.Ü. Eğitim Fakültesi Dergisi*, v. 30, 2006, 193-200.
- Şahinel, S. (2007). *Eleştirel Düşünme. Ö. Demirel (Edt.)*. Eğitimde Yeni Yönelimler. Ankara: Pegem.
- Ünsal, Y. Ve Güneş, B. (2002). Bir Kitap İnceleme Çalışması Örneği Olarak M.E.B İlköğretim 4. Sınıf Fen Bilgisi Ders Kitabına Fizik Konuları Yönünden Eleştirel Bir Bakış. *G.Ü. Gazi Eğitim Fakültesi Dergisi* 22, 3 (2002) 107-120.
- Yıldırım, H.İ., & Şensoy, Ö. (2011). İlköğretim 7. Sınıf Öğrencilerinin Eleştirel Düşünme Eğilimleri Üzerine Eleştirel Düşünme Becerilerini Temel Alan Fen Öğretiminin Etkisi. *Kastamonu Eğitim Dergisi*, 19(2), 523-540.
- Yıldırım, A. ve Şimşek, H. (2011). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri* Ankara: Seçkin Yayınları.
- Yılmaz, F., ve Göçen, S. (2019). Hayat Bilgisi Öğretimine İlişkin Yapılan Araştırmalara Yönelik Bir İnceleme. *Medeniyet Eğitim Araştırmaları Dergisi*, 3(2), 76-86.

## EVALUATION OF PROBLEMATIC SOCIAL MEDIA USE AMONG ADOLESCENTS AND ITS EFFECTS ON PSYCHOSOCIAL FACTOR

**Assoc. Prof. Alime SELÇUK TOSUN**

<https://orcid.org/0000-0002-4851-0910>

Selcuk University, Faculty of Nursing, Konya, Türkiye

**Master Students, Elif Nisa KARA**

<https://orcid.org/0000-0003-2988-7787>

Selcuk University, Institute of Health Sciences, Department of Public Health Nursing, Konya, Türkiye

### ABSTRACT

**Purpose:** This review study was conducted to evaluate problematic social media use in adolescents, psychosocial factors associated with problematic social media use, intervention programs implemented for problematic social media use, and to examine its importance for public health nursing. **Method:** The literature search was conducted in Google Scholar, PubMed, Academic Search Complete and Web of Sciences databases using the keywords 'Intervention Programs, Social Media, Problematic Social Media Use, Adolescent, Nursing'. Articles in English and Turkish, published between 2015 and 2024 and whose full text was available, were examined. **Results:** With the rapid advancement of technology from past to present, technology has become an indispensable element of our lives and the time spent by children and adolescents with social media tools has increased rapidly. When the studies in the literature are examined, it has been observed that as a result of the increase in time spent by adolescents on social media, there is a decrease in self-esteem, a decrease in sleep quality, and an increase in anxiety and depression levels. According to the results of another study, it is stated that problematic social media use is associated with psychological well-being and makes it difficult to feel as a meaningful part in relationships. Studies on the subject report that intervention programs can have a positive effect on problematic social media use and psychosocial factors such as loneliness, anxiety, general health, and perceived attention performance associated with problematic social media use. **Conclusion:** Problematic social media use, which causes communication disorders in family and friend relationships and negatively affects social life, is important for adolescent health, which is critical for the development of the individual. Studies on the subject have found that practices such as reducing screen time within the scope of intervention programs can have an ameliorating effect on the course of problematic social media use. As public health nurses, it is recommended to provide the necessary training to the individual and adolescent family in order for the adolescent to create a healthy lifestyle, early detection of problematic social media use, and implementation of effective intervention programs for protection and prevention.

**Keywords:** Intervention Programs, Problematic Social Media Use, Adolescent, Nursing.

## INTRODUCTION

With the rapid advancement of technology from past to present, technology has become an indispensable element of our lives and the time spent by children and adolescents with social media tools has increased rapidly (Öz et al. 2015). Social media; It is defined as an online platform used to convey individuals' thoughts, experiences, and perspectives through various messages or visuals and to communicate with other individuals (Eraslan 2018). It is reported that carrying out many operations such as communication, communication, research, accessing information sources, following the agenda has become more practical through social media and the internet, which are fast, cheap and easily accessible, and it is stated that social media adds a different dimension to our lives in terms of communication with others, entertainment and socializing in the virtual environment. (Uzun et al. 2016, Gholamian et al. 2017, Fumero et al. 2018, Dost et al. 2021, Köyceğiz et al. 2022). According to We Are Social's 2023 report, it is stated that the number of people using social media in the world is 4.88 billion people and the average time spent on social media is 2 hours 26 minutes (Web 2023). According to the data of the Turkish Statistical Institute, it is reported that the rate of households with access to the internet in Turkey is 95.5%, while the rate of internet usage among individuals in the 16-74 age group was 85.0% in 2022 and increased to 87.1% in 2023. When gender discrimination is examined, the internet usage rate in 2023; It has been reported that it is 90.9% in men and 83.3% in women (TUIK 2023). Depending on these widespread social media usage habits, some negative effects are also observed (Yılmaz and Güney 2021).

Adolescence, the most critical period of an individual's developmental stages, is seen as the group at risk because it requires exploration and experimentation (Ektiricioğlu et al. 2020, Mathew and Krishnan 2020). Adolescence is considered a very critical period in terms of technological addictions such as problematic social media use, smartphone addiction, and digital game addiction (Ektiricioğlu et al. 2020).

It is an undeniable fact that individuals make social comparisons by gaining information about other people through social media (Bilgin 2018). Park and Baek (2017) stated that social comparison made through social media has an impact on the individual's mental well-being. As a result of this situation, it is stated that social media negatively affects interpersonal relationships, mental health and private life (Çalışır 2015, Doğan and Tosun 2016, Bilgin 2018). McIntyre et al. (2015) state that problematic internet use makes it difficult for a person to develop meaningful and sustainable relationships, making it difficult for them to feel as a meaningful part of their relationships. In another study, when adolescents who used the internet for social media purposes were compared with those who used it for homework, it was found that the probability of being addicted to the internet for social media purposes was 2.82 times higher than that of those who connected for homework purposes (Derin and Bilge 2016). In another study conducted by Woods and Scott (2016), it was stated that adolescents' sleep quality decreased due to the increase in time spent on social media, their self-esteem decreased, and their anxiety and depression levels increased. In a study conducted by Calancie et al. (2017), it was reported that there was a relationship between Facebook use and anxiety levels in adolescents. Similarly, another study conducted by de Vries et al. (2016) concluded that anxiety and depression levels were high in adolescents with high daily social media usage time. According to the results of the meta-analysis study conducted by Liu et al. (2022), it is stated that the risk of depression increases by 13% for every hour of increase in social media use in adolescents. Studies on the subject have reported that programs implemented to reduce problematic social media use may have a positive effect on problematic social media use and psychosocial factors such as loneliness, anxiety, general health, and perceived attention performance associated with problematic social media use (Pietsch et al. 2023, Wezel et al. 2021, Hussain et al 2023, Linderg et al 2022).

Looking at the results of this research, it is observed that there is a relationship between problematic social media use and psychosocial factors in adolescents. While the appropriate use of social media for academic purposes increases academic success by facilitating learning, problematic social media use negatively affects social life by causing disruptions in family and friend communications (Yayan et al 2017, Anlayışlı and Serin 2019, Mo et al 2020). This review study was conducted to examine problematic social media use in adolescents, psychosocial factors associated with problematic social media use, intervention programs implemented for problematic social media use, and to examine its importance for public health nursing.

## **METHODOLOGY**

In this research, the literature review was conducted in Google Scholar, PubMed, Academic Search Complete and Web of Sciences databases using the keywords 'Intervention Programs, Social Media, Problematic Social Media Use, Adolescent, Nursing'. Articles in English and Turkish, published between 2015 and 2024 and whose full text was available, were examined.

## **RESULTS**

The purpose of the study by Pietsch et al. (2023) was to evaluate the effects of an app-based intervention on tobacco, e-cigarette, alcohol and marijuana use, as well as gambling and digital media-related behaviors in the vocational school setting. A total of 4591 students were randomly selected from 277 classes with an average age of 19.2. Participants were randomly allocated to the intervention or control group. Students in the intervention group were provided with access to "Meine Zeit ohne", an application that encouraged voluntary reduction or complete avoidance of a specific substance, gambling or social media-related habits for 2 weeks. Students in the control and intervention groups were evaluated for substance, gambling and digital media use before and after the intervention, approximately 7.7 weeks. Looking at the results of the research, it was observed that the general negative health behavior of the students in the intervention group improved significantly more than those in the control group. They stated that this difference was due to the decrease in social media usage. As a result, it is stated that the "Meine Zeit ohne" application is suitable for the targeted group and shows that it has a small but measurable effect on students' health behaviors.

Screen time applications that allow individuals using smartphones to manage screen time are assumed to combat the negative effects of smartphone use. A study by Wezel et al. (2021) was conducted to investigate whether social media restriction implemented through app-based screen time has a positive effect on emotional health and sustained attention performance. In this study conducted with 76 participants, 40 in the experimental group and 36 in the control group, whether reducing the time spent on Mobile Facebook, Instagram, Snapchat and YouTube by 50% for seven days is beneficial in terms of attention performance and well-being compared to a 10% decrease. has been examined. In order to evaluate the screen activity of the participants participating in the research, records were collected, including smartphone screen time and time spent, and the number of notifications received, within WhatsApp, Instagram, Facebook, Snapchat and YouTube mobile applications. According to the results of this 3-week study, it was reported that decreasing screen time improved sustained attention performance among all participants, although behavioral performance remained constant throughout the process, and perceived attention performance improved. In addition, it is stated that the participants stated that there was a decrease in their negative emotions, but there was no increase in their positive emotions.



Another study by Hussain et al. (2023) aimed to examine the effect of smartphone interventions on problematic social media use and to investigate the differences in psychiatric disorder symptoms, loneliness and general health of problematic social media use. This six-week randomized controlled study was conducted with a total of 110 participants. One group was given advice on general health and lifestyle. According to the results of this study, it is stated that smartphone interventions have a potential benefit in shortening the duration of problematic social media use. This research has shown that short-term smartphone interventions targeting technology use have a long-term positive impact on users' overall health, anxiety, problematic social media use, and loneliness. In addition, it was shown that self-reported depression symptom findings approached significance across measurement time points. According to the results of this study, it is recommended that parents, educators and healthcare professionals be aware of problematic social media use and support the implementation and development of prevention campaigns such as smartphone applications to help change this use.

Looking at another intervention study by Lindenberg et al. (2022), it was aimed to investigate whether the PROTECT (Professional Use of Technical Media) intervention could reduce symptom severity in at-risk adolescents and prevent the full syndrome and subthreshold onset of gaming disorder and unspecified internet use disorder. This research was conducted with at-risk adolescents between the ages of 12-18 in 33 high schools in Germany. Gaming disorder and unspecified internet use disorder constituted the inclusion criteria for the study. Participants were divided into two: PROTECT intervention group and control group. PROTECT intervention, which is a theoretically based, manualized, cognitive behavioral therapy-based, indicated preventive group intervention, was carried out in 4 sessions by psychologists trained in the field. Participants were evaluated at 1 month, 4 month and 12 month follow-up. When looking at the results of the research, it was reported that as a result of the intervention program, the symptoms of gaming and unspecified internet use disorder decreased significantly, but there was no change in the incidence rates.

## **CONCLUSION**

Conscious, accurate and purposeful use of media tools improves creativity and critical thinking and makes life easier. However, unconscious and uncontrolled use of these tools threatens the health and development of children and adolescents. Problematic social media use, which causes communication disorders in family and friend relationships and negatively affects social life, is important for the health of adolescence, which is critical for the development of the individual. Nurses have important responsibilities in the conscious use of media and reducing its negative effects. In order for adolescents to maintain their physical and psychosocial health, they need to be protected from the harmful effects of problematic social media use. Within the scope of intervention programs implemented in line with studies in the literature, it has been determined that programs such as reducing screen time through phone applications can have a healing effect on the course of problematic social media use. As public health nurses, it is recommended to provide the necessary training to the individual and his family in order for the adolescent to create a healthy lifestyle, early detection of problematic social media use, and implementation of effective intervention programs for protection and prevention.

## REFERENCES

- Anlayışlı C, Bulut Serin N, 2019. Lise öğrencilerinde internet bağımlılığı ve depresyonun cinsiyet, akademik başarı ve internete giriş süreleri açısından incelenmesi. *Folklor/edebiyat*, 25, 97, 730-43.
- Bilgin M, 2018. Ergenlerde Sosyal Medya Bağımlılığı ve Psikolojik Bozukluklar Arasındaki İlişki. *The Journal of International Scientific Researches*, 3(3), 237-247.
- Calancie, O., Ewing, L., Narducci L.D., Horgan, S., & Khalid-Khan, S. 2017. Exploring how social networking sites impact youth with anxiety: A qualitative study of Facebook stressors among adolescents with an anxiety disorder diagnosis. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 11(4), article2 doi:10.5817/CP2017-4-2.
- Çalışır, G. 2015. Kişilerarası iletişimde kullanılan bir araç olarak sosyal medya: Gümüşhaneüniuersitesi iletişim fakültesi öğrencilerine yönelik bir araştırma. *E-Journal of New World Sciences Academy*, 10 (3), 115-144.
- de Vries, D.A., Peter, J., de Graaf, H., & Nikken, P. 2016. Adolescents' social network site use, peer appearance related feedback, and body dissatisfaction: testing a mediation model. *Journal of youth and adolescence*, 45(1), 211-224. <https://doi.org/10.1007/s10964-015-0266-4>.
- Derin, S., Bilge, F. 2016. Ergenlerde internet bağımlılığı ve öznel iyi oluş düzeyi. *Türk Psikolojik Danışma ve Rehberlik Dergisi*; 6(46): 35-51.
- Doğan, U., ve Tosun, N.İ. 2016. Lise öğrencilerinde problemlili akıllı telefon kullanımının sosyal kaygı ve sosyal ağların kullanımına aracılık etkisi. *Adıyaman Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 8 (22), 100-128.
- Dost A, Kökcü Doğan A, Aslan D, 2021. Hemşirelik öğrencilerinde internet bağımlılığı. *Ordu Üniversitesi Hemşirelik Çalışmaları Dergisi*, 4, 3, 393-401.
- Ektiricioğlu C, Arslantaş H, Yüksel R, 2020. Ergenlerde Çağın Hastalığı: Teknoloji Bağımlılığı. *Archives Medical Review Journal*, 29(1), 51-64.
- Eraslan, L. 2018. Sosyal medya ve algı yönetimi: Sosyal medya istihbaratına giriş. Ankara: Anı Yayıncılık.
- Eroğlu, Y. 2016. Üniversite öğrencilerinde problemlili internet kullanımı: İlişki-karşılıklı bağımlı benlik kurgusu ve dürtüselliliğin yordama güçleri. *Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic*, 11(3), 1091-1114.
- Fumero A, Marrero RJ, Voltes D, Peñate W, 2018. Personal and social factors involved in internet addiction among adolescents: A meta-analysis. *Computers in Human Behavior*, 86, 387-400.
- Gholamian B, Shahnazi H, Hassanzadeh A, 2017. The prevalence of internet addiction and its association with depression, anxiety, and stress, among high-school students. *International Journal of Pediatrics*, 5, 4, 4763-70.
- Güney M, Taştepe T, 2020. Ergenlerde Sosyal Medya Kullanımı ve Sosyal Medya Bağımlılığı. *Ankara Sağlık Bilimleri Dergisi*, 183-190.
- Güvenli Web We Are Social Temmuz 2023 Raporu, 2023. Erişim tarihi 04.01.2024. Erişim adresi, <https://www.guvenliweb.org.tr/dokuman-detay/we-are-social-temmuz-2023-raporu>.
- Hussain Z, Ferreira R, J. Kuss D, 2023. The feasibility of smartphone interventions to decrease problematic use of social networking sites: A randomised controlled trial. *Psychiatry Research Communications*, 3, 1-8.
- Köyceğiz E, Vançelik S, Yılmaz S, 2022. Adölesanlar arasında internet bağımlılığı prevalansı ve etkili faktörler: Erzurum ili örneği. *Turkish Journal of Public Health*, 20, 3, 294-304.

- Lindenberg K, Kindt S, Janocha C, 2022. Effectiveness of Cognitive Behavioral Therapy–Based Intervention in Preventing Gaming Disorder and Unspecified Internet Use Disorder in Adolescents. *JAMA Network Open*, 5(2), 1-14.
- Liu M, E. Kamper K, Zhang J, Xiao J, Dong D, Xue P, 2022. Time Spent on Social Media and Risk of Depression in Adolescents: A Dose–Response Meta-Analysis. *International Journal of Environmental Research and Public Health*, 19, 2-17.
- Mathew P, Krishnan R, 2020. Impact of problematic internet use on the self-esteem of adolescents in the selected school, Kerala, India. *Archives of Psychiatric Nursing*, 34, 3, 122-8.
- McIntyre, E., Wiener, K., & Saliba, A.J. (2015). Compulsive internet use and relations between social connectedness, and introversion. *Computer in Human Behavior*, 48 (c), 569-574.
- Mo PK, Chan VW, Wang X, Lau JT, 2020. Gender difference in the association between internet addiction, self-esteem and academic aspirations among adolescents: A structural equation modelling. *Computers & Education*, 155, 103921.
- Öz F, Arslantaş D, Buğrul N, Koyuncu T, Ünsal A, 2015. Evaluation of problematic use of mobile phones and quality of sleep among high school students. *Journal of Human Sciences*, 12, 1, 226-35.
- Park, S.Y., & Baek, Y.M. 2017. Two faces of social comparison on Facebook: The interplay between social comparison orientation, emotions, and psychological well-being. *Computers in Human Behavior*, 79 (1), 83-93.
- Pietsch B, Arnaud N, Lochbühler K, Rossa M, Kraus L, Matos E.G., Grahler K, Thomasius R, Hanewinkel R, Morgenstern M, 2023. Effects of an App-Based Intervention Program to Reduce Substance Use, Gambling, and DigitalMedia Use in Adolescents and Young Adults: A Multicenter, Cluster-Randomized Controlled Trial in Vocational Schools in Germany. *International Journal of Environmental Research and Public Health*, 20, 2-14.
- TÜİK, 2023, Hanehalkı Bilişim Teknolojileri (BT) Kullanım Araştırması, 2023. Erişim tarihi 15.01.2024. Erişim adresi, [https://data.tuik.gov.tr/Bulten/Index?p=Hanehalki-Bilisim-Teknolojileri-\(BT\)-Kullanim-Arastirmasi-2023-49407](https://data.tuik.gov.tr/Bulten/Index?p=Hanehalki-Bilisim-Teknolojileri-(BT)-Kullanim-Arastirmasi-2023-49407)
- Uzun Ö, Yıldırım V, Uzun E, 2016. Dikkat Eksikliği Hiperaktivite Bozukluğu olan Ergenlerde Sosyal Medya Kullanım Alışkanlıkları ve Sosyal Medya Bağımlılığı, Benlik Saygısı ve Algılanan Sosyal Destek İlişkisi. *Turkish Journal of Family Medicine and Primary Care*, 10(3),142-147.
- Yayan EH, Arikan D, Saban F, Gürarlan Baş N, Özel Özcan Ö, 2017. Examination of the correlation between Internet addiction and social phobia in adolescents. *Western journal of nursing research*, 39, 9, 1240-54.
- Yılmaz D, Güney R, 2021. Medyanın Çocuklar Üzerindeki Etkileri ve Kullanımına İlişkin Öneriler. *Dokuz Eylül Üniversitesi Hemşirelik Fakültesi Elektronik Dergisi*, 14(4), 486-494.
- Wezel M, Abrahamse E, Abeeel M, 2021. Does a 7-day restriction on the use of social media improve cognitive functioning and emotional well-being? Results from a randomized controlled trial. *Addictive Behaviors Reports*, 14, 2-15.
- Woods, H. C., Scott, H. 2016. Social media use in adolescence is associated with poor sleep quality, anxiety, depression and low self-esteem. *Journal of Adolescence*; 51: 41-49

## AFFECTIVE ECOCRITICISM ECOPHILIA, ECOPHOBIA OR ECO-IRRITATION IN THE RECEPTION OF LALINE PAULL'S NOVELS

**Lect. Dr. Gabriela Ivanovska**

Istanbul University, Faculty of Literature Ss. Cyril and Methodius University in Skopje  
North Macedonia

ORCID ID: 0009-0000-0333-6421

### **Abstract:**

In the past decades, there is a noticeable and more frequent use of the term "Anthropocene" (in both Humanities, in Social and Natural Sciences), in order to mark our contemporary epoch as an epoch in which human activities and lifestyle have a substantial impact on the entire planet, its ecosystem and natural processes. Climate changes, the global warming, the extinction of a number of animal and plant species, as well as frequent fires and droughts in some parts of the planet and devastating rainfalls and floods in others, some attribute to the human factor and the uncontrolled extraction and (mis)use of natural resources and urbanization, while others prefer to classify these phenomena as natural phenomena for which there is insufficient scientific evidence that connects them to human actions and lifestyles, which only generates and attributes to the general psychosis and neurosis in people.

As a result to such (mis)convictions, within a series of studies that can be subsumed as ecocritical, there is an increased effort in finding new modes and models of action and informing the public in order to cause an emotional identification with the world that surrounds us, both human and non-human, and to bypass the effects of the so-called "psychic numbing" or "compassion fatigue". Since, as the authors of "Toward an Affective Ecocriticism-Placing Feeling in the Anthropocene" indicate "alarming new discourse about "alternative facts" and "fake news"— raises concerns about a posttruth world in which emotional appeal, not reason, wins the day." (K. Bladow, J. Ladino, 2018: 2).

For this purpose, in this essay, we want to analyze the methodological potentials of an essentially interdisciplinary approach of an affective ecocriticism in the reading of two works by the author Laline Paull: *The Bees* (2014) and *Pod* (2022). The focus of our interest will be the dilemma of how much the anthropomorphization of the inanimate and non-human world in Paull's works have affective potentials and can contribute to readers' identification with the narrative and as a result have corresponding affective reactions, which could lead to self-reflection and empathy towards the Others (both human and non-human world that surrounds us).

**Keywords:** ecocriticism, affective theory, Laline Paull

## 1. Introduction - Ecocriticism and Affective ecocriticism

In the last two decades, there is a proliferation of the use of the term "Anthropocene", which although related with natural sciences and geological periodization, is also accepted as a general term in various disciplines when one wants to indicate the far-reaching effects that humans have on the Planet. The Anthropocene Epoch, which should be a successor of the Holocene Epoch, is associated by some scientists and researchers with the rise of the Industrial Revolution at the beginning of the 19th century, some date it even earlier with the mass deforestation and the creation of agricultural land or urban living spaces, while others put the focus on the middle of the 20th century, when the effects of contemporary concepts of human living are associated with intensified climate changes, global warming, ocean acidification, the extinction of numerous animal and plant species, the general temperature imbalance (frequent dry periods and fires versus abundant rainfall and floods) etc. However, regardless of different periodization and approaches to the Anthropocene, as Timothy Clark explains in the introduction to *Ecocriticism on the Edge - The Anthropocene as a Threshold Concept*, although Anthropocene might be “a politically savvy way of presenting to nonscientists the sheer magnitude of global biophysical change” (2015: 2), one needs to acknowledge that human actions have a profound impact on the Earth and that people become to play a decisive role in the future development and survival of our world as we know it.

Nevertheless, despite the obvious climate changes that we are all witnessing, and the increase in the number of studies and research that can be defined as ecocritical, the awareness and perceptions of what is happening to the planet Earth, both locally and globally, is quite different and ranges from an extremely disengaged attitude to an extremely concerned one. Since 2009, there has been a study from the USA, the so-called Six Americas Study, regarding the attitude of Americans towards the question of the global warming, which groups people into six categories: the alarmed ones, the concerned, the cautious, the disengaged, the doubtful, and the dismissive.<sup>1</sup> Taking into account the initial data in this study and the last data from 2023, the trend of an increase in the number of the alarmed and concerned people about the global warming of the Planet, at the expense of the cautious ones, is noticeable, while the percentage of the disengaged and dismissive has remained almost the same.<sup>2</sup> One possible interpretation of this data is that those who were previously more reserved and cautious in relation to global environmental conditions, in the past decades, perhaps due to the greater media coverage and interest in the ecological issues, as well as the greater availability of more environmental studies in different forms, formats and media platforms, have changed their general attitude and now they show a greater degree of concern and engagement. Nevertheless, the fact that the number of those who are still disengaged or dismissive is hardly reducing, is quite worrying. If to this information we also add the fact that the awareness and concern among some people about the negative environmental changes that are

<sup>1</sup>For more information check: <https://www.climatechangecommunication.org/all/global-warnings-six-americas-fall-2023/#:~:text=In%202009%2C%20we%20identified%20Global,audiences%20within%20the%20American%20public.> (accessed on January 13, 2024)

<sup>2</sup> Ibid.

happening on a global level do not necessarily lead to social engagement and specific civic and political actions, then the questions about the function of ecocriticism and what kind of ecocritical modes need to be envisioned and implemented, remain unanswered and need to be further discussed. Especially if we want to believe that it is not too late and that there is still time for fundamental changes in the direction of preserving and protecting the entire bio-world on Earth, which should be one of the main concerns to humans as only one of the species that live on this planet whose survival and livelihood is interrelated and dependent on the survival and well-being of all the other species and our planet's biodiversity.

In *Ecocriticism on the Edge*, its author Clark notes that the concept of the Anthropocene is simultaneously: “both frightening and intellectually liberating: the uncertainty and incalculable complexity of the issues, especially in forecasting likely future climates or the effects of human action or inaction, impel the resulting discussions in opposing directions.”(2015: xi) That is, some people are reluctant to accept their part in global climate changes on Earth, as well as taking responsibility for things that seem still too elusive to them, or believe that they are not personally affected, nor would they be affected in the near future (especially in more developed economies and richer countries), which leads to dismissive behavior or lack of empathy and “psychic numbing”. On the one hand, such reaction can be also a result of the sense of being overwhelmed, even paralyzed by the magnitude of the information and the degree of the human engagement and its mainly negative effects on the natural processes and on the whole well-being of the Planet. Hence, instead of taking action towards more fundamental social changes, some might choose to ignore the real and actual situation through defocusing or refusing to accept as true that human influence takes such global proportions, and as a result responsibility is sought elsewhere or it is expected that someone else should react or solve the problems. Having this in mind, Clark, and a number of other scientists, researchers, critics, emphasize the need for finding new ways to influence and reach people so that they would have a more affective and engaged reaction in the care for the Earth and the entire living, non-living and non-human world that surrounds us. Clark explains:

“One major new effort at work in contemporary literary and artistic practice and criticism is to find some way of usefully or authentically engaging such crucial but elusive concerns, precisely when it is acknowledged that they resist representation at the kinds of scale on which most thinking, culture, art and politics operate. The past few years have seen increasingly forceful studies of both climate change denial and the way the Anthropocene evades normal categories of attention and, as a result, a new variant of so-called ecocriticism has become necessary.” (2015: x)

In that direction, this need for new variants of ecocriticism could be recognized in the concept of the interdisciplinary approach of the so-called Affective ecocriticism, which uses the insights and benefits of Affect theory within ecocritical studies. Such an approach can be one of the possible models that would focus on the degree of individual affection and emotional reactions in readers/participants/recipients of certain eco-aware literary and artistic works and follow and analyze the short-term and long-term effects of eco-conscious literary and artistic practices.

Although the application of the Affect theory within the framework of literary criticism has seen a significant rise in the last three decades, the interest in the influence of affects on human behavior and creative expression has a much longer history. Still, the basic challenge in the Affect theory, that inevitably arises from the very beginning is how affects, which are in the domain of the unconscious and the irrational, can be observed as an analytical category and interpretative paradigm, and what are the threads of connection that can be made between Affect theory and ecocriticism?! K. Bladow and J. Ladino, editors of *Affective Ecocriticism - Emotion, Embodiment, Environment*, explain that environmental humanities scholars are faced with the challenge of finding new, more compelling ways to foreground connections between environmental and social justice, and reach across ideological, species, and scalar boundaries to find common ground in the new Anthropocene epoch. (2018:3) According to the authors, Affect theory can contribute to climate and social justice if the affective potential of eco-conscious literary works is investigated in stimulating empathy and altruism. We live in a time when “alarming new discourse about "alternative facts" and "fake news"— raises concerns about a posttruth world in which emotional appeal, not reason, wins the day,” (ibid: 2) and “it is emotion that can carry us from the micro-scale of the individual to the macro-scale of institutions, nations, and the planet,” (ibid: 3) explain Bledow and Ladino.

Therefore, Affective ecocriticism can be a much more effective ecocriticism if affects are not analyzed exclusively in relation to the human body, but also in relation to human’s affective reactions to nature, climate changes in the environment and the interaction with all the living and non-human species. For that purpose, we adopt the approach of the affects of B. Massumi who does not observe them as something that the subject owns or controls, but as relational forces that appear in the interspace and moments of mutual actions, when we can be influenced by and when we can influence everything that surrounds us. Furthermore, the influence of ecocriticism can also be significantly improved if it pays more attention to the affective influence and the spectrum of emotional and body reactions in men in relation to the environment that surrounds us and in interactions with the living, non-living world and non-human entities.

Additionally, both Affect theory and ecocriticism can be observed as a critical reaction to the poststructuralist dominant focus on discursive and ideological practices, at the expense of a more materialistic approach to the interpretation of human reality and its more embodied experience. Also, Affect theory and ecocriticism have similar approach and consider both the emotions and the nature as equally important and worthy of analysis for the understanding of man and the world that surrounds us, placing the emphasis on the materialistic aspect, as well as on the ideological aspect, which is also one of the ways of overcoming the reductionist, dualistic Cartesian understanding of the world that only gives primacy to reason and reason-based scientific researches.

Bearing this in mind, we focus our interest on how the affective ecocritical approach in the creation and reception of eco-aware literary/artistic works can contribute to changing the human relationship towards nature and the non-human world in the direction of a greater degree of identification and empathy, and ultimately towards real social changes and policies

on care, preservation and restoration of Earth, its biodiversity and all different forms of living and non-human species.

## 2. Climate change fiction (cli-fi), Laline Paull and the wide spectrum of reception of cli-fi

In the chapter: "A Theoretical Interlude" of the book *Science Fiction and Climate Change*, the authors A. Milner and J.R. Burmann, offer an overview and comparative observations of a so-called climate fiction (cli-fi) genre as a popular literary genre in the first decades of the 21st century in relation to the science fiction genre. The origin of the term, as a neologism following the pattern of science fiction, the authors attribute to Daniel Bloom in 2007, referring to the claims of B. Merchant (2020: 23). However, without going into an in-depth comment on the origin of the term, its wide and varied application, or on the terminological overlaps or difference between environmental fiction, climate change fiction and climate fiction (terms that are in circulation depending on the preferences and approaches of the authors), we will use the term climate fiction (cli-fi) as a general term for a fictional literature genre (which in some cases may be viewed as a science fiction sub-genre, but in others as a separate speculative fiction genre) that refers to literary works that focus on climate change, its causes and possible consequences for the future of the Earth and humanity, and the role of man as a factor in these environmental changes.

Nathaniel Rich, the author of *Odds against Tomorrow*, who writes sci-fi and cli-fi novels, back in 2013 indicated: "I think we need a new type of novel to address a new type of reality, which is that we're headed toward something terrifying and large and transformative. And it's the novelist's job to try to understand, what is that doing to us?"<sup>3</sup> Although Rich did not use the terms climate fiction or global warming, which he considered to be clichés and terms that are overused, and as a result either do not affect people or they cause extremely opposite reactions, he still emphasized that the writer is not necessarily responsible "to write about global warming or geopolitics or economic despair [...] But I do feel that novelists should write about what these things do to the human heart — write about the modern condition, essentially."<sup>4</sup> In similar vein the author Robert Macfarlane in 2005, almost a decade before Rich, wrote in "Guardian": "Where are the novels, the plays, the poems, the songs, the libretti, of this massive contemporary anxiety? ... [A]n imaginative repertoire is urgently needed by which the causes and consequences of climate change can be debated, sensed, and communicated,"<sup>5</sup> emphasizing the need for creative art works, not just scientific ones, which would deal with environmental topics in order to influence the general public. Henceforth, the focus of our interest will be the emotional impact of climate fiction and how much it "touches human hearts" and offers opportunities for effective emotional and social changes in readers, commenting on the books *The Bees* and *Pod* by Laline Paull and their reception.

<sup>3</sup> <https://www.npr.org/transcripts/176713022> (accessed on January 13, 2024)

<sup>4</sup> Ibid.

<sup>5</sup> Cited from: <https://www.dissentmagazine.org/article/cli-fi-birth-of-a-genre/> (accessed on January 13, 2024)



At the beginning, we want to make a remark regarding the genre definition of Lalin Paull's novels. To date she has published three novels: *The Bees* (2014), *The Ice* (2017) and *Pod* (2022). But, in the interest of one of our main dilemma about whether the anthropomorphization of the non-human world in climate fiction novels contributes to a greater identification among readers and a greater degree of empathy and care, here we will focus only on the first and the last Paull's novels in which the main characters are non-human entities (the bees and cetaceans). Our caveat regarding the genre definition of Paull's novels refers mainly to their hybrid characteristics. Firstly, if we exclude *The Ice*, the other two novels can also be classified as contemporary fables or allegories, especially since in Paull's fictional world and her descriptions of the hierarchical organization of life in one beehive or cetacean pod, the author discusses themes, which we generally associate with human social organization such as: racism, class inequality, xenophobia, gender inequality, marginalization, psychological and physical violence towards the different, the powerless, etc., relativizing not only genre boundaries, for example between fables and climate fiction novels, but also the conventional perception and distinction of human and non-human species. Additionally, again with the exception of *The Ice*, Paull's novels *The Bees* and *Pod* cover a wide range of topics which include, but are not limited to, the climate change and the human factor in the general degradation of the natural world that seriously affects the survival of numerous animal and plant species. However, Paull's approach in these two novels is rather subtle and indirect, and one gets the impression that the topic of climate change is only the background of the narration, so we can problematize the categorization of her novels as purely cli-fi novels. Yet, bearing in mind the intentions of the author and her statement that: "I never meant to write a climate trilogy, but with my new novel *Pod*, I'm forced to acknowledge that I have,"<sup>6</sup> we will analyze Paull's novels (genre-wise) as cli-fi novels, although because of their fable elements we are more inclined to view them as hybrid speculative novels with a special focus on environmental and climate change issues.

In *The Bees*, Paull's debut-novel, the action takes place in a beehive, narrated through the prism of the bee Flora 717, a sanitation worker bee (a cast which is considered as the lowest and the most despised in the hive organization and hierarchy). However, through Flora's dedication, devotion and proactivity, she manages to moves ranks, learns all the secret power mechanisms at work in the functioning of the hive and ultimately changes it from within. Flora 717's transgressions would be both the doom of the hive and its salvation.

Similarly, in Paull's latest novel, *Pod*, the story centers on a female character, Ea, a spinner dolphin, who, like Flora 717, is different from the rest of her community. Ea, unlike all the other spinner dolphins, cannot hear the music of the ocean or spin, which is a basic feature of her species. On the contrary, she hears and feels the ocean differently and cannot participate or follow the rituals and blindly support the traditional way of life of her tribe, in which the other dolphins seem to be either "deaf" or consciously ignore the warning and disturbing sounds, signs and changes that keep occurring in their environment. This will result in Ea's gradual estrangement of her tribe and decision to leave it. As a cast-away dolphin she will go

<sup>6</sup><https://lithub.com/the-strangest-things-are-the-truest-laline-paull-on-channeling-a-dolphins-narrative-voice/>(accessed on January 13, 2024)

through many hardships and sufferings, both mental and physical violations, but thanks to hers, although very traumatic but transformative experience, she will contribute to the creation of a bridge between two different, previously hostile species of dolphins, and enable the survival of their species in the increasingly hostile and life-threatening environment of the ocean.

Many parallels can be drawn between these two novels by Paull, in their narrative techniques and style, but also in the author's approach to the non-human world and the application of anthropomorphization as a technique, which can contribute to a greater identification of the readers with the natural world and potentially to a greater emotional impact. The author herself explains that her novels, as incredible as they may seem, are actually largely based on real science. For instance Paull's impetus for *The Bees* derives from her entomological research and her fascinating discoveries about the functioning of an apiary, in which the annual massacres of the male drones really happen, or the princess-bees do seek each other and fight to the death to win the privilege to become queen-bees, and, although rarely, there is the phenomenon of a sterile female worker-bee that might spontaneously start forming eggs and because of that is hunted down by the other bees (a "fertility police") and killed as a result of their innate "programming" to protect the hierarchy and the rules of the hive where only the queen-bee can procreate etc.<sup>7</sup> On the other hand, the author got the inspiration for *Pod* after an unpleasant but enlightening experience in Mauritius, when she, like all the other tourists, was offered "a dawn swim with the dolphins", and realized that her presence, and that of all the other people, in the ocean is actually disturbing to the dolphins and affects their daily cycle of hunting, feeding and resting. After that experience, she did an extensive research about the marine world, about all the different types of marine life, their organization structures, habits etc. and wrote the novel *Pod*.

So, in her novels Lalin Paull relativizes the boundary between fiction and scientific truth and through the narration of the story from the perspective of non-human species, aims to encourage a greater degree of identification, affect and empathy in humans by erasing the boundaries between human and non-human world. She explains:

"When I write from an animal's point of view, as I did in *Pod* and in my biology-based and hive-set debut novel *The Bees*, I imagine myself into another form, as fully and physically and emotionally as I can. (...) We all need help regaining that part of ourselves that is capable of wonder and empathy and shame-free responses. We are only going to solve our extremely urgent environmental crisis if we allow ourselves to care, with all our hearts."<sup>8</sup>

In that spirit, Paull for the cetaceans in her novel *Pod* uses the term "people", and in *The Bees* she uses the personal pronouns he or she, instead of it for all the insects. Her choice of wording, terminology and narrative techniques, some find it appropriate towards reducing the gap that exists in the general perception between human and non-human species, and a step

<sup>7</sup> <https://gizmodo.com/how-laline-paull-brought-real-science-into-her-novel-th-1638719068> (accessed on January 13, 2024)

<sup>8</sup> <https://lithub.com/the-strangest-things-are-the-truest-laline-paull-on-channeling-a-dolphins-narrative-voice/> (accessed on January 13, 2024)

towards a more compassionate and equal relationship and care for all forms of life on the Planet. However, the general reception of Paull's novels and her empathetic and ecophilic approach, shows that her novels are for some an incentive and inspiration to start looking differently at the non-human world, while others find her approach irritating (especially in *Pod*), and believe that her novels should come with trigger warnings, that they do not stimulate eco-friendly and ecophilic reaction but, on the contrary, ecophobia and further estrangement and distancing from the natural world and the non-human species.

Both of Laline Paull's novels have been nominated for the prestigious Women's Prize for Fiction, and *Pod* has even been shortlisted for the 2023 Women's Prize for Fiction. However, despite the generally positive reaction from critics, especially for her debut novel *The Bees*, the reception of the novel *Pod* has been rather mixed. Judging by the comments on different internet platforms, on several book-blogs and other popular media platforms, which are although informal sources of information, they can still offer some insight into the general mood or tendencies in the reception of Paull's novel in the public, the reactions are ranging from exhilarating and sobering, emphasizing how many readers were personally moved by the fate of the main character Ea, to those who failed to finish the novel due to too disturbing and explicit episodes, or read the novel with a dominant feeling of irritation from the way the author portrays the underwater world with high degree of anthropomorphization and without distinguishing between human and non-human species.<sup>9</sup>

Such a spectrum of quite different reactions and reception to Paull's novels and her narrative technique from the perspective of non-human species and employing anthropomorphization, confirms what Jessica Murray warns against in her essay "Using Critical Animal Studies to Read Climate Change Fiction" : Literary Reflections and Provocations", that talking about animals, giving them a voice or talking from their perspective in a respectful and engaging way can be a very slippery and problematic model. Murray explains that a "much greater levels of nuance and complexity are demanded of us when we read representations of other animals through the lens of critical animal studies," however a "selected novels allow readings that reach far beyond simplistic, anthropocentric understandings of the more-than-human world" and can be both challenging and an opportunity that can shape our ways of being part of a world where the human animal is not the only one worthy of respect and care. (Murray 2022: 67)

In that aspect, the reception of Lalin Paull's novels show exactly the pitfalls, challenges, but also the opportunities that can appear by including the perspective of non-human species in fiction, both in the direction of positive empathetic reactions, but also in the direction of repulsion and additional distancing from nature and other non-human species. However, regardless of the nature of emotional reactions in the reception of Paull's works, they manage to cause an affective response in readers and an incentive to think about human behavior, its role, responsibility and impact on the entire planet.

<sup>9</sup> For further information: <https://www.youtube.com/watch?v=P5C4vCYg4LI>, <https://www.youtube.com/watch?v=3GKplOzzQaY>, <https://www.youtube.com/watch?v=MH5WahJikVI>, <https://www.youtube.com/watch?v=KqpKAubxzSQ> (accessed on January 13, 2024)

### 3. Conclusion

The central aim of this essay was to analyze the potentials of an essentially interdisciplinary approach of an Affective ecocriticism in climate fiction novels through the examples of the two novels by Laline Paull: *The Bees* (2014) and *Pod* (2022). One of the focuses of our interest was whether the application of the anthropomorphization of the inanimate and non-human world in Paull's works has affective potentials and can positively contribute to readers' identification with the narrative and as a result have corresponding affective reactions, which could lead to self-reflection and empathy towards the Others.

As we pointed out earlier, the application of the Affect theory and the analysis of affective reactions during the reception of certain literary and artistic works, in our case climate fiction novels, is problematic by a number of parameters. Not only because affects and their emotional manifestations are difficult to measure as an unstable and relative category (if they are a measurable category at all), but also because this interdisciplinary approach is still insufficiently empirically researched and confirmed. One of the few empirical studies that specifically researched the effect of reading climate fiction on its readers is the study by Schneider-Mayerson et al. "Environmental Literature as Persuasion: An Experimental Test of the Effects of Reading Climate Fiction". This is a fairly innovative and carefully designed study, which aims to investigate whether reading climate fiction can contribute to changing readers' attitudes and behavior regarding the issue of climate change and to "engage people in novel and persuasive ways" (Schneider-Mayerson et al. 2023: 36).

The authors of the study base their research on the conviction of part of the environmentalists and scholars of environmental psychology that literature and other artistic forms can play a key role in people's beliefs and behavior, to the extent that they can encourage a critical attitude towards the current social structures and can lead towards change of the general cultural and moral norms in the direction of more ethical and equal treatment of all human and non-human world. However, the results of this research show that reading climate fiction has a small but important positive effect on several beliefs and attitudes towards climate change among readers immediately after reading cli-fi works, but these effects diminish to statistical non-significance after a one-month interval.

These findings, combined with the fact that the percentage of people who are disengaged or deny the negative role of people in the global climate change processes is not reducing, can sound quite discouraging. Nonetheless, the authors in their concluding remarks point out that:

“[T]he effects of a single exposure in an artificial setting may represent a lower bound of the real-world effects. Reading climate fiction in the real world often involves multiple exposures and longer narratives, which may result in larger and longer-lasting impacts. [...] There are many existing works of climate fiction and non-fiction storytelling that could be used in diverse media and contexts. This study also finds that the effects of these stories are often explained (at least in part) by felt transportation into the story and sometimes by felt identification with the characters. Thus, a practical recommendation for strategic communicators is to seek to maximize these two experiences when making decisions about message format, style, and content. (2023: 47)

With these insights in mind, then Laline Paull's novels, her narrative techniques and experimentation with anthropomorphizing and giving voice to non-human species while portraying the negative changes that are taking place on both micro and macro level on our planet, are more than needed and welcome. Irrespective of the fact that the reception of Paull's novels ranges from one extreme to another, from reactions that encourage ecophilia to ecophobia or eco-irritation among readers, it is important to note that her work still manages to stimulate an affective response and interest in the ecological state of our planet and to raise debates. With more such eco-conscious works, with different formats, styles and approaches, perhaps the cumulative effect can lead to real social changes, civic actions and policies in the direction of preserving the planet and more ethical norms and care for all the different forms of human and non-human life.

## REFERENCES

- Ahern, S. (Ed.) (2019). *Affect Theory and Literary Critical Practice A Feel for the Text*. Cham: Palgrave Macmillan.
- Alacovska, Ana & Holt, Macon. (2023). "The intertwining of speculative fictions and environmental activism: Towards a sensory sociology of climate fiction. *The Sociological Review*, 2023, Vol. 71(5) 1095–1114. DOI: 10.1177/00380261231152732.
- Bladow, Kyle & Ladino, Jennifer (Eds.) (2018). *Affective Ecocriticism Emotion, Embodiment, Environment*. University of Nebraska Press.
- Castree, Noel. (2022). "The Anthropocene and the geography of everything: can we learn how to think and act well in the 'age of humans'?", *Scottish Geographical Journal*, 138:1-2, 190-196, DOI: 10.1080/14702541.2022.2100923.
- Clark, Timothy. (2015). *Ecocriticism on the Edge The Anthropocene as a Threshold Concept*. Bloomsbury: Bloomsbury Academic.
- Cole, Matthew Benjamin. (2022). "At the heart of human politics': agency and responsibility in the contemporary climate novel", *Environmental Politics*, 31:1, 132-151, DOI: 10.1080/09644016.2021.1902699.
- Garrard, Greg. (2004). *Ecocriticism -The New Critical Idiom*. New York and London: Routledge.
- Massumi, B. (2015). *The Politics of Affect*. Cambridge: Polity Press.
- Milner, Andrew & Burgmann, J.R. (2020). *Science Fiction and Climate Change A Sociological Approach*. Liverpool: Liverpool University Press.
- Paull, Laline. (2014). *The Bees*. New York: Harper Collins Publishers Inc.
- Paull, Laline. (2022). *Pod*. London: Corsair, Little Brown Book Group.
- Schneider-Mayerson, Matthew & Gustafson, Abel & Leiserowitz, Anthon, Goldberg, Matthew H. & Rosenthal, Seth A. & Ballew, Matthew. (2023). "Environmental Literature as Persuasion: An Experimental Test of the Effects of Reading Climate Fiction, *Environmental Communication*, 17:1, 35-50, DOI: 10.1080/17524032.2020.1814377.
- Tiffin, Helen & Huggan, Graham. (2010). *Postcolonial Ecocriticism - Literature, Animals, Environment*. New York and London: Routledge.
- Wilson-Scott, Joanna. (2021). "Accommodating the Anthropocene: the home as a site of ecological significance in climate fiction", *Green Letters*, 25:1, 7-16, DOI: 10.1080/14688417.2021.1886968.

# CULTURAL DYNAMICS IN GEORGIAN PRIVATE UNIVERSITIES: EXPLORING COMMUNICATION AND EMOTIONAL INTELLIGENCE

**Prof. Dr. Lamara Kadagidze, PhD**

Grigol Robakidze University, School of Humanities and Social Sciences, Tbilisi, Georgia

ORCID ID: <https://orcid.org/0000-0002-9625-4384>

## ABSTRACT

**Introduction:** On a global scale, universities engage in internationalization and cultural diversity initiatives, incorporating academic and scientific partnerships, exchange programs, dual grants, and other various projects. **Urgency:** While academic publications, articles, and reports authored by faculty members or administrators often detail internationalization strategies, collaborations with international institutions, and efforts to promote cultural diversity, there is a noticeable gap in addressing the urgency to educate students and staff about cultural and emotional intelligence – crucial elements for meaningful and insightful communication. Additionally, the dynamics in educational environments are constantly evolving, influenced by cultural shifts, technological advancements, and changes in societal expectations. **Purpose:** The present research investigates the complex interaction of cultural dynamics on communication and emotional intelligence within the context of several private universities in Georgia. Focused on East-West University, New Vision University, Caucasus University, and Grigol Robakidze University, the study explores the unique challenges and opportunities emerging from cultural diversity within these institutions. As internationalization becomes increasingly pronounced in Georgian higher education, the research examines the impact on communication dynamics, emotional intelligence, and teaching practices within the private university setting. **Methods:** The study employed a mixed-methods approach, combining in-depth interviews and surveys, to capture insights from over 200 students, faculty, and administrators of the mentioned universities. This dual methodology facilitates a comprehensive exploration of personal experiences, observations, and perceptions related to cultural dynamics and emotional intelligence within the university setting. All aspects of this research adhered to ethical standards to ensure the well-being, autonomy, and confidentiality of the participants. The survey tools explicitly communicated the commitment to respecting participants' cultural specificities without imposing stereotypes. Prior informed consent was obtained from all participants, emphasizing the importance of their privacy throughout the research process. These ethical considerations were consistently maintained to uphold the integrity and ethicality of the study. **Results:** The study offers critical insights into the global perspectives shaping the academic environment of these institutions and provides practical recommendations for fostering inclusive and culturally intelligent learning experiences based on the respondents who highlighted instances of cultural miscommunication, shared personal observations of cultural differences affecting emotional expression, and emphasized the impact of cultural distinctions on emotional intelligence development. **Limitations:** While the study offers valuable insights, it acknowledges certain limitations, including the focus on private universities and the potential influence of cultural biases in self-reported data. **Discussion:** The findings underscore the significance of understanding and navigating cultural differences within university settings. Participants highlighted the need for cultural competence training, active listening, and

empathy to address challenges arising from diverse cultural backgrounds. Cultural differences were found to influence teaching and learning approaches, calling for inclusive teaching methods that accommodate various learning styles. Moreover, respondents emphasized the importance of support systems, such as multicultural student organizations and diversity offices, in fostering an inclusive environment. **Conclusion:** The identified challenges and opportunities present a foundation for implementing targeted interventions. By embracing diversity, promoting cultural competence, and adapting teaching approaches, these institutions can create more inclusive and enriching educational experiences. The study advocates for ongoing efforts to integrate global perspectives, fostering a learning environment that prepares students for the complexities of our interconnected world.

**Key Words:** Cultural Dynamics, Georgian Private Universities, Communication, Emotional Intelligence, Internationalization, Cultural Diversity, Higher education

## **I. Introduction**

In today's rapidly evolving higher education landscape, the dynamics of cultural diversity, communication, and emotional intelligence play pivotal roles in shaping the experiences of students, educators, and administrators. Universities worldwide are actively engaged in internationalization and cultural diversity initiatives, fostering collaboration with institutions across the globe and welcoming a diverse student body. Despite these efforts, there exists a noticeable gap in addressing the urgent need to educate students and staff about cultural and emotional intelligence – fundamental elements for meaningful and insightful communication. As universities strive for internationalization and cultural exchange, understanding and navigating the complexities of cultural dynamics within educational environments have become imperative. Amidst this globalization of education, the need to address cultural differences and promote effective communication and emotional intelligence has gained prominence.

The rationale for studying cultural dynamics, communication, and emotional intelligence in higher educational contexts stems from their profound impact on the quality of educational experiences and outcomes. As students and educators engage in cross-cultural interactions within university settings, they encounter numerous challenges and opportunities that shape their academic journeys. Understanding how cultural backgrounds influence communication styles, emotional expression, and interpersonal relationships is essential for cultivating inclusive and supportive learning environments.

Moreover, the ability to handle cultural differences and develop emotional intelligence is increasingly recognized as crucial skills for success in today's interconnected world. By examining the coordination between cultural dynamics, communication, and emotional intelligence within higher education, this research aims to shed light on strategies for enhancing cultural competence and fostering effective communication among diverse stakeholders.

The increasing number of international programs in Georgian higher education, particularly in fields like medical education, pharmacy, and nursing, suggests a unique and evolving landscape that underscores the urgency of several considerations:

1. *Cultural Diversity and Communication Challenges:* With a growing number of international students from diverse cultural backgrounds, there is an increased need to understand and manage cultural differences in educational settings. This could significantly impact communication dynamics between students, educators, and the broader academic community.
2. *Emotional Intelligence in Cross-Cultural Contexts:* Exploring the impact of cultural dynamics on emotional intelligence becomes particularly relevant in an environment where students from various countries are pursuing education. Emotional intelligence is crucial for effective communication, collaboration, and overall well-being in diverse academic settings.
3. *Educational Policies and Practices:* The influx of international students may necessitate changes in educational policies and practices to accommodate diverse needs. The research aims to shed light on how institutions are adapting and what strategies they are employing to enhance cultural understanding and communication.
4. *Global Perspectives in Education:* The fact that students are choosing Georgia for its cost-effective and attractive education system underscores the global nature of higher education. Understanding how this global perspective influences communication and emotional intelligence could provide valuable insights for fostering inclusive and culturally intelligent learning environments within Georgian private universities.

The present research investigates the complex interaction of cultural dynamics on communication and emotional intelligence within the context of several private universities in Georgia, namely East-West University, New Vision University, Caucasus University, and Grigol Robakidze University. As internationalization becomes increasingly pronounced in Georgian higher education, the research aims to examine the impact on communication dynamics, emotional intelligence, and teaching practices within the private university setting. Thus, the research objectives are twofold: firstly, to explore the complex interaction of cultural dynamics on communication and emotional intelligence within Georgian private universities; and secondly, to provide practical insights and recommendations for promoting inclusive and culturally intelligent learning experiences in higher education settings. By addressing these objectives, the study seeks to contribute valuable insights to the field of higher education research and inform educational practices that embrace diversity and foster intercultural understanding.

## II. Literature Review

A wealth of research exists on the intersection of cultural dynamics, communication, and emotional intelligence within higher education contexts. Studies have explored the influence of cultural diversity on communication patterns and effectiveness in classrooms, highlighting the importance of cultural competence for educators and students alike (Hall, 1976; Hofstede, 1984). Additionally, research has examined the role of emotional intelligence in academic success, demonstrating its significance in fostering positive relationships, resolving conflicts, and promoting well-being among students and educators (Mayer & Salovey, 1997; Brackett & Katulak, 2006; Kadagidze, L., 2017).

Several theories and concepts underpin our understanding of cultural diversity and communication in higher education. The concept of cultural intelligence (CQ), proposed by Earley and Ang (2003), emphasizes the ability to adapt and interact effectively across different cultural contexts. Similarly, the cultural dimensions theory developed by Hofstede (1984) provides insights into how cultural values influence communication styles and preferences. These theories, along with concepts such as intercultural sensitivity (Bennett,



1993) and cultural competence (Cross et al., 1989), inform strategies for promoting inclusive and effective communication in diverse higher education classrooms.

Emotional intelligence (EI) has emerged as a crucial factor in navigating the complexities of higher education settings. Research suggests that individuals with higher levels of EI demonstrate greater resilience, empathy, and interpersonal skills, contributing to their academic and personal success (Brackett et al., 2011; Petrides & Furnham, 2001). Within the context of higher education, educators with high EI are better equipped to manage classroom dynamics, support student well-being, and facilitate meaningful learning experiences (Parker et al., 2004; Brackett & Rivers, 2014). Moreover, fostering emotional intelligence among students has been linked to improved academic performance, retention rates, and overall satisfaction with the learning environment (Pau et al., 2002; Salovey et al., 1999; Kadagidze, 2017).

While existing literature provides valuable insights into cultural dynamics, communication, and emotional intelligence within higher education, there are significant gaps in understanding these concepts within the specific context of Georgian private universities. This research focuses on cultural dynamics, communication, and emotional intelligence within Georgian private universities, providing insights into a specific institutional context that may be overlooked in broader studies. This fills a gap in the literature by offering a localized perspective on these issues within a distinct cultural and educational setting.

The interview questions explore specific experiences and observations related to cultural miscommunication, the impact of cultural differences on emotional expression, and the development of emotional intelligence within university settings. By gathering qualitative data through interviews, the research offers insights into the complexities of cultural dynamics that may not be captured by quantitative surveys alone.

The survey questions complement the qualitative data by quantitatively assessing perceptions of cultural differences, their impact on emotional expression and communication, and the effectiveness of existing support systems within the university. This mixed-methods approach allows for a comprehensive exploration of the research questions and enhances the validity and reliability of the findings.

Both the interview and survey questions address the integration of global perspectives in learning experiences within the university. This aligns with the broader trend of globalization in higher education and fills a gap in the literature by examining how global influences shape communication and emotional intelligence within a specific cultural context.

The research explores participants' perceptions of the effectiveness of existing support systems for addressing cultural differences within the university. By identifying gaps in support and preferences for initiatives to enhance cross-cultural understanding, the research provides actionable recommendations for promoting inclusivity and cultural competence within higher education settings.

In a summary, the research fills existing gaps in the literature by providing localized insights into cultural dynamics, communication, and emotional intelligence within Georgian private universities, employing a mixed-methods approach to capture both qualitative experiences and quantitative perceptions, and identifying specific support needs and preferences for addressing cultural differences within higher education.

### **III. Research Questions**

The following research questions have been formulated to guide the study, focusing on the complex interaction of cultural dynamics on communication and emotional intelligence within Georgian private universities:

1. How do cultural dynamics influence communication and emotional intelligence within the context of several private universities in Georgia?
2. What are the unique challenges and opportunities emerging from cultural diversity within East-West University, New Vision University, Caucasus University, and Grigol Robakidze University?
3. How does internationalization impact communication dynamics, emotional intelligence, and teaching practices within the private university setting in Georgia?

These research questions aim to explore the multifaceted aspects of cultural dynamics, communication patterns, and emotional intelligence within the higher education landscape of Georgia. By addressing these questions, the study seeks to provide comprehensive insights into the educational experiences and outcomes within the selected institutions, thereby contributing to the development of inclusive and culturally intelligent learning environments.

#### **IV. Methodology**

The research employed a mixed-methods approach to comprehensively explore cultural dynamics, communication patterns, and emotional intelligence within Georgian private universities. This approach allowed for a multifaceted investigation, combining qualitative insights from in-depth interviews with quantitative data collected through surveys. The study aimed to provide a holistic understanding of the research topic and address the complexity of the phenomena under investigation.

Georgian private universities were selected as the focus of the study due to their unique position within the higher education landscape. These institutions represent a diverse array of academic programs, student demographics, and organizational cultures, making them ideal settings for examining the interplay of cultural dynamics, communication, and emotional intelligence. Additionally, the researcher's affiliation with these universities facilitated access to participants and data collection.

Data collection methods included in-depth interviews and surveys, which were designed to capture both qualitative experiences and quantitative perceptions related to cultural dynamics, communication patterns, and emotional intelligence within the university settings. The researcher solicited participation from students, faculty, and administrators through personal networks and referrals, inviting individuals who could provide diverse perspectives on the research topics.

The research prioritized ethical considerations to ensure the well-being, autonomy, and confidentiality of the participants. Informed consent was obtained directly from the participants, emphasizing the importance of respecting their cultural specificities, privacy, and confidentiality. Participants were assured that their responses would be customized based on the research goals and objectives and that their participation was voluntary. Ethical approval was not obtained from an institutional review board, as the research involved direct engagement with participants rather than institutional oversight.

The content analysis approach was employed to analyze the qualitative data collected from the in-depth interviews. Systematical coding and categorization of the interview transcripts identified recurring themes, patterns, and relationships within the data. The iterative analysis involved multiple stages of coding and interpretation to ensure rigor and trustworthiness of the findings.

While the study offers valuable insights, it acknowledges certain *limitations*, including the focus on several private universities and the potential influence of cultural biases in self-reported data. Additionally, the researcher's affiliation with the selected universities may introduce bias in the data collection process. Therefore, the findings were interpreted within

the context of these limitations and exercised caution when generalizing the results to other settings or populations.

## **V. Results:**

### **Presentation and Analysis of Primary Findings**

216 survey participants, provided valuable insights into the impact of cultural differences on emotional expression, communication, and overall learning experiences within higher education. A comprehensive analysis of the interview and survey results include:

- 1. Communication Challenges and Strategies:** Some respondents assumed that open and honest conversations about cultural backgrounds, beliefs, and communication styles were essential in resolving communication challenges. This indicates the importance of addressing cultural differences directly and fostering understanding among team members. Likewise, many participants highlighted the need for active listening and compromise to overcome communication barriers. They emphasized the importance of patiently listening to each other's perspectives and clarifying any misunderstandings that arise. Language differences were cited as a significant factor contributing to communication challenges. Some respondents mentioned difficulties in understanding English, which affected their ability to communicate effectively with others. Cultural nuances, such as differences in tone, volume, speed of speech, and communication norms, were identified as contributing factors to miscommunication. Understanding and respecting these cultural differences were seen as essential for creating a more inclusive academic environment. Many respondents mentioned that group discussions or meetings were instrumental in resolving communication challenges. These discussions provided an opportunity for team members to openly address issues, share perspectives, and find common ground for effective communication. Additionally, active listening and empathy were highlighted as essential skills for navigating cultural differences. The surveyed individuals claim that understanding others' viewpoints and emotions, considering cultural backgrounds, and showing empathy contribute to effective communication and bridge cultural gaps.
- 2. Cultural Influence on Emotional Expression:** Participants acknowledge that cultural differences influence how emotions are expressed and communicated. Some cultures may encourage more direct and open expression of emotions, while others may value restraint or indirect communication styles. Many respondents highlight the potential for misunderstandings and misinterpretations to arise due to cultural differences in emotional expression and communication. These misunderstandings can lead to conflicts or tension within the university environment. Participants recognize that cultural differences significantly influence how emotions are perceived, expressed, and regulated. Cultural norms and values shape individuals' attitudes towards emotional expression, with some cultures encouraging openness and expressiveness, while others prioritize restraint and control. Cultural differences also impact how emotions are perceived and interpreted among individuals from different cultural backgrounds. Variations in facial expressions, tone of voice, and body language may lead to potential misinterpretations or misunderstandings, affecting the development of empathy and the ability to accurately recognize and respond to others' emotions. Respondents highlight the importance of creating inclusive and culturally sensitive environments to foster the development of emotional intelligence in university settings. This involves promoting awareness and understanding of different cultural perspectives on emotions, providing opportunities for cross-cultural interactions and dialogue, and incorporating culturally relevant approaches to emotional intelligence training and

education. Participants emphasize that it is essential to recognize and respect cultural differences in emotional expression to enhance emotional intelligence and build stronger connections with people from diverse backgrounds. By embracing diversity and learning from each other's unique perspectives, individuals can develop a more inclusive understanding of emotional expression and communication. Respondents also suggest that integrating global perspectives encourages critical thinking and problem-solving skills to analyze complex global issues and propose innovative solutions and that this way students are challenged to consider different viewpoints and approaches to global challenges.

- 3. Creating Inclusive Environments:** Several participants emphasized the importance of awareness and empathy in bridging the gap in emotional communication. They imply that by actively listening, being empathetic, and respecting cultural differences, individuals can foster better understanding and connection with people from diverse cultural backgrounds. Respondents stressed the significance of cultural sensitivity and communication skills in handling cultural differences within the university setting. They propose that building bridges in emotional communication requires effort, patience, and a willingness to learn from one another. Participants highlight the importance of creating an inclusive environment where all voices are heard and respected, regardless of cultural backgrounds. By recognizing and respecting these differences, universities can foster a more understanding and supportive academic community. Participants emphasize the importance of recognizing and understanding cultural differences to manage emotional expression and communication effectively. Understanding different cultural norms, values, and communication styles helps in appreciating diverse perspectives. Creating a safe and inclusive space where students feel comfortable expressing themselves is crucial. Encouraging open dialogue, respecting diverse perspectives, and fostering an environment that respects and appreciates different cultures promote effective communication and understanding.
- 4. Support Systems and Resources:** Participants acknowledge that cultural differences influence how emotions are expressed and manifested in academic contexts. Some students may be more reserved or hesitant to express their opinions openly, while others may be more vocal and assertive. Cultural differences in emotional expression can impact class discussions and group projects. For example, some students may hesitate to challenge professors' ideas directly, while others may engage in lively debates. Similarly, in group projects, differences in emotional expression can affect collaboration, with some students preferring a more collaborative approach and others being more individualistic. Participants note the importance of the university environment in accommodating and addressing cultural differences in emotional expression. Professors can play a crucial role in encouraging participation from all students and creating inclusive environments where diverse perspectives are welcomed and valued. Cultural norms regarding body language and nonverbal cues also influence emotional expression in academic contexts. Differences in gestures, facial expressions, and tone of voice can impact how emotions are perceived and interpreted among students from different cultural backgrounds. Some participants mention the urgency and importance of cultural sensitivity workshops organized by universities. These workshops cover topics such as cultural communication styles, non-verbal cues, and conflict resolution approaches in different cultures, providing practical strategies for effective cross-cultural communication. They express a desire for more similar events to challenge themselves to achieve better outcomes.
- 5. Teaching/Learning Approaches:** Participants recognize that cultural differences can lead to varied learning styles, communication preferences, and attitudes toward authority. They understand that some cultures may value memorization and rote learning, while others

prioritize critical thinking and active participation. This diversity influences how educators approach teaching and design their curriculum. Respondents believe effective educators acknowledge and incorporate cultural diversity into their teaching methods; they employ inclusive teaching methods, such as using diverse examples and fostering collaborative learning environments, to accommodate different cultural backgrounds and enhance overall learning experiences. It is essential for educators to be aware of cultural differences and adapt their teaching methods accordingly. This involves recognizing the unique educational values, learning styles, and expectations of students from diverse cultural backgrounds and adjusting teaching approaches to create an inclusive learning environment. Different cultures have distinct communication styles, which impact how instructors deliver lectures and interact with students. Thus, participants assert that instructors need to be mindful of these differences to effectively engage students from diverse cultural backgrounds and ensure effective communication in the classroom.

6. **Cultural Competence Training:** Some cultures place a strong emphasis on hierarchy and respect for authority, which may influence the dynamics between students and professors. Educators should be aware of these cultural nuances and strive to create an inclusive learning environment that respects and values diverse cultural perspectives. Participants recognize the importance of providing cultural competence training for faculty and staff to increase awareness and understanding of diverse cultures. This training promotes effective communication, sensitivity, and inclusivity in the classroom and on campus. Dedicated offices or departments focused on diversity and inclusion provide valuable resources and support for students and faculty from diverse backgrounds. These offices offer workshops, counseling services, and educational programs to foster a more inclusive campus environment.
7. **Integration of Global Perspectives:** Supporting multicultural student organizations creates spaces for students to connect, share experiences, and celebrate their cultural backgrounds. These organizations also host events and activities that promote cross-cultural understanding and dialogue among students. Organizing intercultural workshops and events facilitates dialogue and understanding among students and faculty. These activities provide opportunities for cross-cultural learning, sharing perspectives, and building relationships. Incorporating diverse perspectives and cultural content into the curriculum enhances inclusivity in the classroom. Adapting teaching methods to accommodate different learning styles and cultural backgrounds promotes student engagement and success. Providing dedicated services and resources for international students, such as orientation programs, academic advising, and assistance with visa and immigration processes, supports their successful transition and integration into the university community. Establishing mentorship programs and offering counseling services sensitive to the unique challenges and experiences of students from different cultural backgrounds provide essential support for their emotional and academic well-being.
8. **Effective Support Systems:** Many universities have a diverse student body from various countries and cultural backgrounds. This diversity enriches the learning environment by bringing different perspectives and experiences to the classroom. Professors often incorporate global examples, case studies, and guest speakers from different parts of the world into their lectures. This provides students with a broader understanding of the subject matter and exposes them to different cultural contexts. Universities offer study abroad programs and international exchange opportunities that allow students to immerse themselves in different cultures and gain firsthand global experiences. These programs help students develop a more

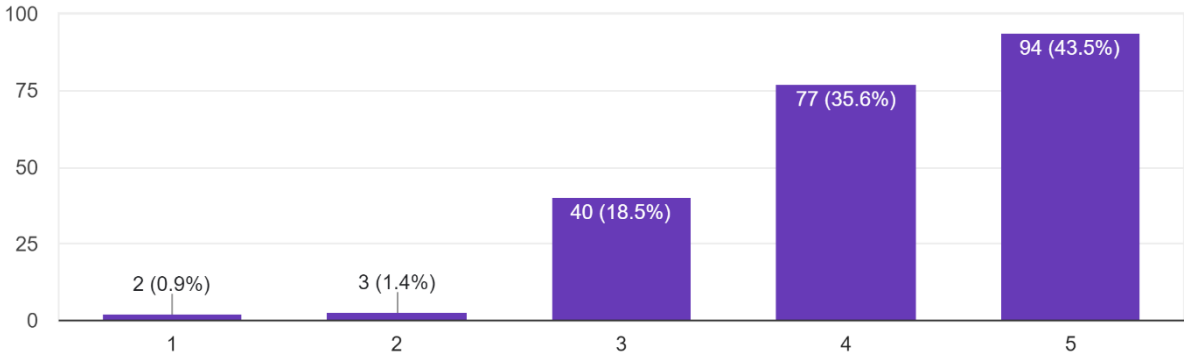
global mindset and appreciation for cultural diversity. Universities host events and cultural festivals where students have the opportunity to showcase their traditions, food, and performances. These events promote cross-cultural understanding and appreciation among students.

**Survey Analysis**

**General Perception:** When asked to rate the extent to which participants believe cultural differences impact emotional expression and communication within university settings on a scale of 1 to 5, the majority of respondents (79.1%) chose the higher end of the scale (4 or 5), indicating a strong belief in the significant influence of cultural differences in this context (See Figure 1.).

**Figure 1.**

General Perception: On a scale of 1 to 5, how much do you believe that cultural differences impact emotional expression and communication within university settings?  
216 responses

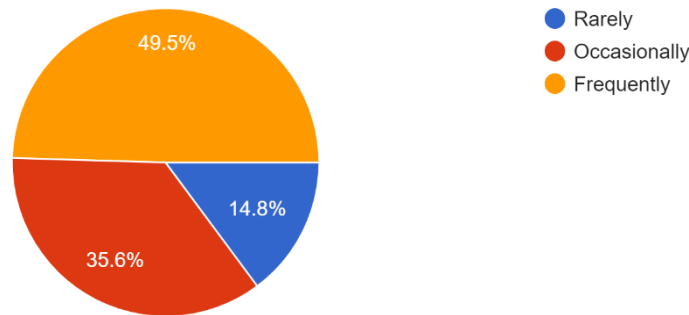


**Frequency of Cultural Differences:** Regarding the frequency of encountering cultural differences in emotional expression and communication, the survey revealed that nearly half of the respondents (49.5%) reported encountering such differences frequently, while 35.6% indicated encountering them occasionally, suggesting that cultural disparities are a common occurrence in university environments (See Figure 2.).

**Figure 2.**

Frequency of Cultural Differences: How frequently do you encounter cultural differences in emotional expression and communication within your university experiences?

216 responses

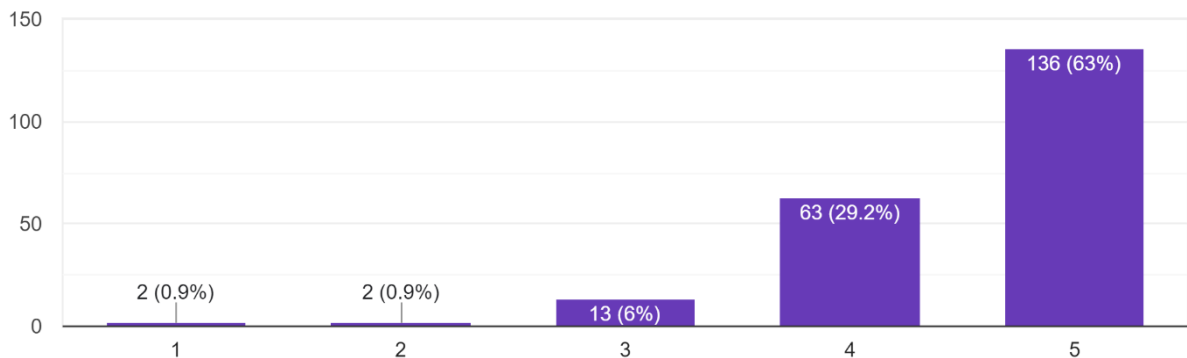


**Impact on Emotional Intelligence:** A significant majority of respondents (92.2%) either agreed or strongly agreed with the statement that cultural background can impact the development and expression of emotional intelligence within higher education settings. This underscores the recognition among students of the profound effect of cultural diversity on emotional intelligence development (See Figure 3.)

**Figure 3.**

Impact on Emotional Intelligence: On a scale of 1 to 5, how strongly do you agree or disagree with the statement: "Cultural background can impact the ...al intelligence within higher education settings"?

216 responses

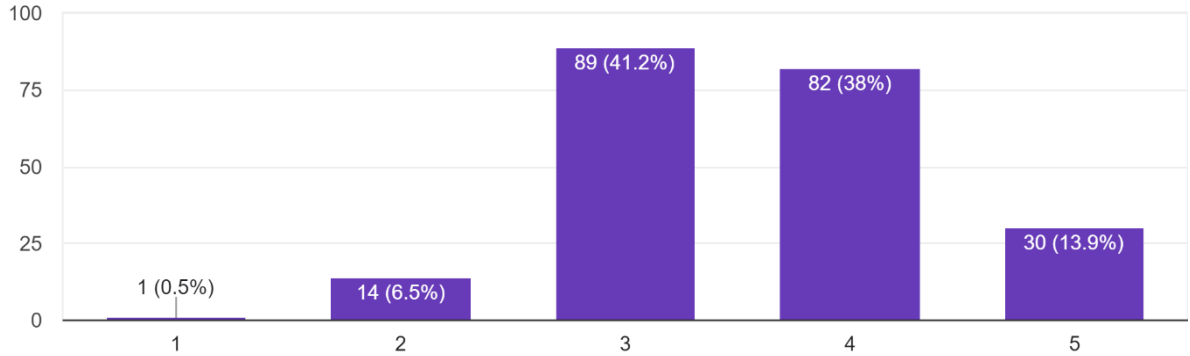


**Inclusive Learning Environment:** While a notable portion of respondents (41.2%) considered the learning environment somewhat inclusive, there was also a considerable percentage (38%) who found it inclusive. However, only a minority (13.9%) perceived the environment as very inclusive, indicating room for improvement in accommodating diverse cultural backgrounds within the educational setting (See Figure 4.).

**Figure 4.**

Inclusive Learning Environment: On a scale of 1 to 5, how inclusive do you find the learning environment in higher education in terms of accommodating diverse cultural backgrounds?

216 responses

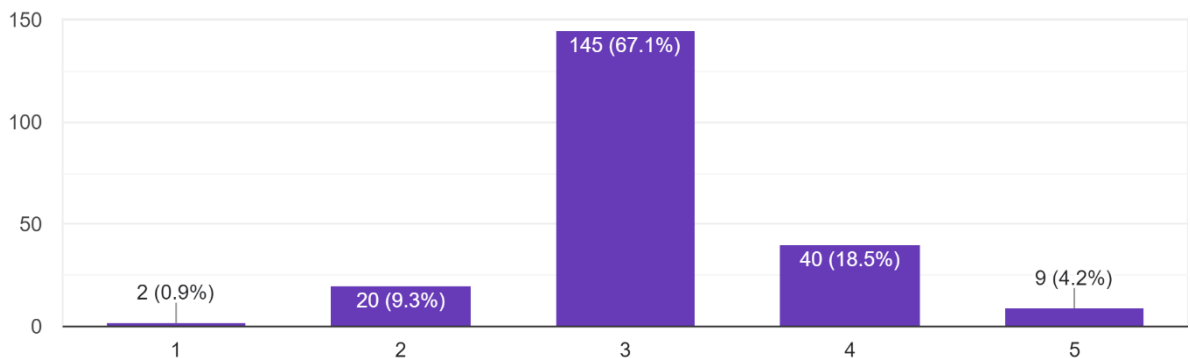


**Effectiveness of Support Systems:** In evaluating the effectiveness of existing support systems in addressing cultural differences, the survey results were mixed. While a majority of respondents (67.1%) found the support systems somewhat effective, a significant percentage (9.3%) deemed them not effective. Only a small fraction (4.2%) considered them very effective, suggesting the need for enhanced support mechanisms (See Figure 5.).

**Figure 5.**

Effectiveness of Support Systems: How effective do you think the existing support systems are in addressing cultural differences within your university experience?

216 responses



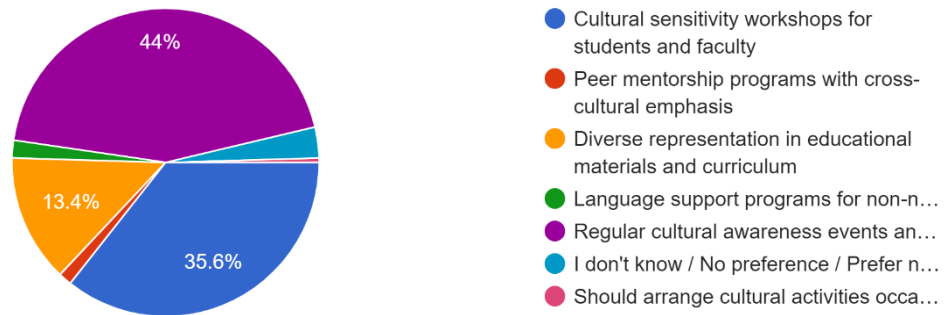
**Preferred Support Initiatives:** When asked about preferred support initiatives to enhance cross-cultural understanding within university education, the majority of respondents (44%) favored regular cultural awareness events and discussions, followed by cultural sensitivity workshops for students and faculty (35.6%). This highlights a strong preference for proactive measures aimed at fostering cultural understanding and inclusivity (Figure 6.).



**Figure 6.**

Preferred Support Initiatives: What kind of support initiatives or programs would you prefer to see implemented to enhance cross-cultural understanding within university education?

216 responses

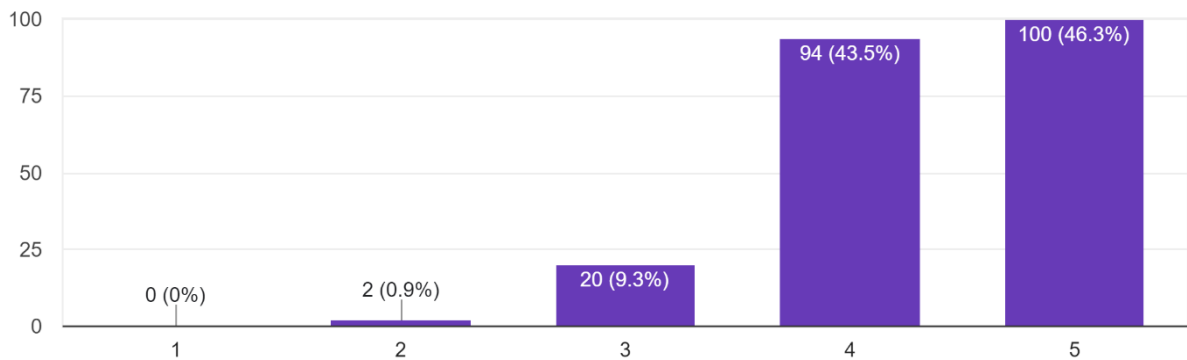


**Technology and Global Influences:** Respondents overwhelmingly acknowledged the significant role of technology and global influences in shaping communication and emotional intelligence within university settings. A substantial majority (89.8%) rated the extent of influence as significant (4 or 5 on a scale of 1 to 5), indicating the pervasive impact of technology and globalization on educational dynamics (See Figure 7.).

**Figure 7.**

Technology and Global Influences: To what extent do you think technology and global influences shape communication and emotional intelligence in your university? (Scale: Minimally - Significantly)

216 responses

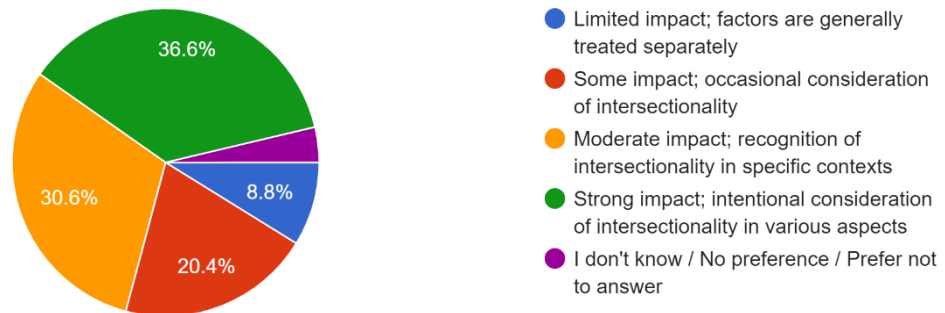


**Intersectionality and Cultural Differences:** Regarding the intersectionality of factors such as gender, age, or socioeconomic status with cultural differences in university education, a considerable percentage of respondents (67.2%) recognized a moderate to strong impact, with intentional consideration of intersectionality in various aspects of university education. This underscores the importance of acknowledging and addressing multiple dimensions of diversity in educational practices (See Figure 8.).

**Figure 8.**

Intersectionality and Cultural Differences: How do you perceive the intersectionality of factors such as gender, age, or socioeconomic status intersecting with cultural differences in university education?

216 responses



The survey findings provide valuable insights into the nuanced interplay between cultural differences and various facets of university education. They underscore the need for proactive measures to promote cross-cultural understanding, inclusivity, and support within higher education settings. By leveraging these insights, universities can create more culturally responsive and enriching learning environments that empower students from diverse backgrounds to thrive and succeed.

### Findings Interpreted

The interview insights, combined with survey findings, reveal a comprehensive understanding of the impact of cultural dynamics on communication and emotional intelligence in higher education settings.

**Cultural Miscommunication:** Cultural miscommunication in university settings is not uncommon, often arising from differences in language, communication styles, and cultural norms. However, these challenges can be effectively addressed through open dialogue and mutual understanding. For instance, when faced with communication barriers due to cultural differences in a group project, students took proactive steps to engage in open and honest conversations about their cultural backgrounds, beliefs, and communication styles. By actively listening, clarifying misunderstandings, and fostering patience and compromise, they successfully completed the project and even forged meaningful friendships. Additionally, universities play a crucial role in mitigating cultural miscommunication by providing resources such as language courses and promoting cultural awareness among students and faculty.

**Impact of Cultural Differences:** Cultural differences significantly influence emotional expression and communication in university settings. Students may vary in their willingness to express emotions openly, influenced by cultural norms and values. These differences can sometimes lead to misunderstandings, highlighting the importance of empathy, active listening, and respect for diverse perspectives. By fostering an environment of cultural sensitivity and promoting understanding among students, universities can bridge the communication gap and create a more inclusive academic environment.

**Personal Observations:** Observing and experiencing cultural differences in emotional expression within the university is common, particularly in academic contexts. Differences in

communication styles and comfort levels with emotional expression may manifest during class discussions or group projects. However, by fostering open dialogue, encouraging participation from all students, and creating a supportive learning environment, universities can address these differences and promote cross-cultural understanding among students.

**Emotional Intelligence Development:** Cultural differences play a significant role in the development and expression of emotional intelligence in university settings. Understanding and managing emotions, as well as empathizing with others, are essential components of emotional intelligence. Cultural norms and values shape how emotions are perceived and expressed, highlighting the importance of cultural sensitivity and awareness. Universities can support the development of emotional intelligence by providing cultural competence training, fostering inclusive environments, and promoting cross-cultural interactions among students.

**Managing Cultural Differences:** Navigating and addressing cultural differences in emotional expression and communication within university environments requires awareness, empathy, and open-mindedness. By recognizing and respecting cultural diversity, actively listening to others' perspectives, and creating inclusive spaces for dialogue, students and faculty can bridge cultural gaps and foster mutual understanding.

**Teaching/Learning Approaches:** Cultural differences significantly influence teaching and learning approaches in university settings. Different cultures have unique educational values, learning styles, and expectations, which can impact classroom dynamics and instructional methods. Effective educators acknowledge and incorporate cultural diversity, employing inclusive teaching methods and diverse examples to accommodate different learning styles and cultural backgrounds.

**Support Systems:** Essential support systems and resources for addressing cultural differences in university education include cultural sensitivity training, multicultural student organizations, international student support services, intercultural workshops, and inclusive curriculum adaptations. By providing these resources, universities can create a supportive and inclusive environment where cultural differences are celebrated and valued.

**Global Perspectives in Learning:** The integration of global perspectives in the learning experience within universities is highly valued and actively pursued. Universities leverage diverse student populations, incorporate global examples and case studies into curriculum, offer study abroad programs and international exchange opportunities, host cultural events and festivals, and encourage critical thinking about global issues. By integrating global perspectives, universities prepare students to thrive in a globalized world and foster a more inclusive learning environment.

**General Perception:** A significant majority of survey respondents (79.1%) believe that cultural differences strongly impact emotional expression and communication within university settings. This aligns with interview findings, which highlighted the common occurrence of cultural miscommunication in academic contexts.

**Frequency of Cultural Differences:** Survey results indicate that nearly half of the respondents (49.5%) encounter cultural differences in emotional expression and communication frequently, corroborating interview findings that cultural miscommunication is not uncommon.

**Impact on Emotional Intelligence:** The majority of survey respondents (92.2%) agree or strongly agree that cultural background influences the development and expression of emotional intelligence in higher education settings. This underscores the significance of cultural sensitivity and awareness in fostering emotional intelligence among students.

**Inclusive Learning Environment:** While a notable portion of respondents perceive the learning environment as somewhat inclusive (41.2%), interview findings emphasize the importance of universities actively promoting cultural awareness and inclusivity to bridge communication gaps and create a more supportive academic environment.

**Effectiveness of Support Systems:** Survey results indicate mixed perceptions regarding the effectiveness of existing support systems in addressing cultural differences. While a majority find them somewhat effective (67.1%), there is a notable proportion (9.3%) that deems them not effective, suggesting the need for enhanced support mechanisms.

**Preferred Support Initiatives:** Survey respondents express a preference for initiatives such as regular cultural awareness events and discussions (44%) and cultural sensitivity workshops for students and faculty (35.6%), indicating a strong desire for proactive measures to enhance cross-cultural understanding.

**Technology and Global Influences:** The survey highlights the significant influence of technology and global factors on communication and emotional intelligence in university settings, with a majority of respondents (89.8%) recognizing their significant impact.

**Intersectionality and Cultural Differences:** A significant portion of respondents believe that factors such as gender, age, or socioeconomic status intersecting with cultural differences have a strong impact, with intentional consideration given to intersectionality in various aspects of university education.

## **VI. Discussion**

Cultural intelligence emerges as a crucial variable within the study, encompassing the ability to handle and effectively communicate across cultural boundaries. Both survey respondents and interview participants emphasize the importance of cultural sensitivity and awareness in promoting effective communication and emotional intelligence.

The integration of cultural intelligence with communication and emotional intelligence is evident in both survey responses and interview insights. Cultural differences shape communication styles, emotional expression, and learning approaches, highlighting the interconnectedness of these variables in higher education settings.

Educators in higher education must recognize the significant impact of cultural dynamics on communication and emotional intelligence. Practical implications include incorporating diverse perspectives into curriculum, fostering inclusive learning environments, and providing cultural sensitivity training for faculty and staff.

## **VII. Recommendations**

To promote effective communication and emotional intelligence in diverse classrooms, educators should prioritize active listening, empathy, and open dialogue. Creating opportunities for cross-cultural interactions, encouraging participation from all students, and fostering a supportive learning environment are essential strategies.

Inclusive teaching practices involve adapting instructional methods to accommodate different learning styles and cultural backgrounds. Educators can incorporate diverse examples, case studies, and guest speakers into their teaching, promote collaborative learning, and encourage critical thinking about global issues.

By addressing these implications and recommendations, educators can create more inclusive and culturally responsive learning environments that empower students to succeed in an increasingly diverse and interconnected world.

## VIII. Conclusion

In conclusion, the presented research has shed light on the complex interconnection of cultural dynamics, communication patterns, and emotional intelligence within Georgian private universities. Through a mixed-methods approach involving in-depth interviews and surveys, the study has provided comprehensive insights into the challenges and opportunities arising from cultural diversity in higher education settings.

The findings indicate that cultural differences significantly impact emotional expression and communication within university environments. Students, faculty, and administrators recognize the pervasive influence of cultural backgrounds on the development and expression of emotional intelligence. Moreover, the frequency of encountering cultural disparities underscores the need for proactive measures to promote cross-cultural understanding and inclusivity.

Despite the perceived effectiveness of existing support systems, there is room for improvement in creating more inclusive learning environments. Preferred support initiatives include regular cultural awareness events, sensitivity workshops, and technology integration to address global influences on communication and emotional intelligence.

Eventually, the integration of cultural intelligence with communication and emotional intelligence emerges as a crucial aspect of higher education. Educators are encouraged to adopt inclusive teaching practices, prioritize active listening, and foster open dialogue to bridge cultural gaps and create supportive learning environments.

By implementing the recommendations outlined in this research, universities can better equip students and faculty with the skills necessary to manage cultural diversity, enhance communication, and foster emotional intelligence. Ultimately, these efforts contribute to the creation of inclusive and culturally responsive learning environments that prepare individuals to thrive in a globalized world.

## References:

1. Bennett, M. J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R. Paige (Ed.), *Education for the intercultural experience* (pp. 21–71). Yarmouth, ME: Intercultural Press.
2. Brackett, M. A., & Katulak, N. A. (2006). Emotional Intelligence in the Classroom: Skill-Based Training for Teachers and Students. In J. Ciarrochi & J. D. Mayer (Eds.), *Applying Emotional Intelligence: A Practitioner's Guide* (pp. 1-27). New York: Psychology Press.
3. Brackett, M. A., & Rivers, S. E. (2014). Transforming students' lives with social and emotional learning. In R. Pekrun & L. Linnenbrink-Garcia (Eds.), *International handbook of emotions in education* (pp. 368–388). Routledge/Taylor & Francis Group.
4. Brackett, M. A., Rivers, S. E., & Salovey, P. (2011). Emotional Intelligence: Implications for Personal, Social, Academic, and Workplace Success. *Social and Personality Psychology Compass*, 5, 88-103. <http://dx.doi.org/10.1111/j.1751-9004.2010.00334.x>
5. Cross, T., Bazron, B., Dennis, K., & Isaacs, M. (1989). *Towards a culturally competent system of care* (Vol. 1). Washington, DC: Georgetown University Child Development Center, CASSP Technical Assistance Center.
6. Earley, P. C., & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Stanford University Press.
7. Hall, E. T. (1976). *Beyond culture* (Reprint, revised ed.). Anchor Books, Doubleday Anchor Books, Knopf Doubleday Publishing Group. (Original work published [Year of original publication]) ISBN: 0385124740

8. Hofstede, G. (1984). Cultural Dimensions in Management and Planning. *Asia Pacific Journal of Management*, 1, 81-99. <https://doi.org/10.1007/BF01733682>
9. Kadagidze, L. (2017). Benefits of Emotional Intelligence in Higher Education and Academic Leadership. In Proceedings of the 7th Eurasian Multidisciplinary Forum (EMF 2017), October 6-7, Tbilisi, Georgia (pp. 6-17). European Scientific Institute. <https://eujournal.org/files/journals/1/books/7th.EMF.2017.pdf>
10. Kadagidze, L. (2017). Challenges of ELT in intercultural and multicultural contexts. In Proceedings of the 1st International Congress on Social Sciences and Humanities (pp. 21-25). Retrieved from [https://www.academia.edu/38725418/Challenges\\_of\\_ELT\\_in\\_Intercultural\\_and\\_Multicultural\\_Contexts](https://www.academia.edu/38725418/Challenges_of_ELT_in_Intercultural_and_Multicultural_Contexts)
11. Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In P. Salovey & D. J. Sluyter (Eds.), *Emotional development and emotional intelligence: Educational implications* (pp. 3–34). Basic Books.
12. Parker, J. D. A., Hogan, M. J., Eastabrook, J. M., & Wood, L. M. (2006). Emotional intelligence and student retention: Predicting the successful transition from high school to university. *Personality and Individual Differences*, 41(7), 1329-1336. <https://doi.org/10.1016/j.paid.2006.04.022>
13. Pau, A., Croucher, R., Sohanpal, R., et al. (2004). Emotional intelligence and stress coping in dental undergraduates — a qualitative study. *British Dental Journal*, 197, 205–209. <https://doi.org/10.1038/sj.bdj.4811573>
14. Petrides, K. V., & Furnham, A. (2001). Trait emotional intelligence: Psychometric investigation with reference to established trait taxonomies. *European Journal of Personality*, 15(6), 425–448. <https://doi.org/10.1002/per.416>
15. Salovey, P., Bedell, B. T., Detweiler, J. B., & Mayer, J. D. (1999). Coping intelligently: Emotional intelligence and the coping process. In C. R. Snyder (Ed.), *Coping: The psychology of what works* (pp. 141-164). New York: Oxford University Press.

## **Appendix:**

### **Interview Questions:**

1. **Cultural Miscommunication:**
  - Share an experience when cultural differences caused communication challenges in your university. How was it resolved?
2. **Impact of Cultural Differences:**
  - How do you perceive cultural differences influencing emotional expression and communication in a university setting?
3. **Personal Observations:**
  - Have you observed or experienced cultural differences in emotional expression within the university? How did it manifest, especially in academic contexts?
4. **Emotional Intelligence Development:**
  - From your perspective, how do cultural differences affect the development and expression of emotional intelligence in university settings?
5. **Navigating Cultural Differences:**
  - Based on your experiences, how do you navigate and address cultural differences in emotional expression and communication within university environments?
6. **Teaching/Learning Approaches:**

- How do you believe cultural differences influence teaching and learning approaches in a university setting?
7. **Support Systems:**
    - In your experience, what support systems or resources do you think are essential for addressing cultural differences in university education?
  8. **Global Perspectives in Learning:**
    - How do you perceive the integration of global perspectives in the learning experience within your university? Please, provide examples.

### **Survey Questions:**

1. **General Perception:**
  - On a scale of 1 to 5, how much do you believe that cultural differences impact emotional expression and communication within university settings?
2. **Frequency of Cultural Differences:**
  - How frequently do you encounter cultural differences in emotional expression and communication within your university experiences? (Rarely, Occasionally, Frequently)
3. **Impact on Emotional Intelligence:**
  - On a scale of 1 to 5, how strongly do you agree or disagree with the statement: "Cultural background can impact the development and expression of emotional intelligence within higher education settings"?
4. **Inclusive Learning Environment:**
  - On a scale of 1 to 5, how inclusive do you find the learning environment in higher education in terms of accommodating diverse cultural backgrounds?
5. **Effectiveness of Support Systems:**
  - How effective do you think the existing support systems are in addressing cultural differences within your university experience? (Scale: Not Effective - Effective)
6. **Preferred Support Initiatives:**
  - What kind of support initiatives or programs would you prefer to see implemented to enhance cross-cultural understanding within university education?
7. **Technology and Global Influences:**
  - To what extent do you think technology and global influences shape communication and emotional intelligence in your university? (Scale: Minimally - Significantly)
8. **Intersectionality and Cultural Differences:**
  - How do you perceive the intersectionality of factors such as gender, age, or socioeconomic status intersecting with cultural differences in university education?

# **FIRST EXAMPLES OF HERD BEHAVIOR IN THE NETHERLANDS AND LONDON STOCK EXCHANGES**

**Assoc. Prof. Dr. Meltem KESKİN**

Ankara Yıldırım Beyazıt University, Department of International Trade and Logistics,  
Şereflikoçhisar Faculty of Applied Sciences. Türkiye

ORCID ID: 0000-0002-8536-4940

## **ABSTRACT**

Herd behavior in markets is when individual investors are influenced by the information, discourse and behavior of the group around them and take positions in line with the investment decisions and movements of the group or community, instead of producing an individual idea. In this study; Acting in parallel with the decisions taken by the majority instead of personal decisions and taking its place in the history of the development of financial markets due to herd behavior; The collapse of the Amsterdam and London stock exchanges in the 18th century and the losses of investors are discussed. The financial crisis as a result of the Dutch East India Company (Verenigde Oost-Indische Compagnie "VOC"), the first Incorporated Company (Inc.) in today's sense, and the herd behavior of investors in the tulip mania, deeply shook the Netherlands. In the study, the reflection of the price fluctuations in the shares of the South Sea Company on the London stock exchange and the first herd behaviors that are the subject of financial history are examined. In this context; The effects of investor behavior on the markets that adopt an irrational decision-making approach, as opposed to models that regulate rational decision-making with herd decisions, are explained. The results of the study show that; Cognitive and mental errors that investors frequently encounter create gaps between both theory and practice. In addition, the effect of investors' irrational behavior affecting the direction of stock demand and creating price bubbles, which can be seen in today's modern markets as well as in history, is explained by supporting the literature study.

**Key Words:** Herd Behavior in Markets; Amsterdam Stock Exchange; London Stock Exchange

## **INSTRUCTION**

It is observed that individual behaviors have deeper traces in the financial world than the expected and predictable effects (Köylü et al.). In other words, psychological science has an important role in individuals' investment decisions. With the inclusion of psychology in the field of finance, the field of Behavioral Finance emerged. Behavioral finance; Mathematical psychologist Amos Tversky and experimental psychologist Daniel Kahneman received the Nobel Memorial Prize in Economics in 2002 for their work titled "Expectation Theory" by examining the psychological motivations of investors from a scientific perspective. After this award, behavioral finance began to be among the popular topics of finance literature.

Behavioral Finance is an important discipline that has emerged to bridge the gap between theory and practice by examining investor psychology so that investors can avoid the cognitive and



mental errors they may encounter. Investors try to distribute their savings among various investment instruments in the dilemma of risk and return balance. The main goals of investors are to minimize investment risks and maximize expected returns. For this purpose, investors can make rational and irrational decisions.

Behavioral finance discipline; Contrary to models that provide rational decision-making, it adopts an irrational decision-making approach and in this context, it tries to explain the psychological and individual factors that affect investment decisions by taking investor psychology into account when examining investor behavior. In this regard, the emergence of behavioral finance as a new approach and offering a new perspective has increased the interest in behavioral finance.

The herd behavior of investors causes the stock markets to encounter some form of turbulence. The fluctuation caused by the South Sea Company share prices approximately 300 years ago shows what the psychology of investors' behavior can lead to in the markets. In 1720, there was a sudden decline in the share prices of the South Sea Company on the London Stock Exchange. The unpredictable behavior of investors triggered a chain of major economic disasters and scandals on the London Stock Exchange. Striking examples of the collapse of the Amsterdam Stock Exchange and the shaking of the markets in the 1600s, approximately a hundred years before the South Sea Company scandal in the London Stock Exchange, which went down in financial history as a result of the irrational decisions and herd behavior of investors, are evaluated in the study.

This study aims to open horizons not only for readers who are interested in financial history and continue their studies in these fields but also for those who seek answers to the question of where the globalization movement is taking investors.

The study is evaluated in three parts. The first of these is a theoretical literature review, the second part is the effects of investor behavior on the Amsterdam and London Stock Exchanges in the 17th and 18th centuries and finally, the results are summarized.

## **LITERATURE RESEARCH**

It is possible to examine the literature research in two parts. First of all, studies evaluating investor behavior in terms of behavioral finance are included in the first section. There are many studies done in this context. Some of these studies are as follows.

Blanchard and Watson (1982), in their study of rational bubble modeling, concluded that investors are willing to invest as long as the returns on investments are high, even if they are aware of the wrong investments they have made. Eguiluz & Zimmermann (2000) examined the processes of information transfer and herding behavior in financial markets.

Rook (2006) studied herd behavior as an economic psychological approach; He noted the phenomenon that people follow a crowd over a period, regardless of individual information. According to Kindleberger (2007); irrational decision-making by investors and the life cycle of price bubbles, respectively; go through periods of Displacement, Boom, Euphoria, Crisis and Revulsion. According to Gray et al., (2007), financial deviations and price bubbles are not related to fraud but are an economic phenomenon resulting from the greed and herd behavior of the real investors.

In their study, Cipriani & Guarino (2008) measured herd behavior and infection rate in financial markets. In the study, imitation behavior was also observed in the decisions of consumers and investors.

Chiang & Zheng (2010) also examined herd behavior in global markets. They followed herd behavior with daily data in developed stock markets and Asian stock markets, excluding the USA. While detecting investors' herd behavior, the study did not find evidence of the existence of shepherding structures controlling the herd.

Mobarek & Keasey (2014) identified country-specific herding behaviors in the liquid component of Europe. In their study, Kameda & Hastie (2015) explained with examples that herd behavior can be encountered not only in financial areas but in all areas of life.

Batmunkh et al. (2020) tested herding behavior in the Mongolian stock market. Ah Mand, et al. (2023) examined herd behavior in Islamic financial markets and found traces of Sharia-compliant herd behavior in Malaysian stock markets.

In addition to financial historians, there are studies on VOG, Tulip Mania and the South Sea Company in many scientific fields such as economics, folklore and economic history. In this section, examples are taken from these studies.

Some of the studies related to VOC, the world's first Joint Stock Company; Nijman (1994), Gaastra (1997), Heijer (2002), Stringham (2003), Jager et al. (2005), Liu (2007), Belt (2008), Ward (2009), Bulten and Jansen (2009), Poitras (2009), Petram (2011), Robins, (2012), Gelderblom et al. (2013), Jong et al. (2013) and Economou et al. (2019).

Some of the studies on the South Sea Company are as follows: Brown, V. L. (1926), Hildner (1938), Anes (2002), Hutchinson (2004), Satsuma (2012), Price & Whatley (2021), Wennerlind (2023) and Rakaj & Fianchini (2024).

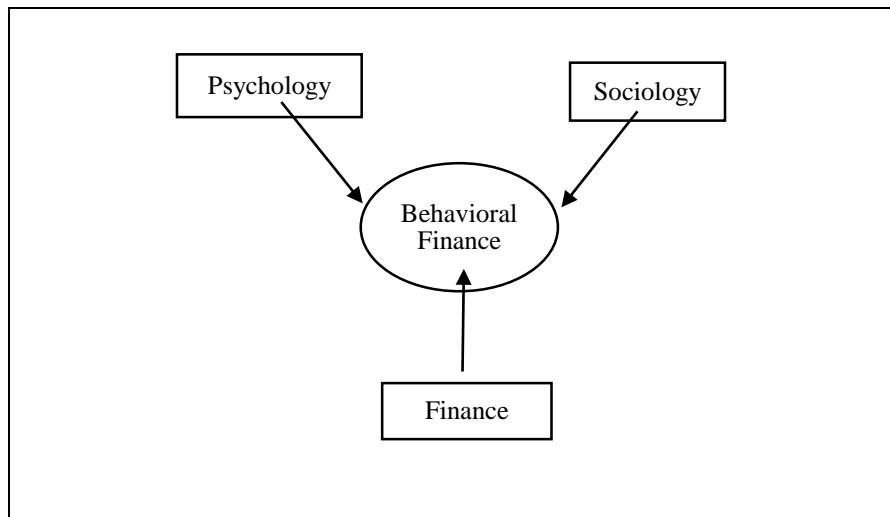
Some of the studies on tulip mania are as follows: Day (2004), Sarna (2010), Goldgar (2019), Öztürk (2022), Selva (2023) and Leigh (2024). As examples of studies that focus on herd behavior and tulip mania together; The studies of Garber (2001), Scoles (2007), Sherman (2018) and Xu (2023) can be given as examples.

In this study, investor characteristics showing herd behavior were evaluated in the context of VOG Inc., tulip mania and South Sea Company examples.

## **Behavioral Finance**

Behavioral finance emerged with the introduction of psychology and sociology into the field of finance. More generally, the interest of psychologists and sociologists in the field of finance and their research in the field of finance have expanded the scope of behavioral finance and played an important role in the development of behavioral finance. In this context, as can be seen in Figure 1, it is possible to define behavioral finance as a combination of psychology, sociology and finance.

**Figure 1. Behavioral Finance Concept**



**Source:** Suryawansh & Jumle, 2016: 81.

Behavioral finance, which has relations with disciplines such as psychology, which studies human behavior, sociology, which tries to explain social events, finance, which deals with the effective management of money and other investment instruments, and behavioral economics, which investigates the rationality of investor behavior, is a new discipline in the field of finance.

Behavioral finance focuses on how investors interpret information to make informed investment decisions and how they behave in their investment decisions. The development of behavioral finance began with psychologists' interest in economics. Behavioral finance has shown significant developments with the works of authors Kahneman and Twersky, who contributed to this field.

Based on observations, it has been determined that there are behavioral tendencies shown by investors in a scientific sense. The behavioral tendencies shown by investors can be listed as follows; Overconfidence, Aversion to Ambiguity, Anchoring, Hyperbolic Discounting, Loss Aversion, Regret Minimization, Herding Behaviour, Representation Problem (Representativeness), Mental Accounting, Over-optimism, Cognitive Dissonance, Conservatism, Gambler's Fallacy. To briefly explain these situations:

**Overconfidence;** Investors tend to overestimate their decision-making abilities. It increases because players in the market do not fully understand the role of danger and fortune in predicting the future (Chaffai & Medhioub, 2014: 529).

**Avoiding uncertainty (Aversion to Ambiguity);** Investors prefer known possible risks rather than unknown possible risks.

**Anchoring;** People tend to attach or “tie” their thoughts to a reference point, even if they do not have a logical relationship with the decision they make (Chaudhary, 2013: 88). When evaluated from the investor's perspective, it is the use of true or false beliefs in investment decisions, which are used as a reference point in future decisions.

**Hyperbolic Discounting;** It is about the factors that limit investors' future investment choices and trigger them to make inconsistent choices.

**Loss Aversion;** It is based on the idea that the mental punishment for any loss people experience has a greater impact than the mental reward for a gain of the same magnitude.

**Avoiding Regret (Regret Minimization);** Investors avoid making logical decisions with the thought that they will regret it.

**Problem of Representation (Representativeness);** Investors make holistic judgments by taking sections from a single or a few examples.

**Mental Accounting** is not about market conditions and reality, but about how the individual perceives market information and uses this information in the decision-making process regarding financial transactions.

**Over-optimism;** It is a type of judgment that arises from the investor's belief that the return of the portfolio created individually will be high.

**Cognitive Dissonance;** In cases where it does not match the investors' belief values or behavioral patterns, they ignore the data and make their investments with their individual preferences.

**Conservatism;** Edwards (1968) explained in his study that people tend to adhere to certain views or prejudices. It is a situation where investors tend to maintain the current situation and avoid behavior that contradicts the traditional situation.

**Gambler's Fallacy;** It is the illusion that a new situation can be predicted in a series of random events. If a coin tossed randomly ten times lands on heads ten times, there is only a 50% probability that it will land heads on the eleventh toss. It is a trap for the investor to make an investment decision based on luck, just as a player of chance decides that the coin will turn heads again.

**Herd Psychology (Herding Behaviour);** Regardless of whether it is a logical or irrational behavior, investors begin to act in droves.

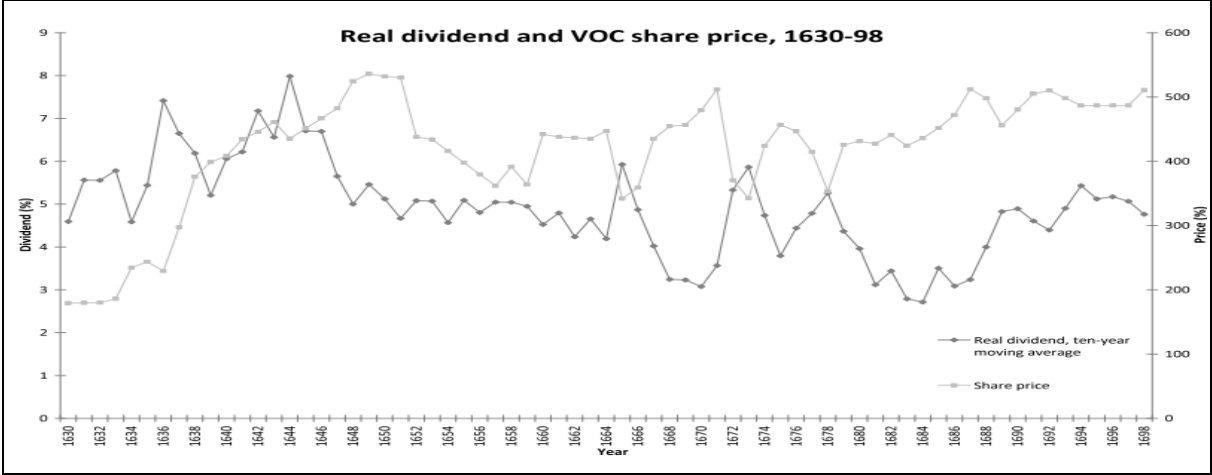
As can be seen, there are many investor behaviors. In this study, examples of herd behavior experienced in the Amsterdam and London stock exchanges in the 17th and 18th centuries are examined.

## **AMSTERDAM STOCK EXCHANGE AND TULIP MADNESS**

The Amsterdam commodity exchange became the first example of today's modern stock exchanges with the sale of VOC shares in 1602. With this development, the stock exchange was regulated as the Amsterdam Stock Exchange. The VOC traded with many Asian countries, including the East Indies, Ceylon, and Japan. The products traded by the company included many types of products such as spices, textiles, silk, sugar, coffee, tea and porcelain. As the VOC increased its economic power, it went beyond trade, creating trade centers in overseas countries and establishing colonies in these regions. VOC took its place as the first multinational company in the world in its financial history. Shortly after VOC's initial public offering, Amsterdam became the center of global stock trading. In 1606 the value of the stock increased by 200% and the VOC distributed dividends for the first time in 1610. With all of these; VOC is the world's first joint-stock company. The company started with a radical idea and divided the partnership into shares to reduce risk, thus increasing the number of investors. Shareholders who invested in VOC could not resell their shares to the company. They had to sell these shares in a secondary market. Traders also discovered that they could redeem the shares later. This led to the use of equity shares as primary financial assets. Contracts regarding VOC's shares began to form. Subsequently, derivative markets were formed with the start of forward-dated and priced purchases and sales in line with the contract terms. Following these developments came short selling. Business disruptions began due to poor cost control, weaknesses in financial management inability to adapt to new market changes, and poor strategy. Moreover, the shipment of goods and documents were forged, and sometimes non-existent documents were produced, and as a result, the company's shares became worthless. As

a result of all these corruptions, the company went bankrupt in 1799 (Keskin, 2022: 1524-1528). While VOC stock prices reached the price levels seen in Figure 1 with the collective interest of investors, the price bubble burst after 1698 and the shares fell to zero value. Figure 1 shows the value of VOC shares between 1602 and 1698.

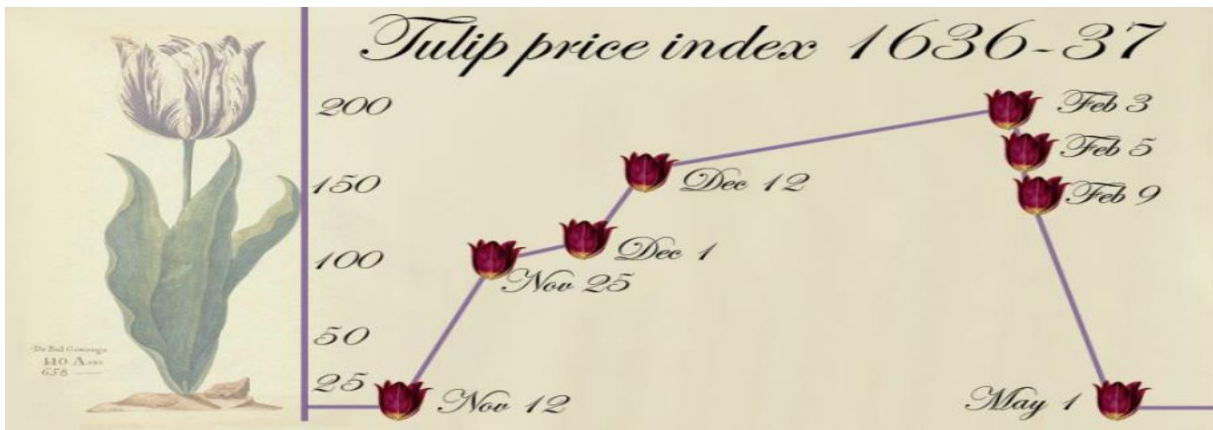
**Figure 1:** VOC Dividend and Stock Prices Between 1602-1698



**Source:** Petram, 2011: 81.

Another price bubble occurred in the Amsterdam commodity exchange with tulip prices. Tulip bulbs first came to the Netherlands from the Ottoman Empire in the 16th century. Tulips were considered by the public as a symbol of social status and luxury. With this increase in interest, tulip bulbs began to be traded on the Amsterdam Stock Exchange in 1636. Speculative behavior in tulip bulbs has begun to increase in the stock market. This period is called tulip mania in the literature. Tulip Mania is the name given to the period in which tulip bulb prices suddenly rose incredibly in 1637 and then dropped at the same rate. During this period in the Netherlands, owning rare tulip bulbs increased prestige. With the continuous increase in buyers, prices have risen uncontrollably. In response to this situation, option contracts have been drawn up. In the 17th century, the tulip buying craze reached such levels that people mortgaged their lands and houses and invested in a single tulip bulb. The price of a single tulip bulb in 1637; It has risen to levels that can accommodate palaces in the center of Amsterdam and Paris. This increase in prices has caused people to be unable to buy new onions. The economic crisis began in the Netherlands when a tulip bulb sold for 76,000 US Dollars dropped to 1 US Dollar after just 6 weeks. Figure 2 shows the tulip price chart. As MacKay (1841) mentioned; Extraordinarily popular misconceptions of investors in the twentieth century have become the research subject of behavioral finance as investor psychology.

**Figure 2:** Tulip Price Index in the Netherlands Between 1636-1637



**Source:** MacKay, 1841.

Investor herd behavior or crazes, which take place in the field of behavioral finance, were so effective in the Netherlands that, as can be seen in Figure 3, in this period, Jan Brueghel's famous painting *The Younger* (1640), Jean Leon Gerome's *topboss The Tulip Folly* (1882) and Hendrik Gerritsz's *Pot It was the subject of Floraes Mallewagen's* paintings. Tulip mania also inspired Alexandre Dumas's novel *Black Tulip*. The social madness that occurred as a result of this herd movement and crisis environment; The novel *Black Tulip*, which describes greed, ambition, passion and jealousy, has taken its place among the world classics.

**Figure 3:** Paintings *The Younger*, *Satire on Tulip Mania* (1640), *The Tulip Folly* (1882) and *Flora's Wagon Of Fools*



Jan Brueghel The Younger; *Satire on Tulip Mania*, (1640).



Jean-Léon Gérôme - *The Tulip Folly* (1882)



Hendrik Gerritsz Pot, *Floraes Mallewagen* (Flora's wagon of fools), (1640).

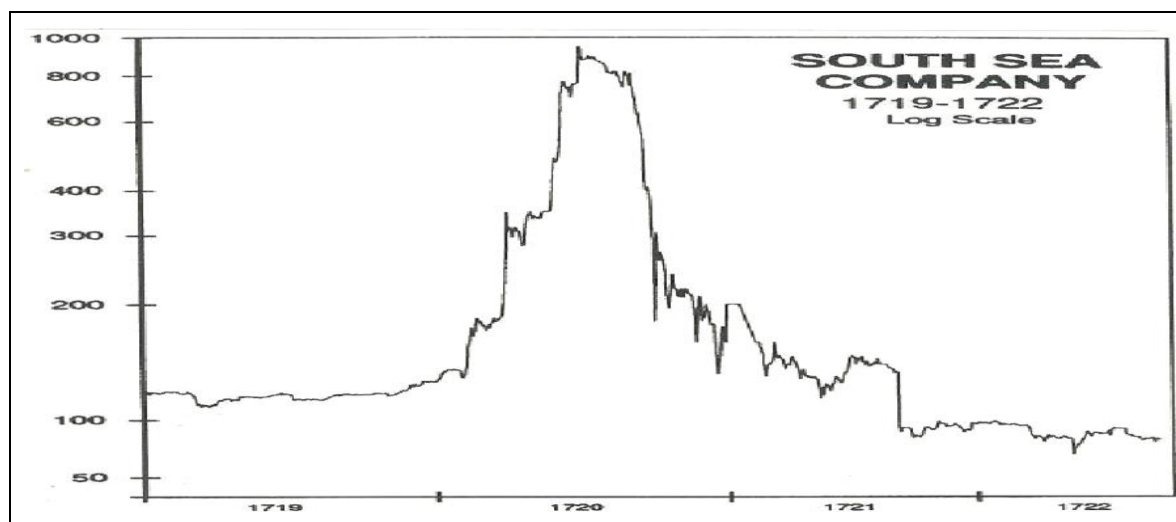
## LONDON STOCK EXCHANGE and THE SOUTH SEA COMPANY

Another strange financial fallacy and example of what can happen when people fall prey to groupthink is the South Sea Company.

The South Sea Company is a British-based joint stock company operating in South America in the 18th century. It was founded in 1711 by George Caswall and John Blunt with the support of the British government. The key to the establishment of this company is to help organize the national debt of the UK Conservative Party government. Among the investors in the company was the famous scientist Sir Isaac Newton, who was also the director of the London Mint for a while. The fact that the company supported the government and issued shares attracted the attention of investors. In particular, investors expected that gold and silver ores from South America would come to Europe. In line with this expectation, it led to an excessive increase in stock prices. In this period; The war between England and Spain (1701-1714) slowed down trade considerably. The company practically did not carry out any activities. However, investors did not take these indicators into account and their stock purchases continued. Shares of the Company are up more than 900% in less than a year. Not only the aristocrats but also the entire British public could now access this income and wealth. It became common for people to see each other and invest in the stock market in groups.

The main reason for the increase in share prices despite the South Sea Company's lack of profitability was the public's excessive demand for its shares. The company's shares rose to 1000 Pounds, but on the last day of the same month, the company's shares began to decline rapidly, and in 1720, all investors began to panic and quickly sell their shares. Share prices suddenly began to fall. No power could stop this herd behavior. Many investors, including Isaac Newton, suffered significant losses. During this disastrous financial collapse Newton lost £40 million (Steward, 2022). Sir Isaac Newton said about this situation in the market, "I can calculate the movements of celestial bodies, but I cannot calculate the madness of people" (Carswell, 1993: 108).

**Figure 4:** South Sea Company Share Prices 1719-1722



**Source:** Fetiniuc et al. 2014.

As can be seen in Figure 4, share prices had increased since the company was founded: from £128 in January 1720, to £175 in February, to £330 in March, and to £550 by the end of May after the scheme was adopted. Its fall to £100 per share by the end of the year created a shock effect for investors (Cowles, 1993: 151-169). After all, the London Stock Exchange crashed. There was no financial theory that could explain this situation. Instead, the

situation was tried to be explained to the British people with conspiracy theories or strange ideas about people going crazy while gambling. In addition, promises were made that investors would be compensated for their losses. It is human nature that even a small loss creates great discomfort. This situation is called loss aversion in behavioral finance. The popular perception in London during the period is that large fortunes were destroyed, but there is little evidence of this beyond one or two cases (Paul, 2020).

## **CONCLUSION**

The historical process of finance shows that the herd behavior of investors emerges by following a similar evolutionary process. Investors who want to make high profits take part in the market. While the potential for high returns attracts new investors to the market, the price of the commodity inflates with new investors, and its appearance resembles a hidden bubble. In modern times, investors also show herd behavior. For this reason, investors need to evaluate remarkable examples from financial history. In the period from the tulip crisis to the 21st century, herd behavior shows similar characteristics in terms of the way it emerged. When we look at the formation of a crisis in the markets, the process begins when investors shift their investments to high-yield and very profitable areas. In the following periods, cash holders who want to get a share of the profits and other investors who owe money to credit institutions are included in the system. As the demand for commodities and/or securities with high profitability levels begins to increase, their prices begin to rise above their required levels. The number of investors who expect the price increase to continue is increasing, causing price bubbles to form. The movements of investors in droves create inaccurate price increases, and when these artificial prices reach their peak, investors suddenly try to sell their commodities in droves, creating panic in the markets.

Investment decisions affected by psychological, sociological and cultural variables can easily become irrational. In addition, investors can do these things as part of the herd because everyone else does them.

The South Sea Company, VOK and Tulip Mania have been symbols of financial crisis for hundreds of years. Today, investors; may make judgments such as house prices constantly increase and stocks perform better than bonds. This is a sign that investors are focusing on price movements. Thus, it causes investor herd behavior and the formation of price bubbles.

Even though centuries have passed, behavioral finance and market psychology are proving many of their rules to themselves again. This is why examples of market crises in history were used in this study. Even though we get caught up in large herd behavior and these financial crises constantly occur, from now on we can have the opportunity to detect the financial decisions of the crowds by understanding them individually.

Investor herd behavior; Excessive speculative movements lead to disruption of market balance as a result of excessive volatility in prices. In this period of fluctuation, when political and political movements are very effective, it is possible to predict exactly when the price bubble will burst, and in unstable market environments, there may be people who suffer material and moral damage, as well as profitable investors who leave the herd on time.

## **REFERENCES**

Ah Mand, A., Janor, H., Abdul Rahim, R., & Sarmidi, T. (2023). Herding behavior and stock market conditions. *PSU Research Review*, 7(2), 105-116.



- Anes, R. D. (2002). Accounting and slavery: the accounts of the English South Sea Company, 1713-22. *European accounting review*, 11(2), 441-452.
- Batmunkh, M. U., Choijil, E., Vieito, J. P., Espinosa-Méndez, C., & Wong, W. K. (2020). Does herding behavior exist in the Mongolian stock market?. *Pacific-Basin Finance Journal*, 62, 101352.
- Belt, A. van den, (2008). “Het VOC-Bedrijf Op Ceylon: Een Voorname Van De Oost-Indische Compagnie In De 18de Eeuw. Date Issued, 2008-04-10. Language, Dutch”. Type, Doctoral Thesis. Leiden University.
- Blanchard, O. J., & Watson, M. W. (1982), Bubbles, Rational Expectations, and Financial Markets,. *Crisis in the Economic and Financial Structure*, (Ed.: P. Wachtel), s.295-315. Lexington, MA.
- Brown, V. L. (1926). The South Sea Company and Contraband Trade. *The American Historical Review*, 31(4), 662-678.
- Carswell, J. (1993). *The South Sea Bubble*. Alan Sutton Publishing Ltd, UK.
- Chaffai, M. & Medhioub, I. (2014). Behavioral Finance: An Empirical Study of the Tunisian Stock Market. *International Journal of Economics and Financial Issues*, 4(3), 527-538.
- Chaudhary, A. K. (2013). Impact Of Behavioral Finance In Investment Decisions And Strategies – A Fresh Approach. *International Journal Of Management Research And Business Strategy*, 2(2), 85-92.
- Chiang, T. C., & Zheng, D. (2010). An empirical analysis of herd behavior in global stock markets. *Journal of Banking & Finance*, 34(8), 1911-1921.
- Cipriani, M., & Guarino, A. (2008). Herd behavior and contagion in financial markets. *The BE Journal of Theoretical Economics*, 8(1), 0000102202193517041390.
- Day, C. C. (2004). Is there a tulip in your future?: ruminations on tulip mania and the innovative dutch futures markets. *Journal des Economistes et des Etudes Humaines*, 14(2), 151-170.
- Edwards, W. (1968). Conservatism in Human Information Processing. In B. Kleinmuntz (Ed.), *Formal Representation of Human Judgment* (pp. 17-52). New York: Wiley.
- Eguiluz, V. M., & Zimmermann, M. G. (2000). Transmission of information and herd behavior: An application to financial markets. *Physical review letters*, 85(26), 5659.
- Fetiniuc, V., Ivan, L. & Gherbovet, S. (2014). SPECULATIVE Bubbles And Financial Crises. *Economics, Business*. Corpus ID: 166775554
- Gaastra, F. S. (1997). The Dutch East India Company A Reluctant Discoverer. *Australian Association for Maritime History*. Vol. 19, No. 2 (1997), pp. 109-123.
- Garber, P. M. (2001). *Famous first bubbles: The fundamentals of early manias*. mit Press.

- Goldgar, A. (2019). *Tulipmania: money, honor, and knowledge in the Dutch Golden Age*. University of Chicago Press.
- Gray, K. R., Frieder, L. A., & Clark Jr, G. W. (2007), *Financial Bubbles and Business Scandals in History*. *International Journal of Public Administration*, 30(8-9), pp.859-888.
- Heijer, H. den, (2002). *De VOC en de beurs / The VOC and the exchange: de Verenigde Oost-Indische Compagnie Als Grondlegger Van De Eerste Aandelenbeurs*. Leidun.
- Hildner Jr, E. G. (1938). *The role of the South Sea Company in the diplomacy leading to the war of Jenkins' Ear, 1729-1739*. *Hispanic American Historical Review*, 322-341.
- Hutchinson, G. (2004). *Herman moll's view of the south sea company*. *Journal for Maritime Research*, 6(1), 87-112.
- Jager, E.G., van Solinge, G & L. Timmerman (red.), (2005). *VOC 1602-2002. 400 Years of Company Law, Law of Business and Finance. Volume 6, Deventer 2005*.
- Jong, A.de, Jonker, Joost & Röell, Ailsa A., (2013). *Dutch Corporate Finance, 1602-1850* (June 4, 2013). ERIM Report Series Reference No. ERS-2013-008-F&A, Available at SSRN: [ssrn.com/abstract=2274577](https://ssrn.com/abstract=2274577)
- Kahneman, D. & Tversky, A. (1979), *Prospect Theory: An Analysis of Decision Under Risk*. *Econometrica*, 47 (2), 263-291.
- Kameda, T., & Hastie, R. (2015). *Herd behavior. Emerging trends in the social and behavioral sciences: An interdisciplinary, searchable, and linkable resource*, 1-14.
- Keskin, M. (2022). *Hollanda Doğu Hindistan Şirketinden Euronext Amsterdam Borsasına Bir Değerlendirme*. *Social Mentality And Researcher Thinkers Journal (Smart Journal)*, 7(47), 1524-1534.
- Kindleberger, C. P. (2007). *Cinnet, Panik ve Çöküş: Mali Krizler Tarihi*, (Translated by H. Mutlu), Istanbul: Bilgi University Publications.
- Köylü, Keskin, M., Yücel, A. & Aktaş, M.A. (2019). *The Effects Of Generation Differences On The Investment Decisions And The Example Of Ankara*. *Academic Studies In Social, Human And Administrative Sciences*. Ivpel Cetinje, Montenegro. Pp. 107-125.
- Leigh, A. (2024). *The Shortest History of Economics*. Black Inc.
- Liu, Y. (2007). *The Dutch East India Company's Tea Trade with China, 1757-1781*. Brill.
- MacKay, C. (1841). *Memoirs of Extraordinary Popular Delusions*. UK. London.
- Mobarek, A., Mollah, S., & Keasey, K. (2014). *A cross-country analysis of herd behavior in Europe*. *Journal of International Financial Markets, Institutions and Money*, 32, 107-127.
- Nijman, J. (1994). *The VOC and the expansion of the world-system 1602–1799*. *Political Geography Volume 13, Issue 3, May 1994, Pages 211-227*.

Öztürk, A. (2022). Dutch Tulip Mania: Tulip Crisis. In *Black Swan: Economic Crises*, Volume I (pp. 13-31). Singapore: Springer Nature Singapore.

Paul, H. (2020). *300 Years Since The South Sea Bubble: The Real Story Behind The Iconic Financial Crash*. The Conversation. Academic rigour, journalistic flair.

Petram, L.O. (2011). “The World’s First Stock Exchange: How The Amsterdam Market For Dutch East India Company Shares Became A Modern Securities Market, 1602-1700”. Phd Thesis. Faculty Of Humanities (Fgw). Universiteit Van Amsterdam. Retrieved From Amsterdam. University: <http://dare.uva.nl/document/201694>

Petram, L.O. (2011). “The World’s First Stock Exchange: How The Amsterdam Market For Dutch East India Company Shares Became A Modern Securities Market, 1602-1700”. Phd Thesis. Faculty Of Humanities (Fgw). Universiteit Van Amsterdam. Retrieved From Amsterdam. University: <http://dare.uva.nl/document/201694>

Poitras G. (2009) The Early History of Option Contracts. In: Hafner. W., Zimmermann H. (eds) *Vinzenz Bronzin’s Option Pricing Models*. Springer, Berlin, Heidelberg. [https://doi.org/10.1007/978-3-540-85711-2\\_24](https://doi.org/10.1007/978-3-540-85711-2_24)

Price, G., & Whatley, W. (2021). Did profitable slave trading enable the expansion of the empire? The Asiento de Negros, the South Sea Company and the financial revolution in Great Britain. *Cliometrica*, 15, 675-718.

Rakaj, A., & Fianchini, A. (2024). Mediterranean sea cucumbers—Biology, ecology, and exploitation. In *The world of sea cucumbers* (pp. 753-773). Academic Press.

Robins, N. (2012). *The Corporation That Changed the World: How the East India Company Shaped the Modern Multinational*. Pluto Press, London.

Rook, L. (2006). An economic psychological approach to herd behavior. *Journal of Economic Issues*, 40(1), 75-95.

Sarna, D. E. (2010). *History of greed: Financial fraud from Tulip Mania to Bernie Madoff*. John Wiley & Sons.

Satsuma, S. (2012). The South Sea Company and its plan for a naval expedition in 1712. *Historical Research*, 85(229), 410-429.

Scoles, S. (2007). *The Wisdom of Crowds—A Better Way to Think About the Markets*. Risk and Rewards, 10-13.

Selva, S. (2023). Tulip Mania 1637 and other crises in the Netherlands. In *Elgar Encyclopedia of Financial Crises* (pp. 458-462). Edward Elgar Publishing.

Sherman, N. J. (2018). A behavioral economics approach to regulating initial coin offerings. *Geo. LJ Online*, 107, 17.

Stewart, T. (2022). The South Sea Bubble. Historic UK. <https://www.historic-uk.com/HistoryUK/HistoryofEngland/South-Sea-Bubble/>

Suryawanshi, P. B. & Jumle, A. G. (2016). Comparison of Behavioral Finance and Traditional Finance: For Investment Decisions. *International Journal of Commerce, Business and Management*, 5(3), 81-84.

Tversky, A. & Kahneman, D. (1974). Judgment under Uncertainty: Heuristics and Biases. *Science, New Series*, 185 (4157), 1124-1131.

Wennerlind, C. (2023). "The British Lions Crouched to a Nest of Owls": The South Sea Bubble through the Lens of the London Press. *History of Political Economy*, 10874988.

Xu, Y. (2023, May). Behavioral Finance: An Introduction of Herd Effect-Take the Dotcom Bubble in the 2000s as an Example. In 8th International Conference on Financial Innovation and Economic Development (ICFIED 2023) (pp. 216-224). Atlantis Press.

# **BARRIERS AND BREAKTHROUGHS IN TECH INDUSTRY: WOMEN'S JOURNEY TO THE BOARDROOMS**

**Dr. Neera Jain**

Management Development Institute Gurgaon Gurugram, India

ORCID ID: <https://orcid.org/0000-0002-0507-6296>

## **ABSTRACT**

The presence of women in boardrooms brings a unique perspective and contributes to a more inclusive and innovative work environment. Over the years, there has been a growing recognition of the importance of gender diversity at the highest levels of decision-making.

This exploratory study delves into the complex challenges and successes encountered by women in achieving boardroom positions within the technology industry, a field traditionally male-dominated. Despite heightened awareness and initiatives aimed at promoting gender diversity, women still encounter substantial obstacles in attaining leadership roles. This research focuses on identifying these barriers and examining the breakthroughs facilitating the increased presence of women in tech boardrooms.

Utilizing a qualitative methodology, the study draws insights from an in-depth analysis of 25 interviews with senior women leaders in the technology sector. The thematic analysis uncovers key themes such as cultural biases, organizational structures, and personal strategies that impact the trajectory of women in tech leadership.

Research indicates that companies with a higher representation of women on their boards tend to demonstrate better financial performance and governance. Efforts to break gender barriers and promote equality in the boardroom have resulted in increased opportunities for talented women to ascend to executive positions. However, there is still work to be done to achieve true gender parity and ensure that women continue to break through glass ceilings in the corporate world. The study contributes to the ongoing discourse on gender equity in the corporate world, particularly within the rapidly evolving tech sector.

**Key Words:** Women Leadership, Boardrooms, Gender Diversity, Technology Sector

## **INTRODUCTION**

In the contemporary corporate world, particularly within the dynamic and innovation-driven technology sector, the ascent of women to boardroom positions marks a significant evolution toward achieving gender diversity and inclusivity. Historically, the technology industry has been a male-dominated field, with women significantly underrepresented in leadership roles. This underrepresentation is not just a statistic; it is a reflection of the systemic barriers that

have perpetuated gender disparities at the highest levels of organizational decision-making. However, the narrative is gradually changing, as the presence of women in tech boardrooms has become a focal point for discussions on corporate governance, innovation, and social responsibility.

The journey of women to these positions of power and influence is both inspiring and fraught with challenges. This qualitative study, "Barriers and Breakthroughs in Tech Industry: Women's Journey to the Boardrooms," aims to delve into this complex landscape, exploring the obstacles faced by women and the successes that have enabled their progress in the technology sector.

The significance of gender diversity in the boardroom extends beyond mere representation. Research has consistently shown that companies with diverse leadership teams tend to exhibit better financial performance, more robust governance structures, and higher levels of innovation. In the technology sector, where innovation is the cornerstone of success, the unique perspectives that women bring to leadership can catalyze creative problem-solving and drive transformative change. Despite this recognition, the path to leadership for women in tech is littered with systemic barriers that stem from cultural biases, organizational practices, and industry norms that have traditionally favored men.

The exploration of these barriers is critical not only for understanding the current state of gender diversity in tech leadership but also for identifying actionable strategies to promote inclusivity. Moreover, by examining the breakthroughs that have facilitated women's advancement in the tech industry, this study seeks to highlight the effective policies, practices, and personal strategies that can serve as a blueprint for achieving gender parity in corporate leadership.

The barriers encountered by women in the technology sector are multifaceted, encompassing cultural, organizational, and structural challenges. Cultural biases, often manifested as stereotypes and implicit biases, can undermine women's confidence and visibility in the workplace. These biases also contribute to the perpetuation of a gendered leadership model that favors masculine traits, thus sidelining women from key decision-making roles. Organizational structures, including the lack of supportive policies and networks, further exacerbate the challenges faced by women. The scarcity of female role models in leadership positions creates a vicious cycle, where the underrepresentation of women at the top discourages aspiring female leaders.

Despite these barriers, there have been significant breakthroughs that have contributed to the increased presence of women in tech boardrooms. Initiatives aimed at promoting gender diversity, such as mentorship programs, leadership development initiatives, and policies supporting work-life balance, have shown promising results. Moreover, the growing recognition of the business case for diversity has prompted companies to adopt more inclusive recruitment and promotion practices. Personal strategies employed by women, including

networking, skill development, and advocacy for gender equality, also play a crucial role in navigating the path to leadership.

This study contributes to the ongoing discourse on this critical issue, shedding light on the persistent barriers that hinder women's advancement and the breakthroughs that pave the way for their success. The findings underscore the importance of systemic change, encompassing cultural shifts, organizational reforms, and policy interventions, to create an enabling environment for women's leadership in tech. As the technology sector continues to evolve, the pursuit of gender parity in the boardroom remains a critical endeavor, not only for the advancement of women but also for the enrichment of corporate governance and innovation.

## **LITERATURE REVIEW**

Modern research has focused on the pursuit of gender diversity in technology company boardrooms, emphasizing the complex obstacles that women must overcome to reach leadership positions and the significant influence that their presence has on organizational success. In order to shed light on the current situation of women in corporate governance, notably in the technology sector, and the wider effects of gender diversity on business performance, this literature review incorporates findings from significant studies.

In their thorough examination of women's engagement in corporate governance in Indian private sector enterprises, Raut et al. (2023) highlight the structural barriers that prevent more women from assuming executive positions. To improve women's participation in corporate leadership, their research highlights the need for more inclusive policies and practices. This lays the groundwork for future studies that will examine the advantages of gender diversity in boardrooms.

Expanding upon this notion, Chatterjee and Nag (2023) investigate how gender diversity in boardrooms affects company performance, providing factual data showing that companies with diverse leadership teams have better financial and governance outcomes. This study supports the increasing amount of research that indicates gender diversity is a strategic asset that can promote organizational performance rather than just a measure of equality.

Research on gender equity in the boardroom in the Indian context by Kumar and Singh (2020), and Arora (2022) further supports this claim by emphasizing the vital role that women play in promoting creative problem-solving and strategic decision-making. These studies highlight the distinct viewpoints and strategies that women bring to leadership positions, making corporate environments more competitive and dynamic.

Lunawat et al (2021) discuss the legal and regulatory measures that India has taken to require gender diversity on corporate boards. They also look at the initiatives' compliance and intentions. Their findings point to a trend in the right direction—that is, a higher inclusion of women in leadership positions—but they also highlight obstacles to realizing gender parity that goes beyond simple numerical representation.

The research supports ongoing efforts to remove obstacles to gender diversity by showing a favorable association between women's presence in boardrooms and enhanced corporate performance. The aforementioned corpus of work underscores the significance of persistent lobbying, policy modification, and organizational transformation in actualizing the complete potential of gender diversity in promoting fair, inventive, and successful corporate

environments. However, there is still a lack of research in the technology sector to study highlight the complexity of the issues that women in technology leadership face as well as the important advantages that gender diversity offers to these companies.

## **METHODOLOGY**

To obtain a comprehensive understanding of the experiences of women in tech leadership, this study employs a qualitative methodology. The study used thematic analysis to uncover and investigate the major themes associated with the obstacles and achievements faced by these women, based on a set of 25 interviews conducted with high-ranking female executives in the technology industry. This method offers a rich account of women's paths to the boardroom and enables a nuanced comprehension of the intricate interplay between human agency and societal constraints. The exploratory aspect of the study, which aims to document the lived experiences of women leaders and the contextual elements influencing their career paths, informs the choice of qualitative approaches.

## **FINDINGS**

### **A. Barriers**

#### **1. Cultural Biases**

Diversity in teams, according to Bantel and Jackson (1989), fosters a wider variety of viewpoints and ideas, which improves the processes of creativity and problem-solving. The interviews that were carried out with prominent female leaders in the IT industry revealed important new information about the enduring cultural prejudices that impede the advancement of women into leadership roles. Enshrined social ideas and preconceptions surrounding women's responsibilities and skills continue to have a significant impact on professional environments, especially in areas that have historically been dominated by males, notwithstanding major advancements toward gender equality within and beyond the industry.

The interviewees consistently noted the difficulty presented by the undervaluation of women's technical proficiency. Participants gave examples of times when gender preconceptions that cast doubt on women's ability for technology and leadership overshadowed or undervalued their abilities and contributions, rather than because they were accomplished or competent. In addition to being disheartening, this bias prevents women from advancing in their careers by hiding their true abilities and successes.

The interviews also demonstrated how the "glass ceiling"—a symbolic barrier that keeps women from rising to senior executive positions even when they possess the necessary training and expertise—is manifested. Deeply ingrained cultural prejudices that support gender-based segregation in positions of leadership and decision-making are the core cause of this issue. Women executives talked about how they faced both tangible and invisible obstacles to their career advancement, frequently having to work harder to get the recognition and opportunities that were more easily available to their male counterparts.

The burden placed on female leaders to continuously demonstrate their authority and ability in settings where people are inclined to distrust them based only on their gender was another



important conclusion. Numerous respondents discussed the draining cycle of constantly needing to prove their value—a condition that is not placed on their male counterparts in the same way. In addition to burdening women unnecessarily, this continual battle for validation also interferes with their capacity to give their full attention to leadership and creativity.

## **2. Organizational Structures**

The technology sector's senior female leaders were interviewed, and the results provided important new insights into how company policies and conventional organizational structures impede the growth of women in leadership roles. It became clear that, despite some advancements, these institutions have not sufficiently changed to address the special requirements of women, especially about striking a balance between career advancement and personal or family obligations.

One of the main issues raised was the lack of flexibility in work schedules. Numerous interviewees noted that women, who frequently shoulder a disproportionate part of caregiving and home responsibilities, are disadvantaged by strict work hours and the expectation of constant availability. Because men are less likely to have the same expectations, it is difficult for women to pursue leadership possibilities on an equal basis.

One other important issue that came up in the interviews was the lack of female mentors at the senior level. In the technology industry, women frequently work in settings devoid of mentors and role models who can guide them through the unique obstacles they face and offer advice on achieving leadership positions. The lack of female leadership contributes to the underrepresentation loop by limiting the chances that women will get sponsorship and support from those who have overcome comparable obstacles.

Additionally, it was often mentioned that there were gender biases in the promotion and evaluation systems. Interviewees explained how these procedures frequently reward traits or actions that are more frequently associated with or expected of men, such as assertiveness or a solitary focus on work, systematically excluding gifted women who might approach problem-solving or leadership in alternative ways. This bias restricts the range of leadership styles inside businesses in addition to negatively impacting women's possibilities for progress.

## **3. Network Limitations**

One significant obstacle to women's career advancement in the technology sector was revealed during the investigation of network restrictions through interviews with prominent women leaders. Professional networks are essential for exposure, sponsorship, and mentoring, but they are frequently closed off to women, which has a big influence on their career paths.

The marginalization of women from professional networks, which are predominately male, was a recurrent subject in the interviews. This exclusion usually takes the form of subtle methods rather than being deliberate or overt. Social gatherings, unplanned chats, and informal get-togethers were highlighted as instances where women miss out on crucial chances to get recognition, create relationships, and advance their careers. These kinds of situations highlight the unofficial channels that are used to disperse visibility and career possibilities; women are frequently left out of these channels because of their lack of integration.

The interviews brought to light the significant impact of not belonging to these powerful circles. Female leaders discussed the difficulties they have in obtaining the same degree of sponsorship and mentoring as their male colleagues. In order to navigate corporate systems, mentoring and sponsorship are essential. However, because there aren't many women in executive positions who can act as mentors or sponsors, women frequently find themselves at a disadvantage. This disparity not only hinders their immediate professional advancement but also feeds the vicious cycle of underrepresentation at the top, which has an impact on the larger ecosystem.

In addition, the lack of robust networks restricts women's visibility to influential individuals, which is essential for being given consideration for prominent projects and leadership roles. Numerous interviewees stressed how being cut off from these networks meant they had to work much harder to establish their value and receive the same recognition that others could have more readily obtained through existing network connections.

## **B. Breakthroughs**

### **1. Corporate Initiatives**

The interviews with prominent female executives in the technology industry yielded insightful information about the success of business programs designed to promote gender diversity. These programs show how the IT sector is beginning to recognize the invaluable contributions that women make to leadership positions, including the introduction of varied viewpoints and creative ways to problem-solving.

One important takeaway from the conversations is that tech companies are becoming more and more committed to putting in place focused diversity policies and initiatives. The realization of the numerous advantages of gender diversity for competitive advantage, organizational performance, and creativity is what is causing this change. In order to address the structural and cultural barriers that have historically prevented women from advancing in the IT industry, interviewees highlighted several steps that organizations are taking to support women throughout their career paths.

One important initiative to increase awareness of unconscious biases and their influence on decision-making processes is bias training. Participants emphasized the importance of these training initiatives in fostering an inclusive workplace culture that actively combats prejudice and stereotypes. Companies seek to level the playing field for women by reducing biases that impact recruiting, promotion, and evaluation procedures through staff education at all levels.

Additionally, gender-neutral hiring procedures were found to be an essential part of business initiatives supporting gender diversity. Interviewees talked about the effectiveness of structured interview processes and inclusive language that does not contain gender-coded terms in job descriptions in reducing bias. These procedures aid in guaranteeing that hiring decisions are made on the basis of merit rather than gender and that recruitment activities draw in a diverse pool of candidates.

It was noted that the creation of positions specifically devoted to diversity and inclusion within corporate frameworks is evidence of how seriously digital businesses are taking the issue of gender diversity. These positions, which are frequently senior ones, are responsible

for creating and managing the application of diversity policies, establishing quantifiable goals, and keeping track of advancements. Although they warned that success depended on the empowerment and funding of these positions, female leaders expressed hope about the potential of these roles to create systemic change.

Additionally, the interviews showed that businesses are realizing more and more the importance of all-encompassing strategies that consider retention and promotion in addition to recruitment. This all-encompassing strategy recognizes that the obstacles that women in technology face are intricately linked and multifaceted. To support women at different phases of their careers, services including career development opportunities, flexible work schedules, and mentorship and sponsorship are being put into place.

In summary, the results of the interviews show that, despite ongoing obstacles, there is a growing movement in favor of gender diversity in the tech sector, which is being fueled by specific business initiatives. If these initiatives are maintained and given sufficient funding, they might greatly lower the structural obstacles that prevent women from advancing in their careers and open the door for more diverse and inclusive leadership positions in the technology sector.

## **2. Leadership Development**

Examining programs for women-only leadership development in the technology industry has revealed a crucial path that the sector is taking to close the gender leadership gap. Based on the information obtained from speaking with senior female executives, it appears that companies, non-profits, and professional associations are taking the initiative to address the lack of women in tech leadership positions through these initiatives.

Participants discussed their experiences with different leadership development programs, emphasizing the all-encompassing strategy these efforts employ to support women's professional advancement. These kinds of programs aim to improve not just technical and leadership abilities but also self-assurance and industry recognition. One particularly beneficial aspect of these programs has been the mentoring opportunities, which provide women with individualized advice and insights from seasoned professionals who have travelled similar career routes.

These development programs' inclusion of leadership training was praised for their contribution to giving women the tools they need to lead successfully in the technology industry. The training subjects included everything from creating inclusive team settings and negotiating workplace dynamics to strategic decision-making and creativity. It was believed that focusing on real-world leadership abilities and learning about the particular difficulties faced by women in the technology industry would be crucial in preparing participants for executive positions.

The significance of networking events linked to these programs in creating a community that supports women in technology was also emphasized. These kinds of gatherings give women a chance to network with mentors, peers, and business executives, which promotes the sharing of concepts, insights, and chances. One of the main things that motivates women to pursue and hold leadership roles is the sense of community and common goal that these networks establish.

The tech industry's dedication to helping women advance to top positions in the field reflects the increasing understanding of the benefits of gender diversity for innovation and competitiveness. By making investments to support women's leadership development, the industry recognizes the vital role women play in advancing organizational success and technological growth. These programs help create a more vibrant, diverse, and competitive sector in addition to removing obstacles that prevent women from assuming leadership roles.

### **3. Advocacy and Awareness**

The study's interview data reveals a significant change in the conversation about women in technology, characterized by a rise in support and understanding of gender diversity concerns. This shift is typified by a more outspoken and evident commitment by different IT industry stakeholders to confront and eliminate the ingrained gender biases that have long plagued the business.

Participants emphasized how social media platforms, forums, and campaigns might help spread the word about the difficulties faced by women in the tech sector. These forums are now essential for spreading the word about the structural adjustments required to make society more egalitarian and inclusive for women. Stories of women's problems, victories, and experiences are shared through different channels, forming a compelling narrative that emphasizes the need for change.

Action at the organizational and business levels has been spurred by the increased awareness of gender diversity issues. Respondents observed a notable surge in candid conversations around gender parity in their organizations and the larger technology sector. These conversations are having a real impact on behaviors and policies that try to lessen gender bias; they are not merely theoretical. For example, businesses are making more of an effort to find and remove prejudices from their hiring procedures, promotion standards, and work environments.

The results of these interviews highlight how important it is to raise awareness and advocate more for systemic change in the tech sector. The industry is making significant strides in establishing an atmosphere where women can flourish and contribute to innovation and growth on an equal footing with men by advancing the discussion around gender diversity and actively working to dismantle barriers. This change in language and behavior lays the groundwork for future advancements in gender parity in technology.

## **DISCUSSION AND CONCLUSION**

The study's conclusions highlight both the numerous obstacles that women must overcome to advance to leadership roles in the technology industry as well as the innovations and programs that are assisting in closing the gender gap. Women's advancement to executive positions has historically been hampered by cultural prejudices, organizational hierarchies, network constraints, and a dearth of focused leadership development programs. On the other hand, major improvements are being sparked by a growing dedication to gender diversity through corporate programs, leadership development specifically designed for women, and more activism and awareness.

The enduring existence of cultural prejudices and institutional policies that impede women's advancement underscores the necessity of a consistent and comprehensive strategy to promote gender diversity in technology leadership. The significance of mentorship and having access to powerful networks highlights the role that social capital plays in advancing one's career and highlights the need for greater networking opportunities that are inclusive of women. Concurrently, the rise of diversity-focused corporate efforts and leadership development programs suggests a rising understanding of the worth of women in leadership roles and the need to support their professional paths.

Gender diversity advocacy and awareness have grown significantly, which is a significant shift that is propelling industry-wide and corporate efforts to eliminate gender bias. Although there has been progress, this survey shows that there is still work to be done to achieve true gender parity in IT leadership. All parties involved must work together to establish inclusive practices, promote the advancement of women leaders, and advocate for change. This includes businesses, non-profits, professional networks, and individuals.

In summary, closing the gender gap in tech leadership is a strategic necessity for innovation and competitiveness as well as a social justice issue. The study's findings shed light on the intricate obstacles standing in the way of women's career advancement in technology as well as practical solutions. The tech sector must build on these initiatives going forward to create an atmosphere in which women are equally given the chance to lead and achieve success. In addition to improving organizational performance, achieving gender diversity in tech leadership will move the industry toward a more inclusive and equitable future.

## **LIMITATIONS AND FUTURE SCOPE**

The qualitative methodology and the unique experiences of the respondents limit this study, which nevertheless offers insightful information about the struggles and achievements of women in tech leadership. The results cannot be applied to the larger technology industry because they are based on a limited and possibly unrepresentative sample of senior female leaders. Furthermore, emphasizing the experiences of women alone provides an important but limited perspective on the complex nature of gender diversity, which also encompasses male and non-binary people.

Subsequent investigations could expand the range of this study by integrating quantitative studies to encompass broader industry patterns and by exploring the confluence of gender with other identities, such as colour and ethnicity, to unearth more profound perspectives on inclusivity in the technology sector. Examining how the current trend toward remote and mixed work environments affects gender diversity in leadership roles may also produce significant results. Research on the role of male allies in advancing gender equality as well as longitudinal research evaluating the long-term effects of diversity initiatives would both contribute to a deeper understanding of the subject. By focusing on these topics, we may improve our understanding of how to break down obstacles to gender diversity and direct our efforts toward creating a more fair and inclusive technology sector.

## **REFERENCES**

Arora, (2022) Do women on boards enhance firm performance? Evidence from top Indian companies, *International Journal of Disclosure and Governance*,155-167.

Chatterjee, C., & Nag, T. (2023), Gender diversity in the boardroom and its impact on firm performance. *Journal of Management and Governance*, 26(3), 735-755.

Kumar, P., & Singh, G. (2020). *Gender Equity in the Boardroom: The Case of India*. Emerald Publishing Limited. Arora, A. (2022).

Lunawat, D., Pradhan, A. K., & Lunawat, A. (2021). Women in the Board Room: A Mandate-Intent and Compliance by Companies. *SCMS Journal of Indian Management*, 18(3), 16-27.

Raut, R., Deshpande, A., Gupta, K., Kaul, N., & Ekbote, N. (2023). Status of Women in Corporate Governance in the Private Sector Companies in India. *Indian Journal of Corporate Governance*, 16(1), 94-107.

# ÇOCUKLARIN GELİŞİMLERİNDE ÇİZGİ FİMLERİN ROLÜ “EBEVEYN, ÇOCUK VE ÖĞRETMEN GÖRÜŞLERİ”: NİTEL BİR ARAŞTIRMA

## THE ROLE OF CARTOONS IN THE DEVELOPMENT OF CHILDREN “PARENT, CHILD AND TEACHER VIEWS”: A QUALITATIVE RESEARCH

**Blm. Uzm. Zeynep Sernur Başpınar**

Ankara Üniversitesi Sağlık Bilimleri Enstitüsü Çocuk Gelişimi Anabilim Dalı

ORCID ID: 0009-0001-9217-2189

**Prof. Dr. Ender Durualp**

Ankara Üniversitesi Sağlık Bilimleri Fakültesi Çocuk Gelişimi Bölümü

ORCID ID: 0000-0002-6645-6815

### ÖZET

Araştırmada, okul öncesi dönemdeki çocukların hayatında önemli rollere sahip olan ebeveyn ve öğretmenlerin, çizgi filmlerin çocukların gelişimi ve eğitimi üzerindeki etkilerine yönelik görüşlerinin incelenmesi ve çocukların çizgi filmlerle ilgili tercihlerinin belirlenmesi amaçlanmıştır. Araştırmada, nitel araştırma yöntemlerinden olgubilim (fenomenoloji) deseni kullanılmıştır. Araştırmanın çalışma grubunu dört-altı yaşlarındaki çocuklar (n=12), bu yaşlarda çocuğu olan ebeveynler (n=12) ve okul öncesi eğitim kurumlarında görev yapan öğretmenler (n=10) oluşturmaktadır. Çocuklar, ebeveynler ve öğretmenler amaçlı ve uygun örnekleme yöntemiyle araştırmaya alınmıştır. Araştırmanın verileri, “Genel Bilgi Formu” ve yarı yapılandırılmış “Görüşme Formu” kullanılarak toplanmıştır. Verilerin analizinde, betimsel içerik analiz yöntemi kullanılmıştır. Araştırmada katılımcı ebeveynlerin çoğu; çocukların günde ortalama bir saat çizgi film izlediklerini, en çok TRT Çocuk kanalında yayınlanan çizgi filmleri izlemeyi tercih ettiklerini, çocuklarıyla çizgi filmler hakkında sohbet ettiklerini, çocukları çizgi film izlerken onlara eşlik ettiklerini, çizgi filmlerin çocukların yaşlarına uygunluğunu değerlendirdiklerini, çizgi filmleri davranış yönetiminde, özellikle çocuklarını sakinleştirmek ve onlara yemek yedirmek için kullandıklarını, çizgi filmlere yönelik ürünleri satın aldıklarını belirtmişlerdir. Ayrıca çizgi filmlerin, çocukların fiziksel ve motor gelişimini olumsuz yönde; bilişsel, sosyal-duygusal, dil gelişimi ve öz bakım becerilerini ise olumlu yönde etkilediğini ifade etmişlerdir. Katılımcı öğretmenlerin çoğu, eğitim programlarında çizgi filmlere yer vermediklerini, çizgi filmleri çocukların gelişimi ve eğitiminde kullandıklarını ve çizgi filmler hakkında çocuklarla sohbet ettiklerini belirtmişlerdir. Öğretmenlerin yarısı ailelere çizgi film önerirken yarısı ise önermediğini bildirmiştir. Ayrıca öğretmenlerin çoğu, çizgi filmlerin çocukların motor, bilişsel, dil, sosyal-duygusal gelişimi ve öz bakım becerilerini olumlu anlamda etkilediğini ifade etmiştir. Bununla birlikte öğretmenlerin yarısı çizgi filmlerin fiziksel gelişimi olumlu yönde etkilediğini düşünürken yarısı ise olumsuz yönde etkilediğini düşünmektedir. Katılımcı çocukların çoğu, günde toplam iki-üç bölüm çizgi film seyrettiklerini, çoğunlukla annelerinin ve kardeşlerinin onlara eşlik ettiklerini, en çok Rafadan Tayfa ve Mucize: Uğur Böceği ve

Kara Kedi çizgi filmlerini sevdiklerini, çizgi film karakterlerinin oyuncaklarına sahip olduklarını, giysilerine ise sahip olmadıklarını belirtmişlerdir. Çocukların bir kısmının izlemekten hoşlanmadığı çizgi film bulunmazken, çocuklardan bazıları kavga davranışları içeren ve kötü karakterlerin bulunduğu çizgi filmlerden hoşlanmadıklarını ifade etmiştir. Ayrıca çocukların çoğu, akıllı ve süper güçlerini kullanarak insanları kurtaran çizgi film karakterlerinin yerinde olmak istediklerini söylemiştir.

**Anahtar Kelimeler:** Çizgi film, gelişim, ebeveyn, çocuk, öğretmen

## **ABSTRACT**

The aim of the study was to examine the opinions of parents and teachers, who have important roles in the lives of preschool children, regarding the effects of cartoons on children's development and education and to determine children's preferences regarding cartoons. In the research, phenomenology pattern, one of the qualitative research methods, was used. The study group of the research consists of children aged 4-6 (n = 12), parents with children aged 4-6 (n = 12) and teachers working in pre-school education institutions (n = 10). Children, parents and teachers were determined by purposive and convenient sampling method. The data of the research were collected using the "General Information Form" and the semi-structured "Interview Form". Descriptive content analysis method was used to analyze the data. In the study, most of the participating parents stated that their children watch cartoons for an average of 1 hour a day, that they mostly prefer to watch cartoons broadcast on TRT Çocuk channel, that they accompany their children while they watch cartoons, and that they chat with their children about cartoons. They also stated that they evaluated the suitability of cartoons for children's ages, that they used cartoons in behavior management, especially to calm their children and make them eat, and that they purchased products based on cartoons. They also stated that cartoons negatively affect children's physical and motor development and positively affect their cognitive, social-emotional, language development and self-care skills. Most of the participating teachers stated that they did not include cartoons in their educational programs, that they used cartoons in the development and education of children, and that they chatted with children about cartoons. While half of the teachers recommended cartoons to families, the other half reported that they did not recommend them. In addition, most of the teachers stated that cartoons positively affected children's motor, cognitive, language, social-emotional development and self-care skills. However, half of the teachers think that cartoons affect physical development positively, while the other half think that they affect physical development negatively. Most of the participating children stated that they watch a total of 2-3 cartoons a day, that their mothers mostly accompany them, that they like the cartoons Rafadan Tayfa and Miracle: Ladybug and Cat Noir the most, that they own toys of cartoon characters but do not own their clothes. While there are no cartoons that some children do not like to watch, some of the children stated that they do not like cartoons that contain fighting behavior and bad characters. In addition, most of the children said that they wanted to be in the shoes of cartoon characters who are smart and save people by using their superpowers.

**Keywords:** Cartoon, development, parents, child, teacher



## GİRİŞ

Bireyin yaşamının yapı taşlarını oluşturan erken çocukluk dönemi, çocukların gelişimi açısından büyük bir öneme sahiptir. Bu dönemdeki çocukların gelişimi birçok faktörden etkilenmekte olup, maruz kalınan unsurların etkileri çocukların günlük yaşamlarına, düşüncelerine, oyunlarına ve davranışlarına olumlu veya olumsuz bir biçimde yansımaktadır. Çocuklar çoğunlukla model alarak öğrenmekte, bu nedenle çocukluk döneminde en çok izlenen yayınlar olan çizgi filmlerin, çocuğun gelişiminde etkisinin bulunduğu bilinmektedir (Kocaman ve Uslu, 2021). Okul öncesi dönemdeki çocukların televizyon programları arasında en çok tercih ettiği çizgi filmler; çocukların beğenerek ve büyük bir ilgiyle seyrettikleri aynı zamanda eğlenceli zaman geçirdikleri yapımlardır (Çelenk, 1995). Bu nedenle çizgi filmlerin çocukların hayatlarında önemli bir yeri vardır. Bois ve Bushman tarafından yapılan araştırmada iki-beş yaşları arasındaki çocukların haftada 32 saat çizgi film izledikleri bulunmuştur (Chabashvili ve Virsaladze, 2019).

Çocuklar, kurgu ve gerçek arasındaki ayrımın farkına varmakta çoğu kez yetişkinler kadar yetkin değildir. Bu nedenle çocuklar, televizyon karşısında yetişkinlere göre daha savunmasız durumda kalmaktadır (Çaplı, 1996). Yürütülen araştırmalar, çocukların sekiz yaşlarına kadar, izlediklerinin içeriğini çok yetersiz seviyede anlamlandırabildiklerini, hatta bu konuda çok başarısız olduklarını göstermektedir (Bjorkqvist ve Lagerspetz, 1985; Condry, 1989; akt. Peters ve Blumberg, 2002). Bu yaştan önce çocuklar, kurgu ve gerçek arasındaki ayrımı görememekte bu nedenle, rastladığı olağanüstü durumları gerçek hayata göre değerlendirmektedir (Baron ve Broughton, 2001). Çocuğun yeterli seviyede bilişsel bir olgunluk kazanmadan hayali ve kurgusal içeriklere maruz kalması, çocuk üzerinde çok çeşitli olumsuz etkiler doğurabilmektedir (Nergis, 1994; Pembecioğlu, 2006; Ünal ve Durualp, 2012).

Aynı zamanda çizgi film seyredilirken sık sık reklamların çıkması ve görüntülerin hızlı bir şekilde ortaya çıkıp kaybolması, dikkatin devamlılığının kaybolmasına ve odaklanma kapasitesinin düşmesine neden olmaktadır (Aşkaroğlu, 2006). Yabancı yapımların çizgi filmlerin Türkçeye çevrilerek yayınlanması, çocukların yaşadığı bölgenin kültürü ve dili ile kurduğu ilişkisini olumsuz etkilemekte, yozlaşmış bir dil kullanma düzeylerini artırmaktadır (Yağlı, 2013). Ayrıca çocuğun çok fazla televizyon seyretmesi, onu oyun oynamaktan bile alıkoymakta, dolayısıyla çocuğun sosyal becerileri zayıflamakta ve çocuk içe dönük bir duruma gelmektedir (Çaplı, 1996). Çizgi filmlerin bazılarında eğlendirme amacıyla sahnelenen vurma, kırma, ateş etme, öfkelenme, dövüş gibi şiddet sahneleri ve karakterlerin sergilemiş olduğu davranışlar, okul öncesi dönemdeki çocukların saldırganlık dürtülerini tetikleyerek bu dönemde dürtülerini kontrol edebilme yetisini henüz kazanamamış çocukları, şiddete ve saldırgan olmaya yönlendirebilmektedir (Durualp, 2020; Yetim ve Sarıçam, 2016). Yıldız (2016) tarafından yapılan araştırma, çocuklar tarafından en çok izlenen çizgi filmlerin ortalama izlenme süresinin 4220 saniyesinde şiddet içeren unsurların bulunduğunu göstermektedir. Hunter ve Wilson (1983) tarafından yürütülen araştırmada ise çocuklarda gözlemlenen 58 şiddet içeren tutumun, 13 film ve 13 televizyon programında gösterilen şiddet davranışlarıyla büsbütün aynı olduğu saptanmıştır.

Çizgi filmler hakkında yapılan araştırmalarda genellikle şiddet tutumları ve saldırganlığa teşvik edici negatif yönleri üzerinde durulur. Fakat çizgi filmlerin, çocuklara uygun olarak hazırlanması ve kullanılmasının çocuklar üzerinde öğretici, bilgilendirici, gelişimi destekleyici gibi olumlu niteliklerinin de bulunduğu göz ardı edilmemelidir (Güler, 1992; Güler, 2013). Seçimi sırasında özen gösterilmiş, yararlı çizgi filmler çocukları neşelendirdiği gibi bütün gelişim alanlarına da fayda sağlar, hayal kurma yeteneklerini çoğaltır (Yağlı,

2013). Ayrıca çizgi filmlerin görsel ve işitsel bir yönünün olması da öğrenilenlerin hafızada kalıcılığını artırır (Arıkan, 2001). Çocukların yaşına ve gelişim düzeylerine uyumlu olacak şekilde seçilmiş film kahramanının izletilmesi, çocuğun kişiliğini geliştirebilmekte ve özdeşim kuracağı bu modelin çocuğa olumlu etkileri olabilmektedir (Yavuzer, 1996). Çocuklar geliştikleri ortama göre şekil alırlar ve çizgi filmler de bu ortamın bir parçası halindedir, dolayısıyla tüm ebeveynlerin ve öğretmenlerin çizgi filmlerin etkileri konusunda bilgi sahibi olmaları (Shailesh-Rai, 2017), çizgi filmleri seçerken çocukların yaşlarına, gelişim dönemi özelliklerine uygun olmasına özen göstermeleri gerekmektedir (Yaşar-Ekici, 2015).

Bu bilgiler ışığında araştırmada, okul öncesi dönemdeki çocukların hayatında önemli bir yere sahip olan ebeveyn ve öğretmenlerin, çizgi filmlerin çocukların gelişimi üzerindeki etkilerine ve yaşantılarına nasıl yansıdığına yönelik görüşlerinin belirlenmesi, çocukların izlemeyi tercih ettiği çizgi filmlere yönelik düşüncelerinin incelenmesi amaçlanmıştır.

## YÖNTEM

Bu bölümde, araştırmanın modeli, araştırmanın çalışma grubu, veri toplama araçları, veri toplama yöntemi ile verilerin değerlendirilmesi ve analizi hakkında bilgi verilmiştir.

### Araştırmanın Modeli

Bu araştırmada, nitel araştırma yöntemlerinden olgubilim (fenomenoloji) deseni kullanılmıştır. Olgubilim çalışmaları, farkında olduğumuz ancak derinlemesine ve ayrıntılı bir bilgiye sahip olmadığımız olgulara odaklanmaktadır (Büyüköztürk ve ark., 2011).

### Araştırmanın Çalışma Grubu

Araştırmanın çalışma grubunu okul öncesi dönemindeki çocuklar, okul öncesi döneminde çocuğu olan ebeveynler ve okul öncesi eğitim kurumlarında görev yapan öğretmenler oluşturmaktadır. Bu doğrultuda, araştırmaya gönüllü olarak katılmayı kabul eden 12 çocuk, 12 ebeveyn ve 10 öğretmen araştırmanın çalışma grubuna alınmıştır. Çocuklar, ebeveynler ve öğretmenler amaçlı ve uygun örnekleme yöntemiyle belirlenmiştir.

Araştırmaya katılan çocukların çoğu kızdır. Yaşları 60-78 ay arasında değişmektedir. Çoğu iki kardeşe sahiptir. Çocuklardan üçünün okula gitmediği, okula gidenlerin ise çoğunlukla 25 ay ve üzerinde okula devam ettiği belirlenmiştir. Araştırmaya katılan ebeveynlerin çoğunluğunun 31-40 yaşlarında olduğu, yarısının çalıştığı, çoğunluğunun ön lisans mezunu, çekirdek aileye ve orta gelir düzeyine sahip olduğu tespit edilmiştir. Araştırmaya katılan öğretmenlerin çoğu 25-30 yaşları arasında, lisans mezunu olduğu ve 1-5 yıl arasında hizmet ettiği belirlenmiştir.

### Veri Toplama Araçları

Araştırmanın verileri, araştırmacılar tarafından çocuklara, ebeveynlere ve öğretmenlere yönelik ayrı hazırlanan “Genel Bilgi Formu” ve yarı yapılandırılmış “Görüşme Formu” kullanılarak toplanmıştır. Görüşme soruları hazırlanırken öncelikle alan yazın incelenmiştir. Formların hazırlanmasının ardından çocuk gelişimi alanından iki akademisyen ve bir okul

öncesi öğretmeni olmak üzere üç uzmandan görüş alınmıştır. Uzmanlardan gelen önerilerin ardından Genel Bilgi Formları ve yarı yapılandırılmış Görüşme Formları gözden geçirilmiş, gerekli düzeltmeler yapılarak formlara son şekli verilmiştir.

Genel Bilgi Formunda çocukların, ebeveynlerin ve öğretmenlerin sosyodemografik bilgilerini içeren sorular yer almaktadır. Ayrıca tercih edilen çizgi film, günlük izlem süresi, eğitimde kullanımı vb. çizgi filmlere yönelik sorular bulunmaktadır.

Yarı yapılandırılmış Görüşme Formu ise çizgi filmlerin gelişim alanları üzerindeki olumlu ve olumsuz etkilerine dair ebeveyn ve öğretmenlere yöneltilen sorulardan oluşmaktadır. Ayrıca çocuklara çizgi filmlerle ilgili düşüncelerini içeren sorular yer almaktadır.

### Veri Toplama Yöntemi

Veriler, bir kurum ya da kuruluşa bağlı olmaksızın, amaçlı ve uygun örnekleme yöntemiyle ulaşılan gönüllüler ile gerçekleştirilerek yüz yüze ve Google Formlar aracılığı ile toplanmıştır. Google Formlar'ın kullanılma amacı kısa sürede daha çok gönüllüye ulaşabilme avantajı sağlamasıdır. Yüz yüze gerçekleştirilen görüşmelerde ise katılımcılar yazılı halde sunulan formları doldurmuştur. Çocuklar ile yapılan görüşmelerde ise görüşme soruları araştırmacı tarafından sözlü bir şekilde yöneltilmiş, verilen yanıtlar görüşme sonrasında yine araştırmacı tarafından yazıya aktarılmıştır.

### Verilerin Analizi

Verilerin analizinde, betimsel içerik analizi kullanılmıştır. Betimsel içerik analizi yöntemi, belirli bir konuda ya da alanda birbirinden bağımsız olarak yapılan nitel ve nicel çalışmaların derinlemesine incelenip düzenlenmesi anlamına gelir. Böylece o konu ya da alandaki genel eğilimler belirlenmektedir. Bu yöntemde elde edilen sonuçların, hedeflenen konulara yönelik olarak gelecekte planlanan çalışmalara yön göstermesi beklenmektedir (Ültay, Akyurt ve Ültay, 2021).

Görüşmelerin tamamlanmasından sonra, çocuklar, ebeveynler ve öğretmenler ile yapılan görüşmeler sırasıyla numaralandırılmış ve çocuklar; “Ç1, Ç2...”, ebeveynler; “E1, E2...”, öğretmenler; “Ö1, Ö2...” şeklinde kodlanarak yazıya aktarılmıştır. Yapılan tüm görüşmelerin analiz edilmesiyle temalar tespit edilmiş, belirlenen temalar için alt temalar oluşturulmuştur. Her bir alt temada yer alan katılımcı kodları ile belirlenen temalara ait görüş bildiren katılımcılar belirlenmiş ve alıntılanarak açıklanmıştır.

## **BULGULAR**

Bu bölümde, araştırmadan elde edilen bulgular ve açıklamalarına yer verilmiştir. Bu doğrultuda verilerin analizi sonucunda ortaya çıkan bulgular tablo biçiminde sunularak açıklamaları yapılmış ve katılımcıların görüşleri paylaşılmıştır.

## Ebeveyn Genel Bilgi Formundan Elde Edilen Bulgular

Araştırmaya katılan ebeveynlerin çizgi filmlerle ilgili vermiş oldukları genel bilgiler incelendiğinde; çocukların çoğunun günde bir saat çizgi film izledikleri, çocukların en çok TRT Çocuk kanalında yayınlanan çizgi filmleri izlemeyi tercih ettikleri ve ebeveynlerin çoğunun çizgi filmlere yönelik ürünleri (oyuncak, giysi, kırtasiye, kitap vb.) satın aldıkları görülmüştür. Bununla birlikte ebeveynlerin çoğu, çocuklarıyla çizgi filmler hakkında sohbet ettiklerini söylemiş, katılımcılardan E7 “Bana çizgi filmde gördüklerini anlatıyor, filmdeki karakterlerin yaptıkları davranışların doğru mu yanlış mı olduğunu soruyor.” demiştir. Katılımcılardan E4 ise “Dört yaşındaki oğlum izlediği çizgi filmleri günlük hayatımızla çok ilişkilendirir sürekli örnekler verir benzetmeler yapar sohbet ederiz” biçiminde açıklama yapmıştır.

Ebeveynlerin tümü çizgi filmlerin yaşa uygunluğuna yönelik bir değerlendirme yaptığını belirtmiş, katılımcılardan E1 “Değerlendiriyorum. Şiddet içeren çizgi filmleri izletmiyorum.” E5 “Uygulamada üç yaş altı kategorisini seçiyorum. Kendimde bakıp daha sade anlaşılır kafasını karıştırmayacak uygunlukta olanları seçiyorum.” şeklinde ifade etmiştir. Çizgi filmlerin yaşa uygunluğunu değerlendirmeye çalıştığını ifade eden E8 yaptığı değerlendirme hakkında şunları söylemiştir; “Gayret ediyorum. Görüntü ve konuşmaların argo olmamasına, ahlaki olmasına, yaşına uygun olmasına ve benzeri şeylere dikkat etmeye çalışıyorum.”

Araştırmaya katılan ebeveynlerin geneli, çizgi filmleri çocuklarıyla beraber izlediklerini belirtmiş, katılımcılardan E7 “Birlikte izliyoruz. İzlerken çizgi filmde geçen konuşmalar uygun mu? İçeriğinde şiddet var mı? Bunlara dikkat ediyorum.” şeklinde, E5 “Özellikle ilk kez izleyeceklerini birlikte izliyoruz. Çok hareketli olup uçup kaçmamasına korkutmamasına, dinimiz ve kültürümüze ters olmamasına dikkat ediyorum.” şeklinde, E2 ise “Genelde beraber izliyoruz, izlerken bir şekilde sohbet edip neyi nasıl anladığını takip etmeye çalışıyoruz.” şeklinde açıklama yapmış, çizgi filmleri izlerken aynı zamanda değerlendirdiklerini belirtmişlerdir.

Çizgi filmlerin davranış yönetiminde kullanılmasına göre değerlendirildiğinde; ebeveynlerin çoğunun, çizgi filmleri davranış yönetiminde kullandığı görülmüştür. Katılımcılardan E10 “Yemek yerken kullanıyorum, çünkü çizgi filme dalıp daha çok yemek yiyor.”, E12 “Bazen hasta ve iştahsız oluyor, o zamanlarda yemek yedirmek için kullanıyorum.” diyerek çizgi filmleri çocukların yemek yeme davranışında kullandıklarını ifade etmişlerdir. Bununla birlikte çizgi filmleri çocuğunun sakinleşmesi için kullandığını ifade eden E2 şunları söylemiştir; “Hiç diyemeyeceğim maalesef bazen kullanıyoruz. Yoğunluk olduğunda sakinleştirmek daha uslu durmasını sağlamak için kullanıyoruz.” Çizgi filmleri davranış yönetiminde kullanmadığını belirten E5 “Kullanmıyorum, yemekte ekrana bakmama kuralımız var evde. Uslu durması için de açmıyorum. Ekran saatimi yapabilir miyim deyince açıyorum.” şeklinde açıklama yapmıştır. Katılımcılardan E3 ise “Kullandığım dönem oldu ama şu an kullanmıyorum.” yanıtı vermiştir.

## Ebeveyn Görüşme Formundan Elde Edilen Bulgular

Çizgi filmlerin çocukların gelişim alanlarına etkisi konusunda araştırmaya katılan ebeveynlerin görüşleri incelendiğinde; ebeveynlerin büyük bir çoğunluğunun çizgi filmlerin çocukların fiziksel ve motor gelişimini olumsuz etkilediğini düşündükleri bulunmuştur. Çocukların çizgi film izlerken ekran karşısında hareketsiz kalmalarından dolayı fiziksel ve motor gelişimlerinin olumsuz etkilendiğini düşünen E5 bu durumu “Fiziksel gelişimi olumsuz

etkiliyor, sabitleniyorlar erken yaşta ekran karşısına.” şeklinde E1 “Çocukları oyun oynamaktan uzaklaştırıyor. Hareketlerini bile kısıtlıyor. Çocuk çizgi film izlerken hareketsiz kalıyor.” şeklinde ifade etmiştir. Bununla birlikte çizgi filmlerin hem fiziksel gelişimi hem de motor gelişimi olumlu etkilediğini düşünen E7 görüşlerini “Eğer çizgi film az sürede ve uygun içerikte hazırlanmışsa, içeriğinde doğru yönlendirme yapıyorsa, spor ve aktiviteye yönlendiriyorsa; çocuk da hareket ve spor yapmak istiyor bu yönüyle olumlu” şeklinde açıklamıştır.

Araştırmaya katılan ebeveynlerin çoğu, uygun içeriğe sahip olan çizgi filmlerin çocukların dil gelişimlerini, zihinsel, sosyal ve duygusal gelişimlerini bununla birlikte öz bakım işlevlerini olumlu yönde etkilediğini düşünmektedir. Bilişsel gelişim için E2 “Öğrendiği bir konuyla alakalı bağlantı kurabiliyor; böyle bir şey vardı burada da onun gibi değil mi? şeklinde.” derken, bilişsel gelişimin olumsuz etkilendiğini düşünen E1 “Bilişsel gelişim açısından bir katkı sağladığını düşünmüyorum. Sadece eğlendiriyor.” ifadelerini kullanmıştır. Sosyal-duygusal gelişim açısından bakıldığında; E7 “Doğru içeriğe sahip olan çizgi filmler paylaşma, yardımlaşma, sorumluluk sahibi olma gibi becerilerini kesinlikle geliştiriyor.” şeklinde ve E11 “Bize olumlu bir etkisi oluyor, arkadaşlarıyla yardımlaşmayı ve paylaşmayı seviyor. Sinirlenince ya da mutlu olunca orada izlediklerini taklit ederek duygularını ifade ediyor.” şeklinde açıklama yaparak çizgi filmlerin çocukların yardımlaşma, paylaşma ve duyguları ifade etme gibi becerileri üzerinde olumlu bir etkisi olduğunu belirtmişlerdir. Ek olarak katılımcılardan E9 “Çocukları yalnızlaştırıyor bence.” ve E5 “Çocuklar oyun oynamayı bilmiyor.” şeklinde açıklayarak çizgi filmlerin çocukları yalnızlaştırdığından ve oyun oynama becerilerini olumsuz etkilediğinden bahsetmişlerdir. Çizgi filmlerin dil gelişimini olumlu etkilediğini E7 “Uygun süresi ve uygun içerikleri olan çizgi filmleri izlediklerinde öğrendikleri kelime sayısı artıyor, bu kelimeleri yerinde kullanabiliyor ve kendilerini nasıl ifade edebileceklerini de öğrenebiliyorlar.” biçiminde, E11 ise “Şarkılı çizgi filmlerde onlarda ezberleyip söylüyorlar.” şeklinde ifade etmiştir. Öz bakım becerilerinde ise çizgi filmlerin olumlu etkisi konusunda katılımcılardan E8 düşüncelerini “Bence Pepee çizgi filminin öz bakıma olumlu bir etkisi oluyor. Verdiği mesajlar bu yönde.” şeklinde açıklamıştır.

Çizgi filmlerin çocukların davranışları ve becerileri üzerindeki etkisi konusunda araştırmaya katılan ebeveynlerin görüşleri incelendiğinde, ebeveynlerin büyük bir bölümünün çizgi filmlerin; çocukların yabancı dil ve problem çözme becerilerinin desteklenmesine katkı sağladığını düşündükleri, tamamının ise çizgi filmlerin çocuklarda karşılaşılan saldırganlık, şiddet, korku ve kaygı davranışlarının oluşmasında etkisinin bulunduğu düşüncesine sahip oldukları belirlenmiştir. E6 yabancı dil becerilerinin desteklenmesi hakkında “Youkids çizgi filmleri var, onlar İngilizce eğitime katkı sağlıyor.” demiştir. E5 ise bu konuda bir deneyimi olmadığını “Hiç denemedim ama belki yabancı dil konusunda özel uygulamaların etkisi olabilir. Ama yaş daha büyük olmalı.” sözleriyle ifade etmiştir. Problem çözme becerilerinin çizgi filmler tarafından desteklendiğini E7 “İzledikleri çizgi filmlerde gördükleri çözüm yollarını gerçek hayatta uyguluyorlar. Eğitici nitelikteki çizgi filmler olumlu etkiliyor.” şeklinde, E11 ise “Sorunların nasıl çözülebileceğini izliyorlar, benzer davranışları taklit edebiliyorlar.” şeklinde açıklamıştır. Çizgi filmlerin çocuklarda saldırganlık ve şiddet davranışları oluşmasındaki etkisini E7 “Şiddet görürse aynısını yapıyor. Gerçeklik algısı olmadığı için, her izlediğini gerçek sandığı için aynı hareketleri yapmaya çalışıyor.” şeklinde, E2 “İçerikle doğrudan ilişkilidir tabii ama ekran süresi uzadıkça agresif ve sabırsız oluyorlar.” şeklinde açıklamıştır. Bununla birlikte korku ve kaygı davranışlarının görülmesinde çizgi filmin etkisini E7 “Duygusal olarak kaldıramayacağı sahneler kaygısını artırıyor.” sözleriyle ifade etmiştir.

Araştırmaya katılan ebeveynlerin görüşlerine göre, çizgi filmler en fazla çocukların dil gelişimini etkilemekte ve desteklemektedir. Ayrıca ebeveynler, çizgi filmlerin en fazla fiziksel gelişimi olumsuz anlamda etkilendiğini belirtmişlerdir.

### Öğretmen Genel Bilgi Formundan Elde Edilen Bulgular

Araştırmaya katılan öğretmenlerin, günlük eğitim programında çizgi filmlere yer verme durumlarına bakıldığında; öğretmenlerin çoğunun çizgi filmlere yer vermediği görülmektedir. Bununla birlikte katılımcılardan Ö1, Ö2 ve Ö6 çalıştıkları kurumların teknolojik yetersizliklerinin bulunduğunu, bu nedenle çizgi film izlemediklerini belirtmişlerdir. Ö1 bu durumu “Çoğunlukla izlettiğim olmuyor, çünkü okulda akıllı tahta yok, bilgisayardan da hepsi göremediği için açmıyorum ama açacak olsaydım eğitici çizgi filmleri tercih ederdim.” sözleriyle ifade etmiştir.

Öğretmenlerin çizgi filmleri gelişim ve eğitim amacıyla kullandıkları belirlenmiştir. Bu durumu; Ö5 “Çizgi filmleri, çok sık olmasa da kullanıyoruz. Çizgi filmi izlemeden önce ve izledikten sonra gerekli açıklamaları yapıyoruz, bilgi veriyoruz ve sonuçları hakkında konuşuyoruz.”, Ö2 “Konu hakkında çizgi filmler üzerinden örnekler veriyorum.”, Ö7 “Çocukların yaş gruplarına göre kavram ve kazanımlarla ilgili olan çizgi film bölümlerini seçerek izlettiriyorum, Pepe Rafadan tayfa vs.”, Ö8 “Konu anlatımını destekleyen animasyonları tercih ediyorum. Görsel bir şekilde öğrenmeyi destekliyor.” şeklinde ifade etmişlerdir.

Araştırmaya katılan öğretmenlerin büyük bir kısmının çocuklarla çizgi filmler hakkında sohbet ettikleri tespit edilmiştir. Bu konuda Ö1 “Sevdikleri çizgi filmler hangileri şeklinde konuşuyoruz.”, Ö3 “Çocukların hangi çizgi filmleri izlediğini ve günde ne kadar izlediklerini soruyorum.”, Ö8 “İzledikleri karakterlerin uykularına girdiklerini ve korktuklarından bahsettikleri zaman ya da oyunlarında sürekli bir çizgi film karakteri olmayı tercih ettikleri zamanlarda müdahale ediyorum.”, Ö10 “Genelde çocuklar bahsediyor çizgi filmlerden, ben eşlik etmeye dinlemeye çalışıyorum.” şeklinde yanıt vermişlerdir.

Öğretmenlerin yarısının ailelere çizgi film önerdiği yarısının ise önermediği belirlenmiştir. Katılımcılardan Ö1 önerdiği çizgi filmler hakkında şunları söylemiştir; “Eğitici çizgi filmlerden olmasına dikkat ediyorum ve dikkatlice izleyip ona göre yolluyorum ailelere.” Ö6 ise çizgi filmler hakkında ailelere verdiği önerilerden bahsetmiştir; “Çocukların gelişim özelliklerine kendi kültürümüze ve yaş düzeyine uygun olmasını öneriyorum, çocuklarından önce kendilerinin bir kaç bölüm izlemeleri gerektiği hakkında uyarıyorum.” Ö7 de benzer biçimde ailelere önerilerde bulunduğunu ifade etmiştir; “Öneriyorum, kendilerinin süzgecinden geçirmelerini, değerlere ve çocuğun gelişimine katkısı olup olmadığına bakmalarını öneriyorum.” Ailelere çizgi film önerisinde bulunmayan Ö8 ise şunları söylemiştir; “Önermiyorum. Daha çok çocukların çizgi film izlemelerini engellemelerini istiyorum.”

### Öğretmen Görüşme Formundan Elde Edilen Bulgular

Araştırmaya katılan öğretmenlere göre, çizgi filmler çocukların motor, bilişsel, dil, sosyal ve duygusal gelişimi aynı zamanda öz bakım becerilerini olumlu anlamda etkilemektedir. Ayrıca öğretmenlerin yarısı, fiziksel gelişimin çizgi filmler tarafından olumsuz etkilendiğini ifade etmiştir. Katılımcılardan Ö2 çizgi filmlerin fiziksel gelişime olan etkisini “Sağlıklı yiyeceklere özendirildiği için doğru çizgi filmler bu yönde doğrudan olmasa da dolaylı yünden

fiziksel gelişime olumlu bir katkısı olabilir.” şeklinde, Ö4 “Sağlıklı beslenme adına olumlu bir etkisi var.” şeklinde, Ö5 ise “Yemek yeme konusunda olumlu bir etkisi olduğunu düşünüyorum, bu da boy ve kilo artışında etkili olabilir.” şeklinde çizgi filmlerin beslenme açısından etkili olduğunu belirtmişlerdir. Çizgi filmlerin fiziksel gelişimi olumsuz etkilediğini düşünen Ö1 düşüncelerini şu şekilde ifade etmiştir; “Çocuklar çizgi film izlerken oturuyorlar, boyunlarını havaya kaldırıyorlar ve hareketsiz kalıyorlar, o nedenle boy uzaması konusunda sıkıntı yaşayabilirler, kilo almaları kolaylaşır hareketsiz kaldıkları için.” Aynı düşünceye sahip olan Ö8 “Sürekli ekran başında oturma bedensel gelişime olumsuz etkisi olduğunu düşünüyorum. Ya da çizgi film karşısında yemek yendiğinde de sıkıntı.” ifadelerini kullanmıştır. Çizgi filmlerin fiziksel gelişime bir etkisi olmadığını düşünen Ö9 düşüncelerini “Çizgi filmlerin fiziksel olarak çok fazla etkilediğini düşünmüyorum.” şeklinde açıklamıştır. Motor gelişim açısından Ö1 düşüncelerini “Şarkılı ve hareketli olan bazı çizgi filmler çocukların da o hareketleri yapmalarını sağlıyor, çocuklar o hareketleri yapmaya çalışıyor.” şeklinde, Ö10 “Çizgi filmdeki karakterlerin dans spor figürlerini model alabilirler.” şeklinde, Ö6 “Özel olarak hazırlanmış çizgi filmlerdeki hareketleri çocuklar taklit ederlerse kaba motor becerilerin gelişimini destekleyebilir.” şeklinde ifade ederek hareketli çizgi filmlerin kaba motor gelişim üzerindeki olumlu etkisinden bahsetmişlerdir. Bunun tersini düşünen Ö5 ise “Çizgi filmler çocukların her türlü hareketini kısıtlıyor.” demiştir.

Çizgi filmlerin kavram öğrenimi açısından olumlu etkisi olduğunu belirten Ö2 bu durumu “Çocuklar orada gördükleri yeni terimleri unutmuyorlar ve severek izledikleri için daha kolay öğreniyorlar.” şeklinde açıklamıştır. Ö6 çizgi filmlerin bilişsel açıdan hem olumlu hem olumsuz etkisine vurgu yaparak “Çocukların gelişim özelliklerine uygun, onları aktif tutan çizgi filmler bilişsel gelişimi olumlu yönde etkileyebilir. Doğruluğu kanıtlanmamış olan gelişim güzel bilgiler içeriyorsa da kavram yanılgısına sebep olabilir.” ifadelerini kullanmıştır. Benzer düşünceye sahip olan Ö9’un ifadeleri şu şekildedir; “Bilişsel gelişime etkisi olumlu da olabiliyor olumsuz da. Hayal güçleri gelişiyor, ancak bazen kendilerini süper kahramanmış gibi sanarak gerçek dışı durumlara inanabiliyorlar.” Ö1 ise olumsuz etkilediğini dile getirmiş, “Hayal güçlerinin gelişmesini engelliyor.” açıklamasında bulunmuştur.

Çizgi filmlerin içerdiği şarkıların dil gelişimini olumlu anlamda desteklendiğini düşünen Ö1 “İzledikleri çizgi filmlerdeki şarkıları söylemeleri dil gelişimlerini olumlu yönde etkileyebilir.” şeklinde düşüncelerini ifade etmiştir. Ö6 düşüncelerini “Kelime dağarcığımı geliştirebilir.” şeklinde, Ö2 ise “Çocuklar oradan yeni kelimeler öğreniyor.” şeklinde aktarmıştır.

Sosyal gelişim bakımından Ö7 “Sosyal gelişimi olumlu yönde etkileyebilir, çizgi filmdeki olumlu davranışları kendine örnek alabilirler.” şeklinde, Ö9 “Bazı çizgi filmler eğitici oluyor, çocuklar bu sayede paylaşmanın ve arkadaşlığın güzel bir davranış olduğunu biliyorlar.” şeklinde, Ö3 “Bazı çizgi filmler sosyal gelişim açısından katkı sağlıyor paylaşma, yardımlaşma vb. davranışlara” şeklinde düşünmektedir. Ö1 ise çizgi filmlerin çocukları yalnızlaştırdığını belirterek düşüncelerini “Daha çok ekran başında tek başına kalmasını sağlıyor, sosyalleşmesine engel oluyor.” şeklinde aktarmıştır. Ö1 bundan farklı olarak çizgi filmlerin duygusal gelişimi olumlu etkileyebileceği ifade etmiş nedenini de şu sözlerle anlatmıştır; “Çünkü izlediği karakterdeki duygu değişimlerinin nedenini anlayabilir niye öyle hissettiğini düşünebilir ve olumlu etkiler böylece.” Katılımcılardan Ö5 ise konu hakkında “Özellikle empati kurma konusunda olumlu etkiliyor.” şeklinde düşünmekte, çizgi filmlerin çocukların empati kurması konusunda olumlu bir etkisi olduğunu belirtmektedir.

Öz bakım gelişiminin çizgi filmler tarafından desteklendiğini düşünen Ö6 “Görsel zekası yüksek çocuklar çizgi filmlerde görerek öz bakıma yönelik davranışları kendilerine örnek

alabilirler.” şeklinde, Ö3 ise “Çizgi filmlerdeki bazı karakterler öz bakım becerilerini ön plana çıkarttığı için öz bakım becerilerine olumlu bir etkisi olabilir.” şeklinde açıklama yapmıştır.

Çizgi filmlerin çocukların davranışları ve becerileri üzerindeki etkisi konusunda araştırmaya katılan öğretmenlerin görüşlerine göre çizgi filmler, çocukların yabancı dil becerilerine katkı sağlıyor olabilir. Ö1, yabancı dil becerilerinin çizgi filmler tarafından desteklendiğini düşünmekte, bunu da “Çocuklar, izlediği çizgi filmde duyduğu yabancı kelimelerin anlamlarını etrafındakilere sorabilir ya da kelimelerin anlamı açıklanıyorsa çizgi filmde, oradan bu kelimeleri öğrenebilir.” şeklinde ifade etmektedir. Ö10 ise bu konudaki düşüncelerini şu şekilde ifade etmiştir; “Yabancı dildeki çizgi filmlerin, dil öğretimi açısından ezberci bir yaklaşıma sahip olduğunu düşünüyorum. Bu da çocukların dili etkin bir şekilde kullanabilmelerine engel olabiliyor.”

Öğretmenlerin çoğunun çizgi filmlerin problem çözme becerilerini desteklemediğini düşündükleri bulunmuştur. Ö1 çizgi filmlerin problem çözme becerisine olumlu anlamda bir etkisi bulunmadığını “Dikkat süreleri daha da kısalıyor odaklanamıyorlar ve bir şey anlatıldığında dinleme süreleri kısalıyor, bi problemle karşılaştıklarında bocalıyorlar.” sözleriyle ifade etmiştir. Problem çözme becerisinin çizgi filmler aracılığıyla desteklendiğini düşünen Ö6 ise “Günlük hayatta karşılaşılan sorunları ele alan çizgi filmler çocukların problem çözme becerilerine olumlu etki sağlayabiliyor.” şeklinde açıklama yapmıştır. Öğretmenlerin tamamının çizgi filmlerin çocuklarda karşılaşılan saldırganlık, şiddet, korku ve kaygı davranışlarının oluşmasında etkisinin bulunduğunu düşündükleri belirlenmiştir. Ö4 bu konuda “Şiddet ve korku unsurları içeren çizgi filmler, çocuğu etkiliyor. Çocuklar bu tür davranışlara özenbiliyor, bunu günlük hayatta, sınıfta uyguluyor ve olumsuz davranışlar normalleşebiliyor.” şeklinde düşünmektedir. Ö1 “Çocuklar izlediği çizgi filmlerdeki şiddet içerikli davranışları taklit etmeye çalışabiliyor. Çizgi filmlerde gördüklerini gerçek sanabiliyorlar.” Şeklinde, Ö3 ise “Çocuklarda vurma, ısırma gibi saldırgan davranışlar görülebilir.” şeklinde açıklama yapmıştır.

Çizgi filmlerin en fazla etkilediği gelişim alanı araştırmaya katılan öğretmenlerin görüşlerine göre, bilişsel gelişim ve sosyal gelişim alanıdır. Bununla birlikte çizgi filmlerden en fazla olumsuz etkilenen gelişim alanının dil gelişimi olduğunu, ikinci olarak bilişsel gelişim olduğunu düşündükleri belirlenmiştir. Katılımcılardan Ö1 şu ifadeleri kullanmıştır; “Bilişsel gelişim olumsuz etkileniyor, eğer çok fazla izliyorlarsa bilişsel gelişimde çok fazla sıkıntılar oluşabiliyor. Anlamada, algılamada problemlerle karşılaşabiliyoruz.” Ö3 ise “En fazla dil gelişimini olumsuz etkiliyor gecikmeler yaşanabiliyor, bunun yanında göz temasında azalmalar, sosyal iletişim problemleri gibi problemlere de sebep olabilir.” şeklinde açıklama yapmıştır.

### Çocuk Görüşme Formundan Elde Edilen Bulgular

Çocuk görüşme formundan elde edilen verilere göre araştırmaya katılan çocukların birçoğu, günde toplam iki-üç adet çizgi film izlemektedir. Çocukların en fazla anneleriyle beraber çizgi film izledikleri, annelerden sonra ise kardeşlerinin eşlik ettiği belirlenmiştir.

Çocuklara “Hangi çizgi filmleri izliyorsun?” sorusu yöneltilmiştir. Araştırmaya katılan çocukların yarısı izledikleri çizgi film olarak Rafadan Tayfa’yı belirtmiş, bununla birlikte TRT Çocuk kanalı da çocuklar tarafından sıkça dile getirilmiştir. Çocukların izlediği diğer çizgi filmlerin büyük bir kısmının da bu kanalda yayınlanıyor olması, TRT Çocuk kanalının çocuklar tarafından sıkça tercih edildiğini göstermektedir.



Çocuklara “En sevdiğin çizgi film hangisi?” sorusu yöneltilmiştir. Araştırmaya katılan çocuklar, en çok Rafadan Tayfa ile Mucize: Uğur Böceği ve Kara Kedi çizgi filmlerini sevdiğini dile getirmişlerdir. Çocuklar, çizgi filmleri sevme nedenlerini şu şekilde açıklamışlardır; Ç5 “İbi. Macera dolu olduğu için.”, Ç7 “Mucize: Uğur Böceği ve Kara Kedi. Sihirli ve özel güçleri olan karakterler var.”, Ç8 “Winx. Çok maceralı ve komik olduğu için.”, Ç10 “Uğur böceği ve Kara Kedi. İyi insanları kötülüklerden kurtardığı için.”, Ç11 “Rafadan Tayfa. Eğlenceli olduğu için.”

Çocuklara “İzlemekten hoşlanmadığın çizgi filmler var mı?” sorusu yöneltilmiştir. Araştırmaya katılan çocukların bir kısmı izlemekten hoşlanmadığı çizgi film olmadığını belirtirken çocuklardan bazıları kavgalı davranışları içeren ve kötü karakterlerin bulunduğu çizgi filmlerden hoşlanmadıklarını dile getirmişlerdir. Çocuklar, hoşlanmama nedenlerini şu şekilde açıklamışlardır; Ç5 “Kötülerin olduğu çizgi filmleri sevmiyorum. Korkuyorum, rüyama giriyor.”, Ç10 “Kavgalı ve savaşlı çizgi filmleri sevmiyorum.”, Ç12 “Bazen İbi çünkü sarı robotu sevmiyorum.”, Ç4 “Z takımı. Oradaki kötü adamdan korkuyorum.”, Ç7 “Heidi macerasız ve komik değil.”

Çocuklara “Sende çizgi film karakterlerinin oyuncakları var mı?” ve “Sende çizgi film karakterlerinin giysileri var mı?” soruları yöneltilmiştir. Araştırmaya katılan çocukların çoğunun, çizgi film karakterlerinin oyuncağına sahipken çizgi film karakterlerinin giysilerine sahip olmadığı tespit edilmiştir. Çocuklardan Ç3, Ç6 ve Ç7 her iki ürüne de sahipken çocuklardan Ç4, Ç5 ve Ç12 her iki ürüne de sahip değildir.

Araştırmaya katılan çocuklara “Çizgi filmlerdeki karakterlerden hangisi olmak isterdin?” sorusu yöneltilmiş, vermiş oldukları yanıtlar incelendiğinde genel olarak akıllı olan ve süper güçlerini kullanarak insanları kurtaran çizgi film karakterlerinin çocuklar tarafından benimsendiği görülmüştür. Ç3 “Özel güçleri olan karakterler”, Ç4 “Takipçi, çünkü herkesi kurtarıyor”, Ç6 “Kral şakirde Canan olmak isterdim, çok akıllı ve bilgili.”, Ç7 “Mucize uğurböceği. Özel güçleri var”, Ç8 “Blum, sihir güçleri olduğu için”, Ç10 “Mucize: Uğur böceğindeki kara kedi olmak isterdim, insanları kurtarmak için.”

Araştırmaya katılan çocuklara “Çizgi filmlerden neler öğreniyorsun?” sorusu yöneltilmiştir. Çocukların verdikleri yanıtlar incelendiğinde, genel olarak çizgi filmlerden olumlu davranışlar öğrendikleri söylenebilir. Bununla birlikte çocukların bilişsel açıdan yeterince olgunluğa sahip olmamaları sebebiyle çizgi filmlerde yer alan öğretici unsurları tam olarak fark edemedikleri, çizgi filmleri yalnızca vakit geçirme ve eğlenme amacıyla izledikleri düşünülmektedir. Ç1 “Bi tane çizgi filmde dış fırçalamayı öğreniyorum.”, Ç3 “Eğlenmeyi”, Ç5 “Bilmiyorum”, Ç6: “Değişik kelimeler. İngilizce olanları”, Ç8 “Hiçbir şey”, Ç9 “Sevgiyi.”

Araştırmaya katılan çocuklara “Sen olsan nasıl bir çizgi film yapardın?” sorusu yöneltilmiştir. Çocukların vermiş olduğu yanıtlara bakıldığında, eğlendiren ve komedi türünde olan çizgi filmlerin çocukların daha çok ilgisini çektiği anlaşılmaktadır. Ç1 “Kurtlu bi çizgi film yapardım.”, Ç2 “Süper takım çizgi filmi yapardım”, Ç3 “Renkli giysilerli”, Ç5 “Eğlenceli bi çizgi film yapardım”, Ç7 “Kendimi kahraman olarak yapardım”, Ç9 “Komik”, Ç10 “Çocukların oynadığı güzel bi dünya.”

## TARTIŞMA

Araştırmaya katılan ebeveynlerin çizgi filmlerle ilgili vermiş oldukları genel bilgiler incelendiğinde, çocuklarının çoğunun günde ortalama bir saat çizgi film izledikleri, en çok

TRT Çocuk kanalında yayınlanan çizgi filmleri izlemeyi tercih ettikleri ve ebeveynlerin çoğunun çizgi filmlere yönelik ürünleri (oyuncak, giysi, kırtasiye, kitap vb.) satın aldıkları belirlenmiştir. Özdemir ve Ramazan (2012) yaptığı araştırmada, okul öncesi çocukların günlük ortalama bir saat çizgi film izlediklerini tespit etmiştir. Avustralya’da gerçekleştirilen bir araştırma, üç-beş yaşlarındaki çocukların günde ortalama bir saat televizyon programı izlediklerini ortaya koymaktadır (Skouteris ve MacHardy, 2009). Yazıcı ve arkadaşları (2019) da yaptıkları araştırmada, beş-altı yaşlarındaki çocukların günlük ortalama bir-dört saat arasında çizgi film izlediklerini bulmuştur. Türkmen (2012), televizyonlarda devamlı bir hizmet sunan birçok yerli ve yabancı çocuk kanalı bulunduğunu, bununla birlikte bu kanallara erişim için çeşitli ücretlendirmeler gerektiğini, dolayısıyla ücretsiz ve kesintisiz hizmet sunan TRT Çocuk kanalının toplumun tüm kesimleri tarafından en fazla erişim sağlanan çocuk kanalı olduğunu ifade etmiştir. Darga ve arkadaşları (2021) tarafından yapılan araştırmada, üç-altı yaşlarındaki çocukların en çok TRT Çocuk kanalını izledikleri bulunmuştur. Bu araştırmada elde edilen bulgularla yukarıda sunulan verilerin örtüştüğü görülmektedir. Bununla birlikte Samur ve arkadaşlarının (2014) Pepee çizgi filmi üzerine yaptıkları araştırmada, katılımcı ebeveynlerin “Çocuğuma Pepee ürünlerini satın alıyorum.” ifadesine katılmadığı görülmüştür. Araştırmanın yapıldığı tarihte çizgi filmlerin çocuklar üzerindeki etkilerinin günümüzdeki kadar yaygın olmadığı, dolayısıyla ebeveynlerin çizgi film ürünlerini satın almayı tercih etmedikleri düşünülebilir.

Araştırmaya katılan ebeveynlerin çoğu, çocuklarıyla çizgi filmler hakkında sohbet ettiklerini söylemiştir. Serhatlıoğlu’nun (2006) yaptığı araştırmada da okul öncesi dönemde çocukların televizyonda duydukları kavramlara ve gözlemledikleri unsurlara yönelik ailelerine sorular sordukları bulunmuştur. Ebeveynlerin çoğu, çizgi filmlerin çocukların yaşlarına uygunluğunu değerlendirdiğini belirtmiştir. Bu bulgudan farklı olarak; Yetim ve Sarıçam (2016), çocuk programlarının çocuklara tesiri konusunda anne babaların bilgi seviyelerini değerlendirdikleri araştırmada, katılımcıların çoğunun programları kendilerinin seçmediklerini yani bir değerlendirmede bulunmadıklarını, çocuklarının istedikleri çizgi film programlarını seyrettiklerini tespit etmişlerdir.

Araştırmaya katılan ebeveynlerin geneli çizgi filmleri çocuklarıyla beraber izlediğini ifade etmiş, çocuklar da “Çizgi filmleri kiminle birlikte izliyorsun?” sorusuna daha çok annem ile birlikte yanıtını vermişlerdir. Samur ve arkadaşlarının (2014) yaptığı araştırmada ebeveynlerin %81’inin, Hacıbekaşoğlu’nun (2014) yaptığı araştırmada da ebeveynlerin %60’ının çocuğu ile birlikte çizgi film izlediği belirlenmiştir. Bununla birlikte Yetim ve Sarıçam (2016) yaptıkları araştırmada, ebeveynlerin çocuğuyla birlikte çizgi film izlemediğini bunun yerine ev işlerini ya da kendi çalışmalarını yaptıklarını, sadece çocuğunun fiziksel ihtiyaçları olduğunda yanında bulduklarını saptamışlardır. Araştırma sonuçlarındaki bu farklılıkların, araştırmaya katılan ebeveynlerin eğitim ve sosyoekonomik düzeyleriyle ilişkili olduğu düşünülmektedir.

Çizgi filmlerin davranış yönetiminde kullanılmasında ebeveynlerin çoğu, çizgi filmleri çocukların yemek yemesi veya sakin ve uslu bir şekilde oturması amacıyla kullandığını belirtmiştir. Çocuk ve ailesinin akşam yemeği sırasındaki etkileşimini inceleyen Ergül ve Işıkoğlu’nun (2022) yaptığı araştırmada ebeveynler, ekran kullanmanın yanlış olduğunu düşünmelerine karşın mecburiyetten başvurduklarını dile getirmişlerdir. Hacıbekaşoğlu’nun (2014) yaptığı araştırmada da ailelerin çoğunun (%50) çizgi filmleri çocuklarına yemek yedirmek için kullandıkları bulunmuştur. Bu durum ebeveynlerin özellikle yemek yedirmek amacıyla çocuklarını çizgi filmlerle meşgul ettiklerini göstermektedir.

Ebeveynlerin çizgi filmlerin çocukların gelişimine etkisine yönelik görüşleri incelendiğinde, büyük bir çoğunluğunun çizgi filmlerin çocukların fiziksel ve motor gelişimini olumsuz etkilediğini düşündükleri bulunmuştur. Ayrıca ebeveynlerin çoğunun, uygun içeriğe sahip olan çizgi filmlerin çocukların bilişsel, sosyal-duygusal, dil gelişimlerini ve öz bakım becerilerini olumlu yönde etkilediğini düşündükleri tespit edilmiştir. Öğretmenlerin ise motor, bilişsel, dil, sosyal ve duygusal gelişimin aynı zamanda öz bakım becerilerinin olumlu anlamda etkilediğini düşündükleri belirlenmiş, ayrıca öğretmenlerin yarısının, fiziksel gelişimin çizgi filmler tarafından olumsuz etkilendiğini ifade ettikleri görülmüştür.

Ebeveynlerin büyük bir kısmının yabancı dil ve problem çözme becerilerinin desteklenmesine katkı sağladığını, tamamının ise çocuklarda karşılaşılan saldırganlık, şiddet, korku ve kaygı davranışlarında etkisinin bulunduğunu düşündükleri tespit edilmiştir. Öğretmenlerin bu konuda ki görüşleri incelendiğinde ise çizgi filmlerin, çocukların yabancı dil becerileri üzerinde bir katkısı olabileceğini ancak problem çözme becerilerine katkısı bulunmadığını düşündükleri bulunmuştur. Bununla beraber öğretmenlerin tamamı, çizgi filmlerin çocuklarda karşılaşılan saldırganlık, şiddet, korku ve kaygı davranışlarında etkili olduğunu düşünmektedirler. Huang ve Lee (2009) tarafından gerçekleştirilen araştırmada, televizyonun çocuklarda görülen davranış problemlerini arttırdığı bulunmuştur. Yapılan benzer araştırmalarda da uzun süre televizyona maruz kalmanın çocuklarda ciddi seviyede duygusal kararsızlık, saldırganlık gibi sonuçları olduğu belirlenmiştir. Handayani, Rasyidah ve Kasyulita (2015) İngilizce öğretimi esnasında çizgi filmlerin desteğini almanın İngilizce kelime dağarcığını ne derecede etkilediğinin tayin edilmesi amacıyla yürüttükleri çalışmada, çizgi filmlerden yararlanmanın kelime edinimini artırdığı belirlenmiştir.

Ebeveynler çizgi filmlerin en fazla dil gelişimini desteklediğini, en fazla olumsuz etkilenen gelişim alanının ise fiziksel gelişim olduğunu belirtmişlerdir. Öğretmenlerin ise en fazla bilişsel gelişimin desteklendiğini düşündükleri, en fazla olumsuz etkilenen gelişim alanının ise dil gelişimi olduğunu ifade ettikleri görülmüştür. Darga ve arkadaşlarının (2021) gerçekleştirdiği araştırmaya katılan ebeveynlerin %61,06'sının çizgi filmlerin dil gelişimine olumlu bir etkisi olduğunu düşündükleri bulunmuştur. Araştırmaya katılan öğretmenlerin çoğunun eğitim programlarında çizgi filmlere yer vermediği, bir kısmının da teknolojik yetersizlik nedeniyle yer vermediği tespit edilmiştir. Öğretmenlerin, çizgi filmleri kavram öğretiminde ve verilen eğitimin görsel açıdan desteklenmesinde kullandıkları görülmüştür. Öğretmenlerin büyük bir kısmının çocuklarla çizgi filmler hakkında sohbet ettikleri bulunmuştur. Bununla birlikte öğretmenlerin yarısının ailelere çizgi film önerdiği belirlenmiştir.

Araştırmaya katılan çocuklarla yapılan görüşmede çocukların birçoğunun günde iki-üç adet çizgi film izlediği, çocukların daha çok anneleriyle beraber çizgi film seyrettikleri görülmüştür. Çocukların yarısı Rafadan Tayfa'yı izlediklerini belirtmiş, bununla birlikte ebeveynler gibi çocuklar da TRT Çocuk kanalını izlediklerini sıkça dile getirmiştir. Çocukların izlediklerini belirttikleri çizgi filmlerin büyük bir kısmının da bu kanalda yayınlanıyor olması, TRT Çocuk kanalının çocuklar tarafından sıkça tercih edildiğini göstermektedir. Darga ve arkadaşlarının (2021) tarafından yapılan araştırmada, üç-altı yaşlarındaki çocukların en çok Rafadan Tayfa'yı seyrettikleri tespit edilmiştir. Yazıcı ve arkadaşlarının (2019) yaptığı araştırmada da, 60-72 aylık çocukların en beğendiği ve izlediği çizgi filmin Rafadan Tayfa olduğu saptanmıştır. Araştırmaya katılan çocuklar en çok Rafadan Tayfa ve Mucize: Uğur Böceği ve Kara Kedi çizgi filmlerini sevdiklerini dile getirmişlerdir.

Araştırmaya alınan çocuklar, akıllı olan ve süper güçlerini kullanarak insanları kurtaran çizgi film karakterlerinin yerinde olmak istediklerini ifade etmişlerdir. Çocukların çizgi filmlerden

öğrendiklerine dair görüşleri incelendiğinde, genel olarak çizgi filmlerden olumlu davranışlar öğrendikleri söylenebilir. Bununla birlikte bu dönemde ki çocukların bilişsel açıdan yeterince olgunluğa sahip olmamaları sebebiyle çizgi filmlerde yer alan öğretici unsurları tam olarak fark edemedikleri, çizgi filmleri yalnızca vakit geçirme ve eğlenme amacıyla izledikleri düşünülmektedir. Işıtan ve arkadaşları (2012), tarafından yapılan çalışmada çocukların çizgi filmleri; canlarının sıkılmaması, eğlenmeleri, çeşitli şeyler öğrenmeleri amacıyla izlemeyi tercih ettikleri saptanmıştır.

Araştırmaya katılan çocukların çoğu çizgi film karakterlerinin oyuncakına sahip olduklarını belirtmiş bununla birlikte çizgi film karakterlerinin giysilerine sahip olmadıklarını ifade etmişlerdir. Aşçı'nın (2006) araştırmasında, çocukların üzerinde çizgi film ya da animasyon karakterinin bulunduğu giysilere, kalemlere, okul çantasına, oyuncaklara, silgiye, bardağa, yatak takımına, diş macununa, yiyeceklere ve bilgisayara sahip olduklarını saptamıştır. Bilgen Ülken (2011) yaptığı araştırmanın verileri ışığında, televizyonun çocukların oyuncak ve giysi seçiminde etkisinin olduğunu belirlemiştir. Ağaç ve Harmankaya (2009) araştırmalarında, çizgi film ve televizyondaki diğer unsurların çocukların giysi tercihlerini belirgin bir düzeyde belirlediğini göstermektedir. Koçak ve Özakar (2011), araştırmaya katılan çocukların tamamının çizgi film karakterlerinin ürünlerini aldıklarını ve bu ürünlerin başında oyuncakların geldiğini sonrasında ise giysilerin ve yatak takımının takip ettiğini bulmuşlardır.

## **SONUÇ VE ÖNERİLER**

Çocukların gelişiminde çizgi filmlerin rolünün saptanması amacıyla yürütülen bu çalışmada ebeveynlerin, öğretmenlerin ve çocukların görüşleri alınmış, alınan bu görüşlerden elde edilen veriler, betimsel içerik analizi kullanılarak analiz edilmiştir.

Sonuçta, ebeveyn ve öğretmen görüşleri çerçevesinde çizgi filmler çocukların bilişsel, dil, sosyal-duygusal gelişimleri ve öz bakım becerileri üzerinde olumlu bir etkiye sahipken fiziksel gelişimleri üzerinde olumsuz bir etkiye sahiptir. Ayrıca çizgi filmler, çocukların yabancı dil becerilerinin gelişimine destek olmaktadır. Bununla birlikte araştırmaya katılan ebeveyn ve öğretmenlerin tamamı çizgi filmlerin çocuklarda saldırganlık, şiddet, korku ve kaygı gibi olumsuz davranışların görülmesinde etkisinin bulunduğu konusunda hem fikirdir.

Ebeveynler; çizgi filmleri çocuklarıyla beraber izleyerek yaşa uygunluğunu değerlendirmekte, çizgi filmlere yönelik ürünleri satın almakta, çizgi filmleri çocuklarının yemek yemesi ve uslu durması gibi amaçlarla kullanmaktadırlar.

Öğretmenler; çizgi filmleri çocukların gelişimi ve eğitimlerinde kullanmakta, çocuklarla çizgi filmler hakkında sohbet etmektedirler. Ayrıca öğretmenlerin yarısı ailelere çizgi film önermekte yarısı ise önermemektedir.

Çocuklar; günlük ortalama 1 saat çizgi film izlemekte, en çok TRT çocuk kanalını ve Rafadan Tayfa çizgi filmini seyretmekte, bu esnada onlara daha çok anneleri eşlik etmekte, çizgi filmlerdeki akıllı ve süper güçleri olan karakterleri daha çok benimsemektedirler. Ayrıca çizgi film karakterlerin oyuncaklarına sahip olma sıklığı giysilerine sahip olma sıklığından daha yüksektir.

Araştırmadan elde edilen bulgular doğrultusunda ebeveynlere, öğretmenlere ve araştırmacılara şu öneriler verilebilir:

- Okul öncesi dönemdeki çocukların herhangi bir şekilde televizyonun olumsuz etkilerine maruz kalmaması ve sağlıklı gelişimlerinin sekteye uğramaması amacıyla çocukların çizgi filmlerle olan teması, ebeveynlerinin gözetimi ve denetimi altında olmalıdır.
- Ebeveynler, çocuklarına hiç çizgi film seyrettirmeyerek değil, bir kontrol mekanizması kazanarak, çocuğun çizgi filmlerin olumlu etkilerinden faydalanmasını sağlayabilir. Bu nedenle çocuğun izlemesine müsaade ettikleri çizgi filmlerin çocukların yaşlarına, gelişimsel özelliklerine ve ilgilerine uygun olmasına dikkat etmelidir.
- Ebeveynler, çocuklarını uygun olmayan programlara karşı uyarmalı, ebeveynlerin kontrolü olmadığı durum ve zamanlarda çocuk neyi izleyip neyi izlememesi gerektiğini bilmelidir.
- Ebeveynler, çizgi filmleri özellikle de içeriğini bilmedikleri çizgi filmleri, çocuklarıyla birlikte izlemeli, gerekli durumlarda müdahale ederek çocuğun olumsuz etkilenmesinin önüne geçmelidir.
- Yabancı çizgi filmler Türkçe seslendirilirken çocukların yaşlarına ve gelişim özelliklerine dikkat edilmeli, çizgi film karakterlerinin diyalogları, hareketleri ve ilişkileri milli, manevi ve toplumsal değerlerle ters düşmemelidir.
- Öğretmenler eğitim programlarında yer verdikleri ve öğretim aracı olarak kullandıkları çizgi filmleri seçerken çocukların gelişimlerini destekleyecek içerikte olan çizgi filmleri tercih etmelidir.
- Araştırmacılar, çocukların çizgi filmleri en çok hangi teknolojik cihazı kullanarak izlediklerini tespit edebilir, çizgi filmleri çocukların kişilik, ahlak ve cinsel gelişimleri açısından değerlendirebilir, ergenlik döneminde olan bireylerin severek izlediği animeleri ve karakterlerini inceleyebilir, bu programların içeriğini gelişim açısından inceleyebilir.
- Araştırmacılar, yetişkinlerin çocukluk yıllarında izlediği çizgi filmler hakkındaki görüşlerini belirleyebilir.
- Araştırmacılar, çizgi filmlerin çocuklara kazandırmayı amaçladığı beceriler ve hazırlık aşamasında içeriğin değerlendirilmesinin nasıl gerçekleştirildiği konusunda çizgi film yapımlarının danışmanlığını yapan uzmanlarla görüşebilir.

## KAYNAKLAR

- Ağaç, S. & Harmankaya, H. (2009). İlköğretim birinci kademe öğrencilerinin giysi tercihleri ve giysi satın alma davranışlarına etki eden faktörler. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 22, 1-13.
- Arıkan, A. (2001). 7-12 yaş grubu çocuklara çizgi film yöntemi ile müze eğitiminin verilmesi. (Yayımlanmamış Yüksek Lisans Tezi). Selçuk Üniversitesi.
- Aşçı, E. (2006). Televizyondaki çizgi ve animasyon karakterlerin farklı yerleşim yerlerinde yaşayan çocukların tüketici davranışlarına etkisinin incelenmesi. (Yayımlanmamış Yüksek Lisans Tezi). Ankara Üniversitesi.
- Aşkaroğlu, B. (2006). Şiddet içeren çizgi filmlerin ilköğretim dönemi çocukların resimleri üzerine etkileri. (Yayımlanmamış Yüksek Lisans Tezi). Gazi Üniversitesi.
- Baron M.E. & Broughton D.D. (2001). Media violence. *Pediatrics*, 108(5), 1222-1226.

- Bilgin Ülken, F. (2011). Televizyon izlemede anne-baba aracılığı ile çocukların saldırgan davranışları arasındaki ilişki. *Anadolu Üniversitesi Sosyal Bilimler Dergisi*, 11(1), 195-216.
- Chabashvili, E. & Virsaladze, M. (2019) Classical music in cartoons as education source. *Musichildren Proceedings of the 1st International Conference Music for and by children*, p.168-177.
- Çaplı, B. (1996 ) Çocuk ve televizyon. *Yeni Türkiye Dergisi*, 2(12), 1334-1337.
- Çelenk, E. (1995). Televizyonda gösterilen çizgi filmlerin ilkökul çağı çocukları üzerindeki etkileri. (Yayımlanmamış Yüksek Lisans Tezi). Ege Üniversitesi.
- Darga, H., Öztürk, F.Z. & Öztürk, T. (2021). Çizgi filmlerin çocukların dil ve sosyal gelişim alanlarına etkisine yönelik ebeveyn görüşlerinin incelenmesi. *International Primary Education Research Journal*, 5(1), 59-77.
- Durualp, E. (2020). Gelişim açısından risk faktörleri. *Çocuk Hakları*. Ed.: M. Can Yaşar ve N. Aral, s: 151-187. Ankara: Vize Yayıncılık.
- Ergül, D.H. & Işıkoğlu, N. (2022). 4-6 yaş çocuğu olan ailelerde akşam yemeği sırasında ebeveyn-çocuk etkileşimi ve teknoloji kullanımı. *Buca Faculty of Education Journal*, 54, 1137-1157.
- Güler, D.A. (2013). Soyutun somutlaştırılması: Çizgi filmlerin kültürel işlevleri. *Bildiriler Kitabı*, 207.
- Hacıbektaşoğlu, E.S. (2014). Kültürel çalışmalar ve çizgi filmlerin çocuk izleyici üzerindeki etkileri araştırmaları. (Yayımlanmamış Yüksek Lisans Tezi). İstanbul Arel Üniversitesi.
- Handayani, D.A., Rasyidah, U. & Kasyulita, E. (2015). Improving students' vocabulary mastery through cartoon movie at the grade fifth students of SDN 016 Rambah Samo. *Jurnal Ilmiah Mahasiswa FKIP Prodi Bahasa Inggris*, 1(1).
- Huang, F. & Lee, M.J. (2009). Does television viewing affect children's behaviour? *Pacific Economic Review*, 14(4), 474-501.
- Işıtan, S., Özgül, S.G. & Avcı, K. (2012). Çocukların çizgi film tercihleri üzerine betimsel bir çalışma. *Paper presented at the 3rd International Pre-School Education Congress*, Adana.
- Özakar, S. & Koçak, C. (2012). Kitle iletişim araçlarından televizyonun 3-6 yaş grubundaki çocukların davranışları üzerine etkisi. *Yeni Symposium*, 50(1), 31-39.
- Özdemir, A.A. & Ramazan, O. (2012). Çizgi filmlerin çocukların davranışları üzerindeki etkisinin anne görüşlerine göre incelenmesi. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 35, 157-173.
- Pembecioğlu, N. (2006). *İletişim ve Çocuk*. Ankara: Ebabil Yayınevi
- Peters, K.M. & Blumberg, F.C. (2002). Cartoon violence: Is it as detrimental to preschoolers as we think? *Early Childhood Education Journal*, 29, 143-148.
- Rai, S., Waskel, B., Sakalle, S., Dixit, S. & Mahore, R. (2017). Effects of cartoon programs on behavioural, habitual and communicative changes in children. *International Journal of Community Medicine and Public Health*, 3(6), 1375-1378.
- Samur, A.Ö., Demirhan, T.D., Soydan, S. & Önkol, L. (2014). Pepee çizgi filminin ebeveyn öğretmen ve çocuk gözüyle değerlendirilmesi/assessment of pepee cartoon from perspectives of parents teachers and children. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 11(26), 151-166.
- Serhatlıoğlu, B. (2006). Televizyon programlarının okul öncesi eğitim kurumuna devam eden 5-6 yaş grubu çocuklarının zihin ve dil gelişimini etkileme biçimlerine yönelik öğretmen ve veli görüşlerinin belirlenmesi (Elazığ İli Örneği). (Yayımlanmamış Yüksek Lisans Tezi). Fırat Üniversitesi.
- Skouteris, H. & McHardy, K. (2009). Television viewing habits and time use in Australian preschool children: An exploratory study. *Journal of Children and Media*, 3(1), 80-89.
- Türkmen, N. (2013). Çizgi filmlerin kültür aktarımındaki rolü ve Pepee. *Cumhuriyet Üniversitesi Fen-Edebiyat Fakültesi Sosyal Bilimler Dergisi*, 36(2), 139-158.

- Uslu, R. & Kocaman, K. (2021). Rafadan Tayfa çizgi filminin din ve değerler eğitimi açısından incelenmesi. *Talim*, 5(2), 128-142.
- Ültay, E., Akyurt, H., Ültay, N. (2021). Sosyal bilimlerde betimsel içerik analizi. *IBAD Sosyal Bilimler Dergisi*, 10, 188- 201.
- Ünal, N. ve Durualp, E. (2012). Televizyonun okul öncesi çocuklar üzerindeki etkisi. *Çankırı Karatekin Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 3(2), 93-104.
- Wilson, W. & Hunter, R. (1983). Movie-inspired violence. *Psychological reports*, 53(2), 435-441.
- Yağlı, A. (2013). Çocuğun eğitiminde ve sosyal gelişiminde çizgi filmlerin rolü: Caillou ve pepee örneği. *Electronic Turkish Studies*, 8(10), 707-719.
- Yaşar Ekici, F. (2015). Çizgi filmlerin çocuklar üzerindeki etkilerine ilişkin çok boyutlu bir değerlendirme. *Türk ve İslam Dünyası Sosyal Araştırmalar Dergisi*, 2(5), 70-84.
- Yavuzer, H. (1996). *Ana-baba ve çocuk*. İstanbul: Remzi Kitabevi.
- Yazıcı, E., Baydar, İ.Y. & Kandır, A. (2019). Çizgi film ve çocuk: Ebeveyn görüşleri. *Adnan Menderes Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Dergisi*, 10(1), 10-19.
- Yetim, G. & Sarıçam, H. (2016). Çizgi film programlarının çocuklara etkisi konusunda ailelerin bilgi ve farkındalık düzeylerinin incelenmesi. *Uluslararası Toplum Araştırmaları Dergisi*, 6(11), 344-345.
- Yıldız, C. (2016). 3-6 yaş çocuklarının tercih ettikleri çizgi filmlerdeki şiddet içeriklerinin analizi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16(2), 698-716.

# FROM DEVIANCE TO JUVENILE DELINQUENCY IN MOROCCO: ON CONSENSUALISM AS A "THIRD WAY" FOR THE TREATMENT AND HUMANIZATION OF JUVENILE CRIMINAL JUSTICE

**Prof. Bouchra BELAOUISSI**

Ministry of National Education, Preschool and Sports, Morocco

**Prof. Chahid SLIMANI**

Sidi Mohamed Ben Abdellah University, Fez, Morocco

## **Résumé**

L'étude du cas particulier de la délinquance juvénile au Maroc s'impose par l'importance de ce phénomène qui a profondément changé. Ce n'est plus uniquement une délinquance de parcours individuel avec les défaillances inhérentes aux difficultés de l'adolescence et du milieu, c'est aussi et surtout une délinquance d'exclusion qui lance un véritable défi au législateur marocain et aux institutions judiciaires actuelles. La question de l'importance quantitative et qualitative de la délinquance des mineurs au Maroc doit donc être posée. Le traitement de la délinquance juvénile au Maroc s'oriente vers la fameuse « troisième voie » dans la façon d'aborder la délinquance en général et la délinquance des mineurs plus spécialement, à côté du modèle classique, répressif et rétributif, centré sur l'acte criminel, d'une part, et d'autre part, du modèle réhabilitatif centré exclusivement sur l'auteur de cet acte. Cette évolution a donné lieu à une nouvelle orientation dans la justice des mineurs basée sur un nouveau modèle de procédure que l'on désigne dans la littérature internationale par le terme de « *restorative justice* » ou justice restauratrice ou droit à la réparation, alors que Jean Pradel préfère parler de « consensualisme ». Une solution plus juste pour traiter les auteurs des infractions mineures sans grandes conséquences, mais qui sont réputées accroître la tension sociale et la dégradation de l'environnement au sein du tissu urbain. Le consensualisme permettra alors d'individualiser le traitement d'une infraction. Il réalise de ce fait l'objectif d'une humanisation de la justice pénale des mineurs.

**Mots-clés** : délinquance juvénile ; traitement ; consensualisme ; justice pénale des mineurs.

## **Abstract :**

The study of the particular case of juvenile delinquency in Morocco is necessary due to the importance of this phenomenon, which has undergone profound changes. It is no longer simply a matter of individual delinquency with the inherent failures related to the difficulties of adolescence and the environment, but also and above all a delinquency of exclusion that launches a real challenge to the Moroccan legislator and the current judicial institutions. The question of the quantitative and qualitative importance of juvenile delinquency in Morocco must therefore be raised. The treatment of juvenile delinquency in Morocco is moving towards the famous "third way" in the way of approaching delinquency in general and juvenile delinquency in particular, alongside the classic, repressive and retributive model, centered on the criminal act, on the one hand, and on the other hand, the rehabilitative model



focused exclusively on the perpetrator of this act. This evolution has given rise to a new orientation in juvenile justice based on a new procedural model referred to in the international literature as "restorative justice" or restorative justice or the right to reparation, while Jean Pradel prefers to speak of "consensualism". A fairer solution for dealing with perpetrators of minor offenses without major consequences, but which are known to increase social tension and environmental degradation within the urban fabric. Consensualism will then make it possible to individualize the treatment of an offense. It thus achieves the objective of humanizing the criminal justice system for minors.

**Keywords:** Juvenile delinquency treatment ; Consensualism ; Juvenile criminal justice system.

## Introduction

L'étude du cas particulier de la délinquance juvénile au Maroc s'impose par l'importance de ce phénomène qui a profondément changé. Ce n'est plus uniquement une délinquance du parcours individuel avec les défaillances inhérentes aux difficultés de l'adolescence et du milieu, c'est aussi et surtout une délinquance d'exclusion<sup>10</sup> qui lance un véritable défi au législateur marocain et aux institutions judiciaires actuelles.

Un phénomène qui étrangement semble ne pas interpeller une opinion publique marocaine marquée par une indifférence incompréhensible, d'autant plus qu'il s'agit d'un phénomène d'une importance plus qualitative que quantitative. Dans un rapport de la 2<sup>o</sup> section intitulé « La délinquance juvénile et la loi », présenté par le Dr. J. Junger Tas lors du XI<sup>o</sup> congrès de l'Association Internationale des Magistrats de la Jeunesse et de la Famille, le Maroc en répondant à la question « Qu'elles sont les attitudes face à la délinquance juvénile et ont-elles connu des changements récents ? » a indiqué que l'opinion publique marocaine semble indifférente<sup>11</sup>. Une situation qu'on peut expliquer surtout par le manque de mobilisation des mass-média marocains qui font juste – consciemment ou inconsciemment – un travail de stigmatisation d'une classe sociale défavorisée. Présentant ainsi le délinquant type<sup>12</sup>, le « bouc émissaire », comme étant jeune, sans travail, sans domicile, sans attache familiale. Et participant ainsi à un faux débat qui ne fait que légitimer une politique de répression injuste qui, en même temps se détourne des actes des criminels en col blanc qui sont rarement rapportés par les mass média marocains.

Il faut aussi être prudent face à l'incertitude quant à l'ampleur du phénomène, à cause du « chiffre noir », c'est-à-dire la délinquance juvénile non comptabilisée et qui est sans doute plus importante que la délinquance cachée des adultes. Ce chiffre s'explique par le silence que s'imposent les parents, ainsi que les responsables d'établissements scolaires afin de ne pas entacher la réputation d'une famille ou d'un établissement. Il correspond aussi à l'hésitation des victimes qui ne déposent pas plainte lorsqu'elles apprennent que l'auteur de l'infraction est un mineur. Mais aussi, quand le mineur délinquant appartient à une famille riche qui le protège dans un cocon contre toute poursuite grâce à ses diverses interventions.

<sup>10</sup>Jean François Renucci, « Le droit pénal des mineurs entre son passé et son avenir ». Revue de Science Criminelle et de Droit pénal comparé. Janv. Mars 2000 n° 1, p. 91.

<sup>11</sup>Revue Pénitentiaire et de Droit pénal, avril, juin 1983 n° 2, p. 176.

<sup>12</sup>Benradi Malika, « le portrait du délinquant à travers la presse quotidienne marocaine », Revue de droit et d'économie n° 2 1986 Fès, p. 1652.

La question de l'importance quantitative et qualitative de la délinquance des mineurs au Maroc doit donc être posée.

### **I. A propos de la notion de délinquance juvénile**

La notion de délinquance juvénile elle-même ne présente pas un contenu bien clair. Les divers éléments qu'elle comprend, d'ordre biologique, psychologique, juridique ou social, sont tantôt confondus, tantôt séparés, parfois même l'un d'entre eux se trouve privilégié et prédomine nettement dans la définition qu'on en donne.<sup>13</sup> Cette notion n'a vu le jour d'ailleurs que vers la fin du XIX siècle, lorsque les sociétés de plus en plus industrialisées se sentaient menacées par le nombre croissant de jeunes prolétaires que l'on n'arrivait pas à insérer dans la nouvelle organisation économique. Le besoin se faisant sentir d'en augmenter le contrôle. Il se manifesta d'autant plus que la montée du socialisme risquait de transformer la classe prolétaire en une « classe dangereuse ».<sup>14</sup> Une notion qui va se transformer au cours du temps pour revêtir finalement un aspect juridique assez strict.<sup>15</sup>

Avant les années 60, la jeune criminologie et le mouvement de la défense sociale considéraient tout délinquant comme un malade. On était alors dans la conception de la « délinquance symptôme ». Ainsi, les autorités politiques, judiciaires, scientifiques et la culture bourgeoise, partageaient un consensus qui mélangeait les catégories morales, légales, sociales et cliniques sous le dénominateur commun d'« inadaptation sociale »<sup>16</sup>. De ce fait, la « délinquance symptôme » rassemble une gamme hétérogène de problématiques individuelles et relationnelles.<sup>17</sup> Dès les années 60 et du fait de la percée de la Criminologie critique, une nouvelle conception s'est développée. Celle de la « délinquance passagère », c'est à dire que la délinquance juvénile s'avère un comportement lié aux conditions psycho-sociales de l'âge adolescent. Elle fait partie de la quête par l'adolescent de son identité et de sa position sociale.<sup>18</sup> Depuis, une troisième conception de la délinquance juvénile a émergé. Celle de la « délinquance de précarité », enracinée dans les conditions de vie des jeunes. Les adolescents qui s'y livrent manifestent des problèmes psycho-sociaux plus profonds liés à leur condition de précarité sociale qui tient à la fois à leur situation actuelle et à leur perspective d'avenir.<sup>19</sup>

De nos jours, elle tend finalement à se confondre avec celle d'inadaptation. Ainsi Georges Hevyer écrit : « à la notion d'enfant délinquant, puis d'enfant constitutionnellement anormal, s'est substituée celle d'enfant inadapté aux valeurs en vigueur dans la société où il vit ».<sup>20</sup> Le législateur marocain quant à lui, n'a pas défini le terme « délinquance juvénile », laissant une « définition légale » s'imposer d'elle-même grâce à sa valeur pratique incontestable. Ainsi il était question avant tout dans le contexte marocain, de mineurs âgés au moment des faits de moins de 16 ans (âge de la majorité pénale), devenu 18 ans selon la nouvelle loi de procédure pénale de 2003, ayant commis une infraction prévue par la loi.

Depuis un siècle, les criminologues, sociologues, psychologues etc., ne cessent d'avancer une série interminable de facteurs bio-psycho-socio-culturels, sans qu'on arrive à

<sup>13</sup> Robert Benjamin, *Délinquance juvénile et société anormale*. Editions du CNRS 1971 Paris, p.7.

<sup>14</sup> Lode Walgrave, *Délinquance systématisée des jeunes et vulnérabilité sociétale*. Editions Médecine et Hygiène, 1992, Genève, p. 20.

<sup>15</sup> Robert Benjamin, *op.cit.* p. 7.

<sup>16</sup> Lode Walgrave, *op.cit.* p. 5.

<sup>17</sup> *Ibid.* p. 6.

<sup>18</sup> *Ibid.*

<sup>19</sup> *Ibid.* p. 7.

<sup>20</sup> Robert Benjamin, *op.cit.* p. 8.

l'heure actuelle dans le monde entier, à une réponse opératoire unique qui permettrait un traitement efficace contre la récidive, et faire baisser le volume de la délinquance juvénile qui ne cesse de croître. Des recherches anglo-saxonnes des années 1970 avaient confirmé que les facteurs relationnels sont plus déterminants que les facteurs structurels. Ainsi, la famille dissociée est en réalité un paravent qui cache l'influence d'autres variables déterminantes, au premier rang desquelles se trouvent d'une part le conflit parental grave, d'autre part la pauvreté socio-économique. Des constats pleinement confortés par d'autres recherches conduites durant les années 1980 et 1990.<sup>21</sup>

Alors que les criminologues orientent leurs recherches vers une jeunesse considérée comme une catégorie sociale autonome, les juristes continuent de considérer le jeune comme un adulte en devenir. En droit pénal, il n'encourt pas les pénalités ordinaires, on lui applique un traitement tendant à le socialiser, même si les conceptions qui président à définir et concrétiser ce traitement divergent tant quant aux finalités que quant aux méthodes ou aux moyens.<sup>22</sup> Ce désordre juridique est devenu à ce point apparent que les juristes ont cherché à définir internationalement les règles fondamentales.<sup>23</sup> Ainsi, apparaissent les « règles de Beijing » en 1985 et la Convention Internationale relative aux droits de l'enfant pour leur tracer une ligne à suivre pour toute politique juridique vis-à-vis de l'enfant.<sup>24</sup>

## II. Traiter en innovant

Depuis une quarantaine d'années, le monde occidental a subi des changements économiques et sociaux considérables qui ont profondément affecté la famille, la situation de la femme et celle de l'enfant<sup>25</sup>, et ont mené à ce qu'on a appelé l'émancipation de la femme et l'émancipation des jeunes, ce qui a renforcé la position de l'enfant et du jeune vis à vis des adultes.<sup>26</sup> Ces changements et cette évolution ont donné lieu à une nouvelle orientation dans la justice des mineurs<sup>27</sup>, basée sur un nouveau modèle de procédure que l'on désigne dans la littérature internationale par le terme de « restorative justice » ou justice restauratrice ou droit à la réparation.<sup>28</sup> Une orientation qui se profile comme une « troisième voie » dans la façon d'aborder la délinquance en général et la délinquance des mineurs plus spécialement, à côté du modèle classique, répressif et rétributif, centré sur l'acte criminel, d'une part, et d'autre part, du modèle réhabilitatif centré exclusivement sur l'auteur de cet acte.<sup>29</sup>

<sup>21</sup> L. Mucchielli, « Monoparentalité, divorce et délinquance juvénile, une liaison empiriquement contestable ». *Dév et soc.* 2001 vol 25 n° 2 p. 223.

<sup>22</sup> Ed. Janssens, « Jeunesse et délinquance, problématique et stratégies », RDPC Avril 1996, p. 369.

<sup>23</sup> Ibid.

<sup>24</sup> Ed. Janssens, *op.cit.* p. 370.

<sup>25</sup> Jean Chazal, « Aspects nouveaux de la délinquance des mineurs en France ». *La criminologie, Bilan et perspectives. Mélanges offerts à Jean Pinatel.* Ed. A Pedone 1980 Paris, p. 153.

<sup>26</sup> Josine Junger Tas, « Les sanctions alternatives aux Pays Bas, un développement nouveau dans le droit pénal des mineurs ». *Justice et jeunes délinquants. Hommage à Lucien Slachmuylder* *op. cit.* p. 109.

<sup>27</sup> Cf. Y. Cartuyvels, « Les horizons de la justice des mineurs en Belgique .Vers un retour « soft » du pénal ? » *Déviance et Société* 2002 vol. 26 n° 3 p. 289-290-291.

<sup>28</sup> Tony Peters, « Victimisation, Médiation et pratiques orientées vers la réparation ». *Annales Internationales de criminologie.* Années 2000 (vol 38) p. 136.

<sup>29</sup> Tony Peters, *op.cit.* p. 137.

Certains auteurs <sup>30</sup> préfèrent le terme de « déjudiciarisation »<sup>31</sup>, comme étant une opération qui consiste à soustraire aux autorités judiciaires normalement compétentes, le règlement d'un litige né d'une infraction pénale. Ce règlement extra judiciaire peut être effectué par des procédés divers : admonestation policière, médiation etc. L'essentiel, c'est la mise hors circuit de la justice pénale, et dans certains cas, de la police elle-même (règlement par un service social).<sup>32</sup> Alors que d'autres parlent de consensualisme<sup>33</sup>, et Jean Paul Ekeu de le définir comme étant « une technique qui met en relief l'autonomie des volontés, il suppose nécessairement l'esprit de consentement, de négociation, d'arrangement, de ce fait, le consensualisme évoque l'idée de contrat. En réalité, il s'agit d'un véritable contrat faisant son irruption dans une procédure pénale pour détourner volontairement celle-ci de sa trajectoire normale. En pratique, le consensualisme vient individualiser le traitement d'une infraction. De ce fait il réalise l'objectif d'une humanisation de la justice pénale ».<sup>34</sup> Et Jean Pradel de noter que le consensualisme « se trouve placé au cœur de la déjudiciarisation, de très nombreuses formes de celle-ci impliquant un consensus, un arrangement, un accord par lequel les magistrats (voire les policiers) s'entendent avec le délinquant (et avec la victime, le cas échéant) pour exclure l'application de la répression pénale ». <sup>35</sup> Et d'ajouter que l'idée consensualiste se manifeste en premier lieu au moment où pourrait naître la poursuite qui va se trouver comme tuée dans l'œuf

Cette fameuse « troisième voie » est donc la solution la plus juste pour traiter les auteurs des infractions mineures sans grandes conséquences, mais qui sont réputées accroître la tension sociale et la dégradation de l'environnement au sein du tissu urbain. Elles sont aussi nommées par certains auteurs, des « micro-illégalismes »<sup>36</sup>, et c'est une solution aussi pour restaurer le lien social. L'humanisation de la justice franchit ici un pas notable<sup>37</sup>, le fautif n'est plus l'infâme citoyen qui, exposé sur la place publique doit subir la réprobation du groupe, au contraire, la dignité et l'âge du délinquant pousse l'autorité pénale à chercher à esquiver la procédure normalement applicable pour traiter le conflit dans le secret, puisque cette forme de délinquance n'est qu'un appel public au secours . <sup>38</sup>Cette nécessité de traiter ces « micro illégalismes » comme tel, a été réalisée par la diffusion des nouvelles théories criminologiques issues de la psychologie comportementaliste et environnementale, qui postulent que le non traitement de ces « incivilités » tend à engendrer une délinquance d'habitude par un effet de banalisation et de dégradation de l'environnement urbain. <sup>39</sup>

<sup>30</sup> Raymond Gassin, *Criminologie*. Dalloz 4ème Ed. Paris 1998, p. 531.

<sup>31</sup> La « déjudiciarisation » doit être distinguée de la dépénalisation, de la décriminalisation et de l'abolition du système pénal. L'infraction subsiste, la peine elle-même est toujours encourue. La « déjudiciarisation » affecte seulement la saisine de la justice.

<sup>32</sup> Raymond Gassin, *op.cit.* p. 531.

<sup>33</sup> Cf. Jean Paul Ekeu, *Consensualisme et poursuite en droit pénal comparé*. Travaux de l'Institut de Sciences Criminelles de Poitiers. Volume 12, éditions Cujas. 1<sup>ère</sup> édition 1993 Paris.

<sup>34</sup> Jean Paul Ekeu, *op.cit.* p. 2.

<sup>35</sup> Jean Pradel, préface à l'ouvrage de Jean Paul Ekeu, *op.cit.*

<sup>36</sup> Philip Milburn, «Le traitement judiciaire des désordres mineurs ». *Futuribles, Analyse et Prospective*. Avril 2002, Numéro 274 p. 92.

<sup>37</sup> Jean Paul Ekeu, *op.cit.* p. 290.

<sup>38</sup> *Ibid.*

<sup>39</sup> Philip Milburn, « Violence et incivilités : de la théorie experte à la réalité ordinaire des illégalismes ». *Déviance et société* 2000 n° 24 p.331

## **Bibliographie**

- Benjamin Robert, *Délinquance juvénile et société anémique*. Editions du CNRS 1971 Paris.
- Benradi Malika, « le portrait du délinquant à travers la presse quotidienne marocaine », *Revue de droit et d'économie* n° 2, Fès, 1986.
- Cartuyvels Y. , « Les horizons de la justice des mineurs en Belgique. Vers un retour « soft » du pénal ? » *Déviance et Société* 2002 vol. 26 n° 3.
- Chazal Jean, « Aspects nouveaux de la délinquance des mineurs en France ». *La criminologie, Bilan et perspectives. Mélanges offerts à Jean Pinatel*. Ed. A Pedone, Paris, 1980.
- Ekeu Jean Paul , *Consensualisme et poursuite en droit pénal comparé*. Travaux de l'Institut de Sciences Criminelles de Poitiers. Volume 12, éditions Cujas. 1ère édition 1993 Paris.
- Gassin Raymond , *Criminologie*. Dalloz 4ème Ed., Paris, 1998.
- Janssens Ed., « Jeunesse et délinquance, problématique et stratégies », *RDPC* Avril 1996.
- Junger Tas Josine, « Les sanctions alternatives aux Pays Bas, un développement nouveau dans le droit pénal des mineurs », *Justice et jeunes délinquants, hommage à Lucien Slachmuylder Bruylant* Bruxelles 1989.
- Milburn Philip , «Le traitement judiciaire des désordres mineurs ». *Futuribles, Analyse et Prospective*. Avril 2002, Numéro 274.
- Milburn Philip, « Violence et incivilités : de la théorie experte à la réalité ordinaire des illégalismes ». *Déviance et société* 2000 n° 24.
- Mucchielli L., « Monoparentalité, divorce et délinquance juvénile, une liaison empiriquement contestable ». *Dév et soc.* 2001 vol 25 n° 2.
- Peters Tony, « Victimization, Médiation et pratiques orientées vers la réparation ». *Annales Internationales de criminologie*. Années 2000 (vol 38).
- Renucci Jean François, « Le droit pénal des mineurs entre son passé et son avenir ». *Revue de Science Criminelle et de Droit pénal comparé*. Janv. Mars 2000 n° 1.
- Walgrave Lode, *Délinquance systématisée des jeunes et vulnérabilité sociétale*. Editions Médecine et Hygiène, Genève, 1992.

# MONITORING INTEREST OF INDIVIDUALS IN THE CONCEPTS OF DISASTER BAG AND EARTHQUAKE BAG

**Öznur ÇINAR**

Bayburt University, Faculty of Applied Sciences, Department of Emergency and Aid Disaster Management, Bayburt, Turkey

ORCID ID: <https://orcid.org/0000-0001-5367-9449>

**Emel YILDIZ**

Gumushane University, Faculty of Economics and Administrative Sciences , Department of Human Resources Management

Gumushane, Turkey

ORCID ID: <https://orcid.org/0000-0001-7190-593X>

## ABSTRACT

**Introduction and Purpose:** Disasters are considered at the global level as events with a damage mechanism. Therefore, disaster preparedness and awareness level are important in reducing and eliminating disaster risks. In order to survive with as little damage as possible, it is essential to create a resilient society and to evaluate and encourage one's individual preparations. Disaster and Emergency Bag is a preparedness bag distributed by the Disaster and Emergency Management Presidency (AFAD) after the trainings it recommends and conducts to ensure that individuals are prepared for disasters and emergencies. In addition, AFAD says that a Disaster and Emergency Bag, in which you can store emergency supplies and valuable documents during the first 72 hours after the earthquake, until the aid teams arrive, can save the lives of you and your loved ones. This study aims to investigate individuals' interest in the concepts of disaster kit and earthquake kit. **Materials and Methods:** Through Google trends, individuals' interest in the concepts of earthquake kit and disaster kit was evaluated from the date of the February 6 Kahramanmaraş earthquake to the end of 2023. **Results:** When evaluated within the scope of the sub-region, the provinces of Ağrı, Şırnak, Kars, Uşak and Erzincan showed the most interest in the concept of earthquake kit in the first 5 rankings. The provinces of Balıkesir, Mersin, Bursa, Antalya and Ankara showed interest in the concept of disaster kit. On the other hand, in the category of related questions, what is in the disaster bag? What should be in the disaster bag? and there are questions regarding the non-structural elements of the building. **Discussion and Conclusion:** As a result of our research, it has been observed that individuals are more interested in the concept of earthquake kit rather than the concept of disaster kit.

**Key Words:** Disaster; Disaster and Emergency Bag; Earthquake; Earthquake Bag

## INTRODUCTION

Being prepared for disasters is critical for households, businesses and communities, but many remain unprepared (Sutton & Tierney, 2006).

It is an issue that during the first 72 hours that individuals are after a disaster occurs, experts agree that there will be a need for self-sufficiency, in whole or in part. Additionally, personal preparedness is critical in the face of widespread environmental and weather-borne hazards,

emerging biological threats, and increasing population densities in urban areas (Kohn, Eaton, Feroz, Bainbridge, Hoolachan, & Barnett, 2012).

When evaluated in this respect, AFAD (Directorate of Disaster and Emergency Management), in the content of 'Disaster Ready Family', Family Disaster Emergency Plan, There are 3 main topics related to Risk Assessment and Risk Reduction and a number of issues that need to be done. Disaster and Emergency Bag preparation is included in the Family Disaster Emergency Plan and is essential for planning the first 72 hours of disasters and emergencies (AFAD, 2024).

Due to this importance, in line with our study, individuals' interest in the concepts of earthquake kit and disaster kit was monitored from the date of the February 6 Kahramanmaraş earthquakes to the end of 2023 through Google trends.

### **CONCEPTUAL FRAMEWORK**

The disaster and emergency bag is a bag where you can meet your individual urgent needs and store your valuable documents for the first 72 hours after an earthquake, it can play a role in saving your life if it is ready and within reach. It is important that this includes important materials needed for the person or persons for whom you are responsible for their care (baby, elderly, disabled) or your pet. Because, at the first moment, access to food, drink and emergency needs can be difficult, and with simple injuries, you can easily access your basic needs and meet them with the bag you hold in the right place. And also a disaster and emergency bag should be both at home and at work, as well as in schools and classrooms (AFAD, 2019).

### **METHODOLOGY**

Google Trends is a new, free-to-use tool that allows users to interact with search data on the Internet, providing in-depth information on population behavior and health events (Nutti, et al., 2014)

That is, web-based behavior through Google Trends, predicting health-related problems that occur continuously in everyday life, including, it is monitored and analyzed to examine real human behavior in order to better evaluate and even prevent it (Mavragani, Ochoa, & Tsagarakis, 2018).

In other words, it is a type of service provided by Google that allows users to obtain a normalized number of total searches pertaining to a particular word or term at a given time. More specifically, the search volume of the term selected at a given time is returned as a relative number; where 100 (Face) is the highest number of searches at the time in question, 0 (Zero) is the lowest number of searches. When multiple keywords are searched, the returned volumes are counted relative to each other (Huang, Rojas, & Convery, 2020: 2824)

With this study, through Google trends, individuals were assessed their interest in earthquake bag and disaster bag concepts during the period from the date of February 6 Kahramanmaraş earthquakes to the end of 2023.

## Analysis of the Research Problem

1. Temporarily Demonstrated Attention Distribution and Related Queries to the Disaster Bag Concept: (06.02.2023-31.12.2023)

### 1.1 Distribution of Interest Shown Temporarily to the Concept of Disaster Bag



**Figure 1 Distribution of Interest Shown Temporarily to the Concept of Disaster Bag**

It is seen that the concept of Disaster Bag is the most intense period of temporal search in Google Search Engine, the February in which the earthquake occurred and in a short period of time that followed. This interest has become bumpy over time and has caused descents with occasional elevations in the chart.

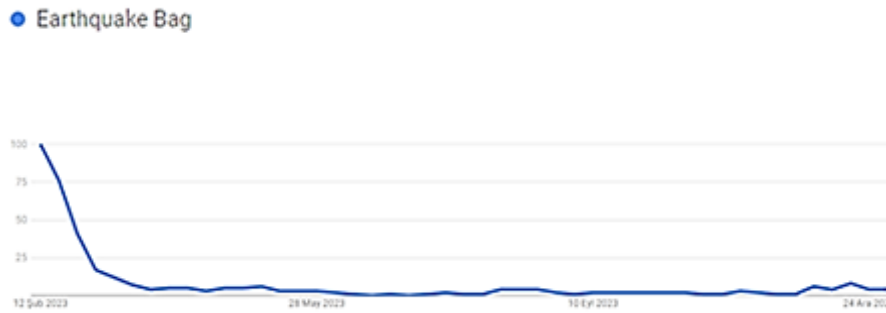
### 1.2 Related Queries Showing an Increase For Disaster Bag Concept

Related queries that show an increase for the concept of disaster bag are collected in 8 categories. These:

- ✓ Which of the following is incorrect regarding disaster and emergency bags?
  - ✓ Disaster bag contents
  - ✓ First Aid Kit
2. Distribution of Interests and Related Queries Temporally Demonstrated to the Concept of Derem Bag: (06.02.2023-31.12.2023)



## 2.1 Temporarily Demonstrated Distribution of Interest to the Concept of Earthquake Bag



**Figure 2 Temporarily Demonstrated Distribution of Interest to the Concept of Earthquake Bag**

The concept of an Earthquake Bag is also seen to be the most intense period of temporal search in the Google Search Engine, similarly in February and a short period of time. This interest has become bumpy over time and has caused descents with occasional elevations in the chart.

## 2.2 Related Queries Showing an Increase for the Concept of Earthquake Bag

Related queries that show an increase for the concept of earthquake bag are collected in 22 categories. These:

- ✓ The earthquake bag AKUT
- ✓ Flashligh
- ✓ The earthquake bag ekşi
- ✓ Where should the earthquake bag be kept?
- ✓ Things to have in the earthquake bag
- ✓ Battery operated radio
- ✓ The earthquake bag Cimri
- ✓ Thermal Blanket
- ✓ Migross the earthquake bag
- ✓ Earthquake bag price
- ✓ The earthquake
- ✓ AFAD the earthquake bag list
- ✓ Earthquake bag 33 pieces
- ✓ Earthquake whistle
- ✓ The earthquake bag
- ✓ What should be in AFAD earthquake kit?
- ✓ Earthquake kit first aid supplies
- ✓ First aid bag
- ✓ AKUT
- ✓ The earthquake bag Trendyol
- ✓ Earthquake bag must haves
- ✓ İstanbul earthquake

3. The Disaster Bag and Earthquake Bag Concepts, The Numerical Value of Interest Showed in Sub-Zones: (06.02.2023-31.12.2023)

**Table 1 The Disaster Bag Concept, the Numerical Value of Interest Showed in Sub-Zones**

	<b>Sub-Region</b>	<b>Disaster Bag: (6.02.2023 - 31.12.2023)</b>
<b>1</b>	Bolu	100
<b>2</b>	Ağrı	66
<b>3</b>	Çorum	34
<b>4</b>	Sakarya	12
<b>5</b>	Mersin	8
<b>6</b>	Bursa	7
<b>7</b>	İstanbul	6
<b>8</b>	Antalya	4
<b>9</b>	Ankara	3
<b>10</b>	İzmir	3

Searches for disaster bags are concentrated in Bolu, Ağrı, Çorum, Sakarya and Mersin.

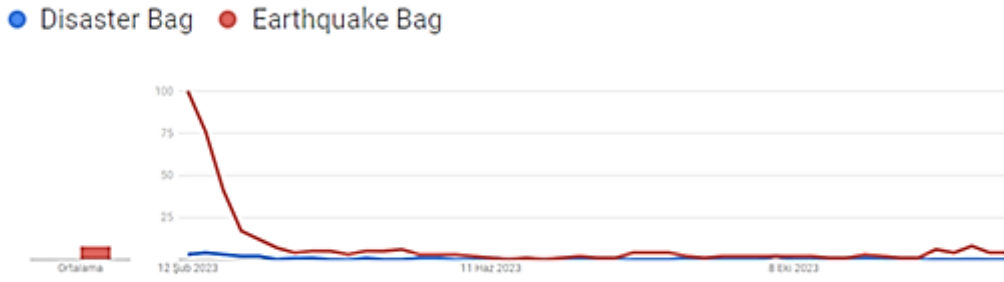
**Table 2 The Numerical Value of Interest to the Concept of Earthquake Bag on the Basis of Sub-Zones**

	<b>Sub-Region</b>	<b>Earthquake Bag: (6.02.2023 - 31.12.2023)</b>
<b>1</b>	Bilecik	100
<b>2</b>	İstanbul	92
<b>3</b>	Kocaeli	83
<b>4</b>	Bingöl	82
<b>5</b>	Siirt	82
<b>6</b>	Yalova	81
<b>7</b>	Bursa	80
<b>8</b>	Erzurum	74
<b>9</b>	Aksaray	73
<b>10</b>	Kayseri	73
<b>11</b>	Sakarya	72
<b>12</b>	Bitlis	71
<b>13</b>	Niğde	70
<b>14</b>	Ağrı	70
<b>15</b>	Muş	67
<b>16</b>	Eskişehir	66
<b>17</b>	Tekirdağ	66
<b>18</b>	Balıkesir	65
<b>19</b>	Çanakkale	64
<b>20</b>	Erzincan	60
<b>21</b>	Kırıkkale	60
<b>22</b>	Bolu	59
<b>23</b>	Batman	56
<b>24</b>	Van	55
<b>25</b>	Yozgat	55
<b>26</b>	Bartın	54

27	Uşak	54
28	Afyonkarahisar	53
29	Tokat	53
30	Mardin	52
31	Kastamonu	52
32	Kars	52
33	Diyarbakır	51
34	Mersin	50
35	Denizli	49
36	Adana	49
37	Amasya	47
38	Çorum	47
39	Karaman	46
40	Isparta	46
41	İzmir	44
42	Samsun	44
43	Şanlıurfa	43
44	Ankara	43
45	Kahramanmaraş	42
46	Kütahya	41
47	Malatya	41
48	Konya	41
49	Düzce	40
50	Kırıkkale	40
51	Gaziantep	39
52	Ordu	39
53	Giresun	39
54	Aydın	39
55	Elazığ	39
56	Osmaniye	39
57	Şırnak	38
58	Karabük	38
59	Nevşehir	37
60	Adıyaman	36
61	Manisa	34
62	Trabzon	33
63	Zonguldak	32
64	Antalya	30
65	Sivas	29
66	Muğla	29
67	Hatay	27
68	Edirne	27

Searches for earthquake bags are concentrated in Bilecik, İstanbul, Kocaeli, Bingöl, Siirt.

4. Comparison of Interest in Disaster Bag and Earthquake Bag Concepts Over Time (06.02.2023-31.12.2023)



**Figure 3 Comparison of Interest in Disaster Bag and Earthquake Bag Concepts Over Time**

In both conditions, there is an impetus around February. In the following times, this interest has been wavy, although it has decreased.

5. Research Percentages of Disaster Bag and Earthquake Bag Concepts by Cities (06.02.2023-31.12.2023)

**Table 3 Research Percentages of Disaster Bag and Earthquake Bag Concepts by Cities**

	Sub-Region	Disaster Bag: (6.02.2023 - 31.12.2023)	Earthquake Bag: (6.02.2023 - 31.12.2023)
1	Bolu	52%	48%
2	Ağrı	39%	61%
3	Çorum	32%	68%
4	Mersin	11%	89%
5	Sakarya	10%	90%
6	Antalya	8%	92%
7	Bursa	6%	94%
8	Ankara	5%	95%
9	İstanbul	4%	96%
10	İzmir	4%	96%
11	Adana	0%	100%
12	Adıyaman	0%	100%
13	Afyonkarahisar	0%	100%
14	Amasya	0%	100%
15	Aydın	0%	100%
16	Balıkesir	0%	100%
17	Bilecik	0%	100%
18	Bingöl	0%	100%
19	Bitlis	0%	100%
20	Çanakkale	0%	100%
21	Denizli	0%	100%
22	Diyarbakır	0%	100%
23	Edirne	0%	100%
24	Elazığ	0%	100%
25	Erzincan	0%	100%
26	Erzurum	0%	100%

27	Eskişehir	0%	100%
28	Gaziantep	0%	100%
29	Giresun	0%	100%
30	Hatay	0%	100%
31	Isparta	0%	100%
32	Kars	0%	100%
33	Kastamonu	0%	100%
34	Kayseri	0%	100%
35	Kırklareli	0%	100%
36	Kocaeli	0%	100%
37	Konya	0%	100%
38	Kütahya	0%	100%
39	Malatya	0%	100%
40	Manisa	0%	100%
41	Kahramanmaraş	0%	100%
42	Mardin	0%	100%
43	Muğla	0%	100%
44	Muş	0%	100%
45	Nevşehir	0%	100%
46	Niğde	0%	100%
47	Ordu	0%	100%
48	Samsun	0%	100%
49	Siirt	0%	100%
50	Sivas	0%	100%
51	Tekirdağ	0%	100%
52	Tokat	0%	100%
53	Trabzon	0%	100%
54	Şanlıurfa	0%	100%
55	Uşak	0%	100%
56	Van	0%	100%
57	Yozgat	0%	100%
58	Zonguldak	0%	100%
59	Aksaray	0%	100%
60	Karaman	0%	100%
61	Kırıkkale	0%	100%
62	Batman	0%	100%
63	Şırnak	0%	100%
64	Bartın	0%	100%
65	Yalova	0%	100%
66	Karabük	0%	100%
67	Osmaniye	0%	100%
68	Düzce	0%	100%

The investigation of the concept of an earthquake bag has a higher percentage rate than the concept of a disaster bag.

## CONCLUSION AND DISCUSSION

Preparatory activities should be carried out within the framework of an all-encompassing approach to disaster risk reduction. The widely accepted proposal in this context is the encouragement of household preparation with the preparation of a disaster bag for the evacuation and safety of individuals (Pickering, et al., 2018).

As a result of our study, when the interest in earthquake bag and disaster bag concepts was evaluated, it was seen that the concept of earthquake bag was searched more. The interest of individuals in the concepts of disaster bag and earthquake bag evaluated within the scope of preparedness has gained momentum especially in February 2023. In addition, it was seen that the concept of earthquake bag was searched more in the related queries tab.

## REFERENCES

- AFAD. (2019, 03 12). *Afet ve Acil Durum Çantası Nasıl Hazırlanmalı?* 02 19, 2024 tarihinde Afet ve Acil Durum Yönetimi Başkanlığı: <https://www.afad.gov.tr/afet-ve-acil-durum-cantasi-nasil-hazirlanmalı> adresinden alındı
- AFAD. (2024). *Afet ve Acil Durum Eğitim Merkezi*. 01 28, 2024 tarihinde Afet ve Acil Durum Yönetimi Başkanlığı: <https://www.afad.gov.tr/afadem/afete-hazir-aile#:~:text=Kendimize%20ait%20%E2%80%9Cafet%20sonras%C4%B1%20ilk,ancak%20d%20epremlerin%20afetlere%20d%C3%B6n%C3%BC%20C5%9Fmesi%20%C3%B6nlenebilir.%22> adresinden alındı
- Huang, M. Y., Rojas, R. R., & Convery, P. D. (2020). Forecasting stock market movements using Google Trend searches. *Empirical Economics*, 2821-2839.
- Kohn, S., Eaton, J. L., Feroz, S., Bainbridge, A. A., Hoolachan, J., & Barnett, D. J. (2012). Personal disaster preparedness: an integrative review of the literature. *Disaster medicine and public health preparedness*, 217-231.
- Mavragani, A., Ochoa, G., & Tsagarakis, K. P. (2018). Assessing the Methods, Tools, and Statistical Approaches in Google Trends Research: Systematic Review. *Journal of Medical Internet Research*.
- Nuti, S. V., Wayda, B., Ranasinghe, I., Wang, S., Dreyer, R. P., Chen, S. I., et al. (2014). The Use of Google Trends in Health Care Research: A Systematic Review. *PloS one*.
- Pickering, C. J., O'Sullivan, T. L., Morris, A., Mark, C., McQuirk, D., Chan, E. Y., et al. (2018). The Promotion of 'Grab Bags' as a Disaster Risk Reduction Strategy. *PLOS currents*.
- Sutton, J., & Tierney, K. (2006). *Disaster Preparedness: Concepts, Guidance, and Research*. Colorado: Natural Hazards Center Institute of Behavioral Science University of Colorado.

## PSYCHOLOGICAL FIRST AID AND ITS IMPORTANCE IN DISASTER

**Öznur ÇINAR**

Bayburt University, Faculty of Applied Sciences, Department of Emergency and Aid Disaster Management, Bayburt, Turkey

ORCID ID: <https://orcid.org/0000-0001-5367-9449>

**Emel YILDIZ**

Gumushane University, Faculty of Economics and Administrative Sciences , Department of Human Resources Management, Gumushane, Turkey

ORCID ID: <https://orcid.org/0000-0001-7190-593X>

### ABSTRACT

**Introduction and Purpose:** Disasters are extraordinary events that occur naturally or man-made and can cause disruption or halt in human life. As a result of these events, there may be loss of life and property, and the economic, social and cultural structure of the disaster area or even the entire country may be disrupted. Disruptions in the system, disintegration of the family structure, economic difficulties, in short, disruption or cessation of the whole life cause problems in the psychological structure of individuals and society. After disasters, the psychological structures of disaster victims need to be restored. This research is in the form of a literature review and its aim is to introduce the basic elements, importance and process of psychological first aid to the literature in an academic discipline and in an orderly manner. **Materials and Methods:** The research is a study within the scope of literature review and will be carried out by scanning and organizing scientific studies in academic databases and libraries of relevant institutions. **Results:** As a result of the research, it was determined that psychological first aid activities are a part of psychosocial support activities and that these activities are carried out for a different purpose than normal psychiatric mental health activities. Psychiatric activities carried out in the normal period are carried out by experts and are long-term activities. However, psychological first aid is given by trained intervention teams after the disaster, before the psychological problems that may arise from the disaster become unresolved. Its purpose is not to eliminate or cure post-disaster mental distress, but to prevent these distresses from becoming chronic, and if they have become chronic, to direct the problem to psychiatric activities carried out by experts. So psychological first aid is a description of the humane, supportive response to a person who is suffering and needs support. **Discussion and Conclusion:** Psychological first aid can serve to significantly increase disaster response capacity, especially when applied by emergency service personnel and disaster response personnel.

**Keywords:** Psychological First Aid, Mental Health, Disaster

## INTRODUCTION

Disasters, whether by human hands or by nature, are events that can pose great possibilities of destruction that people face at any moment, and cause the disruption or even cessation of people's lives and daily activities. As a result of disasters, material losses may be at a very high level, but these losses can be compensated in some way, but spiritual losses are sometimes very difficult and sometimes impossible to compensate.

Taken in the context of disasters, traditional mental health activities may not work exactly, since these services are carried out by specialists and operate according to a certain time process. But the number of people in need of mental health services in disasters increases at once, and it becomes impossible to identify those in need of mental health services, to deal with their mental health long-term. In such cases, there is a need for activities and staff who can identify those who need mental health and give them first psychological help and, if necessary, direct them for long-term mental health services (Everly ve Lating, 2021: 723).

In this study, the definition, scope, process and working principles of psychological first aid will be discussed and a comprehensive conceptual framework will be drawn.

## CONCEPTUAL FRAMEWORK

Earthquake-like disasters cause material losses, as well as significant problems in the lives of both individuals and the public. When people experience disasters like these, they exhibit some reactive behavior. These reactions often result in psychological disorders. But not all reactions shown after disasters are negative, some may even help survivors survive. For example, if stress has not covered it in a way that dominates all the behaviors of the disaster, it can show the person the methods of getting rid of the effects of the disaster. Moderate stress can also be the source of success (Satapathy, 2011: 427).

There are some common reactions that people show when faced with a disaster, they show themselves in different compositions, even if the person-to-person violence varies. These are as below (Naturela, 2015: 76):

*Behavioural Reactions:* Increases or decreases in the movement level of the disaster, the rise rate that can be seen in the use of banned substances, difficulties in contacting and listening to other people, and the rise of impatience, excessive irritability, experiencing outbursts of anger, etc, having frequent discussions with other people, especially those close to them, even if they try to relax in different ways, feeling tired, being closer to the accident due to carelessness, being in a state of constant anxiety and anxiety, etc, disaster relief is inefficient in what it does, avoiding places that are reminiscent of bad memories about the disaster, and a constant state of crying.

*Cognitive Reactions:* Problems such as slowing down, disruption or improper functioning of the thought processes of the disaster, the occurrence of the inability to remember, difficulties in identifying priorities.

*Emotional Reactions:* Depression, feeling guilty, not enjoying life, such as fear, anxiety, anxiety, guilt, desire to be alone, anxiety, extreme enthusiasm, or vice versa.

*Physical Reactions:* Chronic non-existent headaches, pain in different parts of the body, tremors, excessive sweating, unnecessary movement of the strain, sleep disorders and extreme fatigue.



At the beginning of the problems seen in disasters, psychological disorders come from the victims. As a result of disasters, the weakening or destruction of the traditional mental health infrastructure in the disaster area, as a result of the disaster, the number of material and spiritual losses caused by the disaster, increasing mental health, the number of people with impaired mental health and the increase in the types and compositions of mental diseases as a result of severe losses, is a big problem. The most common mental disorders as a result of disasters are; post-traumatic stress disorder, depression, anxiety, bipolar disorders, schizophrenia (WHO, 2013: 16-17).

Psychological first aid is as follows, according to the World Health Organization definition (WHO, 2024: 9-10):

- ✓ Activities that involve supportive and practical assistance to individuals who have experienced significant stress-causing events such as disasters.
- ✓ It is not an intrusive structure but rather a pioneer for intrusive processes.
- ✓ The need for disasters is the process by which their expectations and concerns are rested.
- ✓ It also aims to meet the basic post-disaster needs of the disaster victims.
- ✓ It helps to relieve the disaster and to keep them in their calm.
- ✓ Disasters are actively resting, there is no coercion.
- ✓ It aims to prevent the disaster from causing further damage.
- ✓ Ensuring that disaster victims have access to the information, services and assistance they need.
- ✓ Psychological first aid is not only the activities of specialists, it can also be performed by first aid teams who have received psychological first aid training.
- ✓ Psychological first aid is not a psychological informational or professional counseling activity.
- ✓ Psychological first aid does not go into mental events in detail, and those who have been found to be in a traumatic situation are directed to traditional mental health services.

Psychological first aid is human activities for people who need support after disasters or damaging emergencies. It is an acute intervention preferred when meeting the psychosocial needs of children, adults and families affected by human hands or natural events. It is designed to alleviate initial distress caused by traumatic events and to encourage long-term adaptive process and coping. Figure 1 includes 7 themes in ' (Singaravelu, 2023: 3)



**Figure 1.** Themes of Psychological First Aid

**Kaynak:** Singaravelu, 2023: 3

Psychological first aid has some basic goals, they are as follows (Australian Red Cross, 2020: 17):

- ✓ To prevent the chaos caused by disasters and to ensure the calmness of the victims.
- ✓ Reduction of troubles and pains caused by disasters.
- ✓ Ensuring that the victims feel that they are safe and secure.
- ✓ To identify the post-disaster needs of the disaster and to help them to solve them.
- ✓ To create a warm environment by liaising with the disaster in a human context.
- ✓ Helping disaster victims meet their social support needs.
- ✓ To help disaster victims understand the disaster that has happened to them.
- ✓ To strengthen the capacity of disaster coping by referring to the strengths of the disaster victims.
- ✓ To be a source of hope for them in the pessimistic air that is formed as a result of disasters.
- ✓ To realize the screening of disaster victims faster and to ensure that those with special needs meet the relevant resources.
- ✓ To help improve the functioning of vital activities that are disrupted as a result of disasters.

In general, the principles of psychological first aid are three. These; Watching, listening and connecting. These three basic principles include how to look at the disaster in case of a disaster, the way to approach disaster victims, methods of identifying disaster victims' problems and meeting their needs, how to provide practical assistance to disaster victims, how to monitor and listen to them, and finally, how to provide information. In the principle of

monitoring, there is control of post-disaster safety, identification of urgent basic needs, observation of individuals with psychological distress. The principle of listening is to listen to people who may need post-disaster help, ask about their troubles and needs, and help them calm down. In the principle of connection, it is necessary to help the disaster victims to reach their needs, to support them to cope with their problems, to exchange information, to ensure their contact with the relatives of the disasters and to configure social support (PDR, 2011: 19).

Psychological first aid after disasters works within a process. The basic processes of Psychological First Aid are as follows (Brymer vd., 2006: 19):

1. Contact and Participation: It is the stage where disaster and its troubles will be contacted and their resting needs will be met. At this stage, the surroundings are carefully monitored and special groups are taken into account.

2. Security and Comfort: This is the stage where the safety of disaster victims will be ensured and the necessary precautions will be taken. Security needs may be different for different groups of the population. The security needs of a child and the security needs of an adult or a man and a woman may sometimes differ.

3. Stabilization: Disaster victims become anxious and emotionally worn out due to the disaster that happened to them. At this stage, they need to be calmed and reassured.

4. Information Collection: At this stage, information about the concerns, concerns and needs of disaster victims is collected and organized. This information obtained is ranked in the context of priorities on a timeline.

5. Practical Assistance: This is the stage where the problems and needs of disaster victims are met.

6. Connection with Social Support: To pave the way for disaster victims to meet with their family members and close relatives to meet their social needs and to create the necessary conditions and environment for this.

7. Information on Coping Purpose: To inform disaster victims about the normal reactions and psychological distress that may occur as a result of disasters, and to help them make sense of their situation by raising their awareness.

8. Connection with Collaborative Services: To ensure that disaster victims meet with resources that can solve their problems and needs in the light of the data obtained from them.

The purpose of providing psychological first aid support is to provide support to people who are distressed due to different traumatic events. Psychological first aid can make disaster victims feel calm, safe and peaceful. It is a humanitarian and compassionate aid activity in terms of meeting emotional, cognitive and practical needs. Psychological first aid is based on the idea that individuals sometimes have distressing and difficult experiences and that these experiences can affect disaster victims' normal coping abilities. The first aid support staff focuses on identifying the distress, needs and difficulties of the victim in order to manage the distress, needs and difficulties of the victim by hearing the victim in distress with the active listening method and talking to the victim in a calm manner. The most important goal of psychological first aid is to express that the disaster victim is not alone, that she is valuable and that she will be helped. The psychological first aid activity to be carried out with such a purpose will make the victims feel powerful in spirit and strengthen their capacity to cope (IFRC, 2018: 15).

Psychological first aid differs from psychological counseling and psychiatric treatment in that it is not difficult and is not long-term and is acute. The fact that psychological first aid covers certain activities distinguishes it from other similar activities. The activities included in this scope can be listed as follows (IASC, 119-120):

- ✓ Disasters should be protected from further harm. There may be individuals who already had mental distress before disasters, and they may become even more troublesome after the disaster. You need to pay particular attention to these. Other victims of disasters should be warned against possible harm and take necessary precautions.
- ✓ Earthquakes should not force people to talk and give information, dialogue should be established as necessary, and if there is a reluctance, the interview should be terminated.
- ✓ It should not be judgmental, it should be patient and it should be tolerated.
- ✓ People should be asked about their concerns, troubles, and needs.
- ✓ The basic and practical problems of disaster victims need to be identified and met.
- ✓ Encouraging disaster victims on methods of coping with post-disaster difficulties.
- ✓ Encouraging disaster victims to contact family members and close friends.
- ✓ Ensuring disaster victims carry out their daily routines.
- ✓ Providing disaster victims with opportunities to return for further assistance in appropriate situations.
- ✓ The functionality of local support mechanisms must be ensured.

Considering the psychological academic background, applying a psychological method without fully testing its predicted results, abandoning previously proven methods, will cause harm to the individuals to whom the psychological method is applied. Psychological first aid methods include practices that can be considered new, and it is still difficult to evaluate the effectiveness of psychological first aid interventions since they have not yet been fully adapted to the specific needs of each disaster victim. Psychological first aid interventions should follow guidelines established by a number of consensus efforts as part of an integrated, stepped care approach to disaster health. These guidelines should follow these principles. It must be proactive, pragmatic and flexible, as appropriate for each stage throughout the entire developmental recovery period for both individuals and society. The level of intervention at each stage should promote a sense of safety, connectedness, calm, hope, and competence. Participation of the affected local population should be maximized, independent services should be reduced and programming should be integrated into larger systems to reach more people (Watson, 2015: 68).

Psychological first aid activities recommended to be carried out within the scope of mental health psychosocial support in emergency and disaster events should be organized as follows. Intercultural competencies should be provided for interventionists. A partnership should be established with existing organization personnel who are authorized to deal with disaster events. Basic helping skills, such as psychological first aid, should be imparted to responders. People who are at risk or considered vulnerable should be identified. Information about referral pathways should be obtained and participants' concerns such as vulnerability and protection needs should be addressed. It must be determined how professional boundaries will be recognized, established and maintained. Mental health skills, including recognizing serious mental illnesses, should be imparted to interventionists (Chiumento, 2017: 11).

According to Everly and Lating (2017), although there are different approaches to the core competencies of psychological first aid, generally accepted competency statements can be summarized as follows:

1. Situation Stabilization: to slow down the rising rates of psychological and behavioral disorders after disasters and to ensure calm in the disaster area.

2. **Situation Assessment:** Analyzing the physical, needs, social, economic and cultural situation in the disaster area.
3. **Psychological Prioritization:** Determining the order of importance of the focus of intervention needs after a disaster according to their urgency.
4. **Supportive Communication:** Establishing communication with disaster victims after the disaster in a way that includes respect, compassion and interest.
5. **Acute Interventions:** Anticipatory guidance, that is, setting expectations, explanatory guidance, that is, explaining current reactions, and prescriptive guidance, that is, stress management and cognitive reframing, implemented to alleviate acute distress occurring after a disaster.
6. **Liaison and Advocacy Skills:** Implementing and facilitating access to sustainable support or care.
7. **Care:** Buddy care and personal care practice for staff and volunteers responding to disasters.

Psychological first aid is the first stage of the process of assessing disaster victims' needs, distress, available resources and potential capacities in individual, family, community and social contexts. After this stage, the aim is to address needs and problems in the individual, family, community and social context by motivating and developing existing resources and potential capacities, and to design a program model with goals for a sustainable result. In the community mobilization phase, empowering individuals, families and communities to cope is achieved. The next stage is to create a strategy that includes disaster interventions to meet program objectives within the scope of capacities. In the part of supporting personnel working in disaster, there is the provision of training in terms of the necessary competencies and the implementation of continuous supervision and training by a network created (UNICEF, 2015: 29).

The main reason to provide psychological first aid is to help someone who is in distress. Psychological first aid can help people feel calm, safe and secure. It is human, compassionate support regarding both emotional and practical needs and concerns. An important purpose of psychological first aid is to make the person feel that they are supported and connected to help. This will make them feel stronger, able to overcome difficulties and take care of themselves (IFRC, 2018: 15).

When we look at the literature on psychological resilience in disasters, some risk factors can weaken this resilience. These are as follows:

*Individual Risk Factors;* level of harmful substance use, previous standards of bad life, previous diseases, high level of previous crime processing, the number of disabilities, neglect and the number of people exposed to abuse is very high.

*Family Risk Factors;* poor previous family structure, violence, looseness of the bond between family members, divorce of parents, death of one or both parents, the presence of previous cases of crime in family members.

*Environmental Risk Factors;* high rates of violence in the environment, natural disasters have been experienced before and frequency, the situation of being a migrant, the status of being a minority, the few or not of organizations to provide assistance, and, war and terror (MEB, 2021: 17).

One of the most well-known psychological first aid models is the RAPID. This model consists of five stages. The first stage is reporting and active listening. The second stage

covers the process by which the obtained reports are evaluated. In the third stage, as a result of the evaluation, prioritization about the plan is made because resources are limited. In the fourth stage, the intervention is carried out within the plan according to the identified priorities. In the final stage, recovery and orientation is the stage where access to continuous care is provided and self-sufficiency is established (Everly vd, 2012).

Effective communication skills, one of the most important activities of psychological first aid after disasters, consist of several elements. These; include empathy, respect, reality, using the right language, kindness, politeness, eye contact, ability to listen, avoidance of judgment, an approach that strengthens the opposite side, the use of a non-violent and non-threatening tone of voice, etc, and finally, to respect secrecy (UNICEF, 2024: 48-49; Canadian Red Cross, 2024: 17).

## **CONCLUSION AND DISCUSSION**

Psychological first aid is not traditional psychiatric treatment. It is a process-based and sustainable intervention that is carried out after emergencies and disasters and related to acute distress, needs and maintenance of victims. Although there is a new concept and there are no fully established and common acceptable application and evaluation criteria, specific criteria have been determined by different organizations through some handbooks. The creation of a single structure and the establishment of unity through a common organization will contribute to the development of psychological first aid activities.

## **REFERENCES**

AUSTRALIAN RED CROSS (2020). Psychological First Aid: Supporting people affected by disaster in Australia. <https://www.redcross.org.au/globalassets/cms-assets/documents/stories/psychological-first-aid-an-australian-guide.pdf>

BRYMER M, JACOBS A, LAYNE C, PYNOOS R, RUZEK J, STEINBERG A, VERNBERG E, WATSON P, (2006). Psychological First Aid Field Operations Guide 2nd edition. [https://www.ptsd.va.gov/professional/treat/type/PFA/PFA\\_2ndEditionwithappendices.pdf](https://www.ptsd.va.gov/professional/treat/type/PFA/PFA_2ndEditionwithappendices.pdf)

CANADIAN RED CROSS (2024). Psychological First Aid Pocket Guide. CRC-Psychological-First-Aid-Guide-2019.pdf (cmhaww.ca)

CHIUMENTO, A., RAHMAN, A., FRITH, L., SNIDER, L., and TOL, W. A. (2017). Ethical Standards For Mental Health And Psychosocial Support Research in Emergencies: Review Of Literature And Current Debates. *Globalization And Health*, 13, 1-19.

EVERLY, G. S., JR., and LATING, J. M. (2017). The Johns Hopkins Guide To Psychological First Aid. Johns Hopkins University Press. in Everly Jr, G. S., & Lating, J. M. (2021). Psychological first aid (PFA) and disasters. *International review of psychiatry*, 33(8), 718-727.

EVERLY, G. S., BARNETT, D. J., and LINKS, J. M. (2012). The Johns Hopkins Model Of Psychological First Aid (RAPID-PFA): Curriculum Development And Content Validation. *International Journal Of Emergency Mental Health* 14(2),95-103. in MEB (2021).Okul Temelli Psikolojik İlk Yardım Psikolojik Danışman/Rehber Öğretmen Uygulama Kitabı, 1. Baskı, Ankara

EVERLY JR, G. S. and LATING, J. M. (2021). Psychological First Aid (PFA) And Disasters. *International review of psychiatry*, 33(8), 718-727.

IASC (2007), Guideline Mental Health And Psychosocial Support In Emergency Settings IASC Reference Group On Mental Health And Psychosocial Support in Emergency Settings, <https://interagencystandingcommittee.org/sites/default/files/migrated/2020-11/IASC%20Guidelines%20on%20Mental%20Health%20and%20Psychosocial%20Support%20in%20Emergency%20Settings%20%28English%29.pdf>

IFRC (2018). A Guide to Psychological First Aid: For Red Cross and Red Crescent Societies. <https://pscentre.org/wp-content/uploads/2019/05/PFA-Guide-low-res.pdf>

MEB (2021), Psikolojik Sağlık Psikolojik Danışman/Rehber Öğretmenler İçin 1. Baskı: Ankara. [https://orgm.meb.gov.tr/meb\\_iys\\_dosyalar/2022\\_10/04110014\\_Psikolojik\\_SaYlamlyk\\_Kuramsal\\_Kitap.pdf](https://orgm.meb.gov.tr/meb_iys_dosyalar/2022_10/04110014_Psikolojik_SaYlamlyk_Kuramsal_Kitap.pdf)

NATURALE, A. (2015). How Do We Understand Disaster-Related Vicarious Trauma, Secondary Traumatic Stress, And Compassion Fatigue?. In *Vicarious Trauma And Disaster Mental Health* (pp. 73-89), Routledge.

PDR (2011), Psikolojik İlk Yardım: Saha Çalışanları İçin Rehber. [https://acikders.ankara.edu.tr/pluginfile.php/20280/mod\\_resource/content/1/5.%20Psikolojik%20%C4%B0lk%20Yard%C4%B1m%20K%C4%B1lavuz.pdf](https://acikders.ankara.edu.tr/pluginfile.php/20280/mod_resource/content/1/5.%20Psikolojik%20%C4%B0lk%20Yard%C4%B1m%20K%C4%B1lavuz.pdf)

SATAPATHY, S. (2011). Mental Health Impacts Of Disasters in India: Ex-Ante And Ex-Post Analysis. Economic And Welfare Impacts Of Disasters in East Asia And Policy Responses. ERIA research project report, 8, 419-455.

SİNGARAVELU, V. (2023) Psychological First Aid Field Worker's Guide, <https://disaster-relief.org/pdf/psychological-first-aid.pdf>

UNICEF (2015). Evaluation of Psychosocial Support Programs Implemented After VAN-ERCİŞ Earthquake Evaluation Report. <https://www.unicef.org/turkiye/en/reports/evaluation-psychosocial-support-programs-implemented-after-van-erci%C5%9Fearthquake-2015>

UNICEF (2024). Trainers' guide: Psychological First Aid (PFA) and Mental Health and Psychosocial Support (MHPSS) Training Module For sub-national social service workforce in Lao PDR. [https://www.unicef.org/laos/media/5641/file/UNICEF%20and%20MOLSW\\_PFA%20and%20MHPSS%20Training%20Manual\\_Eng.pdf](https://www.unicef.org/laos/media/5641/file/UNICEF%20and%20MOLSW_PFA%20and%20MHPSS%20Training%20Manual_Eng.pdf)

WATSON, P.J. (2015). How different is Psychological First Aid from other psychotherapeutic modalities? In *Vicarious trauma and disaster mental health* (pp. 61-72). Routledge

WHO (2013). Building back better: sustainable mental health care after emergencies. World Health Organization. <https://www.who.int/publications-detail-redirect/9789241564571> (Erişim: 13.01.2024)

WHO (2024). Psychological First Aid Support People in the Aftermath of Crisis Event, [https://cdn.who.int/media/docs/default-source/mental-health/mental-health-in-emergencies/psychological\\_guide\\_facilitators\\_slideshow.pdf?sfvrsn=2870aaa8\\_1](https://cdn.who.int/media/docs/default-source/mental-health/mental-health-in-emergencies/psychological_guide_facilitators_slideshow.pdf?sfvrsn=2870aaa8_1)

# SCHOOL-BASED INTERVENTION PROGRAMS FOR HEALTHY INTERNET USE AMONG ADOLESCENTS

**Büşra Duran**

Research Assistant, Karatay University, School of Health Sciences  
ORCID: 0000-0002-5736-8186

**Alime Selçuk Tosun**

Assistant Professor, Selçuk University, Faculty of Nursing  
(Corresponding Author)  
ORCID: 0000-0002-4851-091

## ABSTRACT

**Aim:** This review study was conducted to determine school-based intervention programs for healthy Internet use in adolescents.

**Method:** In this study, literature search was carried out in Google, Google Scholar, PubMed, Academic Search Complete (EBSCOHOST) and Web of Sciences databases using the keywords 'Adolescent, Internet addiction, Prevention, Healthy Internet, Psycho-Education'. English and Turkish articles published between 2015 and 2023 and whose full text was accessed were analyzed.

**Findings:** Internet-related behaviours have the potential to escalate in severity throughout adolescence and develop into addictive tendencies. In addition to studies examining the prevalence of Internet use and variables associated with Internet use among adolescents, intervention studies supporting healthy Internet use are increasing in the literature. It is noteworthy that alternative methods (educational, cognitive/behavioral, positive psychology-based intervention programs) have gained importance in recent years, especially for healthy Internet use in adolescence. Studies have also found positive effects of intervention programs addressing different independent variables on adolescents' healthy Internet use.

**Conclusion:** Studies in the literature have proven that intervention programs based on educational, cognitive/behavioral, and positive psychology are effective in maintaining healthy Internet use in adolescents. At the same time, study results show that it is important to develop appropriate intervention programs to optimize the health of adolescents and to ensure that Internet use is safe, especially in the early years. In this case, nurses have an important place in providing education/counseling and developing effective interventions for health promotion to ensure that adolescents' healthy Internet use and effective behaviors for it are in the desired direction.

**Key Words:** Adolescent, Internet addiction, prevention, healthy internet, psycho-education

## 1. Introduction

The development of communication and technology in the world and in our country has affected the prevalence of Internet use by adolescents for different purposes such as information, functionality, and entertainment (Kumar et al., 2019; Mengistu et al., 2021;



TÜİK, 2021). Especially in all age groups, reasons such as education, sharing videos/pictures/information etc., improving friendship relations and transferring the social environment to the virtual environment have increased the use of the Internet (Addiction Center, 2019). In the literature, it is seen that being online for at least 8.5 to 21.5 hours per week is considered as addiction (Yang & Tung, 2007; Young, 2007). Especially in adolescence, factors such as using social networking sites and playing games together with decreasing physical activity negatively affect Internet use behaviour and duration (Bozzola, et al., 2022). This situation has made adolescents more vulnerable to problematic Internet use. In different studies, it has been shown that the factors causing an increase in the duration of Internet use in adolescence are related to family attitude, social support systems, self-efficacy, and self-esteem of adolescents (Fumero et al., 2018). Therefore, interventions to reduce Internet addiction, especially in adolescents, are supported for healthy societies and generations (Cañas, & Estévez, 2022).

In the literature, there are different interventions to reduce adolescents' Internet addiction. (Ding and Li, 2023; Çelik, 2016). These intervention programmes specifically cover the actions of adolescents in the community such as social environment, family, and school in order to support healthy Internet use. The conducted studies have examined the incorporation of school-integrated interventions that aim to prevent a wide range of public health issues among adolescents. School-based studies are deemed effective because they sustainably and efficiently promote the health of a substantial number of students (Ramona, 2014). In this context, school-based intervention programmes that promote healthful Internet use must be particularly effective in raising awareness. This review study was conducted to examine school-based intervention programs for healthy Internet use in adolescents.

## **2. Method**

In this study, literature search was carried out in Google, Google Scholar, PubMed, Academic Search Complete (EBSCOHOST) and Web of Sciences databases using the keywords 'Adolescent, Internet addiction, Prevention, Healthy Internet, Psycho-Education'. English and Turkish articles published between 2015 and 2023 and whose full text was accessed were analyzed.

## **3. Findings**

Internet is widely used by adolescents showing a high level of competence with technology (Cañas, & Estévez, 2022). Although the widespread accessibility of the Internet seems to be acceptable by individuals, unsafe Internet use patterns affect adolescents in many areas including physical, emotional, and social (Bozzola et al., 2022). Therefore, it is critical to initiate early interventions pertaining to healthy Internet use and practices in order to raise the awareness of Internet addiction among adolescents at an early age (Ding & Li, 2023). Since adolescents spend most of their time at school, schools are very important for psychosocial interventions (Throuvala, et al., 2019; Yeun & Han, 2016).

### **Education-Based Intervention Programmes**

Different studies based on educational interventions to maintain healthy Internet use and reduce problematic Internet use have been shown to have evidence-based effects in reducing the increase in adolescents' level of addiction to the Internet and new technologies (Gholamian et al., 2019; Abedini, et al., 2023). In most of these studies, factors related to the environment in which adolescents are in school have been sustained by supporting variables such as social skills, self-efficacy, and self-regulation (Maheri, & Sadeghi, 2017; Abedini et al., 2023). Inadequate education of individuals in the adolescent age group, which is an important period especially for supporting positive behaviours, may result in inability to

control their Internet use. In the intervention study conducted by Yanık and Aslan (2023) for the reduction of education-based technology addiction in high school students, adolescents in the experimental group were given education on technology addiction for 5 weeks, while no intervention was applied to the control group. At the end of the study, it was found that the mean Internet addiction scale scores of the group receiving education decreased. In a different study conducted in Tehran, an educational intervention aimed at preventive behaviours for students' Internet addiction. It was determined that the Internet addiction and perceived barrier levels of the students in the intervention group decreased significantly after the education and at the 4-month follow-up period (Maheri, & Sadeghi, 2017). In a different intervention study aiming to reduce excessive Internet use with the education based on the BASNEF model, which is used to examine and define new behaviours in society, it was stated that the excessive Internet use of adolescents receiving education decreased (Gholamian et al., 2019). In an educational intervention based on social cognitive theory to support healthy Internet use and reduce Internet addiction, it was emphasised that Internet addiction, overcoming the obstacles affecting Internet use, self-efficacy, and self-control of adolescents in the intervention group increased (Abedini et al., 2023).

### **Intervention Programmes for Cognitive Behavioural Therapy**

Findings from the literature have shown the effectiveness of cognitive interventions in reducing Internet addiction or dependence on new technologies for healthy Internet use (Agbaria, 2023; Deng and Li, 2023). With appropriate cognitive interventions, it is possible to encourage adolescents to healthy behaviours and to prevent and reduce the transformation of unwanted behaviours into addiction. It is emphasised that cognitive interventions can reduce the emotional arousal of individuals in coping with the demands placed on them (Cochrane, 2021). It has been revealed that cognitive therapy reduces the experience of addiction in many different areas and reduces psychosocial symptoms in Internet addiction, which is an obstacle to healthy Internet use. In different studies, it is noteworthy that individuals can control the time spent on the Internet with cognitive behavioural interventions and offline social activities that occur due to excessive Internet use can be increased (Lin et al., 2018; Kwasnicka et al., 2016). In particular, it is stated that cognitive behavioural therapy is an advantageous intervention for healthy Internet use by preventing Internet addiction due to its non-invasive nature (Young et al., 1999). In an intervention study conducted by Agbaria (2023) on adolescents, the effectiveness of a cognitive-behavioural intervention programme to reduce Internet addiction was examined. As a result of the education given to the adolescents in the intervention group based on cognitive behavioural therapy for a total of 8 sessions, it was determined that the adolescents in the intervention group decreased the symptoms of Internet addiction and increased self-control for healthy Internet use compared to those in the control group (Agbaria, 2023). In another study in which Bağatarhan and Siyez (2022) evaluated the effectiveness of a cognitive-behavioural prevention programme for Internet addiction, an 8-session cognitive-behavioural psychoeducation programme was applied to adolescents in the intervention group. At the end of the study, it was concluded that there was a significant decrease in the Internet addiction levels of the students in the intervention group (Bağatarhan, & Siyez, 2022). In a school-based study conducted by Yüksel and Çekiç (2019) with 158 students aged 12-14 years, students were given training based on cognitive behavioural therapy for an average of 40 minutes for 5 weeks. Separate focus group interviews were conducted with 12 students. The study indicated that it effectively reduced cyberbullying, which is crucial for promoting healthy Internet use among children. In a synthesis of intervention-based studies applied to adolescents with cognitive behavioural therapies, Deng, and Li (2023) found that these interventions can improve adolescents' anxiety, depression, and related symptoms of digital addiction.

## **Intervention Programmes Based on Positive Psychology**

There are interventions based on positive psychology in order to use the Internet in a healthy way, to reduce the intensity of online connection and to solve the problem of Internet addiction (Khazaei, et al., 2017). Positive psychology-based interventions can also affect individuals' offline adjustment by reducing excessive Internet use causing social adjustment problems related to Internet addiction. (Kuss, et al., 2016). In different studies, positive psychology eliminates addictive factors in individuals and enables them to live in a healthier way by improving their capacity in different areas. Khazaei et al (2017) concluded that as a result of the positive psychology-based education they provided to reduce Internet addiction in adolescents, the severity of Internet use of the students in the intervention group decreased. It has been stated that situations such as strengthening interpersonal relationships and positive development of social support systems, which are among the basic elements of positive psychology, constitute effective factors in reducing the duration of Internet use (Khazaei et al., 2017). It has been stated in different intervention studies that positive psychological intervention in addictive behaviour, which may be an obstacle to healthy Internet use, can strengthen interpersonal relationships and control unwanted behaviours (Khazaei et al., 2017; Cañas et al., 2021). The negative correlation results indicating that social relationships improve as addiction symptoms decrease emphasise that this intervention can reduce addiction by strengthening offline relationships, especially at the early age group.

### **4. Conclusion**

The results of the studies examined in the literature show that intervention programmes for adolescents are effective in preventing the barriers to healthy Internet use and the related factors that cause it, and in strengthening the individual at this point. The different intervention programmes implemented support sensitising adolescents to the risks of overuse of the Internet and addictive risks that interfere with healthy Internet use, and especially raising awareness of these risks. Especially in school-based interventions, it was emphasised that reaching more adolescents and getting the support of the peer group and improving social support systems (teachers, parents) increase the effect on healthy Internet use. In the studies, it is stated that the interventions applied to improve adolescents' healthy Internet use are important and that the implementation of these interventions in wider masses should be encouraged through public/social policies as well as school-based interventions. It is, therefore, important that services for these areas are inclusive, accessible and of high quality.

### **5. References**

- Abedini, S., Hassani, L., Daneshvar, S., Ghanbarnejad, A., & Sayadi, A. (2023). Effect of Educational Intervention Based on the Social Cognitive Theory on Reducing Internet Addiction in Medical Students. *Health Education and Health Promotion*, 11(3), 357-363.
- Addiction Center 2019. Social Media Addiction. Erişim adresi: <https://www.addictioncenter.com/drugs/social-media-addiction/>.
- Agbaria, Q. (2023). Cognitive behavioral intervention in dealing with Internet addiction among Arab teenagers in Israel. *International Journal of Mental Health and Addiction*, 21(4), 2493-2507.
- Bağatarhan, T., & Siyez, D. M. (2022). The effectiveness of a cognitive-behavioral prevention program for internet addiction. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 40(4), 767-792.
- Bozzola, E., Spina, G., Agostiniani, R., Barni, S., Russo, R., Scarpato, E., ... & Staiano, A. (2022). The use of social media in children and adolescents: Scoping review on the potential risks. *International journal of environmental research and public health*, 19(16), 9960.

- Cañas, E., & Estévez, E. (2021). Intervention programs for the problematic use of the internet and technological devices: A systematic review. *Electronics*, 10(23), 2923.
- Çelik, Ç. B. (2016). Educational Intervention for Reducing Internet Addiction Tendencies. *Addicta: The Turkish Journal on Addictions*, 3(3).
- Ding, K., & Li, H. (2023). Digital Addiction Intervention for Children and Adolescents: A Scoping Review. *International Journal of Environmental Research and Public Health*, 20(6), 4777.
- Ding, K., & Li, H. (2023). Digital Addiction Intervention for Children and Adolescents: A Scoping Review. *International Journal of Environmental Research and Public Health*, 20(6), 4777.
- Ding, K., & Li, H. (2023). Digital Addiction Intervention for Children and Adolescents: A Scoping Review. *International Journal of Environmental Research and Public Health*, 20(6), 4777.
- Fumero, A., Marrero, R. J., Voltes, D., & Peñate, W. (2018). Personal and social factors involved in internet addiction among adolescents: A meta-analysis. *Computers in human behavior*, 86, 387-400.
- Gholamian, B., Shahnazi, H., & Hassanzadeh, A. (2019). The effect of educational intervention based on BASNEF model for reducing internet addiction among female students: A quasi-experimental study. *Italian Journal of Pediatrics*, 45, 1-7.
- Kwasnicka, D., Dombrowski, S. U., White, M., & Sniehotka, F. (2016). Theoretical explanations for maintenance of behaviour change: a systematic review of behaviour theories. *Health psychology review*, 10(3), 277-296.
- Khazaei, F., Khazaei, O., & Ghanbari-H, B. (2017). Positive psychology interventions for internet addiction treatment. *Computers in Human Behavior*, 72, 304-311.
- Kuss, D. J., & Lopez-Fernandez, O. (2016). Internet addiction and problematic Internet use: A systematic review of clinical research. *World journal of psychiatry*, 6(1), 143
- Lin, X., Su, W., & Potenza, M. N. (2018). Development of an online and offline integration hypothesis for healthy internet use: Theory and preliminary evidence. *Frontiers in psychology*, 9, 492.
- Maheri, A., Tol, A., & Sadeghi, R. (2017). Assessing the effect of an educational intervention program based on Health Belief Model on preventive behaviors of internet addiction. *Journal of education and health promotion*, 6.
- Mengistu, N., Tarekegn, D., Bayisa, Y., Yimer, S., Madoro, D., Assefa, D. G., ... & Duko, B. (2021). Prevalence and Factors Associated with Problematic Internet Use among Ethiopian Undergraduate University Students in 2019. *Journal of Addiction*, 2021.
- Romano, J. L. (2014). Prevention in the twenty-first century: promoting health and well-being in education and psychology. *Asia Pacific education review*, 15, 417-426.
- Throuvala, M. A., Griffiths, M. D., Rennoldson, M., & Kuss, D. J. (2019). School-based prevention for adolescent internet addiction: Prevention is the key. A systematic literature review. *Current neuropharmacology*, 17(6), 507-525.
- TÜİK 2021. Hanehalkı Bilişim Teknolojileri (BT) Kullanım Araştırması, 2021. Erişim adresi: [https://data.tuik.gov.tr/Bulten/Index?p=Hanehalki-Bilisim-Teknolojileri-\(BT\)-Kullanim-Arastirmasi-2021-37437](https://data.tuik.gov.tr/Bulten/Index?p=Hanehalki-Bilisim-Teknolojileri-(BT)-Kullanim-Arastirmasi-2021-37437)
- Yang, S. C. & Tung, C. J. (2007). Comparison of internet addicts and nonaddicts in Taiwanese high school. *Comput Human Behavior*, 23: 79-96.
- Yanık, D., & Arslan, R. (2023). Efficacy of technology addiction awareness training given to high school students: Randomized controlled experimental study. *OPUS Journal of Society Research*, 20(54), 518-528.

- Yeun, Y. R., & Han, S. J. (2016). Effects of psychosocial interventions for school-aged children's internet addiction, self-control, and self-esteem: meta-analysis. *Healthcare Informatics Research*, 22(3), 217-230.
- Young, K., Pistner, M., O'mara, J., & Buchanan, J. (1999). Cyber disorders: The mental health concern for the new millennium. *Cyberpsychology & behavior*, 2(5), 475-479.
- Young, K.S. (2007). "Cognitive Behavior Therapy with Internet Addicts: Treatment Outcomes and Implications", *CyberPsychology and Behavior*, 10(5), 671- 679.
- Yüksel, K., & Çekiç, A. (2019). The effect of the cognitive behavioral therapy based cyberbullying prevention program. *International Journal of Human and Behavioral Science*, 5(2), 18-31.

# **CHANGES IN SEX RATIO AT BIRTH IN VINH LONG PROVINCE, VIETNAM**

**Ma. Thi Bich Tram NGUYEN**

Vinh Long College, Department of scientific research, international cooperation and educational quality management, Vinh Long, Vietnam

**Dr. Trong Nhan NGUYEN**

Can Tho University, School of Social Sciences and Humanities, Department of History, Geography and Tourism, Can Tho, Vietnam

## **ABSTRACT**

The sex ratio at birth is an issue that has been attracting the attention of demographers, policymakers, and mass media agencies. Therefore, research in this field is in line with societal expectations. The purpose of the study is to analyze changes in the sex ratio at birth in Vinh Long province and explain the causes leading to these changes. This is a qualitative study, so a structured questionnaire was used to interview respondents. The research sample includes 30 people, including 22 family heads, 4 health officials, and 4 population officials. The interview focused on the causes leading to the imbalance in the sex ratio at birth and measures to reduce the gender imbalance. Interview data were analyzed manually by theme. Research results show that from 2005 to 2016, Vinh Long province had a high sex ratio imbalance at birth. This is due to the impact of son preference, the two-child population policy and the advancement of science and technology. From 2017 to 2022, the sex ratio at birth in this locality has almost returned to normal and this thanks to the active implementation of many measures (developing and implementing intervention projects; propagandizing to raise people's awareness and medical staff; praising families who do not choose the sex of the fetus; inspecting and supervising the selection of fetal sex; integrating gender equality content into educational activities at schools; establishing models, clubs that protect/promote girls, etc.). The imbalance in the sex ratio at birth is due to the simultaneous impact of many factors and is created by many stakeholders. The strong involvement of the government, population officials and the correct awareness of people and health officials about gender equality and the consequences of imbalanced sex ratio at birth are the decisive foundation for bringing the sex ratio at birth back to normal.

**Keywords:** Population, Sex, Sex ratio at birth, Vinh Long, Vietnam.

## **INTRODUCTION**

The sex ratio at birth is an important demographic indicator, reflecting the sex structure of a population (Mathews & Hamilton, 2005; Krijgh & Khuat, 2010). It can be understood that the sex ratio at birth is a statistical index determined by the number of male children born per 100 female children (UNFPA, 2010). This ratio is usually between 104-106 boys per 100 girls (General Statistics Office of Vietnam, 2011). In the field of population and development, the sex ratio at birth is one of the issues that attracts the attention of demographers, policymakers, and mass media agencies (UNFPA, 2010). Research on sex ratio at birth is necessary to

understand people's reproductive behavior and child gender preferences. Furthermore, it also reflects state policies and interventions on this issue. According to General Statistics Office of Vietnam (2011), continuing to analyze data and research on the sex ratio at birth to monitor developments in the sex ratio at birth at the national and provincial levels is an urgent need to provide timely policy and program interventions. For this study, data analysis and research on the sex ratio at birth in Vinh Long province aims to provide important information about the changing trend of the sex ratio at birth and the interventions of local to this issue. The practical significance of the study is to provide practical evidence in overcoming the imbalance in the sex ratio at birth.

## **LITERATURE REVIEW**

In the world, the sex ratio at birth was first studied in the late 17th century (Mathews & Hamilton, 2005). In Vietnam, there has been interest in studying the sex ratio at birth since the 2006 Population Change Survey (there was an unusual increase in the sex ratio at birth) (UNFPA, 2010). The main purpose of sex ratio studies at birth is to supplement the lack of knowledge about the biological, social, cultural, policy and technological factors that influence the sex ratio at birth, and propose ways to effectively resolve the imbalance in the sex ratio at birth.

The sex ratio at birth is calculated as the number of boys born per 100 girls born in a specific period of time. Typically, the most common sex ratio at birth is 105 male births for every 100 female births. However, in some countries in Asia (India, China, Korea, Vietnam,...) this ratio is broken because the number of boys born is higher than the number of girls born compared to the normal sex ratio at birth (Nguyen, 2009; UNFPA, 2010; UNFPA, 2014). Natural-biological factors such as health status, age, race, natural environment, etc. have an impact on the sex ratio at birth but are not significant and rarely lead to an abnormal sex ratio at birth (Erickson, 1976; Nguyen, 2009). Meanwhile, the combination of cultural, social, policy and technological factors have a clear influence on the sex ratio at birth. Limiting births combined with the preference for sons and easy access to early fetal diagnosis are factors causing instability in the sex ratio at birth (Banister, 2004). According to General Statistics Office of Vietnam (2011), the psychology of son preference in society, the availability of facilities for prenatal sex diagnosis and sex-selective abortion, and low or average fertility are factors that cause unbalanced sex ratio at birth. UNFPA (2010) points out that the imbalance in the sex ratio at birth is due to direct causes (increasingly easy access to sex selection technology), fundamental causes (lack of a social security system for the elderly, and lack of policies on gender equity), root causes (poverty, traditional norms and concepts). The unusual difference in sex ratio at birth leads to many consequences. First of all, it creates gender inequality and a shortage of women in all age groups in the future. This leads to men having difficulty finding a partner and delaying marriage or living alone. Finally, there is an increase in gender-based violence and trafficking in women (UNFPA, 2014).

Recognizing the consequences of imbalanced sex ratio at birth, many studies have shown/proposed measures to overcome this problem. Controlling or banning sex selection is considered the main intervention. However, this measure is less effective because of its low feasibility. Instead, many countries apply propaganda to change the traditional mentality of son preference and develop legal frameworks to effectively protect the rights of women and girls. Furthermore, improving pension systems and creating conditions for women to access

education and employment opportunities are also focused on by many countries (General Statistics Office of Vietnam, 2011).

The above studies take a quantitative approach to the sex ratio at birth, so they do not deeply demonstrate the causes leading to the imbalance in the sex ratio at birth. Furthermore, there is a lack of research on the sex ratio at birth in Vinh Long province. This study was conducted to fill the above gap.

**METHODS**

To better understand the causes of the imbalance in the sex ratio at birth and measures to reduce this situation in the study area, a qualitative approach was used. Qualitative approach is an approach to discover or propose scientific arguments without using statistical, econometric tools or tools that can quantify the relationship between factors (Nguyen, 2014). The advantage of this approach is to collect rich, insightful and multifaceted data. People's reproductive behavior and sex selection at birth are complex, so using a qualitative approach will describe the nature of the problem and record the stories and words of respondents. Furthermore, using this approach, we also know the intervention measures of the locality. The main questions for the qualitative interview were the causes of the imbalance in the sex ratio at birth; boys' sense of worth; how to give birth to a son; measures to reduce the imbalance in the sex ratio at birth. The interview sample was 30 people, including 22 families with sons, 4 health officials and 4 population officials. According to Sirakaya-Turk et al. (2011), information saturation was achieved when interviewing 28 respondents. Interview data were analyzed manually by theme. In addition, the study also collected and analyzed secondary data to further clarify the research content.

**RESULTS**

**Sex ratio at birth in Vinh Long province from 2005 to 2016**

There were no signs of imbalance in the sex ratio at birth in Vinh Long province (the number of boys born was higher than the number of girls) in 1999. At that time, on average, for every 100 girls, there were 93.3 boys (data provided directly from the Statistics Department of Vinh Long province, 2023). The number of boys is less than the number of girls compared to the natural sex ratio. This can be explained by the lack of fetal gender selection of couples of childbearing age. According to General Statistics Office of Vietnam (2011), prenatal sex selection is the direct cause of the phenomenon of gender imbalance at birth. However, after that, this population phenomenon was reversed. From 2005 to 2016, the sex ratio at birth in Vinh Long province had a large imbalance. In the years 2005, 2006, 2008, 2009, 2011, 2012, 2014, 2015, 2016, for every 100 girls there were more than 110 boys (see Table 1). This causes deep concern for the Vietnamese government as well as the authorities in Vinh Long province. This problem can only be resolved when the causes are properly identified.

Table 1. Sex ratio at birth in Vinh Long province (2005-2016)

Year	Sex ratio at birth	Year	Sex ratio at birth	Year	Sex ratio at birth
2005	112	2009	112.3	2013	109.4
2006	117	2010	109	2014	112.3
2007	108	2011	112.2	2015	109.2
2008	113	2012	111.4	2016	114.2

Source: Vinh Long Provincial Statistics Department, 2023



Results of in-depth interviews show that son preference, population policy, and advances in science and technology have led to an imbalance in the sex ratio at birth in Vinh Long province. This finding supports research by Banister (2004) and General Statistics Office of Vietnam (2011).

### *Son preference mentality*

The son preference mentality in Vietnam in general and Vinh Long province in particular originates from the patrilineal kinship system and paternal residence model, creating pressure on families to have at least one son. People believe that sons are very important to families because they carry on the lineage, worship their ancestors, and take care of their aging parents. People like to have sons not only because of the son's "value" but also because having a son will strengthen the woman's position in the family and affirm the man's prestige in the community. Men and women without sons often face great pressure from their husband's family and have to endure sarcasm, teasing and insults from the community. Son preference is not only a matter of maintaining the family lineage but also a matter of pressure, prestige and moral recognition. In Vinh Long, Kinh people make up more than 97% of the population. Therefore, patriarchal tradition is also inevitable and son preference is very common. The most prominent of these is the need for sons to carry on the family line, worship ancestors, take care of elderly parents and be the main source of labor for the family.

#### *Carrying on the family line*

When asked the most important reason for having a son, most of those interviewed said it was to continue the family line. People believe that only sons can maintain the family line and carry on the family line.

*"If you don't have a son, then no one will have the family name in the future, so you will lose your roots!"* (NTĐ, 46 years old, Tra On)

*"Rich or poor families also want sons, secondly to have a place to worship. People in my hometown think that not having a son is a family with no descendants, even rich people want to have a son".* (NTT, 39 years old, Vung Liem)

#### *Ancestor worship*

Because sons continue the family lineage, sons are responsible for worshipping their ancestors and taking care of the family altar. If the family has more than one son, the youngest son will be responsible for worshipping and taking care of the souls of deceased relatives. The responsibility to worship ancestors also goes hand in hand with responsibility for the ancestors' graves. Without a son, although daughters can take good care of the souls of their deceased relatives, they cannot continue the family line, because daughters still have to follow their husband's family. In many cases, a daughter can worship her ancestors in her husband's house, but cannot place her ancestral altar in the same place as her husband's ancestral altar. In 30 interview samples, there were 21 opinions mentioning ancestor worship and said that ancestor worship is a very important task and only sons can do it well.

*"Ancestor worship is responsible for the man in the family, usually the youngest son. In a traditional family, he has to take care of all the expenses to organize death anniversary offerings. If I don't give birth to a son, my husband's parents will not be happy".* (DTH, 41 years old, Mang Thit)

#### *Caring for the elderly*

In a society where the main source of security for the elderly comes from the family, many people expect to be able to rely on their children when they get old. There is a Vietnamese

proverb that says: "Young people rely on their father, old people rely on their children". Therefore, without a son, the future of parents in old age can be very unstable, especially when they belong to the poorest class in society. In fact, the social security system has not met the needs of the majority. Therefore, this is one of the psychological forces that force people to have sons. The responsibility of sons and daughters-in-law is shown not only in providing economic support to their parents when their parents lose their ability to work, but also in taking care of parents and paying for health care costs when their parents are old and sick.

*"My family only has girls. When I get older, my girls won't be able to take care of me. For example, girls cannot carry me, girls can only cook. If there's a guy, he can take care of anything". (NTBT, 39 years old, Tam Binh)*

#### *Labor demand*

In Vinh Long province, the agricultural economy plays a major role, so boys' labor is needed. When there is no son, many families will feel worried and insecure. Furthermore, men are always appreciated more than women in family work.

*"My family has a carpentry workshop, the traditional profession of our grandparents, so we need a son to take care of it and do it better in the future. A daughter cannot do it". (NNN, 41 years old, Tra On)*

*"My family was originally only a farmer, with a few acres of land. If we didn't have a son, we wouldn't know who would do it. The daughter would go to her husband's house. If she got married far away, she would probably sell all the fields" (NTH, 36 years old, Vung Liem)*

*"It is a fact that boys are more resourceful and stronger. Most of the people in our province work in agriculture, which requires a lot of labor. Although Vinh Long has now mechanized a lot, the desire to have a son to shoulder the burden of work is still in the minds of many people". (NHT, 45 years old, population officer)*

#### **Population policy**

The two-child policy combined with the push for people to have small families has led to sex selection at birth and this has led to an imbalance in the sex ratio at birth. The smaller the number of children in the family, the lower the probability of having a son, thus forcing many couples to choose between the number of children and the child's gender.

*"Now the government only allows one or two children to be born. Nowadays, families with many daughters go for an ultrasound when they get pregnant, and if it's a boy, they keep the pregnancy, but if it's a girl, they abort it. The general trend now, as far as I can see, is very much like that. I was lucky to give birth to my first child, a boy, so I'm very excited". (HTT, 30 years old, Binh Minh)*

*"If people have two daughters or one daughter, they have to find a way to give birth to a son, but when they have an ultrasound and see another daughter, they will abort that daughter. And if you let people give birth freely, they will have two daughters, they will get pregnant a third time with the possibility of having a son, then they will have less choice of gender. When we have a population policy, we only have two children, which also partly creates gender imbalance. But if we do not implement population policy, the population rate will increase very quickly". (TVT, 45 years old, Binh Tan)*

*"The government's policy of having two children is great, but to limit the number of children, they have to find and choose. Many people have multiple abortions until they have a son". (TTT, 50 years old, Vung Liem)*

**Advancement of science and technology**

From at least 2005 to 2016, the need to find out the gender of the child when the mother is pregnant has increased, because the number of children in each family is decreasing. When they do an ultrasound, if the baby's gender is not as expected, they will have an abortion. The rapid increase in sex ratio imbalance at birth in Vinh Long is considered to be due to the influence of scientific and technological advances. As science, technology and medical facilities develop, it is very easy to know the sex of the fetus in the early stages of pregnancy. The couple's needs and desires for a son can only be realized with the help of medical staff. Specifically, couples' ability to access prenatal gender diagnosis services. Thanks to that, they can know if the pregnancy is a boy or a girl. Next is the ability to access abortion services to eliminate female fetuses.

*"Every pregnant woman needs to know the sex of the fetus. In the hospital, doctors don't tell us, but when women go out privately for examination, knowing the sex is quite easy and this is very difficult to control". (TDC, 50 years old, medical officer)*

*"Every time I go for an ultrasound it doesn't cost much money. If the doctor in the hospital doesn't say anything, I go to work privately. This time my husband and I got our son thanks to an ultrasound". (TTH, 36 years old, Binh Tan)*

*"Ultrasound is very simple. The sonographer sat next to me, pointed out each part of the baby on the screen and whispered that it was a boy or that he looked like his father, I could understand". (TTH, 30 years old, Tam Binh)*

**Sex ratio at birth in Vinh Long province from 2017 to 2022**

From 2017 to 2022, the sex ratio at birth in Vinh Long province tends to return to a more balanced state compared to the period from 2005 to 2016. Except for the years 2017, 2019 and 2021, there is still an imbalance in the sex ratio at birth but it is not significant (from 2.6 to 3.6 points higher than the sex ratio at natural birth). In 2018, 2020 and 2022, the sex ratio at birth has returned to normal (see Table 2).

Table 2. Sex ratio at birth in Vinh Long province (2017-2022)

Year	2017	2018	2019	2020	2021	2022
Sex ratio at birth	109.6	105.8	108.6	104.3	108.8	106.2

*Source: Vinh Long Provincial Statistics Department, 2023*

In 2018, 2020 and 2022, the sex ratio at birth has returned to normal. This achievement is thanks to Vinh Long province developing and implementing an intervention project to reduce the imbalance in the sex ratio at birth. Furthermore, provincial population officials actively carry out propaganda measures to raise people's awareness about the current situation of gender imbalance at birth and the consequences of an excess of boys and girls. In addition, the province also organizes a celebration to honor families with only female children who are exemplary in raising children and developing the family economy. Besides, the province organizes training classes to disseminate legal provisions on the prohibition of fetal sex selection for medical staff; Regularly inspects and supervises the implementation of legal regulations at hospitals, medical centers, and service providers related to fetal sex diagnosis; Brings educational content about sex, reproductive health, and gender equality into educational programs inside and outside of school; Resolutely handles medical facilities that perform abortions related to sex discrimination and ultrasound services to diagnose fetal sex, and establishments that print and sell publications on fetal sex selection. Other measures

include actively implementing the model of "supporting women and girls" and establishing "typical girls" clubs in schools, focusing on localities with high imbalanced sex ratio at birth (Survey of health officials and population officials). Originally a locality with the imbalance of high sex ratio at birth, but with the determination to implement many measures, the provincial population sector has brought the sex ratio in the province to an almost normal level.

## CONCLUSION

Vinh Long province is one of the localities experiencing strong fluctuations in the sex ratio at birth. From 2005 to 2016, the number of boys born was much higher than the number of girls. This is due to the impact of many family, policy, service and technology factors. Realizing the harmful effects of the unbalanced sex ratio at birth, the province has actively implemented many measures, thereby bringing the sex ratio at birth back to a near normal state (from 2017 to 2022). This shows that the state, local authorities and population officials are capable of well controlling the imbalance in the sex ratio at birth when there is determination. In addition, people have information about the imbalanced sex ratio at birth and understand the harmful effects of this issue, as well as their educational level, family economics, and gender bias improved will make an important contribution to limiting sex selection at birth.

## REFERENCES

- Banister, J. (2004). Shortage of girls in China today. *Journal of Population Research*, 21(1), 19–45. <https://doi.org/10.1007/BF03032209>
- Erickson, J. D. (1976). The secondary sex ratio in the United States 1969-71: association with race, parental ages, birth order, paternal education and legitimacy. *Annals of Human Genetics*, 40(2), 205–212.
- General Statistics Office of Vietnam. (2011). *Tỷ số giới tính khi sinh ở Việt Nam: Các bằng chứng mới về thực trạng, xu hướng và những khác biệt [Sex ratio at birth in Vietnam: New evidence on status, trends and differences]*.
- Mathews, T. J., & Hamilton, B. E. (2005). Trend Analysis of the Sex Ratio at Birth in the United States. In *National vital statistics reports* (Vol. 53, Issue 20).
- Nguyen, D. V. (2009). Tỷ số giới tính khi sinh ở Việt Nam hiện nay: Mức độ và các yếu tố tác động [Sex ratio at birth in Vietnam today: Level and influencing factors]. *Sociology*, 3, 32–45.
- Nguyen, V. T. (2014). *Giáo trình thực hành nghiên cứu trong kinh tế và quản trị kinh doanh [Textbook of Research Practice in Economics and Business Administration]*. National Economics University.
- Sirakaya-Turk, E., Uysal, M., Hammitt, W., & Vaske, J. J. (2011). *Research Methods for Leisure, Recreation and Tourism*. CABI.
- UNFPA. (2010). *Tỷ số giới tính khi sinh ở châu Á và Việt Nam: Tổng quan tài liệu nhằm hướng dẫn nghiên cứu về chính sách [Sex ratio at birth in Asia and Vietnam: A literature review to guide policy research]*.
- UNFPA. (2014). *Tỷ số giới tính khi sinh tại Việt Nam: Những bằng chứng mới từ cuộc Điều tra dân số và nhà ở giữa kỳ năm 2014 [Sex ratio at birth in Vietnam: New evidence from the 2014 Intercensal Population and Housing Survey]*. Hong Duc.

# **AFTERMATH OF THE AMERICAN CIVIL WAR: THE INFLUENCE OF CHURCHES IN THE EMPOWERMENT AND INTEGRATION OF FREEDMEN**

**AGUESSY Anne Nathalie Jouvencia Agossi**  
University of Abomey-Calavi BENIN

**AHOUANGANSI S. Raoul**  
University of Abomey-Calavi BENIN

## **ABSTRACT**

This study inspects the American post-Civil War period, examining how Churches played a pivotal role in empowering and integrating Freedmen. The research objectives include scrutinizing Church initiatives for Freedmen's integration, understanding how Churches addressed societal challenges, and assessing their impact across regions and denominations. Employing historical analysis and archival research, this study explores Church activities, emphasizing their role as community centers offering essential resources for Freedmen. The theory of social integration of Emile Durkheim is applied to this research to analyze how Churches served as institutions fostering the integration of Freedmen into broader society and theory of social capital is added to explain how the Churches helped the Freedmen to mobilize their social resources to face oppression and discrimination. The preliminary findings reveal Churches as crucial supporters, providing spiritual, social, and material aid, while also advocating for civil rights. This work offers recommendations for addressing racial inequality and suggests avenues for future research, contributing to a subtlety understanding of Churches' enduring impacts on marginalized communities' empowerment and integration.

**Keywords:** American post-Civil War, Churches, Freedmen, Integration, Empowerment.

## **INTRODUCTION**

The American Civil War's aftermath marked a transformative period for African Americans who, having been emancipated from slavery, faced challenges in integrating into a society marked by deep-seated racial divisions. During this critical juncture, Churches emerged as pivotal actors in the empowerment and integration of Freedmen. Despite their significant role, there remains a gap in understanding the specific mechanisms through which Churches facilitated these processes and the varied approaches among different denominations and regions.

This study addresses this gap by conducting a comprehensive analysis of Church-Freedmen dynamics in the post-Civil War era. The primary aim is to explore the role of Churches in empowering and integrating Freedmen, uncovering the strategies employed, challenges faced, and the diverse perspectives across denominations and regions. Understanding the nuanced interplay between Churches and Freedmen is crucial for comprehending the broader socio-political landscape of post-Civil War America.

The research questions guiding this study and the corresponding hypotheses are as follows:

- 1. *How did Churches influence the empowerment and integration of Freedmen in the aftermath of the Civil War?***
  - **Hypothesis:** Churches played a pivotal role in empowering Freedmen by providing education, vocational training, community support, and acting as

social catalysts, organizing initiatives and support networks to facilitate their integration into society.

**2. *What challenges and opportunities did Churches encounter in assisting Freedmen during the post-war era?***

- **Hypothesis:** Despite financial constraints, Churches leveraged their influence to garner support from sympathetic individuals and organizations, thereby expanding their capacity to assist Freedmen and overcome challenges in establishing schools, shelters, and employment programs

**3. *How did the approaches and perspectives on the needs of Freedmen vary among different denominations and regions?***

- **Hypothesis:** Baptist denominations emphasized individual empowerment and spiritual development, while Methodist sects prioritized community building and social cohesion as essential components in addressing the diverse needs of Freedmen across different regions.

The significance of this study lies in its contribution to a deeper understanding of a crucial aspect of American history that has often been overlooked. By elucidating the role of Churches in the empowerment and integration of Freedmen, it sheds light on the complex dynamics of race, religion, and social change in post-Civil War America.

While this study aims to provide a comprehensive analysis, it is limited by the availability of historical sources, and it may not encompass every aspect of Church-Freedmen dynamics. The research structure consists of several key sections. The introduction provides an overview of the study, including its background, purpose, research questions, and significance. Following this, the literature review explores existing scholarship related to the research topic, providing theoretical frameworks and contextualizing the study within the broader scholarly discourse. The methodology section outlines analysis procedures employed in the study. The findings section presents the results of the research, while the discussion interprets and analyzes these findings within the context of the existing literature. Finally, the conclusion summarizes the key findings, discusses their implications, and suggests avenues for future research.

## **LITERATURE REVIEW**

### *Theoretical framework*

The theoretical framework of this study draws upon two interconnected theoretical perspectives : social capital theory and social integration theory.

Social capital theory, as conceptualized by scholars such as Pierre Bourdieu, James Coleman, and Robert Putnam, posits that social relationships and networks possess inherent value and can lead to the accumulation of resources beneficial for individuals and communities (Machalek & Martin, 2015; Bizzi, 2015). In the context of this study, social capital theory provides a lens through which to understand how the relationships and networks facilitated by Churches among Freedmen contributed to their empowerment and integration.

Social integration theory, rooted in the work of sociologists like Emile Durkheim, explores the mechanisms through which societies maintain cohesion and unity, particularly in the face of societal transitions and challenges (Hudson & Corrigan, 1992). Durkheim's concept of collective consciousness and the role of institutions in fostering social bonds are particularly relevant. In this study, social integration theory helps elucidate how Churches served as crucial institutions for fostering a sense of belonging and solidarity among Freedmen, facilitating their integration into American society.

By integrating these theoretical perspectives, this study seeks to explore how Churches, as sources of social capital and agents of social integration, influenced the empowerment and integration of Freedmen in the aftermath of the Civil War. It aims to uncover the mechanisms through which Churches fostered social relationships, provided support networks, and promoted collective consciousness among Freedmen, ultimately contributing to their socioeconomic advancement and societal integration.

*Religious Institutions as Agents of Change : Examining the Role of Churches in the Empowerment and Integration of Freedmen in Post-Civil War America*

The role of Churches in the empowerment and integration of Freedmen during the aftermath of the American Civil War has been a subject of scholarly inquiry for decades. Drawing on a range of historical and sociological perspectives, scholars have explored the multifaceted ways in which Churches engaged with and impacted the lives of Freedmen in the post-war South.

One seminal work in this field is “God Struck Me Dead : Religious Conversion Experiences and Autobiographies of Ex-slaves” by Johnson and Radin (1969). Johnson and Radin's examination of religious conversion among Southern whites and African Americans during the Civil War era sheds light on the transformative power of religion in shaping individual and collective identities. Through case studies and archival research, Johnson and Radin highlights the complex dynamics of race, religion, and social conflict in the post-war South.

Similarly, Edward J. Blum's “Reforging the White Republic: Race, Religion, and American Nationalism, 1865-1898” (2005) offers insights into the role of Churches in shaping notions of race and nationalism in the post-Civil War era. Blum's analysis of white Protestant efforts to forge a racially exclusive vision of American nationalism sheds light on the ways in which churches contributed to the marginalization of Freedmen in the Reconstruction South.

In contrast, scholars such as Evelyn Brooks Higginbotham, in “Righteous Discontent: The Women's Movement in the Black Baptist Church, 1880-1920” (1994), have highlighted the agency and activism of African American women within the church. Higginbotham's study of the women's movement within the Black Baptist Church illuminates the ways in which African American women used religious networks to advocate for social and political change, challenging prevailing notions of race and gender in the post-war South.

Furthermore, recent scholarship has explored the intersection of religion, race, and social capital in the post-Civil War South. In “The Religious Reconstruction of the South, 1863-1877” (1998), Stowell examines the efforts of Northern missionaries to establish Churches and schools among Freedmen in the Reconstruction South. Stowell's analysis underscores the role of Churches as agents of social change, fostering the development of social networks and collective resources among Freedmen.

In addition to these historical perspectives, sociological studies have examined the enduring impact of Churches on African American communities in the post-war South. For example, Michael O. Emerson's “Divided by Faith: Evangelical Religion and the Problem of Race in America” (2001) explores the persistence of racial segregation within American Churches and its implications for social inequality. Emerson's research highlights the complex interplay of religion, race, and social capital in shaping patterns of integration and empowerment among African Americans.

Building on this existing scholarship, the present study seeks to contribute to a deeper understanding of the role of Churches in the empowerment and integration of Freedmen during the aftermath of the American Civil War. By examining church initiatives, challenges, and varying perspectives across different denominations and regions, this study aims to shed light on the complex dynamics of race, religion, and social change in post-Civil War America.

## **METHODOLOGY**

This section outlines the methodology employed in the study, which investigates the role of Churches in empowering and integrating Freedmen during the post-Civil War period in America. By employing historical analysis and archival research methods, the study aims to explore Church initiatives, understand societal challenges addressed by Churches, and assess their impact across regions and denominations.

This study employs a historical analysis approach, utilizing archival research methods to explore the role of Churches in empowering and integrating Freedmen during the post-Civil War period in America. The historical analysis allowed for an in-depth examination of primary sources and other archival materials from the Reconstruction era (Chandler, 2015).

Primary sources from the Reconstruction era were collected from relevant archives, libraries, and online databases. These sources provided firsthand accounts and insights into the activities and initiatives of churches in supporting Freedmen (Foner and Dietz, 1988).

The collected data underwent qualitative analysis, employing thematic coding and content analysis techniques. Thematic coding involved identifying recurring themes and patterns within the primary sources related to Church initiatives, challenges faced by Freedmen, and the impact of Church activities on the integration process. Content analysis focused on extracting key information from the primary sources to provide a comprehensive understanding of the role of Churches in empowering and integrating Freedmen (Patton, 2014).

Through a rigorous historical analysis and application of theoretical frameworks, this study provided insights into the role of Churches in empowering and integrating Freedmen during the post-Civil War period. By addressing research objectives and employing appropriate methodologies, this study contributed to a nuanced understanding of the enduring impacts of Churches on marginalized communities' empowerment and integration.

## **AMERICAN CIVIL WAR : HISTORICAL BACKGROUND**

The American Civil War, spanning from 1861 to 1865, stands as one of the most consequential periods in American history, marked by a complex interplay of political, social, and economic factors. At its core, the Civil War was a conflict deeply entrenched in issues of slavery, states' rights, and regional tensions. Rooted in decades of disagreement and compromise, the war erupted as a culmination of the irreconcilable differences between the Northern and Southern states.

Economically, the North and South had developed divergent paths by the mid-19th century. The Northern states embraced industrialization, experiencing rapid urbanization and population growth, while the Southern states remained agrarian, heavily reliant on the institution of slavery to sustain their agricultural economy. The prevalence of slavery in the South, particularly in the cotton and tobacco industries, became a focal point of contention between the two regions.

Socially, the abolitionist movement gained momentum in the North, fueled by a growing moral opposition to slavery. Abolitionists viewed slavery as a grave injustice and campaigned tirelessly for its eradication. However, in the South, slavery was deeply entrenched as a fundamental aspect of society and culture, defended vigorously by pro-slavery advocates.

Politically, attempts to address the issue of slavery through legislative compromises only served to temporarily ease tensions. The Missouri Compromise of 1820 and the Compromise of 1850 sought to maintain a delicate balance between free and slave states, but these measures ultimately proved insufficient in quelling sectional discord. The Kansas-Nebraska



Act of 1854, with its provision of popular sovereignty, further inflamed tensions by allowing the residents of new territories to decide the fate of slavery within their borders.

The landmark Dred Scott decision of 1857 dealt a significant blow to the anti-slavery movement. The Supreme Court's ruling denied citizenship to enslaved individuals and upheld the rights of slaveholders, further polarizing the nation along ideological lines. The election of Abraham Lincoln as president in 1860, on a platform opposing the expansion of slavery into new territories, served as a catalyst for secession in the South.

In response to Lincoln's election, seven Southern states seceded from the Union in 1860-1861, forming the Confederate States of America. The firing upon Fort Sumter in April 1861 marked the beginning of hostilities, plunging the nation into a devastating civil war. The conflict would exact a heavy toll on both sides, resulting in unprecedented loss of life and destruction.

After years of bloodshed and turmoil, the Civil War ultimately culminated in the preservation of the Union and the abolition of slavery. The period of Reconstruction that followed sought to rebuild and reunify the nation, but its legacy would continue to shape American society for generations to come. The scars of the Civil War serve as a poignant reminder of the enduring struggle for freedom, equality, and justice in the United States.

## **ANDREW JOHNSON AND THE RECONSTRUCTION PERIOD**

The Reconstruction era, spanning from 1865 to 1877, emerged as a critical phase following the Civil War, marked by the formidable task of reintegrating four million newly-freed individuals into the United States. Abraham Lincoln, in an April 11, 1865 speech outlining Reconstruction plans for Louisiana, proposed extending voting rights to certain Black individuals, a notion that was met with resistance from reactionary forces seeking to restore white supremacy in the South. Tragically, Lincoln's assassination three days later transferred the responsibility of executing Reconstruction plans to his successor, President Andrew Johnson.

Under Johnson's administration in 1865 and 1866, the enactment of the "Black Codes" became a stark reality. Despite the Thirteenth Amendment to the U.S. Constitution which officially abolishing slavery, these codes sought to control the labor and behavior of former enslaved people, curtailing their newly acquired freedoms and rights. The oppressive nature of the Black Codes stirred widespread outrage, especially among Northern Congress members.

In response to the contentious atmosphere, Congress passed the Freedmen's Bureau and Civil Rights Bills in early 1866 and submitted them to President Johnson for approval. The Freedmen's Bureau, officially known as the Bureau of Refugees, Freedmen, and Abandoned Lands, was established in 1865 to assist freed slaves and impoverished whites in the South. The Bureau played a pivotal role in striving to economically empower Freedmen by offering essential support. This support included provisions of food, housing, medical aid, establishment of schools, and legal assistance.

Collaborating with over twenty Churches and organizations in the Commonwealth of Virginia, the Bureau played a crucial role in education. It facilitated the opening of schools for both children and adults, with some schools operating at night to accommodate working adults. Sabbath Schools, functioning on Sundays when regular Church services were not in session, provided instruction. High schools and higher education institutions were constructed by organizations and Churches, with licensed teachers receiving support from aid organizations. The Bureau subsidized transportation, housing, and food for teachers, and assisted in providing land and school buildings. Despite political opposition and limited

sustained support, the Bureau's meticulous tracking of processes and record-keeping solidified its pivotal role in the Reconstruction era, making it a significant public agency for scholarly study (Lee, 2019).

Furthermore, the Freedmen's Bureau played a pivotal role in advancing education for Black children and adults, creating a crucial avenue for literacy and educational progress. In specific instances, disputes between employers and employees found resolution through the intervention of Freedmen's Bureau agents. The bureau, at its zenith in 1866, operated with a modest workforce of just 900 agents stationed in the South (Cimbala & Miller, eds., 2020).

Despite the notable achievements, the Freedmen's Bureau confronted significant and multifaceted challenges. A primary obstacle was administering the emancipation process amidst a hostile public sentiment. Additionally, federal legislation provided little means to execute this Herculean mission (Howard, 1901). Notably, securing land for freed slaves proved elusive for the Bureau, despite earnest efforts. W.E.B. DuBois, in his essay "The Freedmen's Bureau," offered a balanced critique, acknowledging Bureau agents ranging from "unselfish philanthropists" to "narrow-minded busybodies and thieves" (DuBois, 1901). Building on DuBois' insights, historian Eric Foner raised questions about the Bureau's perhaps unfortunate fixation on free labor, defined as paid labor that was voluntary.

Compounding these challenges, Congress allocated no funding to the Bureau. Instead, it was expected to generate income by leasing and selling confiscated and abandoned lands. President Andrew Johnson later terminated the program, returning all land to its original owners and leaving the Bureau without a dedicated funding source. The Bureau also grappled with understaffing, limiting its capacity to oversee its extensive jurisdiction. Moreover, the personnel, primarily composed of Civil War Union veterans, were not always equipped with the necessary skills for the demanding tasks at hand (Lee, 2019).

So, the efforts at reconstruction, as detailed by scholars such as Shepperson (1963), Woodward (1991), and Cox and Cox (1963), were marred by delays, confusion, indecisiveness, and short duration. However, a significant turning point occurred with the passage of the Reconstruction Act of 1867. This legislative milestone granted newly enfranchised Black people a voice in government for the first time in American history, leading to their election to southern state legislatures and even the U.S. Congress. Unfortunately, within a decade, reactionary forces, including the Ku Klux Klan, orchestrated a violent backlash that undid the changes wrought by Radical Reconstruction, ultimately restoring white supremacy in the South.

Crucially, Congress responded to these challenges by passing the Fourteenth Amendment, a landmark development detailed by Foner (1988). This constitutional amendment established that all individuals born in the United States were U.S. citizens entitled to equal rights and protections under the law. It also empowered the federal government to overturn violations of these rights by the states. Consequently, the passage of the Reconstruction Act of 1867 mandated southern states to ratify the Fourteenth Amendment, broadening the definition of citizenship and granting "equal protection" to formerly enslaved individuals before rejoining the Union. Subsequently, Congress approved the Fifteenth Amendment in February 1869, adopting it in 1870. This amendment guaranteed citizens the right to vote without being denied "on account of race, color, or previous condition of servitude." These constitutional amendments represented significant accomplishments for Black people, fortifying their rights and protections.

Among the other notable achievements of Reconstruction were the establishment of the South's first state-funded public school systems, more equitable taxation legislation, laws against racial discrimination in public transport and accommodations, and ambitious economic development programs, including aid to railroads and other enterprises.

With the safeguards provided by the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and the Civil Rights Act of 1866, African Americans enjoyed a period of political participation, land acquisition, employment opportunities, and use of public accommodations. However, opponents of this progress soon rallied against the former slaves' freedom, seeking means to erode the hard-won gains. Concurrently, African Americans organized conventions, advocating for measures that guaranteed basic freedoms often taken for granted by whites, including the right to vote, organize Churches, live freely, educate their children, and own land (Hahn, 2003).

A century later, the legacy of Reconstruction found renewed significance during the civil rights movement of the 1960s, as African Americans fought for political, economic, and social equality that had long been denied to them.

### **ECONOMIC AND SOCIAL PROBLEMS OF FREEDMEN**

The Reconstruction era in the United States (1865-1877) signifies a crucial period characterized by earnest efforts to address and integrate millions of freed slaves, commonly referred to as 'Freedmen,' into American society as full-fledged citizens. Despite their newfound freedom, these individuals, constituting a significant proportion of the Southern population, faced formidable challenges in a society unprepared to accept or integrate them as equals. While emancipation granted them freedom, it did not automatically confer the social and economic privileges necessary for a dignified and independent life.

Economically, most Freedmen encountered profound poverty, lacking access to capital, land, or viable employment opportunities. Despite their legal freedom, many found themselves economically dependent on their former enslavers, leading to exploitative labor arrangements such as sharecropping. Socially, Freedmen were confronted with systemic racism and violence. Despite the abolition of slavery following the Civil War, deeply entrenched racial prejudices persisted, resulting in segregation, disenfranchisement, and denial of access to public services and institutions.

Following emancipation, freed slaves were thrust into a precarious economic position, devoid of financial resources, property, or formal education. The majority were compelled to engage in agrarian work under terms that perpetuated economic subjugation and instability. The socio-political environment of the Reconstruction era further complicated the Freedmen's Bureau's mission. Widespread racism, coupled with the resentment and opposition from many Southern whites, impeded the enforcement and success of policies designed to economically empower freedmen. Consequently, while the Freedmen's Bureau laid foundational work for assisting freed slaves, its effectiveness was ultimately curtailed by structural and environmental challenges (Cimbala & Miller, eds., 2020).

In essence, the economic and social problems faced by Freedmen post-emancipation underscored the multifaceted challenges inherent in their transition to full citizenship. Despite the admirable efforts of the Reconstruction era, the deeply ingrained inequalities and prejudices of the time hindered the realization of true equality for Freedmen in American society.

The end of the Civil War marked a historic milestone with the abolition of slavery, yet it did not signify the end of racial discrimination and prejudice. Freedmen found themselves thrust into a society where their rights and citizenship were fiercely contested and compromised. Voter suppression tactics, segregation, racial violence, notably perpetrated by groups like the Ku Klux Klan, and the implementation of Black Codes in Southern states vividly illustrated the deeply ingrained racism permeating society.

In response to these challenges, the U.S. government enacted several measures aimed at mitigating racial injustices and enhancing the social standing of Freedmen. The Civil Rights

Act of 1866, a landmark legislation, aimed to safeguard the rights of all citizens by explicitly declaring that all individuals born in the U.S. were citizens, regardless of their race. This act played a pivotal role in nullifying the discriminatory Black Codes and providing crucial legal protection to Freedmen (Foner, 1988).

Despite commendable efforts to establish schools for African Americans, numerous challenges impeded progress. Insufficient funding, a shortage of trained teachers, and vehement opposition from white communities posed significant obstacles. However, despite these adversities, many Freedmen and their descendants seized upon these educational opportunities, laying the groundwork for future generations' pursuit of education and social mobility.

Indeed, Churches emerged as vital institutions in addressing the socio-economic challenges faced by Freedmen, offering solace and support amidst adversity. Through their community networks and resources, Churches played a pivotal role in ameliorating the precarious situation in which Freedmen found themselves (McCurry, 2005). They provided spiritual guidance, educational resources, and social assistance, fostering a sense of solidarity and empowerment within the Freedmen community.

In essence, while the end of slavery marked a significant milestone in American history, the struggle for racial equality and social justice persisted long after emancipation. However, through legislative efforts, educational initiatives, and the unwavering support of Churches, Freedmen persevered in their quest for dignity, equality, and full citizenship in American society.

## **THE SOCIAL CAPITAL AND SOCIAL INTEGRATION THEORIES**

The present research work is grounded in two prominent theories: social capital theory and social integration theories. Social capital theory, attributed to various scholars with distinct approaches, including Pierre Bourdieu's theory of capital, James Coleman's rational-choice approach, and Robert Putnam's democratic or civic perspective. This study aligns with the latter perspective, emphasizing the significance of social connections in fostering societal cohesion and well-being.

Robert David Putnam, an influential American political scientist renowned for his work, notably "Bowling Alone", asserts that the United States has witnessed a profound decline in civic, social, associational, and political life since the 1960s, a phenomenon he attributes to diminishing social capital (Claridge, 2018). Putnam contends that social relationships form the foundation of societal functioning and have far-reaching implications for economic development, political participation, and overall social welfare (Machalek & Martin, 2015). He is widely credited with popularizing the term "social capital" and has made significant contributions to our understanding of civic engagement, social networks, and the challenges confronting contemporary societies (Portes & Vickstrom, 2011).

Furthermore, social capital theory posits that interpersonal relationships serve as valuable resources, facilitating the accumulation of human capital and enabling individuals to achieve desired outcomes (Bizzi, 2015). These relationships generate value by providing access to resources, opportunities, and support networks essential for personal and collective advancement.

In essence, the integration of social capital and social integration theories in this research underscores the pivotal role of social connections in shaping societal dynamics, fostering civic engagement, and addressing challenges related to diversity, inequality, and community well-being. Through a comprehensive examination of these theories, this study aims to shed light

on the mechanisms through which social relationships influence the empowerment and integration of freedmen in post-Civil War America.

Emile Durkheim, a renowned French sociologist and one of the founding figures of sociology, delved into the concept of social integration. His seminal work revolved around understanding how modern societies could sustain cohesion and unity in the absence of traditional bonds, such as familial and religious ties, which were supplanted by modern economic relations. Durkheim posited that society wielded a profound influence on individuals, shaping their norms, beliefs, and values. He proposed the notion of a collective consciousness—an amalgamation of shared understandings and behaviors—that bound individuals together, fostering social integration.

Durkheim's emphasis on the significance of maintaining social bonds resonates profoundly in the context of marginalized communities, such as freedmen, where churches played a pivotal role. Through church-sponsored schools and literacy programs, freedmen were empowered through education, gaining the tools necessary to navigate and contribute to society. Moreover, by nurturing a collective consciousness, churches facilitated the empowerment and integration of freedmen. Through their communal actions and shared experiences, individuals developed a heightened awareness of themselves as social beings, strengthening their connections with one another and with society at large.

In essence, Durkheim's insights underscore the crucial role of institutions like churches in fostering social integration and empowering marginalized communities. By cultivating a collective consciousness and promoting education and social support, churches played an instrumental role in advancing the empowerment and integration of freedmen during the post-Civil War era.

## **THE CHURCHES AND THE FREEDMEN**

From the inception of national life, religion has served as a unifying force, transcending the divisive effects of competing local interests and regional concerns (*The Pew and the Picket Line: Christianity and the American Working Class* by Hudson & Corrigan, 1992). The collective aspiration has always been to forge America into one nation, one world, guided by a shared sense of purpose. Indeed, the diverse peoples of the colonies were bound together by a profound consciousness of being called to a God-given mission (*The Pew and the Picket Line: Christianity and the American Working Class* by Hudson & Corrigan, 1992). Even amid rising tensions between the North and the South, efforts were made to preserve unity by invoking this shared divine mandate.

In the aftermath of the Civil War, the immediate needs of fugitives, soon to become freedmen, became glaringly evident. These Freedmen required instruction, food, clothing, shelter, work, and protection, with education emerging as a paramount necessity due to the widespread illiteracy among the black population. The Home Mission Society (Baker, 1947) aptly articulated this pressing concern by posing the question, “What are we to do for the Freedmen which are being thrown in increasing numbers upon our hands?” and emphatically asserting, “One thing is certain, they must not be neglected”. The Society's response included an appeal for funds to dispatch missionaries tasked with providing education to enable Freedmen to read the Bible and attain self-sufficiency (*Annual of the Baptist Home Mission Society of North America*, 1883).

In the years following the war, a concerted effort by Black and White teachers from both the North and South, along with missionary organizations, Churches, and schools, aimed to provide emancipated populations with the opportunity to acquire education. Individuals of all ages among the former slave population seized upon this opportunity, endeavoring to attain

literacy. Across classrooms, grandfathers and grandchildren sat side by side, earnestly seeking to acquire the tools of freedom. Additionally, black Methodist and Baptist Churches, rooted in evangelical traditions, emerged as pioneers, laying the groundwork for the establishment of Southern Baptist Churches. Notably, the African Methodist Episcopal Church (AME) dispatched missionaries to the South immediately after the war, resulting in a substantial increase in membership from 70,000 to 390,000.

In *The History and Heritage of African-American Churches: A Way Out of No Way*, L.H. Welchel asserts that the Church stood as the first institution fully owned by African Americans, providing them with a platform to assert their independence and autonomy following emancipation. Welchel emphasizes that the black Church allowed African Americans to express their faith freely, promoting black values and identities (*The History and Heritage of African-American Churches: A Way Out of No Way* by L.H. Welchel).

Similarly, in *The Black Church in the African American Experience*, Eric C. Lincoln and Lawrence H. Mamiya (1990) delve into the significance of black leadership within the church, positing that it emerged as the primary institution developed by African Americans in the aftermath of slavery and the Civil War. The authors provide a comprehensive analysis of the Black Church's historical evolution and its contemporary role in Black culture. They explore various aspects, including the internal structure of the Church and its responses to societal changes, offering valuable insights into its multifaceted relationship with politics, economics, women, youth, and music (*The Black Church in the African American Experience* by Eric C. Lincoln and Lawrence H. Mamiya, 1990).

Moreover, McCormick Jordan (2019) in "Reconstructing Religion in the Post-Civil War Era" suggests that African Methodist Episcopal (A.M.E.) ministers assumed a dual leadership role, addressing both the spiritual and temporal needs of their congregations. This role solidified African Americans as capable and proficient leaders within their communities and broader society, further enhancing their standing and influence (*Reconstructing Religion in the Post-Civil War Era* by McCormick Jordan, 2019).

The Emancipation Proclamation appeared to many as a divine intervention akin to the liberation of the Israelites, offering hope and freedom to African Americans. However, the reality for Freedmen was far from idyllic, as they continued to grapple with precariousness, educational deprivation, and uncertainty. In response to these challenges, Black Churches in the North embarked on missions to the South, aiming to equip newly emancipated individuals with the skills needed for independent living. Education emerged as a pressing concern, prompting African American missionaries to establish schools and educational institutions across the region.

Assistance from White denominations, including Presbyterian, Congregational, and Episcopal congregations, proved instrumental in this endeavor. Missionary societies dispatched teachers, ministers, and financial aid to the South, advocating for the protection of freedmen's rights and the enforcement of Reconstruction laws. These efforts led to the establishment of independent Black institutions of higher learning, exemplified by the founding of Morehouse College and Spelman College in Atlanta.

Moreover, black Southerners found solace and empowerment in independent black churches, such as the African Methodist Episcopal (AME) and the African Methodist Episcopal Zion (AMEZ). In 1870, the formation of the Colored Methodist Episcopal Church (CME) provided further organizational support. Initially known as the "Colored Methodist Episcopal", the denomination later adopted the name "Christian Methodist Episcopal" in 1954. The CME Church went on to sponsor several liberal arts colleges, including Lane College, Paine College, Miles College, and Texas College.

These independent black denominations played a pivotal role in providing freedmen with a voice, education, economic opportunities, and civil rights, serving as beacons of hope and

progress in the post-Civil War era. (*The Emancipation Proclamation; Lane College; Paine College; Miles College; Texas College*)

In *The Souls of Black Folk*, Du Bois eloquently portrays the pivotal role of the preacher in African American communities, describing them as “the most unique personality developed by the Negro on American soil.” The preacher, according to Du Bois, fulfilled various roles including healer, interpreter of the unknown, comforter of the sorrowful, and avenger of wrongs. This depiction underscores the significant influence of the Black preacher, particularly in the South, where they became central figures in the lives of the oppressed.

The Baptist Church, characterized by its decentralized structure and local autonomy, emerged as a key supporter of freedmen's education and political participation. Churches served as essential hubs of social and cultural life for freedmen, offering spaces for spiritual expression, cultural celebration, and mutual support networks.

In essence, African American churches played a crucial role in providing spiritual sustenance to freedmen in the aftermath of the Civil War. Beyond serving as places of worship, these churches fostered a sense of belonging and solidarity among former slaves, offering moral encouragement and fortitude in the face of adversity. Through religious education, they transmitted values of love, justice, compassion, and hope, equipping individuals with the moral and emotional resilience needed to navigate daily challenges.

Moreover, Churches served as platforms for discussions on social and political issues, with notable leaders such as Malcolm X and Martin Luther King Jr. emerging from these religious institutions to champion civil rights causes. Despite facing challenges, African American churches persevered, striving to overcome obstacles and continue their mission of spiritual and social upliftment. (*The Souls of Black Folk*)

The Churches emerged as crucial institutions in the empowerment and integration of Freedmen after the Civil War, yet they were not immune to the challenges and threats posed by white supremacist groups like the Ku Klux Klan. *Many Rivers to Cross: The African-American Experience*, documents instances of violence and intimidation targeting churches, including arson, vandalism, and physical attacks on Church leaders and members. These acts of aggression aimed to impede the progress and autonomy of Freedmen, underscoring the enduring struggle for racial equality in post-war America.

Internal divisions and conflicts further complicated the role of Churches in Freedmen communities. Disputes over doctrine, leadership, and politics often led to tensions within congregations, with some Churches adopting more conservative stances to appease the white-dominated society, while others advocated for radical social change. The diverse nature of Churches mirrored the complexities of Freedmen society, with competing interests and ideologies shaping their trajectories.

Additionally, Churches grappled with the shifting social and economic landscape of Freedmen communities. *Race and Reunion: The Civil War in American Memory* explores the challenges of migration, urbanization, poverty, and discrimination faced by Freedmen in the post-war era. Churches were compelled to adapt to these evolving conditions, striving to meet the needs and aspirations of their congregants while navigating the constraints imposed by systemic racism and economic disenfranchisement.

Despite these obstacles, Churches served as influential agents of empowerment and integration for freedmen. *God Struck Me Dead: Religious Conversion Experiences and Autobiographies of Ex-Slaves* offers insights into the transformative power of religious faith in the lives of Freedmen, highlighting the role of Churches in fostering resilience and community solidarity. While the churches' journey was fraught with difficulties and dilemmas, they remained vital sources of strength and support for Freedmen as they endeavored to rebuild their lives and communities in the aftermath of the war.

## EMPOWERMENT AND SOCIAL INTEGRATION OF FREEDMEN

The *American Missionary Association (AMA)*, established in 1846 in Albany, New York, emerged as a Protestant-based association with a profound commitment to the abolition of slavery, the education of Freedmen, the promotion of racial equality, and the propagation of Christian values. Founded and sponsored by Congregationalist churches in New England, the AMA played a pivotal role during the American Civil War and the subsequent Reconstruction era.

A notable contributor to the abolitionist cause, the AMA actively participated in the Underground Railroad, aiding men and women escaping enslavement in the South. Its commitment to social justice extended into the aftermath of the Civil War, where it took significant strides to empower Freedmen. This included the establishment of camps for Freedmen and the creation of educational opportunities in the South, where the association played a pivotal role in founding schools and colleges for Black individuals. Additionally, the AMA contributed to the financial support of teachers and workers involved in these educational initiatives.

During the Reconstruction period, the *Bureau of Refugees, Freedmen, and Abandoned Lands*, commonly known as the Freedmen's Bureau, collaborated extensively with various Churches and organizations across Virginia to implement education and social policies mandated by U.S. government legislation. This collaborative effort aimed to establish schools that catered to both children and adults, operating during the day and night to accommodate the diverse needs of Freedmen. Sabbath Schools, opening on Sundays when Church services were not in session, further exemplified the dedication to providing education and uplifting the newly liberated population (Lee, 2019). The partnership between the Freedmen's Bureau and these institutions reflected a collective commitment to fostering empowerment and social integration for Freedmen during a critical period of American history.

African Americans, following the Civil War, fervently demanded civil rights, voting privileges, family reunification, educational opportunities, and economic prospects. Despite the impediments they encountered, many Freedmen were resolute in their pursuit of freedom and actively engaged in endeavors to enhance their quality of life. The integration of Freedmen into American society represented a critical process, underscored by legal transformations, social backing, and communal endeavors.

*African American Churches* emerged as indispensable agents in the empowerment and assimilation of Freedmen into the fabric of American society. These Churches played pivotal roles in advocating for the civil rights of Freedmen, spearheading campaigns for legislative reforms aimed at ensuring equal protection under the law. Functioning as hubs of organization, they galvanized Freedmen to participate in political activities, including voting, standing for public office, and engaging in civic affairs. Moreover, certain churches extended legal assistance to Freedmen, aiding them in navigating legal channels to secure their rights and entitlements. By championing the principles of equality and justice, Churches became instrumental in precipitating a broader societal shift towards acknowledging and upholding the rights of Freedmen.

In essence, the post-Civil War era witnessed the profound influence of churches in the empowerment and integration of Freedmen, exemplified through their endeavors in education, community development, and economic assistance. Nonetheless, Churches confronted formidable challenges, including resource constraints, opposition, and legal impediments. Despite these hurdles, their contributions to the political and legal battles of Freedmen remained significant, manifested in their advocacy for civil rights, community mobilization, provision of legal aid, and propagation of egalitarian ideals.



## **FINDINGS**

This section presents the findings of the study on the role of Churches in empowering and integrating Freedmen during the post-Civil War period in America. The results are organized according to the key research objectives, focusing on Church initiatives, societal challenges addressed by Churches, and their impact across regions and denominations.

The major findings of this study reveal a varied landscape of Church initiatives, societal challenges addressed, and the impact of Church activities. Churches emerged as central hubs for social and educational activities, offering programs such as schools, vocational training, and mutual aid societies. They actively engaged with societal challenges, advocating for racial equality, economic justice, and political participation, while also providing material assistance to meet immediate needs. Across regions and denominations, churches played a pivotal role in fostering social change, bridging racial divides, and leaving a lasting legacy on African American identity. However, variations in approaches and effectiveness were observed, influenced by regional dynamics and denominational priorities. Despite limitations in historical sources and scope, the study underscores the enduring significance of Churches as agents of social change and advocates for further research to explore their ongoing impact in contemporary society.

## **DISCUSSION**

The findings of this study underscore the pivotal role of Churches in empowering and integrating Freedmen during the post-Civil War period, aligning closely with existing scholarship such as Johnson and Radin's work on religious conversion experiences among ex-slaves (1969). The study's first objective was to scrutinize church initiatives for Freedmen's integration, and the results overwhelmingly support the hypothesis that Churches played a significant role in this regard. The analysis revealed a diverse array of activities undertaken by Churches, including educational, vocational, and spiritual support, corroborating studies by scholars like Lincoln and Mamiya (1990) on the foundational role of Churches in African American communities. Specifically, Churches established schools, literacy programs, vocational training centers, and mutual aid societies, providing Freedmen with essential resources and opportunities for skill development and social mobility. Furthermore, Churches served as community hubs, fostering a sense of agency and self-determination among Freedmen through collective action and advocacy efforts. These findings are consistent with the research by Blum (2005), which highlights the active role of Churches in challenging racial inequality and promoting social justice in American society.

Moreover, the study sought to understand how Churches addressed societal challenges, and the findings suggest that Churches were actively engaged in advocating for social justice and providing material assistance, consistent with the findings of Blum's work on race and religion in American nationalism (2005). While some churches perpetuated racial inequality, as highlighted by Blum, the present study underscores the proactive role of many Churches in challenging oppressive systems and fostering social change. Churches utilized their platforms to deliver sermons, issue public statements, and organize community actions, advocating for racial equality, economic justice, and political participation. Additionally, Churches provided material assistance, such as food, clothing, and shelter, to meet the immediate needs of Freedmen and mitigate the effects of poverty and discrimination. These findings are in line with the historical context outlined by Woodward (1991), which underscores the complexities of Church involvement in societal issues during the Reconstruction era.

Furthermore, the study aimed to assess the impact of Church activities across regions and denominations, and the findings demonstrate a significant and enduring legacy of Church-based initiatives, resonating with the research by Stowell on the religious reconstruction of the South (1998). Churches emerged as catalysts for social change, mobilizing communities to challenge oppressive systems and pursue collective goals. Additionally, Churches played a vital role in bridging racial divides, fostering interracial cooperation, and promoting solidarity among marginalized groups. However, there were notable regional and denominational variations in Church approaches and effectiveness, reflecting the complexities of historical, cultural, and theological factors, as discussed by Woodward (1991). These variations highlight the diverse landscape of Church involvement in social change and underscore the need for nuanced understandings of Church dynamics in different contexts.

Overall, while the findings of this study largely support the research hypotheses, further research is warranted to explore the complexities of Church involvement in social change and address persistent inequalities in contemporary society. Future studies could delve deeper into the intersectionality of race, religion, and social activism, examining how different factors shape Church engagement and its outcomes. Additionally, comparative studies across different historical periods and geographical locations could provide valuable insights into the evolving role of Churches in empowering marginalized communities and advancing social justice agendas.

## **CONCLUSION**

In examining the economic challenges confronting newly emancipated slaves after the American Civil War, this research offers valuable insights into the nature of post-war reconstruction efforts. The rationale behind this study stemmed from a recognition of the enduring impact of slavery on economic opportunities and the pivotal role of Churches in addressing these challenges. The research objectives were formulated to explore the initiatives undertaken by Churches to empower and integrate Freedmen, understand societal challenges addressed by Churches, and assess their impact across different regions and denominations.

Employing a historical analysis approach and archival research methods, this study delved into primary sources such as Church records, correspondence, diaries, newspapers, and government documents to uncover the role of Churches in supporting freedmen. The theoretical frameworks of social integration proposed by Emile Durkheim and social capital theory were utilized to contextualize the findings within broader sociological perspectives.

The major findings of this study underscored the significant role of Churches as agents of social change and community empowerment in the post-Civil War era. Churches emerged as crucial supporters, providing spiritual, social, and material aid to Freedmen, while also advocating for civil rights and social justice. Their efforts contributed to the broader struggle for racial equality and empowerment, shaping the identity and aspirations of generations of African Americans. However, challenges such as limited resources, opposition, and legal barriers persisted, highlighting the complex dynamics of post-war reconstruction efforts.

Based on the findings, several suggestions and recommendations can be made to further support the empowerment and integration of marginalized communities. These include continued investment in educational initiatives, economic empowerment programs, and community-building efforts. Additionally, there is a need for ongoing advocacy for policy changes and legal reforms that promote equality and justice.

For future research, avenues for exploration could include an in-depth examination of specific Church-led initiatives and their long-term impacts on marginalized communities. Comparative studies across different regions and denominations could provide valuable

insights into variations in approaches and effectiveness. Furthermore, the intersectionality of race, religion, and socioeconomic status warrants further investigation to better understand the complexities of empowerment and integration in diverse communities.

In conclusion, this research contributes to a nuanced understanding of the role of churches in empowering and integrating Freedmen during the post-Civil War period. By addressing research objectives and employing appropriate methodologies, this study sheds light on the enduring impact of Churches on marginalized communities' empowerment and integration. As we reflect on these historical lessons, there arises a need for continued research to inform efforts in fostering equality, justice, and social cohesion in contemporary society.

## REFERENCES

- American Baptist Home Mission Society. *Baptist Home Missions in North America: Including a Full Report of the Proceedings and Addresses of the Jubilee Meeting, and a Historical Sketch of the American Baptist Home Mission Society, Historical Tables, etc., 1832-1882*. New York: Baptist home mission rooms, 1883
- Baker, R. A. (1947) *The American Baptist Home Mission Society and the South, 1832-1894*. Yale University, .
- Bizzi, L. (2015). "Social Capital in Organizations." *International Encyclopedia of the Social & Behavioral Sciences*, vol. 22, no. 2, pp. 181-185
- Blum, E. J. (2005). *Reforging the White Republic: Race, Religion, and American Nationalism, 1865-1898*. Baton Rouge: Louisiana State University Press, .
- Chandler, P. T., ed. (2015). *Doing race in social studies: Critical perspectives*. IAP,
- Cimbala, P., & Randall, M. eds.(2020). *The Freedmen's Bureau and Reconstruction*. Fordham University Press, Claridge, Tristan. "Introduction to social capital theory." *Social Capital Research*. <https://bit.ly/3nbgsQb> (2018).
- Cox, L. C. F., & Cox, J. H. (1963). *Politics, principle, and prejudice, 1865-1866: dilemma of Reconstruction America*. Free Press.
- Du Bois, W. B. (1901) ."The Freedmen's Bureau." *The Atlantic*, vol. 87, no. 519, pp. 354-365
- Du Bois, W. E. B. (1903). *The souls of black folk*. Chicago: AC McClurg & Co
- Emerson, M. O., & Christian S. (2001). *Divided by faith: Evangelical religion and the problem of race in America*. Oxford University Press, USA.
- Foner, E. & Norman, D. (1988) . *Reconstruction: America's unfinished revolution, 1863-1877*. New York: Harper & Row.
- Hahn, S. ( 2005). *A nation under our feet: Black political struggles in the rural South from slavery to the Great Migration*. Harvard University Press.
- Higginbotham, E. B. (1993). "Righteous Discontent: The Women's Movement in the Black Baptist Church, 1880-1920"
- Higginbotham, E. B. (1993). *Righteous Discontent: The Women's Movement in the Black Baptist Church, 1880-1920*. Cambridge, MA: Harvard University Press,
- Hudson, W. S. & Corrigan, J. (1992). *Religion in America: An Historical Account of the Development of American Religious Life*. New Jersey: Prentice Hall.
- Johnson, C. H., & Radin, P. (1969). "God struck me dead: Religious conversion experiences and autobiographies of ex-slaves." (*No Title*)
- Lee, K. T. (2019). *Organizing Freedom: Collaboration Between the Freedmen's Bureau and Church-Supported Charitable Organizations in the Early Years of Reconstruction*. (Doctoral Dissertation, Virginia Tech )

- Lincoln, C. E., & Mamiya L. H. (1990). *The Black church in the African American experience*. Duke University Press.
- Machalek, R., & Martin, M. W. (2015). "Sociobiology and sociology: A new synthesis." : 892-898.
- McCormick, J. (2019). "Reconstructing Religion in the Post-Civil War Era." *Line by Line: A Journal of Beginning Student Writing* 6.1.
- Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications
- Portes, A., and Vickstrom, E. (2011). "Diversity, Social Capital, and Cohesion." *Annual review of sociology (Print)* 37: 461-479.
- Shepperson, G. (1961). "John Hope Franklin Reconstruction after the Civil War (Chicago: University Press, hardcover 35s., paperback 12.6 d. pp. x, 258)." *Bulletin of the British Association for American Studies* 6 (1963): 70-72.
- Stowell, D. W. (1998). *Rebuilding Zion: The Religious Reconstruction of the South, 1863-1877*. Oxford University Press, USA.
- Whelchel, L. H. (2011). *The history & heritage of African-American churches: A way out of no way*. Paragon House.
- Woodward, C. V. (1991). *Reunion and reaction: The compromise of 1877 and the end of reconstruction*. Oxford University Press.

# UNTRANSLATABLE WORDS, MADE TRASLATABLE

**PHD Candidate. Ingrit Tirana**

University of Shkodra “Luigj Gurakuqi” Faculty of Foreign Languages

**Assoc. Prof. Drita Brahimi**

University of Shkodra “Luigj Gurakuqi” Faculty of Foreign Languages

## **ABSTRACT**

In this paper, we propose some critical considerations on the translation of certain words or idiomatic expressions, lexemes, forms of phraseological expressions, which often force the translator to undertake a solution which is not always satisfactory or almost. At the center of the theoretical debate are always problems linked to the practice of translation from the perspective of the untranslatability/translatability of linguistic forms which are specific to a given language and a certain culture.

The degree of the translation difficulty will be the subject of our study. When two cultures are different from each other, an obstacle will certainly appear. It is due to the cultural link which goes beyond a simple translation operation. When two linguistic systems are not similar, and therefore present abysmal differences in terms of culture and tradition, the translator’s work becomes complicated. But here again, studies of this type make fascinating the work of linguists who deal with translation phenomena in a comparative relationship among two or more languages.

Part of our study corpus will be examples from the literary field, journalistic texts, poetry, etc.

In each language, we frequently encounter words that recall a specific cultural dimension, words that recall a semantic load having a very broad connotative value in relation to another culture. For this reason it will be necessary to see how certain examples of translational rendering impose modalities of transposition into the target language depending on the contexts in which it is transmitted.

**Keywords:** transposition, realia, connotation, polyrematic, collocations, untranslatable

*[...] la traduction se fonde sur des processus de négociation,  
cette dernière étant justement un processus selon lequel,  
pour obtenir quelque chose, on renonce à quelque chose d'autre,  
et d'où, au final, les parties en jeu sortent  
avec un sentiment de satisfaction raisonnable  
et réciproque, à la lumière du principe d'or  
selon lequel on ne peut pas tout avoir.*

*(Umberto Eco)*

## **1. INTRODUCTION**

La question de savoir s'il est impossible ou non de traduire une certaine notion culturelle, un mot qui représente une charge sémantique très importante pour une culture donnée, a toujours été au centre du débat en traductologie. La question que nous nous posons toujours concerne l'attitude que les différents traducteurs adoptent dans des situations d'« intraduisibilité » de mots qui n'ont souvent pas d'équivalent dans une autre langue.

L'objectif de notre article est de donner une réflexion critique sur les aspects théoriques et applicatifs de cet argument et de faire comprendre comment, grâce aux exemples que nous apporterons, il est possible de rencontrer des mots ou des expressions qui représentent la richesse expressive d'une certaine langue, en comparant les us et coutumes d'une culture. Chaque langue reflète sa propre culture, ses propres habitudes, ses propres formes d'expression qui diffèrent des autres cultures et, comment dit Jean– Jacques Lecercle (2004), « *le sens d'un énoncé est donné dans son interprétation* ».

Traduisible ou intraduisible? Lorsqu'il y a des cas où il y a une intraduisibilité de mots ou expressions, comment le traducteur transmet-il le même sens? Il y a certains mots qui identifient une nation et qui sont si bien familiers et qui ne nécessitent pas la traduction, car il y aurait un risque de perdre la dimension culturelle à laquelle ils appartiennent, c'est-à-dire l'identité qui les caractérise (la culture dominante<sup>40</sup>), tels que: *pizza, pâtes, hijab, foulard, cachemire, macarons, paella, pampas, peintures murales, etc.*

<sup>40</sup> Le concept dominant dérive des formalistes russes et de Jacobson, tiré de l'essai *Traduction de la culture d'Osimo Bruno*, p. 25.

Selon Vlahov et Florin (2020), les principales difficultés de rendre les *realia*<sup>41</sup> lors de la traduction sont deux: premièrement, l'absence de mots correspondants dans la culture d'accueil en raison de l'absence de l'objet désigné; la seconde, le besoin de communiquer, en plus de la signification de l'objet (sémantique) des *realia*, leur coloris, leur nuance nationale et historique. Mais pour cette catégorie, il existe des méthodes de traduction, telles que la transcription, la substitution, l'introduction d'un néologisme, les calques, etc. Le problème réside dans les mots ou les expressions qui appartiennent à la culture d'un peuple moins connu pour la culture d'accueil (la culture qui émane de la culture dominante) dont, en dehors d'une variante possible, il n'est pas possible de transmettre l'essentiel. En fin de compte, la traduction n'est pas simplement une opération linguistique, mais elle doit aller au-delà du sens. De tels mots ou expressions sont difficiles à traduire mais nécessaires, comme l'affirme la chercheuse Eliana Lacej (2009), pour comprendre un peuple. Elle apporte quelques exemples clés qui reflètent l'âme d'un peuple, dans notre cas l'albanais, et qui évoquent une charge sémantique très forte pour notre nation, dont une simple transposition linguistique n'est pas valable. Le mot *besë*, par exemple, reflète une tradition lointaine qui a un sens très étendu et qui inclut: la parole d'honneur, la parole donnée et qui démontre la dignité d'un homme au sein de la société patriarcale et des montagnes du nord de l'Albanie. Donc, la traduction de ce mot ne signifie pas simplement le mot correspondant. Prenons le mot *Kanun* (*Ibid.*), qui représente l'expression d'une vie civile et la conscience d'une ancienne communauté. Il est question d'un mode de vie qui a marqué la vie des peuples du nord de l'Albanie pendant de nombreuses années et qui a intrigué plusieurs voyageurs et érudits étrangers à en parler dans leurs biographies et leurs souvenirs personnels, parmi lesquels nous pouvons mentionner Edit Durham.

Un autre exemple de ce genre très significatif pour notre tradition serait également le mot *pajë-corredo* (*dot*), qui a pour nous une immense valeur spirituelle liée à la naissance d'une petite fille, ce qui signifie le grand sacrifice, le travail inlassable plein de rêves et d'espoirs de nos mères pour réaliser le dot de leurs filles qui allaient se marier (Tirana, 2019).

À partir de ces considérations, il sera intéressant de traiter quelques exemples sur les expressions idiomatiques ou f qui représentent des difficultés en traduction; quelles modalités et stratégies sont utilisées pour réaliser la traduction; des cas similaires et des correspondances sémantiques et linguistiques entre eux.

## 2.MÉTHODOLOGIE

Le dispositif méthodologique de cet article s'appuie sur une approche analytique et comparative précisément parce que notre corpus d'étude est centré sur des formes

<sup>41</sup> En traductologie, les *realia* sont des mots qui désignent des objets, des concepts et des phénomènes étroitement liés à la culture d'un pays, qui n'ont pas d'équivalent dans d'autres langues et sont donc difficiles à traduire.

linguistiques particulières d'un intérêt particulier dans le domaine linguistique, lexical et sémantique. Étant donné que la traduction a des liens interdisciplinaires avec ces domaines, il est important de traiter le concept d'intraduisible du point de vue de la mise en œuvre de certaines expressions ou mots faisant l'objet de la traductologie. Le mot, son sens direct et sa connotation sont les principales questions sur lesquelles le traducteur se base au cours de son activité de traduction, qui, dans notre analyse, serviront à comprendre les stratégies utilisées par le traducteur, ou plus précisément les « astuces » de l'acte traductif.

Le corpus des mots sélectionnés appartient aux différentes expressions lexicales telles que les locutions phraséologiques, les culturèmes, les collocations, les polyrhématiques, les *realia* ou les mots particuliers dotés d'une charge sémantique liée au sens qu'ils évoquent. En outre, du point de vue linguistique, le traducteur se trouve dans la difficulté de trouver un équivalent approprié dans la langue d'accueil.

Les exemples donnés sont principalement tirés du domaine littéraire, des dictionnaires lexicologiques et des lectures conversationnelles. À travers eux, nous sommes menés à une réflexion sur la manière dont ces expressions doivent être traitées du point de vue linguistique lors de l'acte traductif, sans pour autant négliger le facteur le plus important: l'aspect culturel. La combinaison des concepts théoriques et des exemples illustrés permet de mieux comprendre comment le traducteur aborde le texte et jusqu'où il peut aller.

Notre objectif est de mettre en évidence les cas où, au-delà des difficultés, les variantes de traduction peuvent être appropriées ou non dans différents contextes.

### **3. QUELQUES PRÉCISIONS THÉORIQUES SUR LA QUESTION DE L'INTRADUISIBILITÉ.**

Au XIX<sup>e</sup> siècle, Humbolt et Schleiermasher posent la question sur la traduction: doit-elle amener le lecteur à comprendre l'univers linguistique et culturel du texte source, ou doit-elle transformer le texte original pour la rendre acceptable par le lecteur appartenant à la culture de destination ? (Tarassova, 2019).

Le concept de « traduisibilité » a été abordé pour la première fois par Theo Hermans (2009), qui compare également son opposé « intraduisibilité ». L'aspect principal de cet argument était la possibilité de traduire d'une langue à une autre, dans quel sens et à quel niveau c'est possible. Cependant, ils ne concernaient pas seulement les aspects linguistiques de la traduction, mais impliquaient également des questions sociales et idéologiques. En 1985, le concept de *manipulation de la littérature* (1985) est apparu dans le panorama de la traduction, dans lequel il condamnait toute traduction à juger sur la base d'une conception vague et imprécise de la fidélité.

Au XX<sup>e</sup> siècle, la question de l'intraduisibilité entre deux langues s'est également appliquée aux questions philosophiques. La cause de l'intraduisibilité serait le manque de communication et l'incommunicabilité culturelle. D'après Nergaard (1993),



... basé sur la conviction que la différence entre les langues n'existe qu'à un niveau superficiel et qu'en réalité elles se réfèrent toutes à une langue universelle [...] Mais la condition babélique peut aussi être vécue de manière négative, comme une punition ou même comme une condamnation qui ne permet pas aux peuples de se comprendre.

D'une manière générale, même George Mounin explique comment la traduction est une opération linguistique qui peut avoir un résultat variable (1963). Cependant, il considère que l'impossibilité théorique de la traduction est contrastée par la réalité de la façon dont elle a toujours été traduite. Il déclare (1995) dans son essai « *Tous les arguments contre la traduction se résument à une seule : elle n'est pas l'originale* ».

Dans le contexte de l'impossibilité de la traduction de pouvoir transmettre le même effet souhaité d'une langue à l'autre, on retrouve également chez d'autres chercheurs, philosophes, écrivains et critiques littéraires, à savoir, Benedetto Croce (1993) ses propres concepts sur l'intraduisibilité de la poésie en tant que genre littéraire particulier. Il vaut également citer aussi les plus marquants représentants de la pensée critique dans le domaine de la traductologie, tels que Giovanni Gentile, Umberto Eco, Eugene Nida, George Steiner ect.

Que doit faire alors le traducteur à ce stade, lorsqu'il est confronté à des expressions et à des concepts qui n'appartiennent pas à sa propre culture et qui requièrent des solutions méandreuses ? Comment alors appliquer cette approche ?

La tâche du traducteur est de transmettre les véritables pensées de l'auteur dans une autre langue et sous une forme différente. La fidélité et la liberté seront deux dichotomies qui feront l'objet et le débat de la traduction. Benjamin lui-même (1993) les définit comme des tendances conflictuelles : la liberté de reproduction conforme au sens et à son service, ou la fidélité à la parole. Selon Benjamin (*Ibidem*:132), la fidélité dans la traduction d'un seul mot ne peut presque jamais reproduire complètement le sens du texte original. Car, selon lui, le sens ne s'épuise pas dans l'intense, mais le sens est lié à la manière dont un mot donné est compris. Ce qui cause des malentendus dans la traduction, en particulier dans la prose, c'est la fidélité littérale, quand elle n'est pas nécessaire. La liberté réside dans la violation de la norme, mais pas dans le sens.

Il y a des cas où de nombreux traducteurs se trouvent dans des situations particulières, dans l'impossibilité de trouver une solution linguistique, mais aussi de transmettre le message. Le problème est de savoir comment procéder sans tomber dans le piège. Umberto Eco (2013), dans son célèbre essai sur la traduction *Dire presque la même chose*, explique qu'il est presque impossible de s'exprimer dans une fidélité absolue au texte original. La tâche du traducteur serait de créer le même effet chez son lecteur. Sur le plan explicatif, il n'est pas très d'accord avec le choix des équivalences sémantiques, mais plutôt avec l'équivalence fonctionnelle : bref, le traducteur doit être capable de produire ce que le texte original a prévu (*Ibidem*).

L'expression avec laquelle le traducteur impressionnera, doit également assumer la même fonction dans le texte cible, quels que soient le moyen stylistique et la manière dont il le souhaite. Malgré l'impossibilité de trouver un adéquat qui s'avère ne pas satisfaire à nos attentes, ce qui conduit le traducteur à changer de méthodes afin de pouvoir transmettre lui-même le message et l'effet souhaité. C'est à juste titre que Umberto Eco (2013) l'explique à partir de l'exemple classique de la forme de courtoisie. Citons l'exemple suivant :

*-Cosa stava facendo il signor Bianchi? (Que faisait M. Bianchi?)*

*-Si stava incontrando con Sua moglie. (Il rencontrait sa femme)*

*-Come mai? (Comment est-ce possible?)*

*-Posso darle del tu? (Est-ce que je pourrais vous tutoyer?)*

Dans le langage verbal *Sua moglie* ou *Sua moglie* (*son épouse /votre épouse*) en italien on ne peut pas distinguer clairement s'il s'agit de l'épouse de quelqu'un ou de son épouse. Cette forme peut créer des malentendus car, en se plaçant dans un contexte moqueur en italien il n'y a pas de distinction entre le tutoiement et le vouvoiement en tant que forme de politesse, ce qui mène à une double interprétation qui serait très difficile à réaliser dans les langues qui, contrairement à l'italien, ont la deuxième personne du pluriel comme forme de politesse. Ce serait perdre la comédie qui doit être véhiculée. Par conséquent, un élément particulier qui doit toujours être pris en compte est le contexte dans lequel le mot ou l'expression est introduit.

Ce qui semble étrange pour une culture est normal pour d'autres. De nombreux peuples ont leurs propres expressions et idiomes, par exemple : *essere al verde* (*être fauché*) est une expression typique qui signifie littéralement *non ho una lira* (*je n'ai pas un sou*). L'origine de cette expression est liée à l'ancienne tradition de peindre le fond des bougies en vert. En revanche, traduit littéralement en albanais, il aurait un sens complètement différent car il représenterait l'état d'une personne qui ne va pas bien: *u bë jeshil*, une expression qui, dans un autre contexte, signifierait aussi *diventare verdi dall'invidia* (*devenir vert d'envie*). La solution idéale serait la traduction approximative avec la substitution d'une expression phraséologique : *s'kam kokrrën e lekut* ou *plutôt nuk kam as edhe një kacidhe/ dyshkë*.

Jusqu'à présent, nous avons parlé du concept en général, des aspects traductologiques dans le contexte de la traduisibilité/intraduisibilité, de l'importance du contexte dans lequel un énoncé est dit et de ce que le traducteur doit être capable de transmettre. La question que nous nous posons est la suivante: quelles techniques ou stratégies le traducteur utilise-t-il dans les cas où il est confronté à des expressions et tournures qui lui semblent souvent difficiles à traduire?

Basée sur les stratégies de Vinay et Darbelnet, Pier Angela Diadori (2018) explique quelques exemples de ces expressions à travers la stratégie appropriée. Elle ajoute que dans les cas où il s'agit de formes intraduisibles, les techniques suivantes sont utilisées :

- Modulations: *che cosa vuoi?(que voulez-vous)?* En albanais, cette expression peut être traduite par l'utilisation d'expressions colorées : *çfarë dreqin ke ?*
- équivalence culturelle: *Avere il diavolo dentro (avoir le diable au corps) - me pas dreqin në bark; gettare la spugna (jeter l'éponge) - zbras thesin ; andare sott'acqua (aller sous l'eau) - si guri në ujë (comme une pierre dans l'eau).*
- adaptation: *Cendrillon- Hirushja; Ciliegino (Cerise) – Vishnjush; Girotondo (Rondelle) - Rozarozina.*

Comme vous pouvez le constater, il y a des cas où la traduction ne doit pas nécessairement être textuelle, car cela perdrait la fluidité et l'expressivité que le traducteur devrait apporter à la langue cible. De nombreux peuples ont leurs propres formes d'expression, de vœux, de malédiction qu'ils utilisent dans des occasions spéciales selon leurs traditions.

Voyons quelques expressions typiques de la phraséologie albanaise (Jani Thomaj, 2006) :

- *të Lumshin Duart !*- On dit à quelqu'un qui a préparé quelque chose à manger ou qui a fait quelque chose. Une expression typique qui est très fréquente en albanais mais que l'on ne trouve pas en italien.
- *t'u bafte tul e dhjamë*- souhaiter du bien à quelqu'un pour la nourriture), une forme semblable à *Bon appétit*;
- *ta zentë fyti kafshatën*- souhaiter à quelqu'un de ne pas digérer le pain, une expression similaire serait d'avalé le crapaud;
- *u bëfsh 100 vjeç*- souhaiter un anniversaire (*Joyeux anniversaire*)
- *u plakshi bashkë*- souhaiter une longue vie à un couple;
- *si drit dielli*- traduction littérale *comme la lumière du soleil* ;
- *lyp sy me t'pa*- on dit à une personne très jolie à regarder, faire un compliment).

#### **4. AUTRES FORMES LINGUISTIQUES: LES COLLOCATIONS ET LES POLYRHÉMATIQUES**

Dans le langage courant, l'attention est portée à notre capacité à utiliser des combinaisons lexicales spécifiques à une langue, composées de deux ou plusieurs mots qui ne sont pas dictés par des règles grammaticales fixes. Dans ce cas, il s'agit de formes de combinaisons de mots qui ont tendance à exister comme un tout, soumises à des restrictions lexicales telles que les collocations et les polyrhématiques<sup>42</sup>; des phénomènes particuliers de

<sup>42</sup> Les collocations et les polyrhématiques sont identifiées de différentes manières, nous avons souvent des théories qui sont un peu controversées les unes avec les autres, c'est pourquoi j'ai utilisé des théories récentes pour expliquer ce phénomène. Les mots polyrhématiques, contrairement aux collocations, ont des éléments

la linguistique qui sont perçus par les locuteurs natifs comme un seul corps, c'est-à-dire qu'ils n'ont qu'une seule signification (Grossmann & Rainer, 2004).

Il existe des différences entre ces deux phénomènes, mais nous nous trouvons souvent confus précisément à cause des caractéristiques structurelles et sémantiques qui ressortent (Voghera, 2004).<sup>43</sup> Ces unités lexicales forment un seul concept et ne peuvent pas être décomposées, par exemple: *prendere freddo* (prendre froid), *terzo mondo* (tiers monde), *kartë krediti* (carte de crédit), *essere al verde* (être fauché), elles sont composées de plusieurs mots, mais si nous essayons de les modifier, elles perdent leur sens autonome de sens entier. De telles combinaisons existent dans toutes les langues, certaines se ressemblent et d'autres ne trouvent pas d'équivalents immédiats. Ce qui est remarquable, en plus du sens unique, qui constituent des unités phraséologiques, ce sont les nombreuses constructions que l'on peut rencontrer telles que: nom + nom, nom + adjectif, verbe + nom, nom + préposition, etc.

Mais comment traduire les collocations? La plupart des collocations, étant des expressions figées, ont une structure plus autonome et ont tendance à être traduites littéralement, par exemple : *tiers monde* - *botë et tretë* ; *carte de crédit* - *kartë krediti*. Les collocations n'ont pas d'équivalents formels immédiats dans les différentes langues, mais certaines semblent très familières, par exemple la combinaison *boletta salata* (*facture élevée*) serait en albanais *faturë e kripur* ou *caffë amaro* (*café amer*) - *kafe et hidhur* .

En analysant ces collocations, nous identifions donc les ressemblances entre les structures lexicales et syntaxiques, à savoir, N+Adj.<sup>44</sup>

De nombreuses collocations peuvent avoir la même correspondance structurelle en termes de traduction et de signification, par exemple : *pelle e ossa* – *kockë et lekurë* (*il n'a que les os et la peau*); *acqua e sapone*- *ujë e sapun*- (N+N); ( traduction littérale en français *eau et savon*). Certaines le sont dans leur structure, mais pas dans leur sens; Prenons l'exemple de la composition *acqua in bocca*- *ujë në gojë* (traduction littérale en français *l'eau dans la bouche*, qui fait normalement référence à une personne qui doit garder un secret, ne rien dire). En albanais traduite littéralement, bien qu'elle ait les mêmes structures grammaticales, cette expression n'aurait pas le même sens, en effet, cela donnerait l'idée d'une personne qui parle couramment. Comme vous pouvez le constater, selon les cultures, le mot « *eau* » a des connotations différentes. En fonction des finalités de la traduction, la dimension culturelle de telles collocations impose différents modes de transmission dans la langue cible.

lexicaux composés de plus d'un mot et ont une cohésion structurelle et sémantique interne particulière (voir De Mauro.1999; Voghera, 2004; Masini, 2009).

<sup>43</sup> M. Voghera *Le Polirematiche*, dans *La formazione delle parole in italiano*, édité par M. Grossmann, F. Rainer, Niemeyer, Tübingen; R. Terreni. 2004. Cf. M. Voghera, *Lexèmes complexes: comparaison des chemins de lexicalisation*, in « *Lingua e stile* », 1994.

<sup>44</sup> Selon la typologie des collocations des Tibérides<sup>44</sup>, il existe de nombreuses combinaisons parmi lesquelles on rapporte quelques constructions basées sur un aspect morpho-syntaxique (V+N) *pour faire de l'essence* ou (V+phrase prépositionnelle) *pour donner un coup de pied à quelqu'un* (*marr dikë me shkelma*); *Être cloué à une chaise* (*me qenë i lidhur pas karriges*).

Il existe des collocations qui ont une signification métaphorique dans leur usage. Voyons la collocation *abbassare la cresta (baisser la tête)*, le sens est métaphorique car cela signifie réduire ses exigences, donc ne pas être arrogant. En albanais, on dirait *ul hundën (descendre de son piedestal)*. Une forme semblable serait aussi *abbassare le ali (baisser les ailes)*, ce qui en albanais aurait encore une autre forme, plus phraséologique: *mos fluturo me presh*, qui prend une connotation très particulière non seulement d'arrogance mais aussi de fait de *stare con i piedi per terra*.

La traduction des collocations et d'expressions idiomatiques reste un défi pour les traducteurs car, en plus de leurs compétences, ils devront faire preuve de créativité et d'expressivité lors de l'acte traductif. Compte tenu de leur composition et surtout de leur utilisation fréquente au quotidien, de telles combinaisons de mots sont souvent porteuses de significations métaphoriques. D'une part, pour les locuteurs natifs, ces formes sont intuitives de manière naturelle et ils n'arrivent même pas à percevoir qu'il s'agit d'expressions particulières, vu qu'ils sont déjà habitués à les utiliser fréquemment depuis l'enfance. D'autre part, les apprenants d'une langue étrangère peuvent être incertains dans l'utilisation des collocations, ce qui constituerait un défi majeur pour la plupart d'eux. Pour cette raison, il est facile de comprendre pourquoi ce phénomène diffère selon les langues et les cultures (Obstovà, 2016).

Si nous nous référons aux mots polyrhématiques *âme jumelle* ou *eau et savon*, ils s'utilisent très fréquemment dans la langue, non seulement en termes de langue maternelle, mais aussi pour une grande partie des non-italophones. Dans certains cas, ces expressions ont les mêmes structures linguistiques et significatives, par exemple en albanais elles auraient les correspondants : *shpirti binjak* pour le premier exemple et *ujë dhe sapun* pour le second; d'autres expressions ont la même signification mais des structures différentes, comme dans *carta di credito/ carte de crédit* (N+ locution prépositionnelle) qui en albanais serait *kartë krediti* (N+Adj).

Lorsque nous sommes confrontés à des expressions idiomatiques, il est ici un peu difficile de trouver la correspondance appropriée dans l'autre langue, par exemple: *pesci d'aprile* (poisson d'avril) – *dita e rrenave*, forme dialectale qui signifierait « *le jour du mensonge* »; *Cercare il pelo nell'uovo/ Chercher le cheveu dans l'œuf* (traduction littérale en français) semblerait normal pour un locuteur natif et un locuteur ayant une très bonne compétence linguistique, mais si nous essayons de donner une traduction littéraire à cette expression, elle perdrait non seulement son sens, mais sa valeur expressive. Cependant, cela ne veut pas dire que nous ne pouvons pas avoir son équivalent dans d'autres langues. La difficulté réside dans le fait de savoir saisir le sens authentique et de savoir le transmettre avec les mêmes moyens stylistiques, afin de pouvoir maintenir un style soutenu. Dans ces cas, on opte pour une expression similaire dans notre propre langue et qui a la même signification, telle que: *kërkoj gjilpërën në kashtë (chercher l'aiguille dans la paille)*.

Néanmoins, il arrive souvent que, dans de nombreuses langues, il existe des expressions idiomatiques ayant la même structure lexico-sémantique ou une structure similaire (Laçej,

2009). Voyons quelques expressions et locutions qui sont lexicalement et sémantiquement les mêmes, ou presque, en albanais et en italien :

*Fut hundët/ Ficare il naso/ fourrer son nez partout*

*E heq per hunde/ menare per il naso/le mener par le bout du nez*

*Kujt i djeg le të kruhet/ a chi prude si gratti /qui brûle laisse démanger*

Si nous nous référons à des syntagmes, à des constructions, à des locutions qui, par rapport à la structure lexico-sémantique et aux relations syntaxiques, sont d'une nature très particulière et appartiennent à une certaine culture (*ibidem*), nous remarquons que les possibilités de traduction deviennent difficiles : *zemra mal* (*sentirsi allargare il cuore dalla felicità/ débordé de joie*); *kokrrën et qejfit* (*divertirsi un mondo/s'en donner à coeur joie, à gogo*).

## 5. QUELQUES EXEMPLES DE TRADUCTIONS CULTURELLES

Il n'est pas toujours facile d'être conscient du contenu implicite d'une culture. Le médiateur culturel doit être capable de saisir les aspects particuliers de la langue qui véhiculent des éléments culturels d'une société, d'un peuple et d'une époque donnée. Comme d'habitude, les cultures dominantes prévalent toujours et ont tendance à marginaliser les cultures périphériques. Quoi qu'il en soit, les stratégies et les choix des traducteurs satisferont ou pas aux goûts des lecteurs ou bien tenteront d'adapter les mots au contexte.

Lorsque l'on s'approprie la présence de l'élément étranger à sa propre culture en lui

niant son identité, mais en le faisant comme s'il était né dans la culture d'accueil, la préoccupation principale reste – selon Osimo Bruno (2020), – l'acceptabilité de l'élément dans la culture d'accueil. Le rôle principal du médiateur réside dans l'adéquation du texte importé par rapport à son identité culturelle émettrice.

Prenons cette fois-ci quelques exemples de traduction au sein d'un texte littéraire, principalement dans la traduction de littérature jeunesse, avec *Les Aventures de Cipollino de Rodari* : *...indugiava a tavola a discorrere con la bottiglia* (*Il restait assis à la table et lambinait avec la bouteille*); la version proposée par le traducteur est une adaptation à la culture d'accueil : *rrinte e engletisej me ndonjë poçe me raki*. Cet exemple tiré de la littérature explique un cas particulier d'adaptation, car le mot *raki* -*grappa* (*raki-eau-de vie*) n'est pas présent dans l'original. C'est un choix dû à la traduction contextuelle par le traducteur, en adaptant la situation à un élément culturel très fréquent à nos traditions.

Il y a des cas où le style du traducteur va au delà du texte original. Ainsi, il y a des mots ou des fragments dans lesquels une traduction simple peut normalement être faite, mais le

traducteur opte pour des mots différents afin de rendre un style beaucoup plus raffiné et éloquent en utilisant des formes expressives telles que :

- *Kishte lindur me këmishë /era l'uomo più fortunato degli altri (il était chanceux)*
- *Në daç për kuq e në daç për maç (c'est une locution phraseologique intraduisible, il fout le périphaser).*
- *U erdhi shpirti në majë të hundës/ non sopportava più (ils en ont eu marre)*
- *Djersët i kullonin çurk / sudava ed amareggiava (il était plein de sueur)*
- *S'la shenjt e shenjtor pa zënë në gojë/ non sapeva che santo votarsi (traduction littérale : il s'occupe de cancans)*
- *E vuri në lojë/ prendere in giro (il s'est moqué de lui)*
- *Frika në palcë/ avere paura (être frappé d'effroi)*
- *Vuri buzën në gaz/ rideva appena appena con una angolo della bocca (il sourit)*
- *I dha zemër/ dare una mano (l'encouragea)*

Exclamations:

- *për bela (expression dialectale pour indiquer un malentendu ou un inconvéient)*
- *rrallë e tek/ qualche volta (quelquefois)*
- *fap et fup / subito ai piedi (onomatopées pour imiter le son des mouvements)*
- *dha e mori /dare e ricevere (donner et recevoir)*
- *pa një e pa dy/ in batter d'occhio (immédiatement, d'un seul souffle)*
- *tuj- toj / camminare lentamente (marcher lentement)*

## 6. CONCLUSIONS

À partir des exemples apportés dans notre article les formes expressives d'une langue sont authentiques et appartiennent à une certaine culture. Même si les traducteurs s'efforcent de bien traduire les bons concepts et les bonnes terminologies, ils seront confrontés à des défis de ce type. En fait, pour transmettre le message du texte à traduire, il doit recréer, transmettre un style qui lui est propre dans le texte d'arrivée. Bien qu'à première vue cela semble simple, il s'agit d'une opération très délicate, car il n'est pas souvent possible de le faire. Les textes contiennent des éléments culturels, des coutumes, des traditions et des éléments humoristiques qui ne sont pas toujours compris et qui ont le même effet sur le contexte de la culture d'accueil. Certes, les traducteurs doivent être prudents lorsqu'ils sont confrontés à ces expressions particulières difficiles à traduire.

Du point de vue comparatif entre les langues, c'est une approche efficace, car elle sert à évaluer les différences et les ressemblances entre elles. L'aspect de la fidélité et de la liberté du traducteur, dans ce cas, demeure une interprétation subjective, puisque les mots «intraduisibles» obligent parfois le traducteur à compenser le texte cible ou à perdre quelque chose. Cela ne veut pas du tout dire que la traduction n'est pas bonne, au contraire, il faut être

conscient qu'en fin de compte des opérations linguistiques sont réalisées, mais qu'il y aura toujours des incohérences culturelles. C'est grâce à la langue, au pouvoir de la pensée, au style et au bagage lexical que le traducteur parviendra à atteindre son objectif d'un traducteur compétent qui essaie de relever les enjeux de la traduction.

Enfin, cet article vise à fournir des interprétations et des réflexions basées sur les solutions possibles que la traduction peut permettre, certainement sans violer les normes linguistiques et leur sens. C'est pourquoi, la traduction demeure un beau défi à relever.

### **Corpus**

- De Mauro T. (1999). GRADIT - Grande Dizionario Italiano dell'Uso, *Le mot usine*, Torino: UTET.
- Irena, L. (2011). *Dizionario maggiore dei modi di dire, italo-albanais*, Tirana: EDFA, Tiberii,
- P. (2018). *Dizionario delle collocazioni (Dictionnaire de collocation)*, Bologna: Zanichelli, deuxième édition, pp.157-159.
- Laçej, E. (2009) *Albanie, La traduction des variantes linguistiques en variantes culturelles*, (ed) Actes de la conférence internationale, Contextes adriatiques 2, Shkodër, 2008. Rome: Bulzoni Editore, , p. 143-146,149.
- Preza, A., & Preza E, (2005). *Grand dictionnaire albanais-italien. 50 mille mots*, (Grand dictionnaire albanaise –italienne) Tirana: Elena Gika.
- Rodari, G. (1957). *Le avventure di Cipollino*, Rome: Editori Riuniti.
- Thomai, J. (1999). *Le dictionnaire fantôme de la langue albanaise*, Académie des sciences d'Albanie, Tirana: Institut de linguistique et de littérature, Science.
- Thomai, J. (2006). *Lexicologie de la langue albanaise*, Tirana: Toena.

### **Références bibliographiques**

- Eco, U. (2013). *Dire presque la même chose – Expériences de traduction*, Milano : Bompiani. p.26-29, 96-97.
- Hermans, T. (1985). *Traductologie et nouveau paradigme*, in T.Hermans (a cura di), the manipulation of Literature, studies in Literary Translation, Londra & Sidney: Croom Helm, pp. 7-9.
- Hermans, T. (2009). *Traduisibilité*, dans M. Baker e G. Saladanha (édité par), Routledge Encyclopedia of Translation Studies, Londra & New York: Routledge, pp 300-303.
- Lecerle, J.,J. (2004). *Une philosophie marxiste du longage*, Paris: Presses Universitaires de France, p.100.
- Masini, F. (2004). *Combinaisons de mots et de mots syntagmatiques*: Lombardi.
- Masini, F. (2012). *Parole sintagmatiche in italiano*, Cesena: Caissa Italia.
- Monunin, G. (1963). *Les problemes thoeriques de la traduction*, Paris: Gallimard, p.278-279.
- Mounin, G. (1955). *Les belles infedelles*, Paris: Chaier de sud, p.7.
- Nergaard, S. (1993). *La teoria della traduzione nella storia*, Milano: Bompiani, pp.45-46,121,133.



- Obstovà, Z. (2016). *Phénomène de collocation restreinte dans l'italien d'aujourd'hui*, Linguistica, Pragensia.
- Osimo, B. (2020). *Traduzione della cultura, problemi traduttivi in relazione alle differenze culturali*, Edizioni elettroniche ISBN: 9788898467938. 17
- Pier Angela Diadori, (2018). *Teoria e pratica della traduzione. Strategie, testi e contesti*, Milano, Le Monnier: Università, pp.60-67.
- Tarassova, N. (2019). *Le transfert culturel dans la traduction littéraire*, (éds) Nikol Dziub, Tatina Musinova, Augustin Voegelé *Traduction et interculturalité- Entre identité et altérité*, Vol 36, Berlin: Peter Lang, p.30.
- Tirana, I. (2021). Problematic Issues related to translation – case of linguistic interferences, loyalty-disloyalty and Theories of impossibility in translation. Act de la conférence *The Power of Language: 3rd International Conference 22-23, November 2019*, Shkodër: Florentia, p.241.
- Vlahov, S., & Florin, S. (2020). *La traduzione dei realia, come rendere le parole che significano cose culturospecifiche*, p.6/28 traduit en italian par Osimo Bruno: edizione elettronica ISBN:9788898467433.
- Voghera, Miriam. (2004). *Polirematiche*, in Grossmann, Maria & Franz Rainer (édité par), *La formazione delle parole in italiano*, Tübingen: Niemeyer, 56-69.<sup>[1]</sup><sub>SEP</sub>

**EXPLORING THE POSITIVE EFFECTS OF EXERCISE AS A PREVENTIVE  
FACTOR FOR CHILDHOOD OBESITY**

**ÇOCUKLUK ÇAĞI OBEZİTESİNİ ÖNLEYİCİ FAKTÖR OLARAK EGZERSİZİN  
POZİTİF ETKİLERİNİN ARAŞTIRILMASI**

**Tuna TURĞUT**

Assoc. Prof., Bartın University, Sports Sciences Faculty, Bartın Türkiye  
ORCID ID: <https://orcid.org/0009-0006-9574-8899>

**Emre YAMANER**

Lecturer, PhD, Hitit University, Sports Sciences Faculty, Corum, Türkiye  
ORCID ID: <https://orcid.org/0000-0001-5958-0722>

**ABSTRACT**

**Introduction and Objective:** Obesity is characterized by an excess accumulation of fat in the body. Childhood obesity, on the other hand, is a significant health issue in modern societies. Engaging in regular exercise is an important strategy for preventing and managing childhood obesity. Exercise supports weight control, increases muscle strength, improves bone health, and regulates metabolism in children. Therefore, the aim of this systematic review is to interpret and examine the positive effects of exercise as a preventive factor for childhood obesity. **Material and Method:** A literature review was conducted over the past 15 years using various databases (PubMed, Scopus, Web of Science (WOS), and Sport Discuss) with keywords such as "obesity," "childhood obesity," and "obesity and exercise" in order to answer questions related to the PICO criteria (population, intervention, comparison, and outcomes). Articles identified through database searches were screened, and some were selected for inclusion in the systematic review. **Discussion and conclusion:** The research results indicate that exercise has preventive effects on obesity in children. This systematic review focuses on how exercise interventions impact the risk of obesity in children, and according to the results, it can be concluded that regular exercise, supported by a healthy diet, serves as a significant protective measure against obesity risk.

**Key Words:** Obesity, Children, Exercise, and Health

## ÖZET

Obezite; vücutta normalden fazla yağ birikimiyle karakterize edilen bir durumdur. Çocukluk çağı obezitesi ise modern toplumların önemli bir sağlık sorunudur. Düzenli egzersiz yapmak, çocukluk çağı obezitesinin önlenmesi ve yönetilmesi için önemli bir stratejidir. Egzersiz, çocuklarda kilo kontrolünü destekler, kas kuvvetini artırır, kemik sağlığını geliştirir ve metabolizmayı düzenler. Bu bağlamda; bu sistematik derlemenin amacı, çocukluk çağı obezitesini önleyici faktör olarak egzersizin pozitif etkilerini araştırarak yorumlamak ve incelemektir. Araştırma, son 15 yıl içerisinde çeşitli veri tabanlarında (Pubmed, Scopus Web of Science (WOS) ve Sport Discuss veri tabanlarında obezite, çocuklarda obezite ve egzersiz içeriğinde “obezite”, “çocukluk çağı obezitesi”, “obezite ve egzersiz” anahtar kelimelerini kullanarak PICO kriterlerine yönelik (popülasyon, uygulama, karşılaştırma ve sonuçlar) soruları cevaplayabilmek için bir literatür derleme çalışması gerçekleştirilmiştir. Veri tabanları incelemesi sonucu ulaşılan makalelerin içerisinden eleme yapılarak bazıları sistematik derlemede kullanılmıştır. Araştırma sonuçlarında, egzersizin çocuklarda görülen obezite durumunun önleyici etkilerinin olduğunu gözlemlemekteyiz. Bu sistematik derleme çalışmasında çocuklarda görülen obezite riskine karşı egzersiz uygulamalarının nasıl bir etki gösterdiği üzerinde durulmuş ve sonuçlara göre, sağlıklı bir beslenme desteği ile yürütülen düzenli egzersiz uygulamalarının obezite riskine karşı önemli bir koruyucu kalkan görevinde olduğunu söyleyebiliriz.

**Anahtar Kelimeler:** Obezite, Çocuklar, Egzersiz ve Sağlık

## Giriş

Çocukluk çağı obezitesi, dünya genelinde giderek artan ve ciddi sonuçlar doğuran bir sağlık sorunudur. Diğer yandan çocukluk çağında başlayan obezite ileriki yaşlarda çok ciddi sonuçlar ortaya çıkarabilmektedir. Hatta öyle ki dünyada her yıl yaklaşık 3 milyon insanın, fazla kilolu olma durumu ve obezite nedeniyle hayatını kaybettiği bilinmektedir (Hingle ve Kunkel, 2012).

Obezite, genetik ve epigenetik faktörlerden etkilenen küresel bir sorun olmakla birlikte çocukların bedensel ve zihinsel sağlığı üzerinde negatif etkilere sahiptir. Özellikle modern kent yaşamının kaçınılmaz bir sonucu olarak kendini gösteren obezite son 30 yılda dünya genelinde artış göstermektedir. Bunun en temel sebebi teknolojik değişimlere dayalı olarak

çocukların egzersize katılım sürelerinin azalması, beslenme alışkanlıklarının olumsuz yönde değişmesi olarak ifade edilebilmektedir.

Modern zamanlardaki sedanter yaşam tarzıyla ilişkili fiziksel inaktivitenin obezite, kardiyovasküler hastalıklar, tip-2 diyabet, osteoporoz, kanser ve depresyon riskini arttırdığı bilinmektedir. (Dishman vd., 2006; Birinci, 2021; Sallis, 2009; Birinci, 2023).

Modern yaşam, bir yandan hızlı tüketim kültürü ortaya çıkarırken diğer yandan obejenik çevrenin oluşmasına ve hareketsiz yaşamın toplumsal alanda yaygınlaşmasına neden olmaktadır. Günümüzde gıda tedarik zincirleri enerji açısından zengin ve aşırı yeme için uygun ortamlar yaratmıştır (Tillotson, 2014; Froehlich-Grobe ve Lollar, 2011). Bu bağlamda obejenik çevre, obezite epidemiyolojisine bağlı olarak gelişen aşırı yemek yeme ve hareketsizliğin tetiklediği bir durumu ifade etmek için kullanılan bir kavramdır. Bu bağlamda hem makro ölçekte hem de makro ölçekte çocukların obejenik ortamlardan uzak kalması obeziteye bağlı aşırı kilo alımına yönelik risk faktörlerinin düşürülmesinde önemli görülmektedir.

Çocukluk çağı obezitesinin önlenmesinde egzersiz, temel bir rol oynamaktadır. Bunun en temel nedeni ise, çocuklarda kas ve kemik sağlığının korunmasına yardımcı olurken diğer yandan psikolojik sağlığın korunmasına da katkıda bulunmaktadır. Ayrıca egzersiz(ler), çocukların enerji harcamasına alan yaratmakla birlikte vücut ağırlığının kontrol altına alınmasında da yardımcı olarak obezite riskinin azaltılmasında önemli bir olgudur.

## **Obezite Kavramı**

Çok eski dönemlerden beri var olan obezite kültürel kodlardan dolayı her dönemde farklı yorumlanmıştır. Bazı bölgelerde gücün, kudretin, ihtişamın, zenginliğin ve hatta güzelliğin simgesi olmuştur. Diğer yandan günümüzde en önemli sağlık problemlerin başında gelmektedir. Hem toplum sağlığı açısından hem de ekonomik açıdan oldukça olumsuz etkileri de her geçen gün artmasına bağlı olarak obezitenin bir hastalık türü olduğu ve tedavi edilmesi gerektiği kabul edilmiştir (Skinner, Ravanbakht, Skelton, Perrin ve Armstrong, 2018; Deleğ, 2019).

Halk arasında “şişmanlık” olarak bilinen obezite, vücutta fazla miktarda yağ birikmesi sonucu ortaya çıkan kronik değişikliklerle karakterize kompleks, çok faktörlü bir hastalıktır

(Demiralp 2006). Obezite aynı zamanda artan şehirleşme ve değişen beslenme ile küresel çapta yaygınlığa sahip; genetik, davranışsal ve çevresel faktörlere bağlı bir hastalık olarak da tanımlanmaktadır (Akbaş 2002; Yüksel vd., 2014).

Obezite, genetik ve epigenetik etkilenen kompleks, multifaktöriyel bir hastalık olarak tanımlanmaktadır (Han ve Kimm, 2010; Huang, 2013). Monogenik etiyolojilerden kaynaklanan obezite azaltılmış enerji harcamalarına, bireysel kararlara ve yaşam biçimlerine bağlı olarak ortaya çıkmaktadır (Greer, Goldstein ve Walker, 2013; Deleş, 2019). Genel olarak bakıldığında; obezitenin biyolojik, çevresel ve davranışa bağlı olarak birçok farklı nedeni vardır. Ancak çevrenin baskın etkisine ve eğilimine rağmen obezitenin genetik bir bileşen olduğu da ifade edilmektedir (Walley, Blakemore ve Froguel, 2006).

Dünya genelinde bakıldığında; obezite prevalansı ve eşlik eden hastalıklar hızlı bir şekilde artış göstermektedir (Gracia-Marco vd., 2011). En temelde obezitenin genetik, metabolik, davranışsal faktörler arasındaki karmaşık etkileşim sonucu oluştuğu ifade edilmektedir (Babaoğlu ve Hatun, 2002; Hurt vd., 2011).

Obezite çocukluk çağında en sık görülen kronik hastalıklarından birisi olarak kabul edilmektedir. Dünya Sağlık Örgütü (DSÖ) tarafından 17 ülkede gerçekleştirilen bir çalışmada Türkiye'deki okul çocuklarında fazla kiloluk ve obezite sıklıkları sırasıyla %15 ve %6,6 olarak verilmektedir (Whitlock vd., 2008). Diğer yandan ECHO (Commission on Ending Childhood Obesity) olan bu komitenin önerilerine bakıldığında beş temel başlıkta açıklandığı görülmektedir:

- 1) Çocukların ve gençlerin sağlıklı yiyecekler, şekerli içecekler ile beslenmeleri azaltılarak, sağlıklı besinler ile beslenmelerinin sağlanması için programlar oluşturulmalıdır,
- 2) Çocuklar ve gençlerin sedanter yaşamlarının önüne geçilerek, fiziksel etkinlik yapmaları desteklenmelidir,
- 3) Erken çocukluk döneminden itibaren çocukların sağlıklı beslenme, uyku ve fiziksel etkinlik alışkanlıkları ile büyümelerinin sağlanması için kılavuzlar oluşturulmalıdır,
- 4) Okul çağı çocukları ve gençler için sağlıklı okul çevresi, sağlıklı beslenme okur yazarlığı ve fiziksel aktivite rehberleri oluşturulmalıdır,
- 5) Obez çocuk ve gençler için aile temelli, çok yönlü, yaşam şeklini düzenlemeyi hedefleyen servisler kurulmalıdır (Nishtar vd., 2016; Yılmazbaş ve Gökçay, 2018).

Obezitenin özellikle çocukluk döneminde tedavisi oldukça zordur. Bunun en temel sebebi, çocuklarına yeterince zaman ayıramaması obezitenin tedavi edilme sürecini zorlaştıran değişkenlerdir (Befort vd., 2006; Bülbül, 2020). Obez olan çocuklar ya da yetişkinler

genellikle az hareket etme eğiliminde olduklarından dolayı, tedavi sürecinde mutlaka egzersiz planlaması yapılmalıdır. Ayrıca, salt düşük kalorili yiyeceklerin yenmesiyle birlikte egzersiz yapılmasından ziyade sağlıklı bir yaşam için hem egzersiz hem de diyet birlikte uygulanmalıdır. Bunun en temel nedeni, obez çocuklara asıl amaç kilo vermek değil sağlıklı kilo vermek ve davranış değişikliği kazandırmaktır (Ersoy ve Çakır, 2007; Çiftçi, 2006; Menteş vd., 2011).

## **Egzersiz**

Bireylerin günlük enerji tüketimi son 30 yıl içinde belirgin bir şekilde azalma göstermiştir. Özellikle obezitenin arttığı ülkelere bakıldığında, bireylerin toplam kalori alımının artmasından ziyade fiziksel aktivite düzeyinin belirgin olarak azalmasıyla ilgili olduğu görülmektedir (Akkurt, 2012; Akova vd., 2011; Küçük Yetkin, 2019). Egzersiz, fiziksel uygunluğun bir veya daha fazla bileşeninin (kardiyoreseptör dayanıklılık, esneklik, kassal uygunluk) korunmasını veya geliştirilmesini amaçlayan düzenli, planlanmış ve tekrarlı fiziksel aktiviteler bütünü olarak tanımlanmaktadır (Özer, 2016).

Aşırı kilolu ve obez çocuklarda diyabet, yüksek kan basıncı, yüksek kolesterol ve astım riski yüksektir (Dietz, 2004; Daniels, Arnett ve Eckel, 2005). Amerikan Pediatri Akademisi, obezite ve kardiyovasküler hastalıkları önlemek için, 5-10 yaş arasındaki çocuklarda, günde 1 saat orta-şiddetli (jogging, basketbol) fiziksel aktivite ve haftada 3 gün şiddetli (tenis, futbol) fiziksel aktiviteyi önermektedir (Stracciolini, Myer ve Faigenbaum, 2013). Çocuklarda orta-şiddetli fiziksel aktivite düzeylerinin az olması egzersiz eksikliği olarak açıklanmaktadır (Faigenbaum, Stracciolini ve Myer, 2011). Diğer yandan özellikle çocuklarda egzersiz programları, çocuğun yaşına, ilgilerine, sağlık ve fiziksel durumlarına uygun olacak şekilde tasarlanmalıdır (Kumsar, 2011; Bölükbaşı, 2020).

Obezite tedavilerinde egzersiz ve diyet tedavilerinin birlikte uygulandığı yöntemler en etkili programlar olarak bilinmektedir (Jakicic ve Otto, 2005). Diyetle alınan kalori kısıtlanırken, egzersizle harcanan kalori arttırılmakta; böylece çift yönlü bir etki sağlanması amaçlanmaktadır. Ayrıca diyet programlarına egzersiz eklendiğinde, kas kitlesi korunurken, bazal metabolizmada bir miktar artış sağlanabilmektedir (Sparti vd., 1997; Akkurt, 2012). Yine diyetle verilen kilolar bir süre sonra geri alınırken, diyet ve egzersiz programlarında verilen kiloların kalıcı olduğu ortaya konulmaktadır (Fogelholm vd., 2000).

## **Egzersiz Obezite İlişkisi**

Sedanter yaşam tarzı hem sağlık sorunlarına yol açmakta hem de obezitenin oluşmasına neden olmaktadır (Wright ve Aronne, 2012; Conway ve Rene; 2012).

Obezitenin etiyojisine bakıldığında, beslenme şeklinin, fiziksel aktivitenin ve çevresel etkiler zeminindeki etkilerle ortaya çıktığı fark edilmektedir. Özellikle içinde yaşanan çağda, obezitenin en temel nedeni, enerjisi fazla olan gıdalara kolay erişim ve sedanter yaşam tarzının bir hayli artmasıdır. Obeziteye yatkın olma eğilimi genetik faktörlere bağlı olmakla birlikte, obezitenin ortaya çıkmasında obezojenik (obeziteye neden olan, şişmanlatan) çevre de belirleyici bir role sahiptir (Deveci, 2013; Berberoğlu ve Hoccoğlu, 2021). Bu bağlamda obezite çok farklı parametrelere bağlı ortaya çıkmasından dolayı kavram çok yönlü araştırmaları gerekli kılmaktadır.

Bu minvalde, çocuğun ilgi ve motivasyonları göz önünde tutularak sıkılmadan içerisine dahil olabileceği egzersiz programlarının düzenlenmesi ve uygulanması çocuğun aktivitede uzun süre kalmasına olanak sağlamaktadır. Diğer yandan çocuğun zamanının büyük çoğunluğunu aile içerisinde geçirdiği düşünüldüğünde, ebeveynlerin egzersizin davranış haline dönüşmesine yardımcı olacak aktiviteler yapması önemli görünmektedir. Ayrıca yine aynı şekilde okul içerisinde de fiziksel aktiviteye teşvik edecek uygulamaların yer alması obez çocukların hem bilişsel hem de bedensel sağlık halini artırmada yardımcı olabilecektir (Tarakcı vd., 2016; Yaşar ve Başkurt).

Bu bağlamda çocukluk çağı obezitesi yönetiminde egzersiz vücut kompozisyonunun geliştirilmesi, kardiyometabolik sağlığın sürdürülmesi açısından oldukça önemli bir bileşendir (Liu vd., 2020; Yaşar ve Başkurt, 2021). Egzersiz, çocuklarda metabolizmada ortaya çıkabilecek negatif durumların en aza indirilmesinde ve kardiyovasküler sağlık üzerinde yardımcı bir görev üstlenmektedir.

Çocukların en nihayetinde aile ile birlikte yaşadığı düşünüldüğünde, bu sürecin tek yönlü bir ilişkiden daha fazlası olduğu bilinmektedir (Atkins vd., 2004) Beslenme düzeni, egzersiz yapma alışkanlığı aynı şekilde aile içerisinde öğrenilen bir sürecin parçası olarak yer almaktadır. Aile üyelerinden en az birinin bu alışkanlıkları öncelikle kendisinin yapması çocuğun rol model alması açısından çok önemlidir. Çocukların taklit ederek öğrendikleri düşünüldüğünde bu durumun ne kadar önemli olduğu fark edilmektedir.

Çocukluk obezitesinde diyet ne kadar önemliyse (Swiglo vd., 2008) egzersiz de bir o kadar önemli bir zeminde yer almaktadır. Özellikle öğün atlanmadan yemek yenmeli, atıştırmalık tüketiminden olabildiğince kaçınılmalıdır (Trowbridge vd., 2002; Taşkın ve Şahin Özdemir, 2018). Diğer yandan düşük enerjili, çabuk kilo verdiren moda diyetlere yönelmesi engellenmelidir. Ödül olarak yüksek kalorili yiyeceklerin tüketilmesi önlenmelidir (Atkins vd., 2004; Trowbridge vd., 2002; Alpcan ve Arıkan Durmaz, 2015). Tüm bunların yanısıra egzersiz bir yaşam şekli olmalıdır.

Sonuç olarak; çocukluk çağı obezitesinin önlenmesi adına, egzersiz ve beslenmenin önemini anlatan halk eğitimi çalışmaları yapılarak bilgilendirme yapılması büyük önem arz etmektedir. Diğer yandan okullarda çocuklara yönelik egzersiz programlarının geliştirilmesi de toplumsal düzlemde bilinç kazandırılmasına yardımcı olabilecektir. Tüm bunlara ek olarak egzersiz uygulamalarının da çocukların ilgi ve becerilerine uygun şekilde tasarlanması sürdürülebilirlik açısından önemlidir. Ayrıca çocukların ve ebeveynlerin egzersiz ve fiziksel aktiviteye dayalı merkezler hakkında bilgilendirilmeleri ve bunların önmine dair bilgilendirmelerin yapılması obezitenin kontrol altına alınmasında teşvik edici bir rol oynamaktadır.

### **Kaynaklar**

- Akkurt S. Obezite ve egzersiz tedavisi. Spor Hekimliği Dergisi. 2012;47(4):123-130.
- Arslanoğlu, C., Acar, K., Mor, A., Arslanoğlu, E. (2021). Geleceğin Antrenörlerinde Egzersiz Bağımlılığı. Spormetre Beden Eğitimi ve Spor Bilimleri Dergisi, 19(1), 137-146.
- Akova B, Şekir U, Keleş B, Gür H. Metabolik Sendrom, Obezite, Diyabet, Hipertansiyon, Dislipidemi ve Egzersiz. Yağmur Tanıtım, Bursa, 2011.
- Akbaş S (2002) Down Sendromlu Çocuklarda Serum Leptin Düzeyleri ve Obezite ile İlişkisi, Yayımlanmamış Tıpta Uzmanlık Tezi. Samsun: Ondokuz Mayıs Üniversitesi.
- Atkins D, Best D, Briss PA, Eccles M, et all. GRADE Working Group. Grading quality of evidence and strength of recommendations. BMJ. 2004;19;328.
- Babaoğlu K, Hatun Ş. Çocukluk Çağında Obezite. Sted 2002; 11:8–10.
- Befort CA, Greiner KA, Hall S, et al. Weight-related perceptions among patients and physicians: how well do physicians judge patients' motivation to lose weight?. J Gen Intern Med 2006; 21: 1086–90.
- Bölükbaşı, S. (2020). Yaşlı Obezlerde Egzersiz Yaklaşımı ve Etkileri. Türkiye Diyabet ve Obezite Dergisi, 4(1), 54-59.
- Birinci, Y. Z. vd. (2023). "Egzersiz kaynaklı BDNF'nin mental sağlık üzerindeki etkisinin değerlendirilmesi: Sistemik derleme". Uludağ Üniversitesi Tıp Fakültesi Dergisi, 49(1), 115-124.
- Birinci YZ. Veteran sporcularda farklı tip akut egzersizin serum beyin kaynaklı nörotrofik faktör (BDNF) düzeyleri ve nörobilişsel işlevler üzerine etkisi (Doktora Tezi). Bursa: Bursa Uludağ Üniversitesi; 2021.
- Bülbül, S. (2020). Çocuklarda obezite tedavisinde egzersiz. Türk Pediatri Arşivi, 55(1).
- Berberoğlu, Z., & Hocaoglu, C. (2021). Küresel Sağlık Sorunu 'Obezite': Güncel Bir Gözden Geçirme. Celal Bayar Üniversitesi Sağlık Bilimleri Enstitüsü Dergisi, 8(3), 543-552.



- Conway, B, Rene, A, Obesity as a disease: no lightweight matter. *Obesity reviews: an official journal of the International Association for the Study of Obesity*, 2004, 5(3), 145–151.
- Çiftçi A.D. (2006) Obez Çocuklarda Erken Aterosklerotik Risk Faktörlerinin ve Hiperhomosisteineminin Değerlendirilmesi, Erken Aterosklerotik Bulguların Varlığının Araştırılması ve Mevcut Risk Faktörleri İle İlişkilerinin Değerlendirilmesi. Göztepe Eğitim ve Araştırma Hastanesi Çocuk Sağlığı ve Hastalıkları Kliniği. İstanbul. s:33.
- Daniels, S., Arnett, D., ve Eckel, R. (2005). Overweight in children and adolescents: pathophysiology, consequences, prevention and treatment. *Circulation*, 111, 1999-2012.
- Deleş, B., (2019). Çocukluk Çağı Obezitesi, H.Ü. Sağlık Bilimleri Fakültesi Dergisi Cilt:6, Sayı:1, 2019.
- Deleş, B. (2019). Çocukluk Çağı Obezitesi. Hacettepe University Faculty of Health Sciences Journal, 6(1), 17-31.
- Deveci, E, Obezite cerrahisi adayı olan ve olmayan obez bireylerde yeme özellikleri, beden bölgesinden hoşnutsuzluk, tedavi motivasyonu ve psikopatolojinin değerlendirilmesi. İstanbul Üniversitesi, Yüksek Lisans Tezi, İstanbul.2013.
- Dishman RK, Berthoud HR, Booth FW, et al. Neurobiology of exercise. *Obesity* 2006;14(3):345-56.
- Demiralp F D Ö (2006) Pediatrik Obezitede Melanokortin 4 Reseptör Geni, Plazminojen Aktivatör İnhibitör 1 Geni (-675 4g/5g), Tümör Nekrozis Faktör Alpha (-308 G/A), Yağ Asiti Bağlama Proteini -87 T/C ve İnterlökin -6 (-174 G/C). Gen Değişimlerinin Önemi ve Sirna Yaklaşım ile Fonksiyon Tayini. Yayınlanmamış Tıpta Uzmanlık Tezi, Ankara: Ankara Üniversitesi.
- Dietz, W. H. (2004). Overweight in childhood and adolescence. *New England Journal of Medicine*, 350, 855-857.
- Ersoy, R., Çakır, B. (2007) Obezite, *Turkish Medical Journal*, 1: 109-111.
- Froehlich-Grobe, K., Lollar, D. (2001). Obesity and Disability. Time to Act. *American journal of preventive medicine*. 41(5):541-5.
- Faigenbaum, A.D., ve MyerG.D.(2012). Exercise deficit disorder in youth: Playnowor pay later. *Curr Sports Med Rep*, 11(4), 196-200.
- Fogelholm M, Kukkonen-Harjula K, Nenonen A, Pasanen M: Effect of walking training on weight maintenance after a very low energy diet in premenopausal obese women. *Arch Intern Med* 160: 2177-84, 2000.
- Gracia-Marco L, Vicente-Rodriguez G, Borys JM, Le Bodo Y, Pettigrew S, Moreno LA. Contribution of social marketing strategies to community-based obesity prevention programmes in children. *Int J Obes (Lond)* 2011; 35:472–9.
- Greer, SM., Goldstein, AN., Walker, MP. (2013). The impact of sleep deprivation on food desire in the human brain. *Nat Commun*. 4:2259.
- Han, JC., Kimm, SYS. (2010). Childhood Obesity-2010: Progress and Challenges. *Lancet* 375:1737-1748.
- Hingle, M., Kunkel, D. (2012). Childhood obesity and the media. *Pediatr Clin North Am* 59: 677-692.
- Hurt RT, Frazier TH, McClave SA, Kaplan LM. Obesity epidemic: overview pathophysiology, and the intensive care unit conundrum. *JPEN J Parenter Enteral Nutr* 2011; 35:4S–13S.
- Huang, JS., Barlow, SE., Quiros-Tejeira, RE., Scheimann, A., Skelton, J., Suskind, D., Tsai, P., Uko, V., Warolin, JP., Xanthakos, SA. (2013). The NASPGHAN Obesity Task Force. Consensus Statement: Childhood Obesity for Pediatric Gastroenterologists. *J Pediatr Gastroenterol Nutr* 56:99-109.

- Jakicic JM, Otto AD: Physical activity considerations for the treatment and prevention of obesity. *Am J Clin Nutr* 82 (suppl): 226-9, 2005.
- Kumsar AK, Yılmaz FT, Olgun N. Obezitede güncel yaklaşımlar. *Diyabet, Obezite ve Hipertansiyonda Hemşirelik Forumu Dergisi*. 2011;3(1):21-29.
- Küçük Yetgin, M. (2019). Obez Bireyin Egzersiz Öncesi Değerlendirilmesi ve Egzersiz Reçetelendirilmesi. *Türkiye Diyabet ve Obezite Dergisi*, 3(3), 115-122.
- Liu, J, Zhu, L, Su, Y, Comparative effectiveness of high-intensity interval training and moderate-intensity continuous training for cardiometabolic risk factors and cardiorespiratory fitness in childhood obesity: A meta-analysis of randomized controlled trials, *Frontiers in Physiology*, 2020, 11(April), 1–18.
- Menteş, E., Mentş, B., & Karacabey, K. (2011). Adölesan dönemde obezite ve egzersiz. *Uluslararası İnsan Bilimleri Dergisi*, 8(2), 963-977.
- Nishtar S, Gluckman P, Armstrong T. Ending childho- od obesity: a time for action. *Lancet*. 2016; 387:825- 827.
- Özer, K. (2016) Fiziksel Uygunluk. Ankara: Nobel Yayın Dağıtım. Celal Bayar Üniversitesi Sağlık Bilimleri Enstitüsü Dergisi, 8(4), 715-720.
- Sallis RE. Exercise is medicine and physicians need to prescribe it!. *Br. J. Sport Med* 2009;43(1):3-4.
- Swiglo BA, Murad MH, Schünemann HJ, Kunz R, Vigersky RA, Guyatt GH, Montori VM. A case for clarity, consistency, and helpfulness: state of the art clinical practice guidelines in endocrinology using the grading of recom- mendations, assessment, development, and evaluation system. *J Clin En- docrinol Metab*. 2008 Mar; 93:666-73.
- Skinner, AC., Ravanbakht, SN., Skelton, JA., Perrin, EM., Armstrong, SC. (2018). Prevalence of obesity and severe obesity in US children, 1999–2016. *Pediatrics*. 141(3): e20173459.
- Stracciolini, A., Myer, G. D., ve Faigenbaum, A. D. (2013). Exercise-Deficit Disorder in children: are we ready to make this diagnosis? *The Physician and Sportsmedicine*, 41(1), 94-101.
- Sparti A, DeLany JP, de la Bretonne JA, Sander GE, Bray GA: Relationship between resting metabolic rate and the composition of the fat-free mass. *Metabolism* 46: 1225-30, 1997.
- Tarakcı, E, Ersöz Hüseyinsinoğlu, B, Çiçek, A, Physical inactivity, obesity and preventive rehabilitation approaches in children: Review, *Türkiye Klinikleri Journal of Health Science*, 2016, 1(2), 111–8.
- Taşkın, G., & Şahin Özdemir, F. N. (2018). Çocuklarda Egzersizin Önemi. *Gazi Beden Eğitimi ve Spor Bilimleri Dergisi*, 23(2), 131-141.
- Tillotson, J. (2014). Role of Agriculture and the Food Industry in America's Obesity. *Hanbook of Obesity: Epidemiology, Etiology, and Pathophysiology*.
- Trowbridge FL, Sofka D, Holt K, Barlow SE. Management of child and ado- lescent obesity: study design and practitioner characteristics. *Pediatrics*. 2002; 110:205-09.
- Yılmazbaş, P., & Gökçay, G. (2018). Çocukluk Çağı Obezitesi ve Önlenmesi. *Çocuk Dergisi*, 18(3), 103-112.
- Yaşar, P., & Başkurt, Z. (2021). Çocukluk Çağı Obezitesinde Fizyoterapi ve Rehabilitasyon.
- Yayan Eh, Çelebioğlu A (2018) Obezitenin Çevre ve Çocukluk Çağı Obezitesine Etkileri. *Acıbadem Üniversitesi Sağlık Bilimleri Dergisi* 2 90–96.
- Yüksel, E., Adıyaman, F., Keçeli, D., Doruk, Ö., Vd. (2014). Obezite Konusu Basında Nasıl Çerçevelenmektedir?. *Selçuk İletişim*, 8(2), 149-176.
- Whitlock E, O'Connor E, Williams S, Beil T, Lutz K. Ef- fectiveness of weight management programs in children and adolescents. *Evid Rep Technol Assess (Full Rep)* 2008; 170: 1–308.
- Wright, S.M, Aronne, L.J, Causes of obesity, *Abdominal Imaging*, 2012, 37(5), 730–732.
- Walley, AJ., Blakemore, AIF., Froguel, P. (2006). Genetics of obesity and the prediction of risk for health. *Human Molecular Genetics*. 15(suppl 2):R124-R30.

# **IMPLEMENTING SUSTAINABLE PRACTICES IN THE TOURISM SECTOR: A GREEN APPROACH TOWARDS ENVIRONMENTAL CONSERVATION AND RESPONSIBLE TOURISM MANAGEMENT**

**Ditjona KULE**

Faculty of Economy, University of Tirana, Albania

ORCID NO: 0009-0009-3088-9633

**Adela CAFULI**

Faculty of Economy, University of Tirana, Albania

## **Abstract**

The relationship between tourism and the environment is deeply interconnected. This relationship can have both positive and negative impacts. Touristic activity has its impact on the environment, such as pollution increase, use of natural resources, a large amount of waste, greenhouse gas emissions causing global warming, loss of biodiversity, climate crisis, etc. On the other hand, environmental quality affects the tourism sector. Therefore, understanding and managing the connection between the tourism industry and the environment is crucial for the long-term sustainability of both sectors.

Climate change, the increased number of tourists especially after Covid-19, and the energy crisis urge the need to go toward greener and more sustainable tourism businesses. Nowadays, aware of the impact of boosting economic growth, countries are developing increasingly green approaches in this sector. This paper is focused on transitioning toward a green approach, which needs collaboration between government and businesses.

Highlighting some best practices in green approaches by tourism businesses can provide insights into the positive impact of sustainable tourism on both the environment and the economy. By incorporating these recommendations into their operations, tourism businesses can strengthen their commitment to sustainable practices but also enhance their overall reputation, attract environmentally conscious customers, and contribute positively to the destinations they operate in.

## **I. Introduction**

This academic paper examines the relationship between tourism and the environment, explaining the multifaceted impacts they exert on each other. While tourism significantly bolsters global economies, its unsustainable features, such as waste generation, greenhouse gas

emissions, and natural resource depletion, pose severe threats to the environment. Despite these negative consequences, tourism holds the potential to positively contribute to environmental conservation and economic prosperity. Acknowledging the symbiotic relationship, governments and businesses are increasingly embracing sustainable tourism practices. This paper aims to provide a scholarly exploration of the positive impacts of sustainable tourism on both the environment and the economy, spotlighting exemplary green practices adopted by tourism businesses. The inaugural chapter elucidates the imperative of adopting green practices in the tourism sector, underscoring the need for sustainable tourism. Legislative initiatives aimed at fostering sustainable tourism are discussed, emphasizing the role of regulatory frameworks in promoting environmentally responsible practices. *Best Practices in Green Tourism*: The second chapter examines exemplary green practices implemented by diverse tourism businesses. Drawing on empirical evidence, case studies, and industry reports, this section offers a comprehensive overview of sustainable initiatives, including those about energy efficiency, waste management, and water conservation.

The concluding chapter combines the findings, concluding the positive impact of sustainable tourism on both the environment and the economy. It also offers recommendations for future efforts, highlighting the importance of integrating sustainable practices into tourism operations. The paper concludes by emphasizing the significance of these recommendations in reinforcing the commitment of tourism businesses to sustainability, appealing to environmentally conscious consumers, and fostering positive contributions to the destinations in which they operate.

## **II. What are green practices?**

According to Pang et al (2013), tourism contributes significantly to environmental degradation and greenhouse gas emissions. This happens because the tourism sector overuses natural resources for its purpose without minding the negative impact on the hotels and the environment. The evidence discovered that biodiversity has been lost mostly in sunny and beach areas due to global issues such as pollution and improper waste management by hotels and tourism corporations. (Ernesto, 2020). Even though tourism and especially the hospitality sector is often considered unsustainable, this latter has been a pioneer in implementing good environmental and sustainable practices. The implementation of good environmental practices, often referred to as green practices, has become crucial in tourism facilities operations management (Merli, Preziosi, Acampora, Lucchetti, and Ali, 2019).

Green practices are defined by Kim et al. (2017a, b) as “a value-added business strategy that benefits a hospitality operation that engages in environmental protection initiatives”. They are also defined as practices that help create structures and use processes, called environmentally responsible and resource-efficient methods.

The main aim of green practices is the minimization of negative impacts on the environment and the promotion of ecological sustainability, through sustainable practices or environmentally friendly practices. To be successful, green practices should reduce operational costs for tourism facilities through water and energy savings and, concurrently, create value for customers (Robinet and Gianelli, 2010a).

There is a close positive relationship between green practices and green businesses. This concept was raised at the end of the twentieth century during the wake of increasing public

concern about the sustainability of economic development (Fadhil, 2015). The main trigger factor was the growing awareness of environmental issues particularly the accelerating depletion of natural resources and the deterioration of environmental quality. “Going green” usually refers to some actions of three economic agents’ individuals, businesses, and governments aiming for the protection of the quality and continuity of life through the conservation of natural resources and the prevention of pollution.

“Going green” is found in the hospitality sector, becoming an effective strategy to gain competitiveness (Han et al., 2009). Some authors like Cronin et al., (2011), Dodds and Holmes (2016), and Zielinski and Botero, (2015) have found that the “Going green” strategy in the hospitality industry is becoming pulled by the growing attention of consumers toward sustainability. One of the drivers is the customer often touted as the central stakeholder in motivating hotels to be environmentally friendly (Rahman and Reynolds, 2016).

Green hospitality appeared for the first time in the 1990s. The greening concept was introduced in European hotels and hotels in North America. Considering that the hotel industry exerts a significant impact on global resources, their focus was to comply with government regulations and to save money through practices of waste reduction, energy usage, and water saving. (Leyva et al., 2021); (Santos et al., 2020). The hotel industry is a key sector in the tourism sector and a key element for protecting and preserving the environment, therefore sustainable practices do not only help to preserve the environment, but they also help to reduce costs. Green hotel practices are defined as the type of environmentally friendly initiative aiming to reduce negative environmental. The main priorities (UNWTO) that allow the satisfaction of visitors are bringing the tourism environment to a sustainable level and at the same time, enhancing the tourism product, attracting diversified clientele, and upgrading the quality of the offer and services.

The table below explains some green practices used by the tourism sector .

**Figure no. 1. Some Green practices**

<b>Energy efficiency</b>	<ul style="list-style-type: none"> <li>✓ activities that reduce the use of energy but provide the same level of energy service.</li> <li>✓ Implementing energy-efficient practices and reducing the use of non-renewable resources.</li> </ul>
<b>Recycling</b>	<ul style="list-style-type: none"> <li>✓ Using eco-friendly products and services wherever possible, such as recycled paper and eco-friendly cleaning products.</li> <li>✓ Implementing recycling, composting programs, and minimizing the use of disposable products.</li> </ul>
<b>Water conservation</b>	<ul style="list-style-type: none"> <li>✓ refers to reclaiming wastewater for different purposes and reducing the usage of water (David, 2001).</li> <li>✓ Promoting water conservation practices and implementing water-efficient technologies.</li> </ul>
<b>Clean air</b>	<ul style="list-style-type: none"> <li>✓ strict and ambitious regulatory policies and controls, which must be implemented equitably</li> </ul>
<b>Natural heritage and biodiversity</b>	<ul style="list-style-type: none"> <li>✓ Making optimal use of environmental resources constitutes a key element in tourism development, maintaining essential ecological processes and helping to conserve natural heritage and biodiversity.</li> </ul>
<b>Respect of host communities</b>	<ul style="list-style-type: none"> <li>✓ Respecting the socio-cultural authenticity of host communities, conserving their built and living cultural heritage and traditional values, and contributing to inter-cultural understanding and tolerance.</li> </ul>
<b>Certifications</b>	<ul style="list-style-type: none"> <li>✓ An important differentiator factor is the adoption of environmental certifications, such as ecolabels. Ecolabels stand out for their capacity to communicate directly with costumers influencing their choices, and for the credibility ensured by external certification (Geerts, 2014; Penz et al., 2017).</li> </ul>
<b>Selling green products</b>	<ul style="list-style-type: none"> <li>✓ Informed customers value eco-sensitive retail products</li> </ul>

**Source:** Nature Communications (2021), OECD and UNWTO

### **III. The Analysis of Green Practices in Tourism and Their Impact on Sustainable Development**

Tourism is one of the world’s largest industries, and it has linkages with many of the prime sectors of the global economy (Fennell, [2020](#)). As a global economic sector, tourism represents one of the largest generators of wealth, and it is an important agent of economic growth and development contributing in the sustainable development (Garau-Vadell et al., [2018](#)). The concept of sustainability has its origin in the environmentalism that evolved in the 1960s.

Critics in the eco-sphere are so-called “deep ecologists.” These are perceived by continuing zero growth of industry and population to be a bound force planning to irreversibly destroy the environment. The definition “sustainability” was first used in the Brundtland report, in which it is described as a “development that ensures that the current generations can meet their requirements without deteriorating the potential of future generations to satisfy their wants”. Based on the report, it is proposed to consider five main principles of sustainability:

- ✓ The idea of holistic planning and strategy making.
- ✓ the importance of preserving essential ecological processes.
- ✓ the need to develop in such a way that productivity can be sustained over the long term for future generations.
- ✓ Achieving a better balance of fairness and opportunity between nations” (Hall & A. Lew, 1998).

Since the Brundtland report, sustainability and sustainable tourism have been widely researched. However, the debate over their exact definitions persists. Sustainability, according to Butler (1999) and Harris and Leiper (1995), aims for stable conditions for future generations, while sustainable development, as defined by Farrell (1992), seeks a balanced approach across economy, environment, and society. Sustainable tourism does not represent a distinct category within the tourism spectrum; rather, it encompasses the imperative for all forms of tourism to adopt more sustainable practices. Sustainability, in this context, entails achieving a harmonious equilibrium across economic, socio-cultural, and environmental dimensions to ensure enduring viability. The term and concept of “sustainable tourism” was formally born at the first World Conference on Sustainable Tourism in 1995. In 2015, the World Summit on Sustainable Tourism updated the terms and objectives of the initial declaration to account for major changes in the industry.

Fundamentally, the goal of sustainable tourism is to uphold the economic and social benefits derived from tourism development while concurrently minimizing or mitigating any adverse impacts on the natural, historical, cultural, or social environment. This is realized through a careful balance between the needs of tourists and the preservation of the destination's intrinsic characteristic.

The travel and tourism industry are one of the most significant contributors to a nation's Gross Domestic Product (GDP) and one of the most rapidly developing industries globally (Thieu and Ristovski 2017). According to Bader (2005) is the hospitality industry becoming the greatest example that shows that sustainable practices within a business are crucial for its long-run success. As costs for energy, water, etc. are rising, hotels are forced to act economically, environmentally, and socially responsible. On the other side, Cavagnaro and Gehrels (2009) argue that the hospitality industry is in general not aware of sustainability. Only a few hospitality businesses implemented sustainable practices in their daily routines (Bader, 2005). A reason for this could be the unawareness of the public and industry that sustainable practices bring benefits to the surrounding society, the eighth economy and environment and of course to the hotel business at the same time. Nevertheless, this will change in the next time due to the given reasons for increased costs and changing demand, in particular the demand for greener products and services. Hotels are dependent on their surrounding environment because this is the main reason people come to a certain area. In other words, hotels rely on their immediate surroundings and therefore they should preserve them to exist in the long run. (Bader, 2005) Since the end of the 1990s, increased hoteliers have implemented sustainable practices. The main goals have since then various, some want to save costs, others want to promote themselves and even others want to set an ethical statement. (Cavagnaro & Gehrels, 2009) However, Cavagnaro & Gehrels (2009) argue that it is easier for smaller businesses to set up sustainable commitments. A reason for this could be that there might be better communication and coordination between the various departments. Hotels have many possibilities to act sustainable. These practices bring numerous benefits to business and the environment. As a result of the fact that green innovation development plays a crucial role in boosting the economy (Genc and Genc 2017), and green products, sustainability cannot be separated from it; this is a guarantee, given how climate change is occurring. According to the Organization for Economic Co-operation and Development (OECD) (2013), green innovation and

sustainability in the hospitality sector are among the most promising economic influences. It is crucial to portray the green sustainability of innovation as a driving force for a green economy. As stated in the "OECD archive (2011) Towards Green Growth," sustainability and innovation development contribute to the foundation of new markets and new opportunities" (OECD 2013). Environmentally friendly development includes pollution reduction, eco-architecture, recycling, and vitality conservation (Huang and Li 2017). It is imperative to ensure any adverse environmental effects are minimized throughout the entire life cycle of the made product during green development (Huang and Li 2017). Restaurants, food services, lodging, transportation, tour coordinators, cooking services, amusement parks, and other extra fields are among the traveler's goals (Thieu and Ristovski 2017). Weaver (2009) describes travel and tourism as heavily dependent on symbolism and relying on developing novel objects. Incorporating "green thoughts" into their architecture and service delivery will enhance quality and give them a serious edge in the business world. Weaver (2009) defines the industry as "a thought that incorporates green sustainability and utilizes tourism destinations that have a strong visual component, such as gallery shows, handcrafted attractions, and architecture." In the present day, everyone is aware of the changes taking place in the world's air. We are experiencing erratic climate changes, the degradation of rainforests, and an expansion in hereditarily adjusted nutrients. The travel industry is depicted as another subject of research and development in schools and universities, regardless of its relative youth; it has recently accumulated massive amounts of information (Parasuraman et al. 2007).

In general terms the benefits of tourism include:

***Increased economic activity and revenues:*** Tourism drives economic growth by stimulating multiple sectors. Visitor spending on accommodation, food, transport, attractions, and souvenirs directly boosts the economy, creating jobs. In 2022, the travel and tourism sector contributed 7.6% to global GDP, marking a 22% increase from 2021 and a 23% decrease from 2019.

***Job creation:*** The hospitality industry, encompassing hotels, resorts, and similar accommodations, flourishes with the growth of tourism. An uptick in tourism leads to a heightened demand for lodging, prompting the development and establishment of new hotels. This surge in construction projects not only creates jobs but also propels economic growth. Accor World Travel & Tourism Council (WTTC), in 2022, the Travel and Tourism sector contributed to the creation of twenty-two million new jobs, marking a 7.9% increase from 2021.

***Stimulated local infrastructure improvements:*** Boosted local infrastructure development: The expansion of tourism often leads to a rise in travel, both domestically and internationally. This uptick in travel necessitates more efficient transportation networks, including airports, railways, roads, and public transportation systems. Investments in transportation infrastructure not only improve the mobility of tourists but also enhance overall connectivity within a country. This improved connectivity benefits all sectors of the economy, driving economic growth forward.

***Attract foreign investment in numerous ways.*** As a destination becomes more popular among tourists, it often attracts international hotel chains, investors, and developers who seek to capitalize on the potential profits. Foreign investment in tourism can lead to the development of new infrastructure, the improvement of existing facilities, and the creation of new attractions, which further boosts the economy. An example of international sustainable hotel chain investments in Albania, is Marriot Hotel which is one of the hotel chains approaching some green practices and an international sustainable hotel.



**Tourism can play a crucial role in the preservation of cultural heritage.** When a destination becomes popular among tourists, there is an increased emphasis on preserving the local traditions, historical sites, and cultural practices. This preservation helps communities maintain their identity while generating income through tourism. By recognizing the value of their cultural heritage, communities are motivated to protect and conserve it, ensuring its longevity for future generations.

**Benefits for Local communities can benefit from tourism growth through various means.** Tourism activities offer income diversification for communities, reducing dependence on traditional industries. Communities can preserve their cultural heritage while providing unique experiences for tourists, generating income. Involving locals in decision-making ensures equitable benefits from tourism growth.

**Sustainable local products and destination development:** catering to tourists with a greater appreciation of the environment and desire to connect with nature.

**Longer-stay visitors (including digital nomads):** Tourism can boost the "green economy" by embracing longer-stay visitors, including digital nomads. Despite its scale, the sector's carbon emissions are relatively low, making it conducive to green economy goals.

**Figure no. 2 Benefits from green practices**

Environmental benefits	Economic benefits	Social and healthbenefits
<ul style="list-style-type: none"> <li>• responsible farming practices and land use.</li> <li>• increases the quality of the air</li> <li>• fewer trees are cut</li> <li>• protect earth</li> <li>• Increased efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• Cost savings</li> <li>• Improved brand image</li> <li>• Save money</li> <li>• One can receive discounts and incentives for green living</li> <li>• improved guest experience</li> </ul>	<ul style="list-style-type: none"> <li>• Developing a positive reputation</li> <li>• reduces dependency on fossil fuels and other depleting resources</li> <li>• develop local community</li> <li>• Employee motivation</li> </ul>

Implementing green practices in businesses can yield financial benefits. Energy-saving measures, such as installing efficient lighting and digital thermostats, reduce costs significantly. Long-term investments like solar panels further cut energy expenses. Water conservation measures, like low-flow fixtures and towel reuse programs, also save money. Waste disposal can be costly and harmful to the environment, but hotels can reduce costs by recycling, donating leftover food, and supporting local non-profits. Embracing green practices also fosters positive relationships with local communities by using local products and supporting local businesses. Additionally, hotels can showcase their ethical stance by purchasing fair trade and organic products, symbolizing sustainability.

#### **IV. Challenges and Barriers**

Even though sustainable tourism practices are essential for preserving the environment and ensuring the well-being of local communities, there are some challenges in implementing them.

- ✓ **Lack of awareness:** Numerous tourists are unaware of the environmental and social impacts of their travel choices. This lack of awareness makes it difficult to encourage sustainable travel practices. Government can advance, in turn, the business and destination transition by reducing barriers (e.g. information, resources) by promoting awareness around changing legislation and technology (e.g. renewable energy solutions, zero waste solutions), providing better access to skills (e.g. long-term planning, digital skills, practical skills for repair and repurpose) and implementing financing and funding to undertake green action (OECD, 2021).
- ✓ **Costs:** Implementing sustainable practices can be challenging and costly for small businesses, making it hard to compete with larger companies. Hotels, in particular, face high initial costs and may lack awareness or face resistance from staff, guests, and suppliers. Complex regulations and the risk of greenwashing add to the difficulty. To succeed, hotels need a strategic approach, including audits, realistic goals, external guidance, and staff education. Promoting initiatives and seeking feedback is crucial. South Africa's Green Tourism Incentive Program, launched in 2017, supports small tourism businesses in adopting sustainable practices. Linked to national policies, it offers funding for energy-efficient operations, including assessments and solutions capped at ZAR 1 million (USD 54,553), helping businesses reduce costs and improve competitiveness.
- ✓ **Infrastructure:** Sustainable tourism requires adequate infrastructure, such as public transportation, recycling facilities, and renewable energy sources. However, many destinations lack the necessary infrastructure to support sustainable tourism.
- ✓ **Regulations and Inadequate environmental guidelines.** Regulations and policies are vital for promoting sustainable tourism, but many destinations lack them. Some national strategies lack green practices or financial support. Sustainable tourism manages resources effectively while minimizing negative impacts on the environment and culture. It can also boost income, especially in developing countries. Denmark's National Strategy for Sustainable Growth in Tourism includes initiatives to reduce greenhouse gas emissions and promote sustainability standards. A partnership of tourism organizations is coordinating efforts to achieve a 70% reduction in emissions by 2030.
- ✓ **Consumer behavior:** The success of sustainable tourism practices depends on consumer behavior. Tourists must be willing to make sustainable choices, such as using public transportation, reducing waste, and supporting local businesses.
- ✓ **Lack of green supplier support.** Environmental awareness and concern for providing environmentally friendly products and services have caused hoteliers to recognize that their personal decisions of production of goods and services have the power to affect environmental change. (Miller et al., 2012:396).
- ✓ **Limited knowledge.** Many hospitality operators (hotels included) have a limited knowledge of their environmental carbon and other footprints, which is hampering their ability to implement effective environmental practices.
- ✓ **Tourism policies to address greenhouse gas (GHG) emissions (mitigation) and prepare for climatic changes (adaptation) remain limited,** and policy integration across tourism and climate change also needs to be strengthened. Policy is particularly lacking in transport, which is a core element of the tourism value chain and a key contributor to carbon emissions.

## V. Best Practices and Success Stories:

Air New Zealand has achieved great accomplishments in its efforts to become the lead in environmental sustainability of airline industry and its commitment to help the country in maintaining its international “clean and green” image. Its commitment effectively reduced carbon emissions by 15%, initiated using of biofuel for transportation on ground and investment in new models of fuel-efficient aircraft. To support New Zealand with its conservation projects of biodiversity, the airline also established the Air New Zealand Environment Trust (ANZET) to support biodiversity conservation projects in New Zealand, in partnership with other organizations and companies, encouraging donations from other potential resources and customers. For community and culture, Air New Zealand sponsors projects of environmental education to help kids understand the importance and to protect the cultural heritage of Māori.

Cross Waters Ecolodge, situated 80 miles from bustling Guangzhou, aims to be China's premier eco-friendly lodge. Located within a 260 km<sup>2</sup> forest reserve, it's home to over 5,000 Keija people, 30 km<sup>2</sup> of bamboo, and 1,300 plant species. The lodge is the flagship project in a 10-year ecotourism plan for Nankana Mountain reserve. Extensive research ensured minimal environmental and community impact during planning. Bamboo, a sustainable native plant, was heavily utilized in construction. Conservation was a priority, integrating harmoniously with the surroundings. Various research types were conducted throughout the seasons, with input from international bamboo experts, horticulturists, and ecologists from industry and academia.

Analyzed the relationships between drainage, current agriculture activities, waters levels, and surrounding industries to ensure natural elements are undisturbed. Surveyed site with GIS and 3D analysis to find optimum construction location in relation to natural landscape. Consulted with local “Feng Shui” expert for metaphysical analysis of the project site and the “Chi” of the area. Constructing lodges with sustainable and green building materials. Constructed extensively with local bamboo and other building materials from areas such as clay tiles, marbles, and river rocks to minimize carbon emission. - 11 - Used recycled materials (tiles, railway ties) in construction process for sustainability. Built the lodge with earth-rammed walls made locally by Keija people for authenticity to area and environmental purposes. Furnished rooms with local bamboo products (sheets, towels, furniture, etc.). Respecting other surrounding natural elements. Introduced zero exotic plant species in the construction of the seven gardens at the lodge to protect integrity of local plants. Harvested bamboo is used in construction at a sustainable rate to ensure balance between growth and usage. Community Consulting and working with the local Keija community. Held community meetings prior to start of the project to assess project impact and seek opinion from villages. Worked with village leaders and council members in a democratic process for design approvals. Applied input from locals and traditional design elements in the landscape architectural design. Used traditional construction methods taught by local Keija minority group. § Hired local artists to sketch designs and create scaled models with materials on-site. Commerce Providing local commercial opportunities at all stages of development Hired locals to help plan and design the project.

Recruited Keija workers for construction using traditional methods. Sourced furniture and linen locally, supporting nearby industries. Attracted investments in surrounding developments, creating more commercial opportunities. Emphasized local food procurement for the ecolodge.

Cross Waters Ecolodge sets a benchmark for sustainable buildings and ecotourism. It was the largest bamboo-built commercial project at the time. EDSA Inc., the planners, received an Honor Award from ASLA

Feynman Ecolodge, operated by Eco Hotels and owned by the Jordanian Royal Society for the Conservation of Nature (RSCN), is Jordan's first and only true ecolodge. Situated in the Dana Biosphere Reserve, it aims to promote local socio-economic development while preserving the environment. The reserve, covering over 320 square kilometers, boasts diverse wildlife and landscapes across four different biogeographical zones. With over 800 plant species and 449 animal species, including endangered ones like the sand cat and Syrian wolf, it's also recognized as an Important Bird Area by Birdlife International. To conserve energy, the lodge maximizes solar power, exclusively using photovoltaic panels with storage capacity for three days of electricity.

The Dana Biosphere Reserve, designated as an Important Bird Area by Birdlife International, is known for its conservation efforts. Feynman Ecolodge, located within the reserve, maximizes solar energy use with photovoltaic panels and low-energy lighting. It uses minimal electricity, with daily consumption lower than a typical two-bedroom apartment in Amman. The lodge air-dries laundry, heats water with solar energy, and sources water from a nearby spring, using aerators to reduce consumption. For heating, it burns olive pit charcoal on limited evenings, recycling biodegradable waste into fertilizer on-site. Waste sent to landfill has decreased by 60% since 2009.

Feynman Ecolodge directly supports conservation in the Dana Reserve by allocating a portion of its revenue to fund habitat protection and conservation programs. The lodge promotes community engagement by hiring local staff, sourcing food and supplies locally, and providing employment opportunities for women through candle making and leather workshops. Transportation is provided by local Bedouin drivers, creating additional income for their families. Emphasizing Bedouin culture, the lodge offers activities like bread baking and cultural exchanges, providing guests with an authentic local experience. Eco Hotels has created a sustainable and culturally immersive escape at Feynman Ecolodge, setting a model for future ecotourism developments in the Middle East.

Frigate Island Private (FIP), established in 1998 as an eco-resort, focuses on sustainable tourism and conservation. Originally depleted by plantation activities, FIP has since restored 70-80% of its vegetation through systematic management. Conservation efforts include partnerships with organizations like the Durrell Wildlife Conservation Trust and Birdlife International to protect giant Aldabra tortoises, sea turtles, and bird species. FIP promotes energy efficiency with solar power and rainwater collection, while supporting the local community by employing Seychellois staff and promoting organic farming. Despite having no permanent population, FIP contributes to social initiatives in Seychelles, emphasizing conservation across energy, habitat, water, and socio-economic realms.

## **VI. Conclusions:**

1. Tourism is a significant global industry that contributes to economic growth and development, generating wealth and employment opportunities.
2. The concept of sustainability in tourism emerged from the need to balance economic, socio-cultural, and environmental dimensions to ensure long-term viability.

3. Sustainable tourism involves adopting practices that minimize adverse impacts on the natural, historical, cultural, and social environment while maximizing economic and social benefits.
4. The hospitality industry, including hotels, plays a crucial role in sustainable tourism by implementing sustainable practices and preserving the surrounding environment.
5. Green innovation and sustainability in the hospitality sector have promising economic influences, contributing to the foundation of new markets and opportunities.
6. Tourism can bring numerous benefits, including increased economic activity and revenues, job creation, improved local infrastructure, foreign investment, preservation of cultural heritage, and empowerment of local communities.
7. Tourism can contribute to the development of the green economy by promoting environmentally friendly practices and catering to the growing demand for sustainable products and experiences.
8. Achieving the objectives of the green economy is a target for the tourism sector, as it has limited effects on the environment compared to other industries.
9. Implementing sustainable tourism practices faces challenges related to awareness, costs, infrastructure, regulations, consumer behavior, supplier support, limited knowledge, and policy integration. However, there are examples of initiatives and programs, such as South Africa's Green Tourism Incentive Program and Denmark's national strategy, that aim to address these challenges and promote sustainable tourism.

Overall, sustainable tourism is essential for balancing economic growth with environmental and social considerations, ensuring the long-term viability of the industry, and benefiting both destinations and travelers.

## **VII. References:**

- Abdou, Ahmed & Hassan, Towage & Moustafa, Mohammed. (2020). A Description of Green Hotel Practices and Their Role in Achieving Sustainable Development. *Sustainability*. 12. 10.3390/su12229624.
- Aboukir, Antar. (1987). UN "OUR COMMON FUTURE REPORT".
- Bader, E. E. (2005). Sustainable Hotel Business Practices. *Journal of Retail & Leisure Property* (Vol.5, No.1), pp. 70-77
- B. Farrell: Tourism as an Element in Sustainable Development: Hana, Maui
- B. S. Ernesto, what kind of environmental changes should tourism managers be monitoring most in their future planning?" 10.13140/RG.2.2.13307.54562, 2020.
- Butler, R.W. (1999). Sustainable Tourism: A state-of-the-art review. *Tourism Geographies*, 1(1), 7-25
- Botero, Camilo and Anfuso, Giorgio and Williams, Allan, and Zielinski, Seweryn and Da Silva, Carlos and Cervantes, Omar, and Silva Iñiguez, Lidia and Cabrera, Juan Alfredo, Reasons for Beach Choice: European and Caribbean Perspectives (April 13, 2013). Botero, C., Anfuso, A., Williams, A.T., Zielinski, S., Silva, C.P., Cervantes, O., Silva, L., Cabrera, J.A. 2013. Reasons for beach choice: European and Caribbean perspectives In: Conley, D.C., Masselink, G.,

- Russell, P.E. and O'Hare, T.J. (eds.), Proceedings 12th International Coastal Symposium (Pl, Available at SSRN: <https://ssrn.com/abstract=2256979>
- Cavagnaro, Elena & Gehrels, Sjoerd. (2009). Sweet and Sour Grapes: Implementing Sustainability in the Hospitality Industry—A Case Study. *Journal of Culinary Science & Technology*. 7. 181-195. 10.1080/15428050903324504.
- Chi Vandl, Abigail & Sikhala, Mutale & Mlilo, Thumbelina. (2023). Green Innovation Sustainability & Green Practice Behaviors in Tourism & Hospitality. *Economics Letters*. 10. 10.30958/ajt.10-2-2.
- Cronin, J.J., Smith, J.S., Gleim, M.R. *et al.* Green Marketing Strategies: an examination of stakeholders and the opportunities they present. *J. of the Acad. Mark. Sci.* **39**, 158–174 (2011). <https://doi.org/10.1007/s11747-010-0227-0>
- Dodds and Holmes, 2016. Hotel & business management is there a benefit from being green? Assessing benefits from marketing sustainability by North American hotels. *J. Hotel Bus. Manag.*, 5 (2016), pp. 1-9, 10.4172/2169-0286.1000145
- E. S. Leyva & D Parra," Environmental approach in the hotel industry: Riding the wave of change', *Sustainable Futures*, vol.3, pp. 1-14, 2021.
- Fadhil, A. A. (2015). Adoption of Green Practices in Hospitality and Tourism Industry in Lamu County, Kenya. University of Nairobi.
- Fennell, David. (2020). Technology and sustainable tourism in the new age of disruption. *Journal of Sustainable Tourism*. 29. 1-7. 10.1080/09669582.2020.1769639.
- Garau-Vadell, Joan & Tano, Desiderio & Armas, Ricardo J. (2018). Economic crisis and residents' perception of the impacts of tourism in mass tourism destinations. *Journal of Destination Marketing & Management*. 1. 68-75. 10.1016/j.jdmm.2016.08.008.
- Geerts, Wouter. (2014). Environmental certification schemes: HOTEL managers' views and perceptions. *International Journal of Hospitality Management*. 39. 87–96. 10.1016/j.ijhm.2014.02.007.
- Hall, C. M., & A. Lew, A. (1998). *Sustainable Tourism - a Geographical Perspective*. New York, USA: Addison Wesley Longman Limited
- HeeSun Han, Li-Tsang (Jane) Hsu, Jin-Soo Lee, Empirical investigation of the roles of attitudes toward green behaviors, overall image, gender, and age in hotel customers' eco-friendly decision-making process, *International Journal of Hospitality Management*, Volume 28, Issue 4, 2009, Pages 519-528, ISSN 0278-4319, <https://doi.org/10.1016/j.ijhm.2009.02.004>.
- Harris, R. & Leiper, N. (eds) (1995). *Sustainable Tourism: An Australian Perspective*. Oxford: Butterworth-Heinemann.
- Huang JW, Li YH (2017) Green innovation and performance: the view of organizational capability and social reciprocity. *Journal of Business Ethics* 145(Oct): 309–324.
- Hunter, C. (1997). Sustainable Tourism as an Adaptive Paradigm. *Annals of Tourism Research* (Vol.24, No.4), pp. 850-867
- Genc R, Genc EN (2017) Market-oriented innovations in tourism. *Research in Hospitality Management* 7(1): 51–57.
- Imran Rahman & Dennis Reynolds (2019) The influence of values and attitudes on green consumer behavior: A conceptual model of green hotel patronage, *International Journal of Hospitality & Tourism Administration*, 20:1, 47-74, DOI: [10.1080/15256480.2017.1359729](https://doi.org/10.1080/15256480.2017.1359729)
- Kim, W. G., Li, J. (Justin), Han, J. S., & Kim, Y. (2017). The influence of recent hotel amenities and green practices on guests' price premium and revisit intention. *Tourism Economics*, 23(3), 577-593. <https://doi.org/10.5367/te.2015.0531>
- Lui, Z. (2003). Sustainable Tourism Development: A Critique. *Journal of sustainable Tourism* (Vol.11, No.6), pp. 459-475

MBA's era, Miriam & Du Plessis, Engelina & Saayman, Melville & Kruger, Martinette. (2017). Impeding factors hindering the implementation of green management initiatives in hotels: A developing country perspective. *African Journal of Hospitality, Tourism and Leisure*. 6. 1-11.

OECD (2021), "Green budgeting to support a green recovery", in *Government at a Glance 2021*, OECD Publishing, Paris, <https://doi.org/10.1787/559e2857-en>.

OECD (2023), "Better regulation for the green transition", *OECD Public Governance Policy Papers*, No. 40, OECD Publishing, Paris, <https://doi.org/10.1787/c91a04bc-en>.

Pang, S.F., McKercher, B., & Prideaux, B. (2013). Climate Change and Tourism: An Overview. *Asia Pacific Journal of Tourism Research*, 18, 20 - 4.

Parasuraman A, Grewal D, Krishnan R (2007) The marketing research process. In *Marketing Research*, 1–37. Boston, New York: Houghton Mifflin Company.

Penz, E., Hofmann, E. and Hartl, B., 2017. Fostering sustainable travel behavior: Role of sustainability labels and goal-directed behavior regarding touristic services. *Sustainability*, 9(6), 881. <https://dx.doi.org/10.3390/su9061056>

Pereira, Vitor & Silva, Graça & Dias, Álvaro. (2021). Sustainability Practices in Hospitality: Case Study of a Luxury Hotel in Arribada Natural Park. *Sustainability*. 13. 1-21. 10.3390/su13063164.

R. A. Santos, M.P. Moxas, M.J. Merino, M.C Sampaio, H.G. Costa, Criteria for assessing a sustainable hotel business”, *Journal of Cleaner Production*, vol. 262, 100050, ISSN 2666-1888, <https://doi.org/10.1016/j.sftr.2021.100050>, 2020

R. Merli, M. Preziosi, A. Acampora, M.C. Lucchetti, F. Ali, The impact of green practices in coastal tourism: An empirical investigation on an eco-labelled beach club, *International Journal of Hospitality Management*, Volume 77, 2019, Pages 471-482, ISSN 0278-4319, <https://doi.org/10.1016/j.ijhm.2018.08.011>. (<https://www.sciencedirect.com/science/article/pii/S0278431918303086>)

Rahmat, N., Daud, M.A., Ngala, N., & Abdullah, M.K. (2022). A REVIEW ON GREEN PRACTICES IN THE HOTEL INDUSTRY.

Robinet, E., & Gianelli, J. L. (2010). Do hotels’ “green” attributes contribute to customer satisfaction? *Journal of Services Marketing*, 24(2), 157-169.

Thieu VM, Ristovski I (2017) A proposed conceptual model of green practices impacting on the tourism businesses and their performance - A case of Phu Quoc Island Vietnam. *Business Trends* 7(1): 76–87.

Weaver A (2009) Tourism and aesthetic design: enchantment, style, and commerce. *Journal of Tourism and Cultural Change* 7(3): 179–189.

Weij; 2014; Compendium of Best Practices in Sustainable Tourism; BTRP-ID: 2683

Zengeni, Nelson. (2022). An analysis of the factors driving the implementation of green tourism practices in Zimbabwe. *Journal of Humanities and Social Sciences*. 27. 38-48. 10.9790/0837-2707093848.

## PSİKİYATRİ HEMŞİRELİĞİNDE DANS VE HAREKET TERAPİSİ

### DANCE AND MOVEMENT THERAPY IN PSYCHIATRIC NURSING

**Dr. Öğr. Üyesi Arzu KOÇAK UYAROĞLU**

Selçuk Üniversitesi, Hemşirelik Fakültesi, Psikiyatri Hemşireliği Anabilim Dalı

**Arş. Gör. Esra ÜNAL**

KTO Karatay Üniversitesi, Sağlık Bilimleri Fakültesi, Hemşirelik Bölümü

#### ÖZET

Sanat terapisinin özel bir alanı olan dans ve hareket terapisi; bünyesinde yaratıcılığı ve dışavurumculuğu barındıran terapötik bir yöntemdir. Tarihsel süreç incelendiğinde dans; bütün toplumlarda bireyin bedeni, duyguları ve düşüncelerinin bütünleşmesinde önemli rol oynamıştır. Bu sebeple dans ve hareket terapisi bireyin kendisini sözsüz olarak da ifade edebilmesi için güçlü bir araç olarak değerlendirilmektedir. Uluslararası alanda dans ve hareket terapisi farklı yaş aralığında olan ve farklı psikiyatrik hastalık tanısı almış bireyler üzerinde sıklıkla kullanılmaktadır. Ayrıca literatür incelemesi yapıldığında sağlıklı bireylerin de günlük hayatta karşılaştıkları olumsuz duygularla baş edebilmek için dans ve hareket terapisine başvurduğu bildirilmektedir. Ancak ülkemizde dans ve hareket terapisinin sıklıkla kullanılan bir yöntem olmadığı ifade edilmektedir. Bu bağlamda bu derleme kapsamında dans ve hareket terapisi konusunun ulusal anlamda güncel tutulması ve konuyla ilgili psikiyatri hemşireliği alanından örneklerle yer verilmesi amaçlanmıştır.

**Anahtar Kelimeler:** Dans ve Hareket Terapisi, Psikiyatri Hemşireliği, Sanat Terapisi.

#### ABSTRACT

Dance and movement therapy, which is a special field of art therapy; It is a therapeutic method that includes creativity and expressionism. When the historical process is examined, dance; In all societies, it has played an important role in the integration of the individual's body, emotions and thoughts. For this reason, dance and movement therapy is considered a powerful tool for the individual to express himself/herself non-verbally. Internationally, dance and movement therapy is frequently used on individuals of different ages and diagnosed with different psychiatric diseases. Additionally, when the literature is reviewed, it is reported that healthy individuals also resort to dance and movement therapy to cope with the negative emotions they encounter in daily life. However, it is stated that dance and movement therapy is not a frequently used method in our country. In this context, within the scope of this review,



it is aimed to keep the subject of dance and movement therapy up to date nationally and to include examples from the field of psychiatric nursing on the subject.

**Keywords:** Art Therapy, Dance and Movement Therapy, Psychiatric Nursing.

## GİRİŞ

Dans ve hareket terapisi, özellikle uluslararası alanda psikiyatri hemşireleri tarafından sıklıkla kullanılan bir sanat terapisi yöntemidir. Sanat terapilerinin temelinde dışavurumcu ve yaratıcı sürecin olduğu belirtilmektedir. Beden ve yaratıcı sürecin ilişkisinin birbirinden ayıramaz bir bütün olarak değerlendirilmesi sebebiyle dans ve hareket terapisi anlam kazanmaktadır. Ayrıca tarihsel süreç boyunca dansın ruhsal sorunlar üzerinde olumlu etkilerinin olduğunun bildirilmesi de konunun önemini ortaya koymaktadır.

Beden-ruh bütünlüğünü ve sosyal iletişimi geliştiren dans ve hareket terapisi; birçok farklı alanda, sağlıklı ve hasta bireyler ile uzman terapistler tarafından birebir veya grup seansları şeklinde gerçekleştirilebilmektedir. Bu bağlamda dans ve hareket terapisinin geniş bir kitleye uygulanabildiği anlaşılmaktadır. Ayrıca yaratıcılık ve dışavurumcu davranışları birlikte ele alması, gevşeme egzersizleri gibi teknikleri terapötik süreç içerisinde yürütmesi gibi özellikleri sebebiyle dans ve hareket terapisinin diğer terapi türlerinden farklılık gösterdiği de vurgulanmaktadır. Bu bilgilere dayalı olarak dans ve hareket terapisinin psikiyatri hemşireliğinde kullanımının; bireyin grup seansı içerisinde sosyalleşmesi, benlik saygısını arttırması, beden ile iletişimini güçlendirmesi açısından olumlu katkıları olacağı düşünülmektedir.

## Sanat Terapisi

İngiltere’de İkinci Dünya Savaşı döneminde iyileştirme ve rehabilite edici bir hareket olarak ortaya çıkan sanat terapisi kavramı ilk kez 1942 yılında Adrian Hill tarafından kullanılmış ve ilerleyen süreçte sözel terapiye cevap vermeyen bireylerin dışavurumu olarak ele alınmıştır (Yurtsever, 2014). Amerikan Sanat Terapi Topluluğu (AATA) (<http://www.arttherapy.org/aboutart.htm>) tarafından sanat terapisi; *yaratıcı süreç, psikolojik teori ve bireylerin deneyimini içeren psikoterapötik bir ilişki içinde, bireylerin, ailelerin ve toplumların hayatlarını zenginleştiren bütünleyici bir ruhsal sağlık alanı* olarak tanımlanmaktadır. Sanat terapisi; resim, müzik, şiir, hareket ve dans gibi sanatsal uygulamaların kullanıldığı terapötik bir sağaltım aracıdır (Shostak ve ark., 1985). Travmatik deneyimler sonucunda ortaya çıkan çatışmaları çözümlmek, bedensel ve ruhsal sorunlar ile baş edebilmek, pozitif yönde gelişim sağlamak amacıyla kullanılan sanat terapisi (Geue ve ark., 2010), en etkili dışavurumcu yöntem olarak ifade edilmektedir.

Temel unsurlarından biri yaratıcı süreç olan sanat terapisi, bireyin kendi potansiyeline ilişkin farkındalığının artmasına yardımcı olmakta ve sanat terapi yaratıcı sürecin iyileştirici gücü üzerine yoğunlaşmaktadır (Case ve Dalley, 2014). Yaratıcılık; bireyin algı, duygu, anı, imge ve arzularını kapsayıp iç dünyasının zenginliğini gösteren bir olgudur. Aynı zamanda yaratıcı

süreç; bireyde otomatik olarak gelişen doğal bir dürtü olup psikolojik açıdan sağlıklı olmanın bir belirtisi olarak da ele alınmaktadır (Garcia ve ark., 2018). Bu nedenle sanat terapinin müzik, dans, resim ve hareket gibi birçok sanat alanıyla entegre edilerek kullanılması mümkündür.

Bir sağaltım yöntemi olan sanat terapisi, bireyin kendisini tanımasına ve özgün bir şekilde kendini ifade etmesine olanak sağlamaktadır. Bütün yaş gruplarına uygulanabilen sanat terapisi aracılığıyla yok sayılan ya da inkâr edilen duygular; dışavurumcu yöntemler ile ortaya çıkarılabilmektedir (Syper ve ark., 2023). Bu özelliğiyle sanat terapisi; bireyin içgörü kazanmasına, zorlayıcı deneyimlerinin görünür olmasına ve çatışmalarının çözülmesine yardımcı olmaktadır. Aynı zamanda sanat terapisi ile bireyin kendisini yeniden keşfedebildiği ve davranışlarını yönetme becerisi edinebildiği de vurgulanmaktadır. Çünkü sanat hem terapötik ilişkiyi güçlendirmekte hem de bilinç ve bilinç dışı süreçler arasındaki bağlantıyı sağlamaktadır (Demir ve Yıldırım, 2017).

Türkiye'deki Sanat Psikoterapileri Derneği (2019)'ne göre Sanat Psikoterapisi; sözlü iletişim becerisi zayıf olan, otizm spektrum bozukluğu, mental retarde veya davranım bozukluğu olan, şizofreni gibi psikotik bozukluğu olan, travma sonrası stres bozukluğu olan, kanser veya kronik ağrı gibi fiziksel hastalığı olan veya kişilik bozukluğu olan bireyler üzerinde bir uzman tarafından sanat materyalleri aracılığıyla terapötik olarak kullanılabilmektedir. Sanat Psikoterapileri Derneği (2019) tarafından yapılan bu kapsam ile sanat terapisinin eğitim, sağlık ve rehabilitasyon gibi birçok farklı alanda uygulanabilir olduğu da görülmektedir. Temelinde yaratıcı ve dışavurumcu süreçleri barındıran sanat terapi yöntemlerinden biri de dans ve hareket terapisi.

### **Dans ve Hareket Terapisi**

Dans, belirli bir mekân ve zamanda oluşturulmuş özgürlük hissini ortaya çıkaran ve böylece özgüveni geliştiren bir beden hareketi biçimi olarak tanımlanmaktadır (Duberg et al., 2016). İlk çağlardan bu yana sosyal bir iletişim aracı olarak kullanılan dans, uyku ve beslenme kadar önemsenmiştir. İlkel toplumlar; güçsüzlük ile baş edebilmek, kaygı düzeyini kontrol etmek ve doğayla başa çıkmak için dans ve benzeri hareketlerde bulunmuşlardır. Eski Türklerde Şaman, Kam, şifacı veya tedavici denilen kişiler müzik ve dansı, hastalara şifa olmak, toplumun refahını sağlamak gibi dua, dilek ve temennileri tanrıya ulaştırmak için inançla ilgili unsurları oyunlaştırma aracı olarak kullanmışlardır (Çolakoğlu, 2019). Eski Türklerde müzik ve dansla tedavi önemli rol oynamış olup, sosyo-kültürel ve spiritüel bir amaca dönüşmüştür. Bu bağlamda dans gibi beden hareketlerinin "terapötik" bir araç olarak kullanılma durumunun dansın kendisi kadar eski olduğu anlaşılmaktadır. Dansın, bireyin yaşadığı olumsuz olayları bilişsel olarak kavrayabilmesine ve üstesinden gelebilmesine, fiziksel benliğini hissetmesine, sorunları analiz etmesine, günlük yaşamında karşılaştığı sorunlara çözümler bulmasına ve beden imajını, benlik saygısını geliştirmesine katkıda bulunduğu görülmektedir (Çatay, 2013).

Dansın terapötik amaçlar için psikiyatri alanında ilk defa kullanımı ise 1940'lı senelerde II. Dünya Savaşı'ndan sonra Amerikalı dansçı ve öncü dans terapisti Marian Chace'in şizofreni

hastalarıyla olan çalışmalarıyla başlamıştır (Çolakoğlu, 2019). Chace Yaklaşımı ile ritmik beden hareketleri, sembolizm ve empatik yansımalar (aynalama) gibi müdahalelerle bireyin dışavurum gücü ve iletişim becerisi desteklenmektedir. Yine bu yaklaşımda "Chacian Halkası" olarak adlandırılan dairesel yapı içinde her bir katılımcının bedeninde şekillenen hareketler, terapistin liderliğinde yoğunlaştırılıp geliştirilerek altında yatan duygusal tema açığa çıkarılmaktadır (Çatay, 2013). Dansın ruh sağlığı üzerindeki etkilerinin keşfedilmesi dans terapisi uygulamalarının desteklenmesine, psikoloji alanında çalışmalar yapılmasına ve toplulukların oluşturulmasına yol açmıştır. Bu doğrultuda 1966 yılında Amerika'da ilk kez Amerikan Dans Terapisi Derneği (American Dance Therapy Association, ADTA) kurulmuştur.

Amerikan Dans Terapisi Derneği (ADTA) (2018) tarafından "*bireyin duygusal, sosyal, kognitif ve fiziksel entegrasyonunu kolaylaştıran hareketin psikoterapötik kullanımı*" şeklinde tanımlanan dans/hareket terapisinde hareketler bir etkileşim ve değişim aracı olarak kullanılmaktadır. Beden-ruh bütünlüğünü ve sosyal iletişimi geliştiren dans ve hareket terapisi; birebir seans ya da grup terapisi şeklinde, sağlıktan eğitime birçok farklı alanda, sağlıklı ve hasta bireyler ile uzman terapistler tarafından gerçekleştirilebilmektedir (ADTA, 2018). Zihin, beden, duygu, yaratıcılık ve maneviyatı bütünleştirmesi, terapötik süreç içerisine gevşeme, nefes alma ve imajinasyon tekniklerini dahil etmesi, dokunma, yansıtma (aynalama), eşzamanlılık ve vücut empatisinin kullanımı gibi özellikleri sebebiyle dans ve hareket terapisi diğer terapi türlerinden ayrılmaktadır (Altan Sarıkaya ve ark., 2017).

Dans ve hareket terapisi; bireyin hareketlerinin derinlemesine gözlenmesi ve iç dinamikleri ile ilişkilendirilmesine dayanmaktadır (Altan Sarıkaya ve ark., 2017). Dolayısıyla hareket ve anlam arasında doğrudan bir ilişki yorumu yapılabilmektedir. Yani dans ve hareket terapisinde ortaya konulan eylem hem müdahale hem de değerlendirme aracı olarak kullanılabilir (Altan Sarıkaya ve ark., 2017). Dans ve hareket terapisi bireyin grup seansı içerisinde sosyalleşmesini, kendi bedeni ile iletişiminin gelişmesini ve benlik saygısının artırılmasını da sağlamaktadır (Çatay, 2013). Ayrıca dans ve hareket terapisinin müzik ile yönetilmesi hatta katılımcıların kendi müziklerini seçmeleri terapi sürecine pozitif katkıda bulunmaktadır (Valentine Eugenia, 2016).

### **Psikiyatri Hemşireliğinde Dans ve Hareket Terapisi**

Dans ve hareket terapisinde amaç bireyi bulunduğu işlev durumundan daha iyi bir düzeye getirebilmek olduğu için tüm yaş gruplarında yalnızca tedavi amaçlı değil, sağlığın geliştirilmesi, ruhsal sorunların iyileştirilmesi, zihin-beden bütünlüğünün sağlanması amacıyla duyguların ifade edilmesi yönünden bir fırsat olarak kullanılmaktadır. Literatüre göre duygu durum bozuklukları, şizofreni, yeme bozuklukları ve anksiyete bozukluklarının yanı sıra, otistik çocuklar, yaşlı hastalar, öğrenme güçlüğü olan çocuklar, cinsel ve fiziksel tacize uğrayanlar, travma kurbanları ve bağımlı bireyler ile dans ve hareket terapisinin uygulanabildiği görülmektedir (Bryl ve ark., 2020; Syper ve ark., 2023; Wu ve ark., 2022;).

Ruh sađlıđı alanında dansın kullanımı, dansla bireyin kendini ifade edebilme becerisi ve beden bütünlüğü düşüncesine dayanmaktadır (Bilge ve Öđce, 2008). Dans esnasında bedensel etkileşimle insan düşüncelerinin deđişebileceđi ve böylece ruh sađlıđı gelişimine olanak sađlayacağı varsayılmaktadır. Dans, insanın sorunlarıyla baş etmede kendi kaynaklarını açığa çıkaran bir güçtür ve bu güçten yararlanmalarında hemşireler; hastaların farkındalıđını ve cesaretini arttırmada yardım edebilecek önemli bir sađlık profesyoneli olarak karřımıza çıkmaktadır. Hemşirelik girişimi olarak dans, bireysel ve grup seansı şeklinde yürütülebileceđi gibi bir sosyal aktivite olarak da düzenlenebilmekte ve bu resmi olmayan ortamlar insanların birbirleriyle rahat iletişim kurmaları için imkân oluşturunabilmektedir.

Konuyla ilgili yapılan uluslararası çalışmalar incelendiđinde karma yöntemli randomize kontrollü bir çalışmada şizofreni tanısı almış bireylerde dans ve hareket terapisinin psikososyal işlevselliđi artırma ve negatif belirtilerin şiddetini azaltma açısından yararlı olabileceđi ifade edilmektedir (Bryl ve ark., 2020). Demans tanısı almış bireylerin dahil edildiđi bir başka çalışmada da ritmik dans hareketlerinin hastalığın prognozu ve kortizol seviyesi üzerinde pozitif yönde bir deđişime neden olduđu saptanmıştır (Ho ve ark., 2015). Wu ve ark. (2022) tarafından yapılan bir sistematik derlemede ise nörodejeneratif hastalıklar üzerinde motor fonksiyon, bilişsel açıdan iyi oluş ve yaşam kalitesine dans ve hareket terapisinin olumlu etkiler sađladığı ancak konuyla ilgili kanıtların yetersiz olduđu vurgulanmaktadır.

Syper ve ark. (2023) tarafından gerçekleştirilen bir başka çalışmada yeme bozukluğu olan bireylere yönelik dans ve hareket terapisinin etkinliđinin fenomenolojik yaklaşımla belirlenmesi amaçlanmış ve çalışma sonucunda katılımcılar tarafından dans ve hareket terapisinin etkinliđine yönelik zihin-beden bağlantısında iyileşme, duygusal farkındalık ve özsaygı gibi faydalar bildirilmiştir. Millman ve ark. (2023) tarafından çevrimiçi ortamda dans ve hareket terapisi uygulanmış ve çalışma sonucunda dans ve hareket terapisinin depersonalizasyon-derealizasyon bozukluđuna ilişkin bedensel ayrılma semptomlarının azaltılmasında tamamlayıcı bir yaklaşım olabileceđi ifade edilmiştir.

Anksiyete bozukluğu olan çocukların dahil edildiđi bir başka çalışmada çocuklara uygulanan dans ve hareket terapisinin de çocuđun deneyimlerini keşfetmesine, kendisini yeni bir şekilde anlamasına ve anlam yaratmasına olanak tanıdıđı sonucuna ulaşılmıştır (Nardi ve ark., 2022). Yaşları 5-29 arasında deđişen down sendromlu çocuklarla yürütölen bir başka çalışma sonucunda dans ve hareket terapisinin grup içi dengeyi iyileştirmeye yardımcı olduđu tespit edilmiştir (Takahashi ve ark., 2023). Ülkemizde ise Dođan ve Akel (2021) tarafından 6-14 yaş arasındaki disleksili çocuklarla gerçekleştirilen vaka raporunda dansın dışavurumcu bir motor performans olması ve vakalarda görölen olumlu etkisi dikkate alındığında dans ve hareket terapisinin disleksili çocukların tedavi seanslarına eklenmesinin faydalı olacağı düşünülmektedir. Bunlara ek olarak ilgili literatürde sađlıklı ve psikiyatrik tanı almayan bireylerde yapılan dans ve hareket terapisinin; depresyon, kaygı, beden imajı, bireyin kendini

olumlu şekilde kabulü ve anksiyete düzeyi gibi değişkenler üzerinde olumlu yönde değişimlere neden olduğu da belirtilmektedir (Altan Sarıkaya ve ark., 2017).

## SONUÇ

Resim, müzik, şiir, hareket ve dans gibi sanatsal uygulamaların gerçekleştirildiği terapötik bir sağaltım aracı olan sanat terapisi; bireylerin ruhsal sorunlarıyla baş edebilmesi için kullanılan bir yöntemdir. Sanat terapi içinde yer alan dans ve hareket terapisi, yaratıcı ve dışavurumcu süreci içinde barındıran bir terapi yöntemi olarak karşımıza çıkmaktadır. Tarih boyunca dans ve hareket etme; bireyin yaşadığı olumsuz olayları bilişsel olarak kavrayabilmesini ve ruhsal sorunlarıyla baş edebilmesini sağlamış ve benlik saygısını geliştirmesine ve sosyalleşmesine katkıda bulunmuştur.

Literatür incelemesi yapıldığında özellikle uluslararası alanda son on yıldır dans ve hareket terapisinin tüm yaş gruplarında olmak üzere duygu durum bozuklukları, şizofreni, yeme bozuklukları ve anksiyete bozuklukları, otistik çocuklar, yaşlı hastalar, öğrenme güçlüğü olan çocuklar, cinsel ve fiziksel tacize uğrayanlar, travma kurbanları ve bağımlı bireyler için güncel bir yaklaşım olduğu görülmektedir. Ancak ülkemizde ise dans ve hareket terapisinin çok sık tercih edilen bir yöntem olmadığı belirtilmektedir. Bu bağlamda psikiyatri hemşirelerinin dans ve hareket terapisine yönelik uzmanlık eğitimi almaları gerektiği, böylece hemşirelik bakımını daha kaliteli ve nitelikli bir şekilde uygulayabilecekleri düşünülmektedir. Ayrıca hastaların beden-ruh bütünlüğünü ve sosyal etkileşimini geliştirmesi açısından dans ve hareket terapisinin terapötik iletişim sürecine katkı sağlayacağı da düşünülmektedir.

## KAYNAKLAR

- Altan Sarıkaya, N., Ayhan, C.H., & Sukut, Ö. (2017). Farklı gruplarda dans ve hareket terapisinin kullanımı ve etkileri. *GOP Taksim EAH JAREN*, 3, 1-5. [doi: 10.5222/jaren.2017.1001](https://doi.org/10.5222/jaren.2017.1001)
- American Art Therapy Association (AATA). (2018). *About art therapy*. Erişim tarihi: 22.01.2024. Erişim adresi: <http://www.arttherapy.org/aboutart.htm>.
- American Dance Therapy Association (ADTA). (2018). *What is dance/movement therapy?* Erişim tarihi: 22.01.2024. Erişim adresi: <https://adta.org/faqs/>
- Bilge, A., & Ögce, F. (2008). Dansın beden ve ruh sağlığı açısından önemi. *Motif Akademi Halkbilimi Dergisi*, 1(2), 123-134.
- Bryl, K., Bradt, J., Cechnicki, A., Fisher, K., Sossin, K. M., & Goodill, S. (2020). The role of dance/movement therapy in the treatment of negative symptoms in schizophrenia: a mixed methods pilot study. *Journal of Mental Health*, 31(5), 613-623. <https://doi.org/10.1080/09638237.2020.1757051>
- Case, C., & Dalley, T. (2014). *The handbook of art therapy*. Routledge.
- Çatay, Z. (2013). *Bedenin bilincini harekete geçiren bir yöntem olarak dans /hareket terapisi*. Sanat Psikoterapileri Derneği.
- Çolakoğlu, A.B. (2019). *Dans ve hareket terapisi alanının Türk halk oyunları bölümleri bünyesinde kullanımına ilişkin bir öneri*. 2. Uluslararası Müzik Araştırmaları Öğrenci Kongresi, Sakarya Üniversitesi.

- Demir, V., & Yıldırım, B. (2017). Sanatla terapi programının üniversite sınavına hazırlanan öğrencilerin depresyon, anksiyete ve stres belirti düzeylerine etkililiği. *Ege Eğitim Dergisi*, 18(1), 311-344. <https://doi.org/10.12984/egeefd.280267>
- Doğan, F. Z., & Akel, B. S. (2021). Disleksili çocuklarda dans hareket terapisinin praxis üzerindeki etkisi; vaka serisi çalışması. *Ergoterapi ve Rehabilitasyon Dergisi*, 9(1), 41-48. <https://doi.org/10.30720/ered.595912>
- Duberg, A., Möller, M., & Sunvisson, H. (2016). "I feel free": experiences of a dance intervention for adolescent girls with internalizing problems. *International Journal of Qualitative Studies on Health and Wellbeing*, 11(1), 31946. [doi: 10.3402/qhw.v11.31946](https://doi.org/10.3402/qhw.v11.31946)
- Garcia, M.E., Plevin, M., & Macagno, P. (2018). *Yaratıcı hareket ve dans*. Ed: Z. Çatay, Çev: E. Salman. İstanbul: İstanbul Bilgi Üniversitesi Yayınları.
- Geue, K., Goetze, H., Buttstaedt, M., Kleinert, E., Richter, D., & Singer, S. (2010). An overview of art therapy interventions for cancer patients and the results of research. *Complementary Therapies in Medicine*, 18(3-4), 160-170. <https://doi.org/10.1016/j.ctim.2010.04.001>
- Ho, R. T. H., Cheung, J. K. K., Chan, W. C., Cheung, I. K. M., & Lam, L. C. W. (2015). A 3-arm randomized controlled trial on the effects of dance movement intervention and exercises on elderly with early dementia. *BMC Geriatrics*, 15, 1-8. [doi: 10.1186/s12877-015-0123-z](https://doi.org/10.1186/s12877-015-0123-z)
- Millman, L. M., Hunter, E. C., Terhune, D. B., & Orgs, G. (2023). Online structured dance/movement therapy reduces bodily detachment in depersonalization-derealization disorder. *Complementary Therapies in Clinical Practice*, 51, 101749. <https://doi.org/10.1016/j.ctcp.2023.101749>
- Nardi, A. B., Or, M. B., & Engelhard, E. S. (2022). Dance movement therapy processes and interventions in the treatment of children with anxiety disorders derived from therapy logs. *The Arts in Psychotherapy*, 80, 101951. <https://doi.org/10.1016/j.aip.2022.101951>
- Sanat Psikoterapileri Derneği. (2019). Görsel sanatlar terapisi. Erişim tarihi: 23.01.2024. Erişim adresi: <http://www.sanatpsikoterapileridernegi.org>
- Shostak, B., DiMaria, A., Salant, E., Schoebel, N., Bush, J., Minar, V., & Pollakoff, L. (1985). "Art Therapy in the Schools" A Position Paper of the American Art Therapy Association. *Art Therapy*, 2(1), 19-21. <https://doi.org/10.1080/07421656.1985.10758776>
- Syper, A., Keitel, M., Polovsky, D. M., & Sha, W. (2023). Dance/movement therapy for individuals with eating disorders: A phenomenological approach. *American Journal of Dance Therapy*, 1-27. <https://doi.org/10.1007/s10465-023-09379-4>
- Takahashi, H., An, M., Sasai, T., Seki, M., Matsumura, T., Ogawa, Y., ... Kato, T. (2023). The effectiveness of dance movement therapy for individuals with down syndrome: a pilot randomised controlled trial. *Journal of Intellectual Disability Research*, 67(7), 650-654. <https://doi.org/10.1111/jir.13033>
- Valentine Eugenia, M. (2016). *Dance movement therapy*. Salem Press Encyclopedia of Health.
- Wu, C. C., Xiong, H. Y., Zheng, J. J., & Wang, X. Q. (2022). Dance movement therapy for neurodegenerative diseases: A systematic review. *Frontiers in Aging Neuroscience*, 14, 975711. <https://doi.org/10.3389/fnagi.2022.975711>
- Yurtsever, P. A. (2014). *Sanat psikodrama*. İstanbul: Okuyanus.

**YABANCILARA TÜRKÇE ÖĞRETİMİNDE TÜRKÜLERDEN YARARLANMA  
(MAARİF DERS KİTAPLARI A1 VE A2 ÖRNEĞİNDE)**

**USING FOLK SONGS IN TEACHING TURKISH TO FOREIGNERS  
(MAARIF DERS KİTAPLARI A1 VE A2 EXAMPLE)**

**Dr. Oğuz KILINÇ**  
Türkiye Maarif Vakfı

ORCID ID: <https://orcid.org/0000-0002-8159-6074>

**ÖZET**

Yabancılara Türkçe öğretimine yönelik çalışmalar giderek artmaktadır. Bu çalışmalardan birisi de “Diller İçin Avrupa Ortak Başvuru Metni” esasında düzenlenmiş olan *Türkçenin Yabancı Dil Olarak Öğretim Programı*’dır *Maarif Türkçe Ders Kitapları* bu programa göre düzenlenmiştir. Kitap içeriğinde alanla ilgili pek çok yeni yöntem kullanılmıştır. Bunlardan birisi de ünitedeki öğrenmeleri destekleyici *türkü* etkinlikleridir. Her üniteye yer alan bu etkinlik belli kazanımlara yöneliktir. Bunun için Maarif Türkçe Ders Kitapları *Lise A1 ve A2* seviyede hangi türkülere, ne şekilde ve hangi kazanımlara yönelik yer verildiği incelenecektir. Bu sayede Türkçe öğretiminde bu yöntemin etkili olup olmadığı tartışılacaktır. Araştırmada nitel yöntem kullanılacak ve *Maarif Türkçe Ders Kitabı* setlerinden *Lise A1 ve A2* kitapları bu yönüyle incelenecektir. Araştırmada her ünite için en az bir *türkü* etkinliğine yer verildiği, bu *türkülerin* ünite konularına göre belirlendiği görülmüştür. Türkülerde Türkçe dil yapıları öğretilmeye, seviyeye uygun söz varlığı kazandırılmaya çalışılmıştır. Bazı Türküler orijinallerinden esinlenerek özel olarak oluşturulmuş türkülerdir. Türkülerin dil öğretiminde araç olarak kullanılması öğrenciler için konuları ilgi çekici bir hale getirmektedir. Geleneksel türkülerden etkilenip onun müziği eşliğinde yeni türkü oluşturmak öğretici olmakla birlikte orijinalliği bozan durumlardır. Türkülerin etkinlik olarak kullanılması öğrencilerin söz varlığını geliştirici, dil yapılarını kavratıcı bir rol oynamaktadır.

**Anahtar Kelimeler:** Dil Yapıları, Etkinlik, Türkü, Yabancı Dil.

**ABSTRACT**

Turkish to foreigners are increasing. Studies on teaching One of these studies is the *Turkish Curriculum for Teaching*. *Maarif Türkçe Ders Kitapları* are arranged according to this program. Many new methods related to the field have been used in the content of the book. One of these is the Folk Song activities that support the learning in the unit. This activity, included in each unit, is aimed at certain achievements. For this purpose, it will be examined which folk songs are given in what way and which achievements are included in the *High School A1 and A2 levels Maarif Turkish Course Books*. In this way, it will be discussed whether this method is effective in teaching Turkish. In the article, qualitative method will be used and "High School A1 and A2" books from Maarif Turkish Course Book sets will be examined. In the research, it was seen that at least one Folk Song activity was included for each unit, and these Folk Songs were determined according to the unit topics. Efforts have

been made to teach Turkish language structures in folk songs and to provide vocabulary appropriate to the level. It has been determined that some folk songs are specially created folk songs inspired by the originals. Using folk songs as a tool in language teaching makes the subjects interesting for students. Although it is instructive to be influenced by traditional folk songs and use their music, they spoil the originality of the folk song. Using folk songs as an activity plays a role in improving students' vocabulary and understanding language structures.

**Key Words:** Language Structures, Activity, Folk Song, Foreign Language.

## GİRİŞ

Dil, sistemler bütünüdür ve insanlar arasında iletişimi sağlayan en gelişmiş araçtır. Saussure dilin toplumlar tarafından benimsenen zorunlu bir uzlaşma aracı olduğunu ifade eder (Saussure, F., 1998, s. 38). Dilin toplumsal ve bireysel yönü olduğunu vurgulayan araştırmacılar ana dili konu edinmişlerdir. Ana dil, kişinin doğup büyüdüğü çevrede konuşulan, ailesinden öğrendiği dildir. Korkmaz (1992, s. 8), insanın doğup büyüdüğü aile ve soyca bağlı bulunduğu toplum çevresinden öğrendiği, bilinçaltına inen ve kişilerle toplum arasındaki ilişkilerde en güçlü bağı oluşturan dil olarak tanımlamaktadır. Demircan (1990, s.14), kişinin çevresiyle olan iletişimde elde ettiği verilerin işlenmesi ve bunun sonucunda yaşamının ilk yıllarında edindiği dil olarak ana dili tanımlamaktadır. Her ülke kendi eğitim sistemi içerisinde ana dil öğretimine yer vermekte, ana dilin etkili ve doğru kullanımı konusunda öğrencileri teşvik etmektedir. Bununla birlikte gelişen dünya düzeni içerisinde bazı diller öne çıkmış, ortak iletişim unsuru hâline gelmiştir. Bu dilleri öğrenmek bazı durumlarda zorunluluk hâlini almıştır.

Kişinin kendi ana dili dışında öğrenmiş olduğu diğer diller yabancı dil öğrenimi olarak değerlendirilmektedir. Demircan (1990, s. 8) yabancı dili, kişinin ana dilinden sonra öğrendiği diller olarak tanımlar ve bu öğrenme işinin bilinçli yapıldığını belirtir. Her toplum kendi kültürünü tanıtmak, uzak ve yakın dış politikadaki hedeflerine ulaşmak amacıyla kendi dilinin öğretilmesi hususunda faaliyetlerde bulunmaktadır. Türkçenin yabancı dil olarak öğretilmesi konusunda da pek çok çalışma yapılmaktadır. Dünyada en çok konuşulan diller arasında yer alan Türkçenin de yabancı dil olarak öğretilmesi amacıyla hem devlet eliyle hem de şahsi girişimlerle pek çok faaliyet yürütülmektedir. Türkiye Maarif Vakfı, Yunus Emre Enstitüsü, Türkiye Diyanet Vakfı gibi vakıflar, Millî Eğitim Bakanlığına bağlı okullar ve üniversitelerin TÖMER'leri başta olmak üzere pek çok kurum yurtdışında yabancılara Türkçe Öğretim faaliyetlerini sürdürmektedir. Özellikle Millî Eğitim Bakanlığı ve TÖMER'ler yurt içinde ve yurt dışında hem örgün hem de yaygın eğitim şeklinde yabancı dil olarak Türkçe öğretim faaliyetlerine devam etmektedir.

Dil öğretimi konusunda yaşanan gelişmeler eğitim teknolojilerinin gelişmesi yeni yaklaşımlarla materyallerin oluşturulmasını, belli bir sistem içerisinde düzenlenmesini gerekli hâle getirmiştir. Avrupa Birliği tarafından yürütülen çalışmalar, yabancı dil yeterliliklerinin tanımlanması, seviye gruplarının oluşturulması hem program hem de materyal konusunda düzenlemeleri gerekli kılmıştır. Bu amaçla Yabancılara Türkçe Öğretim Programı oluşturulmuştur. *Diller İçin Avrupa Ortak Başvuru Metni* (CEFR, 2001, 2018) esas alınarak geliştirilen *Türkçenin Yabancı Dil Olarak Öğretimi Programı*; örgün ve yaygın eğitim kapsamında Türkçe öğretim faaliyetlerinin her aşaması için gerekli olan ana çerçeve niteliğindedir.

Bu program çerçevesinde oluşturulan *Maarif Türkçe Ders Kitap* setleri alandaki ihtiyacı karşılamaya yönelik önemli bir adım olmuştur. Kitap setleri; okul öncesi, ilkökul, ortaokul, lise ders kitapları ve çalışma kitaplarından oluşmaktadır. Kitaplarda dil öğretimi, hayatla içi



içe, işlevselliğe dönük, iletişimsel becerilerin vurgulandığı yeni yaklaşımlar çerçevesinde okuma, dinleme, konuşma, yazma becerilerine dönük etkinliklerle gerçekleştirilmektedir. Türk kültürünü öne çıkaran pek çok unsura yer verilmiştir (Hacivat, Karagöz, Nasreddin Hoca, Keloğlan, TRT bölümü, Proje vs.). Bunlardan birisi de her ünite için düzenlenmiş olan *türkü etkinliği*dir. *Türküler*, Türk kültürünü yansıtmaya yönüyle ayrı bir önem taşımaktadır.

*Türkü* sözcüğü, “*Türk Küyi- Türk Küyü*” ifadesinden ses düşmesiyle “*Türkiy*” ve sonra “*Türkü*” haline gelmiştir. “*Türkü*” ifadesi “*Türk Ezgisi*” anlamındadır (Çobanoğlu, 2010). Bu ismin dışında diğer Türk topluluklarında “*Ir-Yır-Jır-Cır, Koşuk-Koşak, Mahnı*” sözcükleri de kullanılmaktadır. *Türküler*, Türklerin hayat felsefesi, düşünce tarzını, inanç sistemini ve bunlar gibi pek çok kültürel özelliği yansıtmaya potansiyeline sahiptir. Anonim olmaları onları toplumun genelinin malı olduklarının ifadesidir (Kamiloğlu, 2016).

Çalışmada yabancılarla Türkçe öğretiminde *türkü*lerden faydalanma konusunda *Maarif Türkçe Ders Kitapları Lise A1 ve A2* kitaplarında yer alan *türküler* ve bunların kullanılış amaçlarının ortaya konulması, hangi *türkü*lerin nasıl kullanıldığının belirlenmesi amaçlanmaktadır. Kitaplarda kullanılan *türküler*, orijinal ya da bunların ünite konularına uyarlanmış hâlleridir. Bu yönüyle yabancılarla Türkçe öğretiminde genelde dinleme anlama becerisine yönelik etkinliklerde kullanılan *türkü* ve şarkılar dil bilgisi öğretimi, Program temelinde belirlenmiş iletişimsel işlevlerin kazandırılması gibi yönlerden sistemli bir şekilde kitaplarda yer almıştır. Kitapların yeni yayınlanmış kitap olmaları ve daha önce bu kitaplarda yer alan *türkü*lere yönelik çalışmaların yapılmamış olması sebebiyle çalışma ayrı bir önem taşımaktadır.

## YÖNTEM

Çalışmada nitel araştırma yöntemleri uygulanmıştır. Doküman analizi esasında *Maarif Türkçe Ders Kitapları A1 ve A2*'de yer alan *türkü*ler ünite ünite belirlenmiştir. Bulgular kısmında A1'den ve A2'den ilk beş üniteye verilen *türkü*lere yer verilmiş, sonuç bölümünde her üniteye yer alan *türkü* etkinlikleri tablo halinde gösterilmiştir. Bu *türkü*lerin yer aldığı üniteler için Program'da belirtilen kazanımlar gözden geçirilmiş, *türkü*lerin hangi kazanımları sağlamada kullanıldığı tespit edilmiştir.

## BULGULAR

### 1. Maarif Türkçe Ders Kitapları (Lise) A1'de Kullanılan *Türkü*ler:

#### 1.1. Birinci Ünite:

*Maarif Türkçe Ders Kitapları A1* birinci ünitesi “*Tanışalım*” şeklindedir. Üniteye “*Merhaba*” ve “*Nerelisin?*” başlıkları altında iki *türkü* etkinliğine yer verilmiştir.

“*Merhaba*” *türkü*sünün sözleri: “*Arkadaşlar, hepinize/ Merhaba, merhaba, merhaba/Hoş geldiniz dilimize/ Hoş bulduk, hoş bulduk/Hoş geldiniz Türkçemize/Hoş bulduk, hoş bulduk, hoş bulduk/ Hep beraber haydi söyle/Nasılsın, nasılsın, nasılsın/İyiyim ben iyiyim/Sen nasılsın, nasılsın, nasılsın/Öğretmenim hepinize/Merhaba, merhaba, merhaba...*”

*Türkü*de “*Merhaba, Nasılsın? Hoş geldin, Hoş bulduk, İyiyim, Sen nasılsın?*” gibi selamlaşma ve vedalaşma kalıplarına yer verilmiştir.

*Türkçenin Yabancı Dil Olarak Öğretimi Programı*'nda yer alan ve *A1 birinci ünite* için belirlenmiş olan kazanımlardan “*Selamlaşma, konuşma, vedalaşma gibi temel kalıp ifadeleri tanır*” kazanımına yönelik hazırlanmış bir *türkü* olduğu görülmektedir. “*Türkü zamanı*” başlığı altında verilen bu *türkü* orijinal bir *türkü* olmayıp tamamen üniteye dönük uydurulmuş bir *türkü*dür.

“Nerelisin” türküsünün sözleri: “Nerelisin, nerelisin?/Kosovalı, Gürcistanlı/Nerelisin, nerelisin?/Kamerunlu, Pakistanlı/Tanışalım, kaynaşalım/Görüşelim, anlaşalım/Sen orada ben burada/Hep birlikte yaşayalım...”

Bu türküde de dil bilgisi yapılarından “-lı/-li” ekinin ülke bildirme işlevi verilmeye ve yine temel tanışma kalıpları kazandırılmaya çalışılmıştır.

### 1.2. İkinci Ünite:

İkinci ünite, “Okuldayız” başlığını taşımaktadır. Bu üniteye iki türküye yer verilmiştir. Türkülerin adları: “Ne var ne yok” ve “Sınıfın Bölümleri” şeklindedir.

“Ne var, ne yok?” türküsünün sözleri: Sınıfta ne var ne yok?/Sınıfta ne var ne yok?/Kalem, kitap, defter var/Kalem, kitap defter var/Sıra, masa nerede?/Burada, şurada, orada/ Burada, şurada, orada...”

Program’da ikinci ünitenin kazanımları arasında “Çevresindeki nesnelere adını tanır” kazanımı yer almaktadır. “Ne var, ne yok?” türküsü daha çok bu kazanımla ilgilidir. Yine üniteye yer alan sınıf eşyaları söz varlığının kazandırılmasına ve dil bilgisi konusu olarak işaret zamirlerinin kullanılmasına da hizmet etmektedir.

“Sınıfın Bölümleri” türküsünün sözleri: Bu okulda kaç kat var?/Nerede bu sınıflar?/Üç katlı okulumuz/Her katta sınıflar var/Kaçıncı katta kantin var?/ Neden boş sınıflar?/İkinci katta kantin var/ Bahçede tüm çocuklar...

Bu türkü aracılığıyla sıralama ve mekân bildirme kazanımının verilmesinin amaçlandığı görülmektedir.

### 1.3. Üçüncü Ünite:

Üçüncü ünitenin başlığı “Ailem ve Evim”dir. Bu üniteye “Benim Ailem” ve “Benim Evim” adlı iki türküye yer verilmiştir.

“Benim Ailem” türküsünün sözleri: Annem, babam, kardeşim/Yaylalar yaylalar/Hepsi ailem benim/Dilo dilo yaylalar/Dedem, ninem salonda/Yaylalar, yaylalar/Mışıl mışıl uyuyor/Dilo dilo yaylalar...”

“Benim Evim” türküsünün sözleri: Ocak fırın mutfakta/Çatal kaşık dolapta/Buzdolabı arkada şşt şşt/Bardak, tabak masada/Kanepe sehpa salonda/Tablolar var duvarda/Tencere yok burada şşt şşt/Onun yeri mutfakta/Bahçe çitler arasında/Çiçek ağaç yanında/Kedi köpek orada şşt şşt/Saksılar da balkonda...

Üçüncü üniteye yer alan türkülerle Program’da belirlenen “Temel akrabalık adlarını belirler, Konum bildiren basit ifadeleri kullanır” kazanımlarının verilmesinde araç olarak kullanıldığı, üniteye belirtilen “iyelik ekleri, bulunma hâli, soru ifadeleri (Ne?, Nerede?, Nereye?, Nereden? Kim?, Kimin?)” dil bilgisi konularının işlevsel yolla türküler aracılığıyla verilmeye çalışıldığı görülmektedir.

### 1.4. Dördüncü Ünite:

Dördüncü ünitenin başlığı “Bir Günüm”dür. Bu üniteye “Kızılıklar Oldu mu?” ve “Leblebi Koydum Tasa” adlı iki türkü yer almaktadır.

“Kızılıklar Oldu mu?” türküsünün sözleri: Ben yedide kalkarım/Kahvaltımı ederim/Sen ne zaman kalkarsın?/ Kahvaltını edersin/Elbisemi giyerim/Yatağımı toplarım/ Çantamı hazırlarım/ Okulumu hazırım/Evimden çıkarım/ Okulumu giderim/ Derslerimi dinlerim/Notlarımı alırım...

“Leblebi Koydum Tasa” türküsünün sözleri: *Haftada var yedi gün (gız annem)/Pazartesi sabahtan (gız annem)/Önce spor yaparım (gız annem)/Sonra kitap okurum (gız annem)/Hop ninnayı ninnayı (gız annem)/Gel oynayı oynayı (gız annem) Salı öğleden sonra (gız annem)/Balık tutarım yüzerim (gız annem)/Çarşamba akşamları (gız annem)/Kitap okurum yazarım (gız annem)...*”

Birinci ve ikinci türkünün Program’da dördüncü ünite için belirlenmiş olan “*Basit metinlerde olayların oluş sırasını belirler/Günlük rutinleri anlatır/Hobi, ilgi alanlarını anlatır*” kazanımlarının verilmesinde araç olarak kullanıldığı görülmektedir. Ünite için belirlenmiş “*Geniş zaman, Zarflar (önce, sonra), -dan önce/sonra*” gibi dil bilgisi konularının işlevsel yolla sezdirilmeye çalışıldığı görülmektedir.

## 1.5. Ünite

Beşinci ünitenin başlığı “*Şehir Gezisi*” dir. Ünite “*Müze Geziyorum*” ve “*Şehir Gezisi*” adlı iki türküye yer verilmiştir.

“*Müze Geziyorum*” türküsünün sözleri: *Bugün gezi günüdür/Gel beraber gidelim/Haydi hep birlikte/Müzeleri gezelim/Lay lay lay lay lay/Gezi kaçta başlıyor?/Kaça kadar sürüyor?/Hangi araç gidiyor?/Ahmet nasıl geliyor?/Lay lay lay lay lay/Rahatsız ediyorum/Bir bilet istiyorum/Teşekkür ediyorum/Gezmeyi seviyorum/Lay lay lay lay lay...*”

“*Müze Geziyorum*” türküsünün Program’da beşinci ünite için belirtilmiş olan “*Konum bildiren basit ifadeleri tanır, Günlük hayata ilişkin basit bilgilendirme içeren diyalogları kullanır*” gibi kazanımların verilmesinde ve üniteyle ilgili söz varlığının kazandırılmasında araç olarak kullanıldığı görülmektedir.

“*Şehir Gezisi*” türküsünün sözleri: “*Şehir şehir geze geze oo oo/Otobüsle tren ile/Burası hangi sokak/Orası en son durak off/Sabah akşam şehirde oo oo/Geziyorum müze müze/Önce sağa sonra sola/Yürüyorum geze geze off/Önce vapur denizyolu oo oo/Sonra tren demiryolu/Bağlanıyor İstanbul’a/Hava yolu kara yolu off...*”

“*Şehir Gezisi*” türküsünün Program’da belirtilen “*Ulaşım ve ulaşım araçlarına ilişkin temel bilgileri seçer*” kazanımının verilmesinde araç olarak kullanıldığı görülmektedir.

## 2. Maarif Türkçe Ders Kitapları (Lise) A2’de Kullanılan Türküler:

### 2.1. Birinci Ünite:

Maarif Türkçe Ders Kitapları A2’nin birinci ünitesi “*Tatil Dönüşü*” başlığını taşımaktadır. Ünite *türkü* etkinliğine yer verilmemiş bunun yerine Tefik Fikret’in “*Şermin’in Alfabetesi*” adlı şiiri verilmiştir. Şiir etkinliği de türküde olduğu gibi ünite için Program’da belirlenmiş olan kazanımların verilmesinde araç olarak kullanıldığı görülmektedir.

“*Şermin’in Alfabetesi*” adlı şiir şu şekildedir: “*Alfabeni oku yavrım/İşte hemen başlıyorum: a, b, c, ç, d, e, f, g, yumuşak g, h, ı, i, j, k, l, m, n, o, ö, p, r, s, ş, t, u, ü, v, y, z/ Hangi harfler ünlüdür? a, e, ı, i, o, ö, u, ü/Kalanlar da ünsüzdür/Ünlüler kalın ve ince, düz, geniş, dar ve yuvarlak; ünsüzleri sorarsan sert ve yumuşak...*”

### 2.2. İkinci Ünite:

İkinci ünite, “*Haftasonu Planın Ne?*” başlığını taşımaktadır. Ünite “*Seher Vakti Çıktı Yola*” adlı mani tarzı bir türküye yer verilmiştir.

“*Seher Vakti Çıktı Yola*” türküsünün sözleri: “*Seher vakti çıktık yola/Selam verdik sağa sola/Ramazan-ı şerifiniz de mübarek ola/Kalbiniz nur ile dola/ Yeni cami direk ister/Söylemeye yürek ister/Benim karnım toktur ama/Arkadaşım börek ister...*”

Program’da belirtilen “*Yol, yön ve adres tarifi içeren ifadeleri anlar*” kazanımına yönelik kullanılabileceği ve ikinci ünitenin iletişimsel işlevsel kısmında belirtilen “*kutlama, tebrik etme*” işlevine örnek olarak Ramazan kutlamasının gösterildiği görülmektedir. Öğreticilik yönü ağır basmayan bu türkünün eğlence amaçlı bir etkinlik olarak da üniteye yer aldığı söylenebilir.

### 2.3. Üçüncü Ünite:

Üçüncü ünite “*Bir Günüm*” başlığını taşımaktadır. Üniteye “*Türkmen Kızı*” ve “*Karanfil Deste Gider*” adlı iki türküyü yer verilmiştir. Bu türküler orijinal halk türküleridir.

“*Türkmen Kızı*” türküsünün sözleri: “*Türkmen kızı Türkmen kızı/Türkmen kızı Türkmen kızı/Yayıp yayar Türkmen kızı/Yayıp yayar Türkmen kızı/ Sen allar giy ben kırmızı/Çıkalım dağlar başına/Sen gül topla ben nergisi/Aman Ayşe’ m yaman Ayşe’ m/Dağlar başı duman Ayşe’ m/ Türkmen kızı Türkmen kızı/Türkmen kızı Türkmen kızı/İnek sağar Türkmen kızı/İnek sağar Türkmen kızı...*”

“*Karanfil Deste Gider*” türküsünün sözleri: “*Karanfil deste gider/Hah hah hah nanay/ Kokusu dosta gider/Benim gönlümde sensin/ Senin gönlünde kimler/Hah hah hah nanay/ Nanay, nanay/Nanay ellerin yarı/Çürük bellerin bağı/Gün olur devran döner/Ben de sararım yarı/Nanay, nanay, nanay, nanay...*”

Üniteye yer alan türkülerin Program’da üçüncü ünitenin iletişimsel işlevleri için belirtilmiş olan “*Karşılaştırma*” kazanımıyla ilgili oldukları görülmektedir. Aynı zamanda orijinal halk türkülleri olması sebebiyle kültürel paylaşım ve tanıtım anlamında da türküllere yer verildiği anlaşılmaktadır.

### 2.4. Dördüncü Ünite:

Dördüncü ünite “*Şimdi Haberler*” başlığını taşımaktadır. Üniteye “*Divane Aşık Gibi*” adlı türküyü yer verilmiştir. Bu türkü de orijinal hâliyle üniteye yer almaktadır.

“*Divane Aşık Gibi*” türküsünün sözleri: “*Divane aşık gibi de/Dolanırım yollarda/Kız senin sebebine/Kaldım İstanbul'larda/Baban beni babamdan da/Bir kerecik istesin/Allah'ın emri ile/Gelinim olsun desin/Sar beline beline de/Karadeniz kuşağı/E kız sen de der misin/Alsam ha bu uşağı/Yüksek dağın kuşuyum da/Selviye konacağım/İste beni babamdan/Vermezse kaçacağım...*”

Üniteye yer alan türkünün öğretici amacı geri plandadır. Öğrencilerin dinleme anlama becerilerine yönelik, eğlendirici bir etkinlik olarak düşünülmüştür. Aynı zamanda kültürel bir doku olan “*aşk, sevgi, evlilik, kız isteme, kız kaçırma*” gibi konulara yer verilmesi nedeniyle konuşma becerilerinin geliştirilmesinde de kullanılabilecek özelliktedir.

### 2.5. Beşinci Ünite:

Beşinci ünite, “*Dedemin Mesleği Bana Göre Mi?*” başlığını taşımaktadır. Üniteye “*Hadi Gari Sen de Gel*” türküsüne yer verilmiştir. Türkü orijinal hâliyle üniteye yer almıştır.

“*Hadi Gari Sen de Gel*” türküsünün sözleri: “*Yaylalardan ovalara/A yârim in de gel/Yayan değil kıratına/A yârim bin de gel/Anan geldi baban geldi/Dayın geldi halan geldi/Davul zurna çalan geldi/Hadi gari sen de gel/Uzaklardan amcan geldi/Bastonuyla deden geldi/Komşu köyden teyzen geldi/Hadi gari sen de gel...*”

Türkünün beşinci ünite için Program’da belirtilen “*Akrabalık adlarını tanır*” kazanımına yönelik olduğu görülmektedir. Üniteye belirtilen iletişimsel işlevlerden “*karşılaştırma*” işlevini örneklendirecek örnekler de türküde yer almaktadır.

## SONUÇ

Türkülerin yabancı dil olarak Türkçenin öğretiminde ne şekilde kullanıldığı, hangi türkülere yer verildiği, türkülerin *Türkçenin Yabancı Dil Olarak Öğretim Programı* 'nda yer alan hangi kazanımlara yönelik kullanıldığı *Maarif Türkçe Ders Kitapları (Lise) A1 ve A2* örneklemini üzerinden incelenmiştir. *Maarif Türkçe Ders Kitabı A1*'de on ünite için toplamda yirmi türküye yer verildiği görülmüştür. A1'de yer alan ünite ve türküler şu şekildedir:

Ünite	Türkü	Ünite	Türkü
1. Tanışalım	1. Merhaba 2. Nerelisin?	6. Çarşı Pazar	1. Tiridine Bandım 2. Afiyet Olsun Zühtü
2. Okuldayız	1. Ne Var, Ne Yok? 2. Okulun Bölümleri	7. Bugün Hava Nasıl?	1. Mevsimler 2. Dört Mevsim
3. Ailem ve Evim	1. Benim Ailem 2. Benim Evim	8. Geçmiş Olsun	1. Geçmiş Olsun 2. Geçmiş Olsun
4. Bir Günüm	1. Kızılıklar Oldu mu? 2. Leblebi Koydum Tasa	9. Davetlisiniz	1. Bugün Benim Doğum Günüm 2. Tebrikler
5. Şehir Gezisi	1. Müze Geziyorum 2. Şehir Gezisi	10. Tatil Planım	1. Ayaş Yolları 2. Dalları Bastı Kiraz

*A1*'de yer alan türküler *Türkçenin Yabancı Dil Olarak Öğretimi Programı*'nda yer alan her ünite için ayrı ayrı okuma, dinleme, yazma, konuşma becerilerine yönelik kazanımlar dikkate alınarak hazırlanmış, orijinal türkülerin ezgilerinin kullanıldığı uyarlama türkülerdir. Yer aldıkları ünitenin konusuna uygun, dil bilgisi kazanımlarına yönelik bu türküler söz varlığı yönünden de üniteye paralellik göstermektedir.

*Maarif Türkçe Ders Kitabı A2*'de birinci, altıncı ve yedinci üniteler için türkü etkinliğine yer verilmemiştir. Bu ünitelerde şiirlere yer verilmiştir. Geriye kalan yedi üniteye dokuz türküye yer verilmiştir. A2'de yer alan ünite ve türküler şu şekildedir:

Ünite	Türkü	Ünite	Türkü
1. Tatil Dönüşü	1. Şiir: Şermin'in Alfabetesi (Tevfik Fikret)	6. Hayat Birlikte Güzel	1. Şiir: Yaşamak Ne Güzel Şey (Nâzım Hikmet)
2. Hafta Sonu Planın Ne?	1. Seher Vakti Çıktı Yola	7. İletişim Araçları	1. Şiir: İletişim Araçları (Müfit Aksakal)
3. Bir Günüm	1. Türkmen Kızı 2. Karanfil Deste Gider	8. Spor Yapıyorum Sağlıklı Besleniyorum	1. Zeytin Yağlı Yiyemem Aman
4. Şimdi Haberler	1. Divane Aşık Gibi	9. Bir Hikâyem Var	1. Ne Ağlarsın Benim Zülfü Siyahım 2. Ben Bir Garip Keloğlanım
5. Dedemin Mesleği Bana Göre mi?	1. Hadi Gari Sen de Gel	10. Gezi-Yorum	1. Tren Gelir Hoş Gelir

*A2*'de yer alan türküler Program kazanımları çerçevesinde düşünüldüğünde öğreticilik yanı sıra geri planda olan türkülerdir. Bu türküler uyarılma değil orijinal türküler oldukları için daha çok dinleme anlamaya yönelik çeşitli etkinlikler yardımıyla öğreticiliği artırılabilir türkülerdir. Bu üniteye yer alan türkülerin kültürel paylaşım yönü ön plandadır. Türklere ait türkülerin tanıtımı yönüyle önemlidir.

Sonuç olarak *Maarif Türkçe Ders Kitapları A1 ve A2*'de alanla ilgili pek çok yeni yöntem kullanılmıştır. Bunlardan birisi de üniteye öğreticiliği destekleyici Türkü etkinlikleridir. Her üniteye yer alan bu etkinlik belli kazanımlara yöneliktir. Genel anlamda *Maarif Türkçe Ders Kitapları*nda türkülerin eğitici, öğretici, kültürel tanıtım sağlayıcı, dinleme becerilerini geliştirici, dil bilgisi kurallarını öğretici ve tekrar edici, söz varlığını geliştirici yönleriyle kullanıldığı tespit edilmiştir.

## KAYNAKÇA

Avrupa Konseyi. (2009). Diller için Avrupa Ortak Başvuru Metni: (Çev. MEB Talim ve Terbiye Kurulu Başkanlığı). T.C. MEB Talim ve Terbiye Kurulu Başkanlığı Yayınları: Ankara. (Conseil de l'Europe, (2001) Cadre européen commun de référence pour les langues. Les Éditions Didier: Paris).

CEFR (2018). Common european framework of reference for languages: learning, teaching, assessment companion volume with new descriptors, Council of Europe.

Demircan, Ömer (1990). Yabancı Dil Öğretim Yöntemleri, Ekin Eğitim-Yayıncılık ve Dağıtım, İstanbul

KamTlođlu, R. (2016). Türk Halk MüzTđTndekT TürkülerTn Bazılarında Geçen TasavvufT Temalar, *İnönü*

Korkmaz, Zeynep (1992), Gramer Terimleri Sözlüğü, TDK Yayınları 575, Ankara

Saussure, F. de. (1998). *Genel dilbilim dersleri*. (B. Vardar, Cev.). Vardar, Ğstanbul: Multilingual. (Orijinal çalıĖma basım tarihi 1916.)

Türkdil, Y., Işık, Ş. & Arzupınar, R. vd. (2023) *Maarif Türkçe A2*. İstanbul: Erkam Yay.

Türkdil, Y., Işık, Ş. & Arzupınar, R. vd. (2023) *Maarif Türkçe A1*. İstanbul: Erkam Yay.

Türkiye Maarif Vakfı (2021). *Yabancı dil olarak Türkçe öğretim programı*. İstanbul.

*Üniversitesi Kültür ve Sanat Dergisi*, 2: 43-51

# AN ANALYSIS OF WOMEN'S POLICIES OF POLITICAL PARTIES IN TURKEY THROUGH THEIR PARTY PROGRAMS

**Assist. Prof. Duygu ÖZTÜRK**

İstanbul Medipol Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, Siyaset Bilimi ve  
Uluslararası İlişkiler Bölümü,

## **ABSTRACT**

This study examines women's policies of political parties in Turkey. With the democratic backsliding, especially in the last decade, there have been serious setbacks in human rights, gender equality and women's rights. In 2021, Turkey officially withdrew from the Istanbul Convention, after which the debate on the abolition of Law No. 6284 on combating domestic violence intensified and women's participation in social life, from education to business life, declined significantly. While these developments are taking place, the women's policies of political parties, which are the main actors in policy-making processes, are of particular importance. This study analyzes the policies of Turkish political parties on gender equality and women's rights through their party programs. The study includes the Justice and Development Party (JDP), which has been in power since 2001, the Republican People's Party (RPP), which has been the main opposition party since 2001 and the Peoples' Democratic Party (PDP), which conducts ethnic politics but also receives support from non-Kurdish individuals who have adopted leftist ideology. Content and discourse analyses are conducted on the party programs of those three political parties. The main research questions are under which headings and within what framework women's policies are evaluated, whether there is a gender equality perspective in parties' programs, what kind of similarities and differences exist between the parties in their policies on gender equality and women's rights, and to what extent the policies on women carry a gender equality perspective. It is seen that there are some similarities and significant differences among policies of these three parties. Although all three parties seem to adopt a discourse in support of women's rights, they differ from each other in the frameworks within which their discourse is framed. While JDP does not adopt a gender equality perspective in its policies for women, RPP does to some extent. PDP explicitly states adoption of gender equality perspective and addresses women's issues by criticizing patriarchal system.

**Keywords:** Political parties, gender equality, gender policies, women's policies, Turkey.



## INTRODUCTION

Political parties, as the primary actors of politics, play crucial role in shaping policies that affect different segments of the society. Women, too, as a major segment of societies are affected by those policies. In Turkey, women's rights and gender equality have been a significant focus of political discourse and policy making. Since the establishment of Republic, significant reforms were introduced for women's rights, to empower women. However, while these policies guaranteed various rights of women including education, work, civil, and political rights, they did not hold the ultimate aim of realizing gender equality. In other words, these policies did not aim to challenge the patriarchal structure while empowering women. Scholars interpret this situation as emancipating women but not liberating them (Kandiyoti 1987; Toprak 1990; Arat 2000). The first decade of the 2000s can be considered as the second period with intense legal amendments for women's rights and equality between men and women (Aldıkaçtı Marshall, 2013). However, those regulations did not continue and in the last decade, significant setbacks in women's rights and gender equality happened.

There are various studies that analyze legal amendments and developments in Turkey regarding gender equality and women's rights. However, there are few studies in the literature that analyze political parties' women policies and their discourses (Altuntaş and Demirkanoglu 2017; Arslan 2019; Terkan 2010). This study aims to contribute filling this gap by analyzing women policies of political parties through their party programs. The study includes the Justice and Development Party (JDP), which has been in power since 2001, the Republican People's Party (RPP), which has been the main opposition party since 2001 and the Peoples' Democratic Party (PDP), which conducts ethnic politics but also receives support from non-Kurdish individuals who have adopted leftist ideology. Content and discourse analyses are conducted on the party programs of those three political parties. Party programs are analyzed to answer questions such as whether parties' have a gender equality perspective in their policies for women, what are the main issues they address and what are the policies they state to implement. In the conclusion part, parties are compared with regards to their women policies and discourses to present similarities and differences between them.

## RESEARCH AND FINDINGS

### Justice and Development Party (JDP)

In the 120-page program of the Justice and Development Party (JDP), the word ‘woman’ is mentioned only 17 times. The concept of gender (sex) (*cinsiyet*) is used three times while there is no reference to the concept of gender equality. Similarly, the phrase ‘equality between man and woman’ is not used in the program. Only with this information, it can be easily said that the party has policies regarding women issues however, these policies lack a gender equality perspective.

The concept of ‘gender’ is used in broader context to emphasize that the party follows anti-discriminatory policies. In this regard, it is stated that the party embraces all citizens regardless of gender, ethnic origin, beliefs, and world views (JDP party program, p. 7). In a similar vein, it is expressed that the party “embraces all citizens of the Republic of Turkey as first-class citizens regardless of religion, language, sect, region, ethnic origin and gender” (JDP party program, p. 115). The concept of gender is lastly used to emphasize that the JDP pays attention to equality of opportunities and equal pay at workplaces. It is expressed in the program that “gender discrimination in working life will be prevented, equal pay for equal work and the principle of merit will be made dominant in work life” (JDP party program, p. 87).

The JDP explained its policies about women and women’s issues in two pages under the heading of ‘Woman’ which is under the subtitle of ‘Social Policies.’ In addition to this particular heading, women and girls are emphasized under other headings when it was necessary. JDP’s policies for women lack gender equality perspective. The program shows that there are policies to raise women out of their current state, but these policies are not framed with gender equality perspective. Moreover, there is no emphasis for equality between men and women. Instead, the program underscored the priority of motherhood and family for women. It is stated in the first sentence under the heading of ‘Woman,’ that women not only constitute half of the society, but above all, they are primarily effective in the upbringing of healthy generations (JDP party program, p. 88). This mission and responsibility of women are expressed as the main reasons for JDP to deal with all kinds of women’s issues and problems. Thus, even if there are policies to deal with women’s issues, these policies do not aim to reach gender equality or equality between men and women. These policies aim to deal with women’s issues with the emphasis on the priority of motherhood and family for women.

JDP mainly express “encouraging” and “supporting” women to raise their conditions. It is seen that the party does not have a particular women policy to enclose its policies in different fields for women. In this regard, for instance, the party aims to take all necessary measures to encourage women’s participation in public life generations (JDP party program, p. 88). It also aims to support women’s political participation. It aims to encourage women to become members of the JDP and to play active role in politics (JDP party program, p. 88). Moreover, the JDP aims to support women’s non-governmental organizations and to cooperate with these organizations when legal arrangements about women are made (JDP party program, p. 88). As seen, policies about women are stated in ambiguous sentences which do not emphasize the goal of equality.

Gender-based violence is one of the issues highlighted by the JDP under the heading of woman. Prevention of violence against women, the sexual and the economic exploitation of women are stated among the issues prioritized by the JDP (JDP party program, p. 88). Honor killings and women’s suicides are also addressed in the program. However, like other women’s issues, neither are they considered as related to gender inequality and strong patriarchal culture within the society. Thus, superficial attitude is adopted to stop honor killings and the alleged women suicides. The JDP plans to eliminate honor killings and the alleged ‘suicides’ through education and preventive activities which would be carried out in the regions where they are common (JDP party program, p. 88). Domestic violence is also addressed within the party program of the JDP. The party emphasized that it plans to take measures to prevent domestic violence, make legislative arrangements to protect women and children from domestic violence and establish centers to protect victims of domestic violence (JDP party program, p. 90). Even though, the policy of opening centers to protect victims of domestic violence was stated, the concept of women’s shelter is not used to refer to these centers.

Girls access to education and girls’ schooling continue to be among the most important issues of gender inequality in Turkey. JDP touched upon this issue in its program. It emphasized that policies would be implemented to increase the enrollment rate of girls, obstacles to girls’ education would be removed and efforts would be made to raise awareness of their families. In this regard, JDP’s policies for girls’ education can be evaluated to be in line with Turkish state’s general policy of increasing girls’ schooling. However, regarding education of girls living in rural areas, the JDP underscored that education projects would be developed in accordance with the conditions of the regions they live in (JDP party program, p. 88). Since no further explanation is provided, it is not clear what is meant with the conditions of the regions and projects suitable for these conditions. Rural areas where girls’ schooling is lower than the average have strong patriarchal ties and cultures. Thus, policies compatible with

those conditions can be evaluated as policies that do not challenge patriarchal norms and culture, and do not aim bringing equality between men and women.

The last issue that is mentioned in the party program of the JDP is women's participation to labor market and the unpaid domestic labor. The program states that the discriminatory provisions against women in the legislation would be eliminated (JDP party program, p. 89). It is also emphasized that women who lack financial support or are subjected to violence would be protected (JDP party program, p. 89). However, no specific policy about how those women would be protected is explained. Unpaid domestic labor of women is also underscored. JDP stated that efforts would be made to provide social security for housewives. Moreover, it is expressed that employment opportunities for women would be created by preserving the dignity of domestic labor (JDP party program, p. 89). JDP plans to make improvements in the working and social security conditions of women by taking into account their family and responsibilities (JDP party program, p. 89). This is to say, JDP sees domestic care giving and the raising of the child as the primary responsibility of the woman. It does not show any intention to challenge the gendered division of domestic labor.

### **Republican People's Party**

When compared to party program of the JDP and Peoples' Democratic Party (PDP), the program of the Republican People's Party (RPP) is prepared in a more detailed way including particular policies and projects. The RPP has the longest party program. In the 350-page party program, the word "woman" is mentioned 83 times. The word "gender" is used seven times, "gender equality" is mentioned two times and similarly "equality between man and woman" is used two times. A very superficial evaluation based on this data would be that when compared to JDP, RPP gave more place to women in its party program. Furthermore, because of usage of concepts of gender and gender equality, it can be argued that the RPP has a different framing for its women's policies.

In the first part of the program where the priorities of the RPP are explained, liberation of women through education and culture is emphasized as one of the priorities of the RPP (RPP Party Program, p. 20). Gender equality is also expressed as one of the priorities of the party. It is stated that the party prioritized a society where women have equal rights and opportunities with men in governance, politics, working life, education, law, universal rights and freedoms and in all other areas, and live freely, free from all kinds of social and physical pressure (RPP Party Program, p. 23). Along with clear expression of gender equality as a priority of the party, the goal is set as reaching Turkey where women and men are equal in every field (RPP Party Program, p. 52).

Secularism is one of the mostly emphasized concepts of the RPP's program. The party makes a link between secularism and gender equality. It is stated that secularism as a fundamental prerequisite of gender equality. Moreover, secularism is stated not only as a prerequisite of gender equality but also as a guarantee for human rights, modernity, and modernization (RPP Party Program, p. 16). As related, the RPP sees the women's issues as issues of democracy, human rights and education (RPP Party Program, p. 52). RPP also emphasized the importance of education to reach equality between men and women. It is expressed in the program that the RPP would make conclusive efforts in education and culture to liberate women, to free them from environmental pressure and feudal structures (RPP Party Program, p. 52). As education is seen as an utmost tool for gender equality, the RPP states policies to increase girls' schooling. In this regard, for instance, the RPP expresses that the deficiencies in the registration of girls in rural areas would be eliminated; centers would be established to increase vocational training opportunities of women; evening and summer schools would be expanded to enable girls and women who have dropped off compulsory primary education to complete their education; and public education centers would be expanded so that women of all ages could continue their education (RPP Party Program, p. 53).

RPP gives a large place to eliminating domestic and gender-based violence in its party program. The party defines violence against women as a violation of human rights and one of the biggest shames that Turkey needs to get rid of (RPP Party Program, p. 54). It is stressed out that women are often vulnerable to domestic and gender-based violence because they are not adequately informed about the legal remedies they can pursue (RPP Party Program, p. 54). The RPP states that it aims to make a national action plan for combating violence against women (RPP Party Program, p. 54). A decisive struggle is mentioned to eliminate violence against women. The party states that necessary amendments would be made to the Turkish Penal Code to ensure the severest punishment for honor killings (RPP Party Program, p. 54). An importance tool in the fight against gender-based violence is women shelters to protect and rehabilitate women who have been survivors of domestic and gender-based violence. In this regard, the RPP mentions that more women shelters would be opened in accordance with need. In addition to providing safe sheltering, free counseling, those shelters would provide psychological support and legal assistance (RPP Party Program, p. 55). The party also emphasized the importance of education to eliminate gender-based violence. In this regard, it stated that increasing awareness of youth about equality between men and women and preventing domestic violence would be included in the curricula of schools (RPP Party Program, p. 55, 56).

RPP emphasized in its program the importance of legal framework to realize equality between men and women. In this regard, it is stated that laws that contain discriminatory practices

against women would be amended (RPP Party Program, p. 56). The party also underscores that it supports positive discrimination to create equal opportunities to support gender equality (RPP Party Program, p. 56). Necessary regulations would be made at constitutional, legal, and other legislative levels to impose the obligation on the state to make necessary adjustments, including the enactment of an Equality Framework Law (RPP Party Program, p. 56). Moreover, the program expresses establishment of a Women's Equality Commission within the Grand National Assembly to ensure that all laws passed would be evaluated from gender equality perspective (RPP Party Program, p. 56).

Women's participation to decision making and other professions are drawn attention. In this regard, the RPP aimed to increase representation of women in decision making mechanisms in public administration, judiciary, administration, and economic management, and to encourage women to run for elections through the RPP (RPP Party Program, p. 57). In order to support women's economic empowerment, the party introduced particular policies in the program. It is stressed in the program that a National Employment Strategy in line with the EU would be implemented and a long-term National Women's Employment Policy would be developed through collaboration with employers, workers, and other relevant civil society organization (RPP Party Program, p. 57). The RPP gave place to working mothers and aimed to diminish their child and elderly care responsibilities. In this regard, it is stated that the party targets expanding childcare facilities at workplaces (RPP Party Program, p. 57). Moreover, it is emphasized that sufficient daycare centers and kindergartens would be established through the direct responsibility of the public, as well as the leadership of local governments and contributions from voluntary organizations (RPP Party Program, p. 299).

Along with broad policy fields, the RPP expresses particular policies to support women. The party states expanding credit facilities to support women entrepreneurs (RPP Party Program, p. 58); and supporting women in starting their businesses with particular credits ((RPP Party Program, p. 283); increasing the wages paid during maternity leave (RPP Party Program, p. 58); improving the quality of health services related to women's and mother-child health (RPP Party Program, p. 58) and conducting continuous health screenings for children and women ((RPP Party Program, p. 323).

### **Peoples' Democratic Party (PDP)**

Peoples' Democratic Party's program is the shortest among the three party programs. It differs from the other two programs in the sense that it mainly makes criticism of the patriarchal and the capitalist system. The word "woman" is mentioned 39 times, the word

“gender” is mentioned four times and ‘sexist’ is mentioned eight times in the party program. There is a subtitle for women policies, but women’s issues and the party’s main policy for women is expressed throughout the program. Different than the programs of JDP and RPP, PDP states its policies regarding LGBTQ individuals under a separate subtitle. PDP’s program includes general policies about women, but it is weak in terms of presenting actual activity plans.

The program, which is shared online on the website of the party (<https://hdp.org.tr/tr/parti-programi/8/>), mainly focuses on the criticism of the existing ‘capitalist imperialist system’ and declares the ideal society it aims to reach. The goal of the party is stated as reaching a free and democratic country where there is no poverty and misery; justice, equality and freedom come to life; all problems are freely discussed; no one hides their religious and ethnic identity and such identities are not imposed on anyone by force; which is at peace with its history and all its neighbors and where every individual and organization that opposes all forms of discrimination and exploitation on labor, ethnic and religious identities, women, sexual orientation and gender identity, environment and natural resources can come together to establish their own democratic government (PDP Party Program). Different than JDP and RPP, PDP criticizes the patriarchal system. It rejects reinforcement of the patriarchal system under the name of ‘morality’ and adds that no one can be excluded or oppressed because of their gender, sexual orientation, identity, religion, or language.

PDP states that it aims to make gender equality and the approach of ecological society dominant in local administration. It argues that it is possible to put into practice the democratic local administration which comes to life with the principle of positive discrimination for women and guarantees women's equal participation, prioritizes the needs of women in the planning of all local public services. PDP points out importance of ‘Women Assemblies’ for women’s direct participation to local politics. These assemblies promote formation of gender-equal policies at local levels.

PDP underscores women labor both paid and unpaid in its program. It states that the party supports women workers’ struggle against unequal conditions in production process and it struggles for women to gain social rights for the unpaid domestic work. The party states that it fights against the double exploitation on women’s labor, and it is in solidarity with women’s movement in their fight against this exploitation. Like JDP and RPP, PDP also emphasizes the importance of education though from a different point of view. PDP supports restructuring of education to eliminate all kinds of discrimination and struggles for a nonsexist qualified education for everybody.

One of the major differences in PDP's program is the emphasis on women organizations' struggle against patriarchal system. The party openly states its support for women's liberation struggle and expresses that it stands with women against exploitation and suppression of the patriarchal system. Similar to RPP, PDP adopts the principle of positive discrimination until de facto and real equality between men and women is reached. The party also stresses that it adopts this policy in intra-party organization and makes necessary regulations.

The last but not the least, PDP lastly draws attention to women's right to control over their bodies and the right to abortion. It states that PDP is against state's control over women's body and sexuality, and it sees abortion as a women's right. With regards to gender-based violence, and in particular sexual violence the PDP emphasizes that it accepts the principle of 'women's testimony is essential in the recognition and investigation of sexual violence against women.'

## **CONCLUSION**

This study examined women policies of Turkish political parties with a special focus on the Justice and Development Party (JDP), the Republican People's Party (RPP), and the Peoples' Democratic Party (PDP). Content and discourse analyses are conducted on those party's programs. The research showed that while there are some similarities between the JDP and the RPP, and between the RPP and the PDP, significant differences exist between them. First of all, women policies of the RPP are not framed within gender equality perspective. Although the JDP states policies to empower women and improve women's rights and conditions, it refrains from concepts of gender equality and equality between men and women. Moreover, the JDP mentions gendered division of labor by emphasizing the priority of motherhood and family for women.

On the other hand, both the RPP and the PDP overtly express that they support gender equality and introduces policies to realize it. The RPP states several times the aim of reaching equality between men and women and expresses certain policies in different fields for how to achieve gender equality. However, it does not state any criticism about patriarchy and patriarchal norms and values. In this regard, the PDP draws a diverging policy from both political parties. The party program clearly expresses that the PDP is against patriarchal culture and structure in Turkey and it is supporting women's fight against patriarchy. However, the party does not state particular policy implementations about how to reach gender equality.



## REFERENCES

- Aldıkaçtı Marshall, G. (2013). *Shaping gender policy in Turkey: Grassroots women activists, the European Union, and the Turkish state*. Albany, NY: State University of New York Press.
- Altuntaş, N. and Demirkanoglu, Y. (2017). Adalet ve Kalkınma Partisi'nin kadına ilişkin söylem ve politikalarına bakış: Muhafazakar demokratlıktan muhafazakarlığa doğru evrilişin izdüşümleri. *Akademik Yaklaşımlar Dergisi*, 8(1), 65-96.
- Arat, Y. (2000). From emancipation to liberation: The changing role of women in Turkey's public realm. *Journal of International Affairs*, 54 (1), 107-123.
- Arslan, E. (2019). Siyasi partilerde cinsiyetin izini sürmek: AKP, CHP, MHP, ve HDP örnekleri. *Fe Dergi*, 11(1), 59-76.
- Justice and Development Party Program. 2002. (Access <https://acikerisim.tbmm.gov.tr/items/4baa7399-15a8-44bb-88ce-abf5519b6183>).
- Kandiyoti, D. (1987). Emancipated but unliberated? Reflections on the Turkish case. *Feminist Studies*, 13(2), 317-338.
- Peoples' Democratic Party Program. (Access <https://hdp.org.tr/tr/parti-programi/8/>)
- Republican People's Party Program. (Access <https://content.chp.org.tr/1d48b01630ef43d9b2edf45d55842cae.pdf>)
- Terkan, B. 2013. Siyasi partilerin kadına ilişkin söylem ve politikaları (AKP ve CHP örneği). *Selçuk İletişim*, 6(2), 15-136.
- Toprak, B. (1990). Emancipated but unliberated women in Turkey: The impact of Islam. In F. Ozbay (ed.), *Women, family and social change in Turkey* (pp. 39-50). Bangkok: UNESCO.

# MEDYADA YER ALAN ASTROLOJİK OKUMADA BARNUM ETKİSİ

## THE BARNUM EFFECT IN ASTROLOGICAL READINGS IN THE MEDIA

Öğr. Gör. Ecem Taneri

Doğuş Üniversitesi, Meslek Yüksekokulu

### ÖZET

**Giriş ve Amaç:** İnsanlık tarihi kadar eski olduğu bilinen astroloji disiplini, bir sahte bilim (pseudo-science) olarak kabul edilmektedir. Günümüz medyasında ise sıklıkla adından bahsettiren astroloji, özellikle gazete ve dergilerde ciddi bir yere ve öneme sahiptir. Astrolojinin medyada sahip olduğu bu yer ve geniş kitleler tarafından büyük bir ilgi ile takip edilmesinin ardında yatan neden ise, astrolojik tahminlerin ve yorumlamaların herkese hitap etmesi, belirsiz ve genelleştirilebilir olması özelliği sayesinde Barnum Etkisi ile açıklanmaktadır. Barnum Etkisi, kişinin genel ve soyut ifadeleri kendine özgü olarak algılaması ve bu ifadelerin kendi karakteristik özelliklerine uygun olduğunu düşünmesi eğilimidir. Başka bir deyişle, Barnum Etkisi, insanların genel ifadeleri şahsi ve özel olarak kabul etme eğilimini ifade eder. **Gereç ve Yöntem:** Bu çalışma, Bertram Forer'in yapmış olduğu bilimsel çalışmalar sayesinde Forer Etkisi olarak da bilinen Barnum Etkisi Teorisi'nin, bilimsel bir temeli olup olmadığı sıkça tartışılan ve medyada yer alan astroloji ve astrolojik okumaya nasıl yansıdığına odaklanmaktadır. Forer tarafından geliştirilen ve temeli bir magazin dergisinde yer alan astroloji köşesindeki sorulara dayanan 13 soruluk *Tanısal İlgi Alanı Testi*, çalışmanın ölçeği olarak kullanılmıştır. 34 ön lisans öğrencisine uygulanan ilgili soruların Forer'in yönteminde olduğu gibi kişilere özel olarak hazırlandığı söylenmiştir ve sonuçlar SPSS 27.V ile analiz edilmiştir. **Bulgular:** Çıkan sonuçlara göre, tercihlerine yönelik hazırlanan soru dışında kadın ve erkek katılımcılar arasında anlamlı bir farklılık sonucu bulunmamıştır. **Tartışma ve Sonuç:** Sorulara verilen cevaplar gösteriyor ki, medyada yer alan astrolojik içerikler kişilere ya da burçlara özelmış gibi sunulsa da genel geçer ifadeler nedeniyle her katılımcıya hitap eder niteliktedir.

**Anahtar Kelimeler:** Barnum Etkisi, Forer Etkisi, Astroloji, Medya İçerikleri

### ABSTRACT

**Introduction and Purpose:** Astrology, a discipline as old as humanity itself, is widely considered a pseudoscience. Along with its frequent mention in the media, astrology is often featured in specifically newspapers and magazines. The media's fascination with astrology and its popularity among masses can be attributed to the Barnum Effect due to the fact that astrological predictions and interpretations are often vague and general, making them appealing to a wide audience. The Barnum Effect refers to the tendency for individuals to perceive general and abstract statements as being unique to them, and to believe that these statements accurately reflect their own characteristics. In other words, the Barnum Effect refers to the tendency of people to accept general statements as personal and specific.

**Materials and Methods:** The study focuses on how the Barnum Effect Theory, also known as Forer Effect that's to the scientific studies conducted by Bertram Forer, is reflected on astrology and astrological reading in the media. The scale used in the study was the 13-question Diagnostic Interest Test developed by Forer and based on questions in an astrology column in a magazine. The questions were prepared individually for 34 associate degree students according to Forer's method, and the results were analyzed using SPSS 27.V. **Results:** The analysis revealed no significant difference between male and female participants, except for their preferences as indicated by a specific question. **Discussion and Conclusion:** The study concluded that, although astrological content is presented in the media as if it were specific to individuals or signs, it appeals to all participants by virtue of its generalized nature.

**Key Words:** Barnum Effect, Forer Effect, Astrology, Media Content

## GİRİŞ

Astroloji, binlerce yıllık bir geçmişe sahiptir. İnsanlık tarihi kadar eski bir fenomen olan astroloji, tarih boyunca birçok medeniyetin ve imparatorluğun göz yüzüne bakarak, bilinmeyeni bilme arzusuna dayanmaktadır. Eski medeniyetlerde siyasi ve askeri kararları vermek için gökyüzü hareketleri incelenirken; zaman içinde, özellikle İkinci Dünya Savaşı'ndan sonra medyada kendine yer bulmasıyla birlikte artık bir eğlence aracına dönüşmüştür. İmparatorluklara ve medeniyetlere kılavuzluk eden ve tarih boyunca astronomi bilimi ile birlikte geliştirilen astroloji, zaman içinde inandırıcılığını kaybetmiş ve sahte bilim (pseudo-science) olarak literatürde yer almıştır.

Günümüzde astroloji, yıldızların konumlarına bakarak insanların karakterleri, yaşam tarzları ve ilişkileri hakkında tahminlerde bulunmak ve çıkarımlar yapmak için hem geleneksel hem de dijital medyada kullanılmaktadır. Güvenilirliği tartışmaya açık olsa da, astroloji hem geleneksel hem de alternatif medyada hatırı sayılır bir öneme sahiptir. Her dergi ve gazetede astroloji köşelerinin bulunması, gündüz kuşağı programlarında astrologlara yer verilmesi ve sosyal medyada astrologların takipçi sayılarının yüksek olması bu iddiayı güçlendirmektedir. Medyada astrolojinin bu kadar popüler olması ve medyada yer edinmesinde, astrolojik yorumların herkese hitap eder nitelikte olması çıkarımı yapılabilir. Burçları ve astrolojiyi takip eden insanların her okuduğunda kendilerinden bir parça bulabiliyor olması Barnum Etkisi kavramı ile açıklanabilir. Barnum Etkisi'ni ölçmek için başvurulan ve Bertham Forer (1949) tarafından geliştirilen *Tanısıl İlgi Alanı Testi* bu çalışmanın ölçeği olarak kullanılmıştır. Çalışma, bireylerin astroloji gibi kendilerine özel olarak hazırlanmış yorum ya da ifadeleri nasıl kişiselleştirilmiş içerikler olarak değerlendirip yorumladığı üzerine odaklanmaktadır.

## KAVRAMSAL ÇERÇEVE

### Astrolojinin Disiplini Üzerine Bir Değerlendirme

Bilim ya da sahte bilim olup olmadığı tartışması sürekli devam etse de, insanlık tarihi kadar eski olduğu bilinen astroloji disiplini, bir sahte bilim (pseudo-science) olarak kabul edilmektedir (Jerome, 2009; Popper, 2002; Thagard, 1978). Tarihsel olarak baktığımızda gözlem ve matematiksel hesaplamalara dayanan astronomi bilimi ile birlikte geliştiği görünen

astroloji disiplini, güneşin, ayın ve dünya ile birlikte diğer sekiz gezegenin konumlarına ve hareketlerine dayanarak insan davranışlarını ve olaylarını tahmin ettiğini iddia eden bir inanç sistemi ya da göksel rehberdir (Zarka, 2009). Bilimselliği konusunda uzun yıllardır süren tartışmalara rağmen yapılan araştırmalar gösteriyor ki astrolojiyi medyadan takip eden hedef kitle astrolojiyi bilimsellikten çok eğlence amacıyla tüketmektedir (Blackmore ve Seebold, 2001, s. 17). Astroloji gibi medya içerikleri bilimsellikten ya da doğruluğu kanıtlanmış bilgiden uzak olarak sadece eğlence amacı ile tüketilebilmektedir (Allum, 2011, s. 342). Bu aşamada odaklanması gereken nokta astrolojinin inandırıcılığı ya da bilimselliği değil, astrolojinin medya sayesinde ortaya koyduğu tüm kehanet ve öngörülerle bireylerin hayatında ve modern toplumda önemli bir yere sahip olmasıdır. Bauer ve Durant (1997) tarafından yapılan araştırma da bunu desteklemektedir. 18 yaş üstü 2.009 İngiliz'in katılımıyla gerçekleştirilen anketin sonuçları, katılımcıların %73'ünün horoskopik ya da astrolojik raporları okuduğunu göstermektedir. Ancak bu kişilerin sadece %6'sı bu tür raporlarda söylenenleri "ciddiye" ya da "oldukça ciddiye" almaktadır.

1.236 Amerikalı katılımcı arasında yapılan başka bir araştırma, bireylerin yaklaşık %75'inin zaman zaman burçlarını gazeteden okuduklarını, yaklaşık %25'inin astroloji ilkelerine inandıklarını iddia ettiklerini belirtmektedir (Gallup ve Newport, 1991, s.137). Öte yandan, Bailey (1997) tarafından uygulanan deneysel bir çalışma, astrolojik yorumlara dayalı davranış değiştirme istekliliği de kanıtlamıştır. 30 deneye yıldız haritasının okunmasından hem önce hem de sonra Milli Piyango bileti alma alışkanlıkları ile ilgili bir araştırma yapılmıştır. Grupların örnekleri rastgele seçilmiş ve eşit sayılarla üçe ayrılmıştır. İlk gruba, yakın gelecekte olağanüstü şansa sahip olacakları ve bundan yararlanmaları gerektiği öne sürülmüştür. İkinci gruba ise şanssız olacakları ve paralarını dikkatli harcamaları gerektiği söylenmiştir. Üçüncü grubun yıldız falında ise şanstın hiç bahsedilmemiştir. Araştırmaya göre, astrolojik okumada kötü şans ile karşılaşma ihtimali olduğu bildirilen ikinci grupta, piyangoda kazanma şansları konusunda kendilerine olan güvenlerinin belirgin şekilde azaldığı sonucu elde edilmiştir.

Yapılan araştırmalar gösteriyor ki, astrolojinin popülerliği bilimselliği ya da inandırıcılığından kaynaklanmaktan ziyade, medyada sıklıkla kendine yer bulduğu için insanlara kılavuzluk etme ya da eğlence arası olma işlevi görmektedir. Bu noktada, astrolojinin hangi mecralarda popüler olduğunu analiz etmek de önem arz etmektedir.

### Medyada Astroloji

Günümüz medyasında sıklıkla adından bahsettiren astroloji, özellikle gazete ve dergilerde ciddi bir yere ve öneme sahiptir. 1984 yılında *Committee for Skeptical Inquiry*, astrolojiyle sadece eğlence amaçlı ilgilenen okuyucu profilini çeşitlendirmek amacıyla gazete sahiplerini astroloji sütunlarına sağlık uyarıları eklemeye ikna etmek için bir kampanya başlatmıştır. Ancak, Amerika Birleşik Devletleri'ndeki 1000 yayından sadece 70'inin böyle yenilikçi bir girişimi kabul etmesi nedeniyle başlangıç projesi başarısız oldu. Böylesine büyük bir reddin ardında yatan neden, medya sahiplerinin okuyucuların keyfini ciddi konularla bölmek istememeleri olabilir (Allum, 2011, s. 342). Aynı zamanda doğa olaylarından ve göklerden

güç alan bir disiplin olan astrolojinin medya gündemi doğrultusunda şekillendiği çıkarımı da yapılabilir (Riger ve Dursun, 2015, s. 231).

Astrolojinin medyada yer almaya başlaması, 1930 yılında Prenses Margaret'in doğumu ile başlamıştır. *Sunday Express*'te prensesin doğum haritasının yorumlanması büyük bir ilgi ile karşılanmış ve gazetenin tirajını yükseltmiştir (Zeldin, 1996, s. 336). Medyada yer alan astroloji içerikleri Adorno (1994) tarafından da *The Stars Down to Earth* adlı eserinde incelenmiştir. Astrolojinin modern dünyada nasıl yorumlandığını analiz etmek amacıyla, Los Angeles Times gazetesinin Kasım 1952-Şubat 1953 tarihleri arasında yayınlanan astroloji sütunlarına içerik analizi yöntemi uygulanmıştır. Çalışma kapsamında incelenen astroloji yorumları gösteriyor ki, tüm içerikler "uygulanabilirliğe" yatkındır, bu da her astrolojik okumanın spekülasyondan ve tartışmadan uzak olduğu anlamına gelir (s. 68). Tahminler o kadar yüzeysel ve geneldir ki, her durum ve koşul için uygulanabilirler. Bu aynı zamanda yorum gerektiren bir ikilik de sağlamaktadır. Astrolojik yorumlar okuyucuların beklentilerini tatmin eder ve onları bir tür hayal dünyasına sürükler, ancak kendilerini gerçeklik alanından tamamen koparmaz.

Medyada yer alan astroloji, her burç için genel geçer ve belirsiz yorumlar sunmaktadır. Bu yorumlar, herkes için kabul edilebilir ve geçerli ifadeler içermektedir. Örneğin 16 Şubat 1953 tarihli başak burcu yorumu; "[...] enerjinizi ihtiyaç duyulan bir işe ya da dikkatinizi bekleyen bir işe verin" (s. 63) şeklinde yer almaktadır. Bu astrolojik yorum, sadece başak burçlarına değil, herkese uygulanabilecek niteliktedir. Benzer bir örneğe 31 Ocak 1953 tarihli yengeç burcunda da rastlanmaktadır; "mali açıdan ne durumda olduğunuzu erkenden öğrenin ve sonra dışarı çıkıp gerekli bürokratik işlemlerle ilgilenin" (s. 65) yorumu aslında tüm okuyucuların enerjilerini iş hayatına ve çalışkanlığa kanalize etmeye yönlendirmektedir.

Astrolojik tahminlerin ve yorumlamaların herkese hitap etmesi, belirsiz ve genelleştirilebilir olması Barnum Etkisi ile açıklanmaktadır. Barnum Etkisi, insanlar kolayca genelleştirilebilen ya da geniş bir yelpazedeki insanlara uygulanabilen yüksek düzeyde doğru ifadelerin etkisi altında kaldıklarında ortaya çıkar. Bu tür ifadeler çoğunlukla açık ya da spesifik olmayan veya muğlak ifadeler taşır ve bireylerin kendi deneyimlerine, özelliklerine veya iç görülerine dayalı bireysel yorumlara açık olmaları nedeniyle kendilerinden çıkarım yapmalarına veya kendilerine pay çıkarmalarına olanak tanır. Bir sonraki bölümde Barnum Etkisi ve astrolojik yorumlamalarda bu etkinin ne denli geçerli olduğunu ölçümlemek için hazırlanan ölçekten bahsedilecektir.

### Barnum Etkisi ve Astroloji

Barnum Etkisi, bireylerin kendileri hakkındaki genel ve muğlak ifadelerin son derece doğru ve kişiselleştirilmiş olduğuna inandıkları durumlarda ortaya çıkan psikolojik bir olgudur (Kotamarthi, 2020). Kavram, 1956 yılında Paul Meehl tarafından, Halkla İlişkiler disiplininde Tanıtım Modeli'nin en tanınmış temsilcilerinden biri olan P.T. Barnum'un gösterileri sırasında izleyicileri hakkında yaptığı açıklamaların genellikle birçok kişiye uygulanabilecek kadar geniş olmasına rağmen kişisel ve spesifik olarak yorumlanması nedeniyle ortaya atılmıştır. Barnum'un "herkes için küçük bir şey" iddiası, yaygın ve belirsiz ifadeler için kişiselleştirilmiş ve benzersiz bir algı sağlamıştır. Barnum'un hazırladığı eğlence şovları

kişiyeye özel bir deneyim sunması için hazırlanmış gibi görünse de temelde kitlelere hitap etmesi ile biliniyordu. Bu tür bir yanılısamanın günümüz medyasındaki astroloji içeriklerinde de olduğu görülmektedir.

Bugün medyada yer alan astroloji yorumları, Barnum Şovları gibi bireylerin kendi özelliklerini ayrıcalıklı olarak algılamalarını sağlayan ve onları benzersiz olduklarına inandıran astrolojik profillere dayanır. Bu iddia Dean (1987) tarafından yapılan *Astrolojinin Doğruluğu Söylenmesi Gerekir mi?* başlıklı çalışması ile desteklenmektedir. Çalışmaya katılan 22 bağımsız deneğin yıldız haritaları incelenmiştir ve katılımcılara çıkan sonuçların tam zıttı yönde yorumlamalarda bulunulmuştur. Sonuçları alan her bir katılımcıya kendileriyle ilgili yanlış ya da belirsiz bir şey olup olmadığını belirtmeleri istenmiştir. Ancak katılımcıların çoğu, çıkan sonuçların tam olarak kendilerini yansıttığını ifade etmiştir. Yıldız haritası tam tersine çevrilmiş olsa bile, katılımcılar herkese uyabilecek genelleştirilmiş ve muğlak ifadeler nedeniyle haritalarının doğru tanımlamalar sağladığını belirtmişlerdir. Sakin ya da aceleci, kendine güvenen ya da güvenmeyen, sabırlı ya da sabırsız, dürtüsel ya da ılımlı özelliklerine atfedilen sıfatlar herkes için geçerli olabilecek niteliktedir.

Medyada yer alan astrolojik okumanın Barnum Etkisi ile herkes için geçerli olabilecek ve muğlak ifadelerden oluştuğu iddiasını doğrulamak için Bertram Forer (1949), 13 soruluk bir Likert anket hazırlamıştır. Anket soruları, bir derginin astroloji köşesinden alınmış ve hiçbir ifadesi değiştirilmemiştir. Forer, öğrencilerin bu tür astrolojik yorumlara nasıl tepki verdiklerini incelemeyi hedeflemiştir. Böylece, herkeste bir dereceye kadar kolayca gözlemlenebilecek genel ve evrensel değerlerin, tıpkı astrolojinin sunduğu gibi özelleştirilmiş kişilik değerlendirmesi gibi algılanıp algılanmadığını analiz edilmiştir (s. 118). 39 öğrencisine sınav puanlarını göz önünde bulundurarak hazırladığını söylediği *Tanısal İlgi Alanı Testi* sorularını yönlendirmiştir. Her soru kağıdının kişiyeye özel olarak hazırlandığı belirtilmiştir ve her öğrenciyeye üzerinde kendi adının yazdığı bir taslak verilmiştir, ancak tüm taslaklar birbirinin aynısıdır (s. 120). Bu taslakta yer alan sorular;

1. Sizde, diğer insanların sizi sevmesine ve hayranlık duymasına yönelik yoğun bir ihtiyaç var.
2. Kendinizi eleştirmeye çok açıksınız.
3. Kendi avantajınıza çevirmediğiniz büyük bir kullanılmayan kapasiteye sahipsiniz.
4. Bazı kişilik zaaflarınız olsa da, genellikle onların üstesinden gelebiliyorsunuz.
5. Cinsel beklentileriniz, sizin için problemler doğuruyor.
6. Dışarıdan bakıldığında disiplinli ve öz kontrole sahipsiniz; ancak aslında endişeli ve güvensizsiniz.
7. Bazı zamanlarda doğru şeyi yaptığınızdan ve doğru tercihte bulunduğunuzdan emin olamıyorsunuz.
8. Her seferinde birazcık değişim olsun istiyorsunuz ve eğer kısıtlamalarla karşılaşırsanız rahatsız oluyorsunuz.
9. Kendinizin bağımsız bir düşünür olduğunuzla övünüyorsunuz ve diğerlerinin açıklamalarını kanıtsız görüyorsunuz.
10. Kendinizi başkalarına açmanın çok da akıllıca olmadığını düşünüyorsunuz.

11. Bazı zamanlar dışa dönük, cana yakın ve sosyalsiniz, diğer zamanlarda ise kapalı, ilgisiz ve içedönük.
12. Bazı tutkularınız oldukça gerçek dışı.
13. Güvenliğiniz, hayatınızdaki temel amaçlarınızdan biri.

Öğrencilerden soruları 1'in "kesinlikle katılmıyorum", 5'in "kesinlikle katılıyorum" cevaplarını temsil ettiği 1'den 5'e kadar Likert ölçekte değerlendirmeleri istenmiştir. Analiz sonuçları, 39 öğrencinin ortalama 4,26 puan verdiğini ve bunun da yüksek düzeyde katılım anlamına geldiğini göstermiştir. Aynı zamanda cinsiyet odaklı uygulanan SPSS sonucuna göre, kadın ve erkek katılımcılar arasında anlamlı bir farklılığa rastlanmamıştır. Yapılan çalışma, astrolojik yorumların, kişiselleştirilmiş gibi görünmelerine rağmen, burçlardan bağımsız olarak herkesin hayatının bazı yönlerine bir dereceye kadar uyma eğiliminde olacak kadar genelleştirilmiş ifadeler içerdiğini ortaya koymaktadır. Astrolojik yorumların tamamen uymasa da ikna edicilik düzeyine göre "yeterince doğru bir tahmin" olarak değerlendirildiği sonucu çıkmaktadır.

## YÖNTEM

Medyada yer alan astroloji içeriklerinin Barnum Etkisi'ni ölçümlemek adına, benzer bir çalışma Türkçe olarak İstanbul'da bir özel üniversitede eğitim alan ön lisans öğrencilerinin katılımıyla yürütülmüştür. Forer'in geliştirdiği *Tanısıl İlgi Alanı Testi* kullanılmıştır ve sorularda herhangi bir değişiklik yapılmadan Likert ölçek uygulanarak 1 "kesinlikle katılmıyorum", 5 "kesinlikle katılıyorum" yanıtlarını temsil etmektedir. İlgili test, Forer'in çalışmasına paralellikler göstermesi adına 38 adet ön lisans ikinci sınıf öğrencisine Türkçe olarak yönlendirilmiştir. Öğrencilere anket uygulanmadan önce etik kurulu raporu alınmış ve sorular paylaşılmıştır. Bu çalışmada öğrencilerin kimliklerinin paylaşılmayacağı kendilerine beyan edilmiş olup, anketlere katılımları zorunlu kılınmamıştır. Çalışmaya 34 öğrenci gönüllü olarak katılmayı kabul etmiş ve ismine özel olarak hazırlanan anket sorularını doldurmuştur. Katılımcılara Forer'in deneyinde olduğu gibi bu soruların onlara özel olarak hazırlandığı söylenerek, medyada yer alan astroloji içerikleri ile ilgili bir bilgi paylaşılmamıştır. Katılımcılar arasında eksik soru yanıtlayan olmadığı için doldurulan tüm soruların yanıtları dikkate alınmıştır ve analize dahil edilmiştir. Öğrencilerin tamamı aynı bölümden ve aynı sınıftan seçilmiştir, böylece katılımcıların tamamının benzer bir eğitime sahip olacakları öngörülmüştür. Katılımcıların 10 tanesi erkek, 24 tanesi ise kadınlardan oluşmaktadır.

Anket soruları anlatımsal açıklama yerine kısa ifadelerden oluşmaktadır. Bu ifadeler genel geçer ve evrensel niteliktedir, diğer bir deyişle, soruların yöneltildiği herkes bu ifadelerde kendilerine ait bir özellik bulabilecektir. Bu testin amacı, medyada yer alan astrolojik yorumlarda burçlardan ve astroloji bilgisinden bağımsız olarak herkese hitap eder nitelikte ifadelerin yer aldığını ortaya koymaktır. Bu çalışmada, SPSS V27 kullanılmıştır.

## BULGULAR ve TARTIŞMA

Araştırma sonuçları Forer'in yapmış olduğu anket çalışması ile karşılaştırılmıştır. Forer'in aldığı sonuçlara benzer olarak, verilen yanıtlara göre bir soru hariç kadın ve erkek katılımcılar arasında anlamlı bir farklılığa ulaşılamamıştır. Anlamlı farklılık sadece "bazı zamanlarda

doğru şeyi yaptığınızdan ve doğru tercihte bulunduğunuzdan emin olamıyorsunuz.” sorusunda bulunmaktadır. Bunun nedeni olarak, erkek katılımcıların kadın katılımcılara kıyasla doğru hareket ettiklerinden ya da doğru karar almaktan emin olmak istemeleri gösterilebilir.

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Sizde, diğer insanların sizi sevmesine ve hayranlık duymasına yönelik yoğun bir ihtiyaç var.	Equal variances assumed	0,517	0,477	1,246	32	0,222	0,558
	Equal variances not assumed			1,201	15,662	0,248	0,558
Kendinizi eleştirmeye çok açkınsınız.	Equal variances assumed	0,007	0,933	0,166	32	0,869	0,058
	Equal variances not assumed			0,160	15,601	0,875	0,058
Kendi avantajınıza çevirmedığınız büyük bir kullanılmayan kapasiteye sahipsiniz.	Equal variances assumed	0,807	0,376	0,526	32	0,603	0,208
	Equal variances not assumed			0,490	14,682	0,631	0,208
Bazı kişilik zaaflarınız olsa da, genellikle onların üstesinden gelebiliyorsunuz.	Equal variances assumed	5,218	0,029	-1,126	32	0,269	-0,450
	Equal variances not assumed			-1,431	29,762	0,163	-0,450
Cinsel beklentileriniz, sizin için problemler doğuruyor.	Equal variances assumed	4,113	0,051	1,029	32	0,311	0,408
	Equal variances not assumed			1,305	29,623	0,202	0,408
Dışarıdan bakıldığında disiplinli ve öz kontrole sahipsiniz; ancak aslında endişeli ve güvensizsiniz.	Equal variances assumed	0,194	0,663	1,770	32	0,086	0,925
	Equal variances not assumed			1,692	15,416	0,111	0,925
Bazı zamanlarda doğru şeyi yaptığınızdan ve doğru tercihte bulunduğunuzdan emin olamıyorsunuz.	Equal variances assumed	2,921	0,097	2,360	32	0,025	0,950
	Equal variances not assumed			2,044	12,907	0,062	0,950
Her seferinde birazcık değişim olsun istiyorsunuz ve eğer kısıtlamalarla karşılaşsanız rahatsız oluyorsunuz.	Equal variances assumed	0,404	0,530	0,412	32	0,683	0,183
	Equal variances not assumed			0,376	14,085	0,713	0,183
Kendinizin bağımsız bir düşünür olduğunuzla övünüyorsunuz ve diğerlerinin açıklamalarını kanıtsız.	Equal variances assumed	6,389	0,017	0,732	32	0,469	0,317
	Equal variances not assumed			0,924	29,351	0,363	0,317
Kendinizi başkalarına açmanın çok da akıllıca olmadığını düşünüyorsunuz.	Equal variances assumed	0,555	0,462	0,696	32	0,492	0,333
	Equal variances not assumed			0,646	14,572	0,528	0,333
Bazı zamanlar dışa dönük, cana yakın ve sosyalsiniz, diğer zamanlarda ise kapalı, ilgisiz ve içedönük.	Equal variances assumed	0,745	0,394	0,445	32	0,659	0,192
	Equal variances not assumed			0,481	20,259	0,635	0,192
Bazı tutkularınız oldukça gerçek dışı.	Equal variances assumed	2,372	0,133	0,641	32	0,526	0,350
	Equal variances not assumed			0,686	19,759	0,501	0,350
Güvenliğiniz, hayatınızdaki temel amaçlarınızdan biri.	Equal variances assumed	1,041	0,315	0,740	32	0,465	0,258
	Equal variances not assumed			0,895	26,787	0,379	0,258

**Tablo 1:** Araştırma Sonuçları

Forer anketini 39 öğrenciye uygulamış ve verilen yanıtların ortalaması 4,26 sonucunu elde etmiştir. Bu da demek oluyor ki burçlarının özellikleri ve kişiliklerinden tamamen bağımsız olarak öğrencilerin neredeyse tamamı sorulara 5 puan vermiştir. Bu çalışmaya katılan öğrencilerin verdiği yanıtların ise ortalaması 3,5'tir. Forer'in anketine göre ortalamanın düşük olmasının nedeni hem kadın hem de erkek öğrencilerin “cinsel beklentileriniz sizin için problemler doğuruyor” sorusuna ağırlıklı olarak 1 ve 2 puan vermesidir. Bu durum, kültürle ilintili olarak özellikle 20'li yaşların başında ve isimleri görünür halde yapılan bir ankette öğrenciler, cinsel beklentileri ile ilgili bir soruya beklendiği şekilde yanıt vermiştir şeklinde açıklanabilir. Ancak bu soruda dahi kadın ve erkek katılımcılar arasında anlamlı bir farklılığın olmaması, soruların genel geçer ifadelerden oluştuğunu ortaya koymaktadır. Araştırmanın bulguları gösteriyor ki, hazırlanan anket sorularına verilen yanıtlarda kadın ve erkek katılımcılar arasında anlamlı bir farklılık bulunmamaktadır.



Daha önce anket sorularının anlatımsal olmak yerine kısa ifadelerden oluştuğu belirtilmiştir. Bu soruların içerik analizine bakıldığında, dördüncü, yedinci, on birinci ve on ikinci sorularda yer alan “bazı” kelimesi dikkat çekmektedir. Anlatımsal ya da betimleyici ifadelerden uzak, belgisiz sıfat olarak kullanılan bu kelime, anketi dolduran katılımcıların hangi şartta ya da koşulda olursa olsun kendine yorabileceği herhangi bir durumu ifade etmektedir. Örneğin “bazı zamanlar dışa dönük, diğer zamanlarda içe dönüksünüz” ifadesi tüm insanlar için geçerlidir, bu durum bireyin duygu durumuyla ilgilidir ve bir kişinin her zaman içe dönük ya da dışa dönük olması beklenemez. Benzer şekilde “kendinize başkalarına açmanın çok da akıllıca olmadığını düşünüyorsunuz.” sorusunda yer alan belgisiz zamir, kişinin kendini tanımadığı ya da yabancı olduğu kişilere açması olarak yorumlanabilir. Burada yine muğlak ve belli belirsiz bir ifade kullanılmıştır. Anne, baba, arkadaşlar, öğretmenler gibi daha yakın hissedilen kişilerden mi, yoksa daha uzak ya da yabancı olarak nitelendirilebilecek insanlardan mı bahsedildiği anlaşılmamaktadır. Sorularda dikkat geçen diğer bir unsur, Maslow’un Hiyerarşisi’nde de yer alan temel ihtiyaç sorusudur. Maslow’un Hiyerarşisi’nde belirtildiği gibi, yeme içme, barınma, cinsellik, güvenlik bireyin en temel ihtiyacıdır (İslamoğlu ve Altunışık, 2013); “güvenliğiniz, hayatınızdaki en temel amaçlarınızdan biri” sorusu kesin olarak bireyin temel ihtiyaçlarına hizmet etmektedir. Hazırlanan tüm ifadeler gösteriyor ki, seçilen kelimeler net yargılarda bulunmamaktadır. Katılımcıların tamamının istedikleri şekilde yorumlayabilecekleri ya da genel geçer olarak nitelendirilebilecek yorumlarda bulunmamaktadır. Kişilik testi analizi çerçevesinde hazırlanan astroloji yorumları birçok insan tarafından kişisel ve doğru algılanabilir; çünkü genellikle kişisel deneyimlerle uyusabilecek şekilde genel ifadeler içerirler. Bu, insanların kendilerini astrolojiye verilen yorumlarda bulmalarına ve bu yorumların doğru olduğuna inanmalarına yol açabilir.

Çalışmanın sınırları arasında, katılımcı sayısındaki cinsiyet dağılımının eşit olmadığı dikkat çekmektedir. Bu durum anketin uygulandığı ön lisans programına dahil olan öğrencilerin çoğunlukla kadınlardan oluşmasından kaynaklanmaktadır. İlerleyen çalışmalarda, kadın ve erkek sayısının daha dengeli olarak incelenmesi, farklı sonuçlar elde edilmesine olanak sağlayabilir.

Çalışmaya katılan öğrencilerin sayısı, Forer’in deneyine paralellik gösterecek biçimde belirlenmiştir. Katılımcı sayısını genişletmek ya da katılımcıları öğrencilere alternatif farklı bir demografik bölgeden seçmek yeni bir araştırma alanı oluşturabilir.

## REFERANSLAR

- Adorno, T.W. (1994). *The Stars Down to Earth and Other Essays on the Irrational in Culture*. Crook, E. (ed). London ve New York: Routledge.
- Allum, N. (2011). What Makes Some People Think Astrology Is Scientific? *Science Communication*, 33 (3), 341-366.
- Bauer, M, Durant, J. (1997) Belief in Astrology: a Social-Psychological Analysis. *Culture and Cosmos*, 1, 55-71.
- Blackmore, S., Seebold, M. (2001). The Effect of Horoscopes on Women's Relationships. *Correlation*, 19, 17-32.
- Dean, G. (1987). Does Astrology Need to Be True? Part 2: The Answer is No. *The Skeptical Inquirer*, 11, 257 – 273.
- Forer, B.R. (1949). The Fallacy of Personal Validation: a Classroom Demonstration of Gullibility. *The Journal of Abnormal and Social Psychology*, 44(1), 118–123.
- Gallup, G.H. and Newport, F. (1991). Belief in Paranormal Phenomena Among Adult Americans. *Skeptical Inquirer*, 15, 137-146.
- İslamoğlu, A.H, Altunışık, R. (2013). *Tüketici Davranışları*. 4. Baskı. İstanbul: Beta Yayınları
- Jerome, L.E. (2009). *Astroloji Çürütüldü*. (R. Pekünlü, Çev.) İstanbul: İstanbul Kültür Üniversitesi Yayınları.
- Kotamarthi, P. (2020). The Science Behind the Barnum Effect. *The Decision Lap*. Erişim adresi: <https://thedecisionlab.com/insights/business/the-science-behind-the-barnum-effect> erişim tarihi Temmuz 25, 2023.
- Popper, K.R. (1959). *The Logic of Scientific Discovery*. Londra ve New York: Routledge.
- Popper, K.R. (2002). *Conjectures and Refutations: The Growth of Scientific Knowledge*. (N. I. Platnick, ed.) Routledge Classics. 2. Baskı. New York: Routledge.
- Riger, N., Dursun, O. (2015). Kültür Endüstrisinin Sahte Rasyonalitesi: Yıldız Falları (Los Angeles Times'tan Hürriyet'e Yıldız Falları Analizi). *Global Media Journal TR Edition*, 5 (10), 227-270.
- Thagard, P.R. (1978). Why Astrology is a Pseudoscience. *PSA: Proceedings of the Biennial Meeting of the Philosophy of Science Association*, 223–234.
- Zarka, P. (2009). Astronomy and Astrology. *The Role of Astronomy in Society and Culture Proceedings IAU Symposium*, 260, 420-425.
- Zeldin, T. (1998). *İnsanlığın Mahrem Tarihi*. (Özsayar, E., Çev.). İstanbul: Ayrıntı Yayınları.

# EFFECTS OF TECHNOLOGICAL INNOVATIONS ON CLIMATE CHANGE

**Dana-Claudia COJOCARU, PhD**

Doctoral School of Economics and Business Administration  
Alexandru Ioan Cuza University of Iași, Romania

**Professor Mihaela ONOFREI, PhD**

Finance, Money, and Public Administration Department  
Alexandru Ioan Cuza University of Iași, Romania

**Professor Bogdan-Narcis FÎRȚESCU, PhD**

Finance, Money, and Public Administration Department  
Alexandru Ioan Cuza University of Iași, Romania

## ABSTRACT

In recent decades, climate changes has been one of the main concerns of governments and policy-makers to meet the pressing needs of the Sustainable Development Goals. Droughts, forest fires, very high volume and short rainfall intervals, biodiversity loss, desertification and melting ice caps are just some of the consequences of climate change. As a result of the devastating impact on the environment, the world has turned its attention to technological innovations to cope with contemporary problems. According to the majority of studies, technological innovation is an essential element that could deliver a lasting solution for dealing with climate change.

In this light, the main objective of this paper is to investigate the role of different categories of technological innovation on greenhouse gas emissions and CO<sub>2</sub> emissions. Our analysis is carried out on a sample of 32 countries from Organisation for Economic Co-operation and Development over the period 2000-2020. The main findings show that, in order to prevent damage to the environment, reduce energy consumption and speed up deployment of renewables, technology innovation is an effective tool. At the same time, these technologies are used for the benefit of humanity to harmonize the needs of current and future generations.

**Keywords:** environmental sustainability; air pollution; green innovation; climate change mitigation.

## INTRODUCTION

In the past few years, climate change has risen to unprecedented levels and in this context sustainable development is now an imperative factor for global growth. We can compare this period to the contagious nature of the 2008 economic crisis, which originated in the United States and was progressively spreading around the world thanks to linkages within the Global Financial System, with a view to understanding how serious climate change is.

The main greenhouse gas, which has led to significant changes in climate, is carbon dioxide, which is the primary target of the common effort to reduce greenhouse gas emissions. By the end of 2022, global CO<sub>2</sub> emissions have increased by about 1.5% compared to 2021, reaching 35.1 GtCO<sub>2</sub> (Li et al., 2022). In 2021, at the United Nations Climate Change Conference, scientists estimated that CO<sub>2</sub> emissions will reach a record high in 2022 as all sectors recover from the COVID-19 pandemic (World Meteorological Organization, 2021). Global emissions were much lower than projected during a year marked by fuel price shocks, geopolitical events, increased inflation and disruption to the usual flow of fuels trade (International Energy Agency, 2022). That's because of clean energy technologies, which helped to prevent 55 million tonnes of CO<sub>2</sub> emissions (International Energy Agency, 2022).

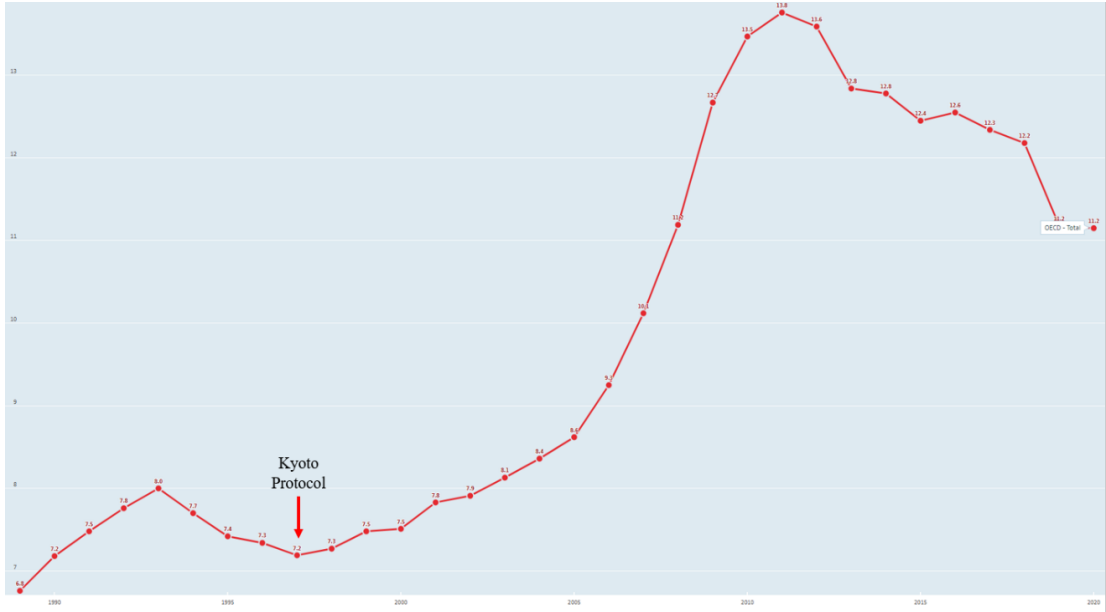
An important point to consider is that economic growth has always been based on excessive energy consumption and therefore on highly polluting industries (Guo and Shahbaz, 2024). Historically, early industries have used nonrenewable energy sources irresponsibly, and this excessive and uncontrolled consumption has led to a number of serious environmental problems. Economy, energy and environment are three factors that build a very close relationship, influencing each other. The three factors are inextricably linked, as it is not possible to achieve a growth of the economy unless energy consumption is reduced and consequently CO<sub>2</sub> emissions increase causing environmental degradation.

The European Green Pact, together with the new climate change policies, have created new trajectories and challenges for the sustainable development of the world's countries. Epidemics, economic and political shocks in recent years have also had a significant impact on sustainable development. In response to these challenges, efforts to mitigate the growing effects of climate change can be seen in technological innovations that are aimed at climate protection. The Paris Agreement stated that "the rapid, encouraging and facilitating of innovation is crucial for the effective and long term global response to climate change as well

as promoting economic growth and sustainable development" (UNFCCC, 2023). In parallel, the UN Framework Convention for Climate Change Executive Committee on Technology has stressed that technological innovation needs to be accelerated in order to tackle climate change. In the context of climate change, technology innovation is a term used to describe technologies that use new, cleaner, renewable and safe processes for production of energy without causing environmental damage.

Technological innovation refers to the use of modern, clean, renewable and safe processes for the production of energy that does not harm the environment in the context of climate change (Sakariyahu et al., 2023). Since 1989, the United States Patent and Trademark Office has granted hundreds of patents related to climate change (Dochniak, 2017).

**Figure 1. Evolution of environmental technology patents (total, percentage), 1990-2020**



*Source: OECD, Patents on environment technologies, 2019.*

We have chosen to highlight the Kyoto Protocol because it is one of the most representative institutional frameworks for mitigating the consequences of climate change (Kim, 2021), becoming a trigger for promoting renewable energy sources. According to the attached image, immediately after the adoption of the Protocol in 1997, patents on environmental technologies showed an upward trend until 2011. This trend has been largely supported by the Clean Development Mechanisms (CDMs), which have been introduced under the Kyoto Protocol. The mechanism enables projects aimed at reducing greenhouse gas emissions to be financed by public and privately funded entities in advanced economies (Bleviss, 2007). Previous

studies have empirically demonstrated the positive impact of protocol implementation on the promotion of renewable energy consumption (Aguirre and Ibikunle, 2014; Miyamoto and Takeuchi, 2019).

According to these, a promising step towards climate change mitigation is moving towards the adoption of innovative technologies. For example, Afrifa et al. (2020) examined how innovation influences CO<sub>2</sub> emissions in 29 emerging countries. Results revealed that in highly innovative economies, climate change problems are reduced by about 26.18%.

We're seeing a huge demand for technological innovation in the post-Kyoto era. A number of studies analysing the impact of environmental technologies on climate change, in particular in developed countries, have taken place in recent years. However, studies which analyse the impact of all environmental technology patents on climate change have not yet been published in the literature. Considering the lack of literature, this paper seeks to explore how various environmental technology patents affect the environment. In this context, our analysis is limited to 32 member states of the OECD, covering the period 2000-2020. The period of analysis is justified on the basis of available data in 32 countries.

The rest of the paper is structured as follows: Section 2 reviews the relevant literature and develops the research hypotheses of the paper. The methodology used, data collection techniques and procedures are described in Section 3. The main empirical findings are outlined and discussed in Section 4, while the final conclusions are given in Section 5.

## **1. LITERATURE REVIEW**

Droughts, precipitation in very high volume and very short intervals, forest fires and desertification cause chaos in livelihoods and human economies in every region (Usman et al., 2022). As a result, research papers on the most important factors that contribute to an increase in CO<sub>2</sub> emissions are published in this context which indicate academic and scientific interest for climate change. With this in mind, at the other end of the spectrum, a growing data research background is looking at factors that can improve environmental quality.

The majority of the work suggests that the key tool in achieving sustainable progress is technological innovations, which can substantially reduce greenhouse gas emissions (Azam et al., 2022; Gu et al., 2019; Sakariyahu et al., 2023; Su and Moaniba, 2017; Wu et al., 2021). For example, Yii and Geetha (2017) investigate the causal relationship between technological

innovations and CO<sub>2</sub> emissions in Malaysia, where they find that technological innovations reduce CO<sub>2</sub> emissions in the short run, while no relationship was observed in the long run. Amri et al. (2018) examine the impact of technological innovation on CO<sub>2</sub> emissions in Tunisia. The authors state that the integration of innovative technologies in the energy sector can favour the decrease of CO<sub>2</sub> emissions. Furthermore, they call on Tunisia's policy makers to support innovation and technical capacity for improvement of the quality of its environment.

Analysing the multitude of studies found in the literature on technological innovation and climate change, we note that the results differ from one country to another, the reason being the heterogeneity of per capita income and the period over which the study is conducted. In this regard, empirical analyses were conducted to investigate whether income inequality affects technological innovations. Bai et al. (2020) explore the role of income inequality in China's CO<sub>2</sub> emission reduction process over the period 2000-2015. The results show that technological innovation is conducive to reducing CO<sub>2</sub> emissions per capita, but if income inequality continues to rise, the effect of this reduction will be limited. Sakariyahu et al. (2023) investigated how technological innovation along with economic freedom can be used as climate change mitigation and adaptation strategies. An analysis covering the period 2000 to 2018 using the pooled OLS is carried out by the authors on a sample of 31 African countries. The analysis has shown that environmental degradation is reduced in low and high income countries of Africa, thanks to technology innovation. However, not surprisingly, for low-income countries, technological innovation does not help sustainable development.

In order to examine the relationship of technology innovation with environmental quality, some studies in literature have used Environmental Kuznets Curve (EKC) (Demir et al., 2020; Grossman and Krueger, 1991; Stern, 2004). The Kuznets curve has the same principle as that of economic growth and environment quality when it relates to technological innovation and ecological quality. The inverted U-shaped relationship shows that the quality of the environment is increased when technology innovation and entrepreneurial freedom are introduced at a preliminary stage in development. Nevertheless, degradation of the environment tends to increase after some threshold has been crossed. This relationship has been widely accepted, developing rapidly in recent years (Guo and Shahbaz, 2024).

Despite the fact that these theories have been relied upon to draw attention to the relationship of economic growth with quality of environment, a number of ethological investigations use

them in order to explore other aspects of social economics (e.g. urbanization, trade, energy efficiency, information and communication technology).

As in any field of research, where certain topics are widely debated, technological innovation is no exception. Li et al. (2022) analysed the impact of green investment, technological innovation and globalisation on CO<sub>2</sub> emissions in the MINT states (Mexico, Indonesia, Nigeria and Turkey) over the period 2000-2020. The researchers showed that technological innovation significantly increases environmental degradation, while green investment and the globalisation process significantly reduce it in the long run. It is true that we cannot provide a 'one-size-fits-all' link between innovation and environmental degradation, but we believe that they can, on the one hand, lead to waste and, on the other, pave the way for many more environmentally friendly technologies that emit far fewer emissions.

According to the studies, which have been submitted, there is a great deal of complexity in connecting innovation with environmental quality and this does not depend on national policies alone (Demir et al., 2020), suggesting that trade liberalisation paves the way for clean technologies (Beghin and Potier, 2002). It's about transferring clean technologies from developed to developing countries. At least three means of technology transfer can be achieved: the first is to provide goods which incorporate this technology, the second is to grant licences for production capacity and the third is to support the development of national research and product development capacities independent of a licensor (Schembri and Petit, 2009).

**Table 1. Research that analysed the relationship between technology innovations and climate change**

AUTHOR(S)	SAMPLE	PERIOD	METHOD	RESULT
Töbelmann and Wendler (2020)	UE-27	1992-2014	GMM	Green patents → CO <sub>2</sub> ↓ (long term)
Shafiei and Salim (2014)	OECD countries	1980-2011	GMM	REC → CO <sub>2</sub> ↓
Su and Moaniba (2017)	70 states	1976-2014		Patents on climate change → CO <sub>2</sub> from oil ↓ CO <sub>2</sub> from coal ↑ CO <sub>2</sub> from natural gas ↑
Kim (2021)	54 of states	1990-2015	OLS	Building-related mitigation technologies → CO <sub>2</sub> ↓
Trinh et al.	29 OECD	1990-	IPAT	Environmental management



(2023)	countries	2018	STIRPAT	innovation → CO <sub>2</sub> ↓ CH <sub>4</sub> ↑ SOX ↓ NOX ↓ PM10 ↑ PM2.5 ↑ Climate change mitigation innovation → CO <sub>2</sub> ↓ CH <sub>4</sub> ↓ SOX ↓ NOX ↓ PM10 ↑ PM2.5 ↑ Climate change adaptation innovation CO <sub>2</sub> ↓ CH <sub>4</sub> ↑ SOX ↑ NOX ↓ PM10 ↑ PM2.5 ↓ Ocean technology innovation → CO <sub>2</sub> ↓ CH <sub>4</sub> ↓ SOX ↓ NOX ↓ PM10 ↑ PM2.5 ↑
Khattak et al. (2020)	BRICS	1980- 2016	CCEMG	Innovation → CO <sub>2</sub> ↓ (South Africa, China, India and Russia) RE → CO <sub>2</sub> ↓ (Russia, China and India)
Azam et al. (2022)	China	1995- 2018	OLS	Nuclear energy → technological innovation → CO <sub>2</sub> ↓
Li et al. (2022)	MINT	2000- 2020	OLS	Technological innovations → CO <sub>2</sub> ↑
Chen and Lee (2020)	96 of states	1996- 2918	GNS	Technological innovations → CO <sub>2</sub> ↓
Khan et al. (2021)	69 BRI states	2000- 2014	GMM	Technological innovations → economic growth → foreign direct investment → REC ↑
Afrifa et al. (2020)	29 emerging states	1990- 2018	OLS	Innovative technologies → CO <sub>2</sub> ↓
Mehmood et al. (2024)	Pakistan	1975- 2020	Robust Least Squares Regression	Technological innovation → carbon intensity ↑ R&D → carbon intensity ↑ ISD → carbon intensity ↑
Bekun (2024)	South Africa	1975- 2020	ARDL	REC → environmental quality ↓ Environmental technological innovation → environmental quality ↓
Adebayo et al. (2023)	BRICS	1990- 2019	CS-ARDL	Technological innovations → CO <sub>2</sub> ↓ RE → CO <sub>2</sub> ↓

*Source: own processing from literature studies.*

## 2. DATA AND METHODOLOGY

Technological innovation can be measured by a number of factors, such as renewable energy (Dong et al., 2018), R&D spending (Pegkas et al., 2019), energy efficiency (Aguir Bargaoui et al., 2014) and environmental technology patents (Oyebanji et al., 2022; Raiser et al., 2017). In particular, R&D spending illustrates key aspects of the innovation system, but nevertheless also has certain drawbacks. Data on R&D expenditure are often incomplete and only available at the aggregate level.

In this context, our paper uses patents on environmental technologies to measure technological innovations. We justify this choice by the fact that patent data are disaggregated by specific technology areas, giving us a wealth of information. Many researchers also argue that patent data on environmental technologies is a preferable indicator for innovation (Dernis and Khan, 2004; Sternitzke, 2009).

Taking account of these considerations, the purpose of this Report is to assess the impact on climate change in OECD Member States from a variety of patents relating to environment technology.

We considered the six categories of environmental technology patents available in the OECD database, namely environmental management innovation; climate change mitigation technologies related to energy production, transport or distribution; climate change mitigation technologies related to wastewater treatment or waste management; climate change mitigation technologies related to transport; climate change mitigation technologies related to buildings, including climate change mitigation technologies in the production or processing of goods (OECD, 2024). It is imperative to ensuring that climate change mitigation technologies work in the right direction. An important point to note is that due to lack of data during the period under review, greenhouse gas capture technologies were not included in the paper.

Our paper uses annual data from 2000-2020 for the 32 OECD member states. Chile, Colombia, Costa Rica, Estonia, Iceland and Latvia have been removed from our analysis because they lack the necessary data.

Our study uses two dependent variables, CO<sub>2</sub> emissions, as they are the main greenhouse gas and are associated with different Sustainable Development Goals, and GHG emissions to better capture the effects of technological innovations. Table 2 presents information on the data series we used in this study.

**Table 2. Description of variables.**

VARIABLE NAME	DESCRIPTION	SOURCE
<i>Dependent variable</i>		
<b>CO<sub>2</sub></b>	CO <sub>2</sub> emissions (metric tons per capita)	WORLD BANK
<b>GHG</b>	GHG emissions (tCO <sub>2e</sub> per capita)	Climate Watch
<i>Independent variable</i>		
<b>EM_INOV</b>	Environmental management innovation (number of total)	OECD
<b>TECH_ENV</b>	Climate change mitigation technologies related to energy generation, transmission or distribution (number of total)	
<b>TECH_WST</b>	Climate change mitigation technologies related to wastewater treatment or waste management (number of total)	
<b>TECH_TR</b>	Climate change mitigation technologies related to transportation (number of total)	
<b>TECH_BLD</b>	Climate change mitigation technologies related to buildings (number of total)	
<b>TECH_PRG</b>	Climate change mitigation technologies in the production or processing of goods (number of total)	
<b>REC</b>	Renewable energy consumption (% of total final energy consumption)	
<b>FDI</b>	Foreign direct investment (net inflows (% of GDP))	BANK
<b>GDP_PC</b>	GDP per capita growth (annual %)	
<b>R&amp;D</b>	Research and development expenditure (% of GDP)	
<b>URB</b>	Urban population (% of total population)	

*Source: authors' elaboration based on empirical studies.*

The data used is a panel data type, with unit Country and time year. The methodology is related to qualitative sequential, using empiric analysis that provides cohesion and feasibility for our investigation, but also quantitative methods, including Dynamic Ordinary Least Squares (D.O.L.S.) and Fully Modified Ordinary Least squares (F.M.O.L.S.), unit root tests and cointegration techniques.

## 2.1.Independent Panel Unit Root Tests Framework

Panel unit roots are necessary to check if series are stationary, so to test it in panels, specific tests are used ((Breitung and Das, 2005; Harris and Tzavalis, 1999; Im et al., 2003; Levin et al., 2002) and Fisher-type (Choi, 2001)). In a general approach, panel unit root tests for panel data are, somehow similar, but not identical to unit root tests for a single series. A basic classification refers to whether there are restrictions on the autoregressive process (as in 1) across cross-sections or series.

$$y_{it} = \rho_i y_{it-1} + X_{it} \delta_i + \epsilon_{it}$$

(1)

with  $y_{it}$  being dependent the variable vector,  $X_{it}$  the independent variables matrix, and  $\epsilon_{it}$  is the idiosyncratic error.

Based on these restrictions, one can employ the assumptions  $\rho_i = \rho$  for all  $i$ , and if  $|\rho_i| = 1$ , then  $y_i$  contains unit root.

The Levin, Lin, and Chu (LLC), Breitung, and Hadri tests assumes common unit root, that  $\rho_i$  is identical across cross-sections. LLC and Breitung considers basic ADF as in (2), with the null  $H_0$  as in 3 and the alternative written as 4.

$$\Delta y_{it} = \alpha y_{it-1} + \sum_{j=1}^{p_i} \beta_{ij} \Delta y_{it-j} + X'_{it} \delta + \epsilon_{it}$$

(2)

$$H_0: \alpha = 0$$

(3)

$$H_1: \alpha < 0$$

(4)

A second approach, is developed in Im, Pesaran, and Shin, and the Fisher-ADF and PP tests. All tests considered, allow for individual unit root processes, so that the unit root may vary across cross-sections (5).

$$\Delta y_{it} = \alpha y_{it-1} + \sum_{j=1}^{p_i} \beta_{ij} \Delta y_{it-j} + X'_{it} \delta + \epsilon_{it}$$

(5)

with the null  $H_0$  as in 6 and  $H_a$  in 7

$$H_0: \alpha_i = 0, \text{ for all } i$$

(6)

$$H_1: \begin{cases} \alpha_i = 0 & \text{for } i = 1, 2, \dots, N_1 \\ \alpha_i < 0 & \text{for } i = N + 1, N + 2, \dots, N \end{cases}$$

(7)

The empirical results for these tests are presented and explained in the next section.

## 2.2. Fully Modified Ordinary Least Squares (FMOLS) and Dynamic Ordinary Least Squares (DOLS)

The "fully modified" OLS (FMOLS) estimator was proposed by Pedroni (1995) and Phillips and Moon (1999). The FMOLS is a non-parametric approach, considering possible endogeneity and serial correlation. Referring to the general model, the  $\beta_{\text{FMOLS}}$  is estimated as in 8 (see Pedroni, 2001; Pedroni, 2004)).

$$\hat{\beta}_{\text{FMOLS}} = \left( \sum_{i=1}^N \hat{L}_{22i}^{-2} \sum_{t=1}^T (x_{it} - \bar{x}_i)^2 \right)^{-1} \times \sum_{i=1}^N \hat{L}_{11i}^{-1} \hat{L}_{22i}^{-1} \left( \sum_{t=1}^T (x_{it} - \bar{x}_i) y_{it}^* - T \hat{\delta}_i \right)$$

(8)

The DOLS methodology being more thoroughly explained in Mark and Sul (2003).

To control for the endogeneity (assuming that  $u_{it}^\dagger$  is correlated with  $\underline{v}_{it}$ ), the  $u_{it}^\dagger$  is projected on  $p_i$  leads and lags as in .

$$u_{it}^\dagger = \sum_{s=-p_i}^{p_i} \underline{\delta}'_{i,s} \underline{v}_{it-s} + u_{it} = \sum_{s=-p_i}^{p_i} \underline{\delta}'_{i,s} \Delta \underline{x}_{it-s} + u_{it} = \underline{\delta}'_i \underline{z}_{it} + u_{it}$$

(9)

Substituting the projection, the equation become as in .

$$\frac{1}{T} \sum_{t=1}^T y_{it} = \alpha_i + \underline{\gamma}' \frac{1}{T} \sum_{t=1}^T \underline{x}_{it} + \underline{\delta}'_i \frac{1}{T} \sum_{t=1}^T \underline{z}_{it} + \frac{1}{T} \sum_{t=1}^T u_{it}$$

(10)

The choice for FMOLS and DOLS methodology is related to the fact that variables are not-stationary in levels, so the classical coefficients fixed and random effects may be biased, see *Empirical Results*.

### 3. EMPIRICAL RESULTS

Table 3 presents the statistical description of the variables used in our analysis for the 32 OECD member countries.

**Table 3. Summary statistics.**

	<b>Obs.</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Min</b>	<b>Max</b>
<b>CO<sub>2</sub></b>	651	8.7583	4.0108	3.0392	21.7556
<b>GHG</b>	651	5.2944	3.6718	0.5100	21.0900
<b>TECH_WST</b>	651	23.7030	42.8374	0.5000	241.5940
<b>TECH_ENV</b>	651	207.0726	480.7645	0.3333	2687.5525
<b>TECH_PRG</b>	651	109.7772	242.0745	0.4532	1194.9524
<b>TECH_BLD</b>	651	43.6604	88.8833	0.6324	485.9083
<b>TECH_TR</b>	651	91.6712	217.1275	0.2651	1119.1687
<b>EM_INOV</b>	651	155.1562	310.4375	0.5000	1449.7372
<b>REC</b>	651	15.8525	13.1744	0.9000	61.3000
<b>R&amp;D</b>	651	1.9419	0.9779	0.3000	4.5000
<b>FDI</b>	651	5.0041	10.4738	-22.3000	60.0000
<b>URB</b>	651	76.6017	11.2609	51.9830	97.7890

*Source: Own calculations.*

The data showed significant variations for all variables over the period analysed. In this context, we note that over the period 2000-2020, our data consisted of 651 observations.

In the case of the first dependent variable, CO<sub>2</sub> emissions, it ranges between a minimum of 3.0392 (value recorded for Turkey in 2001) and a maximum of 21.7556 (Luxembourg, 2010) with a standard deviation of 4.0108.

The dependent variable GES has a mean of 5.2944, ranging from a low of 0.5100 (Finland, 2015) to a high of 21.0900 (United States, 2006).

Our data is a Panel Time Series type and often contain unit roots. The initial sets of our data testing refers to the presence of unit-root. The results for Im-Pesaran-Shin and Fisher-type are presented in Table 4.

**Table 4: Unit root tests results.**

VARIABLES	R(ZTTILDEBAR)	R(P)	R(L)	R(Z)	R(PM)
CO <sub>2</sub>	11.0177	7.3627	11.0258	10.2032	-4.9066
D.CO <sub>2</sub>	-10.9191 ***	539.7326 ***	-26.6273 ***	-17.8144 ***	42.9017 ***
GHG	6.0698	48.4222	5.3520	5.1989	-1.2193
D.GHG	-12.0278 ***	644.4168 ***	-31.9120 ***	-29.8308 ***	52.3026 ***
TECH_ENV	-1.9129 **	94.4104 ***	-2.2463 **	-2.0672 **	2.9105 ***
D.TECH_ENV	-12.3856 ***	679.9097 ***	-33.7172 ***	-21.3108 ***	55.4899 ***
EM_INOV	-5.6391 ***	207.9594 ***	-8.9783 ***	-7.6171 ***	13.1075 ***
D.EM_INOV	-14.7441 ***	1153.3111 ***	-57.2709 ***	-29.8308 ***	98.0026 ***
REC	11.5469	12.8908	9.1068	8.3096	-4.4101
D.REC	-10.9463 ***	508.4004 ***	-24.9569 ***	-17.4179 ***	40.0879 ***
FDI	-10.1516 ***	493.3399 ***	-24.2566 ***	-16.0167 ***	38.7355 ***
D.FDI	-15.4396 ***	1276.0428 ***	-63.3785 ***	-32.0108 ***	109.0243 ***

*Source: author's calculation.*

The results of unit-root tests (Table 4) suggests that dependent variable is not stationary in levels, but is stationary in first-difference, being of type I(1). The same results obtained for the other variables shows that some of the independent variables are I(0), excepting *REC* that is also I(1). None of the variables are of type I(2), but the presence of I(1) type variables imposes the use of FMOLS or DOLS, so the chosen methodologies are correct.

Another test refers to variance inflation factor. There are no identified problems, for all the models the VIFs means are under 5 (the results are available in *Appendix*, Table A1).

We have tested twenty-four (24) models, using two proxies for climate change - gas emissions (*CO<sub>2</sub>* and *GHG*), and six proxies for technological innovations (*TECH\_WST*, *TECH\_ENV*, *TECH\_PRG*, *TECH\_BLD*, *TECH\_TR*, *EM\_INOV*). The results shows that only *TECH\_WST* (technological waste) is statistically significant using FMOLS methodology (see Table 5).

**Table 5. FMOLS and DOLS results of TECH\_WST proxy.**

<b>DEP. VAR:</b>	<b>CO<sub>2</sub></b>	<b>GHG</b>	<b>CO<sub>2</sub></b>	<b>GHG</b>
<b>METHOD</b>	<b>FMOLS</b>	<b>FMOLS</b>	<b>DOLS</b>	<b>DOLS</b>
<b>TECH_WST</b>	-0.0089* (0.0037)	-0.0119** (0.0042)	-0.0028 (0.0093)	-0.0062 (0.015)
<b>REC</b>	-0.2539** (0.0134)	-0.1223** (0.0149)	-0.2395** (0.0279)	-0.1296** (0.0450)
<b>R&amp;D</b>	0.6122** (0.1635)	0.6031** (0.1824)	0.7516* (0.3524)	0.7892 (0.5686)
<b>FDI</b>	0.0015 (0.0048)	0.0009 (0.0054)	0.021 (0.0112)	0.0014 (0.018)
<b>URB</b>	-0.0665* (0.0289)	-0.0402 (0.0323)	-0.1344 (0.0748)	-0.0091 (0.1207)
<b>OBS.</b>	620	620	558	558
<b>R-SQ.:</b>	0.9719	0.9586	0.9991	0.9975

*Note: \* p < .10; \*\* p < .05; \*\*\* p < .01. values between parentheses represent standard errors.*

*Source: author's calculation.*



According to the data highlighted in Table 5, we can observe that waste management and wastewater treatment technologies show the same results, both after applying the FMOLS test and after applying the DOLS test, indicating a negative and significant relationship with both variables used in the analysis. In this context, an increase in waste management and wastewater treatment technologies by 1% leads to a decrease of 0.0088 units and 0.0028 units of CO<sub>2</sub> emissions respectively. The results are in line with our expectations. Also GHG decreases by 0.0119 and 0.0062 units respectively.

Among the most important areas for mitigating the negative impacts of climate change are wastewater and waste management. Although these areas are often placed towards the bottom of the agenda when discussing environmental improvement, they can play a significant role in the common efforts to reduce our carbon footprint and promote a sustainable society. According to Bassin et al. (2021) with the right technologies, accompanied by well-established operational strategies, certain pollutants can be removed from wastewater, including organics, nitrogen and phosphorus, thus avoiding their negative impact on the environment.

In recent years, policy makers, researchers and academics have argued that a key factor in combating climate change are green technologies and environmentally relevant innovations (Töbelmann and Wendler, 2020), as these are much more effective when discussing emission reductions and natural resource use. In this context, various projects and policy strategies that stimulate the implementation of these technologies seem to be a pathway towards the net zero target. At the United Nations Conference (COP28) held in December 2023, much discussion focused on the role of technology and innovation in combating climate change. In this regard, Srilata Kammila, head of climate change adaptation, stressed that innovation is key to tackling the climate crisis as it offers a multitude of benefits (Climate Action, 2023). From innovations in renewable energy to innovations related to climate change mitigation related to buildings, green technologies are projects to tackle the challenges of global warming. All these innovations not only pave the way for a clean and sustainable future, but also represent our shared commitment to protect natural resources and maintain the health of the planet for future generations. Our results are consistent with other peer-reviewed studies (Adebayo et al., 2023; Azam et al., 2022; Bekun, 2024; Kim, 2021; Shafiei and Salim, 2014; Trinh et al., 2023).

While some authors in the literature (Khan and Khan, 2023; Li et al., 2022) argue that technologies produce CO<sub>2</sub> emissions to some extent, we are of the opinion that in the long run they aim to reduce greenhouse gas emissions. Indeed, green technologies produce an additional amount of CO<sub>2</sub> emissions in their early stages of production, transport and installation, but these emissions are temporary. When considering green technologies it is very important to look at their whole life cycle. It is important to consider that these temporal increases in CO<sub>2</sub> emissions should not be seen as an impediment and justification for not implementing climate mitigation technologies. They show the importance of a proper assessment of the type of technology and its life cycle in mitigation strategies and what needs to be done to offset the emissions associated with their implementation.

At the same time, a negative and significant relationship of renewable energies with the two dependent variables used in the econometric models is observed. It is no longer news that renewables help to reduce emissions. In this context, the world has witnessed a tremendous transition from traditional sources to the use of renewable energy as an environmentally friendly and sustainable alternative for creating a sustainable economy. A range of empirical research has demonstrated the beneficial effect of using renewable energy sources. In this direction, our results are consistent with a number of studies Amponsah et al. (2014), Erdoğan et al. (2024), Nuță et al. (2024), Panwar et al. (2011). Moreover, whereas there is a lot of empirical research in the literature dealing with urbanization, which, after analysis, shows that urbanization leads to increased pollution, our results show the opposite. In this case, a possible justification is due to the increase in public awareness of climate change issues. Another factor would also be due to the stimulation of technological innovations and the development of sustainability-oriented public policies.

## **CONCLUSIONS**

In the context of environmental protection concerns, patents on environmental technologies are essential for a challenging society. Through innovation and global collaboration, environmental technologies offer viable and sustainable solutions to address environmental threats. In other words, these technologies promise a clean, prosperous and emission-free economy and are becoming increasingly important, both economically and politically. Given all this, the subject is not sufficiently explored in the literature. This research therefore examines the impact of different types of technological innovation on greenhouse gas emissions and CO<sub>2</sub> emissions in OECD countries, using annual data from 2000 to 2020 when

we used environmental technology patents as a proxy for highlighting the role of innovativeness in the environment. At the same time, a series of tests for unit roots and stationarity have been performed in our panel databases.

The results of the tests we applied in this research highlight the important role these technologies play in improving the environment. Thus, in our view, the adoption of environmental technologies is an essential strategy to mitigate the present climate crisis, becoming a valuable tool in our journey towards zero emissions.

The potential of environmental technologies to reduce greenhouse gas emissions and improve the quality of life of both current and future generations is clear. But the role of Public Policy and International Cooperation in implementing technologies, as well as their support for widespread deployment, is crucial if these objectives are to be achieved. Today, the creation of an enabling legal and economic framework that stimulates technological innovation worldwide is being coordinated between national governments and businesses. Therefore, in order to take advantage of the best opportunities and latest technologies to reduce GHG emissions, national governments should increase their investment in research and development.

The results of econometric models confirm that some studies have examined the impact of patents on environmental technologies on degradation in short and long term terms.

The paper is useful in highlighting the fact that at such times, when climate change transcends national borders, international cooperation becomes a fundamental element in promoting green technologies. Thus, international cooperation on green technologies opens up new opportunities to address long-standing challenges (UNCTAD, 2023), allowing developing countries to make considerable progress towards the Sustainable Development Goals.

The results of this research are not exhaustive and therefore have some limitations which are limited to the sample selected on the one hand and the time period under analysis on the other. Future studies could therefore also consider non-OECD countries to capture the extent of these technologies.

## APPENDIX

**Table A1. VIF results**

VARIABLE	VIF	1/VIF
RD	1.55	0.64
EM INOV	1.34	0.75
URB	1.32	0.76
REC	1.20	0.83
FDI	1.08	0.92
GDP PC	1.06	0.94
MEAN VIF	1.26	

*Source: author's calculation.*

**Chart A1. "Correlation Matrix - Triangle Heatmap"**



*Source: own processing.*

## REFERENCES

- Adebayo, T. S., Ullah, S., Kartal, M. T., Ali, K., Pata, U. K., & Ağa, M. (2023). Endorsing sustainable development in BRICS: The role of technological innovation, renewable energy consumption, and natural resources in limiting carbon emission. *Science of The Total Environment*, 859, 160181. <https://doi.org/10.1016/j.scitotenv.2022.160181>
- Afrifa, G. A., Tingbani, I., Yamoah, F., & Appiah, G. (2020). Innovation input, governance and climate change: Evidence from emerging countries. *Technological Forecasting and Social Change*, 161, 120256. <https://doi.org/10.1016/j.techfore.2020.120256>

- Aguir Bargaoui, S., Liouane, N., & Nouri, F. Z. (2014). Environmental Impact Determinants: An Empirical Analysis based on the STIRPAT Model. *Procedia - Social and Behavioral Sciences*, 109, 449–458. <https://doi.org/10.1016/j.sbspro.2013.12.489>
- Aguirre, M., & Ibikunle, G. (2014). Determinants of renewable energy growth: A global sample analysis. *Energy Policy*, 69, 374–384. <https://doi.org/10.1016/j.enpol.2014.02.036>
- Amponsah, N. Y., Troldborg, M., Kington, B., Aalders, I., & Hough, R. L. (2014). Greenhouse gas emissions from renewable energy sources: A review of lifecycle considerations. *Renewable and Sustainable Energy Reviews*, 39, 461–475. <https://doi.org/10.1016/j.rser.2014.07.087>
- Amri, F., Bélaïd, F., & Roubaud, D. (2018). Does Technological Innovation Improve Environmental Sustainability in Developing Countries? Some Evidence from Tunisia. *The Journal of Energy and Development*, 44(1/2), 41–60.
- Azam, A., Rafiq, M., Shafique, M., & Yuan, J. (2022). Mitigating Carbon Emissions in China: The Role of Clean Energy, Technological Innovation, and Political-Institutional Quality. *Frontiers in Environmental Science*, 10. <https://www.frontiersin.org/articles/10.3389/fenvs.2022.814439>
- Bai, C., Feng, C., Yan, H., Yi, X., Chen, Z., & Wei, W. (2020). Will income inequality influence the abatement effect of renewable energy technological innovation on carbon dioxide emissions? *Journal of Environmental Management*, 264, 110482. <https://doi.org/10.1016/j.jenvman.2020.110482>
- Bassin, J. P., Castro, F. D., Valério, R. R., Santiago, E. P., Lemos, F. R., & Bassin, I. D. (2021). Chapter 16—The impact of wastewater treatment plants on global climate change. In B. Thokchom, P. Qiu, P. Singh, & P. K. Iyer (Ed.), *Water Conservation in the Era of Global Climate Change* (pp. 367–410). Elsevier. <https://doi.org/10.1016/B978-0-12-820200-5.00001-4>
- Beghin, J., & Potier, M. (2002). *Effects of Trade Liberalisation on the Environment in the Manufacturing Sector—Beghin—1997—The World Economy—Wiley Online Library*. <https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-9701.00080>
- Bekun, F. V. (2024). Race to carbon neutrality in South Africa: What role does environmental technological innovation play? *Applied Energy*, 354, 122212. <https://doi.org/10.1016/j.apenergy.2023.122212>
- Bleviss, D. (2007). CHAPTER 11 - What Multilateral Banks (and Other Donors) Can Do to Reduce Greenhouse Gas Emissions: A Case Study of Latin America and the Caribbean. In D. Sperling & J. S. Cannon (Ed.), *Driving Climate Change* (pp. 189–200). Academic Press. <https://doi.org/10.1016/B978-012369495-9/50012-9>
- Breitung, J., & Das, S. (2005). Panel unit root tests under cross-sectional dependence. *Statistica Neerlandica*, 59(4), 414–433. <https://doi.org/10.1111/j.1467-9574.2005.00299.x>
- Chen, Y., & Lee, C.-C. (2020). Does technological innovation reduce CO2 emissions? Cross-country evidence. *Journal of Cleaner Production*, 263, 121550. <https://doi.org/10.1016/j.jclepro.2020.121550>
- Choi, I. (2001). Unit root tests for panel data. *Journal of International Money and Finance*, 20(2), 249–272. [https://doi.org/10.1016/S0261-5606\(00\)00048-6](https://doi.org/10.1016/S0261-5606(00)00048-6)
- Climate Action. (2023). *Innovative Solutions for Community Resilience: A partnership between “Doers” and “Funders”*. Climate Action Innovation Zone COP28. <https://www.cop-28.org/climate-action-innovation-zone>
- Demir, C., Cergibozan, R., & Ari, A. (2020). Environmental dimension of innovation: Time series evidence from Turkey. *Environment, Development and Sustainability*, 22(3), 2497–2516. <https://doi.org/10.1007/s10668-018-00305-0>
- Dernis, H., & Khan, M. (2004). *Triadic Patent Families Methodology*. OECD. <https://doi.org/10.1787/443844125004>

- Dochniak, M. J. (2017). *Patents and Climate Change: There's No Place Like Home - Cambridge Scholars Publishing*. <https://www.cambridgescholars.com/product/978-1-4438-9516-3>
- Dong, K., Hochman, G., Zhang, Y., Sun, R., Li, H., & Liao, H. (2018). CO2 emissions, economic and population growth, and renewable energy: Empirical evidence across regions. *Energy Economics*, 75, 180–192. <https://doi.org/10.1016/j.eneco.2018.08.017>
- Erdoğan, E., Serin Oktay, D., Manga, M., Bal, H., & Algan, N. (2024). Examining the Effects of Renewable Energy and Economic Growth on Carbon Emission in Canada: Evidence from the Nonlinear ARDL Approaches. *Evaluation Review*, 48(1), 63–89. <https://doi.org/10.1177/0193841X231166973>
- Grossman, G. M., & Krueger, A. B. (1991). *Environmental Impacts of a North American Free Trade Agreement* (Working Paper 3914). National Bureau of Economic Research. <https://doi.org/10.3386/w3914>
- Gu, W., Zhao, X., Yan, X., Wang, C., & Li, Q. (2019). Energy technological progress, energy consumption, and CO2 emissions: Empirical evidence from China. *Journal of Cleaner Production*, 236, 117666. <https://doi.org/10.1016/j.jclepro.2019.117666>
- Guo, X., & Shahbaz, M. (2024). The existence of environmental Kuznets curve: Critical look and future implications for environmental management. *Journal of Environmental Management*, 351, 119648. <https://doi.org/10.1016/j.jenvman.2023.119648>
- Harris, R. D. F., & Tzavalis, E. (1999). Inference for unit roots in dynamic panels where the time dimension is fixed. *Journal of Econometrics*, 91(2), 201–226. [https://doi.org/10.1016/S0304-4076\(98\)00076-1](https://doi.org/10.1016/S0304-4076(98)00076-1)
- Im, K. S., Pesaran, M. H., & Shin, Y. (2003). Testing for unit roots in heterogeneous panels. *Journal of Econometrics*, 115(1), 53–74. [https://doi.org/10.1016/S0304-4076\(03\)00092-7](https://doi.org/10.1016/S0304-4076(03)00092-7)
- International Energy Agency. (2022). *CO2 Emissions in 2022*. <https://www.iea.org/reports/co2-emissions-in-2022>
- Khan, A., Chenggang, Y., Hussain, J., & Kui, Z. (2021). Impact of technological innovation, financial development and foreign direct investment on renewable energy, non-renewable energy and the environment in belt & Road Initiative countries. *Renewable Energy*, 171, 479–491. <https://doi.org/10.1016/j.renene.2021.02.075>
- Khan, H., & Khan, I. (2023). The effect of technological innovations, urbanization and economic growth on environmental quality: Does governance matter? *Frontiers in Environmental Science*, 11. <https://www.frontiersin.org/articles/10.3389/fenvs.2023.1239288>
- Khattak, S. I., Ahmad, M., Khan, Z. U., & Khan, A. (2020). Exploring the impact of innovation, renewable energy consumption, and income on CO2 emissions: New evidence from the BRICS economies. *Environmental Science and Pollution Research*, 27(12), 13866–13881. <https://doi.org/10.1007/s11356-020-07876-4>
- Kim, Y. (2021). Technological Innovation, the Kyoto Protocol, and Open Innovation. *Journal of Open Innovation: Technology, Market, and Complexity*, 7(3), 198. <https://doi.org/10.3390/joitmc7030198>
- Levin, A., Lin, C.-F., & James Chu, C.-S. (2002). Unit root tests in panel data: Asymptotic and finite-sample properties. *Journal of Econometrics*, 108(1), 1–24. [https://doi.org/10.1016/S0304-4076\(01\)00098-7](https://doi.org/10.1016/S0304-4076(01)00098-7)
- Li, S., Yu, Y., Jahanger, A., Usman, M., & Ning, Y. (2022). The Impact of Green Investment, Technological Innovation, and Globalization on CO2 Emissions: Evidence From MINT Countries. *Frontiers in Environmental Science*, 10. <https://www.frontiersin.org/articles/10.3389/fenvs.2022.868704>
- Mark, N. C., & Sul, D. (2003). Cointegration Vector Estimation by Panel DOLS and Long-run Money Demand\*. *Oxford Bulletin of Economics and Statistics*, 65(5), 655–680. <https://doi.org/10.1111/j.1468-0084.2003.00066.x>

- Mehmood, S., Zaman, K., Khan, S., Ali, Z., & Khan, H. ur R. (2024). The role of green industrial transformation in mitigating carbon emissions: Exploring the channels of technological innovation and environmental regulation. *Energy and Built Environment*, 5(3), 464–479. <https://doi.org/10.1016/j.enbenv.2023.03.001>
- Miyamoto, M., & Takeuchi, K. (2019). Climate agreement and technology diffusion: Impact of the Kyoto Protocol on international patent applications for renewable energy technologies. *Energy Policy*, 129, 1331–1338. <https://doi.org/10.1016/j.enpol.2019.02.053>
- Nuță, F. M., Sharafat, A., Abban, O. J., Khan, I., Irfan, M., Nuță, A. C., Dankyi, A. B., & Asghar, M. (2024). The relationship among urbanization, economic growth, renewable energy consumption, and environmental degradation: A comparative view of European and Asian emerging economies. *Gondwana Research*, 128, 325–339. <https://doi.org/10.1016/j.gr.2023.10.023>
- OECD. (2019). *Patents on environment technologies*. Organisation for Economic Co-operation and Development. [https://www.oecd-ilibrary.org/environment/patents-on-environment-technologies/indicator/english\\_fff120f8-en](https://www.oecd-ilibrary.org/environment/patents-on-environment-technologies/indicator/english_fff120f8-en)
- OECD. (2024). „*Patents on environment technologies*” (indicator) [dataset]. OECD.
- Oyebanji, M. O., Castanho, R. A., Genc, S. Y., & Kirikkaleli, D. (2022). Patents on Environmental Technologies and Environmental Sustainability in Spain. *Sustainability*, 14(11), 6670. <https://doi.org/10.3390/su14116670>
- Panwar, N. L., Kaushik, S. C., & Kothari, S. (2011). Role of renewable energy sources in environmental protection: A review. *Renewable and Sustainable Energy Reviews*, 15(3), 1513–1524. <https://doi.org/10.1016/j.rser.2010.11.037>
- Pedroni, P. (1995). PANEL COINTEGRATION: ASYMPTOTIC AND FINITE SAMPLE PROPERTIES OF POOLED TIME SERIES TESTS WITH AN APPLICATION TO THE PPP HYPOTHESIS. *Econometric Theory*, 20(03). <https://web.williams.edu/Economics/pedroni/WP-95-13.pdf>
- Pedroni, P. (2001). Fully modified OLS for heterogeneous cointegrated panels. În B. H. Baltagi, T. B. Fomby, & R. Carter Hill (Ed.), *Nonstationary Panels, Panel Cointegration, and Dynamic Panels* (Vol. 15, pp. 93–130). Emerald Group Publishing Limited. [https://doi.org/10.1016/S0731-9053\(00\)15004-2](https://doi.org/10.1016/S0731-9053(00)15004-2)
- Pedroni, P. (2004). PANEL COINTEGRATION: ASYMPTOTIC AND FINITE SAMPLE PROPERTIES OF POOLED TIME SERIES TESTS WITH AN APPLICATION TO THE PPP HYPOTHESIS. *Econometric Theory*, 20(3), 597–625. <https://doi.org/10.1017/S0266466604203073>
- Pegkas, P., Staikouras, C., & Tsamadias, C. (2019). Does research and development expenditure impact innovation? Evidence from the European Union countries. *Journal of Policy Modeling*, 41(5), 1005–1025. <https://doi.org/10.1016/j.jpolmod.2019.07.001>
- Phillips, P. C. B., & Moon, H. R. (1999). *Linear Regression Limit Theory for Nonstationary*. <https://onlinelibrary.wiley.com/doi/abs/10.1111/1468-0262.00070>
- Raiser, K., Naims, H., & Bruhn, T. (2017). Corporatization of the climate? Innovation, intellectual property rights, and patents for climate change mitigation. *Energy Research & Social Science*, 27, 1–8. <https://doi.org/10.1016/j.erss.2017.01.020>
- Sakariyahu, R., Lawal, R., Etudaiye-Muhtar, O. F., & Ajide, F. M. (2023). Reflections on COP27: How do technological innovations and economic freedom affect environmental quality in Africa? *Technological Forecasting and Social Change*, 195, 122782. <https://doi.org/10.1016/j.techfore.2023.122782>
- Schembri, & Petit, O. (2009). *Clean technology transfers and North-South technological gap: An important issue for environmental policies* | Cairn.info. <https://www.cairn.info/revue-economie-internationale-2009-4-page-109.htm#re2no2>

- Shafiei, S., & Salim, R. A. (2014). Non-renewable and renewable energy consumption and CO2 emissions in OECD countries: A comparative analysis. *Energy Policy*, 66, 547–556. <https://doi.org/10.1016/j.enpol.2013.10.064>
- Stern, D. I. (2004). The Rise and Fall of the Environmental Kuznets Curve. *World Development*, 32(8), 1419–1439. <https://doi.org/10.1016/j.worlddev.2004.03.004>
- Sternitzke, C. (2009). Defining triadic patent families as a measure of technological strength. *Scientometrics*, 81(1), 91–109. <https://doi.org/10.1007/s11192-009-1836-6>
- Su, H.-N., & Moaniba, I. M. (2017). Does innovation respond to climate change? Empirical evidence from patents and greenhouse gas emissions. *Technological Forecasting and Social Change*, 122, 49–62. <https://doi.org/10.1016/j.techfore.2017.04.017>
- Töbelmann, D., & Wendler, T. (2020). The impact of environmental innovation on carbon dioxide emissions. *Journal of Cleaner Production*, 244, 118787. <https://doi.org/10.1016/j.jclepro.2019.118787>
- Trinh, H. H., Pham, L., Vo, D. T. H., & Phung, G. (2023). *Do Different Types of Technological Innovations Equally Contribute to the Energy-Growth Nexus? New Evidence from Patent Counts in the Era of Climate Change* (SSRN Scholarly Paper 4415082). <https://doi.org/10.2139/ssrn.4415082>
- UNCTAD. (2023). *Transfer of Technology for Development in Times of Accelerating Change: New perspectives for the multilateral framework | UNCTAD*. <https://unctad.org/meeting/transfer-technology-development-times-accelerating-change-new-perspectives-multilateral>
- UNFCCC. (2023). *Harnessing National Systems of Innovation for Climate Action | UNFCCC*. <https://unfccc.int/news/harnessing-national-systems-of-innovation-for-climate-action>
- Usman, M., Balsalobre-Lorente, D., Jahanger, A., & Ahmad, P. (2022). Pollution concern during globalization mode in financially resource-rich countries: Do financial development, natural resources, and renewable energy consumption matter? *Renewable Energy*, 183, 90–102. <https://doi.org/10.1016/j.renene.2021.10.067>
- World Meteorological Organization. (2021). *Climate change and impacts accelerate*. World Meteorological Organization. <https://wmo.int/news/media-centre/climate-change-and-impacts-accelerate>
- Wu, R., Wang, J., Wang, S., & Feng, K. (2021). The drivers of declining CO2 emissions trends in developed nations using an extended STIRPAT model: A historical and prospective analysis. *Renewable and Sustainable Energy Reviews*, 149, 111328. <https://doi.org/10.1016/j.rser.2021.111328>
- Yii, K.-J., & Geetha, C. (2017). The Nexus between Technology Innovation and CO2 Emissions in Malaysia: Evidence from Granger Causality Test. *Energy Procedia*, 105, 3118–3124. <https://doi.org/10.1016/j.egypro.2017.03.654>



# "COMPLICATED GRIEF AND ITS TREATMENT: UNDERSTANDING, ASSESSING, AND TREATING INTENSE MOURNING FOR EFFECTIVE INTERVENTIONS"

**Eneida Zalli PhD**

Aleksander Moisiu University of Durres, Faculty of Education,  
Department of Psychology, Durres, Albania

## **Abstract**

This study navigates the exploration of complicated grief, a prolonged and intense form of mourning that significantly hinders an individual's functionality. Acknowledging its distinct nature, the study emphasizes the importance of comprehending complicated grief for the development of effective interventions. This research encompasses a thorough investigation, addressing the background, significance, definition, and conceptualization of complicated grief, distinguishing it from normal grief reactions, and examining its symptoms, diagnostic criteria, prevalence, and associated risk factors.

The aim of this study is to provide a comprehensive overview, guided by questions on definition, differentiation, symptoms, and prevalence. The subsequent sections discuss theoretical perspectives on complicated grief, examining attachment theory, the dual process model, meaning reconstruction, and other frameworks. The impact of complicated grief on psychological, emotional, and physical well-being, as well as social and occupational functioning, is explored. The assessment, diagnosis, and various treatment approaches, including psychotherapy and pharmacological interventions, are scrutinized. Factors influencing treatment outcomes, such as individual characteristics, social support, cultural considerations, and therapeutic alliance, are also discussed. This study concludes by emphasizing the need for further research, outlining gaps and limitations, and proposing recommendations for future exploration. Recognizing the profound implications of complicated grief on individuals, this research calls for a collective effort in understanding, identifying, and developing targeted interventions to support those grappling with this challenging form of mourning.

**Key words:** Complicated Grief; Mourning; Treatment; Assessing; Intervention

## **1. Introduction**

Complicated grief is a distinct and intense form of grief that can significantly impair an individual's functioning. It is essential to study complicated grief to gain a deeper understanding of its impact on individuals and develop effective interventions. This research aims to explore the background and significance of studying complicated grief, provide a definition and conceptualization of complicated grief, differentiate it from normal grief reactions, and discuss the symptoms, diagnostic criteria, prevalence, and risk factors associated with complicated grief. Grief is a natural response to loss, but for some individuals, the grieving process becomes complicated, leading to prolonged and debilitating symptoms. Complicated grief has been associated with various negative outcomes, including impaired social and occupational functioning, increased risk of mental health disorders, and decreased

quality of life. The objective of this study is to provide a comprehensive overview of complicated grief, including its definition, differentiation from normal grief reactions, symptoms, diagnostic criteria, prevalence, and risk factors. Understanding the unique characteristics of complicated grief is crucial for healthcare professionals, researchers, and policymakers to develop effective interventions and support systems.

## **2. Understanding Complicated Grief**

Complicated grief refers to a prolonged and intense form of grief that persists beyond the expected timeframe and significantly impairs an individual's functioning. It is characterized by an inability to accept the loss, persistent longing for the deceased, and a profound sense of emptiness. Complicated grief is often accompanied by intrusive thoughts, emotional numbness, and difficulties in engaging in daily activities. While grief is a normal response to loss, complicated grief differs in its duration, intensity, and impact on functioning. Unlike normal grief, complicated grief is characterized by persistent yearning for the deceased, intense emotional pain, and an inability to adapt to life without the loved one. It often involves a sense of disbelief, bitterness, and difficulty finding meaning in life. Common symptoms of complicated grief include intense sadness, preoccupation with the deceased, difficulty accepting the loss, and recurrent intrusive thoughts or images related to death. Diagnostic criteria for complicated grief may include prolonged duration of grief symptoms (e.g., beyond six months), impaired social and occupational functioning, and persistent yearning for the deceased. Complicated grief is estimated to affect approximately 10-20% of individuals who experience the loss of a loved one. Certain risk factors increase the likelihood of developing complicated grief, including a sudden or traumatic loss, a close or dependent relationship with the deceased, a history of mental health disorders, and a lack of social support. Additionally, individuals with a history of childhood adversity or insecure attachment styles may be more vulnerable to complicated grief.

## **3. Theoretical Perspectives on Complicated Grief**

*Attachment theory* is a psychological framework that explains how individuals form and maintain emotional bonds with others, particularly in the context of close relationships such as those between infants and their caregivers. Developed by British psychiatrist John Bowlby, attachment theory suggests that the quality of early attachments significantly influences an individual's emotional and social development throughout their lifespan. According to attachment theory, a secure attachment is formed when a caregiver consistently meets the emotional and physical needs of an infant, providing a safe and nurturing environment. In contrast, insecure attachments can result from inconsistent or neglectful caregiving, leading to emotional distress and difficulties in forming healthy relationships later in life. Complicated grief, also known as prolonged grief disorder, refers to a prolonged and intense form of grief that persists beyond the expected period of mourning. It is characterized by persistent yearning for the deceased, difficulty accepting the loss, and a significant impairment in daily functioning. Complicated grief can be seen as a disruption in the attachment system, where the individual struggles to adapt to the loss and reorganize their attachment bonds. The

relevance of attachment theory to complicated grief lies in its emphasis on the importance of secure attachments in promoting emotional well-being and resilience. When a secure attachment figure is lost, as in the case of bereavement, individuals may experience profound distress and struggle to navigate the grieving process. The loss disrupts the sense of security and attachment, leading to complicated grief symptoms. Research has shown that individuals with insecure attachment styles, particularly those with an anxious attachment style characterized by fear of abandonment and a strong need for reassurance, may be more susceptible to complicated grief (Kersting et al., 2011). These individuals may have difficulty processing the loss, adapting to the new reality, and seeking support from others. Attachment-based interventions can be beneficial in the treatment of complicated grief, as they focus on helping individuals develop new attachment bonds and promote healthy coping strategies. These interventions aim to address the underlying attachment disruptions and facilitate the integration of the loss into the individual's life narrative.

***The Dual Process Model of Coping (DPM)*** is another theoretical framework that navigates grief, developed by Margaret Stroebe and Henk Schut to explain how individuals cope with loss and grief. According to the DPM, individuals oscillate between two processes: loss-oriented and restoration-oriented coping. Loss-oriented coping involves actively confronting and experiencing the pain of the loss. It includes activities such as expressing emotions, reminiscing about the deceased, and seeking social support. Restoration-oriented coping, on the other hand, focuses on adapting to the new reality created by the loss. It involves engaging in activities that help individuals rebuild their lives, such as establishing new routines, pursuing new interests, and developing new roles and identities. The DPM suggests that effective coping with grief involves a balance between these two processes. Individuals need to engage in both loss-oriented and restoration-oriented coping to navigate the grieving process and ultimately adjust to the loss. This model recognizes that grief is not a linear process but rather a dynamic and fluctuating experience. When applied to complicated grief, the DPM provides insights into the challenges individuals may face in their coping strategies. Complicated grief is characterized by a prolonged and intense focus on the loss, with difficulty in engaging in restoration-oriented coping. Individuals may become stuck in the loss-oriented process, finding it challenging to adapt to the new reality or engage in activities that promote healing and growth. Individuals with complicated grief symptoms often have difficulties in shifting from loss-oriented coping to restoration-oriented coping (Stroebe, Schut, & Boerner, 2017). They may resist engaging in activities that symbolize moving forward or letting go, fearing that it will diminish their connection to the deceased. This can hinder the natural healing process and prolong the grief experience. Understanding the DPM can guide interventions for complicated grief by emphasizing the importance of supporting individuals in both loss-oriented and restoration-oriented coping. Therapeutic approaches can help individuals explore and express their emotions related to the loss while also encouraging them to gradually engage in activities that promote rebuilding and adaptation. By recognizing the dual processes involved in coping with grief, clinicians can tailor interventions to address the specific needs of individuals experiencing complicated grief. This may involve facilitating a balance between focusing on the loss and encouraging steps towards restoration and adjustment.

***Meaning reconstruction and the role of narrative*** play a crucial role in the process of coping with complicated grief. Meaning reconstruction refers to the process of finding new meanings and understanding in the context of the loss, while narrative refers to the way individuals construct and make sense of their grief experiences through storytelling. In complicated grief, individuals often struggle to make sense of the loss and its impact on their lives. The loss can challenge their existing beliefs, values, and assumptions, leading to a sense of confusion and existential distress. Meaning reconstruction involves actively reevaluating and reorganizing one's beliefs, goals, and identity in light of the loss, in order to create a new sense of coherence and purpose. Narrative plays a central role in meaning reconstruction, as individuals construct and share their personal stories of grief. Through storytelling, individuals can make sense of their emotions, thoughts, and experiences related to the loss. Narratives provide a framework for organizing and integrating the fragmented aspects of grief, allowing individuals to create a coherent narrative that helps them find meaning and make sense of their loss. Narrative interventions can be effective in facilitating meaning reconstruction and promoting adaptive coping with complicated grief. By encouraging individuals to express and explore their grief experiences through storytelling, these interventions can help individuals gain insight, process emotions, and find new perspectives on their loss (Neimeyer, 2012). Narrative therapies, such as narrative exposure therapy and narrative reconstruction, have been used to address complicated grief symptoms. These therapies provide individuals with a safe space to share their stories, explore their emotions, and reconstruct their narratives in a way that promotes healing and growth (Lundorff et al., 2017). By engaging in meaning reconstruction and utilizing narrative approaches, individuals with complicated grief can gradually make sense of their loss, integrate it into their life story, and find new sources of meaning and purpose.

There are also several theoretical frameworks that contribute to our understanding of complicated grief, shedding light on different aspects of this complex phenomenon. Some of these frameworks include: Traumatic Grief which emphasizes the overlap between grief and trauma, recognizing that certain types of losses, such as sudden and violent deaths, can lead to traumatic grief. It highlights the impact of the traumatic aspects of the loss on the grieving process and the need for trauma-informed interventions (Shear et al., 2011). Cognitive-Behavioral Model which focuses on the role of maladaptive thoughts, beliefs, and behaviors in maintaining complicated grief. It suggests that individuals with complicated grief may engage in cognitive distortions, avoidance behaviors, and prolonged rumination, which contribute to the persistence of symptoms. Cognitive-behavioral interventions aim to identify and modify these maladaptive patterns (Boelen & Lenferink, 2020). Social-Cultural Model emphasizes the influence of sociocultural factors on the experience of grief and complicated grief. It recognizes that cultural norms, rituals, and social support systems shape the grieving process. Understanding the cultural context and social support networks is crucial in providing appropriate and effective interventions (Lichtenthal et al., 2014). Attachment-Informed Models as mentioned earlier, this theory provides insights into the impact of attachment disruptions on complicated grief. Attachment-informed models

highlight the role of attachment styles, grief-related fears, and difficulties in forming new attachments in the development and maintenance of complicated grief (Field & Filanosky, 2019).

#### **4. The Impact of Complicated Grief on Functioning**

Complicated grief can have significant psychological, emotional, and physical consequences for individuals experiencing it. Some of these consequences include: *Psychological Consequences* that includes persistent feelings of intense sadness, emptiness, and despair; Intrusive thoughts and preoccupation with the deceased; Difficulty accepting the reality of the loss; Feelings of guilt, self-blame, or anger related to the loss; Identity disruption and a sense of purposelessness; Increased risk of developing psychiatric disorders, such as depression, anxiety, and post-traumatic stress disorder (Prigerson et al., 2009). *Emotional Consequences* relate to intense and prolonged yearning for the deceased; Emotional numbness or detachment; Difficulty experiencing positive emotions or finding joy in life; Heightened sensitivity to reminders of the loss; Mood swings and emotional instability (Lundorff et al., 2017). *Physical Consequences* comprising sleep disturbances, including insomnia or nightmares; Fatigue and low energy levels; Appetite and weight changes; Physical symptoms, such as headaches, gastrointestinal distress, or muscle tension; Weakened immune system and increased vulnerability to illness (Boelen et al., 2006). These consequences can significantly impact an individual's overall well-being and functioning, leading to impairments in various areas of life, including work, relationships, and daily activities. Complicated grief can significantly impact various areas of a person's life, including their social relationships and occupational functioning. Individuals with complicated grief may withdraw from social interactions and isolate themselves from others due to difficulties in relating to people who have not experienced a similar loss. Complicated grief can strain existing relationships, as individuals may struggle to engage in meaningful connections and may have difficulty receiving support from others. The intense and prolonged nature of complicated grief may result in decreased availability and willingness of others to provide support, leading to a sense of loneliness and isolation (Lundorff et al., 2017). Complicated grief can lead to difficulties concentrating, decreased motivation, and diminished energy levels, which can impact an individual's ability to perform effectively in their job. Individuals with complicated grief may experience increased absenteeism (missing work) or presenteeism (being physically present but not fully engaged) due to emotional distress and reduced functioning. The impact of complicated grief on occupational functioning can result in career disruptions, such as job loss or difficulty in pursuing career goals (Shear et al., 2011).

Complicated grief is often associated with comorbid mental health conditions, meaning individuals experiencing complicated grief may also have other co-occurring psychological disorders like:

*Major Depressive Disorder (MDD)*: Complicated grief and major depressive disorder often coexist, with overlapping symptoms such as persistent sadness, loss of interest, and disrupted sleep and appetite. Research suggests that complicated grief can increase the risk of developing MDD, and individuals with complicated grief are more likely to meet criteria for

MDD compared to those without complicated grief (Lichtenthal et al., 2014). *Anxiety Disorders*: Individuals with complicated grief may also experience comorbid anxiety disorders, including generalized anxiety disorder, panic disorder, and post-traumatic stress disorder (PTSD). The distress and intrusive thoughts associated with complicated grief can contribute to the development or exacerbation of these anxiety disorders (Lundorff et al., 2017).

*Substance Use Disorders*: Complicated grief can increase the risk of developing substance use disorders as individuals may turn to substances as a way to cope with their intense emotions and distress. Substance use can provide temporary relief but can ultimately exacerbate the symptoms of complicated grief (Currier et al., 2008).

*Suicidal Ideation and Behavior*: Complicated grief is associated with an increased risk of suicidal ideation and behavior. The profound and enduring distress experienced in complicated grief can lead individuals to contemplate or engage in self-harming behaviors as a means to escape their pain (Shear et al., 2011).

## 5. Assessment and Diagnosis of Complicated Grief

Some commonly used instruments for assessing and measuring complicated grief are:

*Inventory of Complicated Grief (ICG)*: The ICG is a self-report measure designed to assess symptoms of complicated grief. It consists of 19 items that assess various aspects of complicated grief, including yearning, disbelief, and difficulty accepting the loss. The ICG has demonstrated good reliability and validity in different populations (Prigerson et al., 1995).

*Texas Revised Inventory of Grief (TRIG)*: The TRIG is a self-report questionnaire that assesses symptoms of complicated grief. It consists of 45 items that measure various dimensions of grief, including emotional, cognitive, and behavioral aspects. The TRIG has shown good psychometric properties and has been used in both clinical and research settings (Boelen et al., 2003).

*Prolonged Grief Disorder-13 (PG-13)*: The PG-13 is a self-report measure specifically designed to assess symptoms of prolonged grief disorder (PGD), which is a proposed diagnostic category for complicated grief. It consists of 13 items that assess symptoms such as yearning, disbelief, and emotional pain. The PG-13 has demonstrated good reliability and validity (Prigerson et al., 2009).

*Complicated Grief Assessment Tool (CGAT)*: The CGAT is a clinician-rated instrument that assesses symptoms of complicated grief. It consists of 17 items that cover various domains of complicated grief, including separation distress, traumatic distress, and cognitive and emotional symptoms. The CGAT has shown good interrater reliability and validity (Shear et al., 2011).

Diagnosing complicated grief can present several challenges and limitations due to the complex nature of the condition. There is ongoing debate and lack of consensus among professionals regarding the diagnostic criteria and classification of complicated grief.

Different diagnostic criteria and definitions have been proposed, leading to variability in assessment and diagnosis across studies and clinical practice (Lichtenthal et al., 2014). Complicated grief shares symptoms with other mental health conditions, such as major depressive disorder and post-traumatic stress disorder. Distinguishing between complicated grief and these comorbid conditions can be challenging, as they often coexist and share similar features, making accurate diagnosis and differentiation difficult (Shear et al., 2011). Cultural and contextual factors influence the expression and experience of grief. Norms, beliefs, and rituals related to grief can vary across cultures, which may impact the assessment and diagnosis of complicated grief. The existing diagnostic criteria may not adequately capture the cultural variations in the grief experience (Lichtenthal et al., 2014). Complicated grief can manifest in various ways, with individuals experiencing a wide range of symptoms and severity levels. This heterogeneity makes it challenging to establish clear diagnostic criteria and identify a standardized set of symptoms that accurately capture the complexity of complicated grief (Lundorff et al., 2017). Despite significant progress in the field, there is still a need for further research and validation of diagnostic measures for complicated grief. Some assessment tools lack consistent validation across diverse populations, limiting their generalizability and applicability (Boelen & Lenferink, 2020).

Differentiating complicated grief from other mental health conditions can be challenging due to overlapping symptoms and comorbidity. However, there are several factors that can help in distinguishing complicated grief from other disorders. Complicated grief is characterized by persistent and intense symptoms that extend beyond the expected duration of normal grief. Symptoms typically persist for at least six months and may continue to impair functioning over an extended period (Shear et al., 2011). Differentiating complicated grief from transient grief reactions or acute grief can involve assessing the duration and persistence of symptoms. Although there is symptom overlap between complicated grief and other mental health conditions, there are certain characteristic features that can help differentiate them. For example, complicated grief often involves a preoccupation with the deceased, intense yearning, and difficulty accepting the loss, which may distinguish it from other disorders like major depressive disorder or post-traumatic stress disorder (Shear et al., 2011). Assessing the impact of symptoms on various domains of functioning can be helpful in distinguishing complicated grief from other disorders. Complicated grief often leads to significant impairments in social, occupational, and daily functioning (Lichtenthal et al., 2014). Evaluating the extent of functional impairment can provide insights into the specific challenges faced by individuals with complicated grief. Considering the context and circumstances surrounding the loss can be important in differentiating complicated grief from other disorders. For example, complicated grief may be more likely when the loss is sudden, violent, or unexpected (Shear et al., 2011). Understanding the nature of the loss and the individual's relationship with the deceased can provide valuable contextual information.

## 6. Treatment Approaches for Complicated Grief

There are several different kind of interventions for complicated grief. In this section there are going to be explored Psychotherapy interventions, Cognitive-Behavioral Therapy (CBT), Complicated Grief Therapy (CGT), Eye Movement Desensitization and Reprocessing (EMDR), Pharmacological interventions and Alternative and Complementary treatment options.

*Psychotherapy interventions* that have been shown to be effective in the treatment of complicated grief. Some commonly used treatment approaches are:

1. Complicated Grief Treatment (CGT): CGT is a manualized, evidence-based therapy specifically designed for complicated grief. It aims to help individuals process their grief, address maladaptive thoughts and behaviors, and promote adaptive coping strategies. CGT typically consists of a combination of cognitive-behavioral techniques, exposure-based interventions, and elements of interpersonal therapy (Shear et al., 2005). CGT has demonstrated efficacy in reducing symptoms of complicated grief and improving overall functioning (Shear et al., 2014).
2. Cognitive-Behavioral Therapy (CBT): CBT approaches for complicated grief focus on identifying and challenging maladaptive thoughts and beliefs related to the loss. It aims to help individuals develop adaptive coping skills, manage distressing emotions, and engage in activities that promote healing and adjustment. CBT interventions may include cognitive restructuring, behavioral activation, and relaxation techniques (Boelen et al., 2007).
3. Mindfulness-Based Interventions: Mindfulness-based interventions, such as Mindfulness-Based Cognitive Therapy (MBCT) or Mindfulness-Based Stress Reduction (MBSR), can be beneficial for individuals with complicated grief. These interventions emphasize present-moment awareness, acceptance, and non-judgmental observation of thoughts and emotions. Mindfulness-based approaches have been shown to reduce symptoms of grief, improve emotional regulation, and enhance overall well-being (Lichtenthal et al., 2013).
4. Interpersonal Psychotherapy (IPT): IPT focuses on improving interpersonal relationships and addressing social and role transitions that may contribute to complicated grief. It aims to help individuals express their emotions, resolve conflicts, and rebuild social support networks. IPT can be particularly effective when complicated grief is associated with interpersonal difficulties or relationship disruptions (Reynolds et al., 1999).

*Cognitive-Behavioral Therapy (CBT)* can be effectively used in the treatment of complicated grief focusing on:

1. Psychoeducation: CBT for complicated grief often begins with psychoeducation, where individuals are provided with information about the nature of grief, the differences between normal and complicated grief, and the factors that contribute to its development. Psychoeducation helps individuals understand their symptoms, normalize their experiences, and reduce self-blame (Boelen et al., 2007).



2. **Cognitive Restructuring:** CBT aims to identify and challenge maladaptive thoughts and beliefs that contribute to the maintenance of complicated grief. Cognitive restructuring involves helping individuals recognize and reframe negative or distorted thoughts related to the loss, such as guilt, self-blame, or unrealistic beliefs about the deceased. By challenging and replacing these thoughts with more adaptive and realistic ones, individuals can experience a reduction in distress and improved coping (Boelen et al., 2007).
3. **Behavioral Activation:** Grief often leads to a withdrawal from activities and social interactions. Behavioral activation techniques are used in CBT to encourage individuals to engage in meaningful and pleasurable activities that promote healing and adjustment. By gradually reintroducing enjoyable activities, individuals can experience an increase in positive emotions and a sense of mastery over their grief (Boelen et al., 2007).
4. **Exposure-Based Interventions:** Exposure-based techniques are utilized to help individuals confront and process distressing emotions and memories associated with the loss. This may involve imaginal exposure, where individuals are guided to vividly imagine the loss and associated emotions, or in vivo exposure, where individuals gradually approach situations or places that remind them of the deceased. Exposure-based interventions aim to reduce avoidance and promote emotional processing and adjustment (Shear et al., 2005).

***Complicated Grief Therapy (CGT)*** is a specific psychotherapy approach developed to address symptoms of complicated grief. It is a manualized, evidence-based treatment that focuses on helping individuals process their grief, address maladaptive thoughts and behaviors, and promote adaptive coping strategies. An overview of CGT includes:

1. **Core Components:** CGT consists of several core components that are delivered over a structured treatment period. These components include psychoeducation about complicated grief, exploration of the loss and its impact, revisiting and processing the emotions associated with the loss, and focusing on building a new life without the deceased (Shear et al., 2014).
2. **Dual Process Model:** CGT is based on the Dual Process Model of coping with grief, which suggests that individuals oscillate between two types of processes: loss-oriented processes (focusing on the loss and associated emotions) and restoration-oriented processes (focusing on adapting to the new reality). CGT helps individuals navigate and balance these processes to promote adaptive grieving (Stroebe et al., 2007).
3. **Techniques and Strategies:** CGT incorporates various therapeutic techniques and strategies to address complicated grief symptoms. These may include cognitive restructuring to challenge maladaptive thoughts, imaginal revisiting to process emotions related to the loss, situational revisiting to address avoidance behaviors, and future-oriented exercises to facilitate goal setting and building a new life (Shear et al., 2014).
4. **Individualized Treatment:** CGT is tailored to the individual's specific needs and circumstances. The therapist collaboratively works with the client to understand their unique experiences of grief, identify treatment goals, and develop a personalized treatment plan. The therapy is typically delivered in a one-on-one format, but can also be adapted for group settings (Shear et al., 2014).

CGT has demonstrated efficacy in reducing symptoms of complicated grief and improving overall functioning. It has been found to be superior to supportive counseling in randomized controlled trials (Shear et al., 2005). CGT is considered an evidence-based treatment for complicated grief and is recommended as a first-line intervention for this condition (Shear et al., 2014).

***Eye Movement Desensitization and Reprocessing (EMDR)*** is another therapeutic approach originally developed for the treatment of post-traumatic stress disorder (PTSD). While EMDR is primarily used for trauma-related conditions, it has also been adapted and applied to other disorders, including complicated grief. Here is an overview of how EMDR can be used for complicated grief:

1. **Assessment and Preparation:** The therapy begins with a comprehensive assessment to understand the individual's history, symptoms, and specific difficulties related to their grief. The therapist works with the client to establish a therapeutic alliance and provide education about EMDR and its potential benefits in addressing complicated grief (Luber, 2012).
2. **Target Identification:** In EMDR, specific targets or memories related to the loss and associated distress are identified. These targets may include memories of the deceased, distressing images, negative beliefs about the loss, or unresolved emotions. The therapist helps the client identify the most salient targets for processing (Luber, 2012).
3. **Dual Attention Stimulation:** EMDR involves bilateral stimulation of the brain, which can be achieved through eye movements, tapping, or auditory tones. While the client focuses on the target memory or emotion, the therapist guides them in engaging in bilateral stimulation. This process facilitates the reprocessing of the distressing material and the integration of adaptive information (Shapiro, 2001).
4. **Desensitization and Reprocessing:** During the bilateral stimulation, the client engages in a process of desensitization, where the distress associated with the target is gradually reduced. This is followed by reprocessing, where the client experiences new insights, shifts in beliefs, and the integration of adaptive emotions and perspectives related to the loss. The therapist provides support and guidance throughout this process (Shapiro, 2001). It is important to note that while EMDR may be used as an adjunctive treatment for complicated grief, it is not considered a first-line treatment. The evidence for its efficacy in complicated grief is still evolving, and further research is needed to establish its effectiveness in this specific context.

***Pharmacological Interventions*** can be considered as part of the treatment approach for complicated grief. However, it is important to note that the evidence for specific pharmacological treatments for complicated grief is limited, and more research is needed in this area.

1. **Antidepressant Medications:** Selective serotonin reuptake inhibitors (SSRIs) are commonly prescribed antidepressant medications that have been studied in the context of complicated

grief. While the evidence is mixed, some studies suggest that SSRIs may be effective in reducing symptoms of complicated grief, particularly when comorbid depression is present (Shear et al., 2016). However, further research is needed to establish their efficacy and optimal dosing.

2. Anxiolytic Medications: Benzodiazepines, such as lorazepam or alprazolam, may be prescribed to manage anxiety symptoms associated with complicated grief. These medications can help alleviate acute distress and promote relaxation. However, long-term use of benzodiazepines is generally not recommended due to the risk of dependence and potential for adverse effects (Boelen & de Keijser, 2019).

3. Other Medications: Some studies have explored the use of other medications, such as naltrexone (an opioid antagonist) or ketamine (an N-methyl-D-aspartate receptor antagonist), in the treatment of complicated grief. However, the evidence for these medications is limited and further research is needed to determine their efficacy (Shear et al., 2016).

*Alternative and Complementary Treatment* options can be considered as adjunctive approaches for the treatment of complicated grief. Some of the alternative and complementary treatment options that have been explored in this field are:

1. Mindfulness-Based Interventions: Mindfulness-based interventions, such as Mindfulness-Based Stress Reduction (MBSR) or Mindfulness-Based Cognitive Therapy (MBCT), can be beneficial for individuals with complicated grief. These interventions focus on cultivating present-moment awareness, acceptance, and non-judgmental observation of thoughts and emotions. Mindfulness-based approaches have shown promise in reducing symptoms of grief and improving overall well-being (Lichtenthal et al., 2013).

2. Yoga and Meditation: Yoga and meditation practices have been found to promote relaxation, reduce stress, and improve emotional well-being. These practices can help individuals with complicated grief develop a sense of grounding, self-compassion, and resilience. However, more research is needed to establish their specific effectiveness in the context of complicated grief (Hart et al., 2018).

3. Acupuncture: Acupuncture, an ancient Chinese practice involving the insertion of thin needles into specific points on the body, has been explored as a potential treatment for grief-related symptoms. While the evidence is limited and mixed, some studies suggest that acupuncture may help reduce anxiety, depression, and stress associated with grief (Chao et al., 2018).

4. Expressive Therapies: Expressive therapies, such as art therapy, music therapy, or dance/movement therapy, can provide a creative outlet for individuals to express and process their grief. These therapies focus on using artistic and creative mediums to explore emotions, memories, and meaning-making related to the loss. While the evidence is limited, some individuals may find these approaches helpful in their grief journey (Potash et al., 2017).

The effectiveness and outcomes of different treatment approaches are that Complicated Grief

Treatment (CGT) is an evidence-based therapy specifically designed for complicated grief. Research studies have shown that CGT is effective in reducing symptoms of complicated grief and improving overall functioning. In a randomized controlled trial, CGT was found to be superior to supportive counseling in reducing symptoms of complicated grief and depression (Shear et al., 2005). Additionally, a long-term follow-up study demonstrated that CGT maintained its efficacy over time, with sustained reductions in complicated grief symptoms (Shear et al., 2016). Cognitive-Behavioral Therapy (CBT) approaches for complicated grief have shown promising results. Studies comparing CBT to supportive counseling have found that CBT can lead to greater reductions in complicated grief symptoms and depression (Boelen et al., 2007). CBT has also been found to be effective in improving overall functioning and quality of life in individuals with complicated grief (Shear et al., 2014). EMDR is primarily used for trauma-related conditions, its effectiveness in complicated grief is still being explored. Limited evidence suggests that EMDR may be helpful in reducing symptoms of complicated grief, particularly when trauma-related aspects are present (Kleim et al., 2013). However, more research is needed to establish its efficacy in this specific context. The evidence for specific pharmacological treatments for complicated grief is limited. Antidepressant medications, particularly selective serotonin reuptake inhibitors (SSRIs), have been studied to some extent. While the evidence is mixed, some studies suggest that SSRIs may be effective in reducing symptoms of complicated grief, particularly when comorbid depression is present (Shear et al., 2016). However, further research is needed to establish their efficacy and optimal dosing.

## **7. Factors Influencing Treatment Outcomes**

Individual characteristics play a crucial role in treatment outcomes, as the effectiveness of different treatment approaches can vary depending on the specific needs and characteristics of the individual. The severity of complicated grief symptoms can impact treatment outcomes. Research suggests that individuals with more severe symptoms may benefit from more intensive or longer-duration treatments (Shear et al., 2005). For example, individuals with high levels of distress or impairment may require more sessions of therapy or additional support to achieve optimal outcomes. The presence of co-occurring conditions, such as depression or anxiety, can influence treatment outcomes. Individuals with complicated grief and comorbid conditions may require integrated treatment approaches that address both conditions simultaneously (Shear et al., 2016). Tailoring treatment to address specific symptoms and needs can enhance treatment effectiveness. Individual differences in attachment style may impact treatment match. For example, individuals with an insecure attachment style may benefit from interventions that focus on building a secure therapeutic alliance and addressing attachment-related issues (Field et al., 2008). Understanding and considering attachment dynamics can aid in treatment planning and the selection of appropriate interventions. Cultural factors, such as beliefs, values, and norms, can influence treatment preferences and outcomes. Culturally sensitive approaches that consider the individual's cultural background and incorporate cultural values and practices may enhance treatment engagement and effectiveness (Hinton et al., 2013).

Social support plays a crucial role in the treatment of complicated grief, as it can provide individuals with emotional validation, practical assistance, and a sense of belonging. Social support can provide individuals with a safe space to express their emotions and grief experiences without judgment. Having someone who listens empathetically and validates their feelings can help individuals process their grief and reduce feelings of isolation (Mancini et al., 2015). Social support can offer practical help with daily tasks, such as meal preparation, childcare, or running errands. This assistance can alleviate some of the burdens associated with grief and allow individuals to focus on their healing and treatment (Wortman & Silver, 1989). Being part of a supportive social network can foster a sense of belonging and connectedness, which is crucial in the treatment of complicated grief. Feeling understood and accepted by others can provide a sense of comfort and reduce feelings of loneliness (Mancini et al., 2015). Social support can also play a role in treatment engagement and adherence. Having supportive individuals who encourage and motivate individuals to seek treatment, attend therapy sessions, and follow through with treatment recommendations can enhance treatment outcomes (Houck et al., 2006).

What must be emphasized in the treatment practice of complicated grief are cultural considerations such as cultural beliefs, values, and practices that can influence individuals' experience of grief and their help-seeking behaviors. Different cultures have unique norms and beliefs surrounding death, grief, and mourning. Understanding and respecting these cultural norms is crucial in providing culturally sensitive care. For example, some cultures may have specific rituals or customs related to mourning that can be integrated into the treatment process (Hinton et al., 2013). Language barriers can hinder effective communication and understanding in therapy. Providing interpreters or therapists who are fluent in the individual's native language can facilitate better rapport, engagement, and treatment outcomes (Bernal et al., 2009). Cultural identity plays a significant role in how individuals experience and express grief. Therapists should be aware of cultural differences in emotional expression, coping styles, and help-seeking behaviors. Recognizing and validating culturally specific ways of grieving can foster a therapeutic alliance and enhance treatment effectiveness (Chentsova-Dutton et al., 2017). Cultural factors can influence the perception of mental health and seeking professional help. Some cultures may stigmatize mental health issues, including grief-related difficulties. It is important to address and challenge these stigmas, provide education about mental health, and offer culturally appropriate interventions to reduce barriers to treatment (Kirmayer et al., 2011). Cultural competence and sensitivity are crucial in providing effective treatment for individuals from diverse cultural backgrounds. Therapists should engage in ongoing cultural self-reflection, seek cultural consultation when needed, and adapt interventions to align with the cultural values and needs of the individual.

Therapeutic alliance and the quality of the therapeutic relationship are some other essential factors in the treatment of complicated grief. The therapeutic alliance refers to the collaborative and trusting relationship between the therapist and the client. It involves mutual respect, empathy, and a shared understanding of treatment goals. Research consistently

demonstrates that a strong therapeutic alliance is associated with better treatment outcomes across various mental health conditions, including grief (Flückiger et al., 2018). The therapeutic relationship provides a safe and supportive space for individuals to express their emotions, including grief-related feelings. The presence of a compassionate and empathetic therapist can help individuals feel understood, validated, and supported in their grief journey (Mancini et al., 2015). Building trust is crucial in the therapeutic relationship. Individuals need to feel confident that their personal information will be kept confidential and that they can share their deepest thoughts and emotions without judgment. Trusting the therapist can facilitate openness and willingness to engage in the therapeutic process (Norcross, 2011). A strong therapeutic relationship involves collaboration between the therapist and the individual. Engaging the individual in treatment planning, decision-making, and goal-setting empowers them and enhances their sense of agency in their own healing process (Hill et al., 2015). The therapeutic relationship is considered a common factor across different therapeutic approaches and is often cited as one of the most significant predictors of treatment outcomes. It is important for therapists to prioritize the development of a strong therapeutic alliance to optimize treatment effectiveness.

## 7. Future Directions and Implications

The current understanding of complicated grief, also known as prolonged grief disorder or persistent complex bereavement disorder, has made significant progress in recent years. However, there are still gaps and limitations in our knowledge of this condition. Some of these gaps include:

1. **Lack of Consensus on Diagnostic Criteria:** While complicated grief is recognized as a distinct condition in some diagnostic systems (e.g., DSM-5), there is still ongoing debate and lack of consensus regarding its diagnostic criteria. Different researchers and clinicians may use varying definitions and criteria, leading to difficulties in comparing studies and understanding the true prevalence and nature of the disorder.
2. **Limited Understanding of Underlying Mechanisms:** The underlying mechanisms and neurobiological basis of complicated grief are not yet fully understood. Research has identified potential factors such as maladaptive cognitive processes, emotional dysregulation, and disrupted attachment, but further investigation is needed to elucidate the specific mechanisms involved.
3. **Challenges in Assessment:** Currently, there is no widely accepted gold standard for assessing complicated grief. Various self-report measures and structured interviews have been developed, but their reliability and validity need further validation. Additionally, cultural and contextual factors may influence the expression and experience of grief, making cross-cultural assessment and diagnosis challenging.
4. **Limited Longitudinal Studies:** Long-term studies following individuals with complicated grief are relatively scarce. Understanding the natural course of the disorder, factors influencing its progression or resolution, and potential risk and protective factors requires longitudinal research designs that track individuals over extended periods.
5. **Treatment Efficacy and Standardization:** Although several therapeutic interventions have

shown promise in treating complicated grief, such as cognitive-behavioral therapy and complicated grief treatment, the efficacy of these interventions is still being explored. Moreover, there is a lack of standardized treatment protocols, making it difficult to compare outcomes across studies and establish best practices.

Recommendations for further research and exploration in the field of complicated grief may include conducting longitudinal studies to understand the natural course of complicated grief over time, including factors that contribute to its persistence or resolution. These studies can help identify trajectories of complicated grief and inform the development of targeted interventions. (Shear et al., 2011). Investigating the underlying neurobiological mechanisms involved in complicated grief. Utilize neuroimaging techniques, such as functional magnetic resonance imaging (fMRI), to explore brain regions and networks associated with grief processing and regulation. This can provide insights into potential targets for therapeutic interventions. (O'Connor et al., 2020). Conducting further research to identify and understand risk factors and protective factors associated with complicated grief. Explore the interplay between personal vulnerability factors, the nature of the loss, and the quality of the relationship with the deceased to better predict and prevent the development of complicated grief. (Lobb et al., 2010). Conducting comparative studies to evaluate the effectiveness of different treatment approaches for complicated grief. Compare interventions such as complicated grief therapy (CGT), cognitive-behavioral therapy (CBT), and pharmacological treatments to determine their relative efficacy and identify which individuals may benefit most from specific interventions. (Boelen et al., 2020). Exploring the influence of cultural and contextual factors on the experience and expression of complicated grief. Investigate how cultural norms, beliefs, and rituals shape grief responses and inform the development of culturally sensitive interventions. (Field et al., 2019)

The implications that arise for clinical practice and the development of interventions relating complicated grief are:

1. Early Identification and Screening: Clinicians should be trained to recognize the signs and symptoms of complicated grief and conduct appropriate screening to identify individuals at risk. Early identification can facilitate timely intervention and prevent the progression of complicated grief. (Shear et al., 2011)
2. Tailored Treatment Approaches: Develop and implement tailored treatment approaches for complicated grief that address the unique needs and challenges of individuals experiencing this condition. Consider factors such as the nature of the loss, the quality of the relationship with the deceased, and cultural background when designing interventions. (Lichtenthal et al., 2004)
3. Targeted Psychotherapy: Utilize evidence-based psychotherapies, such as complicated grief therapy (CGT), that specifically target the symptoms and underlying mechanisms of complicated grief. CGT focuses on facilitating the resolution of grief complications and promoting adaptive coping strategies. (Shear et al., 2011)
4. Pharmacological Interventions: Explore the potential role of pharmacological interventions, such as antidepressants, in the treatment of complicated grief. Research suggests that certain medications may help alleviate symptoms associated with complicated grief, but more studies are needed to establish their effectiveness and optimal use. (Boelen et al., 2020)
5. Supportive Interventions: Provide supportive interventions that address the social and emotional needs of individuals with complicated grief. This may include support groups,

counseling, and psychoeducation for both the bereaved individuals and their families. (Field et al., 2019)

6. Collaborative Care: Adopt a collaborative care approach that involves multidisciplinary teams, including mental health professionals, primary care physicians, and social workers, to provide comprehensive and integrated care for individuals with complicated grief. This approach ensures a holistic assessment and addresses the various aspects of the individual's well-being. (Shear et al., 2011)

Early identification and intervention for complicated grief are crucial for several reasons. Early identification and intervention can help prevent the development of chronic and persistent complicated grief. By addressing the symptoms and providing appropriate support early on, individuals have a better chance of resolving their grief and adapting to life without the deceased. (Shear et al., 2011). Research suggests that individuals with complicated grief who receive early intervention have better treatment outcomes compared to those who receive delayed or no intervention. Early identification allows for timely access to evidence-based treatments, such as complicated grief therapy (CGT), which can effectively address the specific challenges associated with complicated grief. (Boelen et al., 2020). Complicated grief can significantly impact various aspects of an individual's life, including relationships, work, and overall functioning. Early intervention can help mitigate these negative effects and promote healthier coping strategies, leading to improved overall functioning and quality of life. (Shear et al., 2011). Complicated grief often co-occurs with other mental health conditions, such as depression, anxiety, and post-traumatic stress disorder (PTSD). Early identification and intervention can help minimize the risk of developing comorbid conditions and address the specific needs of individuals with complicated grief. (Lichtenthal et al., 2004). Grief can sometimes lead to social withdrawal and isolation. Early intervention can provide individuals with a supportive network, including mental health professionals, support groups, and bereavement services, which can help alleviate feelings of loneliness and provide a sense of connection during a challenging time. (Field et al., 2019)

## **9. Conclusions**

Theories contributing to our understanding of complicated grief encompass attachment theory, dual process model (DPM) of coping, meaning reconstruction, and several other frameworks. Attachment theory, rooted in the work of John Bowlby, underscores the impact of early attachments on emotional and social development. It suggests that the loss of a secure attachment figure, as seen in bereavement, may lead to complicated grief, especially for individuals with insecure attachment styles. Dual process model (DPM) of coping, proposed by Stroebe and Schut, elucidates how individuals oscillate between loss-oriented and restoration-oriented coping processes during grief. Effective coping requires a balance between these processes, yet complications arise when individuals struggle to shift from focusing on loss to engaging in activities promoting restoration. Meaning reconstruction and narrative play pivotal roles in coping with complicated grief, involving the active process of finding new meanings and constructing coherent narratives to make sense of the loss.



Additionally, other frameworks, such as traumatic grief, cognitive-behavioral models, social-cultural considerations, and attachment-informed models, contribute valuable insights into different aspects of complicated grief. Integrating these frameworks offers a comprehensive understanding, guiding tailored, multidimensional interventions to address specific needs and facilitate effective treatment.

Understanding and addressing complicated grief has several implications:

1. **Improved Diagnosis:** Developing consensus on diagnostic criteria for complicated grief is crucial for accurate identification and diagnosis. This allows clinicians to differentiate complicated grief from normal grief and other mental health conditions, leading to appropriate interventions. (Shear et al., 2011)
2. **Early Identification:** Early identification of complicated grief is essential to prevent chronicity and minimize the negative impact on individuals' functioning and well-being. Screening tools and training for healthcare professionals can facilitate early identification and prompt intervention. (Shear et al., 2011)
3. **Tailored Interventions:** Tailoring interventions to address the specific needs of individuals with complicated grief is crucial. Evidence-based treatments, such as complicated grief therapy (CGT), can be effective in addressing the symptoms and challenges associated with complicated grief. (Shear et al., 2011)
4. **Holistic Approach:** Addressing complicated grief requires a holistic approach that considers the interplay of biological, psychological, social, and cultural factors. This includes recognizing the influence of cultural norms, beliefs, and rituals in the grieving process and developing culturally sensitive interventions. (Field et al., 2019)
5. **Supportive Care:** Providing support and creating a supportive environment for individuals with complicated grief is essential. This may involve involving family members, friends, and support groups to provide emotional support, practical assistance, and opportunities for social connection. (Field et al., 2019)
6. **Research and Training:** Further research is needed to enhance our understanding of complicated grief and its underlying mechanisms. Additionally, training programs should be developed to educate healthcare professionals about the identification, assessment, and evidence-based interventions for complicated grief. (Shear et al., 2011)

By implementing these recommendations, we can advance our understanding of complicated grief and develop improved treatment approaches that address the unique needs of individuals experiencing this challenging condition. Studying complicated grief is crucial due to its profound impact on individuals' well-being and functioning. This essay provided a background and significance for studying complicated grief, outlined the research objective and questions, and explored the definition, differentiation from normal grief reactions, symptoms, diagnostic criteria, prevalence, and risk factors associated with complicated grief. By gaining a deeper understanding of complicated grief, researchers and practitioners can

develop targeted interventions to support individuals experiencing this challenging form of grief.

## 10. References

- Bernal, G., Bonilla, J., & Bellido, C. (2009). Ecological validity and cultural sensitivity for outcome research: Issues for the cultural adaptation and development of psychosocial treatments with Hispanics. *Journal of Abnormal Child Psychology*, 37(3), 481-493. doi: 10.1007/s10802-008-9281-8.
- Boelen, P. A., & de Keijser, J. (2019). Pharmacotherapy for complicated grief: State of the art. *Current Opinion in Psychiatry*, 32(1), 25-30. doi: 10.1097/YCO.0000000000000462.
- Boelen, P. A., & Lenferink, L. I. (2020). A systematic review of the overlap between diagnostic criteria for complicated grief and posttraumatic stress disorder (PTSD). *Journal of Affective Disorders*, 265, 618-625.
- Boelen, P. A., van den Bout, J., & de Keijser, J. (2006). Traumatic grief as a disorder distinct from bereavement-related depression and anxiety: A replication study with bereaved mental health care patients. *The American Journal of Psychiatry*, 163(11), 1948-1950. doi: 10.1176/ajp.2006.163.11.1948.
- Chao, L. F., Zhang, A. L., Liu, H. E., Cheng, M. H., & Lam, H. Y. (2018). Acupuncture for treating grief in patients with cancer: A systematic review. *Integrative Cancer Therapies*, 17(2), 163-172. doi: 10.1177/1534735417710262.
- Currier, J. M., Holland, J. M., & Neimeyer, R. A. (2008). Sense-making, grief, and the experience of violent loss: Toward a mediational model. *Death Studies*, 32(4), 336-365. doi: 10.1080/07481180801974733.
- Field, N. P., Bonanno, G. A., & Rosand, J. (2019). Complicated grief following bereavement: considering socio-cultural factors in understanding risk, resilience, and intervention. *Clinical Psychology Review*, 70, 71-84.
- Flückiger, C., Del Re, A. C., Wampold, B. E., Symonds, D., & Horvath, A. O. (2018). How central is the alliance in psychotherapy? A multilevel longitudinal meta-analysis. *Journal of Counseling Psychology*, 65(6), 751-764. doi: 10.1037/cou0000309.
- Hart, J., Gunn, H., Stride, C., & Berna, C. (2018). The effectiveness of yoga for the improvement of well-being.
- Hinton, D. E., Hofmann, S. G., Rivera, E., Otto, M. W., & Pollack, M. H. (2013). Culturally adapted CBT (CA-CBT) for Latino women with treatment-resistant PTSD: A pilot study comparing CA-CBT to applied muscle relaxation. *Behavior Research and Therapy*, 51(12), 822-827. doi: 10.1016/j.brat.2013.09.004.
- Kersting, A., Dölemeyer, R., Steinig, J., Walter, F., & Kroker, K. (2011). Complicated grief after traumatic loss: a 14-month follow-up study. *European Archives of Psychiatry and Clinical Neuroscience*, 261(8), 503-507. doi: 10.1007/s00406-011-0190-6.
- Lichtenthal, W. G., Cruess, D. G., & Prigerson, H. G. (2014). A case for establishing complicated grief as a distinct mental disorder in DSM-V. *Clinical Psychology Review*, 34(8), 637-662.
- Lichtenthal, W. G., & Neimeyer, R. A. (2020). Grief and mourning gone awry: pathway and course of complicated grief. *Dialogues in Clinical Neuroscience*, 22(2), 137-145.
- Lundorff, M., Holmgren, H., Zachariae, R., Farver-Vestergaard, I., & O'Connor, M. (2017). Prevalence of prolonged grief disorder in adult bereavement: A systematic review and meta-analysis. *Journal of Affective Disorders*, 212, 138-149. doi: 10.1016/j.jad.2017.01.030.

- Luber, M. (Ed.). (2012). *Eye movement desensitization and reprocessing (EMDR) therapy: Basic principles, protocols, and procedures* (2nd ed.). Guilford Press.
- Mancini, A. D., Prati, G., & Black, S. R. (2015). Social support in bereavement: The interplay of network configuration, perceived support, and received support. *Journal of Social and Personal Relationships*, 32(6), 796-815. doi: 10.1177/0265407514554899.
- Neimeyer, R. A. (2012). *Meaning reconstruction and the experience of loss*. Washington, DC: American Psychological Association.
- Prigerson, H. G., Horowitz, M. J., Jacobs, S. C., Parkes, C. M., Aslan, M., Goodkin, K., & Maciejewski, P. K. (2009). Prolonged grief disorder: Psychometric validation of criteria proposed for DSM-V and ICD-11. *PLoS Medicine*, 6(8), e1000121. doi: 10.1371/journal.pmed.1000121.
- Reynolds, C. F., Miller, M. D., Pasternak, R. E., Frank, E., Perel, J. M., Cornes, C
- Shapiro, F. (2001). *Eye movement desensitization and reprocessing: Basic principles, protocols, and procedures*.
- Shear, M. K. (2015). Complicated grief. *New England Journal of Medicine*, 372(2), 153-160.
- Shear, M. K., Frank, E., Houck, P. R., & Reynolds, C. F. (2005). Treatment of complicated grief: A randomized controlled trial. *JAMA*, 293(21), 2601-2608. doi: 10.1001/jama.293.21.2601.
- Shear, M. K., Reynolds, C. F., Simon, N. M., Zisook, S., Wang, Y., Mauro, C., & Skritskaya, N. (2014). Optimizing treatment of complicated grief: A randomized clinical trial. *JAMA Psychiatry*, 71(7), 685-694. doi: 10.1001/jamapsychiatry.2014.160.
- Shear, M. K., Simon, N., Wall, M., Zisook, S., Neimeyer, R., Duan, N., & Keshaviah, A. (2011). Complicated grief and related bereavement issues for DSM-5. *Depression and Anxiety*, 28(2), 103-117. doi: 10.1002/da.20780.
- Shear, M. K., Simon, N., Wall, M., Zisook, S., Neimeyer, R., Duan, N., & Keshaviah, A. (2011). Complicated grief and related bereavement issues for DSM-5. *Depression and Anxiety*, 28(2), 103-117.
- Shear, M. K., Wang, Y., Skritskaya, N., Duan, N., Mauro, C., Ghesquiere, A., & Reynolds, C. F. (2016). Treatment of complicated grief in elderly persons: A randomized clinical trial. *JAMA Psychiatry*, 73(8), 781-789. doi: 10.1001/jamapsychiatry.2016.0892.
- Stroebe, M., Schut, H., & Boerner, K. (2017). Cautioning Health-Care Professionals: Bereaved Persons Are Misguided Through the Dual Process. *Perspectives in Psychiatric Care*, 53(4), 275-282. doi: 10.1111/ppc.12187.
- Wortman, C. B., & Silver, R. C. (1989). The myths of coping with loss. *Journal of Consulting and Clinical Psychology*, 57(3), 349-357. doi: 10.1037/0022-006X.57.3.349.

# THE MODERATING ROLE OF SOCIAL MEDIA ADDICTION IN THE RELATIONSHIP OF DEPRESSION AND INTOLERANCE OF UNCERTAINTY

**Dr. Seyhan SARITAŞ AKYOL**  
Usak University, Faculty of Education

**Asst. Prof. Dr. Esra SÖZER BOZ**  
Bartın University, Faculty of Education

## ABSTRACT

Moderating variables play an important role in understanding the relationship between two variables in scientific research. In this study, we consider exploring the relationship between depression and the intolerance of uncertainty among university students. It is indicated that the intolerance of uncertainty is a risk factor in the development of depression. Besides, social media addiction has a positive relationship with depression, and depression significantly predicts social media addiction. There has not been a study to explore these relationships altogether. The aim of this study was to examine the moderating role of social media addiction in the effect of depression on the intolerance of uncertainty of university students. Data were collected from 311 university students, consisting of 76% female ( $n=230$ ) and 24% male ( $n=81$ ) students. The online form prepared by the researchers was sent to the volunteer students. The Intolerance of Uncertainty, Social Media Addiction, and the Depression, Anxiety, and Stress-21 scales were utilized. Confirmatory Factor Analysis (CFA) was performed to test the factor structures of the scales. CFA results showed that the two factors for the Intolerance of Uncertainty, one factor for Social Media Addiction, and three factors for Depression, Anxiety, and Stress-21 were confirmed. Cronbach alpha coefficients were found as 0.92, 0.88, and 0.89, respectively. After the data was cleaned, Pearson correlation coefficients were calculated, and regression analysis was utilized for moderation analysis. The correlation coefficient between depression and the intolerance of uncertainty was 0.30 ( $p<0.05$ ), depression and social media addiction was 0.42 ( $p<0.05$ ), and social media addiction and the intolerance of uncertainty was 0.32 ( $p<0.05$ ). Depression and intolerance of uncertainty levels were in a significantly weak positive relationship. When the social media addiction variable was included in the model as a moderating variable, it had a significant positive effect on this relationship ( $p<0.05$ ). The social media addiction variable significantly contributed to explaining the positive relationship between university students' depression and intolerance of uncertainty ( $R^2$  change= 0.022). The relationships between the variables discussed in the study were found to be compatible with the literature. The current study has demonstrated moderation analysis indicated that social media addiction moderated the relationship between depression and intolerance of uncertainty among university students.

**Keywords:** Moderating Variable; Moderation Analysis; Regression; Correlation

## INTRODUCTION

The psychological well-being of pre-service teachers at a good level directly affects communication and teaching activities with students. The improvement of the affective traits of pre-service teachers, who have an important role in raising future generations, and the maintenance of this level are necessary. In particular, processes such as COVID-19 and wars experienced worldwide in recent years have negatively affected not only all individuals but also teachers and pre-service teachers in terms of their affective state. During these processes, affective traits such as intolerance of uncertainty and depression tend to develop negatively. According to Carleton (2016), intolerance of uncertainty refers to an individual's inherent inability to tolerate the negative reactions elicited by the perceived lack of important, crucial, or satisfactory information, compounded by the feeling of uncertainty. Intolerance of uncertainty has been found to be associated with health anxiety (Ahmed et al., 2020), depression and anxiety (Saulnier et al., 2019), and sleep problems (Voitsidis et al., 2020). Studies indicate that intolerance of uncertainty is an important risk factor in the development of depression (Saulnier et al., 2019). Besides, social media addiction and depression have a positive relationship, and depression significantly predicts social media addiction (Dikmen, 2021). On the other hand, in a meta-analysis study conducted by Carleton et al. (2019), positive relationships were observed between internet usage and intolerance of uncertainty.

A growing body of technological improvements has shifted people's work and life activities from offline to online, leading to important problems of internet dependence and social media addiction (Luo et al., 2021). The experience of the pandemic, particularly the transition to online education for students and the limitation of social interactions, has increased internet and social media addiction not only among individuals but also among pre-service teachers. There have been significant relationships found between social media addiction, academic procrastination (Akbaş Coşar & Gedik, 2021), and social anxiety (Arslan et al., 2023) among pre-service teachers. Numerous studies show that these addictions are positively associated with depression (Aydın et al., 2021; Demirci et al., 2015) and intolerance of uncertainty (Carleton et al., 2019). Research indicates that there are relationships between intolerance of uncertainty, depression, and social media addiction. To our knowledge, there has not been a study to explore these relationships altogether. The aim of this study was to examine the moderating role of social media addiction in the effect of depression on the intolerance of uncertainty of university students.

Moderating variables plays an important role in understanding the relationship between two variables in scientific research. A moderator variable is a variable that alters the direction or strength of the relation between a predictor and an outcome (Frazier et al., 2004). A moderator effect entails an interaction where the impact of one variable depends upon the level of another. Interaction effects (i.e., moderators) are important to study because they are common in educational and psychological studies. Discovering significant moderators in the relationships between predictors and outcomes reveals the substantive relations among variables. Therefore, in this study, we consider exploring the relationship between depression and the intolerance of uncertainty among pre-service teachers. We tested the moderating

effects of social media addiction in this relationship. We hypothesized that social media addiction moderates the relationship between depression and intolerance of uncertainty.

## **METHODOLOGY**

This study was done to determine relationships between two or more variables and to explore their implications for cause and effect. This type of research is called correlational research (Fraenkel et al., 2011). Correlational research seeks to investigate the extent to which one or more relationships of some type exist. The approach requires no manipulation or intervention on the part of the researcher other than administering the instrument(s) necessary to collect the data desired.

### **Participants and Data Collection**

The convenience sampling technique was used to determine participants for the research. A convenience sample is a group of individuals conveniently available for study (Fraenkel et al., 2011). This study occurred during the fall and spring terms of the 2022–2023 academic year. The data was collected from 311 volunteer university students (pre-service teachers). The data comprised 76% ( $n = 230$ ) female and 24% ( $n = 81$ ) male students.

The instruments were implemented to the voluntary participants online via Google Forms. Before the implementation, participants were allowed to read a statement explaining the purpose and scope of the research. Thus, the data collection was based on informed consent, and the guidelines for responsible conduct of research and ethical principles were followed throughout the study.

### **Measurement Instruments**

*The Turkish Short Version of the Intolerance of Uncertainty (IUS-12) Scale* is used to determine levels of intolerance of uncertainty of pre-service teachers. The scale was developed by Carleton et al. (2007) and adopted in Turkish by Sarıçam et al. (2014). The scale comprises 12 items and two sub-factors (prospective anxiety and inhibitory anxiety). The scale has a 5-point Likert-type rating (1 = strongly disagree and 5 = strongly agree). The high scores on the scale mean high levels of intolerance of uncertainty. The Cronbach's alpha reliability coefficients of the total scale are .92, and the sub-factors are .86, and .91, respectively. The McDonald's  $\omega$  reliability coefficients of the total scale are .92, and the sub-factors are .86, and .92, respectively.

*The Depression Anxiety Stress Scale-21 (DASS-21)* is used to determine the status of students' depression, anxiety, and stress. It was developed by Lovibond and Lovibond (1995) and adopted in Turkish by Sarıçam (2018). The scale comprises 21 items and three sub-factors (depression, anxiety, and stress). The scale has a 5-point Likert-type rating (1 = strongly

disagree and 5 = strongly agree). The high scores on the scale mean high levels of depression, anxiety, and stress. The Cronbach's alpha reliability coefficients of the total scale are .89, and the sub-factors are .89, .86, and .88, respectively. The McDonald's  $\omega$  reliability coefficients of the total scale are .92, and the sub-factors are .89, .86, and .88, respectively.

*Social Media Addiction Scale* is used to determine the levels of social media addiction in adolescents. It was developed by Özgenel et al. (2019) and comprises 9 items. The scale has a 5-point Likert-type rating (1 = strongly disagree and 5 = strongly agree). The high scores on the scale mean high levels of social media addiction. The Cronbach's alpha reliability coefficient of the scale is .88. The McDonald's  $\omega$  reliability coefficient of the scale is .89.

## Data Analysis

The data analysis started with the data cleaning, including the examination of missing and extreme values and assumptions of the multivariate analysis. After checking the assumptions, Confirmatory Factor Analysis (CFA) was utilized to check the factor structures of scales, and Pearson correlation coefficients were calculated for relationships between variables. The model  $\chi^2$  values and associated  $p$ -values were reported for model evaluation. Other model fit indices were also reported because  $\chi^2$  values are sensitive to sample size. RMSEA and SRMR (<.08) and CFI/TLI (>.90) values are taken as references in model comparisons (Hu & Bentler, 1999). Results of CFA confirmed one-factor structure for the Social Media Addiction Scale ( $\chi^2$  (23) = 70.3 ( $p$ <.01), CFI = .96, TLI = .94, RMSEA = .08, SRMR = .03). CFA results for Depression, Anxiety, and Stress Scale indicated that three-factor structure was confirmed ( $\chi^2$  (182) = 531, CFI = .91, TLI = .90, RMSEA = .07, SRMR = .04). The two-factor structures of the Intolerance of Uncertainty were established based on the CFA results ( $\chi^2$  (53) = 193, CFI = .94, TLI = .92, RMSEA = .09, SRMR = .03).

Subsequently, Pearson correlation coefficients were calculated among the variables considered in the study. Researchers can use regression to examine moderator effects, whether the predictor or moderator variables are categorical (e.g., sex or race) or continuous (e.g., age) (Frazier et al., 2004). Generally, a moderator variable is defined as a variable that affects the direction and/or strength of the relationship between the predictor (independent) variable and the predicted (dependent) variable (Baron, & Kenny 1986). The moderator variable can be considered quantitatively or qualitatively. The moderator analysis tested in this study is summarized in Figure 1.

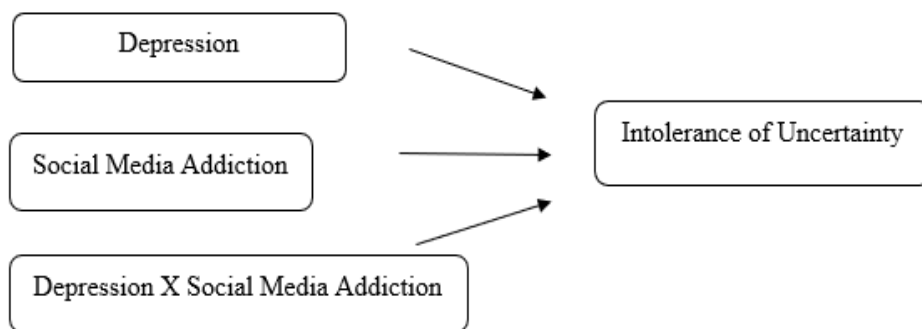


Figure 1. Path diagram for testing moderator effects.

In the model diagrammed in Figure 1, there are three causal effects on the predicted variable: the impact of the depression as a predictive variable (main effect I), the impact of social media addiction as a moderator variable (main effect II), and the interaction effect consisting of the product of these two variables.

## RESULTS

According to the correlation analysis result, the correlation coefficient between depression and the intolerance of uncertainty was 0.30 ( $p < 0.05$ ), depression and social media addiction was 0.42 ( $p < 0.05$ ), and social media addiction and the intolerance of uncertainty was 0.32 ( $p < 0.05$ ). Depression and intolerance of uncertainty levels were in a significantly weak positive relationship. When the relationship between the independent variable and the dependent variable is weak, the researcher can establish a moderating hypothesis at this point that can explain the conditions that strengthen or weaken the relationship (Baron and Kenny, 1986). In the first step, simple linear regression analysis was performed without the effect of the moderator variable, with depression as the predictive variable and intolerance of uncertainty as the predicted variable. In the simple linear regression analysis conducted for this purpose, the beta coefficient was found to be significant, with a 95% confidence interval (CI) of [.377, .791]. Then, the social media addiction variable was included in the model as a moderator variable and a predictive variable, and multiple regression was performed. Finally, multiple regression analyses were conducted by adding the interaction consisting of the product of social media addiction and depression to the model. The variance explained in the two multiple regression models tested was significant, and the p-values were  $.000 < .05$  and  $.005 < .05$ , respectively. These findings showed that the moderator variable was effective in changing the causal relationship between the two variables as a function of the moderator variable. However, it is necessary to understand the differential effect of the independent variable on the dependent variable as a function of the moderator. Therefore, the social media addiction variable was included in the model as a moderating variable, it had a significant positive effect on this relationship. The social media addiction variable significantly contributed to explaining the positive relationship between university students' depression and



intolerance of uncertainty ( $R^2$  change= 0.022). The path model showing the significant moderator effect of the findings is given in Figure 2.

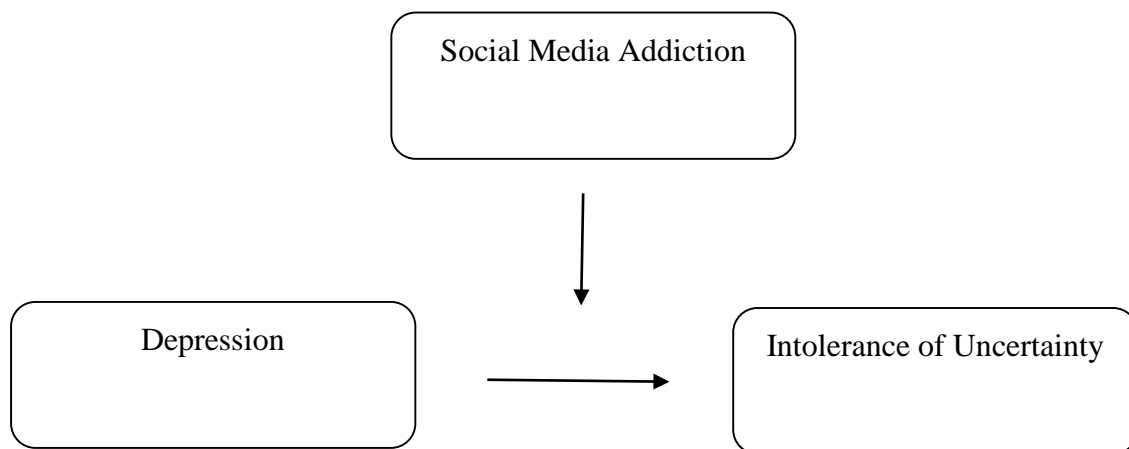


Figure 2. Path diagram moderation model

## CONCLUSION AND DISCUSSION

This study was designed to examine the moderating role of social media addiction in the relationship between intolerance of uncertainty and depression levels of university students (pre-service teachers). The relationships between the variables discussed in the study were found to be compatible with the literature (Barahmand and Haji, 2014; Dikmen, 2021). Social media addiction is considered a subtype of internet addiction. In studies examining internet addiction and depression, there are studies showing a positive relationship between depression and internet addiction (Ayas & Horzum, 2013; Lee & Sang, 2003; Liu, et al., 2011, p. 840). However, it is also possible to come across studies in which no significant relationship was found between depression and internet addiction (Yeh et al., 2008, p. 486).

Essentially, it is desirable that the moderator variable be uncorrelated with both the predictor and the predicted variable to provide a clearly interpretable interaction term (Baron, & Kenny 1986). Since there was a low level of correlation in this study, it can be considered as a limitation. However, since the correlation showed a weak relationship, it did not pose a problem for multicollinearity.

The result of the moderator analysis conducted in the study showed that the moderator variable was effective in changing the causal relationship between the two variables as a function of the moderator variable. The current study has demonstrated moderation analysis indicated that social media addiction moderated the relationship between depression and intolerance of uncertainty among university students. In other words, including the social media addiction variable in the model as a moderating variable had a significant positive effect on this relationship and contributed significantly to the explanation of the relationship.

## REFERENCES

- Ahmed, M. Z., Ahmed, O., Aibao, Z., Hanbin, S., Siyu, L., & Ahmad, A. (2020). Epidemic of COVID-19 in China and associated psychological problems. *Asian Journal of Psychiatry*, 51, 102092. Advanced online publication. <https://doi.org/10.1016/j.ajp.2020.102092>
- Akbaş Coşar, H., & Gedik, H. (2021). Öğretmen adaylarının sosyal medya bağımlılığı ve akademik erteleme davranışları arasındaki ilişkinin incelenmesi. *Bayterek Uluslararası Akademik Araştırmalar Dergisi*, 4(1), 32-65. <https://doi.org/10.48174/buaad.932899>
- Arslan, K., Abra, D., Erbaş, D., Yüceoğlu, S., & Erdugan, S. (2023). Investigation of The Effect of Social Media Addiction on Social Anxiety. *Gümüşhane University Journal of Health Sciences*, 12(1), 315-323. <https://doi.org/10.37989/gumussagbil.1224362>
- Aydin, S., Koçak, O., Shaw, T.A., Buber, B., Akpınar, E.Z., Younis, M.Z. (2021). Investigation of the Effect of Social Media Addiction on Adults with Depression. *Healthcare*, 9, 450. <https://doi.org/10.3390/healthcare9040450>
- Barahmand, U., & Haji, A. (2014). The impact of intolerance of uncertainty, worry and irritability on quality of life in persons with epilepsy: Irritability as mediator. *Epilepsy research*, 108(8), 1335-1344.
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of personality and social psychology*, 51(6), 1173.
- Carleton, R. N., Norton, M. A., & Asmundson, G. J. (2007). Fearing the unknown: A short version of the Intolerance of Uncertainty Scale. *Journal of Anxiety Disorders*, 21(1), 105-117. <https://doi.org/10.1016/j.janxdis.2006.03.014>
- Carleton, R. N. (2016). Into the unknown: A review and synthesis of contemporary models involving uncertainty. *Journal of Anxiety Disorders*. <https://doi.org/10.1016/j.janxdis.2016.02.007>
- Demirci, K.; Akgonul, M.; Akpınar, A. Relationship of smartphone use severity with sleep quality, depression, and anxiety in university students. *J. Behav. Addict.* 2015, 4, 85–92.
- Dikmen, M. (2021). COVID-19 Pandemisinde Üniversite Öğrencilerinin Depresyon Düzeylerinin Sosyal Medya Bağımlılığı Üzerindeki Rolünün İncelenmesi: Bir Yapısal Eşitlik Modeli. *Bağımlılık Dergisi*, 22(1), 20-30. <https://doi.org/10.51982/bagimli.790750>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2011). *How to desing and evaluate research in education*. New York: McGraw-Hill.
- Frazier, P. A., Tix, A. P., & Barron, K. E. (2004). Testing Moderator and Mediator Effects in Counseling Psychology Research. *Journal of Counseling Psychology*, 51(1), 115–134. <https://doi.org/10.1037/0022-0167.51.1.115>
- Hu, L. T., & Bentler, P. M. (1999). Cutoff criteria for fit indexes in covariance structure analysis: conventional criteria versus new alternatives. *Structural Equation Modeling*, 6(1), 1-55. doi:10.1080/10705519909540118
- Lee S., Sang L., Chang G. (2003). Internet over-users psychological profiles: a behavior sampling analysis on internet addiction. *Cyberpsychology & Behavior*, Vol.6. No. 2.
- Liu T. C., Desai R. A., Krishnan Sarin S., Cavallo D. A., Potenza M. N. (2011). Problematic internet use and health in adolescents: data from a high school survey in connecticut. *Childhood and Adolescent Mental Health*, 72, 836- 845.
- Lovibond, S. H., & Lovibond, P. F. (1995). *Manual for the Depression Anxiety Stress Scales*. Sydney: Psychology Foundation of Australia.
- Luo, R., Li, Q., Meng, G., Zheng, Y., Hu, K., Zhang, X., Dai, B., & Liu, X. (2022). The association between intolerance of uncertainty and Internet addiction during the second wave of the coronavirus disease 2019 pandemic: A multiple mediation model considering depression and risk perception. *PsyCh journal*, 11(3), 383–391. <https://doi.org/10.1002/pchj.545>

- Özgenel, M., Canpolat, Ö., & Ekşi, H. (2019). Social Media Addiction Scale for Adolescents: Validity and Reliability Study. *Addicta: The Turkish Journal on Addictions*, 6(3), 631-664. doi:0.15805/addicta.2019.6.3.0086
- Sarıçam, H. (2018). The Psychometric Properties of Turkish Version of Depression Anxiety Stress Scale-21 (DASS-21) in Health Control and Clinical Samples. *Bilişsel Davranışçı Psikoterapi ve Araştırmalar Dergisi*, 7(1), 19-30. doi:https://doi.org/10.5455/JCBPR.274847
- Sarıçam, H., Erguvan, F. M., Akın, A., & Akça, M. Ş. (2014). The Turkish Short Version Of The Intolerance Of Uncertainty (Ius-12) Scale: The Study Of Validity And Reliability. *Route Educational and Social Science Journal*, 1(3), 148-157. doi:10.17121/ressjournal.109
- Saulnier, K. G., Allan, N. P., Raines, A. M., & Schmidt, N. B. (2019). Depression and Intolerance of Uncertainty: Relations between Uncertainty Subfactors and Depression Dimensions. *Psychiatry*, 82(1), 72–79. https://doi.org/10.1080/00332747.2018.1560583
- Voitsidis, P., Gliatas, I., Bairachtari, V., Papadopoulou, K., Papageorgiou, G., Parlapani, E., ... & Diakogiannis, I. (2020). Insomnia during the COVID-19 pandemic in a Greek population. *Psychiatry Research*, 289, 113076. https://doi.org/10.1016/j.psychres.2020.113076
- Yeh, Y. C., Ko H. C., Wu, J. Y., Cheng C. P. (2008). Gender differences in relationships of actual and virtual social support to internet addiction 76 mediated through depressive symptoms among college students in Taiwan. *Cyberpsychol Behav*, 11, 485-487.

# ÇİZGİ FİMLERDEKİ ÇOCUK KARAKTERLERİN PROSOSYAL DAVRANIŞLAR AÇISINDAN İNCELENMESİ: RAFADAN TAYFA ÖRNEĞİ

## EXAMINATION OF CHILD CHARACTERSIN IN CARTOONS IN TERMS OF PROSOCIAL BEHAVIORS: RAFADAN TAYFA EXAMPLE

**Blm. Uzm. Hafize Fındık**

Ankara Üniversitesi Sağlık Bilimleri Enstitüsü Çocuk Gelişimi Anabilim Dalı

**Prof. Dr. Ender Durualp**

Ankara Üniversitesi Sağlık Bilimleri Fakültesi Çocuk Gelişimi Bölümü

ORCID ID: 0000-0002-6645-6815

### ÖZET

Araştırma, TRT Çocuk kanalında yayınlanan Rafadan Tayfa çizgi filmindeki çocuk karakterlerin prososyal davranışlar açısından incelenmesi amacıyla yapılmıştır. Araştırma modeli olarak doküman inceleme kullanılmıştır. Araştırmada, toplam 127 bölüm içerisinde %80 güven aralığında %5 hata payı ile 72 bölüm incelenmesi gerektiği hesaplanmıştır. Toplam 10 sezonun her birinden eşit olacak biçimde seçkisiz (rastgele) olarak 72 bölüm incelenmek üzere seçilmiştir. Veriler Prososyal Davranış İnceleme Formu ile kullanılmıştır. Form, literatür incelenmesi ve uzman görüşleri doğrultusunda hazırlanmıştır. Formda yardım etme/özgecilik, paylaşma, iş birliği, koruma, empati, iletişim başlatma ve sürdürme, cesaretlendirme, rahatlatma/teselli etme ve fedakârlık etme gibi prososyal davranışlar yer almaktadır. Veriler, betimsel nitelikte içerik analizi kullanılarak analiz edilmiştir. Elde edilen sonuçlara göre, çizgi filmde iş birliği, iletişim başlatma, yardım etme/özgecilikle ilgili davranışların en sık yer aldığı; koruma, paylaşma ve empatiye ilişkin davranışlara en az yer verildiği belirlenmiştir. Prososyal davranışların erken çocukluk döneminde kazanıldığı ve çizgi filmlerin hedef kitesinin bu dönemdeki çocuklar olduğu dikkate alınmalıdır.

**Anahtar Sözcükler:** Çizgi film, Çocuk, Prososyal davranışlar, Rafadan Tayfa

### ABSTRACT

The research was conducted to examine the child characters in the Rafadan Tayfa cartoon broadcast on TRT Çocuk channel in terms of prosocial behavior. Document review was used as the research model. In the research, it was calculated that out of a total of 127 episodes, 72 episodes should be examined with a 5% margin of error within an 80% confidence interval. A total of 72 episodes, equally from each of the 10 seasons, were randomly selected for analysis. Data were used with the Prosocial Behavior Examination Form. The form was prepared in line with literature review and expert opinions. The form includes prosocial behaviors such as

helping/altruism, sharing, cooperation, protection, empathy, initiating and maintaining communication, encouragement, comforting/consoling, and self-sacrifice. The data was analyzed using descriptive content analysis. According to the results, the most common behaviors in the cartoon are cooperation, initiating communication, helping/altruism; It was determined that behaviors related to protection, sharing and empathy were least included. It should be taken into consideration that prosocial behaviors are acquired in early childhood and the target audience of cartoons is children in this period.

**Keywords:** Cartoon, Child, Prosocial behavior, Rafadan Tayfa

## GİRİŞ

Televizyonun hayatımıza girmesiyle birlikte görsel sanatlar dünyasında birçok yapım veya program ortaya çıkmış ve çok sayıda kişiye ulaşmıştır. Çok fazla kişiye ulaşmasındaki en büyük etken gelişen ve büyüyen teknoloji ağıdır. Çeşitli yaş gruplarının ilgisini çeken; diziler, sinemada yayınlanan filmler, çeşitli reklam filmleri ve çizgi filmler günümüze kadar gelişerek gelmiştir. Ortaya çıkmış olan programlardan çocukların en çok ilgisini çekenler, kuşkusuz çizgi filmlerdir (Güloğlu, 2019). Çocuklar hayvanlarla ilgili basit hikâyeleri, çizgi filmleri ve basit komedileri izlemekten hoşlanır. Çocuk programlarının büyük bir kısmını çizgi filmler oluşturmaktadır (Sevim, 2013; Ünal ve Durualp, 2012). Çocuk dünyası açısından bakıldığında, televizyonda çocuklara hitap etmek amacıyla üretilen çizgi filmlerin yeri oldukça önemlidir. Bu nedenle, çocuklar ve çizgi filmler arasında önemli bir ilişki vardır. Çocuklar kendilerini bu türe yakın görürler. Bunun en önemli nedeni, çizgi filmde yer alan renkli ve çocuksu dünyadır. Çizgi filmler, çocukları bu dünya içine çeker. Yetişkinler, çizgi filmlerin çocuklar için en uygun tür olduğunu düşünür ve çocuklarına izletmeye gayret eder. Bunu yaparken içeriği ne olursa olsun tercih eder. Çocuklar tercih ettiği için mi, yoksa yetişkinler öyle istediği için mi tam bilinmiyor olsa da çocuk ve çizgi film bağlantısı, erken yaşlarda ortaya çıkar ve çocukluk çağı açısından önemli bir yere oturur (Öcel, 2001).

Çizgi filmler, çocukların yaşantısını etkisi altına alır. Çocuklar çizgi filmlere televizyon ve internet sayesinde kolayca ulaşım sağlar. Özellikle günümüz teknoloji çağında telefon, tablet ve televizyon gibi araçlarla ulaşmak çok kolaydır. Çocuklar, günün büyük bir kısmında oyun oynarken günlük rutinleri dışında kalan boş olan vakitlerini de çizgi film izleyerek geçirir. Bu doğrultuda, çocukların vaktinin önemli bir kısmına sahip olan çizgi filmlerin, çocuklara neler aktarmakta olduğu önemli bir sorudur. Çocukların severek izlediği çizgi filmler, onlara pek çok şey katar ve düşünce yapılarına kadar etkiler (Namdar, 2022). Çocukların düşünce ve davranışlarına etki eden çizgi filmlerin, olumlu pek çok işlevi mevcuttur (Yetim ve Sarıçam, 2016). Bu işlevlerin başında eğitim vardır. Çocukların geliştiği, inanç sistemini oluşturduğu ve karakterlerinin yapı taşlarını ortaya çıkardığı çocukluk döneminde çizgi filmler, eğitici rolündedir. Çizgi filmler çocukların kelime hazinesini artırır, matematik becerilerini destekler, bilişsel, sosyal ve duyuşsal alanlarda da geliştirir. Aynı zamanda çizgi filmlerin renkli ve çekici dünyası, izlenme süresinin uzun olması ve erişimin kolaylığına bağlı olarak çocuklara kültür aktarma konusunda en kolay yol olduğu söylenebilir (Aydın, 2018).

Çizgi filmler, izleyicisi olan çocuklarda model alma ve taklit etme yolları ile önemli bir öğrenme aracıdır (Yetim ve Sarıçam, 2016). Bu nedenle, çizgi filmin sunduğu rol modelin niteliği çok önemlidir. Rol model ne kadar iyi sunulursa çocuk açısından o kadar faydalı olur. Çizgi filmler, çocuklara bazen gerçek bazen ise gerçeküstü bir dünya sunar. Çocuğun hayal edebileceğinin ötesi olan bu dünya, çocukları ruhsal olarak tatmin eder. Çizgi film vasıtasıyla gördükleri duyguları hissedip mutlu olabilir. Bu hisler sayesinde çocukların psikososyal gelişimleri olumlu olarak desteklenir (Sancak, 2018). Çocuklar için görsel ve işitsel şölen sunan çizgi filmler, dil gelişimi konusunda da çocukları destekler. Yine değerler ve olumlu sosyal davranışların aktarımı konusunda da önemli bir yere sahiptir (Namdar, 2022).

Olumlu sosyal davranışlar olarak adlandırılan prososyal davranışlar, karşı taraftan herhangi bir ödül beklemeksizin fayda sağlama amacı gütmek ile beraber gönüllü davranışlar olarak tanımlanır. Bir başkasının iyiliğini gözetmek prososyal davranışların temelidir. Prososyal davranış (prosocial behavior), Auguste Comte tarafından kullanılmıştır. Auguste Comte, prososyal davranışı “başkalarına gösterilen ilgi” olarak tanımlamıştır (Esmer ve Özdaşlı, 2018). Toplum tarafından kabul gören prososyal davranışlar, aynı zamanda bir sosyal beceridir. Fakat prososyal davranışların tamamen gönüllülük içermesi yönüyle sosyal becerilerden ayrılmaktadır (Gülây, 2010). Prososyal davranışlara yardım etme, rahatlatma, tesellide bulunma, empati ve iş birliği davranışların örnek gösterilebilir. Çocukların toplum içerisinde kendine yer bulması, olumlu ilişkiler kurabilmesi, yardımlaşma, paylaşma, empati, iş birliği yapma gibi gönüllü davranış süreçlerini de beraberinde getirmektedir. Prososyal davranışlar çocukların olumlu manada sosyal ilişkilerini desteklemektedir (Bıçakçı ve Altıntaş, 2017).

Prososyal davranışların 0-20 yaş arasında artarak gelişim gösterdiği, en büyük gelişimin 0-6 yaş döneminde olduğu, bu davranışların, okul öncesi dönemde diğer dönemlere oranla daha fazla kazanıldığı görülmektedir (Çetin ve Samur, 2018). Çocukların okul öncesi dönemdeki prososyal davranışlarını açıklayan çalışmalarda anne-babanın sergilediği davranışların, çocuğun sahip olduğu mizaç ve cinsiyetin, ailenin sosyoekonomik düzeyinin önemli olduğu ortaya koyulmuştur (Kumru vd., 2004). Çocuklar olumlu sosyal davranışları çeşitli yollarla kazanabilir. Bu yollar; çevresindeki birinci veya ikinci derece yakınlarına gözlemek, izlediği medya ürünlerinden veya kitap karakterlerinden model almak olarak sıralanabilir. Bu bağlamda, çocukların en fazla izlediği çizgi filmlerin içerik ve niteliği çok önemlidir (Gönen ve Veziroğlu, 2013). Nu nedenle, çizgi filmlerin olumsuz nitelik taşıyan engelleyici rolü de dikkate alınmalıdır. Çocukların ekrana gelen içeriği sorgulamadan pasif olarak izlemeleri sonucunda düşünme, sorgulama, yorumda bulunma, eleştiri yapma vb. bilişsel becerileri etkilenebilir (Aydın, 2018). Çizgi filmler şiddet gibi kötü ve uygunsuz unsurlar içerebilir, bu unsurlar da davranışlara yansiyabilir (Demir, 2019). Çizgi filmler karşısında çok fazla vakit geçirmesi ve farklı içeriklere sahip çizgi filmler izlemesi, çocukları gerçeklikten uzaklaştırabilir. Nitekim çocukların, çizgi filmlerde yer alan karakterlerin yaptığı uçma, zıplama, sihir yapma vb. davranışların gerçek olduğunu düşünerek denemeye çalıştığı çeşitli haberlere de rastlanmaktadır (Namdar, 2022; Ünal ve Durualp, 2012).

Yapılan bu çalışmada, çocuklar tarafından ilgi gören ve izlenen Rafadan Tayfa çizgi filmindeki çocuk karakterler, prososyal davranışlar açısından incelenmiştir. Rafadan Tayfa

çizgi filmdeki hikâye, 90'lı yılların İstanbul'unda geçer. Günlük yaşamdaki mahalle kültürünü ele alırken o dönemin samimi ve sıcak arkadaşlık ve komşuluk ilişkisini de yansıtır. Komşu, arkadaşlık ve insan ilişkilerini komik ve sürükleyici bir anlatımla ele alırken izleyenlerin ders alacağı öğretiler ile de harmanlanmıştır. Konu genellikle Rafadan Tayfa isimli grubun yeni şeyler öğrenip, maceralara katılması ile başlarına gelen olaylardan oluşmaktadır. Grup; Mert, Hayri, Kâmil ve Akından oluşsa da Sevim ve Hale de çizgi dizideki diğer çocuk karakterlerdir. Araştırma, TRT Çocuk kanalında yayınlanan yerli yapımlardan Türk kültürünü yansıtan “Rafadan Tayfa” çizgi filmdeki çocuk karakterlerin, prososyal davranışlar (yardım etme/özgecilik, paylaşma, iş birliği, rahatlatma/teselli etme, koruma, empati, fedakârlık etme, iletişimi başlatma ve sürdürme, cesaretlendirme) açısından incelenmesi amacıyla yapılmıştır.

## YÖNTEM

Bu bölümde, araştırmanın modeli, çalışma grubu, veri toplama araçları, veri toplama yöntemi ile verilerin değerlendirilmesi ve analizi hakkında bilgiler yer almaktadır.

### Araştırmanın Modeli

Araştırma nitel araştırma yöntemlerinden doküman incelemesi ile gerçekleştirilmiştir. Doküman incelemesi, araştırmada elde edilmek istenen bilgiler ile alakalı yazı, film, fotoğraf veya video gibi materyallerin analizini yapmaktır (Yıldırım ve Şimşek, 2016). Araştırmadaki analizi yapılacak olan çizgi film bölüm videoları doküman incelemesinin kaynağıdır.

### Araştırmanın Çalışma Grubu

Araştırmanın çalışma grubu Rafadan Tayfa çizgi filminin bölümleridir. Rafadan Tayfa çizgi filmi, 2014-2022 yılları arasında 10 sezon ve 127 bölüm yayınlanmış olup hala yayın hayatına devam etmektedir. Yapılan örneklem hesabı sonucunda %80 güven aralığı ve %5 hata payına göre en az 72 bölüm incelenmesi gerektiği belirlenmiştir. Buna göre, toplam bölümler arasından rastgele (seçkisiz) seçilen 72 bölüm araştırmaya dâhil edilmiştir. Tabakalı yöntem doğrultusunda; 1. sezon-yedi bölüm, 2. sezon-yedi bölüm, 3. sezon-yedi bölüm, 4. sezon-yedi bölüm, 5. sezon-yedi bölüm, 6. sezon-yedi bölüm, 7. sezon-yedi bölüm, 8. sezon-sekiz bölüm, 9. sezon-altı bölüm ve 10. sezon-sekiz bölüm olmak üzere 72 bölüm seçilerek araştırma kapsamında incelenmiştir.

### Veri Toplama Aracı

Araştırma kapsamında literatür taraması yapılarak prososyal davranışlar belirlenmiştir. Bu prososyal davranışlar göz önünde bulundurularak “Prososyal Davranış İnceleme Formu”

geliştirilmiştir. Geliştirilen form, alan uzmanlarının görüşlerine sunularak gelen öneriler doğrultusunda son şeklini almıştır. Bu formda, yardım etme/özgecilik, paylaşma, iş birliği, rahatlatma/teselli etme, koruma, iletişim, empati, fedakârlık etme ve cesaretlendirme davranışları olmak üzere dokuz prososyal davranış yer almaktadır.

### Veri Toplama Yöntemi

Araştırmada, yerli yapımlar arasından en çok izlenme oranına sahip çizgi filmlerden olan Rafadan Tayfa çizgi filmi belirlenmiştir. Rastgele seçilen çizgi film bölümleri, veri toplamada kullanılmak üzere geliştirilen Prososyal Davranış İnceleme Formuna göre incelenmiş ve prososyal davranışların var olup olmadığı herhangi bir sayı belirtmeksizin bu forma işlenmiştir.

### Veri Değerlendirilmesi ve Analizi

Araştırma kapsamında elde edilen veriler betimsel içerik analiz yöntemi ile analiz edilmiştir. Betimsel analiz yöntemlerinden birisi olan “içerik analizi” yöntemi kullanılmıştır. İçerik analizi, araştırmanın temelinde oluşturulmuş olan temalar kapsamında toplanan verileri açıklamak ve yorumlama ile birlikte neden ve sonuç ilişkisi kurmaktır (Yıldırım ve Şimşek, 2016).

Araştırma kapsamında incelenen bölümlerde var olan prososyal davranışlar Prososyal Davranış İnceleme Formu üzerine işlenmiştir. Elde edilen veriler sayı ve yüzde ile ifade edilmiştir. Prososyal davranışların varlığında örnek diyaloglara yer verilmiştir.

## BULGULAR

Araştırma sonucunda elde edilen bulgular tablolar halinde gösterilmiştir. Ayrıca çizgi filmde tespit edilen prososyal davranışa ilişkin diyalog örnekleri de sunulmuştur.

**Tablo 1.** Rafadan Tayfa Çizgi Filminde Yer Alan Yardım etme /Özgecilik Davranışı Dağılımı

Yardım Etme/Özgecilik	Sayı	%
Var	49	68,1
Yok	23	31,9

Tablo 1’de görüldüğü üzere, yardım etme/özgecilik davranışına 49 kez yer verilmiştir. Yardım isteme ve yardım etme davranışına örnek olarak 18. bölümdeki diyalog verilebilir.



*Akın;*

*-Abi, annem beş ekmek al demişti, ödevlerim henüz bitmedi ekmekleri sen alır mısın?*

*Mert;*

*-Alırım tabi.*

**Tablo 2.** Rafadan Tayfa Çizgi Filminde Yer Alan Paylaşma Davranışı Dağılımı

Paylaşma	Sayı	%
Var	14	19,4
Yok	58	81,6

Araştırma kapsamında incelenen bölümler içerisinde, paylaşma davranışına 14 kez yer verildiği belirlenmiştir (Tablo 2). 20. bölümde yer alan paylaşma davranışına örnek aşağıda verilmiştir.

*Hayri kendine ait olan dondurmayı yiyerek arkadaş grubunun yanına gelir. Elindeki dondurmayı havaya kaldırarak;*

*Hayri:*

*-Dondurma isteyen?*

*Akın:*

*-Ben vişneli istiyorum.*

*Kâmil:*

*-Ben de çikolatalı alayım.*

*Mert:*

*Benimki de limonatalı olsun.*

Kendine ait yiyeceği arkadaşları ile paylaşır. Yiyeceğini paylaşırken herhangi bir karşılık beklemez.

**Tablo 3.** Rafadan Tayfa Çizgi Filminde Yer Alan İşbirliği Davranışı Dağılımı

İş Birliği	Sayı	%
Var	58	80,6
Yok	14	19,4
Toplam	72	100,0

Gerçekleştirilen analiz sonucunda, izlenen 72 bölümün 58'inde iş birliği davranışına yer verildiği belirlenmiştir (Tablo 3). İş birliği davranışının var olduğu 21 bölüm kesiti şu şekildedir;

*Hayri:*

*-Ben mi?(kendisini gösterir)*

*Korkmak mı?*

*Ne korkacağım arkadaş!*

*Ben İstanbul'dan ta Ankara'ya gitmiş gelmiş insanım.*

*Uzaymış, pehh! Bana vız gelir.*

*Kâmil:*

*-Hah şöyle. Anca beraber kanca beraber.*

*Mert:*

*-Hadi o zaman, önce şu testleri araştırmaya başlayalım.*

Ortak bir amaç için birlikte hareket etmek için sözel ifadeler de bulunarak iş birliği için girişimde bulunurlar.

**Tablo 4.** Rafadan Tayfa Çizgi Filminde Yer Alan Koruma Davranışı Dağılımı

Koruma	Sayı	%
Var	9	12,5
Yok	63	87,5
Toplam	72	100,0

Tablo 4’te, izlenen 72 bölümün dokuzunda koruma davranışına yer verildiği görülmektedir. Koruma davranışı ile alakalı olarak 21. bölüm örnek gösterilebilir.

*Rafadan Tayfa’nın yaşadığı mahallede elektrikler kesilmesi üzerine beyin fırtınası yaparak, enerji tasarrufu için çeşitli projeler yapmış oldukları görülmektedir. Boşa akan suyu kapamak, izlenmeyen televizyonu kapamak, gündüz vakti çalışan lambaları kapama davranışları görülmüştür.*

**Tablo 5.** Rafadan Tayfa Çizgi Filminde Yer Alan Rahatlatma/Teselli Etme Davranışı Dağılımı

Rahatlatma/Teselli Etme	Sayı	%
Var	19	26,4
Yok	53	73,6
Toplam	72	100,0

Yapılan araştırma sonucunda, izlenen bölümlerin 19’nda rahatlatma/teselli etme davranışı yer almaktadır (Tablo 5). Rahatlatma/teselli etme davranışına 17. bölüm içerisinde örnek verilebilir:

*Hayri;*

*-Ay ayıp tüm şarkıyı gönülden hissederek söyledim. O kadar mı kötü?*

*Mert;*

*-Yani şey...*

*.Kâmil;*

*-Hayri’ciğim söz yazarlığına sözüm yok. Ama sesin öyle tiz öyle tiz çıkıyor ki mahallenin camları sallandı.*

*Mert;*

*-Zor kurtardık bir nakarata daha dayanamazlardı.*

*Hayri;*

*-Gerçekten mi? O kadar güçlüydü demek.*

*Mert;*

*-Öyleydi ama o gücü kontrol etmek gerek.*

Arkadaşını kırmadan sesi konusunda yorumda bulunuyor ve sesi konusunda teselli etme davranışında bulunuyorlar.

**Tablo 6.** Rafadan Tayfa Çizgi Filminde Yer Alan İletişimi başlatma ve Sürdürme Davranışı Dağılımı

İletişimi Başlatma ve Sürdürme	Sayı	%
Var	55	76,4
Yok	17	23,6
Toplam	72	100,0

İletişimi başlatma ve sürdürme davranışı çalışma kapsamında incelenmiş ve izlenen bölümlerin 55'inde bu davranışın var olduğu görülmüştür (Tablo 6). İletişim başlatma ve sürdürme davranışına örnek aşağıda yer verilmiştir.

*Hayri;*

*(Kapı çalma sesi.)*

*Akın;*

*-Gel.*

*Hayri;*

*-Akın, ne yapıyorsun.*

*Akın;*

*-Çalışıyorum Hayri Abi.*

*Hayri;*

*-Bir şey soracağım iki şey birbirine iyice yapıştı diyelim onları nasıl ayırabiliriz?*

İletişimi başlatmak için girişimde bulunduğu ve karşı taraf cevap verdiğinde iletişimi sürdürdüğü görülmektedir.

**Tablo 7.** Rafadan Tayfa Çizgi Filminde Yer Alan Empati Davranışı Dağılımı

Empati	Sayı	%
Var	17	23,6
Yok	55	76,4
Toplam	72	100,0

Tablo 7’de görüldüğü gibi, izlenen 72 bölüm içerisinde 17’sinde empati davranışına rastlanılmıştır. İzlenen bölümlerde görülen empati davranışına ilişkin örnek aşağıda verilmiştir.

*Hayri;*

*-Ne yapayım arkadaş dilimizi bile bilmiyor.*

*Akın;*

*-Dilimizi bilmemesi onun suçu mu?*

*Hayri;*

*-Ben başka ülkeye gitsem en azından derdimi anlatacak bir iki kelime öğrenirdim.*

*Kâmil;*

*-Belki öğrenecek vakti bile olmadı.*

*Akın;*

*-Evet, hikâyesini bilmiyoruz kimdir, nedir, burada ne yapıyor ne zaman geldi? Bambaşka bir ülkede bilmediğin bir dili konuşan insanların arasındasın kendini onun yerine koy Hayri abi.*

Kendi dillerini bilmeyen yabancı bir akranlarını anlamaya çalışıp kendilerini, onun yerine koyuyorlar.

**Tablo 8.** Rafadan Tayfa Çizgi Filminde Yer Alan Cesaretlendirme Davranışı Dağılımı

Cesaretlendirme	Sayı	%
Var	19	26,4
Yok	53	73,6
Toplam	72	100,0

Araştırma sonucunda izlenen bölümlerin 19'unda cesaretlendirme davranışı tespit edilmiştir (Tablo 8). Aşağıda cesaretlendirme davranışına örnek verilmiştir.

*Hayri:*

*-Ben de mucit olacağım arkadaş! Dondurma erimesin diye şemsiye yapmışlar; ben erimeyen dondurma yapacağım, limonata dağıtan robot yapacağım, incecik televizyon yapacağım hatta Mars'a uçak göndereceğim!*

*Mert:*

*-Yaparsın tabii, neden olmasın.*

Hayallerini paylaşan arkadaşına, yapabileceğine dair sözler söyleyerek cesaretlendirme davranışında bulunmaktadır.

**Tablo 9.** Rafadan Tayfa Çizgi Filminde Yer Alan Fedakârlık Etme Davranışı Dağılımı

<b>Fedakârlık Etme</b>	<b>Sayı</b>	<b>%</b>
Var	10	13,9
Yok	62	86,1
Toplam	72	100,0

Araştırmada izlenen 72 bölümün 10'unda fedakârlık etme davranışına yer verildiği görülmüştür (Tablo 9). Aşağıda fedakârlık etme davranışına örnek verilmiştir.

*Kâmil;*

*-Hoş geldiniz, ne ikram edeyim size? (Diş fırçasına diş macunu sıkıp Hayri'nin dişlerini fırçalama davranışında bulunur.)*

*Hayri;*

*(Anlamsız sesler çıkarır.)*

*Mert;*

*(Kamil'e dönerek.)*

*-Kâmil böyle olmaz diş doktoruna gitmelisin artık böyle olmaz.*

*Kâmil;*

*-Yok yok o işi çözdüm ben.*

*Mert;*

-Nasıl?

Kâmil;

-Diş doktoruna mektup yazıyorum uzaktan tedavi için.

Mert;

-Öyle olur mu ki? Orada birçok şey yapıyorlarmış.

Akın;

-Hem dişini nasıl göreceksin abi.

Hayri;

-Bakın şimdi ne yapacağım. (Ekmek dolabından ekmek alır.) Bunu ısır dişinin şekli çıksın doktora gönderelim.

Mert;

Yanında zeytin ile çay da gönderelim mi?

Akın;

-Olmaz öyle şey orada dişin filmini falan çekiyorlarmış.

Arkadaşlarını destekleyip onun iyiliğini istemektedir.

## **TARTIŞMA**

Medya ürünlerinin hayatımızdaki yeri gün geçtikçe artmaktadır. Artık toplumun her kesimine hitap eden medya ürünleri mevcuttur. Bunun en büyük nedenlerinden biri teknoloji çağı içinde oluşumuzdur. Çocuklar için her geçen gün çeşitli çizgi filmler üretilmekte ve çocuklar, günün büyük kısmını bu çizgi filmleri izleyerek geçirmektedir. Çocuklar dış dünyayı büyük oranda çizgi filmlerden öğrenmektedir. Doğası gereği çok fazla görsellik taşıyan çizgi filmde yer alan karakterlerin davranışlarını taklit etmekte onları kendilerine rol model almaktadır (Yakar ve Yazar, 2021). Bu bağlamda, çocuklar çizgi filmlerdeki karakterleri büyük oranda içselleştirebilir, olumlu veya olumsuz pek çok davranışı edinebilir. Bu bakımdan çocukların izledikleri çizgi filmlerin niteliği ve içerikleri çok önemlidir. (Güngör, 2015). Çocukların, olumlu manada elde ettiği davranışlardan biri de prososyal davranışlardır. Milli Eğitim Bakanlığının hazırlamış olduğu okul öncesi eğitim programlarında da prososyal davranışların çocuklara kazandırılması amaçlanmaktadır (MEB, 2023). Araştırmada incelenen yerli yapım çizgi filmlerden olan Rafadan Tayfa çizgi filminin, prososyal davranışlar açısından zengin içeriğe sahip olduğu gözlenmiştir. 2014-2022 yılları arasındaki 10 sezon ve 127 bölümden oluşan Rafadan Tayfa çizgi filminin 72 bölümünde prososyal davranışlara rastlanılmıştır.

Araştırmada, yardım etme/özgecilik davranışı en fazla yer verilen üçüncü davranıştır (%61,1). Çocukluk döneminde kazanılan bu davranış, prososyal davranışlar açısından önemlidir. Çocuklar bu davranışı rol model olarak çevresinden görerek edinebilir veya çizgi filmlerden de görüp içselleştirebilir. Yardım etme davranışı hem prososyal davranışlar hem de değerler başlığı altında araştırmalara konu olmuştur. Özdemir'in (2020) Rafadan Tayfa'yı değerler açısından incelediği çalışmasında, en çok görülen ilk üç değerden ikincisinin yardımseverlik/özgecilik davranışı olduğu bulunmuştur. Yener, Yılmaz ve Şen'in (2021) yaptıkları çalışmada TRT Çocuk kanalındaki çizgi filmler değerler açısından incelenmiş, İlgili bölümlerde yardımlaşma-dayanışma davranışı en çok görülen davranış olmuştur.

Araştırmada iş birliği ve paylaşma davranışı incelemiştir. Rafadan Tayfa'da, en çok yer verilen davranış iş birliği davranışıdır (%80,6). İş birliği, bir işi yapanların güçlerini birleştirmesidir. Birlikte hareket etme, ortak bir amaç için birlik olma davranışlarını içerir. Çocuğun içinde bulunduğu aile ve okul çevresi, sürdürdüğü arkadaşlıklar yaşamı sağlıklı ve olumlu kılan, zenginleştiren etmenlerdir. İş birliği, çocukların sosyalleşmesinin önemli bir parçasıdır. Çocuğun sosyalliğini destekler. Temel olarak olumlu sosyal davranışların kazanılmasında aile bireyleri, yetişkinler, diğer çocuklar ve medyada izlediği karakterler model alınabilir (Yıldız-Bıçakçı ve Durualp, 2016). Paylaşma davranışı ise dokuz davranış arasından altıncı sırada yer almaktadır. Çocukların okul öncesi dönemde kazandığı paylaşma, prososyal davranışlar açısından önemli bir yere sahiptir. Temelinde kendi yiyeceğini, kendi eşyayı herhangi bir karşılık beklemeden gönüllük esasıyla karşısındaki kişi ile paylaşma vardır. Sevim'in (2013) çalışmasında yerli yapım 12, yabancı yapım 43 çizgi film değerler açısından incelenmiştir. Araştırma sonucunda birçok değere yer verildiği görülmüştür. İncelenen çizgi filmlerde, ulaşılan değerler arasında iş birliği, paylaşma gibi davranışlar bulunmaktadır. Çimen (2019) ve Karaca (2019) Rafadan Tayfa çizgi filmini değerler eğitimi açısından incelemiştir. Çimen'in (2019) yaptığı çalışmasında, sorumluluk değeri çalışmadaki iş birliği davranışı ile benzer şekilde açıklanmıştır. Çalışmada yapılan analiz sonucunda sorumluluk değerine 40 bölüm içerisinde 22 kez yer verildiği ve tüm değerlerin %11'ini oluşturduğu görülmektedir. İş birliği davranışı hem prososyal davranışlar hem de değerler açısından da önemli bir yere sahiptir. Kaymak ve Öğretir Özçelik (2020) tarafından Vikingler çizgi filmindeki evrensel değerler incelenmiştir. Çalışmada araştırılan evrensel değerlerden biri de iş birliği davranışıdır.

Araştırmada rahatlatma/teselli etme davranışı incelenmiştir. Benzer durumları ifade eden rahatlatma ve teselli etme davranışı, Rafadan Tayfa çizgi filminde en çok görülen davranışlar arasında dördüncü sıradadır (%26,4). Rahatlatma, kişiyi zor bir durum karşısında ferahlatmaktır. Teselli etme, avutmak anlamına gelir. Yine zor bir durum karşısında rahatlatma söz konusudur. Altmış ve Altun (2021), Pırıl adlı çizgi filmi değerler eğitimi açısından incelemiş ve teselli etme davranışına beş kez gözlemişlerdir.

İletişimi başlatma ve sürdürme davranışı, Rafadan Tayfa'da en çok görülen ikinci prososyal davranıştır (%76,4). Çocuğun dünyaya gelir gelmez sergilemeye başladığı bu davranış, prososyal davranışlar açısından önemli bir yere sahiptir. İletişimin temelinde mesaj iletme vardır ve karşılıklı olarak gerçekleşir. Çocukların sosyal gelişiminde önemlidir. İletişim davranışı prososyal davranışlar açısından olduğu kadar eğitsel ilkeler açısından da önemli bir



yere sahiptir. Aydoğan ve İnce Samur'un (2021) yaptıkları çalışmada, Rafadan Tayfa çizgi filmi çocuk edebiyatının eğitsel ilkeleri yönünden incelenmiş, çizgi filmde yaşam içerisindeki sorunları çözmek adına şiddeti kenara bırakıp iletişim kurmanın önemi üzerinde durulmuştur. Karaca'nın (2019) yapmış olduğu çalışmada, Rafadan Tayfa'da selamlaşma değerinin, incelenen değerler arasında dördüncü sırada olduğu görülmüştür.

Empati davranışı, araştırmada incelenen dokuz prososyal davranış arasında en çok görülen beşinci davranıştır (%23,6). Empati, bir kişinin kendini karşısındaki kişinin yerine koyarak, olaylara onun bakış açısı ile bakması, o kişinin duygu ve düşüncelerini doğru olarak anlaması ve bu durumu iletmesi sürecidir. Çocuklar ikinci yılda bu ayrımı fark ederek, sadece kendileri için değil başkaları içinde üzülebileceklerini kavrar ve basit durumlarda başkalarının duygularına empati ile cevap verebilir. Çocuklar büyüdükçe başkalarının duygularını anlamada çeşitli işaretleri kullanabilir (Yıldız-Bıçakçı ve Durualp, 2016).

Araştırma kapsamında incelenen diğer bir prososyal davranış, cesaretlendirme davranışıdır. Cesaretlendirme davranışı, rahatlama/teselli etme davranışı ile birlikte en çok görülen dördüncü davranıştır (%26,4). Cesaretlendirme, bir işi yaparken yüreklendirmedir. Sözel olarak "yapabilirsin, başarabilirsin" gibi cümleler kurulabilir. Kişiye desteklediğini hissettir. Güven ve Akıncı'nın (2014) yapmış olduğu çalışmada, çeşitli çizgi filmlerde değerlerin sözel ifadelerde yer verilme durumu araştırılmıştır. Çalışmada Laura'nın Yıldızı çizgi filmi incelendiğinde cesaret değerine %31,57 oranında yer aldığı görülürken, çalışmamızda ise cesaretlendirme davranışının %26,4 oranında yer verildiği tespit edilmiştir. Yine aynı çalışmada Canım Kardeşim adlı çizgi filmdeki iş birliği ve yardımlaşma davranışları incelenmiştir. Bu çalışmalardan yola çıkarak prososyal davranışların, sosyal gelişim ve değerler açısından önemli oldukları söylenebilir. Araştırma kapsamında belirlenen ve incelenen dokuz prososyal davranışlar arasında fedakârlık (%13,9) ve koruma (%12,5) davranışları da yer almaktadır.

## **SONUÇ VE ÖNERİLER**

Araştırma sonucunda Rafadan Tayfa çizgi filminde yer verilen davranışlar; yardım etme/özgecilik, paylaşma, iş birliği, empati, rahatlatma/teselli etme, iletişimi başlatma ve sürdürme, cesaretlendirme, koruma ve fedakârlık etme davranışlarıdır. Çalışma sonucunda ele alınan bütün prososyal davranışların, Rafadan Tayfa çizgi filminde yer aldığı görülmektedir. Çizgi filmde gözlenen prososyal davranışlardan iş birliği, iletişimi başlatma ve sürdürme, yardım etme/özgecilik davranışlarının ilk üç sırayı aldığı belirlenmiştir. Prososyal davranışlardan koruma ve fedakârlık etme davranışına daha az yer verildiği gözlenmiştir. Çocukların sosyal ve duygusal gelişimlerinin desteklenmesinde, prososyal davranışları kazanmalarında çocukların yaş ve gelişim düzeylerine uygun olan çizgi filmlerden yararlanılabilir.

Araştırmadan elde edilen bulgular doğrultusunda aşağıdaki öneriler verilebilir:

- Çocuğun izleyeceği çizgi filmlerin içeriğine dikkat edilmelidir. Olumlu davranışlar içeren ve mesajlar veren çizgi filmlerin tercih edilmesi önemlidir. Bazı çizgi filmlerde ise şiddet ögesi barınabilir.
- Çocuk ve aile çizgi filmi birlikte etkileşimli bir şekilde izlemelidir. Çizgi film izlerken prososyal davranışlar vurgulanabilir. Çocuğa ilgili davranışlar ile ilgili sorular sorulabilir ve bu sayede çocuğun dikkati davranışa çekilir.
- Aileler çocukların medya kullanımını konusundan dikkatli davranmalıdır. Çünkü çocukların ekran karşısında savunmasız olduğunu ve birçok davranışı içselleştirip davranışına yansıtabileceği unutulmamalıdır.
- Çizgi filmlerin yapımında çocuk gelişimciler gibi çocukla çalışan profesyonellerin görüş ve önerileri dikkate alınmalıdır. Çocuklara yönelik yapımların çocukların yaş, gelişim düzeyine ve gereksinimlerine uygun olup olmadığı uzmanlarca değerlendirilmelidir.

## KAYNAKLAR

- Altıntaş, T. & Bıçakçı, M.Y. (2017). Erken çocukluk döneminde prososyal davranışlar. *The Journal of Academic Social Science Studies*, 57, 245-261.
- Altmış, Z.G. & Altun, M. (2021). “Pırıl” çizgi filminin değerler eğitimi açısından değerlendirilmesi. *OPUS International Journal of Society Researches*, 17(38), 5382-5411.
- Aydın, B. (2018). *Türkiye’de çocuk televizyon kanallarındaki çizgi filmlerin çocukluğa etkisi üzerine bir içerik analizi*, (Yüksek Lisans Tezi). Balıkesir Üniversitesi, Balıkesir.
- Aydoğan, M. & İnce Samur, A.Ö. (2021). “Rafadan Tayfa” çizgi filminin çocuk edebiyatının eğitsel ilkeleri açısından incelenmesi. *Karaelmas Eğitim Bilimleri Dergisi*, 9(1), 159-183.
- Bağcı, B. & Samur, A.Ö. (2016). Çocuk ve yetişkin prososyallik ölçeklerinin geçerlik güvenirlik çalışması. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi*, 17(3), 59-79.
- Çimen, M.F. (2019). *Kamu yayıncısı TRT Çocuk kanalında yayınlanan Rafadan Tayfa çizgi filminin değerler eğitimi açısından incelenmesi*, (Yüksek Lisans Tezi ) Gazi Üniversitesi, Ankara.
- Demir, R. (2019). *Türkiye’de çocuk kanallarında yayınlanan çizgi filmlerde dini ve kültürel değerler eğitimi*, (Doktora Tezi). Sakarya Üniversitesi, Sakarya.
- Esmer, Y. & Özdaşlı, K. (2018). *Akademik yönetimde psikolojik sözleşme ihlali, etik liderlik ve prososyal davranışlar*. İstanbul: Çizgi.
- Gülay, H. (2010). *Okul öncesi dönemde akran ilişkileri*. Ankara: Pegem Akademi.
- Güloğlu, H. (2019). *Çizgi film karakterleri ve yan ürünlerinin çocuklar üzerindeki etkileri (Winx Clup çizgi film ve yan ürünleri örneği)*, (Yüksek Lisans Tezi) Marmara Üniversitesi, İstanbul.
- Güngör, M. (2015). *Okul Öncesi Dönem Çocuklarının Televizyonun İzleme Alışkanlıkları ve Anne Baba Tutumları*. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 11(28), 199-216.
- Güven, G. & Akıncı, A. (2014). Okul öncesi yönelik çizgi filmlerde yer alan değerlere ait sözel ifadelerin sunumu: TRT Çocuk kanalı örneği. *International Journal of Eurasia Social Sciences*, 16, 429-445.
- Karaca, S.S. (2019). *Çizgi filmlerde değerler eğitimi, değerler eğitimi açısından Rafadan Tayfa çizgi filminin incelenmesi*, (Yüksek Lisans Tezi). İzmir Kâtip Çelebi Üniversitesi, İzmir.
- Kaymak N. & Öğretir A.D. ( 2020). Evrensel değerler üzerine bir inceleme: Vikingler çizgi filmi örneği. *Atatürk Üniversitesi Kazım Karabekir Eğitim Fakültesi Dergisi*, 41, 26-43

- Kumru, A., Carlo, G. & Edwards, C. (2004). Olumlu sosyal davranışların ilişkisel, kültürel, bilişsel ve duyuşsal bazı değişkenlerle ilişkisi. *Türk Psikoloji Dergisi*, 19(54), 109-125.
- MEB(2023).İnternet:<https://tegm.meb.gov.tr/dosya/okuloncesi/guncellenenokuloncesiegitimprogrami.pdf>. (Erişim Tarihi: 19.01.2024).
- Namdar, T. (2022). *Çizgi filmlerde din ve değerler eğitimi: Diyanet TV çizgi film örnekleri*, (Yüksek Lisans Tezi). Ankara Üniversitesi, Ankara.
- Öcel, N. (2001). *Dünya sinemasında çocuk imgesi*. İstanbul: Emek Yayıncılık.
- Özdemir, Z.T. (2020). *Türkiye’de çocuk kanallarında yayınlanan çizgi filmlerin değerler eğitimi açısından incelenmesi ve bu çizgi filmlerin Türkçe öğretimine katkısı*, (Yüksek Lisans Tezi). Yıldız Teknik Üniversitesi, İstanbul.
- Samur, A.Ö. (2011). *Çocuk edebiyatı ve medya*. Ankara: Vize Yayıncılık.
- Sancak, Y. (2018). *Çizgi filmlerin din eğitimindeki rolü hakkında Din Kültürü Ve Ahlak Bilgisi öğretmenlerinin görüşleri: Sivas ve Kars ili örneği*, (Yüksek Lisans Tezi) Tokat Gaziosmanpaşa Üniversitesi, Tokat.
- Sevim, Z. (2013). *Çizgi filmlerin değerler eğitimi bakımından karşılaştırılması*, (Yüksek Lisans Tezi). Uşak Üniversitesi, Uşak.
- Somer, B. (2015). 4-6 yaş resimli çocuk kitaplarının prososyal davranışlar açısından incelenmesi, (Yüksek Lisans Tezi). Gazi Üniversitesi, Ankara.
- TRT ÇOCUK, (2014-2023). İnternet: <https://www.trtcocuk.net.tr/rafadan-tayfa>. (Erişim Tarihi: 20.11.2023)
- Türkmen, S. (2018). *Okul öncesi eğitim alan 48-60 aylık çocukların zekâ alanlarıyla prososyal davranışları arasındaki ilişki*, (Yüksek Lisans Tezi). Kastamonu Üniversitesi, Kastamonu.
- Ünal, N. & Durualp, E. (2012). Televizyonun Okul Öncesi Çocuklar Üzerindeki Etkisi. *Çankırı Karatekin Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 3(2), 93-104.
- Veziroğlu, M. & Gönen, M. (2012). Resimli çocuk kitaplarının MEB okul öncesi eğitim programındaki kazanımlara uygunluğunun incelenmesi. *Eğitim ve Bilim Dergisi*, 37(163), 226-238.
- Yakar, Y.M. & Yazar, S. (2021). Çizgi filmlerde yetişkin-çocuk ilişkileri. *Uluslararası Türkçe Edebiyat Kültür Eğitim (TEKE) Dergisi*, 10(4), 1566-1579.
- Yener, Y., Yılmaz, M. & Şen, M. (2021). Çizgi filmlerde değer eğitimi: TRT Çocuk örneği. *International Journal of Social Sciences and Education Research*, 7(2) , 114-128.
- Yetim, G. & Sarıçam, H. (2016). Çizgi film programlarının çocuklara etkisi konusunda ailelerin bilgi ve farkındalık düzeylerinin incelenmesi. *Uluslararası Toplum Araştırmaları Dergisi*, 6(11), 343-364.
- Yıldırım, A. & Şimşek, H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri*. Ankara: Seçkin Yayıncılık.
- Yıldız Bıçakçı, M. & Durualp, E. (2016). Çocuklarda sosyal ve duygusal gelişim. *Çocuk Gelişimi*. Ed.: Neriman Aral, s: 128-157. Eskişehir: Anadolu Üniversitesi Açık Öğretim Fakültesi Yayınları.

# “THE ROLE OF TECHNOLOGY IN LANGUAGE EDUCATION AND TRANSLATION STUDIES”

**PhD (Cand) Xhiljola Abdihoxha**  
Barleti University, Tirana, Albania

## **ABSTRACT**

Translation and language instruction have both seen revolutionary changes as a result of the quick development of technology. This study explores how technology is changing the world of education and precisely the translation, and looks at how it may improve language learning and transform translation workflows. It highlights notable examples of technological application and provides insights into effective techniques by demonstrating successful utilization of technology in language learning and translation. The aim of this study is to present data and information on the most effective digital tools, techniques, and approaches that have been employed lately in language learning, particularly translation.

The research technique utilized in this study included a thorough examination of a selection of current literature. Furthermore, interviews with lecturers, language learners, and experts in the translation and education sectors will yield qualitative data that will offer insightful and practical perspectives to enrich the study's analysis. The literature study offers a thorough examination of the development of technology in language teaching across time, following the rise of mobile applications, virtual reality, digital platforms, and gamification. In addition, the research looks at how technology affects translation, emphasizing developments in computer-assisted translation, and the use of natural language processing.

The study's overview of the major conclusions, practical and pedagogical effects, and suggestions for further research complete out the analysis and deepen our awareness of the complex interactions that occur between language-related fields and technology.

**Keywords:** technology; translation; language acquisition; digital tools, gamification, etc.

## **INTRODUCTION**

The discipline of translation and translation studies has evolved dramatically in recent years, owing to technological improvements and the advent of novel digital tools. This transition has not only altered the landscape of translation practice, but it has also transformed instructional methods within the profession. The use of digital resources into translation education represents a paradigm change, providing teachers with new opportunities to improve pedagogical techniques while also equipping students with the skills and competences needed to manage the intricacies of the current translation landscape.

The academic literature offers a rich tapestry of perspectives on the role of digital technologies in translation education and research. Scholars such as Chan and Li (2019) highlight the revolutionary potential of technology in reshaping teaching and learning experience, advocating for the integration of digital tools to foster interactive and collaborative learning environments.

Similarly, Heine (2018) emphasizes the necessity of introducing computer-assisted translation (CAT) tools into the curriculum, saying that such technologies not only speed up the

translation process but also foster critical thinking abilities and domain-specific knowledge in students.

Furthermore, Kornyeveva and Landragin (2020) investigate the educational effects of machine translation (MT) in the classroom, examining methods for effectively integrating MT technologies into translation courses while addressing ethical concerns and maintaining the integrity of the translation job. These insights highlight the need for a sophisticated approach to harnessing digital resources in translation education, combining technical innovation with pedagogical discipline and ethics.

Furthermore, Liu and Chen's (2017) research provides evidence on the difficulties and possibilities associated with the integration of internet-based assets and collaborative platforms in translation education, highlighting the importance of teachers adapting their methods of instruction to the digital learning environment while ensuring accessibility and inclusivity for all students. Such studies illustrate the varied role of digital technologies in creating the environment of translation pedagogy, emphasizing the complex relationship between technology, pedagogy, and student participation.

Against this context, the current study aims to investigate the varied range of digital technologies used in teaching languages and translation studies, relying on insights from academic literature as well as field educators' experiences.

This study also aims to provide a holistic understanding of the role of digital tools in improving teaching practices and fostering student learning outcomes within the discipline of translation and translation studies by synthesizing findings from current research and conducting a comprehensive analysis of educators' perspectives using a structured questionnaire. Through this research, we really hope to contribute to the current discussion about successful educational practices in the digital era, as well as give useful insights and ideas for teachers, scholars, and other practitioners.

## **CONCEPTUAL FRAMEWORK**

### **Internet – based pedagogies and teaching methods**

The paper explores the implications of tele-collaboration as a learning mode, drawing parallels with the evolution of Web technologies and their impact on pedagogy. The author emphasizes the necessity of understanding the cognitive, affective, and material elements of tele-collaborative work modes, which is consistent with contemporary Translation Studies research (Desjardins 2011; Ehrensberger-Dow et al. 2015; Littau 2015).

Historically speaking, the “debate” begins by examining the advancement of the Web, from Web 1.0 to Web 3.0, and its impact on learning activities. Web 1.0, which featured read-only webpages, encouraged a one-way flow of information, resulting in a learning paradigm biased toward content reception. The transmissionist paradigm positioned learners as passive consumers of declarative knowledge (see Prensky 2001).

The introduction of Web 2.0 was a turning point in teaching. Web 2.0, in contrast to its predecessor, allowed users to consult as well as create content, boosting interactions between people and transforming students' roles from passive recipients to active learners. This transition from content reception to knowledge building via social interaction resulted in the emergence of a social-constructivist educational model.

The social-constructivist model, shaped by Vygotsky, Wood, Bruner, and Dewey, converted learning into a collaborative, collective experience. The concept of a community of practice promoted connection via synchronous and asynchronous communication mechanisms (Desjardins 2011). Teachers served as guides to the learning process, while students actively participated in knowledge production. Social networking sites like Facebook have changed

learning into a type of socializing by facilitating peer-to-peer sharing and broadening educational content with media-rich materials (Desjardins 2011).

Let us introduce the word "peeragogy," which is a type of pedagogy that includes peer-to-peer learning, self-directed learning, and decentralized leadership and assessment (see Corneli et al. 2016). The transition from a transmissionist to a social-constructivist model exemplifies the profound effect of Web technologies and tele-collaboration on the nature of learning, stressing the change toward collaborative, interactive, and diverse educational experiences.

It is important to mention the use of collaborative translation projects in translation pedagogy, as proposed by Kiraly (2019), Nord (2005), and González-Davies (2017), to foster diverse translation competencies. Desjardins (2011) expands on these competencies to include collaborative and digitized activities in modern translation, such as digital media localization and online marketing campaign translation.

The topic progresses to Web 3.0, which merges digital resources and services to adapt content according to user needs. This integration, as noted by Jenkins (2006), contributes to a movement in pedagogy towards promoting cross-disciplinary and higher-order skills such as critical thinking, synthesis, and metacognitive skills. This move is aligned with Kiraly's (2019) emergentist approach to translator education, which emphasizes authentic translation projects for improving skills and involvement with genuine clients.

Knowledge is viewed as a complex adaptive system evolving through translators' embodied involvement in actual translation processes in emergentist pedagogy (Kiraly 2019). Students actively seek information, while the teacher's duty is to support translator competence as a situational product of dynamic interactions between human and material resources (Kiraly 2015).

This technique is used in a variety of settings, including learning of foreign language (Kiraly and Signer 2017) and translator education. Kiraly (2019), Kiraly and Hoffman (2016), Massey (2017), and Marczak (2017a; 2017b) manage and investigate collaborative translation projects in which student teams use online translation and communication technology to complete translation jobs for real clients.

Marczak and Krajka (2016) and Marczak (2016) look into the possibility of Web-based team translation projects that use social media and online resources for developing skills. Student satisfaction was high in post-project surveys, with learning improvements in cooperation, computer-mediated communication (CMC) tools, and CAT tools. Time management, emotional regulation, stress management, interpersonal skills, and self-awareness are examples of soft skills, which have been reported in the previous studies mentioned above.

This technique is used in a variety of settings. Another project (Marczak 2017) had students working remotely to translate chapters on horticulture using cloud-based technologies. The project revealed unique kinds of reflection, such as concordance-enhanced reflection on in-project communication data, which improved students' learning in tele-collaborative contexts in terms of operational, cultural, and critical literacies, as well as employability skills. This analytical technique broadened students' grasp of responsibilities, work styles, actions, and difficulties in Web-based team translation by increasing understanding of roles they were not directly involved in.

This technique is used in a variety of settings. Because of its pervasive presence and extensive use, social media can serve as both a source text and an operational platform in current translation education. Desjardins (2017) suggests adding social media into projects in which student translators translate 'tweets,' 'status updates,' and submit YouTube videos to advance translation technologies. This strategy goes beyond typical translation practices, allowing students to learn about social media as a work environment and acquire marketing abilities. For example, they may create marketing Facebook or Instagram pages for imaginary

translation companies, allowing them to find and explore the most recent translation technologies (Desjardins 2017).

This novel technique produces a democratized environment, allowing for smoother communication among students as well as between students and teachers. The rapid nature of communication tools on social media platforms promotes a more open and interactive educational environment. Social media platforms empower students by providing equitable opportunities to acquire and provide learning content. This dynamic approach enables students to start learning experiences rather than simply following a pre-established curriculum. In addition, greater confidence in utilizing social media may extend beyond translation studies, encouraging students to use these platforms for self-development, such as foreign language acquisition, thus improving their whole educational experience (Desjardins 2017).

In some circumstances, social media can be used to learn beyond the scope of formal translation training. Students can readily form and engage in domain-specific learning communities even before they become full-time experts. This proactive engagement enables them to truly feel the benefits of social learning and see the importance of networking in their career growth (Desjardins 2017). Students that use social media improve their translator training while also gaining vital skills and insights that go beyond the usual confines of formal study.

#### Use of computer-assisted translation

Beyond online communication and learning platforms, technology-enhanced translator education focuses on computer-assisted translation (CAT) tools and other technological tools like machine translation (MT). This has resulted in notable changes to the work styles of translation professionals and students alike. Researchers in Translation Studies, such as O'Brien (2012), Pym (2011), Koglin (2015), Law (2015), and Bungaard et al. (2016), have taken notice of these instruments' significant influence.

Pym (2011) highlights how technology expands limbs, senses, and the ability to travel and engage with different cultures, so augmenting human physical and sensory apparatus. Pym highlights the indisputable and complex influence of computer technology on the translation process. In an attempt to speed up the translation process, computer technology externalizes the translator's memory by giving access to translation memories, term-bases, MT systems, and quick-access online content. Pym draws attention to the fact that these computerized tools might occasionally make it more difficult for translators to make decisions by offering a variety of options.

Furthermore, Pym (2011) notes that the syntagmatic axis is disrupted by digitization, which interferes with the conventional linearity of texts by enabling electronic texts to be viewed vertically in portions or segments. This trend, which might compromise the text's overall coherence, may be brought about by translators adhering to the paradigmatic axis as a result of the segmentation of source texts in CAT and MT systems or by the hypertext design of websites. Spell checks, translation memory, and machine translation services are examples of integrated technology that may unintentionally overlook the syntagmatic integrity of the text in favor of phraseological or terminological consistency.

Students' and professionals' work transforms from a lonely endeavor to a tele- collaborative one as they embrace contemporary CAT tools using internet technology (Odactoglu and Kokturk 2015). Project management, product engineering, marketing, web design, computer programming, and social media skills are all necessary due to the digital character of texts and automatic translation, which diversifies positions (Pym 2011; Desjardins 2017). The use of machine translation makes human post-editing necessary.

Perceptions of professional identity are challenged by the changing responsibilities in translation and translator education (O'Brien 2012; Brooks 2017). Translators may feel that their roles have evolved beyond translation to include project management, marketing, social media management, and cultural consultancy. Concerns of professional degradation may arise from the use of machine translation and post-editing.

To sum up, translator education needs to review well-known translation theories, such as the Skopos Theory, and include computerized translation-related components. According to Odactoglu and Kokturk (2019), this update is necessary for students to completely understand their place in the digital translation ecosystem, the resources at their disposal, and the types of source and target texts they will face.

There seems to be a lot of innovation and significant change ahead for schooling, especially for translators. The need for translator education will be to educate students for the upcoming changes in the employment market as the translation market, online technologies, and translation technologies continue to evolve under the impact of automation and innovation. The conversation on the future of translation places a strong emphasis on bridging the skills gap, inspiring the creation of educational goals (Brookes 2017; TAUS 2019).

With the use of machine learning, there will be more computerization and technology, which will require students to be more adaptable and to continuously improve their capacity for skill acquisition and retraining. According to TAUS, in some economic areas, computers may completely replace people in the near future and communicate with one another without the need for human intervention. As a result, estimations indicate that there will likely be a significant degree of automation for many translation-related tasks, which would likely cause the employment market to become more unpredictable (Frey and Osbourne 2018). But it's important to see these numbers as a sign of the employment market's reconfiguration rather than as ominous predictions.

The use of automation, especially in machine translation, as far as it can be predicted, does not mean that employment will disappear; rather, it means that roles will change. For example, machine translation can manage the rewriting and rearrangement of sentences that are repeated, but, as previously stated, it still needs human subsequent editing. In response to these developments, translator education must introduce new technologies, significantly automate the language translation process, and prepare students for highly specialized professions. Implementing student-focused work modalities that enable students to autonomously seek out, validate, and update information after graduation should be the main priority.

Web 4.0, a read-write-execution-concurrency web with intelligent interactions and a symbiotic web where human brains and machines engage jointly, is predicted to emerge as digital technologies continue to advance (Aghaei et al. 2012). This is consistent with current developments in translation and translation technologies, which depend more and more on digital resources for voice-based solutions, deep learning, neural translation machines, artificial intelligence, and other translation-related technologies (Lionbridge 2017). A change in (translator) education toward learning modes involving smooth human-computer interaction may result from the possible integration of artificial intelligence and cutting-edge technologies in Web 4.0. This could potentially produce learning outcomes by combining the processing power of humans and machines.

The future of (translator) education may include learning modes with seamless human-computer interaction if Web 4.0 functions as a near-human intelligent operating system that can engage in complex interactions with people. The learning objectives may arise from the combination of human and machine cognitive abilities, indicating a possible paradigm change in which students work together to learn with and via computers. This development is consistent with the context-based theory of translation competence, which holds that



competence arises from the interaction of material and human resources, memories, interpersonal and personal traits, and maybe even computer memories and learning outcomes (Király 2019).

To sum up, the advancement of computer technology has the potential to further democratize the learning process by allowing students to actively utilize convergence technologies in their everyday educational activities. Future learning environments, especially those for translators, are probably going to involve students integrating with technology more. This might result in a collaborative learning process between human and machine intelligence (Perez 2017; 2018). Recently, there has been a surge in interest in integrating smartphones, tablets, and laptop computers into classroom education, especially for large-scale projects like ubiquitous computing and one-to-one device programs (Zucker, 2004). Although often hailed as a breakthrough in education, the field of education research has grown more concerned that these programs affect students' digital abilities and classroom experiences in ways that worsen learning disparities (Sims, 2014; Wilson, 2014). Research conducted over the past few years suggests that disparities still exist in student's uses of computer tools and the Internet, despite suggestions that the digital gap is closing in terms of learner's access to these resources.

The idea that using computers and digital media in the classroom can make the material more engaging or applicable for students from all backgrounds and inspire them to learn is widely held, but barriers to successful technology integration make it difficult to actually realize the social and educational benefits of learning technologies. Because of this, the focus of research on digital education has switched from concerns about access to physical and virtual resources to the social and cultural aspects that influence young people's electronic educational experiences.

Although having access to technology is a crucial first step towards eliminating disparities in digital education, school culture and teachers' approaches to integrating technology into the classroom also have a big influence on students' chances to use technology for both academic and personal development (Anthony & Clark, 2018; Warschauer et al., 2014, Windschitl & Sahl, 2012). Accordingly, there are substantial differences in the digital learning experiences of students that must be overcome in order to achieve effective technology integration (Hohlfeld et al., 2008). Scholarship in the Learning Sciences has focused on these issues through the lens of qualitative and ethnographic approaches as more and more schools integrate new, personalized, mobile, and computational technologies into their classrooms on a larger and larger scale. This is because it is important to understand how students from disadvantaged backgrounds can benefit from the same opportunities to develop digital literacy, take part in culturally-relevant activities, and gain the right skills.

According to research, instructors' familiarity with technology and the institutional policies that specify acceptable computer usage are major determinants of how students utilize technology in the classroom (Windschitl & Sahl, 2012). Because of this, socio-structural mechanisms are also mentioned in the second layer of Hohlfeld et al.'s model, which may have an impact on how well teachers integrate technology into their lesson plans. They cover the norms regarding student use of technology (as an after-class add-on or for more focused learning activities), as well as the frequency with which students and teachers use it for learning objectives they hope to achieve (e.g. content delivery, critical evaluation of media materials, game-playing rote learning drill and practice, etc.). The development of students' technological abilities is facilitated by the type of technology they use, how much time they spend using it, and the complexity of technology-mediated learning activities. These factors form the basis for the third tier, which is individual empowerment.

"The long-term and permanent change in the social system of schools caused by the implementation of technology to help students acquire knowledge" is how Belland (2019) characterized technology integration. One may argue that in order to achieve a range of

learning and pedagogical goals, both content- and skills-related, such "sustainable and persistent change" depends on skilled teachers integrating technology into instruction (Warschauer et al, 2014). According to such an assertion, integrating technology is an intricate and ever-changing endeavor in and of itself, requiring teachers to not only effectively plan and carry out the techniques and approaches required to meet their learning objectives but also implement the classroom modifications that give students the chance to participate in meaningful utilization of technology. For this purpose alone, effective implementation of technology necessitates that instructors have access to a diverse set of technical and social assets in order to build, sustain, and change their teaching techniques and tactics as learning technologies improve. In order to determine what such assistance may involve, scholars looked extensively at instructors' technology integration strategies and the factors that impact them. Hew and Brush (Hew & Brush, 2018) conducted a comprehensive evaluation of existing research on technology integration. In their paper, Hew and Brush suggested that instructors' incorporation of technology strategies might be classified based on the various roles technology played in certain learning activities, as well as the ways in which technology influenced the outcomes of those tasks. Specific examples of these types consist of " - replacement, - amplification, or - transformation". Hew and Brush defined substitution as the application of technology to replace a current "analog" approach without changing the task's content. An example would be to utilize presentation software to project text onto a whiteboard or projector screen instead of writing the same information in chalk or highlighter on the whiteboard. Amplification, on the other hand, refers to an improvement in task efficiency achieved via the application of technological advances, but without altering the work itself. Finally, transformation entails using technology to "transcend" what is usually impractical or unattainable in a comparable situation. As stated by Hew and Brush (2018), using technology for reformation has the potential to create novel educational possibilities (Hughes, 2015) by rearranging the ways students think and problem-solving activities. For example, students can utilize computer databases and graphing software to do exploratory analysis of data, organize them, and formulate and evaluate data-related hypotheses. Many instructors have not been exposed to transformational tech-supported pedagogy since their professional development courses have been largely focused on how to utilize the technology. (p.228) Other classifications of technology usage, such as Puentadura's (2009) SAMR (Substitution, Augmentation, Modification, and Redefinition), follow a similar logic, implying that various activities and jobs require varying levels of complexity or higher degree of thinking.

## **METHODOLOGY**

The study technique is based on a complete literature analysis and the delivery of a questionnaire to academics who are actively involved in teaching translation and related topics.

The sample consisted of approximately 40 teachers of foreign languages (mostly English and Italian) who dealt with translation issues in their classes. Some of them compiled this questionnaire, referring to their process of teaching at university (as a part of them are also university lecturers). Some others referred to classes where the focus was on translation tasks. The questionnaire was delivered via google form and it consisted of open - ended questions where respondents had to elaborate their answers.

The literature review serves as the research basis, giving an in-depth evaluation of current research, theoretical frameworks, and practical uses of digital technologies in translation education. The literature review taken into consideration seeks to establish a theoretical framework for understanding the role of digital tools in improving teaching practices and

learning outcomes in the context of translation and translation studies by conducting a systematic examination of academic journals, books, conference proceedings, and other relevant sources. It identifies key topics and trends that inform the formulation of the questionnaire, which guides the selection of appropriate questions and areas of inquiry.

The questionnaire, which was created based on insights gained from the literature analysis, acts as the major data collection tool for the study. The questionnaire was distributed to a varied group of instructors with competence in teaching translation and translation studies from various institutions and departments, with the goal of gathering first hand thoughts, experiences, and viewpoints on the integration of digital technologies into teaching methods. The questionnaire covers a wide variety of issues, including the use of digital techniques, the use of specific tools and platforms, ways of evaluation and feedback, problems faced, tactics implemented, and future trends anticipated.

After collecting questionnaire responses, qualitative analysis techniques are used to condense and analyze the data, providing for a more in-depth knowledge of the complex dynamics at play.

Thematic analysis is used to uncover repeating patterns, themes, and insights that emerge from the replies, making it easier to synthesize data and draw meaningful conclusions. The triangulation of data from the literature review and questionnaire allows for a thorough evaluation of the role of digital technologies in teaching translation and translation studies, giving significant insights for instructors, academics, and professionals alike.

This study aims to contribute to the ongoing discussion about the effective use of technological resources and tools in the field of translation education by providing practical insights and recommendations for improving methods of instruction and advancing pedagogical approaches in the digital age.

### Analysis of findings

Several significant themes emerge from an analysis of the questionnaire results on digital methods and tools in teaching translation and translation studies. Firstly, it's clear that teachers are actively incorporating digital approaches into their methods of instruction, with the goal of improving the learning experience and engagement. In teaching translation and translation studies, digital methods are integral to modern pedagogical approaches. Many teachers integrate computer-assisted translation (CAT) tools into their curriculum, recognizing their potential to enhance translation efficiency and accuracy. The majority of teachers are aware of digital tools, such as SDL Trados, MemoQ, and OmegaT as a great way of providing students with hands-on experience, but sometimes, using them seems to be difficult for numerous reasons. Moreover, machine translation systems like Google Translate or DeepL are introduced to students to demonstrate the advancements in automated translation technology, encouraging critical analysis of machine-generated translations and fostering an understanding of their limitations. In addition to CAT tools and machine translation systems, educators also leverage various digital platforms and resources to enrich the learning experience. According to the questionnaire answers, online dictionaries and corpora such as Linguee, Collins Dictionary, and Sketch Engine are recommended for translation practice and research, offering students access to a vast array of linguistic resources at their fingertips. These resources not only facilitate the translation process but also encourage students to develop effective research skills and critical thinking abilities.

From the answers, it appears that collaborative platforms play a crucial role in facilitating group projects and collaborative translation work, allowing students to collaborate seamlessly regardless of geographical constraints. Platforms like Google Workspace and Microsoft Teams enable real-time collaboration and communication, promoting teamwork and fostering

a sense of community among students. Through collaborative projects, students gain valuable experience in working collaboratively, refining their communication skills, and learning from their peers.

When it comes to evaluation and feedback, respondents emphasize the use of digital means to evaluate students' translation skills, frequently using online platforms or applications for this reason.

However, the integration of digital methods into teaching translation and translation studies doesn't exist without its challenges. From the survey, we found out that educators often encounter resistance from students who may be apprehensive about adopting new technologies or perceive them as substitutes for traditional learning methods. Additionally, technological issues such as software compatibility issues or connectivity issues can disrupt the learning process, requiring educators to be flexible and adaptable in their approach. Obstacles occur when integrating digital approaches, such as accessibility, technological skill, and students' involvement. To address these challenges, teachers and professors employ various strategies to promote active student engagement in the digital learning environment. Interactive activities, multimedia resources, and gamification techniques are utilized to create dynamic and engaging learning experiences that cater to diverse learning styles. Moreover, teachers confess that these tools foster a supportive learning environment where students feel comfortable experimenting with new technologies and embracing the learning opportunities they offer.

Looking towards the future, based on the questionnaire, instructors envision continued advancements in digital methods and tools for teaching translation and translation studies. Artificial intelligence (which is already part of our lives) and machine learning technologies are expected to play an increasingly prominent role, with further enhancements in machine translation systems and the development of innovative language learning applications. Additionally, the growing prevalence of remote learning and virtual classrooms is likely to drive the adoption of digital tools and platforms, reshaping the landscape of language education in the years to come. Respondents anticipate further developments in digital techniques and technologies for teaching translation and translation studies, with an emphasis on more personalized and adaptable learning experiences. Instructors should remain up with the pace of developing technology, promote an innovative and experimental culture, and adapt instructional approaches to meet the requirements of various learners in the digital era. In general the findings highlight the rising relevance of digital literacy in translation education, as well as the necessity for instructors to embrace technology as a tool for improving teaching and learning.

The majority of respondents agreed that digital methods in translation can have a positive impact on students by providing them with greater access to resources and increasing efficiency. They admit that by using digital tools, students gain access to various online databases, dictionaries, and translation software, enabling them to explore different techniques and strategies. This exposure enhances their learning experience and prepares them for real-world translation scenarios. Additionally, digital tools streamline the translation process, allowing students to focus more on refining their language skills and understanding translation nuances rather than spending excessive time on manual tasks.

In conclusion, the integration of digital methods into teaching translation and translation studies offers immense potential to enhance learning outcomes and prepare students for the evolving demands of the globalized world. According to instructors' comments, by leveraging digital tools and platforms effectively, educators can create dynamic and engaging learning experiences that empower students to become proficient translators and critical thinkers in the digital age.

## CONCLUSION AND DISCUSSION

The study of digital methods and tools in teaching translation and translation studies highlights a dynamic landscape in which educators and instructors are increasingly leveraging technology to improve the learning experience. Across universities and departments, it is clear that digital approaches have become a fundamental aspect of teaching translation and related topics. Instructors are skilled at incorporating a wide range of digital tools and platforms into their curricula, from CAT tools to interactive platforms, to improve translation practice and research. This integration not only makes the translation process easier, but it also helps students develop important competencies in digital literacy, preparing them for the demands of current translation practices.

In addition, the debate of machine translation and its inclusion into the curriculum illustrates instructors' multifaceted perspective. While acknowledging its presence in this sector, educators remain cautious in its application, ensuring that students recognize its limitations and learn to critically examine its output. This demonstrates a dedication to developing a comprehensive grasp of translation processes, balancing old approaches with modern technology.

Assessment and feedback processes in the digital arena demonstrate novel techniques, with instructors using online platforms and tools to deliver promptly and constructive criticism to students. However, issues like accessibility and technical competency remain, demanding continuing assistance and training for educators and students alike. Still, ways to overcome these difficulties are clear, with academics promoting diversity, developing an atmosphere of collaboration in the classroom, and implementing interactive teaching methods to maintain student engagement.

Looking ahead, the future of digital techniques and technologies in teaching translation and translation studies seems promising, while instructors are anticipating more developments to meet learners' changing requirements. Recommendations for educators emphasize the need of keeping fluid and adaptive, staying current on developing technology, and cultivating a climate of innovative creativity in the classroom. Finally, the findings emphasize the transformational potential of digital techniques and technologies in improving teaching and learning experiences in the field of translation and translation studies, driving it towards greater efficacy and applicability in the digital era.

Concluding this issue, the use of digital techniques and technology in general, in language education and translation studies, brings a very positive result in students' performance by making them more skilled, practical, motivated in classes etc. From the research, teachers are implementing different methods, but still, as previously mentioned, difficulties and obstacles arise. However, despite the good sides, there are also potential negative aspects to consider. Students may become overly reliant on technology, which could lead to a decline in their critical thinking and analytical skills. Relying too heavily on automated translation services may also hinder students' ability to grasp the intricacies of language and translation, as they may prioritize speed over accuracy. Furthermore, the abundance of digital resources may overwhelm students, making it challenging for them to discern reliable sources from unreliable ones, which could affect the quality of their translations. But, what is sure, is that the incorporation of these techniques in teaching is strongly needed.

## REFERENCES

- Benjamins, J. (2017). *Translation in Transition; Between cognition, computing and technology*. ISBN 978 90 272 6537 1
- Reis, A. Barroso, J. Martins, P et.al (2022) *Technology and Innovation in Learning, Teaching and Education; Communications in Computer and Information Science*. ISSN 1865-0937
- García, O., & Otheguy, R. (Eds.). (2020). *The Oxford Handbook of Language and Society*. Oxford University Press.
- Beatty, K. (2019). *Teaching and Researching Computer-Assisted Language Learning (Second Edition)*. Routledge.
- Caws, C., & Sewell, A. (Eds.). (2021). *The Routledge Handbook of Translation and Technology*. Routledge.
- Hubbard, P. (2019). *Computer-Assisted Language Learning: Critical Concepts in Linguistics*. Routledge.
- Chapelle, C. A., & Sauro, S. (Eds.). (2017). *The Handbook of Technology and Second Language Teaching and Learning*. Wiley-Blackwell.
- Russo, M., & Benson, P. (Eds.). (2017). *Language Education and Technology*. Springer.
- Godwin-Jones, R. (Ed.). (2019). *Language Teaching with Technology: Past, Present, and Future*. Georgetown University Press.
- Joseph C. Salmons (2018) *Multiword Units in Machine Translation and Translation Technology*, ISBN 978 90 272 6420 6
- Carrió-Pastor, M.L (2016) *New Frontiers in Translation Studies*; ISSN 2197-8697
- Routledge (2020) *The Routledge Handbook of Translation and Technology*; ISBN: 978-1-315-31125-8
- Han, J. (2020). *Technology-Enhanced Language Learning for Specialized Domains: Practical Applications and Mobility*. IGI Global.
- Chun, D. M., & Kern, R. (Eds.). (2016). *Language Teaching and Learning in ESL Education*. Routledge.
- Mousten, B. (Ed.). (2021). *Advances in Computer-Assisted Translation Technology: Towards an Integrated Machine Translation Environment*. Springer.
- Laviosa, S. (2014) *Translation And Language Education*, ISBN: 978-1-315-76454-2
- Tsai, Y (2020) *Collaborative Translation In The Digital Age*, DOI: 10.18778/1731-7533.18.2.01
- Da Silva, L; Bernal-Merino, M.A; Esqueda, M.D (2020) *Translation And Digital Technology: Practices, Theories, Research Methods, And The Classroom* DOI: 10.26512
- Marczak, M (2018) *Translation Pedagogy in the Digital Age*, ISSN: 2274-2042
- Pym, A. Perekrstenko, A & Starink, B (2006) *Translation Technology and its Teaching*, ISBN-13: 978-84-611-1132-9

# **DISTANCE EDUCATION "EMBRACES" CONVENTIONAL EDUCATION, INFLUENCING ITS PROCESSES**

**PhD c. Kiriaki Korina Sfakiotaki**  
Hellenic Open University, School of Humanities

**Prof. Antonis Lionarakis**  
Hellenic Open University, School of Humanities

## **ABSTRACT**

This paper is part of a research project aimed at investigating and analysing the innovations, changes and influences initiated by the Hellenic Open University of Greece., which is the only one that exclusively offers education through the distance education model and has influenced the way and methodology of providing short or long study programs by higher education institutions. Due to the large offer of distance education programs (hereafter from D.E), there is a concern regarding the implementation practices of this education model by conventional higher education institutions in areas that make up the physiognomy and the pedagogy of the DE. The purpose, goals, and innovative elements of H.O.U. are presented initially. & the changes in offering quality curriculum provision. In addition, its influences in fourteen H.E.I of conventional education in relation to her physiognomy from DE. Finally, indicative groups of questions are recorded, which will be asked to the teaching staff of both the H.O.U and conventional higher education institutions in Greece to study the research results in depth. The research so far has been carried out at a bibliographic level, as well as a study of the information provided by the universities through their web pages. The interviews with the teaching staff are considered necessary so that the practical effect of distance education on conventional structures in the country becomes apparent.

**Keywords:** Hellenic Open University, innovations in education, distance education, conventional education, research

## **INTRODUCTION**

In recent years, many conventional education institutions have been affected by the dynamics of providing curricula through the distance education model (Chawinga & Zozie, 2016). However, it is often observed that the application of this model is done without the careful application of the elements that characterize its qualitative operational data. Thus, the question often arises as to whether these higher education institutions meet the conditions for effective operation and implementation of HE. Over the years, many conventional education institutions seem to have been affected by the dynamics of curriculum delivery through the distance education model (Chawinga & Zozie, 2016).

However, it is often observed that the application of this model is done without the careful application of the elements that characterise its qualitative operational data. Thus, the question often arises as to whether these higher education institutions meet the conditions for effective operation and implementation of DE.

The advantages of D.E are significant as they focus on offering flexibility in the space and time of the students' engagement with their learning subject (Nikolaki, et al., 2013), as well as the possibility to study the teaching material at their own pace, which is structured to serve their own learning needs (Koutsouba & Lykesas, 2013 Buselic, 2012). Learners must also have the opportunity to continue lifelong learning regardless of their lifestyle or location (Cheawjindakarn, et al., 2016).

However, the critical point is that implementing the D.E. model requires careful planning, mainly when applied to conventional education structures. Assessing the pedagogical character of study programs is an element of study and research as it permeates the course of all educational planning. At the same time, conventional education structures often do not give the appropriate attention required.

This paper presents within the framework of the program "Funding research in the H.O.U.", the research project that aims to investigate and analyse the innovations, changes and influences initiated by the H.O.U. and has had an impact on the way of offering short or long study programs by higher education institutions in areas that make up the pedagogy of distance education. The conception of the proposal resulted from the study of the international and Greek literature, where the need to investigate the application and methodology of distance education in conventional academic education became apparent. Often, the characteristics that are prerequisites for the effective functioning of D.E. are not included in the educational reality of traditional universities.

Therefore, it is investigated how the H.O.U affected conventional higher education in creating and delivering distance learning or training programs concerning educational materials, the role of the teacher, assessment, support, and the institution that designs and implements the respective D.E. educational plan. The purpose of the research is to investigate the effect of the H.O.U on the academic landscape and the areas that ensure the effective implementation of the principles of distance education.

## **PURPOSE AND OBJECTIVES OF THE RESEARCH PROJECT**

The purpose of the research proposal is to analyse and investigate the innovations, changes and influences played by the H.O.U and how it affected the curriculum methodology in conventional institutions of all kinds and in areas that make up the pedagogy of D.E. More specifically:

Because the elements which in essence constitute characteristics and are recorded as conditions for the effective operation of HE (Lionarakis, 2001, 2006, 2008, 2010, 2019) are not always and entirely applied in the educational reality, it is investigated how the H.O.U influenced conventional higher education in the provision of distance learning or training programs concerning the following axes: The educational material in the context of the D.E and the special features it must have to facilitate active learning /The role that has been given to the teacher concerning communication, counselling of students / The existence of educational intervention planning and support / The way of evaluation and feedback of students and the material they are asked to process



## **RESEARCH PROJECT METHODOLOGY**

The proposed research has been prepared bibliographically by studying the changes that were initially carried out in the very operation of the H.O.U through its innovations. Then, it was carried out through the websites of conventional universities to investigate their possible influences concerning the implementation of distance education.

After the first research results have been recorded and analysed, interviews with teachers from both the H.O.U and conventional universities will follow.

## **INNOVATIONS OF THE H.O.U**

Based on the bibliographic research so far, the following are elements of innovation of the H.O.U and describe the changes/ways that the existence of these innovations shapes its operation as an educational organization exclusively based on the philosophy of distance education (H.O.U 2013, 2021, 2022, n.d):

### *Internal Control Unit (ICU)*

To improve its effectiveness, the Internal Audit Unit is responsible for providing advisory services, either as assistance to the President of the H.O.U's Steering Committee or as part of the annual work program. Also, ensuring the correct, efficient and secure management and use of information systems, as well as the control of the operation, activities and programs of the H.O.U based on the principles of sound financial management (H.O.U, 2011).

The operation of the MEE has brought about the following changes in the operating procedures of the H.O.U: /Performance of planned and extraordinary audits in the administrative services, in the academic, research and other structures and units of the H.O.U and the preparation of the audit reports / Submitting a report to the Chairman of the Steering Committee and the Steering Committee regarding the compliance of the services with the recommendations of the internal audits. Evaluation of the operation and activities of the H.O.U based on the principle of sound financial management and transparency / Evaluation of planning procedures, execution and evaluation of functions and programs / Preparation of a program of internal audits of the administrative, academic, research and service units and structures of the H.O.U, taking into account the strategic planning of this (H.O.U, n.d).

### *Internal Evaluation Unit ( I.E.U.)*

Its main purpose is to upgrade the quality of the services provided by the H.O.U through the tasks it carries out throughout the academic year. The objectives of the I.E.T relate to evaluating the educational process of the H.O.U and, more specifically, the teachers, the thematic Units, the educational material and the administrative services. Also, other activities of the Unit are training the teaching staff of the H.O.U cooperation with competent bodies for external evaluation and scientific research in methods and procedures to ensure the quality of educational technologies. The operation of the MEA has brought about the following changes in the operating procedures of the H.O.U:

Assesses can know the result of their assessment and, consequently, the points where they will need to improve their work. Furthermore, reports are created with aggregated and

detailed data on evaluation results that are available to SEP members, to coordinators and Study Program Directors (DPS). Thus, points for improvement are highlighted either in the coordination of a thematic unit or in the direction of a study program. The results of the electronic evaluation are used by the individual committees of the Study Programs (Studies Programs) as a tool for reviewing the educational services they offer, but also as a means of identifying weaknesses related to the general organization of the S&P. More specifically, the following actions are mentioned: The study schedule is restructured / The communication between Teachers and Students is reviewed / The requirements for a more efficient organization of Group Counseling Meetings (GCMs) are defined / Criteria such as frequent low grades, non-positive comments from students, but also the general behaviour of some teaching staff, lead to the change of the teaching staff. On the contrary, the teachers' evaluation results are used to select them to participate in pilot actions of the H.O.U.

#### *Laboratory of Educational Material and Educational Methodology (L.E.M.E.M.)*

The Laboratory of Educational Materials and Educational Methodology (EHEM) supports and assists academic and educational staff, collaborating scientists, students and researchers in creating, certifying and implementing educational materials, effective teaching and innovative educational technologies.

The operation of LEMEM has brought about the following changes in the operating procedures of the H.O.U: Develops digital educational material suitable for the requirements of distance education / Provides full technical support and training to the development factors of the educational material so that the material meets the requirements of the AU / By providing certification of the produced educational material based on internationally accepted standards ensures the quality of it / Trained approximately 1,500 educational material creators. These authors developed about 600 book titles based on the principles of D.E/. The training material was created, which includes and extensively analyzes the H.O.U's basic information systems and electronic services that the teachers must understand and use. The material is supplemented with audio-visual presentations of the essential electronic services of the H.O.U. These presentations were designed and created by L.E.M.E.M and I.C.U for each electronic service they manage (H.O.U, n.d).

#### *Polymorphism*

In 1998, Lionarakis introduced the term "Multiform Education", which defines a dimension, a perspective, a philosophy and a methodology in D.E. These lead to specific pedagogical practices in the teaching and learning processes, setting the element of multi-functionality both at the level of diversity of the media used, and at the level of pedagogical principles, but also of a broader process of quality education (Lionarakis, 2001, 2006, 2013 ; Manousou, 2008 ).

Diversity in distance education allows the educational process to be adapted to different levels and preferences of learners. Learners have different learning styles, paces and preferences that must be taken into account in the course of effective training. It refers to educational and pedagogical terms and dimensions and offers the possibility and flexibility of developing educational models with quality criteria and adaptation to the needs of each system. At the same time, the polymorphism attributes unique values to the EE, such as flexibility, democracy, freedom of choice and management, such as the means of information and

communication, but using evaluative processes of measurability (Lionarakis, 2006). A pillar of D.E. permeates all stages of the learning/teaching process.

### *Group Counseling Meetings G.C.M*

The group counselling meetings are four-hour educational meetings either live or mainly through the Teleconferencing Service. In the digital departments, a teleconferencing platform is used to conduct the Group Counseling Meetings instead of the live meetings in predetermined rooms. The Teleconferencing Service chooses systems that simulate a classroom and are focused on distance education and not simply on communication, with tools and possibilities for collaboration, interaction and facilitation in educational activities.

With the existence of the G.C.M., learners are provided with cognitive, emotional, psychological and educational support. This is achieved through explaining the teaching material, clarifying the instructions before the written assignments, giving feedback, guiding the students concerning studying the teaching material and solving queries. In addition, they offer live teacher-learner interaction and communication between all participating members of the learning community, and active learning techniques are applied.

The O.S.S are the only case of face-to-face communication between the teacher-counselor and the trainees and is judged to be the most critical, valuable and essential form of contact with them. They also contribute to the trainees' self-determination and control of the learning process, an element of self-regulated learning (Lionarakis, et al. 2019).

### *Educational material*

Didactics changes orientation, as it shifts from the teacher's responsibility to the value that the teaching material should have, regardless of its form. The learner studies the educational material of the unit, cooperates with the other group members, and exchanges opinions to complete the activities assigned to them in the time frame agreed upon with the teacher.

In D.E., the teaching material plays a huge role. It is the central pillar and source of knowledge as it makes up for the lack of the teacher's physical presence. It is the most basic learning tool. More specifically, the polymorphic material ensures flexible, dynamic and personalised learning and focuses on interactive content between learners, teacher and learner, and between learner and teaching material.

At the same time, its purpose is to motivate learners during their learning process (Lionarakis et al., 2018; Hassan et al., 2014) and to "enable the student to learn alone and operate autonomously towards a heuristic learning process" (Lionarakis, 2001).

### *Teacher role*

The role of the teacher in distance education is multifaceted (communicative, advisory and encouraging). The regular and different forms of communication that the teacher can - and must - have with his students contribute to this. The teacher creates a support framework,

which can significantly contribute to self-regulated learning. Consequently, there is a transition from the traditional and now obsolete teacher-centred model to the student-centred model of distance education. Ensuring regular and mutual communication between teacher and student is particularly important since its quality compensates for the lack of immediacy and personal contact (Zygouris & Mavroidis, 2011).

#### *Counseling and Psychological Support Center*

It provides free information, support and psychological counselling services to all members of the H.O.U community who face occasional difficulties in developmental, personal and educational issues, such as manifestations of anxiety and stress, difficulties adapting to study conditions, problems or challenges in relationships, psychosomatic issues, time management problems, decision-making problems, inability to concentrate, reduced performance, lack of interest, etc. a. It also provides information on mental health and counselling issues.

With its services, it effectively contributes to the improvement of the quality of life of the recipients of its services. At the same time, it facilitates H.O.U's members' educational community in the educational process (H.O.U, n.d).

#### *Training of Teaching Staff*

Teacher training is carried out through Massive Open Online Courses (MOOCs) technologies. As a result, they are trained with knowledge related to D.E. and the Information and Communication Technologies that support the educational process in the H.O.U. They are also informed about examples of good practices and can then derive ideas for applications adapted to the particular conditions and requirements of their Thematic Unit (H.O.U, 2022).

### **H.O.U INFLUENCES IN CONVENTIONAL H.E.I.**

Below are indicatively recorded elements of the influence of the H.O.U, as seen in how fourteen conventional H.E.I. of the country offer distance education training programs.

All of the following relate to offering training programs through the AE from the conventional A.E.I. and not the more general way traditional education has been affected. The following data, so far, have emerged from the information pages of the fourteen A.E.I.

The data referred to and related to the AE (National kapodistrian University of Athens, n.d Athens University of Economics & Business, n.d , Aristotle's University(n.d) Ionian University(n.d). The International Hellenic University n.d University of Crete n..d University are presented indicatively of Ioannina n..d University of Macedonia n.d University of Patras n.d University of the Peloponnese n.d University of Piraeus University of Western Attica n.d University of the Aegean n.d University of Thessaly n.d). Based on the data of the research so far, the following emerges:

The University of Crete has academic advisors to help better organise studies. Departments appoint an academic advisor for each student enrolled in the program. Academic Advisors are faculty members of the Department who, through discussion, can help the student with academic matters, such as managing problems with the curriculum and clarifying questions concerning the procedures established by the Department. They also connect students and the

Foundation's services, such as Student Care, the Internship Office or the Student Counseling Center, to better organise and successfully complete the students' studies. The Secretariats inform newly admitted students of the name and contact method of their Academic Advisor during their registration.

Also, the Student Counseling Center (SCC) is a service of the University of Crete that provides individual/group psychological support and counselling to all institution students with developmental and personal adjustment problems and occasional/chronic difficulties. It supports disabled students who face learning, physical or psychological challenges. It develops initiatives and programs implementing unique educational benefits for their equal access to academic studies.

Like Piraeus, the National and Kapodistrian University of Athens offers Thematic modules instead of Courses. The element of autonomy in study is presented by all universities, as is the aspect of flexible planning in study. In the Universities of Ioannina, Aegean, Crete, Thessaly, Piraeus, Aristotle, Ionian, and Peloponnese. It is emphasised that the teaching material offered follows the principles of D.E. The existence of a written work is deemed necessary for the final evaluation in combination with intermediate ways of participating in the fora. The element of student support and communication is presented in the information material of all conventional universities.

## **GROUP OF QUESTIONS**

The questions that will be put to the lecturers of the higher educational institutions of the country will concern axes that highlight the relationship and effect of the extracurricular activities that may have taken place in the process of providing educational programs from conventional H.E.I.'s:

- Structure of the teaching material
- The role of the teacher, how it has been experienced and perceived in different educational environments
- Dealing with students and teaching-learning relationships with learning needs
- Learners: Autonomy - Interaction in terms of organisation and study
- The role of tasks and activities
- Substitution of "courses" by "Subjects" concerning the philosophy following the "Subject."
- Training of teaching staff in the philosophy and needs of distance education
- Evaluation – This evaluation – feedback of learners, teachers
  
- Communication and meetings organized in non-AU conventional universities?
  
- Structures exist in conventional universities for the organisation of procedures for creating teaching materials, evaluation, training, and quality control for international students.
  
- Personal impact concerning an effect from D.E. in the way they perceive their educational role, differences – similarities in the learning process, the role of the H.O.U, any differences in relation to the type of sciences.

- Pedagogical dimension of effects from HE in conventional education structures

## **FIRST CONCLUSIONS**

Following the imperatives of the time for lifelong learning, the country's higher education institutions offer training programs. Basically, there seem to be some elements that characterise D.E., but not all and to the same extent. The H.E.I. provide Training Certificates through supplementary distance education programs with Lifelong Learning Centers providers. They do not award degrees except through their traditional educational character.

They provide the teaching material via the Internet for the thematic units, as they call them, which they offer in an AE training program. The possibility of studying the material is offered through platforms, in whatever form it may be, as well as the existence of a forum for student communication. However, forums do not exist in all programs, even if the university offers them (e.g. Macedonia).

The communication between the trainees and the teachers is done almost exclusively through the platform and e-mail. Students send their questions to the platform, and lecturers answer them. There is no other form of personal communication except through two or three teleconferences in which general task instructions are given.

The teaching material is not always the result of the work of strictly academic staff, except for the University of the Aegean, where it is explicitly stated that it comes from academic and scientific staff of the country or abroad.

There is no mention of training for teachers in the external education system or of group advisory meetings. Also, the Psychological Support Center seems to exist only at the University of Crete. At the University of Thessaly, emphasis appears to be placed on familiarising students with new technologies in the context of the D.E. through a two-week preparation program. At the University of Peloponnese, emphasis is placed on the teaching material offered. At the same time, at the International University, the support and communication of teachers and students throughout the program is emphasised.

The approach of distance education by H.E.I. studied so far could be characterized as superficial in the way its programs offer, in relation to its physiognomy from AE. The research aspires to go in depth by approaching both the issues of the influences of conventional universities from the H.O.U. and the changes and innovations of the Hellenic Open University itself. This will be done through interviews of teaching staff of both the H.O.U and conventional Greek universities as the information material from university pages or the bibliography cannot provide documented data.

With the interviews that will be taken from the teaching staff of both the H.O.U and mainly from the conventional universities, important and reliable findings for the research are expected.

## **REFERENCES**

- Athens University of Economics & Business (n.d). Retrieved 10/3/2022 from <https://diaviou.aueb.gr/advanced-search/tag/programfollow/2/>
- Aristotle's University(n.d). Retrieved 5/6/2022 from <https://www.diaviou.auth.gr/programs/eidiki-agogi-kai-mathisiakes-dyskolies-3/>

- Buselic, M.. (2012). Distance Learning – concepts and Contributions *Economical Journal* Retrieved 20/3/2019 from [https://pdfs.semanticscholar.org/0e1b/ce0ff14b04263c0973df8fe831a050d99416.pdf?\\_ga=2.239352387.1159531115.1567418827-505580450.1567418827](https://pdfs.semanticscholar.org/0e1b/ce0ff14b04263c0973df8fe831a050d99416.pdf?_ga=2.239352387.1159531115.1567418827-505580450.1567418827)
- Caruth., G., & Caruth, D. (2013). The impact of distance education on higher education: A case study of the United States *Turkish Online Journal of Distance Education* 14 (4).Retrieved 1/1/2019 from <https://files.eric.ed.gov/fulltext/EJ1042587.pdf>
- Chaudry, M., & Rahman, F. (2010). A critical review of the instructional design process of the Distance learning system. *Turkish Online Journal of Distance Education* 11(3). Retrieved 1/10/2018 from <http://tojde.anadolu.edu.tr/yonetim/icerik/makaleler/609-published.pdf>
- Chawinga, W., & Zozie, P. ( 2016). Increasing Access to Higher Education Through Open and Distance Learning: Empirical Findings from Mzuzu University, Malawi *International Review of Research in Open and Distributed Learning* 17(4) Retrieved 13/2/2019 from <http://www.irrodl.org/index.php/irrodl/article/view/2409/3774>.
- Cheawjindakarn, B., Suwannathachote, P., Theeraroungchaisri, A. (2013). Critical success factors for online distance learning in higher education: A review of the literature. *Creative Education*, 3(08), 61.
- Daniel, J. (2013). Dual-mode universities in higher education: way station or final destination? *Open Learning: The Journal of Open, Distance and e-Learning*, 27:1, 89-95, doi:10.1080/02680513.2012.640791
- Daniels, E. (2010). Creating motivating learning environments: What we can learn from researchers and students. *English Journal*, 25-29.
- EL-Annan, S. (2015). The Amalgamation of Conventional Universities and Open/ Distance Learning and their Effects on Students’ Performances *International Journal of Learning, Teaching and Educational Research* 10(4) Retrieved 5/6/2018 from [http://web.aou.edu.lb/images/Research/Saher-EL-Annan\\_The%20Amalgamation%20of%20Conventional%20Universities%20and%20ODL.pdf](http://web.aou.edu.lb/images/Research/Saher-EL-Annan_The%20Amalgamation%20of%20Conventional%20Universities%20and%20ODL.pdf)
- Godsk, M. (2014). Improving learning in a traditional large scale science module with a simple and efficient learning design vol 17 (2) Retrieved 12/2/2019 from <http://www.eurodl.org/materials/contrib/2014/Godsk.pdf>
- Godsk, M. (2013). STREAM: a Flexible Model for Transforming Higher Science Education into Blended and Online Learning. In T. Bastiaens & G. Marks (Eds.), *Proceedings of E-Learn 2013--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education*. Retrieved 2/8/2019 from <https://www.learntechlib.org/primary/p/114927/>.
- Hassan, A., Mokhtar, N., & Abiddin, N. (2014). Reflecting the Process of Teaching and Listening in Two Different Approaches in Educational Philosophy. *Journal of Education and Learning*; Vol. 3 ( 1). Retrieved 30/3/2019 from <http://www.ccsenet.org/journal/index.php/jel/article/view/34413/19614>
- Hellenic Open University (n.d) Retrieved 16/4/2022 from <https://www.H.O.U.gr>
- Ionian University(n.d).Retrieved 3/4/2022 from <https://kedivim.ionio.gr/gr/about/implementation/>
- International Hellenic University (n.d). Retrieved 16/2/2022 from [http://kedivim.ihu.gr/tropos\\_parakolouthisis/](http://kedivim.ihu.gr/tropos_parakolouthisis/)
- H.O.U (n..h.). The goal of group counseling meetings (GCMs). (n.d.). Retrieved 1/10/2023 from, <https://www.H.O.U.gr/el/ekpaideysh/48ekpaidefsi/24526701a98f204cdf4c7c1627432b3d53e>
- H.O.U (2021). Education & Technologies in distance teaching and learning systems- Educational Sciences. Retrieved on: 19/08/2021, Available at:

<https://www.H.O.U.gr/education/postgraduate/bianannual/education-and-technology-in-distance-learning-and-learning-systems-education-sciences/>  
H.O.U (2013). Education-General information. Retrieved on 10/03/2022, Available from: <http://www.H.O.U.gr/view.php?artid=1179>

H.O.U (2022). Study Guide Retrieved 2/11/2022 from [https://www.H.O.U.gr/images/stories/pdf/odigos\\_2018\\_19.pdf](https://www.H.O.U.gr/images/stories/pdf/odigos_2018_19.pdf)

H.O.U (n.d.) Electronic Monitoring Departments Retrieved 3/11/2022 from [https://noc.H.O.U.gr/?page\\_id=1130](https://noc.H.O.U.gr/?page_id=1130)

Koutsouba, M., & Lykesas, G. (2013). Written Assignments and Group Advisory Meetings as important pedagogical tools to support self-regulated learning strategies in the H.O.U environment. International Conference on Open & Distance Education, Athens Retrieved 10/1/2023 from <https://eproceedings.epublishing.ekt.gr/index.php/openedu/article/view/538/516>

Lionarakis, A. (2001). Open and Distance Education: Issues for a Qualitative Approach to Curriculum Design. In Lionarakis, A., (Ed.), Opinions and considerations for open and distance education, Athens: Propompos.

Lionarakis, A., (2006). The theory of distance education and the complexity of its polymorphic dimension. In A. Lionarakis (Ed.) Open and distance education - Elements of Theory and Practice, (pp. 7-41). Athens: Propompos.

Lionarakis, A., Sfakiotaki, K., & Ioakeimidou, B. (2019). Student support system in a distance education institution: Feedback from students In S. Pantazis, E. Marakis, G. Striligas, E. Beladakis, I. Tzortzakis. Ch. Arvanitis, E. Psaltakis, C. Droumboiannis (Editor) 5th International Scientific Symposium "Interdisciplinarity as a cognitive, educational and social challenge April 5-7, 2019 pp. 325-339 Institute of Humanities and Social Sciences Heraklion. ISBN: 978-618-84507-2-1

Lionarakis, A., Apostolidou, A., Hartofylaka A., Niari, M. & Sfakiotaki, K. (2018). Individual and Institutional support in ODL: How the macro may benefit from the Micro In A. Volungeviciene & A Szűcs ( Eds) *European Distance and E-Learning Network 2018 EDEN Annual Conference Exploring the Micro, Meso and Macro Navigating between dimensions in the digital learning landscape* 17-20 June 2018 p.p.38-46 Italy ISBN: 978-615-5511-23-3.

Lionarakis, A (2008). The theory of distance education and its complexity *European Journal of Open Distance and E- Learning* issue I Retrieved 13/3/2018 from <http://www.eurodl.org/materials/contrib/2008/Lionarakis.pdf>

Lionarakis, A. (2019). HOU: A University that Foresaw the Future-The Perils of a Merger Retrieved 20/5/2022 from <https://www.esos.gr/arthra/61099/H.O.U-ena-panepistimio-poy-proevlepse-mellon-oi-kindynoi-mias-syghoneysis>

National Kapodistrian University of Athens Retrieved 20/2/2022 from [https://en.uoa.gr/about\\_us/services\\_units/centre\\_of\\_continuing\\_education\\_and\\_lifelong\\_learning/](https://en.uoa.gr/about_us/services_units/centre_of_continuing_education_and_lifelong_learning/)

Ossiannilsson, E., Williams, K., Camilleri, A., & Brown, M. (2015). Quality models in online and open education around the globe: State of the art and recommendations. Oslo: *The International Council for Online and Distance Education*

Salmon, G., & Wright, P. (2014). Transforming Future Teaching through ‘Carpe Diem’ Learning Design. *Educ. Sci.* 2014, 4, 52-63; doi:10.3390/educsci4010052. Available at: [http://www.gillysalmon.com/uploads/1/6/0/5/16055858/\\_salmon\\_\\_wright\\_transforming\\_future\\_teaching\\_through\\_carpe\\_diem\\_learning\\_design\\_2.pdf](http://www.gillysalmon.com/uploads/1/6/0/5/16055858/_salmon__wright_transforming_future_teaching_through_carpe_diem_learning_design_2.pdf)

University of Crete (n.d). Retrieved 10/6/2022 from <https://www.uoc.gr/studiesuni/distancelearning/distancelearning.html>



- University of Ioannina. (n.d). Retrieved 2/3/2022 from [http://dikeppes.uoi.gr/kek/index.php?option=com\\_content&view=article&id=61:e-learning-digilit-uo-2016&catid=9:kdvmpe-el&lang=el&Itemid=101](http://dikeppes.uoi.gr/kek/index.php?option=com_content&view=article&id=61:e-learning-digilit-uo-2016&catid=9:kdvmpe-el&lang=el&Itemid=101)
- University of Macedonia. (n.d.). Retrieved 1/2/2022 from <https://www.uom.gr/seminars/programmata-epimorfosis/programmata-sto-antikeimeno-ths-ekpaideyhs-kai-eidikhs-agoghs>
- University of Patras, (n.d). Retrieved 1/3/2022 from <https://ekek.gr/seminaria/moriidotoumeno-seminario-ekpaideftikon-ston-aftismo/>
- University of the Peloponnese (n.d). Retrieved 1/6/2022 from <https://kedivim.uop.gr/%ce%b5%ce%be-%ce%b1%cf%80%ce%bf%cf%83%cf%84%ce%ac%cf%83%ce%b5%cf%89%cf%82/>
- University of Piraeus,( n.d). retrieved 10/6/2022 from <https://www.unipi.gr/unipi/el/hu-hlektronikh-eks-apostasews-ekpaideush.html>
- University of Western Attica (n.d). Retrieved 6 /5/2022 from <https://kedivim.uniwa.gr/courses/thematika-pedia/>
- University of the Aegean, (n.d). Retrieved 5/7/2022 from <https://kedivim.aegean.gr/>
- University of Thessaly, (n.d.). retrieved 7/6/2022 from <http://old.uth.gr/en/>
- Yick., A., Patrick P., & Costin, A.(2005). Navigating Distance and Traditional Higher Education: Online faculty experiences *International Review of Research in Open and Distance Learning* 6(2) Retrieved 25/4/2019 from <http://www.irrodl.org/index.php/irrodl/article/view/235/853>

# HOW DOES LEXICAL STANDARDIZATION AFFECT LANGUAGE PLANNING?

**PhD. Rezearta Murati**

**PhD. Merita Hysa**

University of Shkodra ALBANIA

## ABSTRACT

Standardization it's a long process that begins in a certain period of social development. This process can be applied to units belonging to all the levels of a language. In this article, we will focus on lexical standardization which is a standard generic lexical framework defining a common lexical entry structure, in different forms of lexical insertion.

The process of lexical standardization has to be given more importance because lexical items of a language show a higher degree of variations when compared to other linguistic features.

When a language is introduced for specific purposes (as in higher education, administration, science and technology, and mass media), it needs more linguistic items for effective meaningful, and powerful communication.

In this article, we describe the process of the standardization of the lexicon, concerning the codification of the language. Language Planning is an activity whereby a language is enriched and made more efficient to serve a variety of functions in confirmation of the development of the society in which that language functions.

Standardization is concerned with both corpus and status planning. Among the two broad types of planning, corpus planning gets much more importance from the points of view of functional and utility values.

Modernization involves the process of making the language modern, and this involves the creation of new items in the language, and planning the already existing items of a language.

Graphization involves the elaboration of the graphological medium of a language to satisfy the needs of a language that is under development.

**Keywords:** *sociolinguistics, language planning, lexical standardization, social variation, Albanian language.*

Lexicalization deals with the development and selection of appropriate words for a language. In principle, it also includes the definition of styles and spheres of use of the words of the language. The way words are used in specific fields is justified and specified in lexicalization. Studies in this field have as their object issues related not only to lexical development but also to usage. Lexicalization can also structure the relations of dialectal variations. Lexical units of the standard variety become dominant, while those of the dialects are marginalized.

The lexical level is in immediate contact with the language users, who, although does not have a specific linguistic preparation, can be put in the role of a language planner. Intervention at the morphological, syntactic, and to some extent even orthographic levels is a specialized process carried out by specialists of the field, while intervention at the lexical

level is often more democratic. In most cases, the variety that is the object of planning is one of the local varieties. This variety may enjoy a medium or low prestige, but there are ethnic or personal identifying feelings associated with it. Such a variety is natural in situations of dilalia or diglossia with other varieties next to it.

The main problems faced by planners in these situations are<sup>45</sup>:

- On the one side, the goal of the planner is to "maintain" the language and make it distinct, at least at the lexical level, from other variants.
- On the other side, the temptation to modify, model, and bend it according to his taste and sensibility.

Both of these activities aimed at lexical standardization can receive the support of a part of the population.

In the following, the lexical standardization serves to give shape and opportunities to the administrative language, while the personal and literary levels must be left free, to be organized spontaneously. The work done on public and administrative discourse will have spontaneous reflections on other levels of language, which, in the absence of alternatives, will be influenced by the forms proposed in the above discourses. Lexical standardization should propose forms of passive use. On the other hand, the speaker on a personal level will continue to use the variant that he has always felt as his own, that he prefers, or in which he feels more secure.

The work of lexical corpus planners should initially be to design and publish specific dictionaries and lexical lists. Further to a more advanced stage, the publication of technical and bureaucratic texts.

For language planners, the field of lexicon standardization has a lot of uncertainty, because in many cases there is a tendency to define the words, and therefore also the concepts, of the language that is in the process of formation. From a personal and political point of view, the feeling of being in the position of the one who selects or creates the words and concepts that "his people" will use can be very evocative. The work of a corpus planner, and specifically of one who deals with lexical standardization, is a linguist's work. A linguist who scrupulously compares dictionaries and lexical lists and has deep phonetic, historical, semantic, and lexical knowledge.

For the elaboration of specific terminologies, the terminological summaries of the official languages of the territory should serve as a starting point, to which the equivalent terms collected from the local varieties are progressively added. These are then subjected to normalization. The outline of the sectoral terminology initially requires a clear definition of the project, i.e. of the potential users, the time, and the way of application and dissemination of the specialized lexicon. Of course, the work for a specialized lexicon does not only include the drafting of a list of words, but the mapping of the semantic fields of the lexical units depending on the needs and the perception of the needs of the users.

The analysis of the conceptual field requires the creation of<sup>46</sup>:

<sup>45</sup> I., Dell'Aquila, *La pianificazione linguistica*, Roma, 2004. p. 84.

<sup>46</sup> *ibid.* p.85.

- of a documentary base consisting of works and specialized works, which will continue to make up the corpus. This documentary base consists of manuals, theoretical works, regulations, norms, legal texts, catalogs, etc.
- of terminological works, such as visual dictionaries, nomenclature tables, neologisms, and terminological databases.
- of lexicographic works, such as general language dictionaries, encyclopedic works, etymological dictionaries, etc.

So planning the corpus in the direction of the lexicon includes collecting and cataloging the lexical entries, with their semantic values, present in the corpus of the variety and proposing the creation of new lexical units that fill the terminological gaps. Types of neologisms can be divided into formal neologisms and semantic neologisms.

Formal neologisms can be classified according to the type of active word formation which can be derivation, compounding, shortening, and borrowing.

Loans can be:

- internal, i.e. derived from the same language, such as archaisms, dialecticism, etc.;
- external, i.e. derived from another language. Words that are borrowed from other languages can be used in their original form or can be adapted to the structure of the language in which they are included;
- in very special cases it can be operated with the creation of new words *ex nihilo*.

Semantic neologisms can be realized:

- with the help of tropes (metaphor or metonymy);
- with the help of semantic movement processes (broadening, narrowing, or transformation of meaning);
- with the creation of limes;
- with the use of proper names (eponyms, commercial names);
- with the help of grammatical conversion;
- by turning onomatopoeia into onomatopoeic words.

In the process of forming terminological neologisms, it is necessary to respect precise linguistic, terminological, and sociolinguistic criteria.

New words must first be suitable in terms of phonetics, spelling, morphology, semantics, and syntax for the code, of which they will be an inherent part.

The terminological criteria require the term to have:

- direct monosemantic connection with the concept it marks;
- adaptability to the conceptual field, of which it is a part;
- formal analogy with other terms belonging to the lexical field;
- to respect the general trends of the terminology of the field.

The sociolinguistic aspect is of primary importance for the acceptance and spread of neologisms, so it is necessary to take into account the sociological characteristics of the users.

These characteristics can be:

- level of training of users;
- degree of linguistic sensitivity;
- social and professional prestige of means of dissemination.

Other sociolinguistic and psycholinguistic assessments should be considered:

- the use of a term in a special register;
- the negative connotations that a term can have;
- the ease of memorizing it, etc.

Language modernization or processing – refers to the sustainable and permanent cultivation and development of the language. It is the process by which language becomes a suitable means of communication for contemporary forms of discourse. This process involves more language development at the lexical level, such as creating new terms and words for new objects and concepts. Language processing focuses on the functional development of that language.

The modernization of the lexicon is done to increase the lexicon of the language so that it harmonizes with technological, political, economic, educational, and social concepts and developments. The modernization of the lexicon is a concrete example of "corpus planning". All languages over time suffer what can be called lexical "vacuity", and lexical modernization specifically controls and directs the expansion of the language's lexicon systematically.

#### - ***Historical challenges of language policy in Albanian***

The historical developments of language communities and language policies have always been in a permanent symbiosis. The difficult social and historical context was added to this challenge for the Albanian community. The language as a symbol of the unity of the nation and its identity, had long been under the focus of Albanian researchers, but also the contribution of foreign Albanologists.

Efforts for an Albanian literary language date back very early, since the unification of the language in the consciousness of the Albanian-speaking community coincided with the unification of the nation. During the National Renaissance, (at the end of the 19th century and the beginning of the 20th century), two literary variants were cultivated, the literary Geg and the literary Tosk (otherwise, the southern Koine).

These two variants were used naturally and we can say that the first discussions about the consolidation of the common language date back to this period.

We will focus not only on the process of the early lexicalization of Albanian (the theoretical principles of which we discussed above) and the efforts to outline a common linguistic variant but also on the creation of the foundations for the process of standardization and modernization of the language.

As an example of the establishment of clearly defined rules in the function of the standardization process as a whole and the lexical one in particular, we can present the tasks that the Renaissance presented, calling them elements of a comprehensive program. These

rules outline a language project that on the one hand is careful about tradition, but on the other hand, proposes changes to facilitate use<sup>47</sup>.

- The literary language of the Albanian nation was based on the spoken language of the people, as well as on all the values of the written tradition of the past centuries.
- Albanian should be written and taught as widely as possible and with the same alphabet (to become the language of the Albanian state, of education, of literature, of culture and science. This was an Enlightenment idea and difficult to realize based on the circumstances in which the Albanian nation found itself at the end of the 19th century and the beginning of the 20th century.
- To extract from the Albanian literary language words that felt foreign, especially Greek, Slavic, and Turkish. This can rightly be called one of the first stages of lexical standardization, during which the semantic structure of Albanian was not only cleaned but also enriched with lexical units from the Albanian dough itself (for example, lexemes from dialects were borrowed), which the social and cultural dynamism where the language and the Albanian-speaking community was going through.
- To preserve as complete and clear as possible the phonetic, morphological, and word-forming structure of Albanian and the structural-semantic clarity of the language as a whole. This effort was seen as an important step for the convergence of literary variants in writing and was implemented not only during the National Renaissance but also in subsequent historical periods.

The first modern conceptions about the standard language can be found in the journalism of the time, which served as a tribune of scientific, social, and cultural thought. Until the middle of the 20th century, a series of periodicals began to be published in Albania, in which critical thoughts about language, culture, and various attitudes of a social nature were revealed.<sup>48</sup>

Such a multifaceted figure is Faik Konica, who in his publications and especially in the newspaper "Albania" expressed his critical views on the complex social, cultural, and historical situation in which Albanian society was at the turn of the century.

The magazine "Albania" undoubtedly has the Albanian language at the center of its attention, and even has the cultivation of the language as its basic mission. But the more the language is used and processed, the more it needs to enrich the vocabulary as well as to clarify and increase its expressive power.

Konica had set himself the goal of turning the magazine "Albania" into a school of Albanian writing, so he paid special and constant attention to the drafting of articles and the language used in them. This was a very important stage of processing the corpus of the language, focusing in particular on the enrichment of its semantic structure, in addition to the crystallization of orthographic forms.

Enriching the Albanian lexicon with new words, which increase its expressive power and meet the needs of Albanian authors of various fields of knowledge and science, is one of

<sup>47</sup> Gj. Shkurtaj, *Kultura e gjuhës*, Tirana, 2006, p. 41-42.

<sup>48</sup> Cirka magazine, digital archive: <https://adsh.unishk.edu.al/collections/show/30>  
Leka magazine, digital archive: <https://adsh.unishk.edu.al/items/show/15>

the permanent problems of the articles published in the magazine "Albania". We encountered the issue of forming new words or borrowing adaptations from other languages in the first issues of the magazine.

In the column "*Per thémélin é ñe ghuhes létrérishtës shqip*" of the sixth issue of 1897, Konica asserts that the Albanian language today is not sufficiently processed and needs many lexical items, therefore all Albanians are trying to enrich the treasure of her with a zeal worthy of praise. But to build new words it is necessary to take into account some philological rules. For the author, there is nothing more ugly and unfair than using words in the Albanian language as they are in other languages because in this way they feel like foreigners among the Albanian words.

For him, the general rule should be that all new words that are created should be adapted to the philological principles of the Albanian language and not remain in the hands of everyone's imagination. In the article, the author presents several cases of transcriptions and phonetic and phonological transformations in words borrowed from Greek and Latin.<sup>49</sup> And in the article "*Les néologismes et les lois de l'évolution phonétique dans la langue albanaise*"<sup>50</sup> he deals more extensively with the issue of the enrichment and development of the Albanian language.

The author claims that the Albanian language, which has just begun to be cultivated widely, needs to enrich its vocabulary. Vocabulary enrichment can be done in two ways:

- The first way is to create new words from existing Albanian words. He supports this way but notes that in some cases the connection between words is not appropriate and sometimes it is abused with the use of the suffix -s. We must be careful with the use of word-forming tools, to adapt to the morphological structure of the word.
- The second way is by taking words from classical languages (Greek and Latin). Konica notes that these borrowings are legal and can be justified in cases where there is a lack of words in the Albanian language. But he emphasizes that one must be very careful because a word cannot be taken and inserted into the Albanian language in the form, as it is used in the language of origin. It must adapt to the phonetic system of Albanian and respond to the phonetic development within it. Otherwise, this borrowed word "will sound bad in the ear". He advises writers to use as many words and expressions as possible taken from the people.

Konica also presents the general principles on which the drafting and selection of an appropriate terminology of the Albanian language for each field of knowledge and science should be based. According to him, any language that needs to select scientific words, which it does not have in its lexicon, can follow three paths:

- To take international words, which can be Greek or Latin, which are used in most languages, and add Albanian suffixes.
- To build new words with Albanian roots but in analogy with the way Latin words are built.
- To take a word without being based on any other language and give it the desired meaning.

Another figure of Albanian letters and Albanian history, Luigj Gurakuqi, published some reviews about the unified language in the magazine "Albania". He takes the enrichment

<sup>49</sup> Trank Spiro Beg, *Per thémélin é ñe ghuhes létrérishtës shqip*, Albania, nr.6, 1897, p. 97.

<sup>50</sup> Trank Spiro, *Les néologismes et les lois de l'évolution phonétique dans la langue albanaise*, Albania, nr.6, 1897, p. 99-100.

of the Albanian language as the object of his analysis, stating that examining dialects and determining the most appropriate form of words does not definitively solve the "language problem"<sup>51</sup>.

Regarding the issue of lexical standardization, he maintained a constant attitude, which was based on the selection of words, the addition of terms, and the observation of the laws of language development to reflect all aspects of social dynamism. The adaptation of new lexical units, either in the phonetic structure or in the linguistic calques created during the historical development of the language, was an important step in the lexical standardization of Albanian.

The structuring of the reports of the lexical units of the dialect varieties, within the schemes of the lexicalization process, is related not only to the selection of appropriate supra-dialectal forms but also to the enrichment of the language terminology. For the latter, Gurakuqi suggested two ways<sup>52</sup>:

-First, the use of a foreign terminology in essence, but adapted to the phono-grammatical structure of Albanian;

- Second, the formation of terms with Albanian dough, adapting them also from a semantic point of view to Albanian roots. It emphasizes the role of word-forming processes in the enrichment of the lexical structure, as well as familiarity with the word-forming formants of the Albanian source.

As an initial model, in the first steps of the creation of new lexical units in the field of terminology, and which we can affirm constituted a suitable ground for lexical standardization, was also the presentation of a dictionary of mathematics terms in the article "*Gjuha é shkéntsavé*"<sup>53</sup>. It was also equipped with some notes at the end, which clarify the methodology followed for drafting the terms. The author has made a distinction between general terminology and special terminology. He preferred to leave the general terms in ancient Greek, as they are used in almost all languages. And the special terms in some cases have selected forms that are already in use, so they can be creations of other authors. And in other cases, it is said that he has created new words.

Supporting the positions of the magazine "Albania", whose pages he published several times, he calls it a source of light and knowledge for Albanians.<sup>54</sup>

"Albania" magazine had already managed to create a tradition and was consolidated both in its content and in collaborators and readers. From time to time on its pages, we also read letters sent by readers who live in Albania or other countries. These readers evaluate the level of the magazine and its contribution to the development of the Albanian language. These letters highlight the essence of Konica's hard work, to remove the dust of time and highlight the beauty of the Albanian language; to carve with his masterly pen its writing; to carefully lay the foundation stones of a common Albania; and to cleanse it of foreign words, which had taken its breath and we had dimmed its beauty and expressive power.

The purpose of the magazine "Albania" is to spread the Albanian language and to create models of writing and enriching it, as we have repeatedly noticed on its many pages.

<sup>51</sup> Lék Gruda, *Per thémélim te gne gjuhé létretaré*, Albania, nr.12, 1905, p. 233.

<sup>52</sup> Lek Gruda, *Gjuha é shkéntsavé*, Albania, nr.8, 1905, p. 158-161.

<sup>53</sup> Lek Gruda, *Gjuha é shkéntsavé*, Albania, nr.8, 1905, p. 161.

<sup>54</sup> *ibid*, p. 159.



This can be concretized with a statement from the editorial office itself, which reminds its readers that "... *jëmi perpjëkur kurdohëre t'a bejme Albanien jo në gazëte, po në te vertëte shkollë te shqipës.*"<sup>55</sup>. (...we have always tried to make "Albania:" not a newspaper, but a real Albanian school.")

Konica states that it always relies on sound scientific principles in the drafting and publication of articles, constantly referring to a rich bibliography and original documents, which in some cases have been presented for the first time on the pages of "Albania". The language used is "strong" and "pure" because they are clear that the spoken and the written language are not one.

For its many readers, "Albania" was: "...*në pasqyre ku deftohet, ë ndryshme po ë neshme, ghuha shqipë ë te ghith'anevë te vendit; eshte më i plotti ë më i fucishmi tok dokumëntësh permi ghuhe ë ch'do ghë ci nga lark a nga afer i ngët Shqipërisë.*"<sup>56</sup>

("A mirror where the different but the same Albanian language of all parts of the country is shown. It is the most complete and powerful group of documents about the language and everything from far and near resembles Albania.")

## Bibliography

1. "Cirka" magazine, digital archive: <https://adsh.unishk.edu.al/collections/show/30>
2. Dell'Aquila, Iannàccaro: *La pianificazione linguistica*, Roma, 2004.
3. Shkurtaç, Gjovalin: *Kultura e gjuhës*, Tirana, 2006.
4. Collection of "Albania", Bruksel, 1897- 1909.
5. Konica, Faik: *Mendime gjuhësie*, red. Kristina Jorgaqi, Tirana, 2006.
6. "Leka" magazine, digital archive: <https://adsh.unishk.edu.al/items/show/15>
7. Messing, Gordon: *Politics and national language in Albania, Contributions to historical linguistics*, 1980.
8. Osmani, Tomor: *Faik Konica për njësimin e alfabetit të gjuhës shqipe*, Studime filologjike, nr. 1-4, 1996.
9. Raka, Fadil: *Historia e shqipes letrare*, Prishtina, 2004.

<sup>55</sup> Shenimë, Albania, nr.9, 1904, p. 184.

<sup>56</sup> *ibid.* p. 184.

## PROSPECTS AND CHALLENGES IN ONLINE LEARNING

**Dr. Pjetër Ndreca**

Head of the Economic Informatics Department, Faculty of Economics, Universiteti  
Metropolitan Tirana, Albania.

**Prof. Assoc. Dr. Llesh Lleshaj**

Department of Finance, Faculty of Economy, University of Tirana, Albania.

### ABSTRACT

The exploration aims to find the nuanced aspects of satisfaction in online and traditional education, shedding light on each model's unique opportunities and challenges. The goal is to provide insights into the evolving university auditorium landscape, examining how students navigate these diverse environments and the implications for the learning process, institutions, etc. Nevertheless, we will address the obstacles that conventional models encounter, including restricted accessibility, rigidity, and the possible difficulty in quickly adjusting to the ever-changing needs of contemporary learners. This research endeavors to thoroughly comprehend contentment in the learning process, delivering valuable perspectives for educators, policymakers, and learners. A survey is conducted to estimate the satisfaction of online learning for 622 students in the private universities in Albania during 2022-2023 academic year. Proceeding with these data with econometric model as a multiple factors with index variables. Dependent variable is the satisfaction of online learning, and independent variable are many dimensions which effect the online learning such as: challenges, disadvantages and advantages of digitalization and learning platforms, new online teaching methods and relevance, etc. Among many positive aspects and opportunities of online learning (material access at any time, using contemporary study methods, video-recorded lectures, guest lecturers, etc.), there are some problems (technological problems, interactive communication, social isolation, etc.).

**Keywords:** Online learning, Digitization of auditoriums, Prospect learners.

### INTRODUCTION

In the rapidly evolving education landscape, the dichotomy between online learning and traditional education has emerged as a pivotal discussion point, steering the course of contemporary pedagogy. As the digital era continues to unfold, exploring the prospects and challenges inherent in the satisfaction derived from these two educational paradigms becomes relevant and imperative. Online learning has revolutionized the traditional model, introducing various possibilities and reshaping knowledge acquisition. The flexibility, accessibility, and ability of online learning experiences to meet individual needs have positioned online education as a formidable contender in the educational arena. However, this digital transformation is not without its intricacies, as the virtual realm presents challenges that differ markedly from the conventional classroom setting. This exploration delves into the nuanced

dimensions of satisfaction in online and traditional education, unpacking the unique prospects and challenges each model brings to the forefront. It seeks to illuminate the evolving landscape of education, offering insights into how learners navigate these diverse environments and the implications for educators, institutions, and the broader educational ecosystem.

Regarding this study, we will scrutinize the prospects that online learning presents, including the potential for global accessibility, personalized learning experiences, and the integration of cutting-edge technologies. Simultaneously, we will address the challenges accompanying this shift, such as concerns about the quality of online education, the digital divide, and the impact on social and interpersonal skills traditionally fostered in classrooms. We will examine the enduring strengths of traditional education, grounded in face-to-face interactions, established pedagogical methodologies, and cultural and social. Yet, we will also confront the challenges traditional models face, such as limited accessibility, inflexibility, and a potential struggle to adapt swiftly to the dynamic demands of the modern learner. Through this study, we aim to provide a comprehensive understanding of satisfaction in learning, offering valuable insights for educators, policymakers, and learners. As we navigate the intricate between online learning and traditional education, we embark on a quest to uncover the challenges for a new era in learning.

Many advantages motivate online learning for students:

- *Flexibility and Convenience:* Students can access course materials and lectures anytime, accommodating diverse schedules and allowing for self-paced learning. The flexibility of online learning is particularly beneficial for those with work or family commitments, enabling them to balance education with other responsibilities.
- *Accessibility:* Online learning breaks down geographical barriers, allowing students to access courses from anywhere in the world. This is especially advantageous for individuals who may not have access to quality education locally.
- *Diverse Learning Resources:* Online courses often incorporate multimedia elements, interactive quizzes, and various digital resources catering to different learning styles. Access to online materials enhances the learning experience and provides students with a broader range of information.
- *Cost Savings:* Online learning can be more cost-effective as it eliminates expenses associated with commuting, housing, and physical course materials. Many online courses and programs are more affordable than their traditional counterparts, making education more accessible.
- *Customized Learning Experience:* Online platforms often allow for personalized learning paths, enabling students to focus on areas of interest, revisit challenging concepts, and progress at their own pace. Adaptive learning technologies can tailor content to individual learning styles and provide targeted feedback.
- *Enhanced Communication:* Online learning platforms facilitate diverse communication channels, including discussion forums, video conferences, and email, fostering interaction among students and instructors. Collaboration tools promote virtual teamwork, allowing students to engage with peers from different backgrounds and cultures.

- *Skill Development:* Online learning hones digital literacy skills as students navigate various online tools and technologies. Virtual collaboration and communication skills gained through online discussions and group projects are increasingly relevant in today's interconnected world.
- *Self-Directed Learning:* Online courses empower students to take greater control of their learning journey, encouraging self-discipline and time management. Managing assignments, deadlines, and study schedules fosters independence and self-motivation.
- *Career Advancement Opportunities:* Online learning provides a flexible avenue for individuals to acquire new skills or pursue advanced degrees while working. Employers often value the adaptability and commitment demonstrated by individuals who engage in online learning to enhance their professional qualifications.

There are some main disadvantages of online learning for students:

- *Limited Social Interaction:* Online learning can lack the face-to-face interaction in traditional classrooms, potentially leading to feelings of isolation and a diminished sense of community.
- *Dependence on Technology and Technical Issues:* Students may encounter technical difficulties such as internet connectivity issues, software glitches, or hardware malfunctions, disrupting the learning experience.
- *Self-Motivation Challenges:* Some students may struggle with self-discipline and motivation, as online learning requires a high level of personal responsibility to manage time effectively and stay engaged.
- *Communication Challenges:* Effective communication can be more challenging in online settings, as students may feel hesitant to ask questions or seek clarification compared to face-to-face interactions.
- *Lack of Immediate Feedback:* Students may experience delays in receiving feedback on assignments or assessments, potentially slowing the learning process and hindering timely improvement.
- *Teacher-Student Relationship:* Developing a personal connection between students and instructors can be more challenging in online courses, potentially impacting the quality of mentorship and support.
- *Cheating Concerns:* The remote nature of online exams and assessments may raise concerns about academic integrity, with some students resorting to dishonest practices.
- *Limited Networking Opportunities:* Building professional networks and relationships with peers can be more challenging in online learning environments compared to traditional classrooms.

The questionnaires are intended to analyze the students' satisfaction level based on online learning and the comparison with the traditional one in the classroom. The study is motivated to analyze the perspective and challenges of online learning as a current new and novel way of learning through universities and professional qualifications.

## LITERATURE REVIEW

The sudden emergence of COVID-19, beginning in 2019, has significantly impacted global communities (Ayittey et al., 2020; Villela et al., 2021). Due to health and safety concerns, numerous schools worldwide closed temporarily. There was a rapid surge in demand for online learning, prompting a shift from the traditional face-to-face learning approach to an online format as educators endeavored to ensure the continuation of formal education programs for students (Lei and Medwell, 2021). This pandemic has presented unprecedented challenges to the education system, necessitating heightened emergency preparedness as schools grapple with adapting to the evolving environment and recurrent outbreaks a situation commonly referred to as the "new normal" (Wang, 2020). Educational institutions face the daunting task of finding alternative solutions to traditional face-to-face education to navigate this complex situation. This results in the closure of campuses to facilitate social distancing among students (Toquero, 2020). However, transitioning from a conventional educational setup to online learning in a brief period is inherently challenging, giving rise to numerous obstacles and difficulties (Crawford et al., 2020). Students, in particular, seem to struggle with grasping the educational role of online technologies, often viewing them as irrelevant or hindrances to learning (Ellis and Bliuc, 2019). Research by Cui et al. (2020) indicated a decline in the proportion of students who completed their courses and assignments on schedule. While the full extent of the impact of the covid-19 outbreak on education may take time to materialize, educational institutions worldwide are currently exerting maximum effort to enhance online learning environments and resources across various academic disciplines, utilizing their limited resources to the fullest (Kaur, 2020).

Several research studies have emerged on online education amid the covid-19 pandemic. However, studies examining college students' technological proficiency, interpersonal relationships with peers and instructors, and collaborative learning experiences during this period are scarce (Yuefan Xia, Yawen Hu, Chenyi Wu, Ling Yang, and Man Lei, 2022). The study's findings unveil that online learning provides novel avenues for college students to learn independently, collaborate, and establish connections with peers. It prompts them to reassess methods to enhance their technological skills, learning approaches, and communication abilities and rethink their roles as team members. The results indicate that online learning provides college students with a fresh approach to independent learning, collaboration, and fostering relationships with peers. In turn, it prompts students to reevaluate methods for enhancing technical skills, refining learning approaches, and improving communication skills. Furthermore, there is a suggestion that future technical skills training should be extended to both faculty and students to enhance students' proficiency in practical skills and address communication barriers stemming from inadequate skills.

Previous studies have indicated that features such as file sharing, whiteboards, and annotation pose usability challenges, leading to the underutilization of conferencing functions (Ming et al., 2021). In asynchronous learning settings, learning content delivery differs from offline classes, making it impractical to provide real-time feedback and responses. Simultaneously, students lack a learning community, encounter technical issues, and struggle to comprehend instructional objectives-critical impediments to effective online learning. Significantly, challenges experienced in online courses can be attributed to educators' insufficient online teaching skills or preparation, including the absence of detailed teaching plans, inadequate support from technical teams, and congestion on online education platforms.

The present circumstances differ significantly from traditional online learning, resembling a crisis-driven learning approach that presents substantial student challenges. Issues such as

unreliable internet connections create a barrier to ensuring equitable access to online learning among students (la Velle et al., 2020). This leads to complications with attendance and engagement in online sessions, rendering online education less adaptable than initially assumed. Additionally, students are compelled to swiftly adapt to unfamiliar learning methods while grappling with the individual and societal impacts of the epidemic on their daily lives and physical and mental well-being (Macintyre et al., 2020). Unsurprisingly, teachers' techno-pedagogical skills are a critical factor influencing student engagement during this period. Research indicates a positive correlation between students' grades and their technological proficiency, highlighting that the inadequacy of teachers in utilizing network equipment functions negatively impacts student learning outcomes (Masry-Herzallh and Stavisky, 2021). Therefore, in the future, educators must enhance their teaching skills to facilitate effective knowledge transfer and communication with students. Additionally, exploring online teaching strategies that prioritize students' interests becomes imperative to ensure heightened levels of student engagement.

While online learning has proven beneficial in protecting students and faculty from the covid-19 pandemic during that period, its effectiveness falls short of traditional learning methods. Evaluating the success of digital transformation in higher education institutions involves considering five critical criteria: the nature of the changes, the speed of implementation, the technology employed, the capacities of both users and systems and the economic implications (Kopp et al., 2019). Online learning is characterized by using technological devices and the Internet as educational tools. Adedoyin and Soykan's research (Adedoyin and Soykan, 2020) highlights various factors such as technical issues, socio-economic conditions, human and pet interference, digital competence, assessment and supervision challenges, and heavy workloads that can impact the effectiveness of online learning. The involvement of teachers can enhance students' learning efficiency to a certain extent. The most students encountered difficulties with online learning, particularly in underdeveloped areas with poor connectivity (Ming et al., 2021).

Online learning lacks the physical presence that fosters face-to-face interactive relationships among students and between students and educators (Alawamleh et al., 2020). Consequently, there is a need for a shift in how students and instructors interact and how students engage in collaborative efforts. Despite the availability of various online applications, many instructors face challenges in offering remote support and timely feedback on academic performance (Collazos et al., 2021), leading to student dissatisfaction. Essentially, students are identified as "social learners" who crave interaction with their peers and instructors. They can quickly become distracted, paying less attention to the content of online courses (Bozkurt and Sharma, 2020), and often struggle to maintain self-discipline (Nishimwe et al., 2022). Generally, students tend to exhibit a preference for face-to-face teaching and learning.

## **METHODOLOGY**

### **Sample and Data**

The study's database used in this paper is related to primary data regarding a survey. This survey involves students at bachelor level and Master level in private universities, in Albania, in 2023-2024 academic year. The total number of students who completed the questionnaire is 622. Therefore, based on the statistical sampling size for a infinite population, we have the following: The first step consists of calculating the infinite sample size depending on the population proportion, confidence level, and normal distribution Z-score value. The second step consists of calculating the finite sample size as our data. Based on the data collected by

the questionnaire and using the confidence interval of 5%, the optimal sample size is more than 385.

The meaning of the variables in the model and their description is shown in Table 1:

**Table 1.** Meaning of variables and descriptive statistics.

<i>Abbreviation</i>	<i>Description of the variable</i>
<i>Dependent variable:</i>	
SOL	<i>Satisfaction of online learning:</i> {Evaluate the overall satisfaction perceived during the development of online learning in relation to the traditional teaching developed in the faculty (from very low = 1 to completely satisfied = 5)}
<i>Independent variable:</i>	
ICOL	<i>Index of challenges of online learning</i> {is an average of the [Technology (computers, platforms, internet, etc.)] + [Interactive communication with the lecturer] + [Lack of digitized teaching materials] + [Low level of digital knowledge by the student] + [Low level of digital knowledge of lecturers] + [Time management and organization] + [Orientation/support from the university]}
IMOL	<i>Index of method-developing of online learning</i> {is an average of the [video conference] + [independent reading of recommended literature] + [read power point presentation independently] + [power point with audio of the lecturer that is followed in video form] + [power point with audio and video of the lecturer that is followed in video form] + [tracking of proposed video (additional) materials] + [reading proposed additional written materials] + [guest lecturers] + [case studies]}
IROL	<i>Index of relevance of online learning</i> {is an average of the [encourages me to reflect on the aspects I am learning] + [encourages critical thinking and creativity] + [encourages team work] + [online learning platforms help organize materials, assignments and schedules] + [I find it difficult to self-organize to learn] + [some of these practices I would like to continue when we return to university]}
IAOL	<i>Index of advantages of online learning</i> {is an average of the [Ability to access materials at any time] + [Possibility of staying at home] + [Classroom interactivity] + [Possibility to record a lesson]}
IDOL	<i>Index of disadvantages of online learning</i> {is an average of the [Reduces communication with the lecturer] + [Technical problems] + [Poor study conditions at home] + [Social isolation] + [Lack of self-discipline]}

*Source:* Author's summary.

### Econometric model

In this study, we have used the multiple linear regression model. This model attempts to establish and estimate the relationship between the dependent and many independent variables. It is one of the most fundamental, usable, and powerful models for many statistical

approaches. The questions used in the questionnaire are on a Likert scale (from 1 to 5), and the classification is from the lowest to the highest level. This type of measure creates a valid variation necessary for applying linear regression. The generalized form of the multiple linear regression is:

$$SOL = \beta_0 + \beta_1 I_{COL} + \beta_2 I_{MOL} + \beta_3 I_{ROL} + \beta_4 I_{AOL} + \beta_4 I_{DOL} + \varepsilon$$

Where,

- Dependent variable (the main purpose of this study);
- Independent variables (other questions that cause variation in the dependent variable or are the factors that affect it);
- $\beta_i$  = regression parameters which estimate the impact scale of each independent index-variable in the dependent variable (with constrain “ceteris paribus”);
- $\varepsilon$  = error term (all other variables that are not involved in the model).

Estimating parameters  $\beta_i$  it will be used the ordinary least squares method, this means that we need to minimize the square of errors. To make the parameter evaluation, it will be used the ordinary least square method (Verbeek, 2017). This evaluation set up conclusions with high statistical reliability, we will rely on all the basic assumptions of the Gauss-Markov theorem (Wooldridge, 2016). According to this theorem, as a regression model should be statistically the best and useful for economic analysis it must meet certain assumption:

- Assumption 1 (linear in parameters): the model should be linear this mean that it can be applied the smallest squares method. Linearity should be according to parameters.
- Assumption 2 (random sampling): This random sampling assumption means that we have data that can be used to estimate the parameters, and that the data have been chosen to be representative of the population.
- Assumption 3 (no perfect collinearity): In the sample (and therefore in the population), none of the independent variables is constant, and there are no exact linear relationships among the independent variables.
- Assumption 4 (zero conditional mean): The error term has an expected value of zero given any values of the explanatory variables.
- Assumption 5 (homoskedasticity): The error term has the same variance given any values of the explanatory variables.
- Assumption 6 (normality): The population error term is independent of the explanatory variables and is normally distributed with zero mean and constant variance.

## **EMPIRICAL ANALYSIS AND FINDINGS**

Table 2 below shows the summary of descriptive statistics for all the variables included in the analysis. According to these statistics, the variables have an average index value from 2 to 3, having evaluation positions "satisfied" in positions of "average" challenges and difficulties. What we distinguish from the measurements is that none of the variables has a normal distribution. Hence, the heterogeneity of the values of the variables indicates the need for re-measurements in the future to have as much reliability as possible in the quantified assessments.

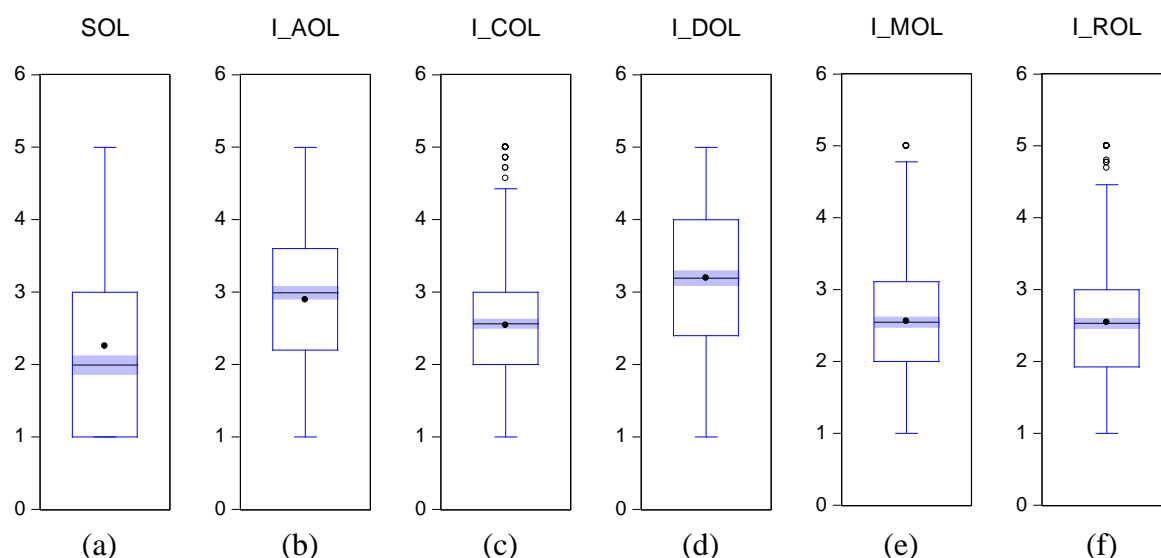


**Table 2.** Descriptive statistics

	I_AOL	I_COL	I_DOL	I_MOL	I_ROL	SOL
Mean	2.892512	2.541653	3.195169	2.557287	2.542392	2.254428
Median	3.000000	2.571429	3.200000	2.555556	2.538462	2.000000
Maximum	5.000000	5.000000	5.000000	5.000000	5.000000	5.000000
Minimum	1.000000	1.000000	1.000000	1.000000	1.000000	1.000000
Std. Dev.	1.054260	0.884557	1.105179	0.947693	0.880409	1.147086
Skewness	-0.061982	0.459828	-0.155066	0.179057	0.291123	0.525201
Kurtosis	2.441483	3.346737	2.274560	2.642249	2.918655	2.464065
Jarque-Bera	8.469108	24.99513	16.10574	6.629983	8.943110	35.98104
Probability	0.014486	0.000004	0.000318	0.036334	0.011430	0.000000

Source: Authors' calculations in EViews 12.

Another representation of the expansion of the index-variable values obtained in this study is given in Figure 1 (a - f). Each boxplot illustration also shows the quartile range of the values. According to these graphs, we see that although the variables in their average are comparable, in some of them, they are different from their variance, where we can mention the level of satisfaction with online learning and the advantages and disadvantages of online learning.



Source: Authors' calculations in EViews 12.

**Figure 1.** Boxplot illustrations.

Table 3 shows the association and strength of the associations between the variables. The positive fact is that none of the variables has a strong negative or positive relationship between them (ie, smaller than -0.7 and larger than +0.7). This fact shows that the linear estimation model is unaffected by the independent variables' multicollinearity. On the other hand, the connections, although not strong, are stable (all are significant in the pairwise connections with statistical significance level  $p < 0.05$ ). The following are positively related to the level of satisfaction with online learning: (1) index of advantages of online learning, (2) index of method-developing of online learning, and (3) index of the relevance of online learning. The level of satisfaction with online learning has a negative relationship: (1) index of challenges of online learning and (2) index of disadvantages of online learning. Although these positive and negative relationships were logically expected to be so, the good thing is

that the relationships with a positive impact also have the highest absolute correlation coefficient value.

**Table 3.** Matrix of correlations.

Correlation	I_AOL	I_COL	I_DOL	I_MOL	I_ROL	SOL
I_AOL	1.0000					
I_COL	-0.2898*	1.0000				
I_DOL	-0.1574*	0.2307*	1.0000			
I_MOL	0.5835*	-0.1722*	-0.0798**	1.0000		
I_ROL	0.5930*	-0.1514*	-0.1081*	0.6864*	1.0000	
SOL	0.5760*	-0.2609*	-0.1949*	0.6053*	0.6196*	1.0000

Source: Authors' calculations in EViews 12. Note: “\*” for statistical significance level of  $p < 1\%$ , “\*\*” for statistical significance level of  $p < 5\%$ .

Table 4 below shows the parametric statistical estimations of the linear model of variables influencing the level of satisfaction of students in online learning.

**Table 4.** Parametric estimations of “the satisfaction of online learning” model.

Dependent Variable: SOL				
Method: Least Squares				
White heteroskedasticity-consistent standard errors & covariance				
Variable	Coefficient	Std. Error	t-Statistic	Prob.
C	0.363219	0.161932	2.243032	0.0253**
I_AOL	0.232525	0.046409	5.010333	0.0000*
I_COL	-0.122433	0.038317	-3.195250	0.0015*
I_DOL	-0.080642	0.030339	-2.658025	0.0081*
I_MOL	0.312709	0.057812	5.409100	0.0000*
I_ROL	0.388154	0.062260	6.234393	0.0000*
AR(1)	0.118017	0.041756	2.826371	0.0049**
R-squared	0.507341	Mean dependent var		2.253635
Adjusted R-squared	0.502511	S.D. dependent var		1.148504
S.E. of regression	0.810073	Akaike info criterion		2.427858
Sum squared resid	401.6051	Schwarz criterion		2.477934
Log likelihood	-744.4221	Hannan-Quinn criter.		2.447324
F-statistic	105.0399	Durbin-Watson stat		1.997062
Prob(F-statistic)	0.000000*	Wald F-statistic		164.9042
Prob(Wald F-statistic)	0.000000*			
Inverted AR Roots	.12			

Note: “\*” for statistical significance level of  $p < 1\%$ , “\*\*” for statistical significance level of  $p < 5\%$  and AR(1) is autocorrelation adjustment.

Source: Authors' calculations in EViews 12.

Generalized form of the model is:

$$SOL_i = 0.36 + 0.23I_{AOL} - 0.12I_{COL} - 0.08I_{DOL} + 0.31I_{MOL} + 0.39I_{ROL} + 0.11\varepsilon_{i-1} + \varepsilon_i$$

The model is statistically significant based on the Fisher-test with significance  $p < 0.01$ . *SOL-Satisfaction of online learning* has a statistically significant positive relationship with the variables:

- *I<sub>AOL</sub>* - *Index of advantages of online learning*, if this index increases the trend in enhancing by one Likert scale; in that case, this will increase the satisfaction of online learning with 0.23 Likert scale or 23%. The opportunities offered by online learning platforms create the opportunity for students to access materials at any time, to have recordings of class discussions at any time, the comfort of staying at home, etc.
- *I<sub>MOL</sub>* - *index of method-developing of online learning*, if this index increases the trend in enhancing by one Likert scale; in that case, this will increase the satisfaction of online learning with 0.31 Likert scale or 31%. Online learning platforms at the students' discretion give the possibility of using contemporary study methods, increasing satisfaction and self-fulfillment in studies, where we can mention accessible online literature, video-recorded lectures, guest lecturers from different countries without having physical restriction of their movement, webinars and video conferences, etc.
- *I<sub>ROL</sub>* - *index of relevance of online learning*, if this index increases the trend in enhancing by one Likert scale; in that case, this will increase the satisfaction of online learning with 0.39 Likert scale or 39%. According to the students, learning through the Internet is relevant in several aspects: it encourages them to reflect on the aspects of learning, encourages critical thinking and creativity, and online learning platforms help to organize materials, assignments, schedules, etc.

Meanwhile, *SOL-Satisfaction of online learning* has a statistically significant negative relationship with the variables:

- *I<sub>COL</sub>* - *index of challenges of online learning*, if this index increases the trend in enhancing by one Likert scale; in that case, this will decrease the satisfaction of online learning with 0.12 Likert scale or 12%. According to the students, online learning confronts them with several challenges: technological problems (computers, platforms, internet, etc.), interactive communication with the lecturer, time management and organization, etc.
- *I<sub>DOL</sub>* - *index of disadvantages of online learning*, if this index increases the trend in enhancing by one Likert scale; in that case, this will decrease the satisfaction of online learning with 0.12 Likert scale or 12%. Issues such as reduced communication with the lecturer, technical problems, social isolation, lack of self-discipline, etc., are some limitations or disadvantages students express about online learning.

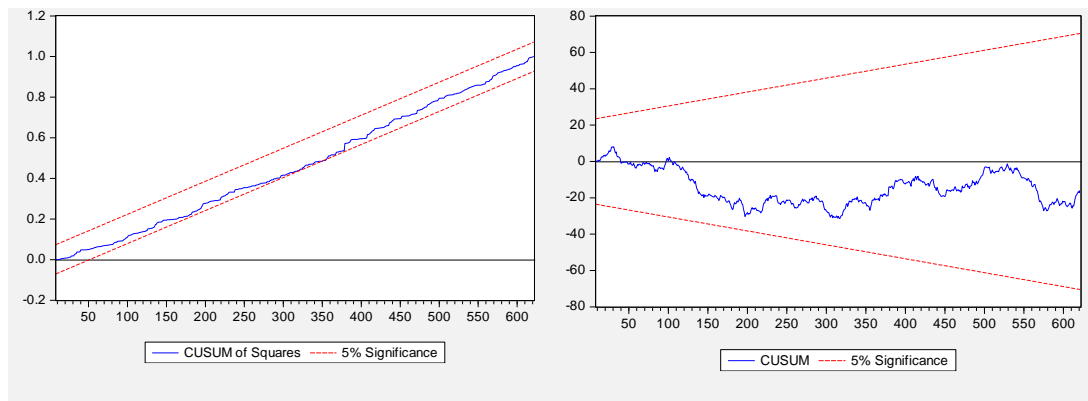
In order that the models to be accepted and valid for evaluations and predictions of similar phenomena in the future, it will be tested for the error term or residuals.

*Table 5. Analysis of the Residuals.*

<i>The test</i>	<i>Description of hypothesis</i>	<i>Test result</i>
<b>Multicollinearity: VIF-test (Variance inflation factors)</b>	<b>This test estimates if the independent variables are correlated with residual or error of model. <i>Null hypothesis:</i> model does not have multicollinearity</b>	<b>According to the VIF test all independent variables are less than 10, means our models have not multicollinearity.</b>
<b>Autocorrelation: LM-test (Breusch-Godfrey)</b>	<b>This test estimates if the residual or error of model are correlated. <i>Null hypothesis:</i> model does not have autocorrelation</b>	<b>According to the test null hypothesis do not reject after AR(1) adjusted, and then the models have not autocorrelation.</b>
<b>Heteroskedasticity: Breusch-Pagan Godfrey-statistic</b>	<b>This test estimates if the residual of the model, has or not constant variance. <i>Null hypothesis:</i> model does not have heteroskedasticity</b>	<b>According to the test null hypothesis do not reject, so the models have not heteroskedasticity.</b>
<b>Normality of the residual distribution: Jarque-Bera-test</b>	<b>This test estimates if the residual of the model, has or not normality distribution. <i>Null hypothesis:</i> the residual of the model has normality distribution.</b>	<b>According to the test null hypothesis reject. So, the model has problem with normality distribution of residual, but cusum test confirm that model is stable regarding parameters.</b>

*Source:* Authors' calculations in EViews 12.

These models have successfully the main criteria of creating efficient models according to the main assumptions of the Gauss-Markov theorem (Table 5), hence the models are statistically useful to explain the direction and strength correlations of the variables. In addition, the coefficient stability for each model is tested by CUSUM of squares, that figured out a stability in long-term. This test is illustrated below:



Source: Authors' calculations in EViews 12.

**Figure 2.** CUSUM test result of the parameters stability

## CONCLUSION AND DISCUSSION

Online learning offers several advantages for students, including flexibility, accessibility, diverse learning resources, cost savings, customized learning experiences, enhanced communication, skill development, self-directed learning, and career advancement opportunities. However, there are notable disadvantages, such as limited social interaction, dependence on technology with potential technical issues, self-motivation challenges, communication difficulties, lack of immediate feedback, challenges in developing teacher-student relationships, concerns about cheating, and limited networking opportunities. This paper relies on primary data from a survey conducted on students at bachelor and master levels in private universities in Albania during the 2023-2024 academic year.

In conclusion, the study reveals significant relationships between satisfaction in online learning and various factors. Positive associations are found with the Index of Advantages of Online Learning, Index of Method-Developing of Online Learning, and Index of Relevance of Online Learning. Precisely, an increase in these indices corresponds to higher satisfaction levels, emphasizing the benefits of online learning, such as flexible access to materials, contemporary study methods, and the perceived relevance of Internet-based education. On the contrary, satisfaction with online learning exhibits negative relationships with the Index of Challenges of Online Learning and Index of Disadvantages of Online Learning. An increase in these indices correlates with decreased satisfaction, indicating that challenges such as technological issues, interactive communication difficulties, and perceived disadvantages like reduced communication with instructors contribute to lower satisfaction levels among students engaged in online learning. These findings highlight the importance of addressing challenges and disadvantages to enhance students' overall satisfaction in online learning environments.

Based on the study's conclusion, the following recommendations for lecturers and university management can be made to improve the satisfaction of students in online learning environments:

- *Enhance Technological Infrastructure:* Invest in robust technological infrastructure to address the challenges of computer, platform, and internet connectivity. Regular updates and

maintenance can help mitigate technical issues and ensure a smooth online learning experience.

- *Improve Interactive Communication:* Foster better online course communication channels between students and instructors. Implement regular virtual office hours, interactive discussions, and real-time feedback to enhance engagement and reduce perceived challenges in interactive communication.
- *Strengthen Instructor-Student Interaction:* Encourage instructors to establish strong connections with students through various means, such as personalized feedback, virtual discussions, and collaborative projects.
- *Expand Access to Learning Resources:* Continue to enhance and diversify online learning resources. Ensure that students can access various materials, including online literature, recorded lectures, and guest lectures from different countries, to support different learning styles and preferences.

## REFERENCES

- Adedoyin, O. B., and Soykan, E. (2020). Covid-19 pandemic and online learning: the challenges and opportunities. *Interact. Learn. Environ.* 11, 1–13. doi: 10.1080/10494820.2020.1813180
- Alawamleh, M., Al-Twait, L. M., and Al-Saht, G. R. (2020). The effect of online learning on communication between instructors and students during Covid-19 pandemic. *Asian Educ. Dev. Stud.* 11, 380–400. doi: 10.1108/AEDS-06-2020-0131
- Ayittey, F. K., Kamasah, J. S., Ayittey, M. K., Chiwero, N. B., and Dzuovor, C. (2020). Economic impacts of Wuhan 2019-nCoV on China and the world. *J. Med. Virol.* 92, 473–475. doi: 10.1002/jmv.25706
- Bozkurt, A., and Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to coronavirus pandemic. *Asian J. Distance Educ.* 15, 1–6. doi: 10.5281/zenodo.3778083
- Crawford, J., Butler-Henderson, K., Rudolph, J., and Glowatz, M. (2020). COVID-19: 20 countries' higher education intra-period digital pedagogy responses. *J. Appl. Teach. Learn.* 3, 1–20. doi: 10.37074/jalt.2020.3.1.7
- Collazos, C. A., Fardoun, H. M., Alsekait, D., Pereira, C. S., and Moreira, F. (2021). Designing online platforms supporting emotions and awareness. *Electronics* 10, 251–269. doi: 10.3390/electronics10030251
- Cui, S., Zhang, C., Wang, S., Zhang, X., Wang, L., Zhang, L., et al. (2020). Experiences and attitudes of elementary school students and their parents toward online learning in china during the COVID-19 pandemic: questionnaire study. (Preprint). *J. Med. Internet Res.* 23:e24496. doi: 10.2196/24496
- Ellis, R. A., and Bliuc, A.-M. (2019). Exploring new elements of the student approaches to learning framework: the role of online learning technologies in student learning. *Active Learn. High. Educ.* 20, 11–24. doi: 10.1177/1469787417721384

- Jeffrey M. Wooldridge (2016), *Introductory econometrics: A Modern Approach*, (6<sup>th</sup> ed.). Cengage Learning Press
- Kaur, G. (2020). Digital life: boon or bane in teaching sector on COVID-19. *CLIO Annu. Interdiscip. J. Hist.* 6, 416–427.
- Kopp, M., Gröblinger, O., and Adams, S. (2019). “Five common assumptions that prevent digital transformation at higher education institutions.” in *INTED2019 Proceedings, 13th International Technology, Education and Development Conference*, Valencia, 11–13 March 2019, 1448–1457.
- la Velle, L., Newman, S., Montgomery, C., and Hyatt, D. (2020). Initial teacher education in England and the COVID-19 pandemic: challenges and opportunities. *J. Educ. Teach.* 46, 596–608. doi: 10.1080/02607476.2020.1803051
- Lei, M., and Medwell, J. (2021). Impact of the COVID-19 pandemic on student teachers: how the shift to online collaborative learning affects student teachers’ learning and future teaching in a Chinese context. *Asia Pac. Educ. Rev.* 22, 169–179. doi: 10.1007/s12564-021-09686-w
- MacIntyre, P. D., Gregersen, T., and Mercer, S. (2020). Language teachers’ coping strategies during the Covid-19 conversion to online teaching: correlations with stress, wellbeing and negative emotions. *System* 94:102352. doi: 10.1016/j.system.2020.102352
- Masry-Herzallh, A., and Stavissky, Y. (2021). The attitudes of elementary and middle school students and teachers towards online learning during the corona pandemic outbreak. *SN Soc. Sci.* 1, 71–93. doi: 10.1007/s43545-021-00083-z
- Ming, T. R., Norowi, N. M., Wirza, R., and Kamaruddin, A. (2021). Designing a collaborative virtual conference application: challenges, requirements, and guidelines. *Future Internet* 13:253. doi: 10.3390/fi13100253
- Nishimwe, G., Kamali, S., Gatesi, E., and Wong, R. (2022). Assessing the perceptions and preferences between online and in-person classroom learning among university students in Rwanda. *J. Serv. Sci. Manag.* 15, 23–34. doi: 10.4236/jssm.2022.151003
- Toquero, C. M. (2020). Challenges and opportunities for higher education amid the COVID-19 pandemic: the Philippine context. *Pedagog. Res.* 5, 1–5. doi: 10.29333/pr/7947
- Verbeek, M. (2017). *A guide to modern econometrics* (5th ed.). New York: John Wiley & Sons, Ltd.
- Villela, E., López, R. M., Sato, A., Oliveira, F. M. D., Waldman, E., Van den Bergh, R., et al. (2021). Covid-19 outbreak in Brazil: adherence to national preventive measures and impact on people's lives, an online survey. *BMC Public Health* 21, 152–161. doi: 10.1186/s12889-021-10222-z
- Xia, Y., Hu, Y., Wu, C., Yang, L., Lei, M. (2022). Challenges of online learning amid the COVID-19: College students’ perspective. *Front. Psychol.* 13:1037311., pp. 1-13. DOI 10.3389/fpsyg.2022.1037311**
- Wang, X. M. (2020). Teachers’ professional development under the new normal of foreign language education at tertiary level: connotation and approach. *Shandong Foreign Language Teaching* 41, 10–18. doi: 10.16482/j.sdwy37-1026.2020-04-002

## **EXISTING PROBLEMS IN THE ANTI-INFLATION PROCESS AND METHODS TO ELIMINATE THESE PROBLEMS**

**Sebuhi ABBASOV**

Azerbaijan State University of Economics, PhD Department, Domestic fiscal policy and public finance, Baku, Azerbaijan.

ORCID ID: <https://orcid.org/0000-0002-7160-8406>

### **ABSTRACT**

**Introduction and Purpose:** The fight against inflation has a very important role as one of the main directions of the economic policy of the world states. In particular, modern events in the world, post-pandemic economic shocks, major wars, etc. have brought the issue of inflation back to the agenda. This high inflation situation, which is characterized as the modern inflation crisis, has hit both developed and developing economies. The emergence of these and similar cases has brought the issue of combating inflation back to the agenda. The fight against inflation is one of the most important aspects of economic policy in the world. It is particularly entrusted to the Central Banks and is carried out with the participation of other financial instruments and financial institutions when necessary. However, this article focuses mainly on the money and credit-oriented disinflation policy. Money and credit-oriented disinflation policy is conducted by Central Banks and certain tools and methods are used. However, the effectiveness of these methods and instruments is still questioned today. **Materials and Methods:** In January 2022, the BIS (Bank for International Settlements), an international financial institution, conducted an academic study on the modern challenges facing Central Banks and shared the results of this study with the public. The BIS grouped the existing problems under appropriate headings under certain generalizations and explained the headings separately, first using traditional methods and then using modern methods. A similar methodology was used in our study. The challenges faced by Central Banks' disinflation policy were classified on the basis of generalizations. Each category was then analyzed separately. **Results:** Central Banks face many challenges in implementing the disinflation policy, and one of the main reasons for this is that the structure of the economy is constantly changing and renewed. Rapid changes in both the domestic economic environment and the external economic environment adversely affect the effectiveness of traditional anti-inflation tools of central banks. These changes in the world economy, especially with the impact of technology, should be carefully monitored and advanced methods that are constantly updated should be developed accordingly. **Discussion and Conclusion:** During the research, the modern problems of the disinflation process conducted by the Central Banks were analyzed. The main objective was to adapt more flexibly to changing global economic conditions and to formulate recommendations for the solution of the identified problems. Determining the methods of solving the problems will ensure that the country's economy will be more stable against inflation in the coming period and more organized and up-to-date methods will be used. The research was not limited to any regional economy but applied to the world economy in general.

**Key Words:** Anti-Inflationary Measures, Inflation, Monetary Policy, Economic Policy, World Economy.



## **INTRODUCTION**

The world economy has been facing the problem of inflation regularly for certain periods of history. Inflation, which is a very natural economic condition, has manifested itself since ancient times, inflation has existed since the existence of money as a tool. Inflation and the means of combating it has also shown diversity in different historical periods. Especially since the 20th century, monetary and credit-oriented anti-inflationary policy has been actively used, first in the United States (Koç, 2020). Traditionally, balancing the volume of money in circulation was carried out by regulating interest rates and money emission. Central Banks have fought inflation by increasing interest rates and reducing the volume of loans, thus keeping the amount of money in the hands of economic entities under control. Also, the reduction of money emission was aimed at reducing the volume of money in circulation and lowering inflation. These two instruments formed the basis of the monetary-credit oriented anti-inflationary policy (Charbonneau, Evans & Sarker, 2017).

The mentioned tools were fully formed at the end of the 20th century, then spread to developing countries and took their modern form. Money-credit-oriented anti-inflationary policy is carried out in a traditional way even today and is effective in a certain sense, the mentioned tools maintain their relevance as a regulatory tool in the modern world economy. However, especially today, when technology is very developed, it is very different from the end of the 20th century. This difference is clearly observed in the world economy and world finance. The modern world economy has already improved due to many feature, it has gradually become digitized due to the role of technology. These and similar changes have already made it necessary to review traditional methods and improve them in line with modern requirements. In this regard, the process of combating inflation has begun to face new, modern-type difficulties. The research work was carried out with the aim of identifying those modern problems.

Of course, it is very important to formulate more innovative solutions based on the application of the opportunities created by technology and the cyber world to solve the mentioned modern-type problems. Recent studies show that the role of Central Banks is higher than before, especially in terms of fighting inflation. So, earlier, since monetary and credit policy was accepted as an important economic policy of the country's economy, the role of governments in policy formulation was greater, but nowadays Central Banks have more say in this regard (Abuselidze, 2019). This is exactly the case with IEP, and IEPs are rapidly improving in this direction. This situation has placed a very high responsibility on the Central Banks. During the research, taking into account that point, the modern difficulties faced by the Central Banks in the fight against inflation were studied, and whether there were solutions based on the application of technology and digital economy in terms of eliminating the problems.

## **LITERATURE REVIEW**

In the post-pandemic period, the world economy began to recover rapidly thanks to the activity of Central Banks, fiscally oriented financial support and the flexibility of management. Central Banks have been one of the main participants of the economic recovery.

The change in the macroeconomic environment after the pandemic caused the reorganization of the structure of the financial system and the monetary credit system in general. These changes have created new problems for Central Banks. In general, the difficulties faced by the Central Banks can be grouped in three directions: Unsustainable economic recovery - aggregate demand in the world market is at a very high level, which in turn conditions the economic recovery, but according to forecasts, this will not continue and will have a negative impact on money in the future; The evolution of inflation - the formation of a relatively more stable inflationary environment; Keeping up with new technology - adapting the activity to the requirements of the modern digital economy. (Carstens, 2022).

In the post-pandemic era, payment types in the world economy have rapidly shifted to digital payment methods. This revolutionary upheaval in monetary relations has led a number of EECs to create their own virtual and digital currencies. First, the US Central Bank started using its MBRV (Central Bank Digital Currency), and later it was observed in other countries as well. The use of this tool has created a necessary requirement for the Central Banks to define new targets. (Cheng, 2022).

The use of cryptocurrency technology to fight inflation has become quite common in recent times. Cryptocurrencies, a product of the modern digital economy, have formed their own financial market and have become quite popular among people. There are several important reasons why people are interested in cryptocurrency. Investors prefer to invest in cryptocurrencies in environments with a threat of inflation, in addition to the fact that buying and selling operations are quite convenient. (Aneja & Dygas, 2023).

The process of rapid independence of Central Banks in the world is underway. Thus, the Central Banks, which independently implement their monetary policy independently of the state, have more responsibility. Determining how this independence affects the process of fighting inflation, and what positive and negative situations appear, is very important in the study of modern problems in terms of fighting inflation (Anwar, 2022).

The rapid globalization occurring in the world economy is directly related to the inflation process. The modern economic system formed as a result of globalization concentrates new economic problems and a new type of inflation. In particular, the state of globalization created by technological development is quite different and quite advanced in nature from the globalization of the 15th century and the economic globalization that emerged at the end of the 20th century. Technological globalization in the economy manifests itself more clearly in international trade, especially in changes in price levels. This situation is an indicator that inflation is already global in nature. A careful study of this relationship between technological globalization and inflation is also very important from the point of view of the formation of better anti-inflation policy by Central Banks (Harold, 2022).

In recent times, the negative impact of inflation has been clearly observed in any market in the countries of the world. According to research, the least affected by the current inflationary crisis was the digital economy. Although the price of products and services in the market is increasing day by day, this increase is not observed strongly, especially in electronic commerce. The mentioned case proves that the digital economy is affected by inflation differently from the traditional economy. And the study of this issue is very important in terms of fighting inflation (Reinsdorf, 2022).

Central Banks have gained considerable influence over the past fifty years. Although the world economy as a whole has been marked by crises over the past fifty years, Central Banks have increased their authority and become independent institutions. The importance of the role of Central Banks in terms of combating inflation is one of the reasons for this increase in influence. (Wansleben, 2023).

The most common means of fighting inflation by Central Banks is to raise interest rates to a high level and keep interest rates at that high level until inflation disappears. However, the modern economy has started to question the effectiveness of this method. Current problems in the world economy have made the importance of forming new methods more relevant (Cochrane, 2021).

## **METHODOLOGY**

In January 2022, research specialist Agustin Carstens, the head of BIS (Bank for International Settlements), an international financial institute, conducted an academic study on the modern problems faced by Central Banks and shared the results of this study with the public in his speech. Carstens gathered the existing problems under certain generalizations under appropriate headings and explained them separately using traditional methods and then modern methods. A similar method was used in our study. The difficulties faced by the anti-inflation policy of the Central Banks are categorized based on generalization. Each category was then analyzed separately. With this, the main goal was to spread a clearer picture in front of the eyes and to determine the way to solve each problem separately. In order to identify the problems, the opinions expressed by the Central Banks belonging to different countries of the world were studied and the existing bases were studied. Earlier studies in this direction were studied, the research works of global financial institutes in this field were reviewed and some important parts of those studies were used as material when necessary. First, let's take a quick look at the parts in question, and then start discussing the research.

## **DISCUSSION AND CONCLUSION**

The Central Banks have always faced certain problems during the fight against inflation, depending on the region and historical period. The mentioned problems have always evolved and been replaced by new ones. The most important factor leading to this evolution is the economic conditions of the time, the state of international trade, political events in the world, natural events in the world, etc. there were issues like When studying the modern economic conditions, it is necessary to take into account three main issues. The first of these is the issue of the economic hardships suffered by countries during the pandemic and the recovery of the world economy after the pandemic. The second is the issue of the Russian-Ukrainian war, which began in early 2022, causing the modern inflationary crisis observed first in Europe and then in the whole world. The third is the issue of technological change, which is characterized as the spread of the digital economy, which has been observed in a more intense way since 2020, gradually displacing the traditional economy - laying the foundations of a new era in the world economy. Therefore, when studying the main problems faced by Central Banks during the fight against inflation, these three factors should be taken into account.

Nowadays, when Central Banks fight inflation, they are faced with a number of problems that are quite complex and require rapid change and development due to the reasons listed above. These problems require Central Banks to flexibly adapt their policies to new requirements, constantly develop new tools, and analyze the causes of inflation, both external and internal, with the highest precision. In general, in practice, we can group the main difficulties faced by Central Banks when implementing anti-inflationary policies as follows:

A. Globalization and external factors: the process of central banks' fight against inflation, capital turnover in the world economy, diversity in exchange rates, international trade, etc. is greatly affected by external factors such as Especially today, when globalization

is at such a high level, the inflation indicators in the country's economies are the increase in the prices of goods and commodities in the world market, changes in demand and supply indicators at the global level, breaks in the supply chain in the world economy, etc. is affected by global economic processes. This, in turn, affects the effectiveness of the anti-inflationary policy of Central Banks to achieve the target inflation rate and makes decision-making quite difficult.

B. Level of effectiveness of traditional monetary policy: Traditional monetary and credit-oriented anti-inflationary policy instruments remain quite ineffective in some cases. Thus, this tool, which is mainly characterized by the lowering of interest rates, is not suitable for certain economic environments. In some countries, interest rates can be quite low as a rule, in such economic conditions, when inflation occurs, Central Banks cannot reduce interest rates below the current level, and it becomes impossible to fight inflation with the help of traditional instruments. In these cases, Central Banks are forced to use more unfavorable methods, which will have side effects on the country's economy in the long run. The fact that it is not suitable for every economic environment is the main evidence that the traditional method needs to be developed. The issue of formulating an updated method based on the application of the capabilities of technology should be considered.

C. Political pressures: In essence, Central Banks are characterized as free financial institutions that operate independently, make decisions independently of the government, and conduct their own monetary and credit policy. This is especially the case in the CIS, but when we look at the experience of the CIS and third world countries, we notice that this is not the case, that the Central Banks are dependent on the state in a certain sense. The political pressure of the state harms the independent activity of the Central Bank and lowers its effectiveness. In such a case, the possibilities of taking necessary steps to reach the inflation target are also limited. Political pressures are mainly carried out in the direction of ignoring the requirements of the monetary and credit policy to increase short-term economic efficiency and diverting inflation targets for political reasons. The limitation caused by the political pressure of the state acts as one of the main problems facing Central Banks in their fight against inflation.

D. Public Relations and Credibility: Central Banks always rely on their communication with financial markets, financial institutions, and most importantly, the public as they move to meet their inflation targets. The role of the public in the policy aimed at combating inflation is huge, and how economic entities and the population react to the policy is also very important in terms of economic stability. In this regard, the population should trust the Central Bank, and the Central Bank should build its public relations in this direction. As we know, especially from the point of view of the development of technology, our modern era is called the information era, economic subjects have access to information quite easily and can criticize it. For this reason, nowadays Central Banks can face difficulties in terms of forming a reliable image and meeting the market fluctuations. The fact that there is so much information also causes the emergence of false information. When, as a result of false information, the opinion that the anti-inflationary policy lacks stability and reliability arises among the population, this in turn leads to confusion in the market and the failure of monetary policy.

E. Diversification of Markets: When Central Banks fight inflation, they usually take into account increases in consumer prices and make adjustments in the consumer market. This market includes goods and commodities market in particular. However, as we know, economic markets are not limited to the consumer market, there are other destination markets such as the real estate market, financial market, and these are also affected by inflation. This is one of the main problems faced by Central Banks. It is necessary to implement such a money-credit-oriented anti-inflationary policy that these steps will achieve a low level of

inflation in all markets existing in the country's economy. This is a very problematic issue. In practice, the most frequent situation is that Central Banks go for some easing in monetary policy to balance inflation and economic recovery in the consumer market, but this slight easing in the consumer market leads to high inflation in the asset market, the formation of financial imbalances and even economic instability.

F. The relationship between unemployment and inflation: In recent years, changes in the structure of the world economy have begun to question the effectiveness of the Phillips curve, which reveals the relationship between inflation and unemployment. The Phillips curve, which is not as reliable as before in presenting modern relations in a transparent manner, also acts as one of the problems during the formulation of monetary policy. Thus, changes in the structure of the labor market, differences in labor relations due to the influence of modern technology, increase in flexibility and flexibility in the labor market, decrease in concentration, etc. such factors weaken the relationship between unemployment and inflation revealed by the Phillips curve. As a result, Central Banks face difficulties in forecasting and managing inflation.

G. Low Inflation Rate: Although rare, in economic practice, sometimes the steps taken when dealing with high inflation can be extremely effective. And this leads to an excessive increase in the value of money in the country and causes deflation. Deflation can seriously damage the country's economy in the long term. Exceeding the norm of deflation acts as an obstacle to economic development and causes an increase in the level of domestic debt. In such cases, Central Banks find it difficult to balance the anti-inflationary policy. Such a monetary and credit policy should be carried out, as a result of which the inflation rate falls to the target index, and it is not favorable for it to fall below that. In this regard, traditional monetary and credit policy tools are not effective enough, and the result of the policy can deviate from the goals of the Central Bank.

There is no clear solution to the mentioned issues. From different regions, different economic conditions, the structure of the economy, the behavior of consumers, the policies of the countries, etc. As a result of such factors, the solution of problems can also be different. However, as a result of examining the economic literature, we can conclude that it is very important to take the following steps in order for the Central Banks to implement better anti-inflationary policies:

1. Flexible inflation targeting: When setting inflation targets, Central Banks should take into account a wider range of indicators and not stick to traditional methods. Traditionally, factors such as consumer price index, wage growth, financial stability and asset market price index are taken into account when determining the inflation target. In order to keep pace with the modern economy, it is necessary to take a more complex approach to the issue of inflation and take into account new coefficients. Today's technology allows such complex calculations.

2. Improvement of macroeconomic policy: Central Banks should improve anti-inflationary policy at the macroeconomic level in order to achieve price stability in the asset market and maintain financial stability. For this, he should limit speculative activities, improve the reserve fund and optimize credit rates. High risks in the financial system can be avoided only by improving the macroeconomic policy.

3. Increasing the independence of Central Banks: In order to increase the resilience of Central Banks against political pressures, it is very important to ensure the complete independence of their activities. They should be able to formulate and implement long-term monetary policy without any political interference. Governments should understand how important this is for the country's economy and provide the necessary freedom to the Central Bank.

4. Transparency: Central Banks should realize how important it is for the success of the policy to regularly inform the public in a transparent manner, especially in our modern era, which is considered the information age. In terms of strengthening public relations and ensuring credibility, Central Banks should often provide open information to the public about market expectations and the course of monetary policy, explain their political decisions, and share the results of the assessment of the economic situation. This is extremely important both in terms of building trust in the Central Bank and preventing problems that may be caused by false information.

5. Research and Development: Central Banks should not stick to the traditional methods of fighting inflation, but should constantly conduct research and develop organized tools in accordance with the requirements of modern economic conditions. If necessary, they should not hesitate to allocate and spend funds for this. In this regard, Central Banks should cooperate with academic institutions such as universities and research institutes, finance them, and work with specialists in terms of solving problems and constantly monitoring innovations.

6. Political coordination: Although the Central Bank is an independent institution that conducts its own policy, cooperation with other financial institutions of the country, especially in the fight against inflation, is very important in terms of the efficiency of the anti-inflation process. Financial institutions dealing with fiscal policy can be attributed to this. Because the tax itself acts as a separate tool in terms of fighting inflation.

7. International Cooperation: Inflationary processes in the world economy are mainly of international origin. The main reason for this is the fact that the world economy is characterized by strong globalization, the role of currencies such as the dollar and euro, which are called reserve currencies, in the world economy, and the modern structure of world trade. Therefore, taking into account the international nature of inflation, the Central Banks of the world should cooperate more intensively and exchange more information to fight this problem. This cooperation between the Central Banks will lead to a more comprehensive and global analysis of inflation, keeping exchange rates stable and harmonizing regulatory approaches. In this regard, global financial institutions such as the Bank for International Settlements and the International Monetary Fund should work to establish international cooperation between Central Banks.

During the research, we come to the conclusion that the issue of fighting inflation is not an easy process. Central Banks face many difficulties when implementing anti-inflation policy, and the constant change and renewal of the structure of the economy is one of the main reasons for this. Both the domestic economic environment and the rapid changes in the external economic environment negatively affect the effectiveness of the traditional anti-inflation tools of the Central Banks. These changes in the world economy, especially due to the influence of technology, should be carefully monitored, and accordingly, constantly updated advanced methods should be developed.

During the research, as a result of examining various economic literature and reports, the problems faced by the anti-inflation policy of the Central Banks from the region, economic conditions, domestic and foreign policy, role in the world market, national currency, etc. it has been observed that factors of this type can have different properties. However, by generalizing, the most widespread and considered to be the most important problems have been categorized. With this, a more comprehensive picture is laid out in front of the eyes and the solution of the issue is aimed to be presented by treating each problem individually.

Solutions are proposed for each problem mentioned. As a result, in modern economic conditions, when the Central Banks conduct monetary and credit-oriented anti-inflation

policy, it was determined that there is a need to improve new tools in view of the fact that traditional methods are insufficient and ineffective in many cases. When developing new tools and methods, it was recommended to use all the possibilities of technology and the digital economy. It has been concluded that it is not appropriate to stick to traditional methods in the modern economy where every factor changes rapidly, globalization and technology are so fast. In addition, states should give Central Banks independence in this regard, free them from political pressures, and when appropriate, other financial institutions of the state should support Central Banks in terms of ensuring policy effectiveness. According to another result obtained during the research, taking into account the rapid globalization and internationalization of the world economy, the Central Banks of the world should coordinate their activities and cooperate in the process of fighting inflation.

## REFERENCES

1. Wansleben, L. (2023). The Rise of Central Banks: State Power in Financial Capitalism. [PDF]. England, Harvard.
2. Reinsdorf, M. (2022). Is Inflation Still Low in the Digital Economy? [PDF]. Innovation Frontier Project, Washington DC, 11.
3. Anwar, J. (2022). Heterogeneity Effect of Central Bank Independence on Inflation in Developing Countries. [PDF]. The Global Journal of Emerging Market Economies, 16.
4. Aneja, R. & Dygas, R. (2023). Digital Currencies and the New Global Financial System. [PDF]. Routledge International Studies in Money and Banking, New York, 28.
5. Cheng, P. (2022). Decoding the rise of Central Bank Digital Currency in China: designs, problems and prospects. [PDF]. Journal of Banking Regulation.
6. Harold, J. (2022). Inflation and Globalisation: The Tawney Lecture 2022. [PDF]. Economic History Society, Princeton.
7. Carstens, A. (2022). Challenges for Central Banks. [PDF]. Institute of International Finance (IIF) Board Meeting.
8. Cochrane, J. (2021). What Makes It Hard to Control Inflation? [PDF]. Project Syndicate, Stanford, 5.
9. Koç, S. (2020). Paranın Dijitalleşmesi ve Merkez Bankası Dijital Para Olasılığı. [PDF]. Akademik İzdüşüm Dergisi 5 (2), 196-204.
10. Abuselidze, G. (2019). Modern Challenges of Monetary Policy Strategies: Inflation and Devaluation Influence on Economic Development of the Country. [PDF]. Academy of Strategic Management Journal, 18 (4), 3-13.
11. Charbonneau, K., Evans, A. & Sarker, S. (2017). Digitalization and Inflation: A Review of the Literature. [PDF]. Canadian Economic Analysis Department, Bank of Canada, Ontario.

# **EXPLORING THE IMPACT OF TRANSFORMATIONAL LEADERSHIP ATTRIBUTES ON AFFECTIVE COMMITMENT AMONG HEALTHCARE MANAGERS: INVESTIGATING THE INTERMEDIARY ROLE OF JOB AUTONOMY FROM DEVELOPING COUNTRY PERSPECTIVE**

**Dr. Hina Zahoor**

lecturer, School of Health Sciences Istanbul Gelisim University, Istanbul, Turkey.

## **ABSTRACT**

**Introduction and Purpose:** The healthcare sector's perspective on comprehensive concept analysis highlights the fast changing panorama of the domain. The present study is the contribution to the literature of leadership in context of health sector by conceptualizing the relation of health care transformational leadership attributes on affective commitment through mediated model. The objective of this research is to underscore the importance of transformational leadership attributes, affective commitment, and job autonomy in the context of healthcare units in Pakistan. The study specifically aims to delve into the interrelationships among these factors, seeking a more profound understanding of their dynamics within the healthcare setting.

**Materials and Methods:** The study utilized a sample of 260 participants in managerial roles within healthcare units in Pakistan, employing convenience sampling for data collection. Both descriptive and inferential analyses were conducted in alignment with the research objectives. Skewness and kurtosis coefficients were examined for the scores from Transformational Leadership, Job Autonomy, and Affective Commitment scales. Cook distance values were calculated to identify multivariate outliers. Pearson correlation coefficients were used to assess relationships between scale scores. Mediator analysis was performed using the SPSS Process macro, employing the bootstrap method. IBM SPSS 25.0 statistical package program was employed for the analysis.

**Results:** Results indicated that there is a positive correlation found between transformational leadership attributes and affective commitment. The findings also indicate that job autonomy acts as a mediator in the connection between transformational leadership attributes and affective commitment.

**Discussion and Conclusion:** The study findings highlight that health managers, acting as transformational leaders, show emotional commitment to hospitals and a strong dedication to achieving healthcare objectives. Notably, job autonomy was identified as a mediator in the relationship between transformational leadership and affective commitment, emphasizing the need to empower managers for a supportive work environment. These insights offer practical guidance for healthcare institutions seeking to improve care quality, contributing to discussions on the crucial role of transformational leadership in healthcare, especially in developing countries.

## **Key Words:**

Transformational Leadership, Job Autonomy, Affective commitment, Health Managers



## INTRODUCTION

Healthcare managers should prioritize fundamental aspects of administration and organization, including transformational leadership and organizational commitment, and trust among healthcare personnel. Evaluating the impact of managers' transformational leadership on organizational commitment, and trust levels can help gauge their influence on productivity, effectiveness, patient care quality, and overall hospital performance (Bass and Riggio, 2006). Researchers have highlighted a strong positive correlation between hospital employees' job satisfaction and the quality of patient care (Atkins et al., 1996). Elevated levels of organizational commitment, trust, job satisfaction, and transformational leadership from hospital managers tend to yield positive work outcomes. Conversely, lower levels can lead to subpar organizational performance (Carmeli and Freund, 2004). Consequently, healthcare institutions should strive to create work environments fostering perceptions of transformational leadership, organizational commitment, trust, and job satisfaction to encourage creativity, motivation, cooperation among staff, and ultimately enhance organizational effectiveness. A rich body of literature exists on leadership styles, transformational leadership behaviors, commitment, and employees' job autonomy. Despite numerous studies exploring relationships among affective commitment, job autonomy, limited research adequately addresses these aspects within the healthcare sector, particularly in developing nations. Furthermore, there's a scarcity of research specifically focused on these concepts within the context. As a developing country, Pakistan has an approximate population of **242,754,400** recorded in 2023, with a median age of 20.6 years. With healthcare being socialized and accessible to all citizens, those in the healthcare sector are facing numerous challenges. Consequently, healthcare organizations encounter a range of issues that demand attention from their leadership. Exploring the concept of transformational leadership within the healthcare sector poses a significant challenge due to the sector's rapidly changing landscape. This dynamism leads to continuous shifts in the significance and application of existing terminology, as novel concepts emerge to define new frameworks and methodologies. The study under consideration sheds light on the relatively novel idea of transformational leadership specifically concerning health managers. In the realm of health management, a transformational leader embodies a distinctive managerial approach. Such a leader initiates changes within healthcare units, serving as a role model. They extend beyond routine daily activities, establishing clear objectives, and inspiring and motivating healthcare staff. Additionally, they are attuned to the specific needs and personal preferences of staff, fostering an environment that encourages employees to propose innovative solutions to challenges. This study aims to emphasize the significance of transformational leadership, affective commitment, and job autonomy. It focuses on specific factors to gain a deeper comprehension of how these elements interrelate within healthcare units in Pakistan. The goal is to contribute to a better understanding of the roles played by these factors within a developing nation employing a socialized healthcare delivery system. Additionally, the findings from this study could hold substantial importance for the management practices within Pakistan's healthcare services.

This article is divided into three main sections. Initially, it examines prior research on transformational leadership, affective commitment, and job autonomy. Next, it outlines the formation of the hypotheses. Subsequently, it details the data collection process, analytical methods used, and the statistical outcomes of the study. Lastly, it concludes by discussing the findings, and research implications directions and limitations.

## **Literature Review**

This section examines existing research related to transformational leadership, organizational commitment, and the autonomy of jobs. Its purpose is to construct a conceptual framework that will serve as the basis for testing the research hypotheses.

### **Transformational leadership**

James McGregor Burns, in 1978, introduced the concept of leadership as "transforming," a notion that later scholars like Bass (1990) and Kouzes and Posner (2002) also embraced, envisioning transformational leadership as a phenomenon relevant to the 21st century. This leadership style, as defined by Bass and Avolio (1994), emphasizes its roots in charismatic, inspirational, intellectually stimulating, and individually considerate leadership. Substantial research has affirmed the strong association between transformational leadership and crucial work-related attitudes and behaviors such as job satisfaction, organizational trust, and commitment (Bass et al., 2003). The foundation of this study is the Behavior approach of transformational leaders as outlined by Bass and Avolio (1994).

**Idealized influence (Attributes) and Idealized Influence (Behavior):**

Transformational leaders exert idealized influence on their followers, possessing a compelling vision and a sense of duty. They transform threats into learning opportunities. In essence, they establish expectations with employees regarding organizational goals, motivating and inspiring them through effective communication.

**Individualized consideration:**

Transformational leadership centers on recognizing followers' needs and capabilities. These leaders acknowledge and attend to individual desires and requirements, providing personalized attention and fostering personal growth and development by encouraging, delegating, guiding, and offering feedback.

**Intellectual stimulation:**

Transformational leaders encourage innovation and the cultivation of new perspectives. They nurture creative thinking and emphasize the reexamination, reassessment, and reevaluation of issues.

**Inspirational motivation:**

In transformational leadership, inspirational motivation involves leaders motivating their teams to achieve organizational goals. They share high expectations, fostering optimism and confidence while communicating a vision for collective success.

## **Affective commitment**

Over the last twenty years, scholars have widely accepted the notion of affective commitment as an emotional connection to one's organization, shown through active support and engagement (Mathieu & Zajac, 1990; Meyer et al., 2002). Affective commitment is considered a crucial element within organizational commitment, being enduring, vital, and a principal characteristic among all elements of organizational commitment. It represents an individual's sentimental and emotional connections to their work setting (Allen, Meyer, 1990; Meyer and Herscovitch, 2001). Allen and Meyer (1990) propose that employees strengthen emotional bonds with their organization, particularly when they actively contribute to its objectives. Employees with strong affective commitment tend to stay in the organization due to positive workplace connections cultivated by emotionally intelligent leaders. Despite the significance of affective commitment, ongoing discussions persist regarding the nature of organizational commitment (Fischer & Mansell, 2009; Morrow, 2011; Stazyk et al., 2011), partly due to different disciplinary viewpoints. This divergence complicates comprehension and application in both academic research and practical organizational strategies. Research suggests that transformational leaders have a positive impact on employees, fostering high levels of affective commitment (Erkutlu, 2006; Liao & Chuang, 2007; Clark et al., 2009).

## **Job Autonomy**

Job autonomy is one of characteristics of job and many scholars defined Job autonomy as the degree of liberty choice and free hand an individual has when performing task at job besides defining the means to attain the goals (Hackman & Oldham 1975; Morgeson, Delaney-Klinger & Hemingway, 2005). Job autonomy can be strengthened by encouraging and motivating followers to learn and grow at work place and scholars therefore, considered job autonomy as a satisfying factor when followers are in dire need for self-development. In this context, several research studies highlighted the fact that transformational leadership has significant impact on individual's level of autonomy (Yukl, 2010; Bass & Avolio, 1990). Moreover, transformational leadership also enhances individuals' sense of control and self-reliance at their workplace by encouraging them to find creative solutions of the issues and problems in the organization and therefore, promotes the culture of individuals' autonomy, liberty and extent of freedom at work place. (Bass and Avolio, 1994). Research study found out that job autonomy influence on the performance of employees and it is considered as motivational and stress releasing factor for satisfaction among academicians (Davis and Wilson, 2000). On the contrary, lack of job autonomy leads to job stress and disappointment. So Job autonomy deems substantial construct which impacts on employee's motivation and commitment.

Thus, the study proposes:

**H<sub>1</sub>:** The attributes of transformational leadership significantly impact the affective commitment of health managers.

**H<sub>2</sub>:** Job autonomy mediates the relationship between attributes of transformational leadership and affective commitment among health managers.

## METHODOLOGY

### Sample and sampling technique

The study population covers health care managers, who work in the managerial positions of hospitals operating in the city of Karachi, Pakistan. Health managers were approached by convenience sampling technique. 323 questionnaires were sent to the participants; 262 were received, out of which 2 were rejected due to incomplete information and 260 responses were used for the study.

### Research instrument

The Multifactor Leadership Questionnaire Short Form (MLQ 5X) was utilized to evaluate transformational leadership behavior, specifically focusing on its constituent elements: IA, IB, IM, IS, IC (Bass, B. M., & Avolio, B. J. 1996). Job Autonomy (JA) was assessed using the Decision Latitude – Autonomy measure from the Karasek Job Content Questionnaire (Karasek, R. et al., 1998). Affective Organizational Commitment was gauged through the OCQ (Meyer, J. P. et al., 1993).

## RESEARCH AND FINDINGS

### Statistical analysis

The analysis involved assessing the distribution of scores derived from the scales measuring transformational leadership, job autonomy, and affective commitment, taking into account their skewness and kurtosis coefficients. It is essential for the skewness coefficient to be below 2 and the kurtosis coefficient to be less than 7 to satisfy the assumption of a normal distribution (Hayes, A. F. 2013).

**Table 1. Skewness and Kurtosis Coefficients**

Variables	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Idealized Influence	-1.24	0.15	1.75	0.30
Idealized Influence (IB)	-0.54	0.15	-0.26	0.30
Inspirational Motivation	-0.69	0.15	0.09	0.30
Intellectual Stimulation	-0.82	0.15	0.51	0.30
Individualized Consideration	-0.86	0.15	2.09	0.30
Job Autonomy	-0.25	0.15	-0.29	0.30
Affective Commitment	0.22	0.15	-1.35	0.30

Following the purpose of the research, Pearson correlation coefficients were calculated to examine the relationships between scale scores. SPSS Process macro was used to perform mediator analysis. Process Macro performs the analyzes using the bootstrap method (Hayes,

2013). Cook distance values were calculated to determine the multivariate outliers in the data set. The Cook distance value is required to be less than 1 (Field, 2009). The highest Cook distance value calculated is 0.35. This value indicated that there were no multivariate outliers in the data set. Analysis were carried out using the IBM SPSS 25.0 statistical package program.

### Correlation Analysis Results

**Table 2. Pearson Correlation Coefficients of the Relationships Between Transformational leadership, Job Autonomy, and affective commitment**

Variables	1.	2.	3.	4.	5.	6.	7.	
1. Idealized Influence	1							
2. Idealized Influence (IB)	.77**	1						
3. Inspirational Motivation	.64**	.77**	1					
4. Intellectual Stimulation	.61**	.67**	.75**	1				
5. Individualized Consideration	.58**	.60**	.62**	.74**	1			
6. Job Autonomy	.60**	.66**	.68**	.67**	.56**	.85**	1	
7. Affective Commitment	.54**	.69**	.67**	.61**	.50**	.64**	.66**	1

— \*\* p<0,01; N=260

The correlation coefficients for the associations between Transformational Leadership Components, Job Autonomy, and affective commitment revealed moderate and high levels of positive, statistically significant relationships among the elements of Transformational Leadership, Job Autonomy, and affective commitment.

## Regression analysis results

**Table 3. Examining the impact of transformational leadership elements on affective commitment through multiple regression analysis**

Variables	B	SE	$\beta$	t	P
(Constant)	16.02	1.74		9.23	0.00
IA	-0.11	0.13	-0.05	-0.78	0.44
IB	0.66	0.12	0.44	5.42	0.00*
IM	0.38	0.12	0.24	3.08	0.00*
IS	0.28	0.13	0.17	2.26	0.03*
IC	-0.03	0.16	-0.01	-0.20	0.84
R=0.73	R <sup>2</sup> =0.54		F(5;259)=58.76		p<0.001

Dependent variable= Affective commitment, \*p<0.05

When the table 3 is examined, it becomes evident that all aspects of transformational leadership (IA, IB, IM, IS, IC) collectively exhibit a noteworthy correlation with affective commitment (R=0.73;  $F_{(5;259)}=58.76$ ;  $p<0.01$ ). The variables predicting this relationship accounted for 54% of the variance in Affective Commitment. Specifically, the impact of idealized influence, inspirational motivation, and intellectual stimulation on Affective Commitment was statistically significant.

## Mediator analysis results

**Table 4. Result findings of regression analysis assessing the mediating role of job autonomy variable in the impact of idealized influence (IA) on affective commitment**

Model		B	SE	t	p	LLCI	ULCI
Model 1 (Direct Affect)							
Idealized Influence	----->	Affective Commitment	1.04	0.10	10.23	0.00	0.84 1.24
Model 2 (Indirect Affect)							
Idealized Influence	----->	Job Autonomy	----->	Affective Commitment	0.61	0.07	0.49 0.75

LLCI= Lower level confidence interval. ULCI= Upper level confidence interval

Table 4 indicates when Model 1 was examined. it was observed that the direct effect of the Idealized Influence on the Affective Commitment was statistically significant. The fact that the confidence interval ( $0.84 < CI < 1.24$ ) did not contain a zero showed that the observed direct effect was statistically significant. Idealized Influence. without a mediating variable. has a positive and significant effect on Affective Commitment ( $B=1.04, p < 0.01$ ). In the next step. the Job Autonomy is added to the model as a mediator variable (Model 2). Since the calculated confidence interval ( $0.49 < CI < 0.75$ ) does not contain a zero. the indirect effect ( $B=0.61$ ) is significant statistically ( $p < 0.05$ ). The results suggest that the relationship between Idealized Influence and Affective Commitment is mediated by Job Autonomy.

**Table 5 .Result findings of regression analysis assessing the mediating role of job autonomy variable in the impact of idealized influence (IA) on affective commitment**

Model			B	SE	t	p	LLCI	ULCI
Model 1 (Direct Affect)								
Idealized Influence (IB)	----->	Affective Commitment	1.04	0.07	15.47	0.00	0.91	1.17
Model 2 (Indirect Affect)								
Idealized Influence (IB)	----->	Job Autonomy >	----->	Affective Commitment	0.35	0.06	0.24	0.46

LLCI= Lower level confidence interval. ULCI= Upper level confidence interval

Table 5 indicates when Model 1 was examined. it was observed that the direct effect of the Idealized Influence on the Affective Commitment was statistically significant. The fact that the confidence interval ( $0.91 < CI < 1.17$ ) did not contain a zero showed that the observed direct effect was statistically significant. Idealized Influence. without a mediating variable. has a positive and significant effect on Affective Commitment ( $B=1.04, p < 0.01$ ). In the next step. the Job Autonomy is added to the model as a mediator variable (Model 2). Since the calculated confidence interval ( $0.24 < CI < 0.46$ ) does not contain a zero. the indirect effect ( $B=0.35$ ) is statistically significant ( $p < 0.05$ ). This result indicates Job Autonomy serves as a mediator in the link between Idealized Influence and Affective Commitment.

**Table 6. Result findings of regression analysis assessing the mediating role of job autonomy variable in the impact of inspirational motivation (IM) on affective commitment**

Model			B	SE	t	p	LLCI	ULCI
Model 1 (Direct Affect)								
Inspirational Motivation (IM)	----->		1.06	0.07	14.40	0.00	0.92	1.21
		Affective Commitment						
Model 2 (Indirect Affect)								
Inspirational Motivation (IM)	----->	Job Autonomy	0.41	0.06			0.29	0.53
		>						
		Affective Commitment						

LLCI= Lower level confidence interval. ULCI= Upper level confidence interval

Table 6 indicates when Model 1 was examined, it was observed that the direct effect of the Inspirational Motivation on the Affective Commitment was statistically significant. The fact that the confidence interval (0.92<CI<1.21) did not contain a zero showed that the observed direct effect was statistically significant. Inspirational Motivation, without a mediating variable, has a positive and significant effect on Affective Commitment (B=1.06, p<0.01). In the next step, the Job Autonomy is added to the model as a mediator variable (Model 2). Since the calculated confidence interval (0.29<CI<0.53) does not contain a zero, the indirect effect (B=0.41) is statistically significant (p<0.05). The findings indicate that Job Autonomy acts as a mediator in the relationship between Inspirational Motivation and Affective Commitment.

**Table 7. Result findings of regression analysis assessing the mediating role of job autonomy variable in the impact of intellectual stimulation (IS) on affective commitment**

Model			B	SE	t	p	LLCI	ULCI
Model 1 (Direct Affect)								
Intellectual Stimulation (IS)	----->		0.98	0.08	12.34	0.00	0.82	1.14
		Affective Commitment						
Model 2 (Indirect Affect)								
Intellectual Stimulation (IS)	----->	Job Autonomy	0.49	0.06			0.37	0.61
		>						
		Affective Commitment						

LLCI= Lower level confidence interval. ULCI= Upper level confidence interval



Table 7 indicates when Model 1 was examined. it was observed that the direct effect of the Intellectual Stimulation on the Affective Commitment was statistically significant. The fact that the confidence interval ( $0.82 < CI < 1.14$ ) did not contain a zero showed that the observed direct effect was statistically significant. Intellectual Stimulation, without a mediating variable, has a positive and significant effect on Affective Commitment ( $B=0.98$ ,  $p < 0.01$ ). In the next step, the Job Autonomy is added to the model as a mediator variable (Model 2). Since the calculated confidence interval ( $0.37 < CI < 0.61$ ) does not contain a zero, the indirect effect ( $B=0.49$ ) is statistically significant ( $p < 0.05$ ). This outcome demonstrates that Job Autonomy plays a mediating function in the association between Intellectual Stimulation and Affective Commitment.

**Table 8. Result findings of regression analysis assessing the mediating role of job autonomy variable in the impact of individualized consideration (IC) on affective commitment**

Model		B	SE	t	p	LLCI	ULCI
Model 1 (Direct Affect)							
Individualized Consideration (IC)	----->	Affective Commitment	1.18	0.13	9.21	0.00	0.93 1.43
Model 2 (Indirect Affect)							
Individualized Consideration (IC)	----- Job Autonomy >	Affective Commitment	0.74	0.08		0.59	0.90

LLCI= Lower level confidence interval. ULCI= Upper level confidence interval

Table 8 indicates when Model 1 was examined. it was observed that the direct effect of the Individualized Consideration on the Affective Commitment was statistically significant. The fact that the confidence interval ( $0.93 < CI < 1.43$ ) did not contain a zero showed that the observed direct effect was statistically significant. Individualized Consideration, without a mediating variable, has a positive and significant effect on Affective Commitment ( $B=1.18$ ,  $p < 0.01$ ). In the next step, the Job Autonomy is added to the model as a mediator variable (Model 2). Since the calculated confidence interval ( $0.59 < CI < 0.90$ ) does not contain a zero, the indirect effect ( $B=0.74$ ) is statistically significant ( $p < 0.05$ ). The findings indicate that Job Autonomy acts as a mediator in the connection between Individualized Consideration and Affective Commitment.

## **CONCLUSION AND DISCUSSION:**

A leader is someone who guides followers toward common goals, and the adoption of a transformational leadership approach is beneficial for managers aspiring to become prominent leaders. Hesselbein and Cohen (1999, p. 263) emphasize that organizations focusing on leadership development gain a competitive advantage. Understanding and employing transformational leadership skills enable health managers to embody charismatic leadership within the healthcare sector, proving effective in both individual and group settings. Consequently, this leadership style cultivates stronger dedication among health managers to their workplace, resulting in heightened productivity and success for the organization.

Additionally, affective commitment, characterized as an emotional bond with one's workplace (Allen, Meyer, 1990), stands as a crucial factor in explaining organizational commitment from a behavioral perspective. The current study reveals a positive correlation between affective commitment and scores related to transformational leadership among health managers. The impact of idealized influence, inspirational motivation, and intellectual stimulation on affective commitment was determined to be statistically significant. This finding suggests that health care managers, acting as transformational leaders, possess emotional connections to hospitals and demonstrate a determination to achieve their healthcare units' objectives. This signifies that through upholding ethical values, fostering a shared sense of purpose, instilling optimism and motivation, and seeking diverse problem-solving perspectives, these managers exhibit a willingness to remain in hospitals due to positive associations with their work environment. Research has highlighted job autonomy as a key factor in fostering self-development satisfaction (Cleavenger and Munyon, 2013). Gozukara and Simsek (2015) also identified job autonomy as a mediator in the relationship between transformational leadership and work engagement. Recent research further investigates the essential role of job autonomy in linking transformational leadership to affective commitment. The results indicate that job autonomy plays a mediating role in connecting transformational leadership with affective commitment. Thus, it is suggested that hospitals should grant their workforce some flexibility in decision-making regarding work routines, ultimately fostering greater commitment among employees toward the healthcare units and increasing their inclination to remain within the organizations.

## **FUTURE IMPLICATION AND RESEARCH LIMITATIONS**

Based on the aforementioned discussion, it becomes apparent that enhancing Transformational Leadership and Job autonomy among health managers significantly impacts the affective commitment of health managers operating in various healthcare sectors across Pakistan. The research outcomes offer several implications for managers within the healthcare sector. Firstly, in order to actualize the vision of healthcare organizations, it is imperative for the healthcare industry to prioritize the recruitment of health managers who embody traits of transformational leadership. This can be achieved through a more rigorous and selective hiring process. Secondly, hospitals should institute training programs aimed at honing the

skills and competencies of health managers occupying supervisory roles across different departments within hospitals. These programs can facilitate their professional development and effectiveness in their positions.

Moreover, health managers should exhibit charismatic leadership qualities to effectively steer healthcare organizations in terms of defining direction and procedural frameworks, while collaboratively engaging stakeholders to implement necessary changes. Additionally, it's important to notice that the present study was constrained to health care managers located in Karachi, Pakistan., specifically surveying 260 managers from Karachi-based hospitals. Future research endeavors should aim to conduct comparative studies across healthcare sectors in diverse countries, seeking varied perspectives on organizational commitment among health managers within their respective sectors. Furthermore, extending such research to managerial levels in other service sectors could offer broader insights and implications that extend beyond the confines of the healthcare industry.

## REFERENCES

- Allen, N.J. and Meyer, J.P. (1990) The Measurement and Antecedents of Affective, Continuance, and Normative Commitment to the Organization. *Journal of Occupational Psychology*, 63, 1-18.<http://dx.doi.org/10.1111/j.2044-8325.1990.tb00506.x>.
- Atkins P, Marshall B, Javalgi R. 1996. Happy employees lead to loyal patients. Survey of nurses and patients shows a strong link between employee satisfaction and patient loyalty. *J Health Care Mark* 16(4): 14–23.
- Bass, B. M., and Avolio, B. J. (1994). *Improving Organisational Effectiveness Through Transformational Leadership*. Thousand Oaks: Sage Publications.
- Bass BM. 1990. *Bass and Stogdill's Handbook of Leadership: Theory, Research and Management Applications* (3rd ed.). Free Press: New York.
- Burns JM. 1978. *Leadership*. Harper & Row: New York. Bycio P, Hackett RD, Allen JS. 1995. Further assessment of Bass's (1985) conceptualization of transactional and transformational leadership. *J Appl Psychol* 80: 468–478.
- Bass BM, Avolio BJ, Jung DI, Berson Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *J Appl Psychol* 85(2): 207–218
- Bass, B. M., & Avolio, B. J. (1990). Developing transformational leadership: 1992 and beyond. *Journal of European industrial training*, 14(5).
- Bass, B. M., & Avolio, B. J. (1996). Multifactor leadership questionnaire. *Western Journal of Nursing Research*.
- Bass, B.M., Riggio, R.E. (2006). *Transformational leadership* (2nd ed.). Lawrence Erlbaum Associates, Mahwah, NJ.
- Carmeli A, Freund A. 2004. Work commitment, job satisfaction and job performance: an empirical investigation. *Int J Organ Theor Behav* 7(2): 289–303.
- Clark, R. A., Hartline, M. D., & Jones, K. C. (2009). The effects of leadership style on hotel employees' commitment to service quality. *Cornell Hospitality Quarterly*, 1-23.
- Cleavenger, D.J., Munyon, T.P. (2013). It's how you frame it: Transformational leadership and the meaning of work (pp. 351–360). *Business Horizons*, Volume 56, Issue 3, May–June 2013.
- Davis, J. and Wilson, S.M. (2000), “Principles’ efforts to empower teachers: effects on teacher motivation and job satisfaction and stress”, *The Clearing House*, Vol. 73 No. 6, pp. 349-357.

- Erkutlu, H. (2006). The impact of transformational leadership on organisational and leadership effectiveness. *Journal of Management Development*, 27, 708-726. <http://dx.doi.org/10.1108/02621710810883616>.
- Fischer, R., & Mansell, A. (2009). Commitment across cultures: A meta-analytical approach. *Journal of International Business Studies*, 40, 1339-1358.
- Field, A. (2013). *Discovering Statistics Using IBM SPSS* (4th ed.). London: Sage Publications.
- Gözükar, İ., & Şimşek, O. F. (2015). Linking Transformational Leadership to Work Engagement and the Mediator Effect of Job Autonomy: A Study in a Turkish Private Non-PROFIT University. *Procedia—Social and Behavioral Sciences*, 195, 963-971.
- <https://doi.org/10.1016/j.sbspro.2015.06.274>.
- Hackman, J.R., Oldham, G.R. (1975). Development of the job diagnostic survey (pp. 159–170). *Journal of Applied Psychology*, 60.
- Hayes, A. F. (2013). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. New York: Guilford Press.
- Hesselbein, F., and P.M. Cohen. (1999). *Leader to Leader*. San Francisco, CA: Jossey-Bass Publishers.
- Kouzes JM, Posner BZ. 2002. *Leadership Challenge*(3rd ed.). Jossey-Bass: San Francisco.
- Karasek, R., Brisson, C., Kawakami, N., Houtman, I., Bongers, P., & Amick, B. (1998). The Job Content Questionnaire (JCQ): An Instrument for Internationally Comparative Assessments of Psychosocial Job Characteristics. *Journal of Occupational Health Psychology*, 3, 322-355. <http://dx.doi.org/10.1037/1076-8998.3.4.322>
- Liao, H., & Chuang, A. (2007). Transforming - service employees and climate: A multilevel, multisource examination of transformational leadership in building long-term service relationship. *Journal of Applied Psychology*, 92, 1006-1019. <http://dx.doi.org/10.1037/0021-9010.92.4.1006>.
- Mathieu, J. E., & Zajac, D. M. (1990). A review and meta-analysis of the antecedents, correlates, and consequences of organizational commitment. *Psychological Bulletin*, 108, 171-194.
- Meyer, J. P., Allen, N. J. & Smith, C. A. (1993). Commitment to organizations and occupations: Extension and test of a three-component conceptualization. *Journal of Applied Psychology*, 78(4), 538-551.
- Meyer, J. P., Herscovitch, L. (2001). Commitment in the workplace: Toward a general model. *Human Resource Management Review*, 11, 299-326.
- Morgeson, F. P., Delaney-Klinger, K., & Hemingway, M. A. (2005). The importance of job autonomy, cognitive ability, and job-related skill for predicting role breadth and job performance. *Journal of Applied Psychology*, 90, 399-406. <http://dx.doi.org/10.1037/0021-9010.90.2.399>
- Morrow, P. C. (2011). Managing organizational commitment: Insights from longitudinal research. *Journal of Vocational Behavior*, 79, 18-35.
- Stazyk, E. C., Pandey, S. K., & Wright, B. E. (2011). Understanding affective organizational commitment: The importance of institutional context. *The American Review of Public Administration*, 41, 603-624.
- Yukl, G. (2010). *Leadership in Organizations*. Upper Saddle River, NJ: Pearson.

# POSTMODERN LITERATURE AS A CATALYST FOR CULTURAL CRITIQUE: UNVEILING SOCIAL NORMS, IDEOLOGIES, AND POWER STRUCTURES

**Anita NEZIRI**

University of "Aleksander Moisiu" Durres, Albania

## **Abstract**

This study explores how postmodern literature may be a powerful tool for cultural criticism and reveals how it can subvert established power structures, ideologies, and social conventions. This investigation attempts to shed light on the various ways that postmodern writers use narrative techniques to interact with and analyze current political and social issues by closely examining a wide range of postmodern works. The examination will center on situations in which postmodern literature serves as a mirror reflecting the complexities of modern society and provides readers with a prism through which to critically assess established norms and power relations. This study aims to explore the subtle ways in which postmodern writers negotiate the intricacies of cultural criticism through an analysis of a few chosen works. They do this by employing their narratives to challenge established ideas and spark discussion about the current state of society and politics. The ultimate goal of this study is to advance knowledge of the mutually beneficial link between postmodern literature and cultural criticism by illuminating the transformational power of literary expression in opposing and modifying societal viewpoints.

**Key words:** *postmodern authors, cultural critique, contemporary society, conventional paradigms, socio-political landscape.*

## **Introduction**

*The concept of postmodern literature as a potent instrument for cultural criticism*

The concept of postmodern literature as a potent instrument for cultural criticism is rooted in its ability to challenge prevailing ideas, power structures, and social conventions. Postmodernism emerged in the mid-20th century, embracing various views and subjective realities over a singular, objective reality. This movement is characterized by its willingness to experiment with language, storytelling techniques, and narrative formats, often disrupting conventional norms. By employing fragmented narratives, intertextuality, metafiction, and unreliable narrators, postmodern authors encourage readers to question the material's veracity and the authority of the author (Hutcheon, 1988). Moreover, postmodern literature critiques governmental structures, social hierarchies, and cultural norms through irony, parody, and satire, urging readers to reevaluate their presumptions and examine the dynamics that sustain current power hierarchies. Furthermore, postmodern literature most of the time addresses

questions such as consumerism, globalization, identity, and technology, reflecting the complexity of modern society and stressing the flexibility of identity in a quickly evolving world (Jameson, 1991). "Postmodernism, which first appeared in the middle of the 20th century, accepts the idea of various views and subjective realities in place of the idea of a single, objective reality. In addition, postmodern literature challenges prevailing cultural narratives and reveals the fundamental power structures that mould society. Authors criticize governmental structures, social hierarchies, and cultural standards through irony, parody, and satire. Postmodern literature challenges readers to reevaluate their presumptions and examine the dynamics that sustain current power hierarchies by upending conventional narratives. Furthermore, postmodern literature typically addresses issues of consumerism, globalization, identity, and technology, reflecting the complexity of modern society. Postmodern works stress the flexibility of identity in a society that is changing quickly and offer new views on the human experience by addressing these subjects in non-linear and unusual methods.

## **Methodology**

The research methodology involves two primary goals: first, to investigate the ways in which postmodern writers use narrative devices to examine current issues, and second, to explore how postmodern literature might influence cultural discourse in a revolutionary way. The first goal entails a detailed analysis of narrative techniques like fragmentation, intertextuality, metafiction, and unreliable narration, aiming to provide insightful criticisms of contemporary society's intricacies. The second goal focuses on evaluating how postmodern literature affects cultural discourse, challenges prevailing narratives, and contributes to cultural critique within literary circles and broader cultural contexts. Essential traits of postmodernism, including metafiction, intertextuality, and deconstruction, are examined to illustrate how postmodern literature engages in cultural criticism by questioning established norms and revealing underlying power dynamics. Among the essential traits of postmodernism are: Fiction that subtly blurs the lines between fact and fiction by highlighting its own status as an artefact is referred to as metafiction. Stories inside stories, narrators who remark on the act of narrating, and self-referentiality are among the aspects that authors using metafictional techniques frequently incorporate. Readers are encouraged to consider the nature of storytelling itself as well as the idea of a fixed reality by reading metafiction. The term "*intertextuality*" describes how one text is related to and impacted by another text. References, allusions, and quotations from a wide range of sources, such as popular culture, literature, philosophy, and history, are commonly included in postmodern works. Intertextuality challenges the notions of originality and authorial authority by emphasizing these linkages between texts and showing the flexibility and multiplicity of meaning.

*Deconstruction:* Jacques Derrida's writings are linked to the philosophical and literary theory of deconstruction. It entails closely examining texts to identify and undermine the underlying binary oppositions and hierarchical structures. Deconstruction exposes the ambiguity and instability that are innate to language and questions the notion of fixed meanings. Deconstructive literary strategies include highlighting paradoxes and inconsistencies, upending linear narrative progression, and undermining established narrative patterns. Cultural criticism and postmodern literature are mutually beneficial, with postmodern

literature frequently acting as a platform for cultural commentary and analysis. Postmodern literature reflects and reframes the intricacies of contemporary life, providing insights into social, political, and cultural challenges through its inventive storytelling approaches and thematic studies. By dissecting and questioning prevailing conventions and narratives, postmodern literature participates in cultural criticism in a number of ways. By using strategies like metafiction, intertextuality, and deconstruction, writers challenge established narrative norms and reveal the underlying power dynamics that influence society. Postmodern literature challenges readers to examine their presumptions and the factors that sustain current ideologies and hierarchies by upending mainstream cultural narratives.

Furthermore, postmodern literature frequently examines issues like consumerism, globalization, identity, technology, and the fragmentation of experience, which reflects the complexity of modern life. Postmodern works provide sophisticated criticisms of the intricacies and inconsistencies present in modern society through these thematic studies, stressing the conflicts between tradition and innovation, reality and representation, and individual agency and social restrictions. Furthermore, representation and subjectivity are major themes in postmodern literature, which emphasizes the influence of language, discourse, and power on how we perceive the world. Postmodern literature exposes the limitations of language as a tool for communication and meaning-making and encourages readers to think about different ways of understanding and experiencing the world by highlighting the ways in which language generates reality (McHale, 1987).

## **Literature Review**

Postmodern literature is essential for cultural critique as it employs creative storytelling techniques and thematic explorations to reflect and reframe the complexity of society. Scholars from various theoretical backgrounds, such as Marxist criticism, feminist criticism, postcolonial criticism, cultural studies, and critical theory, have explored the intersection of politics, literature, and society, shedding light on how literature influences and reflects societal perceptions. Through the application of these theoretical frameworks, academics can enhance their understanding of the social and political aspects of literary works and their broader cultural significance. Scholars from a variety of theoretical backgrounds have been interested in the nexus between politics, literature, and society. The following theoretical frameworks are pertinent:

*Marxist Criticism:* The link between literature, ideology, and socioeconomic structures is highlighted by Marxist literary theory. Marxist critics examine literature as a mirror of power relations and class conflict in society, drawing on the writings of Karl Marx and Friedrich Engels respectively. They look at how literary texts portray the material circumstances of various social strata and how they support or contradict prevailing ideologies and social hierarchies. Marxist literary critics frequently address topics like labour, alienation, commercialization, and revolution.

*Feminist Criticism:* Feminist literary theory looks at how patriarchal power systems and gender inequality are reflected in and maintained by literature. The portrayals of gender, sexuality, and femininity/masculinity in literature are examined by feminist critics, along with the ways in which female writers challenge or disrupt conventional gender roles and narratives. In addition, they discuss the ways in which literature interacts with various types of oppression, including those based on sexual orientation, racism, and class, and they promote the inclusion of marginalised voices in literary studies.

*Postcolonial Criticism:* Postcolonial theory focuses on questions of resistance, power, and identity as it analyses the effects of colonialism and imperialism in literature and culture. Postcolonial critics examine how colonial tropes and narratives are perpetuated in literature, as well as how it represents the experiences of those who have been colonized (Harvey, 1990). Additionally, they look at how literature can be a platform for decolonization and resistance, subverting prevailing ideologies and reclaiming marginalized histories and identities.

*Cultural Studies:* The production, distribution, and consumption of cultural texts, such as those found in literature, film, television, and popular culture, are the subjects of this interdisciplinary area. Scholars of cultural studies examine how larger social, political, and economic forces influence cultural texts and how they help to form communal identities and meanings (Eagleton, 2008). They frequently use techniques like historical research, audience studies, and textual analysis to investigate the intricacies of cultural creation and consumption.

*Critical Theory:* Criticising society and culture, including literature, critical theory comprises a variety of interdisciplinary perspectives. Critical theorists, who draw inspiration from the works of intellectuals like Michel Foucault, Max Horkheimer, and Theodor Adorno, study the ways in which power functions in a variety of social institutions, including the arts and literature (Derrida, 1976). They examine how literature may be a platform for social change and resistance, as well as how it reflects and upholds prevailing power structures. These theoretical stances shed important light on the intricate interplay between politics, society, and literature, showing how literature both influences and reflects our perception of the outside world. Through the application of these analytical frameworks, academics can enhance their comprehension of the social and political aspects of literary works, in addition to their wider cultural importance. Novel use of narrative strategies that subvert conventional storytelling norms and capture the complexity of modern life is what defines postmodern literature. This is an analysis of the ways in which postmodern writers use pastiche, irony, and fragmentation in their stories:

### **Case Studies**

Analyzing selected postmodern pieces in-depth highlights how they handle cultural criticism. Works such as "White Noise" by Don DeLillo, "The Handmaid's Tale" by Margaret Atwood and "Gravity's Rainbow" by Thomas Pynchon offer scathing indictments of modern society, addressing themes like consumerism, patriarchy, and the pursuit of meaning chaos. These works challenge readers to critically engage with contemporary issues, prompting discussions



on justice, equality, and the search for meaning in an uncertain world. Postmodern literature serves as a mirror of society, reflecting its complexities, paradoxes, and tensions while providing insightful commentary on social, political, and cultural aspects. Through its innovative narrative techniques, thematic explorations, and critical perspectives, postmodern literature invites readers to navigate the intricacies of the modern world and consider alternative viewpoints on reality.

### *Postmodern Writing as a Social Mirror*

Because it reflects and refracts the complexity, paradoxes, and tensions of current life, postmodern literature acts as a mirror of society. Postmodern literature offers perceptive commentary on the social, political, and cultural aspects of the era in which it is produced through its topic investigations, inventive narrative approaches, and critical viewpoints. Postmodern literature engages with the fragmentation and dislocation that characterize the modern world, which is one way that it parallels society. Fragmented characters, disconnected narratives, and disjointed structures are common in postmodern literature, and they reflect the fragmented quality of the human experience in a world growing more interconnected and globalized. These narrative strategies are used by writers like Toni Morrison, Don DeLillo, and Thomas Pynchon to convey the feeling of alienation and confusion felt by people attempting to make their way through the complexity of modern society.

Postmodern literature also captures the variety and complexity of perspectives and experiences that exist within society. Postmodern writings reflect the varied aspect of contemporary culture by drawing from a wide range of cultural sources and traditions through the use of pastiche, intertextuality, and parody. These strategies are employed by writers like Junot Díaz, Salman Rushdie, and Angela Carter to subvert established narratives and provide voice to underrepresented groups, resulting in a more diverse and multifaceted portrayal of society. Moreover, postmodern literature functions as a platform for cultural criticism, challenging and upending conventional wisdom, beliefs, and power systems. Postmodern writings show the inconsistencies and hypocrisies of modern society through irony, satire, and parody, which challenges readers to consider alternative scenarios and challenge the status quo. These techniques are used by writers like Margaret Atwood, George Saunders, and Zadie Smith to address topics like capitalism, consumerism, gender, race, and technology while providing insightful analysis of the social and political forces that influence our daily lives.

*Profile selected postmodern writers and their contributions to cultural criticism through their works.*

*Don DeLillo:* Don DeLillo is well known for his examination of how technology, consumerism, and the media interact with modern American culture. In pieces like "White Noise" and "Underworld," DeLillo delivers sharp criticisms of mass media, consumer society, and the loss of personal identity due to technological progress. His books frequently have characters that struggle with the alienating consequences of modernity, capturing the complexities and fears of living in the postmodern world. DeLillo is a well-known cultural critic whose works continue to speak to readers who are trying to comprehend the complexity of modern society because of his astute observation and sardonic humor (DeLillo, 1985),

"White Noise" by Don DeLillo is a scathing indictment of modern American consumer society, media overload, and the dissolution of personal identity. The story follows Jack Gladney, a professor of Hitler studies, and his family as they deal with the worries and absurdities of contemporary life in a fictitious Midwestern town. DeLillo illustrates how consumer culture and the media create our anxieties, desires, and reality perceptions through his satirical portrayal of consumerism. The people in the book experience a perpetual onslaught of commercials, TV shows, and consumer goods, which makes them feel disconnected from real life and alienated. In addition, "White Noise" examines the idea of mortality and the anxiety associated with dying in the face of advances in technology and deterioration of the ecosystem. By addressing these existential concerns head-on, DeLillo encourages readers to consider the effects of living in a mass media and consumerism-driven culture, raising significant issues on the meaning of life and the search for purpose in an increasingly artificial environment.

*Margaret Atwood:* Known for exploring gender, power, and identity in the framework of futuristic and dystopian societies, Margaret Atwood is a prominent author. In novels such as "The Handmaid's Tale" and "Oryx and Crake," Margaret Atwood delivers biting indictments of environmental damage, scientific advancement gone uncontrolled, and patriarchal oppression. Atwood pushes readers to confront the injustices and inequalities that still exist in modern society while also imagining opportunities for resistance and change through her vivid world-building and insightful social commentary. Her writings are potent instruments of cultural critique, igniting crucial discussions on the moral implications of technological progress and the precariousness of human rights in an increasingly unstable society. Author Margaret Atwood's "The Handmaid's Tale": is a terrifying indictment of religious fanaticism, patriarchal oppression, and the degradation of women's rights in a dystopian society (Atwood,1985), The book, which takes place in the not-too-distant future, shows a totalitarian society in which women are enslaved, denied agency, and forced to work as handmaids, brides, or servants. Atwood examines how religious doctrines and gender conventions are utilized to support and uphold oppressive power structures via the lens of her protagonist, Offred. In addition, "The Handmaid's Tale" warns against complacency and highlights how vulnerable democracy is to dictatorship. Atwood challenges readers to consider past and modern instances of oppression by making comparisons between the realities of sexism and oppression in their own communities and personal lives, pushing people to speak out against injustice and inequality and to avoid being complacent.

*Thomas Pynchon:* Pynchon is renowned for his intricate and multi-layered stories that delve into themes of conspiracy, paranoia, and the pursuit of meaning amidst chaos. In pieces such as "Gravity's Rainbow" and "The Crying of Lot 49," Pynchon delivers sharp criticisms of corporate greed, hierarchies of power, and the loss of personal agency due to oppressive control mechanisms. Pynchon asks readers to consider the nature of reality and the unseen forces that influence society through his intricate narratives and colorful cast of characters. His writings expose the injustices and absurdities that exist beneath the surface of daily life, serving as incisive criticisms of modern culture (Pynchon, 1973). "The expansive and mysterious novel "Gravity's Rainbow" by Thomas Pynchon defies simple classification,

providing a kaleidoscope view of postwar America and the mysterious forces influencing its future. The story, which is set against the backdrop of the Cold War and World War II, follows a diverse group of people as they attempt to survive in a world on the verge of catastrophe. "Gravity's Rainbow" delves on themes of paranoia, conspiracy, and the pursuit of meaning in an unpredictable and disorderly world through its intricate and disjointed storyline. Pynchon exposes the absurdities and injustices that lie behind the surface of ordinary reality by criticizing the surveillance state, the military-industrial complex, and the monetization of human life. The complicated plot and maze-like structure of the book reflect the intricacies of contemporary life, pushing readers to understand its underlying implications and face the disturbing realities it exposes regarding authority, technology, and humanity.

## **Conclusion**

Through their sharp critiques of modern society and challenges to readers to wrestle with the inconsistencies and complexity of the modern world, these postmodern writers have made a substantial contribution to cultural criticism. By delving into topics like technology, gender, consumerism, and power, these authors have initiated crucial discussions on the moral, ethical, and social issues facing the postmodern world. These thorough examinations show how particular postmodern works navigate the complexities of cultural criticism, providing sharp critiques of current society and inspiring readers to critically consider the ethical, political, and social issues of the postmodern era. These works encourage readers to consider the intricacies and paradoxes of the contemporary world by delving into topics like consumerism, patriarchy, and power. This leads to crucial discussions about justice, equality, and the search for meaning in a world that is growing more and more divided and uncertain.

## **References**

- Atwood, Margaret (1985), "The Handmaid's Tale", McClelland and Stewart Press.
- DeLillo, Don, (1985), "White Noise.", Viking Press.
- Derrida, Jacques, (1976), "Of Grammatology", Johns Hopkins University Press.
- Eagleton, Terry (2008), "Literary Theory: An Introduction" Wiley-Blackwell Press.
- Gaddis, William (1955), "The Recognitions." Harcourt, Brace & World Press.
- Harvey, David, (1990) "The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change" Wiley-Blackwell Press.
- Hutcheon, Linda, (1988), "A Poetics of Postmodernism: History, Theory, Fiction" Routledge Press.
- Jameson, Fredric, (1991), "Postmodernism, or, the Cultural Logic of Late Capitalism" Duke University Press.
- Lyotard, Jean-François, (1984) "The Postmodern Condition: A Report on Knowledge." University of Minnesota Press.
- McHale, Brian, (1987), "Postmodernist Fiction." Routledge Press.
- Pynchon, Thomas, (1973), "Gravity's Rainbow." Viking Press,
- Vonnegut, Kurt, (1969), "Slaughterhouse-Five." Delacorte Press,
- Waugh, Patricia, (1984) "Metafiction: The Theory and Practice of Self-Conscious Fiction." Routledge Press.

## THE ATTRACTION OF THE SEA IN GRAHAM SWIFT'S WORKS

Lecturer, PhD Irina-Ana DROBOT

Technical University of Civil Engineering Bucharest, Faculty of Engineering in Foreign Languages, Department of Foreign Languages and Communication, Bucharest, Romania

### ABSTRACT

**Introduction and Purpose:** This paper examines the way the sea is represented in Graham Swift's works. It is an element that is frequently present in his novels, short stories, and autobiographical writings. **Materials and Methods:** The analysis will start from Swift's talk published in his volume of autobiographical writings, *Making an Elephant: Writing from Within, I do Like to be Beside the Seaside*, held in Nice, in 1997. The title of the talk comes from an old Edwardian song, turned into a music hall song in 1909. The lyrics suggest a sense of well-being, which is then noticeable in all of his works. **Results:** The seaside is a place where the characters feel comfortable, associating it with the times when they felt happy. Jack in *Last Orders* chooses to have his ashes thrown in the sea, the young magician in *Here We Are* remembers his magic acts by the sea and all the dreams he associated with this occupation and with the girl he was in love with, a young boy in the short story *Learning to Swim* breaks free from his parents who are always fighting. There is a sense of nostalgia associated with the sea, as well as a sense of well-being. Freedom and gaining independence is just an example, together with freedom to dream. **Discussion and Conclusion:** The seaside can be associated with relaxation, with having fun, as it can be seen usual during holidays. At the same time, the sense of well-being can be associated with happiness in the past, feeling free to dream, to feel that there are various possibilities ahead of us, to dream and to fantasize about our lives. Blue suggests infinity and relaxation, according to colour psychology. Moments of happiness are the usual association with the sea, both from the past and from the present.

**Keywords:** Colour Psychology; Free Associations; Psychology; Dreams; Psychoanalysis.

### INTRODUCTION

Spending time by the seaside can be frequently associated with the summer holidays for many of us, Graham Swift's readers. It is, after all, a type of place for the summer holidays that is suitable for us at any age, childhood, youth, and adulthood. From this point of view, Graham Swift, when presenting the image of the sea in his novels, such as *Last Orders* and *Here We Are*, short stories, such as *Learning to Swim*, or *Cliffedge*, and also in his book of autobiographical writings, *Making an Elephant: Writing from Within*, in the chapter *I do Like to be Beside the Seaside*, and which includes a speech held in Nice, in 1997. The title of the speech *I do Like to be Beside the Seaside*, according to Swift, uses one of the epigraphs in his novel *Last Orders*, which, in turn, comes from the lyrics of a song from the Edwardian age, afterwards adapted, in 1909, to a music hall song.

The sea becomes a setting associated with the psychological well-being of the characters, or with memories of this feeling well. In *Last Orders*, Jack's friends travel on a pilgrimage to scatter his ashes in the sea at Margate, which is his last wish. In *Learning to Swim*, the young boy in the story finally finds freedom after learning to swim at the seaside, and swims away from his parents who are fighting all the time. For the young boy, thus, the sea provides a place for compensation for his emotional troubles. For the young magician in *Here We Are*, the seaside is the place where he dreams, performs magic acts, and is in love with a young girl, who becomes his assistant. In the short story *Cliffedge*, we notice, as Swift (2010) draws our attention, that the sea is a place "that summons people to it," and brings pleasure. We notice how the sea is a positive symbol, and a place where the characters not only feel good, but resonate with it and feel very much connected to it, to the point where their inner world merges with the external setting of the sea, or of the seaside. The sea can be seen as prompting moments of revelation, insight or enlightenment, which can make the characters feel one with their surroundings, just like in these moments described in Romantic poetry. It can also be seen as a means of standing for the characters' wishes and dreams, in the manner of psychoanalytical theory, where they project their wishes on the external surroundings of the sea and the seaside. At the same time, the sea and seaside become associated with various dreams, daydreams, emotional states, wishes, as well as memories which, as we can see, are positive ones.

## CONCEPTUAL FRAMEWORK

### Environmental Psychology. Colour Psychology. Psychoanalysis

The present issue of the sea and the seaside as part of the setting for some of Swift's novels, short stories and biographical writings volume. We can notice a very strong connection between the external setting of the sea, or seaside, and the issues the characters are, psychologically, preoccupied with, from gaining independence, to dreaming, and to well-being. Memories which the characters are fond of are also connected to the sea.

Environmental psychology (Craik, 1973) deals with our emotional reactions to our surroundings. Interior design is based on environmental psychology, since it has been noticed how the way our surroundings look can influence our emotional states, as well as intellectual focus. We can include here colour psychology (Mikellides, 2012) as well, especially since, in the case of the sea, the colour blue becomes beneficial for concentration and relaxation. Additionally, blue is associated with suggesting energy, optimism, a creativity boost, together with an improvement of cognitive tasks (Pureunderwaterimaging.com, 2024). If we think about the seaside, we can also include the sand, whose colour is, usually, yellow, and the sunlight during the summer season, which are both suggestive of optimism.

If we consider psychoanalysis, we could think about the mechanism of daydreams, dream analysis, and of the mechanism of projection. Daydreams and dreams include various symbols, or elements in a dream which can be interpreted by the method of free associations and based on the particular case of the dreamer. According to psychoanalysis, in dream or daydreams interpretation, the way a certain item is interpreted is based on the subjective experience and perception of a particular dreamer. Only in exceptional cases do

we resort to universal symbols, based on a general culture background, namely when the dreamer cannot bring any free associations to a certain dream element.

Additionally, the way the characters feel about the sea and seaside is related to their subjective perception and even projection of their emotional state on the sea and seaside. As an example, for the young magician in *Here We Are*, we can consider it a time of magic, and dreaming about anything lying for him ahead, including hope about his chances at a love story with his assistant. This, however, proves to be an illusion, just like his magic acts during the show by the sea.

### The Symbol of the Sea

If we start a search online, on the Internet, regarding the symbol of the sea, we can find a variety of symbols associated culturally and psychologically with the sea, based on general culture background. Among these symbols we can identify the sea as a place that ensures safety, and security, together with a means of regaining energy, of rest, and of recovering (Pureunderwaterimaging.com, 2024). From an evolutionary psychology perspective, the sea is associated with the water which early humans relied on for survival, which explains why we feel so comfortable close to the sea, as it provided source for food (Pureunderwaterimaging.com, 2024). Other theories claim that human beings have evolved from sea creatures, which is why we consider the sea as a place where we feel so good and where we feel at home (Pureunderwaterimaging.com, 2024).

The sea is, according to Freud, and the theory of psychoanalysis, the symbol of the unconscious (Hyun, 2017), as well as the symbol of the mother. The mother itself becomes a symbol of the conscious mind, or ego (AROPA, 2022). The sea and the mother symbolism can be related to mer, and mère, which are homonyms in the French language, and also to the life in the mother's womb (Odent, 1993), and in the amniotic liquid, which is why we can feel safe when being close to the sea in our dreams. Some of our dreams about the sea can be related to intrauterine life and memories, according to psychoanalysis, which is where the feeling of being at home, as well as of protection, may come from.

We can extend the symbol of the sea to the symbol of the water, which is considered to be supportive of life on earth, as well as a symbol of intuition, dreams, innovation, purity, and emotions (Marius Kraus Photography, 2024).

Imagination, together with the depths of someone's personality, are also associated with water in general, and with dream symbolism related to water (Webb & Webb, 2022).

We can consider the sea to be always changing, function of currents, weather, and seasons. From this point of view, the sea can be seen as the reflection of changing moods, since sometimes it can be calm, pleasant, friendly, and sometimes stormy, or dangerous. It can be considered mysterious and deep, as we never know what it hides underneath.

The way the sea acquires symbolic value in Graham Swift's work is based on the free associations method of psychoanalysis.

If we examine Swift's works, we can notice such free associations which are repeating, including independence, pleasure, reality, and fantasy.

## METHODOLOGY

### Data collection and examination

For the data collection and examination, we start from Graham Swift's speech included in his volume of autobiographical writings, *Making an Elephant: Writing from Within*, and which is called *I do Like to be Beside the Seaside*. When he writes about his short story *Cliffedge*, Swift presents the beginning of this story, where we witness reflections about the feeling of pleasure we feel when we are at the seaside. In the case of *Last Orders*, Swift writes that it is about a trip of a group of friends to the seaside. Yet, it is not a usual holidays trip, but one meant to fulfil their dead friend's last wish, that of scattering his ashes into the sea at Margate, over a pier. Swift offers us a key to the interpretation of the sea and the seaside: "the dream of worldly delight, of life as sheer holiday, sheer play" (Swift, 2018). Swift (2018) situates the sea at the border between water and land, as, at the seaside, we have both land and sea. Additionally, in *Waterland*, the very title suggests the existence of a blurring of borders. As readers, we can infer from here that the sea can acquire symbolic value based on daydreaming, and fulfilling one's fantasies as a means of compensation for reality. The sea is a place where the borders between real and fantasy world, between reality and dreams are blurred. Our lives are a mixture of fantasy and awareness of reality. Freud's very structure of the human psyche includes a part that is aware of reality, the ego, a part that is concerned with wishes, daydreams and fantasies, the id, and a part that mediates between the two as a moral instance, the superego. According to Swift (2018), when at the seaside, we have hopes that our dreams will come true, and that reality and fantasy worlds may come together. Swift (2018) states the following: "we return, to the seaside because once, if we were lucky, we were taken there when we were small and we never quite outgrew that primal thrill." For Swift (2018), the sea represents a world beyond this one, as well as destiny, death, oblivion, at least in the novel *Last Orders*. In *Last Orders*, for Jack's friends, their pilgrimage is a journey to the sea, and they believe we all go through this journey. In this case, the sea becomes a symbol of memories, as well as destiny, and not only a concrete destination and setting. Swift (2018) believes that readers do not need to be familiar beforehand with a certain place. The writer and characters need to help readers become connected with the setting, and, readers deduce, this is done through the connection between the characters and the setting, between the psychological meaning of the setting for them and the actual setting as a physical place.

### Analysis of the research problem

How does Swift deal with the symbol of the sea through free associations? He presents us readers with different meanings of the sea for different characters. The association between the sea and experience is not present just in the short story *Learning to Swim*. It can also be found in the novel *Tomorrow*, where Paula notices how, all of a sudden, the twins have learned to swim. For Paula, this is associated with the moment her children have grown, becoming independent from their parents. In the novel *Wish You Were Here*, the sea also has the meaning of independence for Ellie, as it is the place where she goes with her husband, just the two of them, and not with her parents. She tells her husband of how she dreams that they can be together by the sea if he sold his farm and if they travelled by caravan to the seaside. They make up after the conflict in the novel related to her husband's brother killed in the war on the beach, under an umbrella. For Ellie, the sea

also means memories of her childhood, when her future husband went to the seaside without her, and wrote her a postcard where he told her he wishes she was there with him. The sea becomes, thus, a symbol both of individuality, and of individuals within a couple. It also becomes associated with childhood memories, and a sense of togetherness and closeness in a couple. In *Out of This World*, Sophie, as a young girl, is rescued by her father from the sea, as he believes she is in danger. However, this is not the case, as Sophie is in control of her swimming. Her father is just anxious about his daughter's growing up and becoming independent. We notice here the repetition of the sea as associated with the children's growing up and the worries of their parents, just as in the case of Paula in the novel *Tomorrow*. In the short story *Learning to Swim*, the young boy is glad he has become independent and can leave the insecurities in the relationship between his parents who are always fighting behind.

The sea becomes an ambiguous symbol, showing how borders related to some issues can be blurred. This blurring of boundaries can suggest change. Thus, the sea is seen as dangerous by the parents and comforting by the children who are in the process of growing up. It is seen as a symbol of both life and death in *Last Orders*, as Jack has fond memories of the seaside from his lifetime and then he chooses it as his grave, by having his ashes scattered into it by his friends. In *Wish You Were Here*, it is a symbol of both private, personal space, and of time spent together in a couple. It is a symbol of both dependence on parents, and acquired independence and growing taste for it, in *Learning to Swim*, *Out of This World*, and *Tomorrow*, as the parents teach children how to swim and then they can swim on their own, with no more help.

#### Model of the Research

The analysis of the symbol of the sea in Graham Swift's works can be a combination of approaches, cultural, psychoanalytic, psychological, environmental psychology, and literary analysis. There are recurrent symbols of the sea, through their association with various issues of the inner world of the characters, throughout Swift's works, such as independence, well-being, memories, character evolution, dreaming, identity formation, idealism, and young age. It is in connection with the sea and the seaside that the characters achieve self-understanding, since it is by the sea that they have their reflections. The sea accompanies their process of interior evolution, growing up, achieving independence from their parents, becoming aware of their dreams. The sea is the place where everything begins, where the love stories and fantasies start, such as in the novel *Here We Are*, and also where the process of personal development ends, such as in the short story *Learning to Swim*, where the young boy swims away from his fighting parents. At the same time, the sea is the place where everything ends, such as the pilgrimage and life of Jack's friends and Jack's life in the novel *Last Orders*.

We could, by extension, consider the sea as a place prompting not only reflection, but a search for the characters' identity, and for the development of their identity. It is also a place where they can feel secure enough to start such intimate and deep reflections, as if they were in a psychoanalytic therapy setting. In a psychoanalytic therapy setting, the patients project on the therapist the figure of their parents, which are generally associated with a feeling of security and well-being. However, various issues related to attachment, including anxieties and frustrations at their parents' affective response can also appear in therapy, reactions which are visible in the way the patient relates to the analyst. The sea



becomes a substitute for this comfortable, security generating analytic setting, where the characters engage in reflections and examinations of their personal lives and inner worlds.

The centrality of the sea and seaside as setting in Swift's works can be seen as being confirmed by the cover chosen for a literary criticism book by Daniel Lea, *Contemporary British Novelists. Graham Swift* (2005). There, a chair for sitting at the beach is present on the seashore, suggesting a comfortable and relaxing holiday, as well as a setting for reflection. This visual image, represented below, under Fig. 1, shows two beach chairs facing the sea. The sea looks clear and inviting for a swim, calm, and secure, while the dark clouds suggest an incoming rain or even storm:

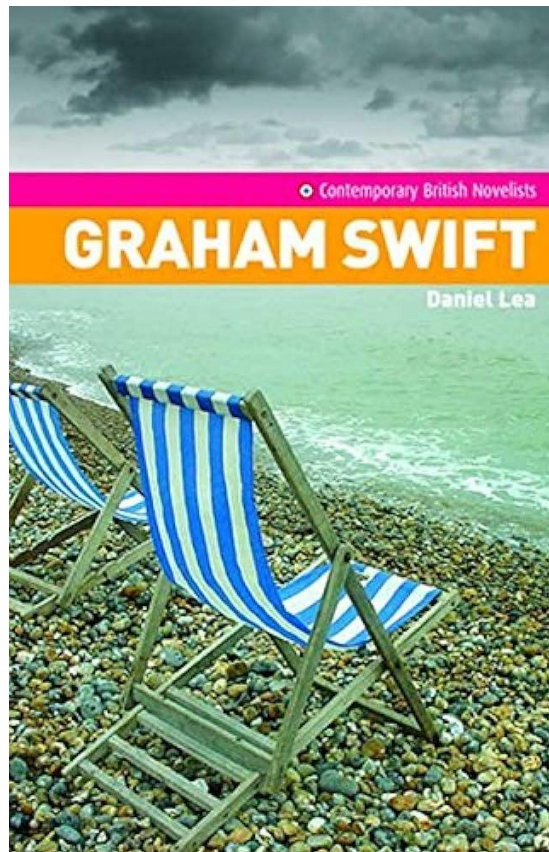


Fig.1. The cover for the book of criticism by Daniel Lea, *Graham Swift*

To knowledgeable reader of Swift's work, the dark clouds on the cover can suggest interior dilemmas of the characters. Swift's characters start their stories and present them to the reader by interior monologues in moments of crisis. They deal with various personal issues and that point in their lives prompts them to start their self-analysis, which, for the reader familiar with Graham Swift, is a well-known means of telling a story in Swift's fictional universe.

The sea is not a simple element of the setting. It is strongly connected with the way in which the characters interact with it, to the point where it allows them to express various personal dilemmas. The sea can also be seen as a part of their personality.

The interpretation of dreams and various elements appearing in them such as the sea and the seaside is similar, in psychoanalysis, to their interpretation in a literary work. Additionally, elements in dreams are interpreted according to their perception and meaning for a particular dreamer. For the dreamer, various dream elements have

subjective meaning. Only in some cases we have universal symbols, such as in cases where the dreamer cannot associate anything from personal experience with an element.

Everything, in a dream, is interpreted, at first, from a subjective point of view. Everything is considered to have a particular meaning in the particular context of the dreamer's life.

Writers can be seen as going through the same processes of daydreamers, as they imagine their stories. Their fantasy world is based on a personal universe created by the writer, where readers can identify symbols they can understand as specific to the context of these writers' works. Swift creates the symbols of the sea as distinct for his fiction and his characters function in a similar way to dreamers. They have their personal relationship and reactions to the sea and the seaside, and Swift creates for them a personal context based on a specific interaction with the sea.

## CONCLUSION AND DISCUSSION

We could be tempted, as readers, at first sight, from a reader-response approach (Chan, 2015), which is based on the idea that all readers react emotionally to a text, and that we are all tempted to interpret it and relate to it according to our personal experience, cultural, and educational background, to claim that the seaside is connected to moments of happiness for Swift's characters. However, this is just one aspect of the sea and of the seaside. Indeed, some moments of fantasy and magic are associated with the seaside by the young magician in love in *Here We Are*, and in *Wish You Were Here*, the couple dreams of being together by the sea. Jack in *Last Orders* wants to have his ashes scattered in the sea at Margate, a seaside resort which he liked. Independence and breaking free from parents is an issue connected with the sea in *Learning to Swim*, *Out of This World*, *Tomorrow*, as well as in *Wish You Were Here*, as the young adults who form a couple and fall in love wish to be by themselves, together, without their parents, at the seaside. In *Cliffedge* and in the talk given by Swift *I Do Like to be Beside the Seaside*, we notice the aspect of feeling happy in this setting.

We can notice a sense of moving on, of change, related to the sea and to the seaside. The sea can be connected with childhood memories, and with a sense of togetherness and dependence of and on children and parents. Afterwards, as children grow up, they move on to couple and love relationships, which are also associated with the sea. The seaside becomes a romantic setting for couples, especially for the couple in *Wish You Were Here*, when they make up. It also becomes a setting of breaking free from the dependence of children and parents, and for the movement towards autonomy. We can see, in psychoanalysis, how we project our parental figures, or, better said, our perception of them, on our romantic partner. The romantic partner becomes a parental figure from some point of views, at least, as we rely on them and want affection from them. This supports the interpretation of the sea in relation to the change in our personality and identity.

We notice a major change from the passage from life to death in *Last Orders*, as Jack feels good by the sea during his holidays at Margate, which makes him wish to be buried in the sea, through his ashes being scattered there.

The sea becomes a place of dreams in *Here We Are*, when it is associated with the magic act and with the hopes for love of the young magician. It is also a place of change and

transition, when it comes to the passage from one age to another, and from one life stage to another.

## REFERENCES

AROPA. (2022). Analysis of Several Dream Symbols. Retrieved from: [https://www.carl-jung.net/dream\\_symbols2.html](https://www.carl-jung.net/dream_symbols2.html).

Chan, L. T. H. (2015). Reader response and reception theory. In *Researching translation and interpreting* (pp. 146-154). Routledge.

Craik, K. H. (1973). Environmental psychology. *Annual review of psychology*, 24(1), 403-422.

Hyun, J. S. (2017). Face the waves of emotion in the sea of the unconscious: Focusing on the symbolism of the sea and the waves. *Journal of Symbols & Sandplay Therapy*, 12(1).

Lea, D. (2005). *Contemporary British Novelists*. Graham Swift. Manchester University Press.

Marius Kraus Photography. (2024). Contact with Water. Retrieved from: <https://www.mariankrausphotography.com/2017/06/26/meaning-of-water/>

Mikellides, B. (2012). Colour psychology: The emotional effects of colour perception. In *Colour Design* (pp. 105-128). Woodhead Publishing.

Odent, M. (1993). Man, the Womb and the sea: The Roots of the Symbolism of Water. *Pre and Perinatal Psychology Journal*, 7, 187-187.

Pureunderwaterimaging.com. (2024). The Psychology of the Sea. Retrieved from: <https://pureunderwaterimaging.com/blogs/news/the-psychology-of-the-sea>

Swift, G. (2010). *Learning to swim and other stories*. Pan Macmillan.

Swift, G. (2018). *Making an Elephant: Writing from Within*. Simon and Schuster.

Webb, J., & Webb, L. (2022). Water and dreams. *TEXT*, 26(Special 68), 1-20.

# **THE ROLE OF BRANDED PRODUCTS WITH A LOCAL INDICATOR IN THE DEVELOPMENT OF AGRITOURISM: MUTUAL BENEFITS AND AUTHENTIC EXPERIENCES**

**Msc. Edvina POLAJ**

Lecturer of the Department of Economics, Entrepreneurship and Finance, Barleti University, Triana, Albania

**Prof. Asoc. Edmond KADIU**

Lecturer of the Department of Rural Tourism Management, Agricultural University of Tirana, Tirana, Albania

## **ABSTRACT**

This study aims to analyze the role of local products of agricultural and livestock agro-processing industries, marked with country of origin indicators in the development of agritourism and the mutual benefits between them. Agritourism is a sector that brings together agriculture and tourism, offering authentic experiences of the country of origin and nature to tourists. The use of local products is an important aspect of agritourism, as it promotes local culture and creates opportunities for the economic development of agro-processing industries. The methodology used is quantitative, an important technique to identify and evaluate the impact of agricultural and livestock products marked with local indicators in the development of agritourism and the mutual benefits between them. Also, the reciprocal effect between agritourism and agro-processing industries will be considered. Mutual benefits include increased local tourism, economic development of agro-based industries, creation of new jobs, economic development of the locality and cultivation of local identity. To achieve these maximum benefits, it is important that local authorities and industry players develop sustainable partnerships and encourage local production and consumption. In conclusion, the role of local agricultural and livestock products in the development of agritourism is exceptional, they bring an authentic experience and convey the local culture to the consumer.

**Keywords:** agrotourism; agroprocessing industry; local products; methodology; tourists; consumer

## **INTRODUCTION**

The aim of this paper is to provide a general overview of the theoretical framework and its practice of consumer questionnaires used in research on the role of products of agro-processing industries marked with local indicators in the development of agro-tourism and the mutual benefits between them. This paper begins with the theoretical approaches of the role and importance of local products in the development of agrotourism. Continuing further with the methodology and types of data necessary for the case study. By applying the strategy of using products marked with an indicator of the place of origin, the income of agro-tourism can be increased and the development of agro-processing industries and the locality can be positively influenced, (Che et al., 2005). The methodology used is quantitative, an important technique to identify and evaluate the impact of agricultural and livestock products marked

with local indicators in the development of agritourism and the mutual benefits between them. In this context, the role of branded products with a local indicator describes a new path in the promotion of agritourism. Also, mutual benefits between agro-processing industries and agritourism constitute a real treasure for the country's development, (Altintzoglou et al., 2016). The main objective of this study is to evaluate the role of agricultural and livestock products of agro-processing industries marked with local indicators in the development of agritourism and the mutual benefits between them in the district of Vlora. For this case study, secondary data were used such as literature review, reports, various statistics which are necessary to identify the role of agricultural and livestock products in the development of agritourism and primary data such as a questionnaire developed among consumers to assess the impact of these products in the development of agritourism in the study area.

## **CONCEPTUAL FRAMEWORK**

### **The Role of Local Products in the Development of Agritourism and Mutual Benefits**

According to the United Nations World Tourism Organization, Bashkuara (UNWTO, 2021), rural tourism is defined as "a tourism activity in which the tourist experience is related to a broad category of products related to activities based on agriculture, rural lifestyle/culture, fishing and scenic visits", is being developed and spread widely globally. One of the reasons for the development of rural tourism is the increase in consumer demand, affecting and influencing local economic development, opening new jobs and increasing the standard of living, (Bagri, 2020; Kala, 2020). As a consequence of the development of tourism and the services provided by it, farmers consider it as an important strategy in the creation of "agritourism", (Barbier et al, 2009). According to the researchers, agritourism consists of "activities related to agriculture that are carried out on farms or other agricultural environments for entertainment or educational reasons", (Chase et al., 2018; Laimé et al., 2018; Blacka et al., 2001; Che et al., 2005). Due to the way the state is run by the laws and taxes that discipline them, there are still some uncertainties regarding the definition of the limits of agritourism activities taking into consideration the types of experiences and its importance in relation to different agricultural activities., (Streifeneder, 2016; Arroyo et al., 2013). Today, agritourism plays an important role both in the development of rural tourism and in the agricultural sector. Agritourism as an important element of the development of rural and mountain tourism continues to be at the center of attention, not only by scientific researchers but also by governing bodies, (Barbier et al., 2008; Lupi et al., 2017; Flanigan et al., 2017; G. Belletti et al., 2017). The development of agritourism cannot be measured only by the increase in income at the farm level and the profits obtained from the sale of agritourism services. This is because it is difficult to make a real measurement of how long agricultural and tourist activities are related to each other. The benefits can also come as a result of a better evaluation of the agricultural products of the farm. (Barbieri et al., 2008). Despite the positive impacts of agritourism on farms, the number of researchers who have researched the main factors that increase its development is small. (Lupi et al., 2017; Barbier, 2010). Researchers have made an important contribution in proving the positive links between the development of agritourism and local products, (Che et al., 2005). Local products

are paraphrased as products of special quality that are attributed to their territorial origin, (Marescotti, 2011). Local products reflect the social, economic, cultural and technical aspects of the area where they are produced, (Belletti et al., 2017). The markets of products of origin and agritourism are little influenced by globalization systems in the process of exchange, they are characterized by exchanges in countries, i.e. within the territory, (Poleg et al., 2012).

As a result, the increase in interest in the production and supply of local products (Hardesty, 2018), can influence the increase in the number of tourists by influencing the increase in sales and economic benefits in agrotourism, (Barbier et al., 2008; Jolly et al., 2005). According to Spias Che and Frater, it turns out that agritourisms that develop their activities in cooperation with each other have better performance because they mutually help in the development of agritourism markets, the exchange of experiences, and the organization of joint marketing campaigns, thus reducing operational costs. (Che et al., 2005; Frater, 1983). Agritourisms that cooperate with each other by integrating into their network, improve the knowledge of consumers about the locality where they operate and increase the level of sales, (Brunori et al., 2000; Che et al., 2005; Jóhannesson et al., 2003). The success of agritourism also depends on the fact that it becomes part of the strategic orientation of agricultural and livestock farms and industries. In recent years, the engagement of farms and agro-processing industries in the activity of agro-tourism in order to qualitatively meet new consumer demands has been highlighted, (Brouwer, 2004; Ploegvan et al., 2002). Research shows that local products have positive effects on the development of agritourism, (Tregear et al., 2007; Libery et al., 1998; Giaccio et al., 2018; Reynolds, 2005). Local products are considered "souvenirs" for the impact they have on tourists in terms of experiencing emotions and preserving the memory of different cultures, (Suhartanto et al., 2018; Bessiere et al., 2013; Lin et al., 2015; Turner et al., 2001; Bessière, 2001). Local products play an important role in the economic development of agrotourism and the destinations where they are located. They represent an important element in the branding and marketing of places as they include many features of the territory, (Richards, 2015). Local features and origins are the main elements that respond to the demands of tourists to get to know the culture, their typical products, influencing the development of agro-tourism, agro-processing industries and the development of the locality, (Sthapit, 2018; Sims, 2009; Altintzoglou et al., 2016). Tourist experiences are also influenced by the symbolic values and image of a place, (Gordon, 1986; Sims, 2009; Lin et al., 2015). It is noted that symbolic values add value to local products; for this reason, the latter should transmit the typical values of the country, (Mak et al., 2012a; Lin et al., 2015). Essential ethical properties such as fair trade, country of origin, reasonable prices for farmers, and the vital needs of animals are important ethical aspects for consumers of local products, (Dowd et al., 2013). In this context, the place of origin of agricultural and livestock products can play an important role in enriching ethical values and conveying these through their branding. The studies show that the authenticity of local products related to the country is a factor that encourages and attracts tourists to consume these products, (Trinh et al., 2014; Cave et al., 2012). By buying and consuming local products, tourists create a special connection with agrotourism, the country, and agro-processing industries, since all three components are a function of supply, (Sims, 2009). The symbolic value of local products can be enriched by other values of the country of origin, thus enabling the differentiation of these products in the

market. (Zander et al., 2013). Brands with local indicators and ethical values play an important role in the development of the tourism industry and in agrotourism. (Leung et al., 2018). Production, sale of local products and promotion of agritourism are the main factors in the economic development of the locality. According to Temperini, studies conducted in Italy have proven the importance of these activities in economic development at the national level (Temperini et al., 2017).

Regarding the economic contribution of agritourism in Italy, it results in:

- 50% of the income in the north of the country is generated by agrotourism
- 39.3% of revenue is generated in the Northeast;
- 37.5% of the income is generated in the central area;
- 12.2% of income is generated in the southern area, (ISTAT, 2021, Italy).

According to Instat in 2016, the agro-processing industries in Italy managed to invoice 140 billion euros, improving the national economic level, (INSTAT, 2016). Therefore, local agro-processing industries, strictly respecting quality standards, can use local indicators in branding for marketing purposes. Italian agritourism activities are disciplined by the state's framework law, which is followed by regional laws that differ from one region to another. According to these laws, agrotourism must produce and market the products it generates in its activity or buy the products of agro-processing industries within the location of the agrotourism. (agroturismo.it, 2006). Regarding the process of marking products with a local indicator, this is allowed only for agro-processing industries located in the same locality or close to them. Mraka enables the providers of local products (Agritourism and Agro-Processing Industries), to build a special relationship with tourists, promotes production growth, improves professional skills and consolidates their activities in the market, (De Jong et al., 2018). According to Temperini, the territorial brand conveys the image of the territory where the products are produced and gives assurance over the control and natural features of the production and processing processes (Van Ittersum et al., 2003; Barham, 2003). From the studies done on the role of the country of origin in agro-food products, the brand can play an important role in their perception of higher quality since they are produced in natural conditions, (Van Ittersum et al., 2003; Barham, 2003). Agro-food products together with agrotourism, which stand out for integrated relational relations, i.e. relations of mutual improvement, have an important contribution to the economic and social development of a locality. (Sjwlander et al., 2015). The brand of the country of origin can be an important communication factor, bringing an increase in the production of local products with an impact on the development of agro-processing industries and agro-tourism. (Zepeda et al., 2009; Brown et al., 2009;). Using branding as a marketing tool increases consumer awareness of products. Tourists are predisposed to pay a higher price for these products. (Temperini et al., 2017). Increased income allows entrepreneurs to cover costs to ensure higher quality and integrate into international markets. This approach allows mutual promotion of the products of agro-processing industries and agro-tourism, this is due to the fact that products marked with local indicators stimulate the demand for tourism, (Altintzoglou et al., 2016).

## **METHODOLOGY**

The methodology used is quantitative, an important technique to identify and evaluate the impact of agricultural and livestock products marked with local indicators in the development of agritourism and the mutual benefits between them. This methodology aims to use structured and systematic ways to collect, analyze and interpret quantitative data in a consistent manner. (Corbetta, 2015). The sources of data needed for the case study are secondary data such as literature review, reports, various statistics and primary data collected in the consumer questionnaire. (Mari, 1994; Bonoma, 1985;) which are necessary to evaluate the role of the products of agro-processing industries in the development of agro-tourism in the city of Vlora. At this stage, a review of existing literature and research was carried out and a closed questionnaire was developed regarding the role of products marked with local indicators of agro-processing industries in the development of agro-tourism. The main purpose of this study is to evaluate the role of branded products of agro-processing industries in the development of agro-tourism and the mutual benefits between them. The case study uses a quantitative approach, for this reason a closed-type questionnaire was developed through a 5-point Likert scale (1-not at all important to 5-very important) with three sections. The first section of the questionnaire contains questions on the demographic data of the sample. The second section contains questions on the reasons for the selection of products marked with country of origin indicators and the third section consists of the reasons for the selection of these products and their role in the development of agrotourism. The research was conducted online via google forms. Data processing was carried out with the SPSS statistical program with the Pearson correlation coefficient.

## **SEARCH RESULTS**

Data analysis was performed using the SPSS statistical program with Pearson's correlation coefficient. The sample of the study reached 48 people and consisted of individuals who were selected based on their availability and free will to participate in the research. (Elliot, 2007).

Table 1 shows that 20.8% of the people who participated in the research were male and 79.2% were female, while 62.5% were aged 30 to 40 years, 20.8% were aged 18-30, 12.5% were 40-50 years old and 1.2% were 50-60 years old. Regarding the educational level according to table 3, 60.4% of the participants in the survey had completed the second cycle of master's studies, 14.6% the third cycle of doctoral studies, 12.5% higher education, 10.4% secondary education and 2.1% education 8 - years old. Regarding the profession of the respondents, 12.5% were employed managers, 14.6% were specialists, 64.6% were other professions, 3% were administrators and 1.15% were students. According to table 1, 58.3% earned a monthly income of over 70,000 ALL, 25% earned between 55,000 and 60,000 ALL, 10.4% earned between 35,000 and 40,000 ALL, 4% earned between 45,000 and 50,000 ALL and 2.3% earned 30,000 lek. Regarding the number of members living in the family, it was found that 62.5% answered that their family consisted of 2 to 3 members, 29.2% lived in a family with 2



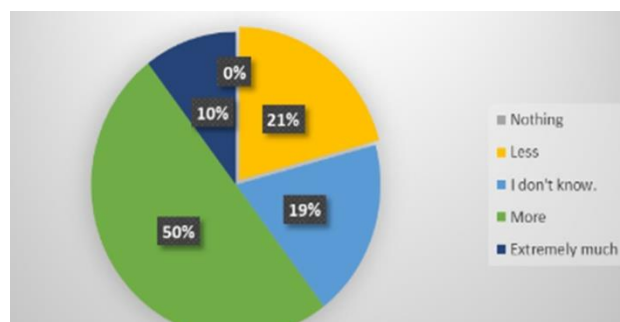
to 3 people and 8.3% lived alone. Finally, in terms of residence, 87.5% of the respondents lived in the city and 12.5% in the countryside.

Table 1.

		Gender	Your age	Your education	Your place of residence	Which is your profession	Your monthly income	In agrotourism, do you consume products marked with a local indicator?	Does agrotourism affect the promotion of the Venetian culture in it of products branded with local indicators?	Will you evaluate in agrotourism products marked with a local indicator for their quality and traditional production methods?
Gender	Pearson Correlation	1	.000	.028	-.271	.328	-.109	-.055	-.051	.000
	Sig. (2-tailed)		1.000	.848	.062	.023	.459	.711	.730	1.000
	N	48	48	48	48	48	48	48	48	48
Your age	Pearson Correlation	.000	1	-.196	.178	.147	-.137	.094	-.035	-.039
	Sig. (2-tailed)	1.000		.162	.266	.320	.353	.523	.812	.795
	N	48	48	48	48	48	48	48	48	48
Your education	Pearson Correlation	.028	-.196	1	-.384	-.276	.306	.049	.331	.303
	Sig. (2-tailed)	.848	.162		.007	.057	.034	.739	.021	.037
	N	48	48	48	48	48	48	48	48	48
Your place of residence	Pearson Correlation	-.271	.178	-.384	1	.172	-.095	-.067	-.113	-.247
	Sig. (2-tailed)	.062	.226	.007		.241	.520	.649	.445	.090
	N	48	48	48	48	48	48	48	48	48
Which is your profession	Pearson Correlation	.328	.147	-.276	.172	1	-.131	.000	-.107	-.231
	Sig. (2-tailed)	.023	.320	.057	.241		.375	1.000	.468	.114
	N	48	48	48	48	48	48	48	48	48
Your monthly income	Pearson Correlation	-.109	-.137	.306	-.095	-.131	1	-.010	.280	.279
	Sig. (2-tailed)	.459	.353	.034	.520	.375		.944	.054	.055
	N	48	48	48	48	48	48	48	48	48
In agrotourism, do you consume products marked with a local indicator?	Pearson Correlation	-.055	.094	.049	-.067	.000	-.010	1	.372	.437
	Sig. (2-tailed)	.711	.523	.739	.649	1.000	.944		.009	.002
	N	48	48	48	48	48	48	48	48	48
Does agrotourism affect the promotion of the Venetian culture in it of products branded with local indicators?	Pearson Correlation	-.051	-.035	.331	-.113	-.107	.280	.372	1	.619
	Sig. (2-tailed)	.730	.812	.021	.445	.468	.054	.009		.000
	N	48	48	48	48	48	48	48	48	48
Will you evaluate in agrotourism products marked with a local indicator for their quality and traditional production methods?	Pearson Correlation	.000	-.039	.303	-.247	-.231	.279	.437	.619	1
	Sig. (2-tailed)	1.000	.795	.037	.090	.114	.055	.022	.000	
	N	48	48	48	48	48	48	48	48	48

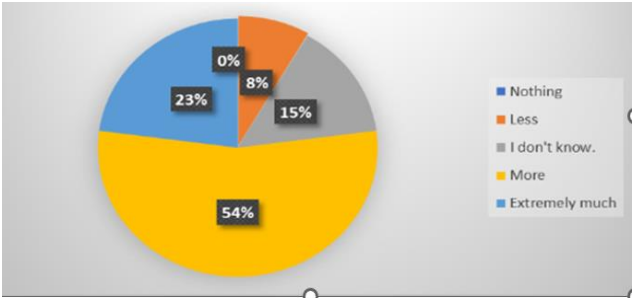
Source: Author

Graph 1 reflects the results regarding the behavior of consumers in terms of the consumption of products marked with local indicators in agrotourism. It is noted that the percentage of consumers who consume products marked with local indicators in agrotourism is high, at 50%; 10.4% consume extremely much; 20.8% consume a little; and 18.8% do not know how to express themselves. According to these data, it can be argued that products marked with local indicators encourage consumption in agritourism.



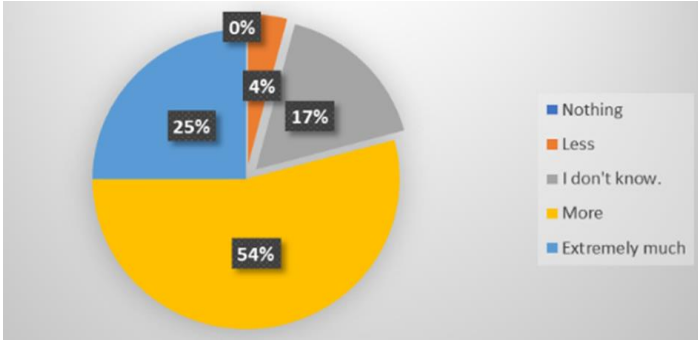
Graph 1. In agrotourism, do you consume products marked with a local indicator?

Graph 2 reflects the results on the role of agritourism in promoting the culture of the country of origin through the use of products marked with local indicators. Based on the data of the consumers, 54.2% of them consider the impact of agritourism in promoting the culture of their place of origin to be very important, 22.9% value it as extremely important, 8.3% value it little, and 14.6% do not know how to express themselves. Based on these results, it is clear that the marketing in agritourism of local products marked with indicators of the territory is an important factor in the decision-making of consumers since these products are identified with the culture of the place of origin.



**Graph 2.** Does agrotourism affect the promotion of the venetian culture in it of products branded with local indicators?

In graph 3, it can be seen that 54.2% of the respondents answered that in agritourism they highly value the products marked with local indicators for their quality and traditional production method, 25% value them extremely much, 4.1% value them little, and 16.7% express that they don't know how to give an opinion. From the above, it follows that products marked with local indicators increase the demand for consumption in agrotourism as these products differ in quality and traditional production methods.



**Graph 3.** Will you evaluate in agrotourism products marked with a local indicator for their quality and traditional production methods?

**CONCLUSION AND DISCUSSION**

The contribution of this study lies in the evaluation of the role of products marked with local indicators in the development of agrotourism and the mutual benefits between them. Regarding the theoretical framework, the study confirms that local products marked with indicators of place of origin play an important role in the development of agrotourism and, at the same time, affect the economic development of agro-processing industries. It can be argued that products marked with local indicators alongside imported products differ in their

quality and the traditional way of production, which leads to a high consumption demand in agro-tourism and promotes the growth of production in agro-processing industries. In practical terms, first, the results of this study can be used by marketing professionals for the promotion of agricultural and livestock products in domestic and foreign markets. Secondly, the branding of local products with indicators of the place of origin can lead to the promotion of the locality of the production of these products, an increase in the level of sales, and the economic development of the agro-tourism and agro-processing industries. The research results confirm that agricultural and livestock products marked with local indicators play an important role in the development of the agrotourism and agroprocessing industries, as this element is an indicator of quality and reliability for consumers.

## REFERENCES

- Altintzoglou, T., Morten, H.; Trude, B. (2016), "Food souvenirs: buying behaviour of tourists in Norway", *British Food Journal*, Vol. 118 No. 1. [https://www.researchgate.net/publication/287121808\\_Food\\_souvenirs\\_buying\\_behaviour\\_of\\_tourists\\_in\\_Norway](https://www.researchgate.net/publication/287121808_Food_souvenirs_buying_behaviour_of_tourists_in_Norway)
- Arroyo, C.G; Barbieri, C.; Rozier, R.S. (2013), "Defining agritourism: a comparative study of stakeholders' perceptions in Missouri and North Carolina", *Tourism Manag.* [https://www.researchgate.net/publication/262378800\\_Does\\_Agritourism\\_Enhance\\_Farm\\_Profitability](https://www.researchgate.net/publication/262378800_Does_Agritourism_Enhance_Farm_Profitability)
- Baker, M.J.; Ballington, L. (2002), "Country of origin as a source of competitive advantage", *J. Strat. Mark.* [https://www.researchgate.net/publication/233609649\\_Country\\_of\\_origin\\_as\\_a\\_source\\_of\\_competitive\\_advantage](https://www.researchgate.net/publication/233609649_Country_of_origin_as_a_source_of_competitive_advantage)
- Barbieri, C.; Mahoney, E. (2009), "Why is diversification an attractive farm adjustment strategy? Insights from Texas farmers and ranchers", *Journal of Rural Studies*, Texas. [https://www.researchgate.net/publication/223790896\\_Why\\_Is\\_Diversification\\_an\\_Attractive\\_Farm\\_Adjustment\\_Strategy\\_Insights\\_from\\_Texas\\_Farmers\\_and\\_Ranchers](https://www.researchgate.net/publication/223790896_Why_Is_Diversification_an_Attractive_Farm_Adjustment_Strategy_Insights_from_Texas_Farmers_and_Ranchers)
- Barbieri, C.; Mshenga, P. M. (2008), "The role of the firm and the owner characteristics on the performance of agritourism farms", *Sociol. Rural.* [https://www.researchgate.net/publication/229539962\\_The\\_Role\\_of\\_Firm\\_and\\_Owner\\_Characteristics\\_on\\_the\\_Performance\\_of\\_Agritourism\\_Farms](https://www.researchgate.net/publication/229539962_The_Role_of_Firm_and_Owner_Characteristics_on_the_Performance_of_Agritourism_Farms)
- Barham, E. (2003), "Translating terroir: the global challenge of French AOC labeling", *Journal of Rural Studies*, Vol. 19 No. 1. <https://www.sciencedirect.com/science/article/abs/pii/S0743016702000529>
- Bessière, J. (2001), "The role of rural gastronomy in tourism", in Roberts, L. and Hall, D. (Eds), *Rural Tourism and Recreation: Principles to Practice*, Cabi Publishing, Wallingford, CT. <https://www.emerald.com/insight/content/doi/10.1108/CBTH-10-2021-0251/full/html?skipTracking=true>
- Bessiere, J.; Tibere, L. (2013), "Traditional food and tourism: French tourist experience and food heritage in rural spaces", *Journal of the Science of Food and Agriculture.* <https://pubmed.ncbi.nlm.nih.gov/23794394/>
- Blacka, A. (2001), "Agritourism Virginia Cooperative Extension Publication", No 3". <https://www.sciencedirect.com/science/article/abs/pii/S0743016722000213>
- Brunori, G.; Rossi, A. (2000), "Synergy and coherence through collective action: some insights from wine routes in Tuscany", *Sociol. Rural.* [https://www.researchgate.net/publication/220004705\\_Synergy\\_and\\_Coherence\\_through\\_Collective\\_Action\\_Some\\_Insights\\_from\\_Wine\\_Routes\\_in\\_Tuscany](https://www.researchgate.net/publication/220004705_Synergy_and_Coherence_through_Collective_Action_Some_Insights_from_Wine_Routes_in_Tuscany)

- C. Barbieri. (2010), “An importance-performance analysis of the motivations behind agritourism and other farm enterprise developments in Canada”, *J. Rural Commun. Develop.*  
[https://www.researchgate.net/publication/228864607\\_An\\_Importance-Performance\\_Analysis\\_Of\\_the\\_Motivations\\_Behind\\_Agritourism\\_and\\_Other\\_Farm\\_Enterprise\\_Developments\\_in\\_Canada](https://www.researchgate.net/publication/228864607_An_Importance-Performance_Analysis_Of_the_Motivations_Behind_Agritourism_and_Other_Farm_Enterprise_Developments_in_Canada)
- C. Lupi; Giaccio, V.; Mastronardi, L.; Giannelli, A. ; Scardera, A. (2017), “Exploring the features of agritourism and its contribution to rural development in Italy”, *Land Use Pol.*  
[https://www.researchgate.net/publication/315611183\\_Exploring\\_the\\_features\\_of\\_agritourism\\_and\\_its\\_contribution\\_to\\_rural\\_development\\_in\\_Italy](https://www.researchgate.net/publication/315611183_Exploring_the_features_of_agritourism_and_its_contribution_to_rural_development_in_Italy)
- Che, D.; Veeck, A; Veeck, G. (2005), “Sustaining production and strengthening the agritourism product: linkages among Michigan agritourism destinations”.  
[https://www.researchgate.net/publication/225233477\\_Sustaining\\_Production\\_and\\_Strengthening\\_the\\_Agritourism\\_Product\\_Linkages\\_Among\\_Michigan\\_Agritourism\\_Destinations](https://www.researchgate.net/publication/225233477_Sustaining_Production_and_Strengthening_the_Agritourism_Product_Linkages_Among_Michigan_Agritourism_Destinations)
- Corbett, P. (2015), “La ricerca sociale: metodologia e tecniche. Le tecniche quantitative”, *Il Mulino*, Italia, Vol. 2
- De Jong, A.; Peter, V. (2018), “Food tourism and events as tools for social sustainability?”, *Journal of Place Management and Development*, Vol. 11 No. 3.  
<https://www.amazon.it/ricerca-sociale-metodologia-tecniche/dp/8815258922>
- Dowd, K. Burke, K. J. (2013), “The influence of ethical values and food choice motivations on intentions to purchase sustainably sourced foods”, *Appetite*, Vol. 69.  
[https://www.academia.edu/25578456/The\\_influence\\_of\\_ethical\\_values\\_and\\_food\\_choice\\_motivations\\_on\\_intentions\\_to\\_purchase\\_sustainably\\_sourced\\_foods](https://www.academia.edu/25578456/The_influence_of_ethical_values_and_food_choice_motivations_on_intentions_to_purchase_sustainably_sourced_foods)
- Elliott, M.N.; Haviland, A. Use of a web-based convenience sample to supplement a probability sample. *Surv. Methodol.* 2007.  
<https://www150.statcan.gc.ca/n1/en/catalogue/12-001-X200700210498>
- Frater, J.M. (1983), “Farm tourism in England: planning, funding, promotion and some lessons from Europe”, *Tourism Manag.*  
[https://scholarworks.umass.edu/ttracanada\\_2016\\_conference/12/](https://scholarworks.umass.edu/ttracanada_2016_conference/12/)
- Giaccio, V.; Giannelli, A.;Mastronardi, L. (2018), “Explaining determinants of Agri-tourism income: evidence from Italy”, *Italia*.  
<https://www.sciencedirect.com/science/article/abs/pii/S2211973618300734>
- Landler, M., Z. Schiller; L. Therrien. (1991), “What’s In a Name? Less and Less”, *Business Week*.  
<https://journals.sagepub.com/doi/abs/10.1177/0047287515605930>
- Lin, L.; Mao, P.-C. (2015), “Food for memories and culture – a content analysis study of food specialties and souvenirs”, *Journal of Hospitality and Tourism Management*.  
[https://www.researchgate.net/publication/271388470\\_Food\\_for\\_memories\\_and\\_culture\\_-\\_A\\_content\\_analysis\\_study\\_of\\_food\\_specialties\\_and\\_souvenirs](https://www.researchgate.net/publication/271388470_Food_for_memories_and_culture_-_A_content_analysis_study_of_food_specialties_and_souvenirs)
- Mak, A.H.; Lumbers, M.; Eves, A. (2012a), “Globalisation and food consumption in tourism”, *Annals of Tourism Research*, Vol. 39 No. 1.  
[https://www.researchgate.net/publication/215559731\\_Globalisation\\_and\\_Food\\_Consumption\\_in\\_Tourism](https://www.researchgate.net/publication/215559731_Globalisation_and_Food_Consumption_in_Tourism)
- Reynolds, P. (2005), “Entrepreneurship Research Innovator, Coordinator, and Disseminator”, *Sweden*.  
[https://scholar.google.com/scholar?q=Reynolds,+P.+\(2005\),+%E2%80%9CEntrepreneurship+Research+Innovator,+Coordinator,+and+Disseminator%E2%80%9D,+Sweden.&hl=en&as\\_sdt=0&as\\_vis=1&oi=scholar](https://scholar.google.com/scholar?q=Reynolds,+P.+(2005),+%E2%80%9CEntrepreneurship+Research+Innovator,+Coordinator,+and+Disseminator%E2%80%9D,+Sweden.&hl=en&as_sdt=0&as_vis=1&oi=scholar)
- Richards, G. (2015), “Food experience as integrated destination marketing strategy”, Paper presented at the World Food Tourism Summit in Estoril, Estoril.

[https://www.academia.edu/12107978/Food\\_experience\\_as\\_integrated\\_destination\\_marketing\\_strategy](https://www.academia.edu/12107978/Food_experience_as_integrated_destination_marketing_strategy)

Sims, R. (2009), "Food, place and authenticity: local food and the sustainable tourism experience", *Journal of Sustainable Tourism*, Vol. 17 No. 3.

<https://www.tandfonline.com/doi/abs/10.1080/09669580802359293>

Sjölander-Lindqvist, A.; Cinque, S. (2015), "Locality management through cultural diversity, Food, Culture and Society", Vol. 17 No. 1.

<https://www.emerald.com/insight/content/doi/10.1108/JPMO-06-2019-0043/full/html>

Sthapit, E. (2018), "Exploring tourists' memorable hospitality experiences: An Airbnb perspective".

Suhartanto, D., David L, D; Sosianika, A; Suhaeni, T.(2018), "Food souvenirs and their influence on tourist satisfaction and behavioural intentions", *European Journal of Tourism Research*.

[https://www.researchgate.net/publication/326991284\\_Exploring\\_tourists'\\_memorable\\_hospitality\\_experiences\\_An\\_Airbnb\\_perspective](https://www.researchgate.net/publication/326991284_Exploring_tourists'_memorable_hospitality_experiences_An_Airbnb_perspective)

T. Streifeneder. (2016), "Agriculture first: assessing European policies and scientific typologies to define authentic agritourism and differentiate it from countryside tourism", *Tourism Manag. Perspect.*

<https://www.sciencedirect.com/science/article/abs/pii/S2211973616300952>

Temperini, V. (2017), "Consumers' trust in food quality and willingness to pay more for national parks' brands: preliminary evidence from Italy", *Journal of International Food and Agribusiness Marketing*, Vol. 29 No. 2.

<https://researchwith.montclair.edu/en/publications/consumers-trust-in-food-quality-and-willingness-to-pay-more-for-n>

Tregear, F. (2007), "Regional foods and rural development: the role of product qualification", *J. Rural Stud.*

[https://scholar.google.com/scholar?q=Tregear.F.+\(2007\),+%E2%80%9CRegional+foods+and+rural+development:+the+role+of+product+qualification%E2%80%9D,+J.+Rural+Stud.&hl=en&as\\_sdt=0&as\\_vis=1&oi=scholart](https://scholar.google.com/scholar?q=Tregear.F.+(2007),+%E2%80%9CRegional+foods+and+rural+development:+the+role+of+product+qualification%E2%80%9D,+J.+Rural+Stud.&hl=en&as_sdt=0&as_vis=1&oi=scholart)

Trinh, T.T.; Ryan, C.; Cave, J. (2014), "Souvenir sellers and perceptions of authenticity – the retailers of Hoi an, Vietnam", *Tourism Management*, Vol. 45.

[https://www.researchgate.net/publication/263472141\\_Souvenir\\_sellers\\_and\\_perceptions\\_of\\_authenticity\\_-\\_The\\_retailers\\_of\\_Hoi\\_An\\_Vietnam](https://www.researchgate.net/publication/263472141_Souvenir_sellers_and_perceptions_of_authenticity_-_The_retailers_of_Hoi_An_Vietnam)

Turner, L.; Reisinger, Y. (2001), "Shopping satisfaction for domestic tourists", *Journal of Retailing and Consumer Services*.

[https://www.researchgate.net/publication/223522349\\_Shopping\\_satisfaction\\_for\\_domestic\\_tourists](https://www.researchgate.net/publication/223522349_Shopping_satisfaction_for_domestic_tourists)

Van Ittersum, K.; Candel, M.J.; Meulenberg, M.T. (2003), "The influence of the image of a product's region of origin on product evaluation", *Journal of Business Research*, Vol. 56 No. 3.

<https://research.wur.nl/en/publications/the-influence-of-the-image-of-a-products-region-of-origin-on-product>

Zander, K. (2013), "Promising ethical arguments for product differentiation in the organic food sector. A mixed methods research approach", *Appetite*, Vol. 62.

<https://pubmed.ncbi.nlm.nih.gov/23207189/>

Zepeda, L.; Deal, D. (2009), "Organic and local food consumer behaviour: alphabet theory".

[https://www.researchgate.net/publication/229618893\\_Organic\\_and\\_Local\\_Food\\_Consumer\\_Behaviour\\_Alphabet\\_Theory](https://www.researchgate.net/publication/229618893_Organic_and_Local_Food_Consumer_Behaviour_Alphabet_Theory)

## REFERENCES

- AROPA. (2022). Analysis of Several Dream Symbols. Retrieved from: [https://www.carl-jung.net/dream\\_symbols2.html](https://www.carl-jung.net/dream_symbols2.html).
- Chan, L. T. H. (2015). Reader response and reception theory. In *Researching translation and interpreting* (pp. 146-154). Routledge.
- Craik, K. H. (1973). Environmental psychology. *Annual review of psychology*, 24(1), 403-422.
- Hyun, J. S. (2017). Face the waves of emotion in the sea of the unconscious: Focusing on the symbolism of the sea and the waves. *Journal of Symbols & Sandplay Therapy*, 12(1).
- Lea, D. (2005). *Contemporary British Novelists*. Graham Swift. Manchester University Press.
- Marius Kraus Photography. (2024). Contact with Water. Retrieved from: <https://www.mariankrausphotography.com/2017/06/26/meaning-of-water/>
- Mikellides, B. (2012). Colour psychology: The emotional effects of colour perception. In *Colour Design* (pp. 105-128). Woodhead Publishing.
- Odent, M. (1993). Man, the Womb and the sea: The Roots of the Symbolism of Water. *Pre and Perinatal Psychology Journal*, 7, 187-187.
- Pureunderwaterimaging.com. (2024). The Psychology of the Sea. Retrieved from: <https://pureunderwaterimaging.com/blogs/news/the-psychology-of-the-sea>
- Swift, G. (2010). *Learning to swim and other stories*. Pan Macmillan.
- Swift, G. (2018). *Making an Elephant: Writing from Within*. Simon and Schuster.
- Webb, J., & Webb, L. (2022). Water and dreams. *TEXT*, 26(Special 68), 1-20.

# **CONSUMERS' ACCEPTENCE, BEHAVIOURS AND ATTITUDES TOWARDS GENETICALLY MODIFIED FOODS (GMF)**

**Kıvılcım YILDIZ**

Manisa Celal Bayar University, Faculty of Engineering and Natural Sciences,  
Food Engineering Department, Manisa, Türkiye

**Dilay YILDIZ**

Manisa Celal Bayar University, Faculty of Engineering and Natural Sciences,  
Food Engineering Department, Manisa, Türkiye

**Prof. Dr. Pelin GÜNÇ ERGÖNÜL**

Manisa Celal Bayar University, Faculty of Engineering and Natural Sciences,  
Food Engineering Department, Manisa, Türkiye

**Prof. Dr. Bülent ERGÖNÜL**

Manisa Celal Bayar University, Faculty of Engineering and Natural Sciences,  
Food Engineering Department, Manisa, Türkiye

## **ABSTRACT**

Genetically modified organisms (GMO) are organisms of different qualities obtained as a result of giving new features to living things by changing their gene sequences using different biotechnological methods. Food safety is the set of measures taken to eliminate physical, chemical, biological and all kinds of harm that may occur in foods, and is of great importance for both food control units and consumers all over the world. In this context, consumer behaviour and attitudes towards genetically modified foods play an important role in ensuring food safety and protecting the consumer. This study aimed to investigate consumers' behaviour and attitudes towards genetically modified foods by conducting a face-to-face interview questionnaire. A field study was carried out with a total of 500 randomly selected consumers between July and December 2023. The survey study includes questions that will reveal the demographic characteristics of the participants, their perceptions of genetically modified foods and their awareness about genetically modified foods. Furthermore, in order to increase the reliability of the survey in terms of clarity and validity, a pilot test was conducted on 10 comparable consumers and necessary corrections were made. The results were evaluated using the SAS program. When the results obtained were examined, although the majority of the consumers who participated in the survey declared that their knowledge level about GMO was generally good, it was observed that good results were not obtained in this regard when the answers to the survey questions were evaluated separately. As a result of the survey, it was seen that the majority of the 400 consumers who participated in the survey believed that genetically modified foods had a carcinogenic effect. From this perspective, it is thought that consumers should be further enlightened by providing sufficient scientific data on every aspect of GMO.

**Keywords:** Consumer Behavior, Consumer Protection, Food Safety, Genetically Modified Foods, Questionnaire.

## INTRODUCTION

Genetically modified organisms (GMOs) are organisms whose structures have been altered by the inclusion of foreign genes using modern biotechnological methods, making them compatible with foreign genes and exhibiting these characteristics. Organisms that cannot occur naturally through self-pollination but are created in laboratory environments by making certain changes in the genetic chain are defined as genetically modified organisms (Haspolat, 2020). The genetic material of these organisms is typically altered using gene transfer or recombinant DNA technology (Kulaç et al., 2006).

Genetically modified (GM) plants are created by adding one or more genes that are not naturally present in their genome, making them part of the plant through genetic modification. The production of GM plants is continuously increasing worldwide (Clive, 2009). The purposes of their use include providing resistance to viruses, fungi, bacteria, parasites, herbicides, and insects; imparting tolerance to adverse factors such as temperature, drought, humidity, and salinity; increasing their attractiveness and durability; altering their taste, aroma, and smell; shortening fruit formation periods; improving their nutritional values; ensuring the production of secondary metabolites (vaccines, drugs); and increasing their productivity. Since their development, GM organisms (GMOs), which have entered our daily lives in many areas, have found their most common application in the agriculture and food sectors. However, debates have long been held on the potential negative effects of GMOs and their derivatives, especially those consumed as food, on human health, such as causing allergic and toxic effects, developing resistance to antibiotics, and playing a role in cancer formation (Şen and Altınkaynak, 2014). With the advancement of biotechnological developments, the production of GMO products has become increasingly common worldwide. Consequently, this situation has led to a debate on whether GMO products are beneficial or harmful. GMOs are viewed positively due to their ability to produce the necessary food and medicine for the increasing population; to produce plant products that are resistant to diseases and especially to insects and insecticides in agriculture; and to produce plant and animal products that are more flavorful, safer, more efficient, more nutritious, and longer-lasting than their natural counterparts (Uzogara, 2000; Mercenier et al., 2001; Kıyak, 2004; Kulaç et al., 2006). On the other hand, GMO products are viewed with concern due to reasons such as reducing the nutritional quality of products, increasing the frequency of allergic reactions, issues arising from the labeling of GMO foods, their negative effects on the ecosystem, and triggering damage to genetic diversity (Çelik and Balık, 2007; Uzogara, 2000).

The first studies on gene transfer began in the United States (USA) and today, the cultivation area has expanded significantly in the USA. Due to increased awareness of the potential risks of genetically modified organisms on the environment, human, animal, and plant health internationally, international legal regulations have been made (Sarı, 2023). Taking into account the regulations within the UN and EU, Law No. 5977 on Biosafety has been adopted in our country. This law covers regulations on research and development, use, processing, marketing, monitoring, export, import, transportation, packaging, storage, labeling, and storage of genetically modified organisms and their products. Genetically modified organisms are classified as genetically modified plants, animals, and microorganisms (Norer, 2016). In our country, the production of genetically modified plants and animals is prohibited (Article 5 of Law No. 5977). Additionally, their use in baby and infant foods is not accepted (Sarı, 2023).



Food safety is the set of measures taken to eliminate physical, chemical, biological and all kinds of harm that may occur in foods, and is of great importance for both food control units and consumers all over the world. In this context, consumer behavior and attitudes towards genetically modified foods play an important role in ensuring food safety and protecting the consumer. This study aimed to investigate consumers' behavior and attitudes towards genetically modified foods in Manisa, Turkey.

## **MATERIAL AND METHOD**

### Survey Design

Using a face-to-face conversation questionnaire, the association between consumers' worries about genetically modified organisms and changes in their food consumption habits was ascertained. Four hundred randomly chosen customers were in-person questioned. It took ten to fifteen minutes to complete the survey. The purpose of the questionnaire was to gather data on respondents' demographics and perceptions regarding genetically modified organisms. Eight similar customers participated in a pilot study to test the questionnaire's validity and clarity, and any necessary modifications were made. The SAS program was used to examine the data that came from the analysis (Bruhn & Schutz, 1999; SAS, 1999). We assessed the respondents' responses to the following variables: age, gender, marital status, educational attainment, occupation, and household size.

## **RESULTS AND DISCUSSION**

### Demographical Characteristics of Consumers

Demographical attributes of respondents in the survey were given Table 1. As seen, 32% of the respondents were under age 20, whereas 48% of them were among 20 and 40 and 30% of them were above the age 40. 50% of the respondents was female. Ratio of the married respondents was 65% of total. 9% of them were graduated from college or university, whereas, 37% and 54% of them were graduated from elementary school and high school respectively. 13% of the respondents were unemployed whereas 48% was employed and 19% was retired. 27% of the "size of household" of respondents was 3, whereas this value was 5% for 1.

**Table 1.** Demographical characteristics of consumers

	<b>Respondents</b>
Age	<20: 32% 20-40: 48% >40: 30%
Gender	Female: 50% Male: 50%
Marital status	Married: 65% Single: 35%
Education status	Elementary: 37% High school: 54% College & University: 9%
Occupational status	Unemployed: 13% Employed: 48% Others: 39% *Student: 20% *Retired: 19%
Size of household	1: 5% 2: 26% 3: 27% 4: 22% >4: 20%

#### Answers of the respondents

As the beginning question of the questionnaire it was determined that shopping is done by the most suitable people at that moment in their houses. 22% of the respondents declared that they were doing their own shopping (Q1). On the other hand, 10% of the consumers revealed that a person other than him/her was responsible for grocery shopping for the needs of household. 31% of the consumers revealed that they were going shopping with a partner together.

#### **Q1. Who goes shopping in your house?**

I go	22%
Other than me	10%
We go together	31%
Depends on the situation	37%

It is seen that the consumers who participated in the survey pay most attention to the price (45%) when purchasing food (Q2). 34% of consumers shop by paying attention to the brand. Only 5% of the participants pay attention to whether the food label contains the word GMF. When the answers of the third question (Q3) is taken into account, it is seen that most of the consumers (74%) living in Manisa are aware of and familiar with genetic modified organisms and they know what an genetic modified foods means. Only 9% of the respondents revealed that they never heard about GMO and had no idea on this subject. As results of the statistical analyses, it was determined that, education status had an important effect on the awareness of the consumers with genetic modified foods ( $p < 0.05$ ).

**Q2. Before purchasing food,**

---

I look at its trade mark	34%
I look at its price	45%
I check its “best before date”	16%
I check its label to learn if it contains GMF or not	5%

---

**Q3. What does GMO mean? Have you ever heard about it?**

---

I do not know, I have never heard about it	9%
I have heard about it, but I do not know the meaning	17%
I have heard about it and I also know its meaning	74%

---

According to Q4, only 6% prefer to purchase and consume a food with a label indicating GMO content, while the majority (66%) prefer otherwise. 22% indicate that it depends on the situation, and 6% have no idea. These results demonstrate the complexity of consumer attitudes and purchasing decisions regarding genetically modified organism (GMO) content. While these labels may play an important role for some, they may be less effective for others. The results also highlight the need for consumers to learn about and understand GMO content. According to the Q5 results, a significant majority (70%) believe that we consume genetically modified foods without being aware of them. Only a small percentage (7%) do not share this belief, while 23% have no idea. These results indicate a widespread concern or suspicion among respondents regarding the consumption of genetically modified foods without awareness. This suggests a potential gap in knowledge or transparency in food labeling and information dissemination, which may influence consumer attitudes and behaviors towards genetically modified foods.

**Q4. Do you prefer to purchase and consume a food which has a label indicating the GMO content?**

---

Yes	6%
No	66%
It depends on the situation	22%
I have no idea	6%

---

**Q5. Do you think that we consume genetically modified foods without being aware of them?**

---

Yes I believe	70%
No I do not believe	7%
I have no idea	23%

---

A large majority (80%) do not support the manufacturing of genetically modified foods, while only 11% support it (Q6). Additionally, 9% of respondents have no idea. These findings indicate a strong opposition to genetically modified food manufacturing among the respondents. Participants were asked about the industrial and economic importance of studying genetically modified foods (Q7). According to the survey results, 42% of respondents believe that research focused on genetically modified foods is important in terms of industrial and economic development, while 58% do not share this belief. Interestingly, there are no respondents who have no idea. These findings suggest a divided opinion among the respondents regarding the importance of research in this area. Those who support such research may see potential benefits in terms of technological advancement, increased food production, and economic growth. On the other hand, those who do not support it may have

concerns about the potential risks and ethical implications associated with genetically modified foods.

**Q6. Do you support the genetically modified food manufacturing?**

Yes	11%
No	80%
I have no idea	9%

**Q7. Researches focused on genetically modified foods are important in terms of industrial and economic development**

Yes	42%
No	58%
I have no idea	0%

**Q8. In your opinion, what is the major potential health risk of genetically modified foods?**

I know that they are allergen	16%
Their toxicity	13%
I know that they are carcinogen	60%
Their low digestibility	10%
I know that they have negative affect on antibiotic metabolism	0%
I do not think that they have any potential health risk	1%

**Q9. Do you think it is true that genetically modified foods are toxic?**

Yes I believe so	55%
No I do not believe	42%
I have no idea	3%

Survey participants were asked several questions about the health effects of genetically modified foods (Q8-9). 60% of respondents believe that the major potential health risk of genetically modified foods is that they are carcinogenic. This perception likely stems from concerns about the safety of genetically modified foods and their potential to cause cancer. Other responses include concerns about allergens (16%), toxicity (13%), and low digestibility (10%). Interestingly, 1% of respondents do not think that genetically modified foods have any potential health risks. These findings highlight the varying levels of awareness and concern among the public regarding the health risks associated with genetically modified foods. In the other hand, 55% of respondents believe that genetically modified foods are toxic, while 42% do not believe this to be true. Only 3% of respondents have no idea. This indicates a significant level of concern among the respondents regarding the potential toxicity of genetically modified foods. The perception of toxicity among some respondents may stem from misinformation or a lack of understanding about the science behind genetically modified foods.

**Q10. Do you think it is true that genetically modified foods negative effects on the balance of environment and nature?**

Yes I believe so	61%
No I do not believe	37%
I have no idea	2%

Participants were asked about the effects of genetically modified foods on the environment (Q10).61% of respondents believe that genetically modified foods have negative effects on the balance of the environment and nature, while 37% do not believe this to be true. Only 2% of respondents have no idea. This indicates a widespread concern among the respondents regarding the potential environmental impacts of genetically modified foods. These concerns may include issues such as the impact on biodiversity, the development of resistant pests and weeds, and the potential for genetic contamination of non-GMO crops.

**Q11. Do you believe that genetically modified organism production is one of the most important ways to produce new foods having high nutrition value?**

Yes I believe so	28%
No I do not believe	58%
I have no idea	14%

**Q12. When you associate with the concept of GMOs, which food do you hear about most?**

Corn	33%
Rice	11%
Wheat	8%
Egg	11%
Tomato	19%
Meat and meat products	4%

**Q13. Do you believe that genetically modified organism production is one of the most important ways to fight against starvation?**

Yes I believe so	58%
No I do not believe	30%
I have no idea	12%

Q11 asked about the nutritional value of genetically modified foods. 28% of respondents believe that genetically modified organism (GMO) production is one of the most important ways to produce new foods with high nutritional value, while 58% do not believe this to be true. Additionally, 14% of respondents have no idea. These results suggest a lack of consensus among the respondents regarding the role of GMO production in enhancing the nutritional value of foods. While some may see GMOs as a potential tool for addressing malnutrition and food insecurity, others may have concerns about the safety and long-term health effects of consuming genetically modified foods. In this questionnaire conducted in Manisa province, when respondents associate with the concept of GMOs, the food they hear about most is corn, with 33% of respondents mentioning it (Q12). This is followed by tomato (19%), rice (11%), and egg (11%). Wheat, meat, and meat products received lower mentions, at 8% and 4% respectively. These findings suggest that certain foods, such as corn and tomatoes, are more commonly associated with GMOs in the public perception, possibly due to their widespread use in processed foods and genetic modification research. In the other hand

Q13 results, 58% of respondents believe that genetically modified organism (GMO) production is one of the most important ways to fight against starvation, while 30% do not believe this to be true. Additionally, 12% of respondents have no idea. These results suggest that a majority of respondents see GMO production as a potential solution to addressing food insecurity and hunger. However, there is also a significant portion of respondents who either do not share this belief or are unsure, indicating differing opinions on the role of GMOs in addressing global food challenges.

**Q14. Where do you hear and know about genetically modified foods?**

Television	53%
Radio	10%
Internet	19%
Printed media	12%
From my friends and relatives	5%
First time from this questionnaire	1%

Question 14 were asked about the source from which the participants learned about genetically modified organisms. The majority of respondents (53%) hear and learn about genetically modified foods from television. This suggests that television remains a significant source of information and influence on public perceptions of GMOs. Other sources include the internet (19%), printed media (12%), and radio (10%). A smaller percentage (5%) rely on information from friends and relatives, while 1% indicated that they first heard about genetically modified foods from the questionnaire itself. These findings underscore the importance of various media channels in shaping public understanding and opinions on genetically modified foods. Educational status and age are the important factors that were affecting the the source from which information is learned with genetically modified foods ( $p < 0.05$ )

**Q15. What is your main concern related to genetically modified foods?**

Their low quality	35%
Low yield when compared to others	14%
Ethical concerns related to their production method	25%
I think there are no differences among them and other foods	14%
I have no idea	19%

According to the Q15, the main concern related to genetically modified foods among respondents is their perceived low quality, with 35% expressing this concern. This suggests a significant apprehension about the overall quality and safety of genetically modified foods. Ethical concerns related to their production method are also prominent, with 25% of respondents citing this as their main concern. This indicates a level of discomfort or unease regarding the methods used to produce genetically modified foods. Other concerns include the belief that there are no differences between genetically modified foods and other foods (14%), and a lack of knowledge or understanding about the topic (19%). These findings highlight the need for further education and transparency regarding genetically modified foods to address consumer concerns and misconceptions.

**Q16. What are the superiorities of genetically modified foods to others when compared?**

They are high quality foods	5%
Taste, odor and appearance	32%
Their yield is higher	27%
I don't think that they have superiorities when compared to others	13%
I have no idea	23%

When comparing genetically modified foods to others, the most cited superiority is taste, odor, and appearance, with 32% of respondents mentioning this aspect (Q16). This suggests that a significant number of respondents perceive genetically modified foods to be more appealing in terms of sensory characteristics. Another notable superiority mentioned is their higher yield, with 27% of respondents highlighting this aspect. This indicates a belief among some respondents that genetically modified foods have the potential to address food security challenges by increasing agricultural productivity. However, a notable portion (13%) of respondents do not believe that genetically modified foods have any superiority when compared to others, and 23% have no idea. These findings reflect the diverse perceptions and opinions surrounding genetically modified foods, highlighting the need for continued research and dialogue on this topic.

**Q17. What is your expectation related to genetically modified foods in the near future?**

Kinds of genetically modified foods and their production capacities will be increased in the future	55%
Kinds of genetically modified foods and their production capacities will be decreased in the future because of health concerns	27%
I have no idea	18%

In Q17; the majority of respondents (55%) expect that the types of genetically modified foods and their production capacities will increase in the future. This suggests a belief among these respondents that genetically modified foods will become more prevalent in the food supply, potentially driven by advancements in biotechnology and the need to address food security challenges. However, a significant portion of respondents (27%) expect a decrease in the types of genetically modified foods and their production capacities in the future due to health concerns. This indicates a level of skepticism or concern among these respondents regarding the safety and health implications of genetically modified foods. Overall, these findings reflect the complex and evolving landscape of genetically modified foods, highlighting the importance of ongoing research and public dialogue on this topic.

**Q18. Up to your knowledge and opinion, which country below is the leader in genetically modified food manufacturing and commerce?**

United States of America	31,3%
India	1,5%
Brasil	7,3%
China	17%
Turkey	14,3%
Russia	3,5%

Respondents believe that the United States of America is the leader in genetically modified food manufacturing and commerce, with 31.3% selecting this option (Q18). This perception is

likely influenced by the widespread use of genetically modified crops in the United States and the country's significant role in the biotechnology industry. Other countries mentioned include China (17%), Brazil (7.3%), Turkey (14.3%), Russia (3.5%), and India (1.5%). These findings reflect the global distribution of genetically modified food production and highlight the prominence of certain countries in this field.

**Q19. Do you know whether genetically modified food commerce is free or not in Turkey?**

Yes I believe so	34%
No I do not believe	63%
I have no idea	3%

**Q20. Have you ever heard about the legal regulations which were fulfilled by your government?**

Yes	17%
No	36%
I have no idea	37%

Today, the production and sale of genetically modified foods is prohibited in Turkey. Participants in the survey were asked about legal regulations in Turkey (Q19). According to the results, 63% of respondents do not believe that genetically modified food commerce is free in Turkey, while 34% believe that it is. Additionally, 3% of respondents have no idea. These results suggest a lack of clarity or understanding among respondents regarding the regulations and policies surrounding the commerce of genetically modified foods in Turkey. This may indicate a need for better communication and education on this topic to inform public opinion and decision-making. Q20 was asked to measure the public's knowledge about legal regulations on genetically modified foods. According to the survey results, only 17% of respondents have heard about the legal regulations fulfilled by their government, while 36% have not heard about them. Additionally, a significant portion (37%) of respondents have no idea about these regulations. These findings suggest a lack of awareness or knowledge among the public regarding the legal regulations related to genetically modified foods. This highlights the need for better communication and transparency from governments regarding their regulatory actions and decisions in this area.

## CONCLUSION

When the findings obtained from the study are generally evaluated, it is understood that consumers do not have enough knowledge about GMO products. In other studies, a lack of information about GMOs and GMO products has also been observed (Demir and Düzleyen, 2012; Demirci, 2008; Ergin et al., 2008; Özdemir, et al., 2010). Participants also believe that GMO products should not be consumed as they may harm their health. This indicates that the main reason for students' concerns about consuming GMO products is health. Additionally, it is seen that they have high levels of concern about the environmental impacts of GMO products. Many studies on this subject indicate that consumers are concerned about the health and environmental effects of GMO products (Finucane and Holup, 2005; Söyler, et al., 2021; Taş et al., 2015).



In addition to these, when the concerns of participants regarding GMO products are examined in more detail; they also think that GMO products are medicated or contain additives, can cause cancer, can disrupt their hormones, can cause allergies, and are not natural. Similarly, Palmieri et al. (2020) determined in their study with university students that students believe GMO products contain additives and can cause food allergies. They also indicated that GMO products are environmentally harmful, responsible for climate change, and unnatural. In the study conducted by Demir and Düzleyen (2012), it was determined that students have misconceptions such as GMO products contain hormones, cause cancer, are chemical, GMOs are generally used in the food sector, GMO products are harmful, and GMOs change the taste and shape of foods. Furthermore, in other studies, it has been found that teacher candidates have negative attitudes towards GMOs in terms of health (Shaow, 2002; Kulaç et al., 2006; Prokop et al., 2007; Demirci, 2008; Özdemir et al., 2010; Gürbüzöğlü Yalmancı, 2016).

In conclusion, although the majority of consumers participating in the survey declared that their knowledge level regarding genetically modified organisms (GMOs) is generally good, a closer examination of the responses to the survey questions reveals that satisfactory results were not obtained in this regard. There is a need to inform consumers about the content of genetically modified organisms. However, it is observed that consumers do not trust the authorities that could inform them about this issue. It is believed that consumers are searching for information on this topic in communication channels such as print media and electronic media. Furthermore, it is understood that consumers are not aware of the legal regulations regarding genetically modified organisms in our country. In light of all these results, it has been determined that consumers need more information about genetically modified organisms, and the relevant institutions need to enlighten consumers on this issue.

## REFERENCES

- Clive, J. (2009). Global status of commercialized biotech/GM crops: 2009. ISAAA brief,41.
- Çelik, V., & Balık, D. T. (2007). Genetiği değiştirilmiş organizmalar (GDO). Erciyes Üniversitesi Fen Bilimleri Enstitüsü Dergisi, 23(1-2), 13-23.
- Demir, B., & Düzleyen, E. (2012). İlköğretim 8. Sınıf öğrencilerinin GDO bilgi düzeylerinin incelenmesi. X. Ulusal Fen Bilimleri ve Matematik Eğitimi Kongresi, Niğde.
- Demirci, A. (2008). Perceptions and attitudes of geography teachers to biotechnology: a study focusing on genetically modified (GM) foods. African Journal Of Biotechnology, 7(23), 4321-4327.
- Ergin, I. Gürsoy, Ş. T. Öcek, Z. A., & Çiçeklioğlu, M. (2008). Sağlık meslek yüksekokulu öğrencilerinin genetiği değiştirilmiş organizmalara dair bilgi tutum ve davranışları. TSK Koruyucu Hekimlik Bülteni, 7(6), 503-508.
- Finucane, M. L., & Holup, J. L. (2005). Psychosocial and cultural factors affecting the perceived risk of genetically modified food: an overview of the literature. Social Science and Medicine, 60(7), 1603-1612.
- Gürbüzöğlü Yalmancı, S. (2016). Lise öğrencilerinin genetiği değiştirilmiş organizmalara yönelik algılarının belirlenmesi. Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi, 37, 89-111.
- Iraz Haspolat, "Genetiği Değiştirilmiş Organizmalar ve Biyogüvenlik," *Ankara Üniversitesi Veteriner Fakültesi Dergisi*, no. 59 (2012): 75; Zehra Gizem Ateş, "Genetiği Değiştirilmiş

- Organizmalara (GDO) İlişkin Avrupa Birliği'ndeki Yasal Düzenlemeler," *İnsan ve İnsan Dergisi*, no. 24 (2020): 10.
- İbrahim Kulaç, Yücel Ağirdil ve Mehmet Yakın, "Sofralarımızdaki Tatlı Dert, Genetiği Değiştirilmiş Organizmalar ve Halk Sağlığına Etkileri," *Türk Biyokimya Dergisi* 31, no. 3 (2006): 152; Ahmet M. Güneş, "Genetiği Değiştirilmiş Organizmalar ve Çevre Hukuku," *İÜHFİM* 66, no. 2 (2008): 49; Haspolat, "Genetiği Değiştirilmiş Organizmalar ve Biyogüvenlik," 76.
- Kıyak, S. (2004). Genetik olarak değiştirilmiş gıdalar, Cartagena Güvenlik Protokolü ve Türkiye'de durum (1). *Çevreye Genç Bakış*, 5, 1-20.
- Kulaç, İ., Ağirdil, Y., & Yakın, M. (2006). Sofralarımızdaki tatlı dert, genetiği değiştirilmiş organizmalar ve halk sağlığına etkileri. *Türk Biyokimya Dergisi*, 31(3), 151-155.
- Merceiner, A., Wiedermann, U., & Breiteneder, H. (2001). Edible genetically modified microorganisms and plants for improved health. *Current Opinion in Biotechnology*. 497, 50-54.
- Özdemir, O., Güneş, M. H., & Demir, S. (2010). Üniversite öğrencilerinin genetiği değiştirilmiş organizmalara (GDO'lara) yönelik bilgi düzeyleri, tutumları ve sürdürülebilir tüketim eğitimi açısından değerlendirilmesi. *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi*, 29(1), 53-68.
- Palmieri, N., Simeone, M., Russo, C., & Perito, M. A. (2020). Profiling young consumers' perceptions of GMO products: A case study on Italian undergraduate students. *International Journal of Gastronomy and Food Science*, 21, 100224.
- Prokop, P., Lešková, A., Kubiato, M., & Diran, C. (2007). Slovakian students' knowledge of and attitudes toward biotechnology. *International Journal of Science Education*, 29(7), 895-907.
- Roland Norer, *Genetic Technology and Food Safety*, ed. Roland Norer, C. 14, *Ius Comparatum - Global Studies in Comparative Law* (Cham: Springer International Publishing, 2016), 3.
- Sarı, Ömür Kadri. "GDO ve Ürünlerine Dair Başvuruların İdari ve Yargısal Denetimi." *ASBÜ Hukuk Fakültesi Dergisi* 5, no. 2 (2023): 844-882.
- Shaow, A. (2002). It just goes against the grain. public understandings of genetically modified (GM) food in the UK. *Public Understanding of Science*, 11, 273-291. . <https://doi.org/10.1088/0963-6625/11/3/305>
- Söyler, N., İpar, M.S., & Kocatepe, D. (2021). Hastane çalışanlarının genetiği değiştirilmiş organizma (GDO), farkındalık düzeylerinin belirlenmesi: Sinop örneği. *Food and Health*, 7(1), 1-14.
- Şen, S. ve Altınkaynak, S. (2014). Genetiği değiştirilmiş gıdalar ve potansiyel sağlık riskleri. *Sakarya University Journal of Science*, 18 (1) , 31- 38.
- Taş, M., Balcı, M., Yüksel, A., & Yeşilçubuk, N. S. (2015). Consumer awareness, perception and attitudes towards genetically modified foods in Turkey. *British Food Journal*, 117(5), 1426-1439.
- Uzogara, S. G. (2000). The impact of genetic modification of human foods in the 21st century. *Biotechnology Advances*, 18, 179- 206. <http://www.sciencedirect.com/science/article/pii/S0734975000000331>

# EXAMINING THE RELATIONSHIPS BETWEEN DEPRESSION, ANXIETY, STRESS AND ONLINE GAMING IN TURKISH SAMPLE

**Nihan Selin Soylu-Konak**

Ege University, Department of Psychology, İzmir, Turkey

ORCID: 0000-0002-2653-9237

**Mustafa Engür**

Ege University, Department of Coaching Education, İzmir, Turkey

ORCID: 0000-0001-9435-9951

**Erdinç Demiray**

Ege University, Department of Coaching Education, İzmir, Turkey

ORCID: 0000-0002-5777-5726

## Abstract

**Introduction and Purpose:** Past studies have shown that levels of online gaming are associated with variables such as depression, anxiety, and stress. Especially during the Covid-19 period, research in this field has intensified and evidence regarding the abovementioned relationship has increased. Similarly, there are findings that childhood traumas and online gaming are related. In this study, it was aimed to examine the relationships between online gaming, depression, anxiety, stress and childhood trauma in a Turkish sample. **Materials and Methods:** Sample of the study consisted of 320 online gamers. Socio-demographic form, Questionnaire on Gaming Habits, Childhood Trauma Questionnaire (Bernstein et al., 1994; Şar et al., 2012) and Depression, Anxiety, Stress Scale (Boz ve Arslan, 2017; Brown et al., 1997) were used for obtaining data. **Results:** According to the findings, daily gaming duration and years of gaming experience were not correlated with depression, stress and anxiety. Similarly, years of gaming experience were not correlated with any dimension of the childhood trauma. Nevertheless, daily gaming duration was correlated with physical neglect ( $p = .04$ ), physical abuse ( $p = .03$ ) and emotional abuse ( $p = .02$ ). **Discussion and Conclusion:** The findings of the study have been discussed by comparing them with the findings of research in past literature examining depression, anxiety, stress, and childhood traumas in relation to online gaming.

**Keywords:** online gaming, depression, stress, anxiety, childhood trauma

## **Introduction**

Online gaming is becoming increasingly widespread and therefore both its causes and consequences are discussed extensively in the literature. In the literature, online gaming is often approached from two perspectives. On the one hand, the positive effects of online gaming, such as contributing to socialization with the gamer identity (Eklund & Roman, 2017) and creating a suitable space for people to express their emotions (Heredotou et al., 2011) are examined; while on the other hand, its positive relationships with aggressive behavior (Anderson & Dill, 2000), depression, stress and anxiety are examined. For instance, a study with a notably large sample size observed a significant relationship between online gaming and symptoms of depression and stress (Mentzoni et al., 2011). Similarly, in a study conducted with a sample of 13–16-year-olds, it was found that there was a significant relationship between online gaming and depressive mood (Van Rooij et al., 2011).

Childhood trauma recognized as one of the primary determinants of lifelong DSM-IV disorders (Kessler et al., 2010), generally encompasses five distinct dimensions: sexual, physical, and emotional abuse on one side, and emotional and physical neglect on the other (Bernstein et al., 2003). While definitions of childhood sexual abuse may differ across studies, it is typically characterized as sexual contact involving a child and an older individual, or sexual contact imposed on a child through coercion or force (in cases where there is no significant age difference) (Arata, 2002). Physical abuse of a child is characterized by harmful actions carried out by a caregiver, resulting in actual physical harm, or having the potential to cause harm (World Health Organization, 2002). In simpler terms, physical abuse refers to the deliberate use of physical force against a child, leading to or having the potential to lead to physical injury (Leeb et al., 2008). Emotional abuse encompasses actions perpetrated by parents or caregivers that result in or have the potential to cause significant behavioral, cognitive, or emotional disturbances (Ulloa Flores and Navarro Machuca, 2011). Emotional neglect includes the caregiver's disregard or negation of the child's emotional sensitivity, as well as the failure to facilitate the child's access to mental health services (Leeb et al., 2008). It is characterized by the apparent neglect of the child's essential needs for affection, emotional support, attention, competence, or guidance (Sedlak, 2001). Lastly, physical neglect can be defined as the caregiver's failure to provide the child with adequate nutrition or shelter, appropriate medical care, education (Leeb et al., 2008; Ulloa Flores and Navarro Machuca, 2011). Also, it is known that different dimensions of childhood trauma are associated with internet gaming disorder (Kircaburun et al., 2019).

Depression is commonly delineated as the protracted experience of a state characterized by profound sadness over several weeks, manifesting as a disorder that exerts detrimental effects on physiological functioning, cognitive processes, and emotional states (Johnson and Indvik, 1997; National Institute of Mental Health, 2007). It is known that depression is correlated with online gaming behavior and a longitudinal study suggested that excessive amount of online gaming might be one of the reasons of depression (Gentile et al.,

2011; Liu et al., 2018). Anxiety can be defined as a state of danger, tension and fear perceived by the individual when faced with an undesirable situation, as an emotion that usually results in nervous behavior, and as concerns about the future (Barlow, 2000). Anxiety (both as a trait and state) is associated with the amount of online gaming (Mehroof & Griffiths, 2010). Stress involves feelings of being overwhelmed by a situation, accompanied by worry and physical reactions of the body (Raymond, 2000; Selye, 1936). Stress is also correlated with the severity of online gaming (Canale et al., 2019; Rosenkranz et al., 2017).

Building upon the literature reviewed, the objective of this study was to investigate the associations between online gaming patterns, depression, stress, anxiety, and dimensions of childhood trauma.

## **Method**

### ***Sample***

The participants of this study consisted of 320 online gamers (246 men) aged between 13 and 50 years ( $X = 22.82$ ,  $SS = 5.09$ ). Participants were recruited through online announcements disseminated via digital platforms. Among the participants, 2.2% are literate, 0.3% have completed primary school, 3.4% have completed middle school, 27.5% are high school graduates, 57.8% are university graduates, 7.8% have a master's degree, and 0.9% have a doctoral degree. The participants are categorized as follows based on their self-identified socio-economic status: 12.2% perceive themselves as having a low socio-economic status, 70.6% as moderate, and 17.2% as high.

### ***Materials***

*Socio-demographic form:* In order to analyze the socio-demographic characteristics of the participants, a questionnaire including age, gender, education level and socio-economic status was applied.

*Questionnaire on Gaming Habits:* In order to examine the gaming habits of the participants, they were asked how many hours a day they spent playing online games and for how many years they had been playing online games.

*Childhood Trauma Questionnaire:* The validity and reliability studies in Turkey of the scale developed by Bernstein et al. (1994) were carried out by Şar, Öztürk and İkikardeş (2012). The scale consists of four dimensions, each containing five items: emotional abuse, physical abuse, emotional neglect, physical neglect and sexual abuse. Additionally, 3 items are used to calculate the minimization score. All items are measured on a 5-point Likert type.

*Depression, Anxiety, Stress Scale:* The validity and reliability of the scale developed by Brown et al. (1997) in Turkey was conducted by Yılmaz, Boz and Arslan (2017). The scale

consists of three dimensions: depression (7 items), anxiety (7 items) and stress (7 items). All items are measured on a 4-point Likert type.

### **Procedure**

Ethical permission for the study was received from Ege University Scientific Research and Publication Ethics Board (Approval No: E.79651/158).

The link of online survey was shared through online forums and chat groups about online games. Participants first read the informed consent and then filled the question forms including socio-demographic form, Questionnaire on Gaming Habits, Childhood Trauma Questionnaire and Depression, Anxiety, Stress Scale, respectively.

### **Results**

In order to examine the associations between online gaming habits, depression, anxiety, stress and dimensions of childhood trauma, a correlational analysis was conducted. Findings have shown that, daily hours of playing was related to physical neglect, physical abuse, and emotional abuse. Years of playing was not associated with any dimension of childhood trauma, nor is it correlated with depression, anxiety and stress. The relationships of all variables can be viewed in Table 1.

**Table 1.**

*Correlations between Gaming Habits, Childhood Trauma Questionnaire and Depression, Anxiety, Stress Scale*

	YP	DHP	PN	PA	EN	EA	SA	DEP	STR	ANX
YP	-									
DHP	.36**	-								
PN	-.08	.11*	-							
PA	-.03	.12*	.68**	-						
EN	-.01	.06	.53**	.35**	-					
EA	-.03	.13*	.62**	.76**	.53**	-				
SA	-.09	.07	.61**	.72**	.17**	.60**	-			
DEP	.00	.05	.26**	.25**	.35**	.42**	.22**	-		
STR	-.06	.08	.23**	.24**	.23**	.35**	.19**	.76**	-	
ANX	-.06	.08	.41**	.42**	.33**	.48**	.41**	.71**	.76**	-

\*  $p < .05$ , \*\*  $p < .01$

DHP: daily hours of playing, YP: years of playing, PN: physical neglect, PA: physical abuse, EN: emotional neglect, EA: emotional abuse, SA: sexual abuse, DEP: depression, STR: stress, ANX: anxiety.

## **Discussion**

Online gaming is increasingly occupying a greater place both in individuals' lives and in the psychology literature. This study aimed to examine the relationships between online gaming habits, dimensions of childhood trauma, depression, anxiety and stress levels. The findings demonstrated that years of playing is not related to childhood trauma and depression, anxiety stress. Similarly, daily hours of playing is not correlated with depression, anxiety and stress. However, daily hours of playing is associated with emotional physical neglect, physical abuse, and emotional abuse.

While past research has shown that online gaming is positively associated with depression, anxiety and stress (Canale et al., 2019; Liu et al., 2018; Mehroof & Griffiths, 2010), one of the potential reasons why these findings are not supported in this study may be that online gaming serves a kind of coping function (Kardefelt-Winther, 2014). The coping types of approach, diversion or resignation might be used in our sample (Loton et al., 2016). To enhance comprehension of this matter, future studies could benefit from testing a model tailored specifically to these variables.

Consistent with previous literature, childhood trauma was found to be associated with the daily amount of time allocated to online gaming in the current study, thus supporting existing research. Researchers have suggested that online gaming is a non-functional coping strategy and that the experience of childhood trauma may increase the tendency to use such a strategy (Shi et al. 2020).

In conclusion, the results of the current study suggested a correlation between the amount of online gaming and childhood trauma, highlighting the relevance of assessing this aspect by clinical practitioners. However, it is essential to note that the relationships identified in this study do not imply a causal direction.

## **References**

- Anderson, C. A., & Dill, K. E. (2000). Video games and aggressive thoughts, feelings, and behavior in the laboratory and in life. *Journal of Personality and Social Psychology*, 78(4), 772-790. <https://doi.org/10.1037//0022-3514.78.4.772>

- Arata, C. M. (2002). Child sexual abuse and sexual revictimization. *Clinical Psychology: Science and Practice*, 9(2), 135-164.
- Barlow, David H. (2000). Unraveling the mysteries of anxiety and its disorders from the perspective of emotion theory. *American Psychologist*, 55(11), 1247–1263. <https://doi.org/10.1037/0003-066X.55.11.1247>
- Bernstein, D. P., Fink, L., Handelsman, L., Foote, J., Lovejoy, M., Wenzel, K., ... & Ruggiero, J. (1994). Initial reliability and validity of a new retrospective measure of child abuse and neglect. *The American journal of psychiatry*, 151(8), 1132-1136.
- Bernstein, D. P., Stein, J. A., Newcomb, M. D., Walker, E., Pogge, D., Ahluvalia, T., ... & Zule, W. (2003). Development and validation of a brief screening version of the Childhood Trauma Questionnaire. *Child abuse & neglect*, 27(2), 169-190.
- Brown, T. A., Chorpita, B. F., Korotitsch, W., & Barlow, D. H. (1997). Psychometric properties of the Depression Anxiety Stress Scales (DASS) in clinical samples. *Behaviour research and therapy*, 35(1), 79-89. [https://doi.org/10.1016/S0005-7967\(96\)00068-X](https://doi.org/10.1016/S0005-7967(96)00068-X).
- Canale, N., Marino, C., Griffiths, M. D., Scacchi, L., Monaci, M. G., & Vieno, A. (2019). The association between problematic online gaming and perceived stress: The moderating effect of psychological resilience. *Journal of Behavioral Addictions*, 8(1), 174-180.
- Eklund, L., & Roman, S. (2017). Do adolescent gamers make friends offline? Identity and friendship formation in school. *Computers in Human Behavior*, 73, 284-289. <https://doi.org/10.1016/j.chb.2017.03.035>
- Gentile, D. A., Choo, H., Liau, A., Sim, T., Li, D., Fung, D., & Khoo, A. (2011). Pathological video game use among youths: A two-year longitudinal study. *Pediatrics*, 127(2), e319-e329.
- Herodotou, C., Kambouri, M., & Winters, N. (2011). The role of trait emotional intelligence in gamers' preferences for play and frequency of gaming. *Computers in Human Behavior*, 27(5), 1815-1819.
- Johnson, P. R., & Indvik, J. (1997). The boomer blues: Depression in the workplace. *Public Personnel Management*, 26(3), 359-365. <https://doi.org/10.1177/009102609702600305>.
- Kardefelt-Winther, D. (2014). A conceptual and methodological critique of internet addiction research: Towards a model of compensatory internet use. *Computers in Human Behavior*, 31, 351–354. <https://doi.org/10.1016/j.chb.2013.10.059>.
- Kessler, R. C., McLaughlin, K. A., Green, J. G., Gruber, M. J., Sampson, N. A., Zaslavsky, A. M., ... & Williams, D. R. (2010). Childhood adversities and adult psychopathology in the WHO World Mental Health Surveys. *The British journal of psychiatry*, 197(5), 378-385.



- Kircaburun, K., Griffiths, M. D., & Billieux, J. (2019). Psychosocial factors mediating the relationship between childhood emotional trauma and internet gaming disorder: A pilot study. *European Journal of Psychotraumatology*, *10*(1), 1565031.
- Leeb, R. T., Paulozzi, L. J., Melanson, C., Simon, T. R. & Arias, I. (2008). *Child Maltreatment Surveillance: Uniform Definitions for Public Health and Recommended Data Elements, Version 1.0*. Atlanta (GA): Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.
- Liu, L., Yao, Y. W., Li, C. S. R., Zhang, J. T., Xia, C. C., Lan, J., ... & Fang, X. Y. (2018). The comorbidity between internet gaming disorder and depression: Interrelationship and neural mechanisms. *Frontiers in psychiatry*, *9*, 154.
- Loton, D., Borkoles, E., Lubman, D., & Polman, R. (2016). Video game addiction, engagement and symptoms of stress, depression and anxiety: The mediating role of coping. *International Journal of Mental Health and Addiction*, *14*, 565-578.
- Mehroof, M., & Griffiths, M. D. (2010). Online gaming addiction: The role of sensation seeking, self-control, neuroticism, aggression, state anxiety, and trait anxiety. *Cyberpsychology, behavior, and social networking*, *13*(3), 313-316.
- Mentzoni, R. A., Brunborg, G. S., Molde, H., Myrseth, H., Skouverøe, K. J. M., Hetland, J., & Pallesen, S. (2011). Problematic video game use: estimated prevalence and associations with mental and physical health. *Cyberpsychology, Behavior and Social Networking*, *14*(10), 591–596.
- National Institute of Mental Health (2007). Depression. Retrieved September 1, 2007, from <https://www.nimh.nih.gov/health/topics/depression/index.shtml>.
- Raymond, C. (2000). Stress the real millennium bug. *Stress News*, *12*(4).
- Rosenkranz, T., Müller, K. W., Dreier, M., Beutel, M. E., & Wölfling, K. (2017). Addictive potential of internet applications and differential correlates of problematic use in internet gamers versus generalized internet users in a representative sample of adolescents. *European Addiction Research*, *23*(3), 148-156.
- Sedlak, A. J. (2001). *A history of the national incidence study of child abuse and neglect. Special Studies and Strategic Planning: National Incidence Study of Child Abuse and Neglect*. Washington, DC.
- Selye, H. (1936). A syndrome produced by diverse noxious agents. *Nature*, *138*, 32-36. <https://doi.org/10.1038/138032a0>.

- Shi, L., Wang, Y., Yu, H., Wilson, A., Cook, S., Duan, Z., ... & Chen, R. (2020). The relationship between childhood trauma and Internet gaming disorder among college students: A structural equation model. *Journal of Behavioral Addictions*, 9(1), 175-180.
- Şar, V., Öztürk, P. E., & İkikardeş, E. (2012). Çocukluk Çağı Ruhsal Travma Ölçeğinin Türkçe Uyarlamasının Geçerlilik Ve Güvenilirliği. *Türkiye Klinikleri Journal of Medical Sciences*, 32(4), 1054-1063.
- Ulloa Flores, R. E. & Navarro Machuca, I. G. (2011). Prevalence of the different types of maltreatment in adolescents with psychopathology. A descriptive study. *Salud Mental*, 34(3), 219-225.
- Van Rooij, A. J., Schoenmakers, T. M., Vermulst, A. A., Van Den Eijnden, R. J., & Van De Mheen, D. (2011). Online video game addiction: identification of addicted adolescent gamers. *Addiction*, 106(1), 205–212.
- World Health Organization (2002). World report on violence and health. [https://apps.who.int/iris/bitstream/handle/10665/42495/9241545615\\_eng.pdf?sequence=1](https://apps.who.int/iris/bitstream/handle/10665/42495/9241545615_eng.pdf?sequence=1).
- Yılmaz, Ö., Boz, H., & Arslan, A. (2017). Depresyon anksiyete stres ölçeğinin (DASS 21) Türkçe kısa formunun geçerlilik-güvenilirlik çalışması. *Finans Ekonomi ve Sosyal Araştırmalar Dergisi (FESA)*, 2, 92-104.

# THE EFFECTS OF GENDER STEREOTYPES ON ACTIVATION OF SPONTANEOUS TRAIT INFERENCES AND THE MODERATING ROLE OF AMBIVALENT SEXISM

Nihan Selin Soylu-Konak

Ege University, Department of Psychology, İzmir, Turkey

ORCID: 0000-0002-2653-9237

## Abstract

**Introduction and Purpose:** Spontaneous trait inferences can be briefly defined as automatic trait inferences based on observed behavior. Despite the automaticity of the process, past research has demonstrated that the stereotypes might have an effect on spontaneous trait inferences. This study aimed to examine the effects of gender stereotype on spontaneous trait inferences and the moderator role of ambivalent sexism level. **Materials and Methods:** Probe recognition paradigm was employed in order to capture the activation phase of spontaneous trait inferences. Ambivalent sexism level was measured via Ambivalent Sexism Scale (Glick & Fiske, 1996; Sakallı-Uğurlu, 2002). The consistency of gender stereotypes were manipulated via face photos and masculine or feminine behaviors (constructed based on preliminary studies). **Results:** A 2 (participants' sex) x 2 (level of dimensions of hostile sexism) x 3 (consistency with gender stereotypes: consistent, inconsistent, neutral) mixed design ANOVA was conducted. The same analyses were conducted for dimensions of benevolent sexism. Findings demonstrate that gender, gender stereotypes, and dimensions of ambivalent sexism are not effective during the activation phase of spontaneous inferences. **Discussion and Conclusion:** The findings of this study have been discussed in the light of research examining the effects of stereotypes on spontaneous inferences in the relevant literature.

**Keywords:** spontaneous trait inferences, gender stereotypes, ambivalent sexism, hostile sexism, benevolent sexism

## Introduction

Impressions of others and the mechanisms underlying the formation of these impressions have long been central topics in social psychology research (Asch, 1946; Heider,

1958; Jones & Davis, 1965; Kelley, 1973). The traditional self-report method utilized in these studies underwent a partial transition to social cognitive approaches focusing on memory paradigms, errors, and biases during the 1960s and 70s (Uleman, Saribay, & Gonzales, 2008). In social cognition research, the exploration of how individuals attribute explanations to themselves and others is aimed at elucidating their understanding of the social world (Fiske and Taylor, 1991). This is because comprehending and elucidating individuals' attitudes and behaviors requires an initial examination of how people perceive, interpret, and explain the behaviors and attitudes of others (Moskowitz, 2005).

It is known that people make most of their efforts to understand and explain the behavior of others by inferring their personality traits (Reeder & Brewer, 1979; Kuhlmeier, Wynn, & Bloom, 2003). Moreover, these personality traits are expected to be consistent with each other; People expect the personality traits they infer about others to be complementary and harmonious, rather than momentary, temporary or random; Even if there is no such information at hand, the social perception of the other tends to fill in the gaps consistently (Schneider, 1973; Rosenberg and Sedlak, 1972). Two distinct research traditions persist in studies of personality trait inferences about others: intentional trait inferences and spontaneous trait inferences. The main point where these two different research traditions differ is the issue of automaticity. While the intentional inferences literature suggests that intention and awareness are involved in the process of forming impressions about the other; The spontaneous personality trait inference literature suggests that the impression formation process occurs automatically, without intention, awareness, or control (Ham and Vonk, 2003; Todorov and Uleman, 2002; 2003).

Gender stereotypes are commonly observed in daily life and have been extensively studied in the literature over many years (McKee and Sherriffs, 1957; Miller, Eagly, Linn, 2015). Williams and Best (1990) define gender stereotypes as psychological beliefs or judgments regarding which gender a particular behavioral trait is more closely associated with. According to Sakallı-Uğurlu (2003), the perpetuation of stereotypes is maintained through the socialization process, wherein individuals internalize societal expectations of gender-specific behaviors. In Turkey, also, perceptions of differences between men and women are influenced by gender stereotypes, with traits such as childishness, emotionality, and weakness commonly associated with women (Sunar, 1982).

In the research conducted by Yan, Wang, and Zhang (2012), which examined the association between gender stereotypes and spontaneous trait inferences, it was concluded that gender stereotypes influence spontaneous trait inferences: In their experiment using the probe recognition paradigm (McKoon & Ratcliff, 1986), it was observed that response times were longer when the presented cues were inconsistent with gender stereotypes compared to when they were consistent with gender stereotypes, and this effect was associated with the participants' levels of gender schematicity. However, in this study, the measurement of gender stereotypes relied on the Bem Sex Role Inventory (Bem, 1974). Yet, Bem's scale primarily

focuses on how individuals or others define themselves. Moreover, it is thought that relying on sharp and incorrect generalizations about women may be insufficient in understanding the current discriminatory practices and prejudices (Sakallı, 2002). Additionally, using the Ambivalent Sexism Inventory would provide the opportunity to specifically examine the effects of different dimensions of sexism. Therefore, the Ambivalent Sexism Inventory was used in this study (Glick & Fiske, 1996; Sakallı, 2002).

## **Method**

### ***Sample***

The sample consisted of 54 volunteer participants from the Department of Psychological Counseling and Guidance at the Faculty of Education, Ege University. Among the participants, 59% (n=32) were female, with ages ranging from 19 to 24 ( $X = 21.58$ ,  $SS = 2.56$ ).

### ***Materials***

*Ambivalent Sexism Inventory:* The Ambivalent Sexism Inventory (ASI), consisting of 2 factors: hostile and benevolent sexism, includes not only explicit expressions of negative attitudes toward women but also subtly constructed expressions (Glick and Fiske, 1996). Adapted into Turkish by Sakallı-Uğurlu (2002), the scale addresses sexism in two main dimensions: hostile sexism and benevolent sexism. The benevolent sexism dimension is further divided into sub-dimensions of heterosexual intimacy, protective paternalism, and complementary gender differentiation. The scale, consisting of a total of 22 items, measures 11 items of Hostile Sexism and 11 items of Benevolent Sexism (4 items for heterosexual intimacy, 4 items for protective paternalism, and 3 items for complementary gender differentiation).

*Trials:* Each trial consisted of 5 screens. The first screen displays a face photograph for 33 milliseconds (ms) (see Yan, Wang, and Zhang, 2012) (see Figure 1). Following this, a behavioral sentence is presented for 1600 ms (see Figure 2). After a 1000 ms white screen, the cue word is presented (see Figure 3). This screen remains until the participant presses the "yes" or "no" button. Finally, an 800 ms white screen is presented, followed by the next set. A total of 48 trials are used. Four sets of female photographs paired with sentences implying feminine personality traits, 4 sets of female photographs paired with sentences implying masculine personality traits, 4 sets of female photographs paired with sentences implying neutral personality traits, 4 sets of male photographs paired with sentences implying feminine personality traits, 4 sets of male photographs paired with sentences implying masculine personality traits, and 4 sets of male photographs paired with sentences implying neutral personality traits are used. To ensure that not all correct answers are "no," the remaining 24

sentences are presented as filler trials containing cue words, thus requiring a "yes" response. In filler trials, for example, the sentence "X donated a substantial amount to the Children with Leukemia Foundation" is presented, with "amount" being used as the cue word. This aims to ensure that participants pay attention to all elements of the sentence, such as subject, predicate, and object (see Yan, Wang, and Zhang, 2012).

*Behavioral sentences and traits:* As a result of preliminary studies (Soylu, 2017), sentences implying feminine, masculine, or neutral characteristics in both behavioral content and implied personality traits, and sentences implying personality traits to a good extent, were used.

*Face photos:* According to the results of preliminary studies (Soylu, 2017), 48 facial photographs, including 24 females, were used, which were determined to be of moderate attractiveness level.

### ***Procedure***

This experiment was designed using the probe recognition paradigm, corresponding to the first stage of spontaneous inferences, namely activation (McKoon and Ratcliff, 1986; Wang, Xia, and Yang, 2015). In this research paradigm, participants are presented with a behavioral sentence followed immediately by a personality trait. The participants' task is to decide whether the cue word (personality trait) appeared in the sentence presented immediately beforehand; participants are instructed to press the "yes" button if it did and the "no" button if it did not. Similar to the approach by Yan, Wang, and Zhang (2012), photo presentation is also conducted before presenting the sentence. The fundamental assumption of this paradigm is that individuals will delay their response of "no," indicating the correct absence of spontaneously inferred personality traits from the behavioral sentences. It is assumed that the reaction time of participants will be influenced by personality traits implied but not contained in the presented behavioral sentences. Furthermore, it is also presumed that the spontaneously inferred personality traits from the initial presentation will lead to incorrect "yes" responses (see Ham and Vonk, 2003).

The experiment was announced by visiting the classrooms prior to the commencement of lessons and appointments were made with students who wanted to participate. Experimental sessions were carried out in Ege University Psychology Laboratory. Each experiment was carried out in separate rooms, in approximately ten-minute sessions, through appointments made with the students. Each participant who arrived at the time of appointment, first read and signed the informed consent form. Then, the experiment was started and all instructions were presented through the prepared computer program. After the pilot phase of the experiment ended and it was made sure that the participant understood the experiment, the researcher left the room. When the experiment ended, the Ambivalent Sexism

Scale has been implemented. Subsequently, participants were thanked and contact addresses were given to the participants who wanted to get more information about the results of the research.

## **Results**

The mixed design analysis of variance results, with 2 (participants' gender) x 2 (hostile sexism: low / high) x 3 (consistency with gender stereotypes: consistent / inconsistent / neutral) as the last two factors being within-subjects measures, indicated that there were no statistically significant main effects or interactions on participants' accuracy levels (all F's < .248).

The mixed design analysis of variance results, with 2 (participant gender) x 2 (protective paternalism: low / high) x 3 (consistency with gender stereotypes: consistent / inconsistent / neutral) as the last two factors being within-subjects measures, indicated that there were no statistically significant main effects or interactions on participants' accuracy levels (all F's < .161).

The mixed design analysis of variance results, with 2 (participant gender) x 2 (intergender complementary differentiation: low / high) x 3 (consistency with gender stereotypes: consistent / inconsistent / neutral) as the last two factors being within-subjects measures, indicated that there were no statistically significant main effects or interactions on participants' accuracy levels (all F's < .571).

The mixed design analysis of variance results, with 2 (participant gender) x 2 (heterosexual closeness: low / high) x 3 (consistency with gender stereotypes: consistent / inconsistent / neutral) as the last two factors being within-subjects measures, indicated that there were no statistically significant main effects or interactions on participants' accuracy levels (all F's < .273).

The results of the mixed design analysis of variance, with 2 (participant gender) x 2 (hostile sexism: low / high) x 3 (consistency with gender stereotypes: consistent / inconsistent / neutral) as the last two factors being within-subjects measures, showed that there were no statistically significant main effects or interactions on participants' response time levels (all F's < 2.005).

Similarly, the results of the mixed design analysis of variance, with 2 (participant gender) x 2 (benevolent sexism: low / high) x 3 (consistency with gender stereotypes: consistent / inconsistent / neutral) as the last two factors being within-subjects measures,

indicated that there were no statistically significant main effects or interactions on participants' response time levels (all F's < 1.156).

Furthermore, the results of the mixed design analysis of variance, with 2 (participant gender) x 2 (intergroup differentiation: low / high) x 3 (consistency with gender stereotypes: consistent / inconsistent / neutral) as the last two factors being within-subjects measures, demonstrated that there were no statistically significant main effects or interactions on participants' response time levels (all F's < 1.377).

Lastly, the results of the mixed design analysis of variance, with 2 (participant gender) x 2 (heterosexual closeness: low / high) x 3 (consistency with gender stereotypes: consistent / inconsistent / neutral) as the last two factors being within-subjects measures, indicated that there were no statistically significant main effects or interactions on participants' response time levels (all F's < 1.110).

## **Discussion**

This study was designed to investigate the effects of gender, gender stereotypes, and sexism during the activation phase of spontaneous personality trait inferences process. The results indicate that gender, gender stereotypes, and sexism were not effective during the activation phase of spontaneous trait inferences.

The findings of the current research might be approached as consistent with the findings of Na and Kitayama (2011) and Newman (1991; 1993), which support the assertion that in cultures characterized as vertically collectivist (see Baran, 2012), spontaneous personality trait inferences do not occur during the activation phase. In the process of impression formation, it is known that collectivist cultures, in contrast to individualistic cultures, tend to make inferences that emphasize context and interpersonal relationships rather than personality traits (Miller, 1984; Fiske et al., 1998; Nisbett et al., 2001). This difference in spontaneous personality trait inferences between individualistic and collectivist cultures occurs because the more an inference process is repeated at a cognitive level, the more it becomes automatic (Smith, 1994).

In conclusion, this study showed that gender stereotypes, sexism, and gender were not effective in the activation phase of spontaneous inferences, contradicting previous studies (e.g., Yan et al., 2012). Future studies can investigate potential reasons for this discrepancy.

## **References**

Asch, S. E. (1946). Forming impressions of personality. *The Journal of Abnormal and Social Psychology*, 41(3), 258-273.



- Bem, S. L. (1974). The measurement of psychological androgyny. *Journal of consulting and clinical psychology*, 42(2), 155-162.
- Fiske, S. T., & Taylor, S. E. (1991). *Social cognition*, 2nd. NY: McGraw-Hill.
- Glick, P., Fiske, S. T. (1996). The ambivalent sexism inventory: differentiating hostile and benevolent sexism. *Journal of Personality and Social Psychology*, 70(3), 491-512.
- Ham, J., & Vonk, R. (2003). Smart and easy: Co-occurring activation of spontaneous trait inferences and spontaneous situational inferences. *Journal of Experimental Social Psychology*, 39(5), 434-447.
- Heider, F. (1958). *The psychology of interpersonal relations*. Psychology Press.
- Jones, E. E., & Davis, K. E. (1965). From acts to dispositions the attribution process in person perception. *Advances in experimental social psychology*, 2, 219-266.
- Kelley, H. H. (1973). The processes of causal attribution. *American psychologist*, 28(2), 107-122.
- Kuhlmeier, V., Wynn, K., & Bloom, P. (2003). Attribution of dispositional states by 12-month-olds. *Psychological science*, 14(5), 402-408.
- McKee, J. P., & Sherriffs, A. C. (1957). The differential evaluation of males and females. *Journal of Personality*, 25(3), 356-371.
- McKoon, G., & Ratcliff, R. (1986). Inferences about predictable events. *Journal of Experimental Psychology: Learning, memory, and cognition*, 12(1), 82-91.
- Miller, D. I., Eagly, A. H., & Linn, M. C. (2015). Women's representation in science predicts national gender-science stereotypes: Evidence from 66 nations. *Journal of Educational Psychology*, 107(3), 631.
- Moskowitz, G. B. (2005). *Social cognition: Understanding self and others*. Guilford Press.
- Reeder, G. D., & Brewer, M. B. (1979). A schematic model of dispositional attribution in interpersonal perception. *Psychological Review*, 86(1), 61-83.
- Rosenberg, S., & Sedlak, A. (1972). Structural representations of implicit personality theory. In *Advances in experimental social psychology* (Vol. 6, pp. 235-297). Academic Press.
- Sakalli, N. (2002). The relationship between sexism and attitudes toward homosexuality in a sample of Turkish college students. *Journal of homosexuality*, 42(3), 53-64.
- Sakalli-Uğurlu, N. (2003). Cinsiyetçilik: Kadınlara ve Erkeklere İlişkin Tutumlar ve Çelişik Duygulu Cinsiyetçilik Kurami. *Türk Psikoloji Yazilari*, 6(11), 1-20.
- Schneider, D. J. (1973). Implicit personality theory: A review. *Psychological bulletin*, 79(5), 294-309.
- Soylu, N.S. (2017). Spontaneous trait inferences and gender stereotypes. Ege University. (Unpublished Master's Thesis).
- Sunar, D. G. (1982). Female stereotypes in the United States and Turkey: An application of functional theory to perception in power relationships. *Journal of Cross-Cultural Psychology*, 13(4), 445-460.
- Todorov, A., & Uleman, J. S. (2002). Spontaneous trait inferences are bound to actors' faces: evidence from a false recognition paradigm. *Journal of personality and social psychology*, 83(5), 1051.
- Todorov, A., & Uleman, J. S. (2003). The efficiency of binding spontaneous trait inferences to actors' faces. *Journal of Experimental Social Psychology*, 39(6), 549-562.
- Uleman, J. S., Saribay, S. A., & Gonzales, C. (2008). Spontaneous inferences, implicit impressions, and implicit theories. *Annual Review of Psychology*, 59, 329-360.
- Williams, J. E., & Best, D. L. (1990). *Measuring sex stereotypes: A multi-nation study*. Newbury Park, CA: Sage Publications.
- Yan, X., Wang, M., & Zhang, Q. (2012). Effects of gender stereotypes on spontaneous trait inferences and the moderating role of gender schematicity: Evidence from Chinese undergraduates. *Social Cognition*, 30(2), 220-231.

# ANALYSIS OF THE ART OF TELMİH IN GAGAUZ LITERATURE IN SEMANTIC LONGITUDE

## GAGAUZ YAZININDA TELMİH SANATININ SEMANTİK BOYLAMDA ANALİZİ

Leyla DİLEK

Siirt Üniversitesi MYO Uygulamalı İngilizce – Çevirmenlik

ORCID ID: 0000-0003-3083-2214

### ABSTRACT

The authentic sequence reflected from the research latitude made visible the art of interpretation, which is symbolized in a grammatical context. In order to redesign the emotional pattern processed in the semantic reaction, reference was made to the reminder system, which is an associative perspective. It has been determined that the depiction projection, which is also symbolized by polychemic utterances such as "allusion, allusion, suggestive discourse" clustered in the vocabular period, marks a latent act of reminiscence.

In the research, events, facts, beliefs, and the aesthetic appearance of literary, mythical elements and sayings reflected in the Gagauz literary plane were presented to attention. In the view in question, the existence of an implicit analogy between the emphasized emotion and the voiced event was perceived. In the allusion proposition depicting the artistic harmony of an eloquent movement focused on knowledge and common culture; It has been observed that the event or person mentioned is depicted in the conciseness table. Therefore, in this rhetorical context, the messages sent to the historical texture of the past reflected the necessity of the reader's knowledge potential. It has been determined that the allusive discourse synchronized in the aesthetic context gathers the literary dimension and the historical axis at a common point.

The research employed the interpretive analysis model by describing the harmonic echo of the hidden metaphors that pattern the text context. The literary platform patterned on Gagauz literature was examined in the semantic range of the allusion spectrum, and the document analysis factor was made essential. The data system of theoretical findings for the research universe was designed with a semantic approach. Rather than unearthing the hidden depths of the past; The reminder system, designed to provide support for the plot that the artist constructed in his own discourse scene, has given a unique description to Gagauz literature. Thus, the kinesthetic connotation, which covers the atmosphere of thought with an aesthetic perception, has rebuilt the meaning scale with an original design by stimulating the rhetorical themes in the Gagauz literary universe.

**Keywords:** Gagauz literature, Telmih art, Semantics, Aesthetics, Analysis.

## ÖZET

Araştırma enleminden yansıyan otantik dizilim, gramatikal bağlamda sembolize edilen telmih sanatını görünür kılmıştır. Anlamsal tepkimede işlem gören hissel örgeyi yeniden tasarlamak adına, çağrışımsal bir perspektif olan hatırlatma dizgesine gönderme yapılmıştır. Vokabüler periyotta kümelenen “anıştırma, andırma, imalı söylem” tarzındaki polisemik sözcelerle de simgelenen tasviri iz düşümün, gizil bir anımsatma eylemini işaretlediği belirmiştir.

Araştırmada Gagauz edebi düzleminden akseden olay, olgu, inanışlar ile yazınsal, mitsel unsurların ve deyişlerin telmih aynasındaki estetik görünümü dikkate sunulmuştur. Söz konusu görünümde, vurgulanan duygu ile sesletilen olay arasında örtük bir benzetimin varlığı sezilmiştir. Bilgi ve ortak kültür odaklı belîğ bir devininin sanatsal uyumunu tasvirleyen telmih önermesinde; andırılan olay ya da şahsın, özlülük tablosunda resmedildiği görülmüştür. Dolayısıyla, söz konusu retorik ulamda geçmişin tarihi dokusuna gönderilen iletiler, okuyucunun bilgi potansiyelinin gerekliliğini yansıtmıştır. Estetiksel bağlamda senkronize edilen imalı söylemin, yazınsal boyut ile historik eksenini ortak bir noktada topladığı tespit edilmiştir.

Araştırma metin bağlamını örüntüleyen saklı metaforların armonik yankısını betimleyerek yorumsal çözümleme modelini işe koşturmuştur. Gagauz yazınına dair desenlenen edebi platform, telmih yelpazesinin anlam kuşağında tetkik edilmiş, doküman analizi faktörü esas kılınmıştır. Araştırma evrenine yönelik teorik bulguların veri sistemi, semantik bir yaklaşımla dizayn edilmiştir. Geçmişin gizil derinliğini gün yüzüne çıkarmaktan ziyade; sanatçının, kendi söylem sahnesinde kurguladığı olay örgüsüne dayanak oluşturmak gayesiyle tasarlanan hatırlatma dizgesi, Gagauz edebiyatına özgün bir betim yüklemiştir. Böylece, düşünce atmosferini estetik bir algıyla kaplayan kinestetik çağrışım, Gagauz yazın evrenindeki retorik temleri uyarak anlam skalasını orijinal bir tasarımla yeniden inşa etmiştir.

**Anahtar kelimeler:** Gagauz yazını, Telmih sanatı, Semantik, Estetik, Analiz.

## GİRİŞ

Çağrışımsal bir perspektifin lirik betimi olan telmih motifi, anlam kreasyonundaki saklı estetik dokuyu açığa çıkarır. Historik düzlemde geçen bilinen bir olayın, ünlü bir kişinin, deyişin ya da hikâyenin anılması esasına dayanan telmih figürü anımsatıcı bir üslûbun lirik yansımasıdır. Senkronize edilen olay ile desenlenen duygu arasında estetiksel bir uyumun varlığı sezilir. Edebi eksen ile historik ufku birleştiren telmih önermesi, bilgi odaklı benzetimsel bir bağıntının retorik tepkimesidir. Telmihte aslolan gaye, geçmişte yaşanmış olay örgüsünü bugüne taşımak değil; sanatçının, kendi tasarımı olan tasviri yörüngeye güçlü bir dayanak oluşturmaktır.

Bir şeye göz ucuyla bakmak olan telmih; bir belâgat terimi olarak temsil yoluyla önemli bir tarihi olayı, bilinen bir kıssayı, efsaneyi, meşhur bir fıkrayı, yaygın bir âdeti, ünlü bir kişiyi işaret etmek ya da anımsatmaktır. Telmih, bir benzetme sanatı olup (Köklügiller, 2009: 311), bir hayali veya düşünceyi dolaylı yoldan ifade eder (Selçuk vd., 2022: 143). Telmih sanatında işaret edilen konu etraflıca anlatılmaz, sadece anımsatılır (Tanç, 2006: 22). Sanatçı, anımsadığı olayı öne çıkarır ve okuyucunun da söz konusu olayı bilmesini ister (Betur, 2019: 33). Bu durumda okuyucu metnin anlamını kavramaya çalışırken bu çaba başka çağrışımlar, hatta bazen telmihi yapanın kastetmediği çağrışımları da beraberinde getirir. Dolayısıyla, metin bu yolla zenginleşir ve çok anlamlı bir nitelik kazanır. Bu anlam zenginliği, metni yorumlayanın zihninde yeni duygu ve düşüncelerin uyanmasına neden olur (Saraç, 2019: 95).

## BULGULAR

Gagauz edebi ikliminde telmih sanatının semantik boylamdaki estetik yankısı şu şekilde görünüm arz etmiştir:

### 1.

O gün, Atam, heptän, sän sonsuzlaa vardın,  
Bizi yasta hem kahırda braktın,  
Göktä sünmüz o yıldızın. Adın –  
hergün “eni güneş gibi hep duacek”,  
Senin o işlerin örüyecek,  
hem “Ne mutlu türküm deyenä” hep ötecek,  
benim Ulu Atam, Ulu Bobam, Atatürküm,  
yaşayacak...

(Zanet, 2021: 11)

Sanatçı; Türkiye Cumhuriyeti'nin kurucusu Ulu Önder Atatürk'ün ebediyete intikal ettiği gün olan 10 Kasım 1938'e telmihte bulunarak, duyduğu derin üzüntüyü edebi kuşağın anlam ekseninden yansıtmıştır. Ulu Önder'in ani ve apansız ayrılışı şüphesiz ki Türk milletini ve bütün Türk dünyasını derinden etkilemiş, dünya çapında geniş bir yankı uyandırmıştır.

### 2.

Yıl kırk beş,  
Yok ateş.  
Sırnık ta kör aaçlı  
Tez bizä uuradı.  
Sansın büü aaramaa,  
Kor gidärdik almaa:  
Baca salt soludu –  
İnsanı topladı...  
Sevinärdik kora –  
Küçüklär, ihtärlar, -  
Nicä bir yortuya,  
Nicä bir ilinnä:  
Harcanmaz çii imäk,  
Aaç kimnär – yok susmak,  
Yısıtmaz suuk camal,  
Nekadar sän yalvar...

(Kösä, 2011: 101)

Sanatçı, 1945 yılına işaret ederek II. Dünya Savaşı'na gönderme yapmaktadır. Savaş yıllarında Gagauz halkının çektiği açlık ve sefalet düzlemini anımsatıcı bir yaklaşımla çizen sanatçı, telmih sanatının anlam yelpazesini görünür kılmıştır.

### 3.

Gözäl görüner analar,  
Açan evladçık kucaanda,  
Ölä, sansın, madonalar  
Rafaël'dä tablolarda.

(Karagançu, 2015: 23)

Şair; anne izleğini betimlerken, İtalyan Rönesans sanatçısı Rafael tarafından 1505 yılında yapıldığı düşünülen Madonna tablosuna telmihte bulunmaktadır. Andırma işleviyle anlam kazanan telmih portresi, şairin söylem paletine özgün bir renk katmaktadır.

### 4.

Neredä kaldı o gagauz ruhu?  
Dedelerimdä mi? Bizdä unutuldu.  
Neredä Atilla? Toplasın halkı.  
Gagauz istoriyası pek derin saklı.

(Akt. Karanfil, 2013: 39)

Şair; Gagauz tarihinin derin ve saklı yönüne, birlik ve beraberlik olgusuna dikkat çekmek adına, 395-453 yılları arasında yaşayan Avrupa Hun İmparatorluğu'nun hükümdarı Attila'ya gönderme yapmaktadır. Şiirsel katmanda gizil bir sitemle yoğrulan edebi imgelem, telmih sanatının estetik yörüngesinde dramatize edilmektedir.

### 5.

Taş atana seläm verelim,  
Kötüleri İnsan edelim,  
Yıftıraya “durgun” deyelim,  
Danışana nasaat edelim,  
Aalayana ürek verelim,  
Yufkalara yardım edelim,  
Aaç olana ekmek verelim,  
Cannılara ilik edelim  
Gel “*sevelim, sevilelim,*  
*Dünnä kimseyä kalmaz*”!

(Akt. Karanfil, 2015: 205)

Şiirde; 13. yüzyılın son yarısı ile 14. yüzyılın başlarında yaşayan, Anadolu sahasında yetişen, Türkçe şiirin öncüsü sayılan Yunus Emre'nin "Gelin Tanış Olalım" adlı şiirine telmihte bulunulmuştur. "Sevelim, sevilelim. Dünnä kimseyä kalmaz!" sözüyle insanlara evrensel bir çağrı yapan Yunus Emre'nin; hoşgörüyü, insan sevgisine verdiği önem ile dünyanın geçiciliğine dair düşüncelerine gönderme yapılmıştır.

## 6.

... Anam, kara giyimnerin  
Benzäär Kaaba taşına,  
Onun için mi ellerim  
Ölücän uzanık sana?

Onun için mi gözlerimin  
Saklı yaşı sızıp-sızêr,  
Ki gecedän giyimnerin  
Yaslı darsık-darsık bakêr.

(Kuroglu, 2011: 71)

Şair; söylem eksenini güçlendirmek adına benzetme ilgisinden faydalanarak annesinin kara giyimini müslümanlarca kutsal sayılan, siyah ve parlak taş olan "Hacerü'l Esved" ile ilişkilendirmiş, anlamsal düzleme estetiksel bir boyut kazandırmıştır. Dolayısıyla şair, telmih aracılığıyla yaratmak istediği sanatsal çağrışıma otantik bir betim yükleyerek ifade tablosuna orijinal bir renk katmıştır.

## 7.

Gün kauştuydu ansızdan,  
Gelmişkän Bişkekä konaa...  
Bir aar haber haslısından  
Düştüm yasla hem salgına.

Gözlerimi yaktı yaşım,  
Ki geçinmiş Kara Çoban...  
Çingiz Aytmat – kırgızbaşu  
Dediydi: "Ah, aman-aman..."

Sabaadan yangına mı çan  
Urdu ürääm azıp-azıp  
Da... raatlandı, göktä açan  
Duudu Çoban bir Yıldızı.

(Kuroglu, 2011: 112)

Şair; ünlü Gagauz aydını Dimitri Kara Çoban'ın yaşama veda ettiği haberine dair üzüntüsünü telmih ve tecahül-i arif (bilmezden gelme) motifiyle tasvirlemiştir. Bu hüznün atmosferini resmederken Türk dünyasının önemli yazarlarından Cengiz Aytmatov'un sözlerini anımsatmıştır. Ayrıca Kara Çoban'ı, "Çoban Yıldızı" olarak da nitelenen Venüs gezegenine benzeterek saklı bir telmihte bulunmuştur.

## 8.

Ko hep sevda olsun Erdä,  
Nicä Allah istemiş!  
Sevda duyguylan Cennettä  
Eva Adamı sevmiş.

(Karagançu, 2015: 51)

Şair, sevda izleğine dikkat çekmiş, bu imgenin yeryüzünde var oluş nedenini Tanrı ile ilişkilendirmiştir. Bu düşüncesine dayanak oluşturmak gayesiyle de Adem ile Havva'nın cennetteki hissel betimine gönderme yapmıştır. Telmih atmosferinden yansıyan imalı söylem, şairin düşlem atmosferini özgün bir perspektifle yeniden semantize etmiştir.

## 9.

Eski istoriyamız bilinmeer.  
Sansın saklı durêr bizdän  
Da içimdän bir ses kopunca  
Çaarêr beni eski zaman.

Açan türklär taa birleşikti  
Açan yaşardı Oguz Han  
Da maavi gök bizim Tanrıydı  
Vardı bir halk gök oguzlar.

Açan Bozkurt hep kurtardı  
Yazardık biz runnarlan taa  
Bumın kagan devlet kurardı  
O altıncı asirlerdä.

(Akt. Karanfil, 2013: 40)

Şair; Gagauzların tarihsel derinliğine dikkat çekmek amacıyla imalı söylem perspektifinden ilham almıştır. Bu bağlamdan hareketle; tarihsel süreçten akseden önemli şahsiyetler olan Oğuz Han ve Bumin Kağan'a, mitsel öge Bozkurt ile Gök Tanrı inancına telmihte bulunmuştur. Dolayısıyla şair, anlatım tepkimesini estetiksel yönde aktivize etmek adına telmih örüntüsünü işe koşturmuştur.

## 10.

Anacıym, özleirim pek seni,  
Her gecä düşlerimä gellersin.  
Birisi getirmeer haberi,  
Bän sa hep bekleerim, hep bekleerim.

Auşam genä aklıma geldi  
46 için güç annatman.  
Şükür, dönmeerlär geeri.  
O titsi yıllar, Anam.

(Zanet, 2018: 38)

Şiirde; 1946 yılını işaret ederek Gagauz halkının savaş yıllarında yaşadığı zor anları anımsatan sanatçı, derin bir sefalet ve yıkıma maruz kalan halkın acısına dair duyduğu üzüntüyü telmih yörüngesinden yansıtmaktadır.

## 11.

Düşünerim avşamdan:  
“Kimsin sän, paalı Handan?  
Büük dedän mi Çingiz han,  
Beki sän Kadın bir Han?”

(Zanet, 2018: 269)

Şair, muhatabına duyduğu derin saygı ve değer iklimini telmih ve tecahül-i arif (bilinen bir şeyi bilmezden gelme) katmanında senkronize etmiştir. Bu önem tablosunu, dünya tarihinin en büyük askeri liderlerinden biri olarak kabul edilen “Cengiz Han” figürüyle resmetmiştir. Ayrıca muhatabını “Kadın Han” motifiyle de özdeşleştiren şair, telmih sınırını sanatsal bir iz düşünle daha da genişletmiştir.

## 12.

Kendimizdän neçin kaçêrız  
Da unudêrız kimiz biz  
Bizä büün deerlär “gagauz!”  
Bizim dedeymiş Han Oguz!

Hem Kültegin dä yaşamış,  
Türk soylarını birleştirmiş.  
Var sırada Bilge Kagan  
O da bizim göktürklerdän.  
Bozkurt ta bizim kahraman.  
O kurtarardı beladan.

(Akt. Karanfil, 2013: 41)



Şair; milli kimlik üzerinden yansıttığı andırma işlemini estetik bir tarzla ifade etmektedir. Gagauzların tarihsel periyodundan çeşitli ögeler sunan şair, telmih sanatının görünüm açısını varsıl bir boyuta taşımaktadır. Böylelikle, historik enlemde beliren “Oğuz Han, Kültegin, Bilge Kağan” gibi önemli şahsiyetler ile “Bozkurt” mitsel unsurunu, telmih platformunun sanat dizgesinden aktarmaktadır.

### 13.

Lüzgär kaavileşer. Aaçlardan düşer meyvalar. “Yok can bu lüzgerdä.” – düşündü Petri. “*Aalemä prost yapma, kendin belaya düşecän,*” – aklına getirdi dädusunun nasaatını. “Bu lafları läüzüm aşhya çıkarmaa,” – neetledi Petri. Çeketti düşünmää, nicä tutsun baarli büünkü lüzgeri. Açtı pençereyi. Lüzgär çeketti saurtma perdeleri, urdu aralık iđer kapusunu. Petri hızlı çıktı dışarı, kapadı pençereyi. “Şansora kaçmaycan bireri,” – dedi o da tez girdi iđer. Lüzgär iđerde hiç kimildanmardı, pat altında da yoktu. Petri genä açtı pençereyi, lüzgär girdi o saat iđer, düşürdü duvardan ramkayı. Petri genä saklı kapadı pençereyi, genä hızlı girdi iđer. Settä kösteklendi, aklına geldi: “*Savaşma kazmaa hendek aalemä, kendin ona düşecän.*”

(Marinoglu, 1997: 8)

Şair; başkasının kötülüğünü düşünen ve bu doğrultuda tuzaklar kuran kimsenin, kurmuş olduğu tuzağa önce kendisinin düşebileceğini, daha doğrusu yapılan kötülüğün hiç kimseye kâr kalmayacağı hususunu estetik katmanda işlemektedir. “Aalemä kuyu kazma, kendin düşärsin!” şeklinde örüntülenen Gagauz atasözünü anımsatan şair, öğüt meridyeninde simgelediği söylem motifini, telmih sanatı vasıtasıyla etkili ve canlı kılmaktadır.

### 14.

Bir topluş küüdä oldu  
Büük esap bizä koydu:  
Näbalım ne edelim,  
Topraamızı koruyalım!  
Görmeylim biz kendimiz,  
Görmesin uşaklarımız,  
Nelär görmüş bobalar  
O 41 - ci yıllar.

(Tukan, 2010: 80)

Şair; 1941 yılına gönderme yaparak Gagauz halkının yaşamış olduğu hüzn ve acı dolu zamana telmihte bulunmaktadır. Vatan ve bağımsızlık temleriyle yoğrulan estetiksel söylem, anımsatma figürüyle yeniden anlam kazanmaktadır.

### 15.

Nekadar şannı adam  
Dünneyä verdi topraan!  
Anıldı çiftçilerin  
Hem girgin askerlerin.  
Bey, küüyüm, bizä sän bak:  
Var bir kanadın – *Sulak!*

*İon Bass* da – kanadın!

Küüyüm dayma yaşasın!

(Zanet, 2018: 293)

Şair, ünlü halk sanatçıları “Nikolay Sulak” ile “İon Bass’a” gönderme yaparak bu önemli şahsiyetleri topluma kazandıran topraklara yönelik hislerini sanatsal bir tarzla iletmiştir. Hatırlatma dizgesiyle yoğrulan sanatsal çağrışım, yaratı iklimindeki gizil estetik dokuyu gün yüzüne çıkarmıştır.

**16.**

Te *Mitiraş!!! O Pıtıraş*

Bizä yoldan seläm verer,

Şalvir kalkmış onda bir kaş,

O devlerdä atlı gezer.

Balladadan halk masalı

Eser, eser bizä, kardaş.

*Tudorkaylan Stuyan* yavaş

Bizä verer ellerini.

O *Mari Kız*, gözäl *Oglan* –

Evelliktän bizä gelän...

Başka resim – büünkü günnär

Yaratmana örüldülär...

(Zanet, 2018: 272-273)

Şiirde; lirik, epik ve trajik öğelerden akseden yazınsal ürünler telmih sınırından geçirilmiş, böylelikle anlam evreni sanatsal bağlamda genişletilmiştir. Şair, anlatı ritmini estetiksel boyutta aktive etmek adına telmih sanatını görünür kılmıştır.

**17.**

Geldi çerkezlär – kılıçlar bilenmiş!

Büük kahr, büük bela – görünmeyän iş:

“*Kavarna dedikleri bir küçük kasaba,*

*Kesilän kelleler gelmäz esaba...*”

Burada “*Analar kesilir, uşaklar aalêêr,*

*Uşaklar kesilir, analar aalêêr*”:

Kavarna içindä akêr kannar,

Kıyılêr, dooranêr gagauzlar.

(Zanet, 2018: 58)

Sanatçı, “Kavarna Türküsü”ne telmihte bulunarak savaş olgusunun karanlık yüzünü reel düzlemden yansıtmıştır. Gagauzlara yönelik gerçekleştirilen soykırımı konu edinen şiirsel yaratı, telmih odağından geçirilerek okuyucunun dikkatine sunulmuştur.

**18.**

Ne gözäl ana taraf,  
Doz-dolay – eşil koraf,  
Deniler ona Bucak,  
Gel da siiret, gel da bak.

Sürülär derä boyu  
Akışêr koyu-koyu,  
Onnarı güder çoban –  
Yalabık, girgin bir can.

Kimdir o, Bayır Oolu?  
Kırda-bayırda yolu.  
Kuzucuklarda – gözü,  
Gagauzça da sözü.

(Kuroglu, 2011: 141)

Şair; Bucak’a yönelik inşa ettiği değer düzlemini, telmih sanatının anlam örgesinde yeniden yapılandırmıştır. Tasarladığı estetiksel imgede Gagauzların “Oğlan” adlı halk türküsüne ve “Bayır Oolu” yaratmasına telmihte bulunmuştur. Böylece söylem önermesine ekstrem bir boyut kazandıran şair, andırma profilinden faydalanmıştır.

**19.**

Akıllı – baarişêr,  
Ahmaklar çekişer,  
Yok uslu uslanmak.  
Ne sizä etişmeer?

Be insan dangalak?  
Nasradin neredän,  
Görmüş ki iibedä

var altın? Da sormuş  
Kaç yapêr elindä  
Zenginnik?  
-Buldusan sokakta  
Tozlarda zaametsiz,  
paasıdır toz-duman...

(Baboglu, 2003: 41-42)

Şiirde Nasreddin Hoca'nın fıkrasına gönderme yapan şair, anlam skalasına estetiksel bir ahenk katmaktadır. Telmih sanatıyla sembolize edilen çağrışımsal dizilim, söylem meridyenini güçlendirerek ortak kültür ve bilgi potansiyeli ile harmanlanan yazınsal oluşuma dikkat çekmektedir.

## 20.

Peetlär, kaldırım beni  
Geçirin o zeetlerdän,  
Tutuşturun üreemi  
Yaratmak koorlarından  
Dadayım bol neetlerdän  
Kadıncam ölä bassın,  
Kauşum ölä çalsın  
Nasıl Gomerdän kalmış  
Puşkin nasıl söylemiş...

(Baboglu, 2003: 83)

Şiirde telmih sanatıyla harmanlanan betimsel tasarım, şairin düşlem enlemine zenginleştirerek anlam sığasını güçlü bir konuma taşımıştır. Şair, söylemi etkili ve akıcı kılmak adına önemli şahsiyetleri dikkate sunmuştur. “Gomer” ve “Tolstoy” ile sembolize ettiği yaratı reaksiyonunu, telmih ekseninin gizil yörüngesinde resmetmiştir.

## SONUÇ

Çalışmada, Gagauz edebi platformundan akseden geçmişteki bir olaya, ünlü bir kişiye, mitsel öğelere, çeşitli inanışlara, yaygın bir atasözü ya da kıssaya işaret etme eyleminin, telmih sanatını nitelediği görünür kılınmıştır. Anlamsal ufkun estetik birimlerini aktive eden imalı söylem vasıtasıyla, gramatikal düzlem estetik bağlamda tasvirlenerek polisemik bir betim yaratılmıştır. Dolayısıyla çağrışımsal bir seremoniyle desenlenen hatırlatma eylemi, betimsel bir iz düşümün saklı estetik ritmini senkronize etmiştir. Telmih aynasından yansıyan sanatsal perspektif, söylem kutbundaki gramatikal derinliği yüzey yapıya aktarmıştır. Sanatçı, telmihte bulunduğu olay örgüsünü veya hissel dokuyu anımsatıcı bir tarzla sesleterek anlam tablosuna estetik bir yön çizmiştir.

Anımsatma ya da ima etme şeklinde şifrelenen telmih önermesinin, tanınan veya bilinen bir olguyu çağrışımsal bir yöntemle çözümlediği belirlemiştir. Dolaylı bir anlatımın estetik yankısını simgeleyen andırma profilinde, olay ya da kişilere özgü modellenen beliş kodların

metin içerisinde gizlendiği ve asıl imgeye bu saklı kodlar üzerinden ulaşıldığı görülmüştür. Söz konusu önermede, dikkate sunulan duygu yelpazesi ile vurgulanan olay arasında gizil bir benzetimin varlığı tespit edilmiştir.

Bilgisel donanım ve ortak kültür merkezli estetik bir dinamiğin sanatsal uyumunu dizayn eden telmih yörüngesinde; sezdirilen olay ya da kişinin, özlülük motifiyle sembolize edildiği dikkati çekmiştir. Böylelikle, geçmişin tarihi dokusuna gönderilen estetiksel işaretleyiciler, okurun bilgi katmanının gerekliliğini öne çıkarmıştır. Sanatsal düzlemde imgelenen andırma işlemi ise edebi boylam ile historik enlemi aynı doğrultuya transfer etmiştir. Geçmişe dair saklı derinliği dışa vurmaktan ziyade; sanatçının, kendi yaratı tepkimesinde işlediği olay ilmeğine dayanak oluşturmak amacıyla modellediği anımsatma izleği, Gagauz yazımına orijinal bir renk katmıştır. Bu bağlamdan hareketle, duygu ve düşünce iklimini lirik bir yaklaşımla inşa eden örtük çağrışım, Gagauz edebi boyutundaki sanat vektörlerini uyararak anlam orbitalini özgün ve estetik bir doruğa taşımıştır.

## KAYNAKLAR

- Baboglu, N. (2003). *Güz Çiçekleri*, Chişinău: Pontos Yayınları.
- Betur, M. (2019). *Ortaöğretim Öğrencilerinin Söz Sanatlarına ve Söz Sanatları Öğretimine Yönelik Görüşleri*. (YL Tezi). Ankara: Ankara Üniversitesi Eğitim Bilimleri Enstitüsü.
- Karagançu, V. D. (2015). *Yaprak Dökümü*. Chişinău: Tehnika – Info. Gagauziya M. V. Maruneviç adına Bilim – araştırma merkezi.
- Karanfil, G. (2013). *Akar Sel Gücü*. Ankara: MerasCümnäTopluluu.
- Karanfil, G. (2015). *Gagauz Şiir Antologiyası*. Bursa: Bilal Ofset Yayıncılık.
- Köklügiller, A. (2009). *Edebiyat Sözlüğü*. İstanbul: Uğur Eğitim Pazarlama ve Yayıncılık A.Ş.
- Kösä, M. (2011). *Dattım Ömürdän* (haz. Güllü Karanfil). Ankara: M. Maruneviç adına Bilim Aarştırmaları Merkezi Genel Üretmāk Müdürlüü.
- Kuroglu, S. (2011). *Canımı Başlarım*. Chişinău: M. Maruneviç Adına Bilim Aarştırmaları Genel Üretmāk Müdürlüü.
- Marinoglu, T. (1997). *Tatlı Düşlär*.Kagul: Razadesud Yayınevi.
- Saraç, M.A.Y. (2019). *Eski Türk Edebiyatına Giriş: Söz Sanatları*. Eskişehir: T.C. Anadolu Üniversitesi Yayını No: 2366 Açıköğretim Fakültesi Yayını No: 1363.
- Selçuk, B., Kesik, B., Şenödeyici, Ö., Koşık, S., ve Kola, F. (2022). *Söz ve Sihir Arasında Edebi Sanatlar*. Ankara: Eğiten Kitap Yayıncılık Organizasyon Limited Şirketi.
- Tanç, N. (2006). *Salim Divanı'ında (Gazellerde) Edebi Sanatların Kullanımı*. (Yüksek Lisans Tezi ), Aydın. Türkiye: Adnan Menderes Üniversitesi Sosyal Bilimler Enstitüsü.
- Tukan, V. (2010). *Şiirlär*. Chişinău. İ. S. Firma Editorial – Poligrafică “TipografiaCentrală.
- Zanet, T. (2018). *Seçmä Yaratmalar “60 yaşına”*. Chişinău: Pontos Yayınları.
- Zanet, T. (2021). *Ana Sözü “Seçme Şiirler”*. Ankara: Bengü Yayınları.

# EVALUATION OF STUDIES CONDUCTED ON ESP TEXTBOOK EVALUATION

**Öğr.Gör. Gamze KARA**

Milli Savunma Üniversitesi, Hava Harp Okulu, Yabancı Diller Bölümü

## ABSTRACT

With the emergence of English for Specific Purposes (ESP), studies related to the area have appeared. There have been different studies in the ESP area, such as the needs or attitudes of learners, teaching ESP, ESP programs, and ESP textbooks. This study aims to examine studies carried out in 2019 and 2023 in the area of ESP textbook evaluation. 35 studies related to ESP textbook evaluation were found and analyzed according to year, country, ESP area, research design, data collection tool, and scope of the studies. To examine the studies, a meta-analysis research design synthesizing the results of the studies is utilized. According to the results of the study, in 2021 and 2022, two more studies were executed. Indonesia is the country where ESP textbook studies were carried out most. In terms of the ESP area, medical and administration/business areas are two areas in which more ESP textbook evaluation studies have been done. When it comes to methodological data, descriptive qualitative research design and questionnaires as data collection tools have appeared in more studies. When the scope of the studies is examined, skills included in the textbooks are the most studied subject matter. In light of the data obtained, it has been concluded that the ESP textbook evaluation area needs to be examined more and in a more detailed way.

**Keywords:** English for Specific Purposes, Textbooks, Evaluation.

## INTRODUCTION

In the dynamic landscape of language education, the realm of English for Specific Purposes (ESP) stands as a specialized domain designed to cater to the unique linguistic needs of learners pursuing specific professional or academic fields. As the demand for targeted language proficiency continues to rise across diverse industries, the role of ESP coursebooks becomes increasingly pivotal. This study delves into the intricacies of ESP, exploring the significance of tailored language instruction and embarking on an evaluation of the English for Specific Purposes coursebooks that shape this specialized learning journey.

ESP, as a subfield of English language teaching, goes beyond the conventional approaches of general English courses. Instead, it addresses the specific linguistic requirements of learners within distinct professional or academic contexts, such as business, medicine, engineering, or law. As such, ESP coursebooks serve as the cornerstone of these specialized language programs, providing a structured framework to enhance language skills in a manner directly applicable to the target field.

This exploration not only underscores the importance of ESP as a niche within language education but also aims to dissect the critical role played by coursebooks in shaping the learning experience. The evaluation of ESP coursebooks is an essential aspect of ensuring their efficacy in meeting the evolving needs of learners. It involves a nuanced analysis of content relevance, pedagogical approach, and adaptability to the ever-changing landscape of specific domains.

English for Specific Purposes (ESP) departs from conventional English language instruction by catering to the distinct needs of learners within specific professional or academic domains. Unlike the comprehensive focus of General English, ESP takes a targeted approach, equipping learners with the linguistic skills and knowledge directly relevant to their field (Hutchinson & Waters, 1987). This necessitates a strategic selection and development of materials that act as the cornerstone of effective ESP instruction.

## **CONCEPTUAL FRAMEWORK**

### **Materials in ESP: Design Principles and Considerations**

Effective ESP materials are guided by specific principles:

**Needs Analysis:** The starting point is a thorough understanding of the learners' needs and learning context. This includes their existing English proficiency, target language skills required in their field, and specific learning goals (Dudley-Evans & St John, 1988).

**Authenticity:** Materials should reflect the language and tasks encountered in real-world professional or academic settings. This may involve incorporating professional publications, technical documents, case studies, simulations, and role-plays (Johns & Dudley-Evans, 1991).

**Task-oriented:** Content and activities should be geared towards developing the skills needed for actual communication and action within the target domain. This could involve writing reports, giving presentations, negotiating, conducting interviews, or completing technical tasks (Prabhu, 1987).

**Skill integration:** Learners need to develop not just grammar and vocabulary, but also comprehension, speaking, writing, and critical thinking skills within the context of their specific domain (Hyland, 2003).

**Motivation and engagement:** Materials should be interesting, relevant, and challenging enough to keep learners motivated. This involves incorporating multimedia elements, interactive activities, and opportunities for personalized learning (Nunan, 2014).

### **Types of ESP Materials:**

**Coursebooks and textbooks:** These can provide a structured framework for learning, addressing key vocabulary, grammar, and skills relevant to the specific domain (Jordan, 2002).

**Supplementary materials:** These can include authentic texts, case studies, video clips, audio recordings, and online resources that enrich and expand upon the core curriculum (Feez, 2010).

**Task-based activities:** These provide opportunities for learners to apply their language skills to real-world scenarios, such as role-playing business meetings, writing technical reports, or conducting simulations (Willis & Willis, 2007).

**Software and online tools:** Interactive platforms and simulations can offer immersive learning experiences, allowing learners to practice communication and decision-making in realistic settings (Chapelle, 2018).

**Learner-created materials:** Encouraging learners to research, analyze, and present information relevant to their field can deepen their understanding and foster autonomy (Savignon, 2007).

## **Challenges and Trends in ESP Materials Development**

The field of ESP faces several challenges:

**Rapidly evolving fields:** Keeping pace with the changing vocabulary and practices within specific domains requires constant updates and revisions to materials (Basturkmen, 2010).

**Limited resources:** Creating high-quality, authentic ESP materials can be time-consuming and expensive, leading to a reliance on generic resources that may not fully address learners' needs (Hutchinson & Torres, 2014).

**Technological integration:** Leveraging technology effectively to create engaging and interactive ESP materials requires ongoing research and development (Keegan, 2013).

Despite these challenges, several trends are shaping the future of ESP materials:

**Personalized learning:** Technology is enabling the development of adaptive learning platforms that cater to individual learner needs and learning styles (Chapelle, 2018).

**Collaborative learning:** Online tools and platforms are fostering collaboration and knowledge sharing among learners, creating a more dynamic learning environment (Benson, 2013).

**Focus on fluency and communication:** There is a growing emphasis on developing fluency and real-world communication skills rather than solely focusing on grammar and accuracy (Hyland, 2003).

To sum up, ESP materials serve as the driving force in equipping learners with the linguistic tools and skills needed to navigate the specific demands of their chosen field. By adhering to sound design principles, incorporating authentic content, and embracing innovative technologies, ESP materials can provide a unique and effective learning experience that bridges the gap between language classrooms and professional or academic domains.

### **Evaluating English for Specific Purposes Textbooks**

Effective English for Specific Purposes (ESP) textbooks play a crucial role in tailoring language learning to the needs of professionals and students within specific fields. However, evaluating the quality and effectiveness of such textbooks requires a nuanced approach that goes beyond traditional assessments of grammar and vocabulary (Hutchinson & Torres, 2014). When a comprehensive evaluation of an ESP textbook is needed three key factors should be considered: alignment with learner needs, authenticity of materials, and efficacy in developing domain-specific skills. Firstly, a successful ESP textbook must be meticulously designed to match the specific needs and learning objectives of its target audience. This necessitates a thorough needs analysis in the initial stages of development, involving consultations with learners, employers, and domain experts (Dudley-Evans & St John, 1988). The textbook should cater to the learners' existing English proficiency, the language skills required in their field, and their specific learning goals, whether it be writing technical reports, conducting business negotiations, or interpreting legal documents (Jordan, 2002). A misalignment between the textbook content and the learners' needs can lead to frustration and impede their progress towards achieving their professional or academic goals.

Secondly, authenticity is critical in ensuring that the language and tasks presented in the textbook reflect the real-world situations the learners will encounter in their chosen field. This means incorporating authentic texts, such as professional publications, case studies, and industry news articles, alongside task-based activities that mirror actual workplace or academic scenarios (Feez, 2010). Relying solely on contrived dialogues or artificial exercises



can limit the learners' exposure to genuine professional language and hinder their ability to apply their skills in real-world contexts (Johns & Dudley-Evans, 1991).

Finally, an effective ESP textbook should demonstrably improve the learners' proficiency in the specific skills required within their domain. This necessitates an evaluation not just of the textbook's content, but also of its pedagogical approach and assessment methods. Task-based activities, simulations, and collaborative learning opportunities should be incorporated to encourage active engagement and practical application of skills (Prabhu, 1987). Furthermore, the textbook should provide opportunities for formative and summative assessment that measure the learners' progress in developing not just linguistic skills, but also critical thinking, problem-solving, and communication skills relevant to their specific field (Hyland, 2003). Moreover, Nguyen (2023) states that textbook evaluation is one of the elements that can contribute to the program's success.

In conclusion, evaluating an ESP textbook demands a holistic approach that goes beyond surface-level features. By considering the alignment with learner needs, authenticity of materials, and efficacy in developing domain-specific skills, educators can ensure that ESP textbooks serve as effective bridges between language learning and real-world professional or academic success. Moreover, Marg'uba (2023) states with the introduction of new educational standards at different stages of education and the change in the educational paradigm from "transfer of knowledge" to "development of competencies", the role of the textbook, the criteria for evaluating its effectiveness are changing, which means that a revision of approaches to the development of educational materials and the creation of a textbook is required.

## **METHODOLOGY**

The meta-analysis method was used in this study, which aims to evaluate the studies conducted in the field of evaluation of English for Specific Purposes textbooks. Meta-analysis studies aim to "synthesize the results of studies by gathering together studies on a specific subject" (Büyüköztürk et al., 2008:22). Beyond explaining causal relationships, meta-analysis studies are also a method used in descriptive and survey research (Abramson, 1994 as cited in Okursoy Günhan, 2009:46).

In this study, studies related to ESP coursebook evaluation and published in between 2019 and 2023 were scanned on Google Scholar, Ebscohost and Council of Higher Education Thesis Center. To get current information, years are limited in the last 5 years and with the words "English for Specific Purposes", "coursebook" "textbook" "evaluation".

35 studies were found and analyzed according to the year of the study, country of the study, area of the specific purposes, research design, data collection tool, and subject matter.

## **FINDINGS**

Gathered and analyzed data were categorized; related figures were prepared by the researcher on the Microsoft Excel. Gathered Data were categorized as in Figure 1 below.

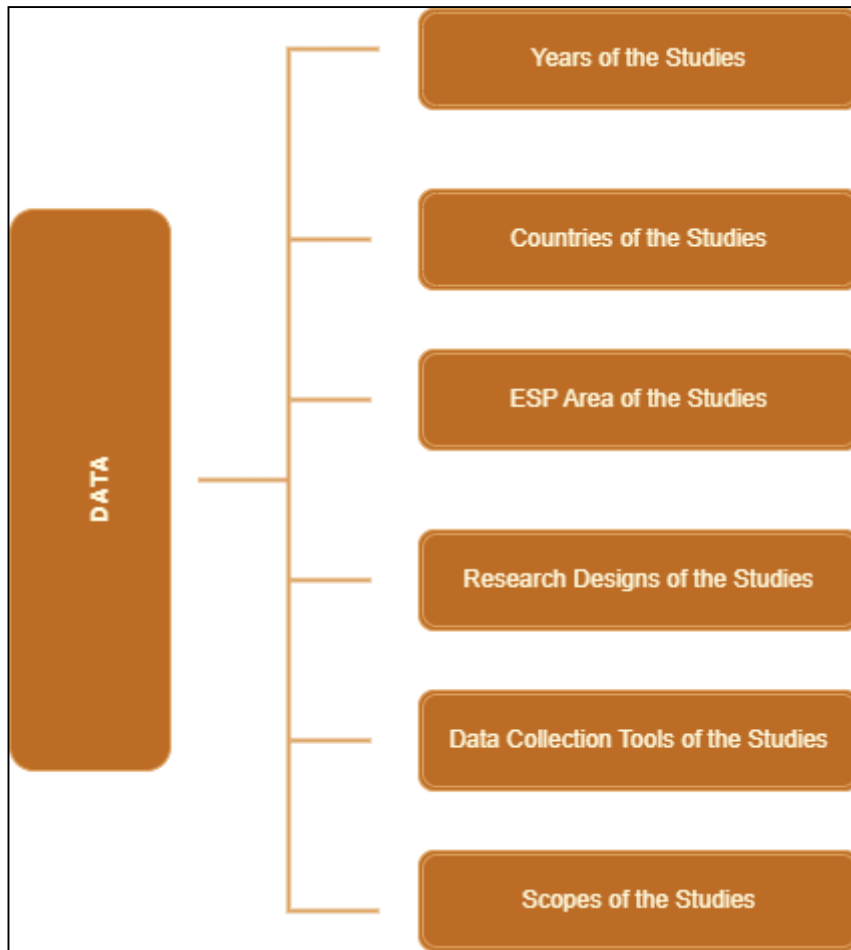


Figure 1. Data Categorization

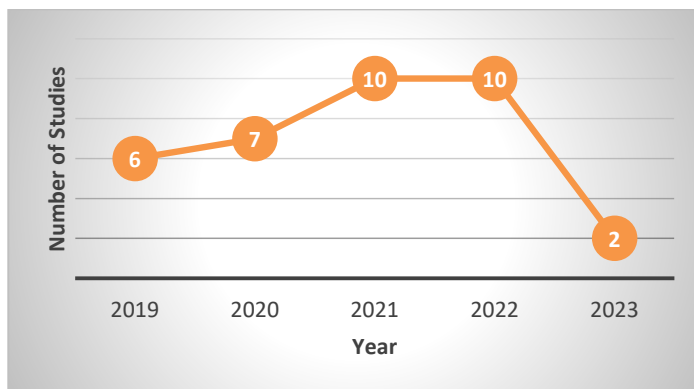


Figure 2. Studies According to Years

When the years of the studies are examined, it can be clearly seen that 2021 and 2022 are the years more studies were done. In 2023, there were only two studies in terms of the evaluation of the ESP textbook. In 2019, there were six studies. In 2020, there were 7 studies in the field of ESP textbook evaluation.

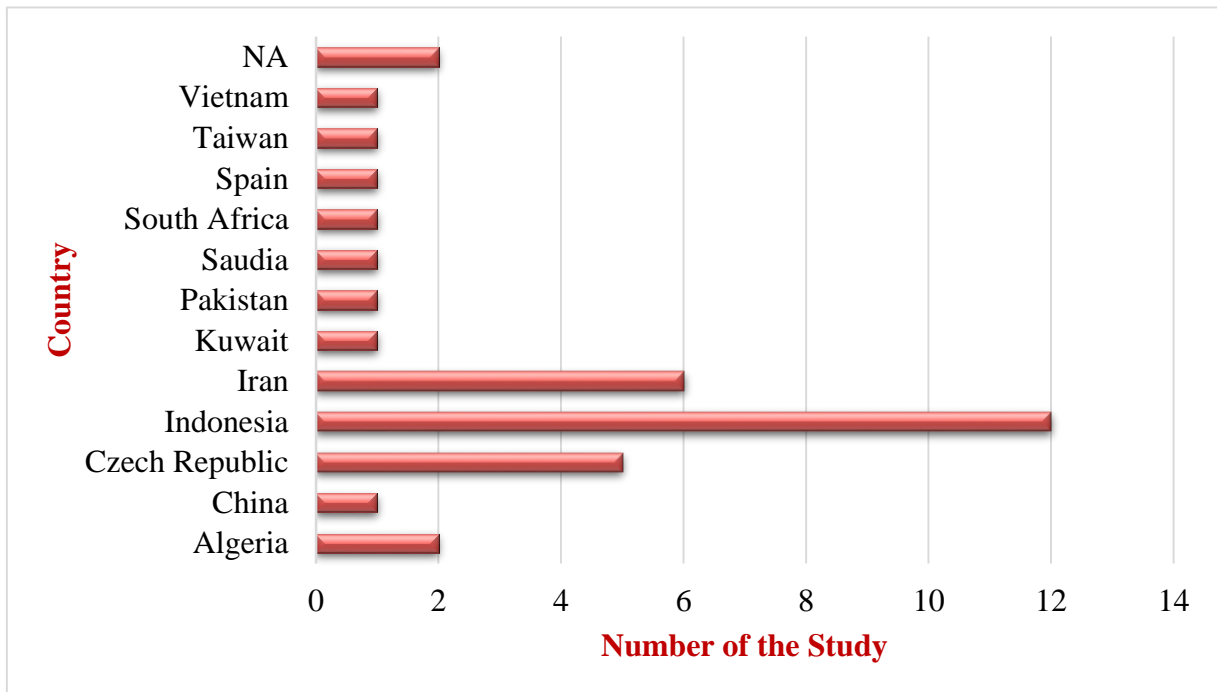


Figure 3. Studies According to Country

When the studies examined the countries that were executed, Indonesia took the first place with the 12 studies of ESP textbook evaluation area. Iran and Czech Republic are the second and third countries in which studies of ESP textbook evaluation were done. 2 studies were carried out in Algeria. There was only 1 study in Vietnam, Taiwan, Spain, South Africa, Saudia, Pakistan, Kuwait and China. There are 2 studies in which the country in which the study was executed is not available.

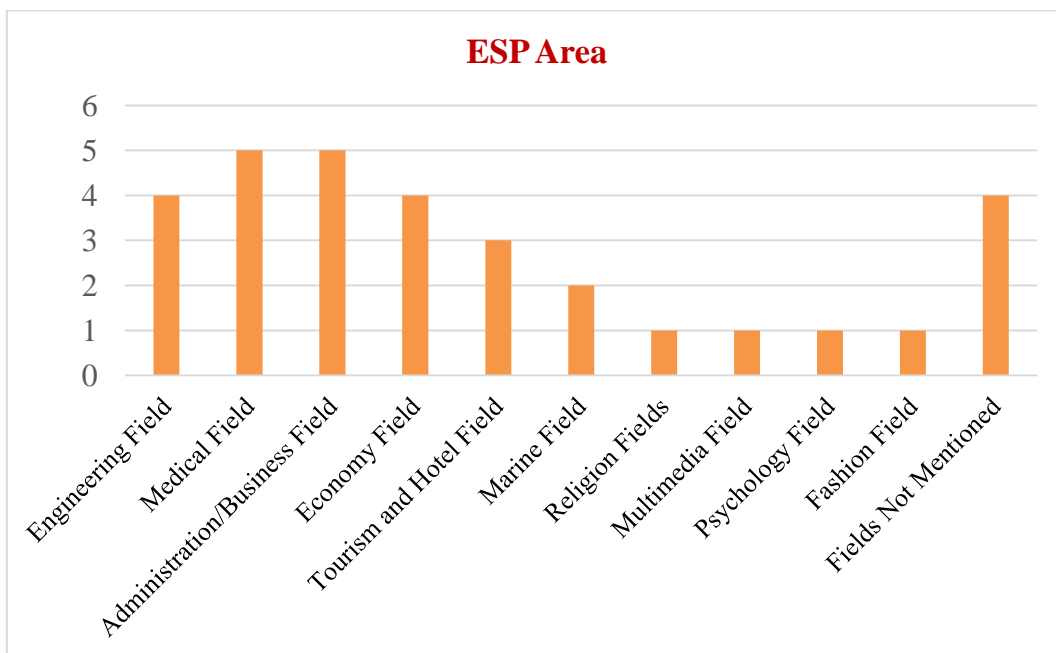


Figure 4. Studies According to ESP Area

When the studies are examined according to their ESP area, medical and administration / business with 5 studies; engineering and economy with 4 studies, fields are the top four areas. Other areas are tourism and hotel with 3 studies, marine with 2 studies. There are other fields that are religion, multimedia, psychology, and fashion with only 1 study. There are also 4 studies in which fields are not mentioned.

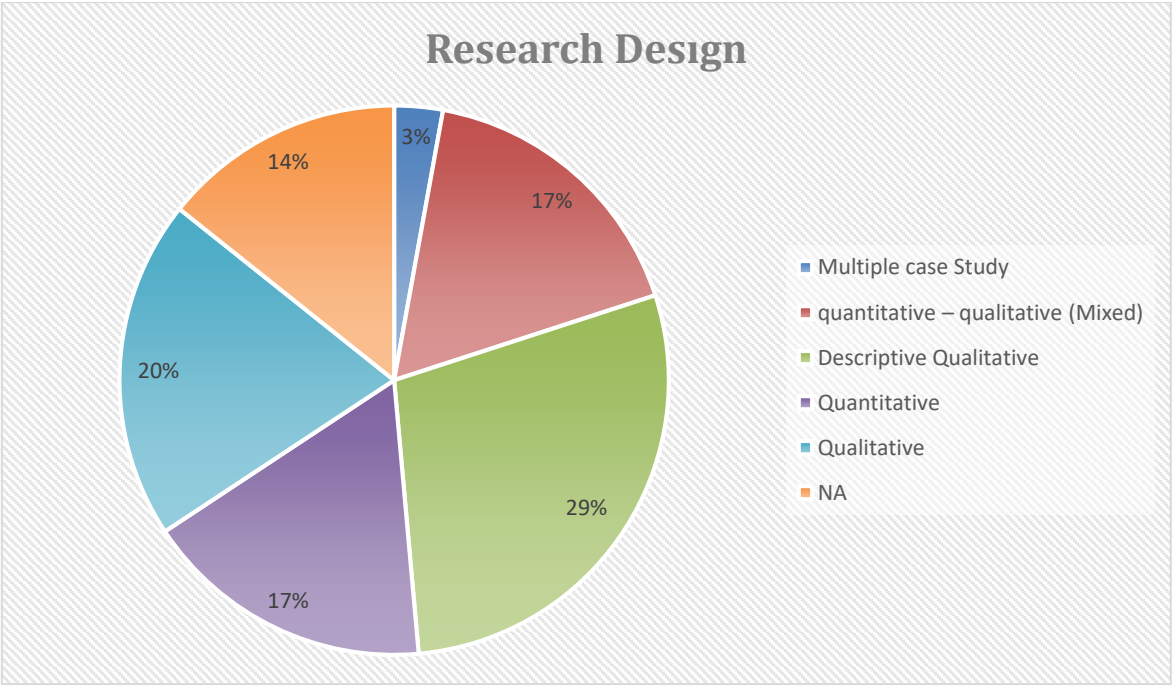


Figure 5. Studies According to Research Design

When it comes to studies' research design numbers, both qualitative and descriptive qualitative research designs are the top two designs with the percentage of %29 and %20 respectively. Quantitative and mixed methods are seen as the second most preferred designs with the percentage of %17, and they are followed by multiple case studies with the percentage of %3. There are also studies which do not specify the research designs clearly.

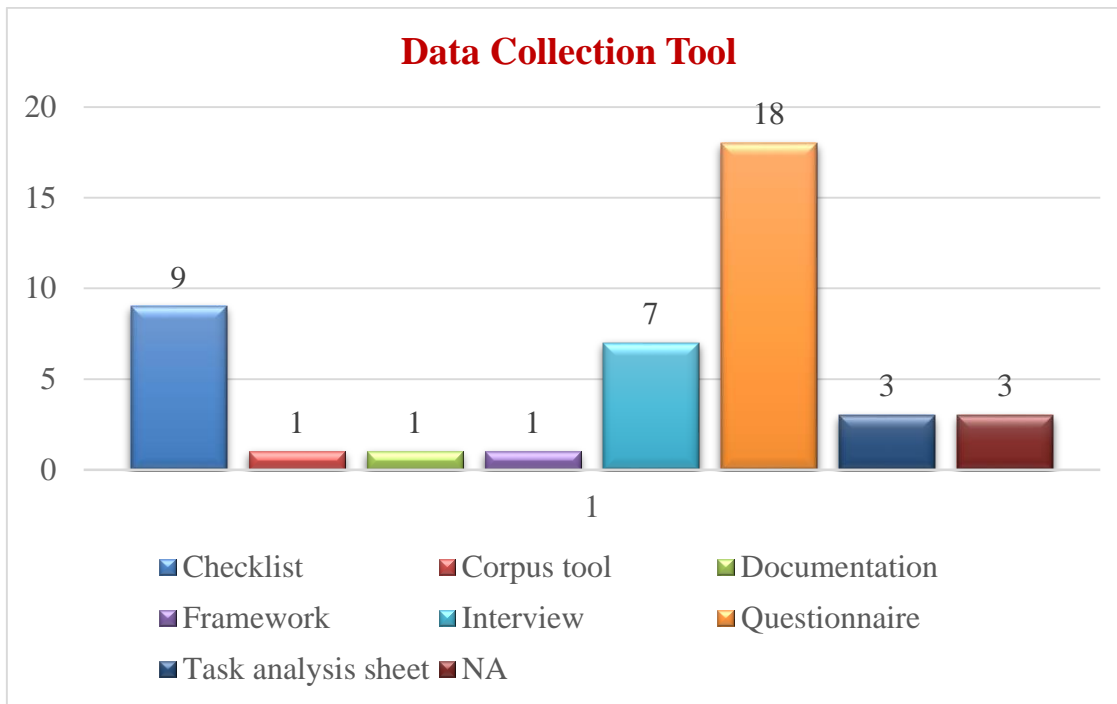


Figure 6. Studies According to Data Collection Tools

When the studies are examined according to tools used for data collection, questionnaire is the most preferred data collection tool used in 18 studies. After the questionnaire checklist with the usage number of 9 and interview with the usage number 7 follow it. Task analysis sheet was used in 3 studies. Corpus tool, documentation and framework were only used in 1 study. There are 3 studies not specifying their data collection tools.

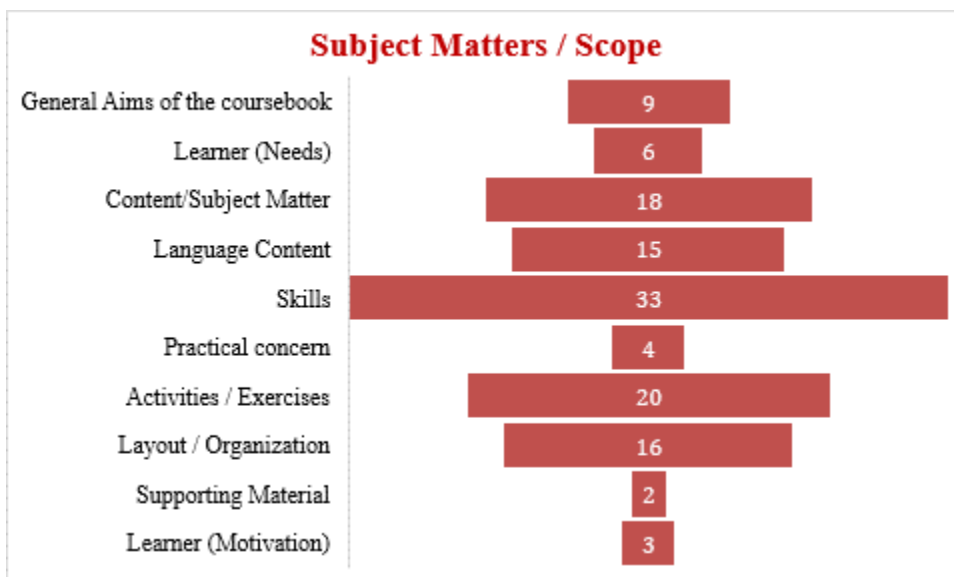


Figure 7. Studies According to Subject Matter/Scope

When the scope of the studies is examined, skills (33 studies) included in the book are examined mostly; activities/exercises (20 studies) are the second area examined; content/subject matter (18 studies), layout/organization (16 studies) and language content (15 studies) follow them in the third, fourth and fifth place. Other scopes are general aims of the

book in 9 studies, learner needs in 6 studies, practical concern in 4 studies, learner motivation in 3 studies and supporting material in 2 studies.

## CONCLUSION AND DISCUSSION

This study has presented a comprehensive analysis of the trends and patterns in English for Specific Purposes (ESP) textbook evaluation research from 2019 to 2023, the geographical distribution of these studies, the ESP areas focused on, the methodologies employed in research, the tools used for data collection, and the scope of the subject matters addressed.

The line graph indicates a peak in the number of studies conducted in 2021 and 2022, with a precipitous decline in 2023. This could suggest a saturation point in ESP textbook research or perhaps a shift in academic focus toward emerging pedagogical challenges or digital learning paradigms post-pandemic. Future research might explore the factors contributing to this decline and whether it represents a temporary fluctuation or a longer-term trend.

The bar graph displaying the number of studies by country reveals a wide distribution, with the highest number of studies originating from China, followed by the Czech Republic and Indonesia. This distribution suggests a growing interest in ESP in Asia and raises questions about the regional applicability of findings and the need for cross-cultural comparisons in ESP research.

The ESP areas graph demonstrates a concentration of studies in the Engineering, Medical, and Business fields, which aligns with global employment trends and the corresponding demand for specialized language proficiency. However, the relatively few studies in areas like Multimedia, Psychology, and Fashion suggest potential gaps in the literature that could be addressed by future research.

The pie chart illustrates the predominance of mixed-methods research, followed by qualitative and quantitative approaches. This diversity in research designs reflects the multifaceted nature of ESP textbook evaluation and underscores the importance of methodological rigor and triangulation in drawing comprehensive conclusions. Quantitative and mixed methods follow with 17% each, highlighting the preference for in-depth understanding and learner perspectives over solely numerical analysis (Kumaravadivelu, 2006). This aligns with the general shift towards learner-centered approaches in ESP pedagogy. The prevalence of qualitative and descriptive qualitative research methods speaks to the importance of understanding learners' experiences and perceptions beyond mere numerical data. This aligns with the increasing emphasis on learner-centeredness in ESP pedagogy and highlights the need for research methodologies that capture the complexities of language learning in specific contexts (Basturkmen, 2014).

According to the bar graph, questionnaires are the most widely used data collection tool, indicating a preference for scalable and quantitative data collection methods. However, the use of interviews, though less frequent, suggests that qualitative insights are also valued, providing depth and context to the findings.

The final bar graph reveals that skills and activities/exercises are the most frequently evaluated aspects in ESP textbooks. This emphasis on practical application suggests that ESP educators prioritize actionable content that directly enhances the learners' abilities. However, the relatively low focus on learner motivation and supporting materials points to areas that could be further developed to provide a more holistic learning experience.

Textbooks especially in ESP areas are indispensable as they are equipped with input according to the learners' needs. Learners can access a lot of input with the help of technology in learning General English whereas in ESP learners this differs as they need a tailor-made input. Evaluating ESP textbook, therefore, becomes crucial.

Going forward, it would be beneficial for ESP textbook research to diversify its methodological approaches and to expand its scope to include less represented ESP fields. Additionally, given the rapid changes in the global professional landscape, continuous adaptation and evaluation of ESP textbooks will be essential to ensure they meet the evolving needs of learners.

In light of these findings, educators and curriculum developers should be encouraged to collaborate closely, incorporating feedback from a broad range of stakeholders, including learners, educators, and industry professionals. Such collaboration can drive the creation of more tailored, contextually relevant, and pedagogically sound ESP textbooks, ultimately enhancing the language learning experience and outcomes for ESP students.

## REFERENCES

- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Palgrave Macmillan.
- Benson, P. (2013). *Teaching and researching autonomy in language learning*. Routledge.
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2008). *Bilimsel Araştırma Yöntemleri*. Ankara: Pegem Akademi.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes*. Cambridge University Press.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge University Press.
- Hyland, K. (2003). *Second language writing*. Cambridge University Press.
- Johns, A. M., & Dudley-Evans, T. (1991). English for specific purposes: International in scope. *TESOL Quarterly*, 25(2), 297-314.
- Jordan, R. R. (1997-2012). *English for academic purposes: A guide and resource book for teachers*. Cambridge University Press.
- Kumaravadivelu, B. (2006). *Understanding language teaching: From methods to approaches*. Routledge.
- Marg'uba, M. (2023). Principles of materials development for ESP training courses. *Open Access Repository*, 9(4), 168-171.
- Nguyen, H. T. (2023). An evaluation of two business English course books, Business Partner B1+ and Business Partner B2: Students' and teachers' perspectives. *VNU Journal of Foreign Studies*, 39(6), 136-161.
- Nunan, D. (2014). *Engaging language learners: A framework for designing tasks and activities*. Routledge.
- Okursoy Günhan, F. (2009). *Kavram Haritaları Öğretim Stratejisinin Öğrenci Başarısına Etkisi: Bir Meta-Analiz Çalışması*. (Yayımlanmamış yüksek lisans tezi). Marmara Üniversitesi, Eğitim Bilimleri Enstitüsü, İstanbul.
- Prabhu, N. S. (1987). *Second language pedagogy*. Oxford University Press.
- Savignon, S.J. (2007). Beyond communicative language teaching: What's ahead? *Journal of Pragmatics*, 39(1), 207-220.
- Willis, D., & Willis, J. (2007). *Doing Task-Based Teaching*. Oxford: Oxford University Press.

# THE EFFECT OF BRAND EXPERINCE AND RELATIONSHIP QUALTY ON BRAND RESONANCE, THE MEDIATING ROLE OF BRAND ATTITUDE

## MARKA DENEYİMİ VE İLİŞKİ KALİTESİNİN MARKA REZONANSI ÜZERİNE ETKİSİ, MARKA TUTUMUNUN ARACILIK ROLÜ

**Doç. Dr. Emel YILDIZ**

Gümüşhane Üniversitesi, İktisadi ve İdari Bilimler Fakültesi

**Gülşah DİNÇER**

Gümüşhane Üniversitesi, İktisadi ve İdari Bilimler Fakültesi

### ÖZET

Son dönemde dünya piyasasında yeni pazarların ortaya çıkması ile şirketler var olma mücadelesi vermeye başlayıp, aynı zamanda rekabetçi ortama ayak uydurabilmek için hizmet kalitesine, modern müşterilerin ortak beklentilerine, müşteri takdirine önem vermek zorunluluğu hissetmişlerdir. Üreticiler, tüketici ile arasındaki ilişki kalitesini en yüksek seviyeye getirebilmek ve marka bilgisi ile marka imajını doğru yaratmak için tüketiciye doğru ve güvenilir deneyimler sunmak zorunda hisseder. Keller (1993) e göre marka deneyimi, duygusal faydalar ve markanın içsel unsurları hakkındaki düşüncelerden müşteri tutumu oluşabilmektedir. Marka kimliği oluşturmada olumlu marka tutumunun önemli bir yeri olduğunu unutmamak gerekir. İlk olarak 2001 yılında çalışmalarda yerini alan marka rezonansı Kevin Keller tarafından tüketicinin marka ile ilişkisi ve kimlik düzeyine odaklanarak müşterilerin marka ile uyumlu olduklarını düşünmeleri olarak tanımlanmıştır. Bu düşünceden yola çıkarak marka rezonansının, marka oluşturma sürecinin en üst basamağında yer aldığını (Badrinarayanan ve diğerleri, 2015) söyleyebiliriz. Araştırmada literatüre katkıda bulunmak ve markalaşmada marka rezonansının etkileyen faktörleri belirlemek amacı ile marka deneyimi, marka tutumu ve ilişki kalitesinin etkilerini incelemek amaçlanmıştır. Araştırma için beyaz eşya kullanan 401 kişi örneklem olarak seçilmiştir. Araştırmada veri toplama yöntemlerinden kolayda örnekleme yöntemi kullanılmış



olup, veriler açık ve kapalı uçlu soruların yer aldığı anket ile çevrimiçi olarak uygulanmıştır. Elde edilen veriler AMOS 24 ve SPSS 21 istatistik paket programları ile test edilmiştir. Araştırma sonucunda ilişki kalitesi, marka deneyiminin marka rezonansını pozitif yönde etkilediği ayrıca marka tutumunun bu etkideki aracı rolü tespit edilmiştir.

**Anahtar Kelimeler:** Marka Deneyimi, İlişki Kalitesi, Marka Tutumu, Marka Rezonansı

## **ABSTRACT**

Recently, with the emergence of new markets in the world market, companies have begun to struggle for existence, and at the same time, they have felt obliged to attach importance to service quality, common expectations of modern customers, and customer appreciation in order to keep up with the competitive environment. Manufacturers feel obliged to offer accurate and reliable experiences to the consumer in order to maximize the quality of their relationship with the consumer and to create the right brand information and brand image. According to Keller (1993), customer attitude can be formed from thoughts about brand experience, emotional benefits and internal elements of the brand. It should not be forgotten that a positive brand attitude has an important place in creating brand identity. Brand resonance, which was first included in studies in 2001, was defined by Kevin Keller as customers' thinking that they are compatible with the brand by focusing on the consumer's relationship with the brand and their level of identity. Based on this idea, we can say that brand resonance is at the highest stage of the brand building process (Badrinarayanan et al., 2015). The aim of the research is to examine the effects of brand experience, brand attitude and relationship quality in order to contribute to the literature and to determine the factors affecting brand resonance in branding. For the research, 401 people who use white goods were selected as a sample. Convenience sampling method was used in the research, one of the data collection methods, and the data was applied online with a survey containing open and closed-ended questions. The obtained data were tested with AMOS 24 and SPSS 21 statistical package programs. As a result of the research, it was determined that relationship quality and brand experience positively affect brand resonance, and the mediating role of brand attitude in this effect.

**Keywords:** Brand Experience, Relationship Quality, Brand Attitude, Brand Resonance

## GİRİŞ

Global Dünya da markaların tüketicilerin günlük hayatının bir parçası haline gelmesinden bu yana markalara verilmesi gereken önem her zamankinden daha fazla fark edilmeye başlanmıştır (Brown, 2016). Şirketlerin tüketicilerle uzun vadeli ilişkiler kurmasında tüketicinin zihninde oluşan marka imajının olumlu olmasının çok büyük bir etken olduğu kabul görmektedir. Herhangi bir markanın gücünün ortaya çıkmasında, tüketicilerin inançları ve algıları çok büyük bir etken teşkil etmektedir (Keller, 2013a). Tüketicilerin markaya karşı yargıları diğer tüketicileri de olumlu ya da olumsuz etkilemektedir. İşletmeler tüketiciyi markaya ne kadar çok çekerse tüketicinin o markayı seçme ve o markaya olan aitik hissi o kadar artacaktır. Tüketiciler deneyimledikleri markadan memnun kaldıkları takdirde, benliklerinde oluşturdukları imajın markayı satın alma sürecinde yardımcı olduğu görülmektedir (Das, Prakash ve Khattri, 2016). Günümüzde markalaşmayı etkileyen kavramlardan biri de hiç şüphesiz marka rezonansıdır (Aysuna, Kocamaz ve Uslu, 2016, s.95). Kavram olarak literatüre yeni giriş yapan marka rezonansı Kevin Keller tarafından 2001 yılında ortaya atılmıştır. Marka rezonansı kişinin fikir ya da nesnelere karşı pozitif veya negatif tutumu, değerlendirmesi olarak tanımlanmaktadır (Kotler, 2006). Marka rezonansı, markalaşma sürecinin en üst basamağında yer almakta (Badrinarayanan ve diğerleri, 2015) bundan dolayı da her markanın bir rezonansa sahip olması gerekmektedir. Marka rezonansının müşteri ilişkileri konusunda büyük öneme sahip olmasında, marka ile tüketici arasındaki sürdürülebilir marka değeri oluşturmasının etkisi yatmaktadır (Moore ve Wurster, 2007). Tüketicilerin marka rezonansı ile beğendikleri marka arasında iletişimde bulunup yakın bir ilişki içerine girerek paylaştıkları deneyimler sayesinde yüksek sadakat seviyesine sahip olmaları beklenilmektedir.

Son yıllarda araştırmacılar tarafından marka rezonansının markalaşmadaki önemi ve markalaşmanın yeni ufukları araştırılmaktadır. Ülkemizde marka rezonansı üzerine yapılan araştırmalara bakıldığında kısıtlı alanda çalışmaların mevcut olduğu görülmektedir. Literatüre katkıda bulunmak ve markalaşmada marka rezonansının etkileyen faktörleri belirlemek amacı ile marka deneyimi, marka tutumu ve iletişim kalitesinin etkilerinin araştırılmasının pazarlama alanına farklı bir boyut getireceği düşüncesindeyiz.

## ARAŞTIRMA

Değişen ve artan rekabet ile beraber şirketler pazarlama stratejilerine ek olarak tüketici deneyimlerine odaklanmışlardır. Bu anlamda tüketici deneyiminin marka alanındaki önemi günden güne artmaktadır. Marka deneyimi genel olarak tüketicinin markaya karşı geliştirdiği kişisel değerlendirmelerine neden olan davranışlardır. Bu davranışlar zaman içerisinde tüketici memnuniyeti ve sadakati üzerinde etkili olmaktadır. Marka deneyimi sonucunda oluştuğu varsayılan marka tutumu markaya dair tüketicinin genel yargılarından oluşmaktadır. Tüketiciler aldıkları ürün sonucu öncelikle bir deneyime sahip olup daha sonra ürün hakkında bir yargıya varırlar. Marka deneyiminin markaya karşı güvenin yanında tüketicide olumlu ya da olumsuz tutumlar gerçekleştirerek marka sadakatini marka modelini destekler nitelikte etkilediği de görülmektedir (Chaudhuri & Holbrook, 2001).

İlişki pazarlaması kavramlarından biri de ilişki kalitesidir (Athanasopoulou, 2009; Crosby vd., 1990; Morgan & Hunt, 1994).Tüketici ve marka arasındaki sürekli ilişkinin içeriğini, kişi ile marka arasındaki bağın gücünü açıklayan tüketici temelli yansımayı ilişki kalitesi olarak tanımlanabilir (Fournier, 1998). Tüketicinin ürünü tanınması ve marka ile arasında yüksek kaliteli ilişki geliştirmesi ,ürüne karşı olumlu tutum geliştirmesine neden olmaktadır.

Literatüre giren yeni kavramlardan birisi olan marka rezonansı tüketicilerin herhangi bir markaya karşı geliştirdikleri yüksek ilişkiyi temsil etmekle beraber hissettiği uyum olarak da ifade edilmektedir. Üreticilere göre tüketiciler ürün ile etkileşimde bulunduktan sonra deneyimlerini başka tüketicilerle paylaşacak hatta olumlu deneyimleri ile olumlu tutum geliştirip yüksek derecede sadakat geliştirerek marka savunucusu olabileceklerdir. Ürüne karşı tüketicinin sahip olduğu bu psikolojik bağlılığın derinlik ve yoğunluk derecesi tüketici de tekrar satın alma eyleminin etkin olma düzeyini, bir anlamda marka rezonansını artıracaktır. Üreticilerin son dönemdeki başlıca hedeflerinden birisi de tüketicilerde markaya olan güveni artırmak ve uzun vadeli ilişkiler kurmaktır. İlişki kalitesindeki olumlu gelişmeler şirketlerin uzun vadeli yaptığı planlara ulaşma yolunda şirketlere güç kazandıracaktır.Yapılan araştırmalar marka ilişkisi kalitesini oluşturan unsurların birbiriyle bağlantılı ve marka rezonansı üzerinde olumlu bir etkiye sahip olduğunu ortaya koymuştur (Hashim ve Yasin, 2012; Ou ve diğerleri, 2011; Kim ve diğerleri, 2011; Chung ve Shin) . Yapılan literatür araştırmalarına dayanarak aşağıda yer alan hipotezler oluşturulmuştur.

**H1: Marka deneyimi, marka tutumu üzerinde pozitif bir etkiye sahiptir.**

**H2: İlişki kalitesi, marka tutumu üzerinde pozitif bir etkiye sahiptir.**

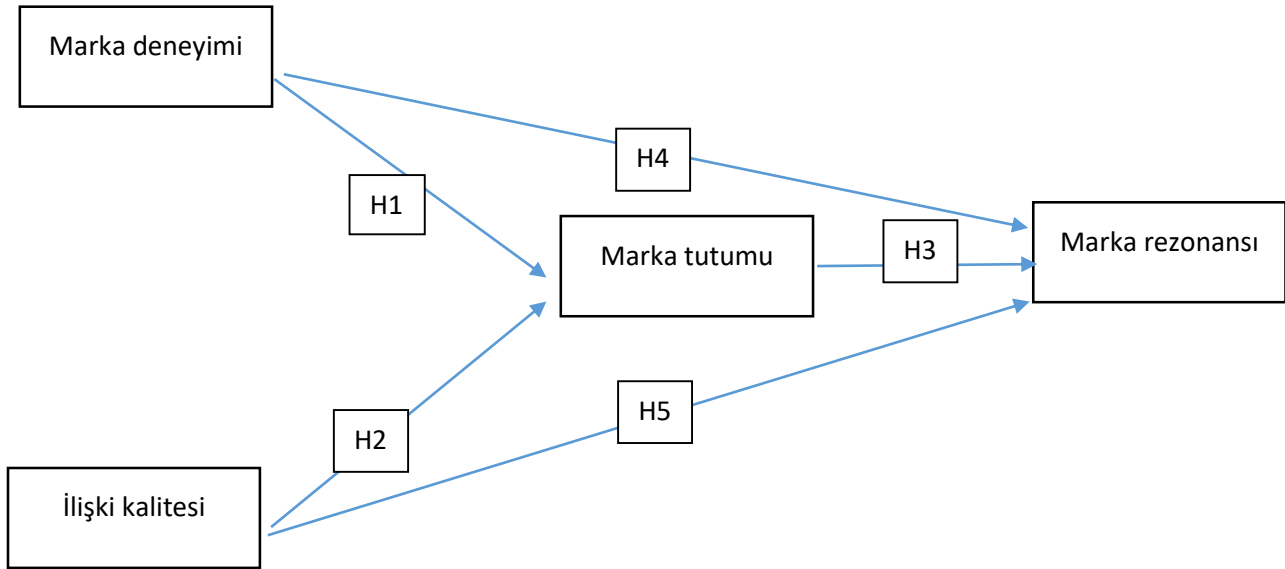
**H3: Marka tutumunun marka rezonansı üzerinde pozitif bir etkisi vardır.**

**H4: Marka deneyiminin marka rezonansı üzerinde pozitif bir etkisi vardır.**

**H5: İlişki kalitesinin marka rezonansı üzerinde pozitif bir etkisi vardır.**

## ARAŞTIRMA MODELİ

İlgili yazın taraması neticesinde aşağıdaki araştırma modeli oluşturulmuştur.



## YÖNTEM-ÖRNEKLEM

Bu araştırmanın amacı marka deneyimi ve ilişki kalitesinin marka rezonansına etkisini ve marka tutumunun aracılık rolünü tespit etmektir. Bu çalışma için beyaz eşya kullanan 401 kişi örneklem olarak seçilmiştir. Araştırmada veri toplama yöntemlerinden kolayda örnekleme yöntemi kullanılmış olup, veriler açık ve kapalı uçlu soruların yer aldığı anket ile çevrimiçi olarak uygulanmıştır. Anket iki bölümden oluşmaktadır. Anketin ilk bölümünde demografik bilgilere (cinsiyet, yaş, gelir düzeyi, uygarlık durumu, eğitim düzeyi) yönelik hazırlanan sorular, ikinci bölümünde ise 5'li Likert Ölçeği kullanılarak hazırlanmış ifadeler yer almaktadır.

Araştırmada Marka deneyimi için Brakus (2009) tarafından geliştirilen 12 maddelik ölçek kullanılmıştır. Ölçeğin güvenilirliğini ifade eden Cronbach Alpha değeri 0,95 olarak belirlenmiştir. İlişki kalitesi için Clark & Phillips, 2013; Fournier, 1998) tarafından geliştirilen 4 maddelik ölçek kullanılmıştır. Ölçeğin güvenilirliğini ifade eden Cronbach Alpha değeri 0,94 olarak belirlenmiştir. Marka tutumu için Wu ve Wang (2011) tarafından geliştirilen 7 maddelik ölçek kullanılmıştır. Ölçeğin güvenilirliğini ifade eden Cronbach Alpha değeri 0,94 olarak belirlenmiştir. Marka rezonansı için KL Keller – 2001 tarafından geliştirilen 9 maddelik ölçek kullanılmıştır. Ölçeğin güvenilirliğini ifade eden Cronbach Alpha değeri 0,94 olarak belirlenmiştir. Değişkenlere ait güvenilirlik değerlerinin 0.80 üzerinde olması aynı zamanda açıklanan varyans ve faktör yüklerinin 0,50 nin üstünde olması bize ölçekteki tüm ifadelerin geçerli ve güvenilir olduğunu göstermektedir.

## BULGULAR

Araştırma modeli doğrultusunda oluşturulan hipotezlerin test edilmesi için öncelikle değişkenlerin birbirleriyle olan ilişkileri test edilmiştir. Bu doğrultuda yapılan Pearson korelasyon analizine ait sonuçlar Tablo 1’de yer almaktadır.

Tablo 1. Değişkenlere İlişkin Korelasyon Analizi

Değişkenler	1	2	3	4
İlişki Kalitesi	1			
Marka Deneyimi	666*	1		
Marka Rezonansı	752*	667*	1	
Marka Tutumu	827*	759*	759*	1
* P<0,5				

Gerçekleştirilen korelasyon analizi sonucunda değişkenler arasında ilişkinin yönü ve kuvveti belirlenmiştir. İlişki kalitesi ve marka deneyimi arasında pozitif yönlü bir ilişki olduğu görülmüştür. Ayrıca marka rezonansı ile ilişki kalitesi ve marka deneyimi arasında da pozitif yönlü bir ilişki olduğu saptanmıştır. Marka tutumu ile marka rezonansı arasında pozitif yönlü bir ilişkisi vardır.

Hipotezlerin test edilmesi amacıyla veriler yapısal eşitlik analizine tabi tutulmuştur. Modele ait uyum iyiliği değerleri sonuçları Tablo 2’de yer almaktadır.

Tablo 2. Yapısal Eşitlik Modeline İlişkin Uyum İndeks Değerleri

İndeksler	Anlamı	Araştırma Modeli	Referans Değerler
CMIN/DF	Kikare/ Serbestlik Derecesi	3,213	$0 < \chi^2/sd \leq 5$
RMR	Artık Temelli Uyum İndeksi	,078	<,1
RMSEA	Yaklaşık Hataların Ortalama Karekökü	,074	<,05-,08≤
IFI	Artımlı Uyum İndeksi	,935	>90
TLI	Tucker-Lewis İndeksi	,927	>90
CFI	Karşılaştırmalı Uyum İyiliği İndeksi	,935	>90

Tablo 2’de görüldüğü üzere modele ilişkin uyum iyiliği değerlerinin tümü referans değer aralıklarında yer almaktadır.

Sonuçlar ilişki kalitesinin ve marka deneyiminin marka rezonansını ve marka tutumunu anlamlı ve pozitif etkilediği göstermektedir. Bu sonuçlara bağlı olarak H1,H2,H3,H5 kabul edilmiştir. İlişki kalitesi ve marka deneyiminin marka rezonansı üzerine etkisinde marka tutumunun aracılık rolünü tespit etmek için Baron ve Kenny (1986) aracılık etkisi modeli uygulanmıştır. Elde edilen değerler incelendiğinde marka deneyimi ve ilişki kalitesinin marka rezonansı üzerine etkisinde marka tutumunun kısmı aracılık rolünün olduğu belirlenmiştir. Buna göre H4 kabul edilmiştir. Modele ilişkin uyum iyiliği değerleri (CMIN/DF, RMR, RMSEA, IFI, TLI, CFI) incelendiğinde değerlerin tümünün referans değerleri arasında olduğu görülmüştür.

## SONUÇ

Günümüz rekabet koşulları üreticilerin tüketiciler ile sağlam ve uzun süreli ilişkiler kurabilmesi için yeni yaklaşımlar geliştirmek zorunda bırakmıştır. Bilim adamları markalaşmada müşteri deneyimlerinin ne derecede önemli olduğunu 1980'lerden itibaren fark etmeye başlamışlardır (Hirschman & Holbrook, 1982; Mowen, 1988; Simon, 1993). Bu dönemden önce pazarlamacılar fayda odaklı tüketiciye yönelmiş ve marka oluşturmada rasyonel yola kilitlenmişlerdir. Sonrasında, tüketicilerin rasyonelliğin yanında duygusal oldukları, ürün satın almada sadece ürünün özelliklerine bakılmadığı, bununla beraber deneyimler kazanmanın da etkili olduğu düşüncesi ilgi uyandırmaya başlamıştır (Imran & Mobin, 2017).

Markaya karşı ilginin ve izlenimin oluşmasında müşteri tutumunun ne kadar önemli olduğunu unutmamak gerekir. Keller (1993) marka deneyimi, duygusal ve pratik faydalar, markanın içsel

unsurları hakkındaki düşüncelerden müşteri tutumu oluşabileceğini söylemektedir. Tüketicilerin markaya karşı tutumu, o markaya yönelik isteğini ve eğilimini gösterir, bu durum tüketicinin marka seçimi gibi eylemlerine sebep olur (Keller, 1998). Markalara karşı tutumun olumlu olduğu durumlarda pazar payında artışın oluştuğu gerçeği göz ardı edilemez. Tüketicilerin sahip oldukları marka tutumu ve marka tercihini etkileyen etmenlerin incelendiği çalışmalara bakıldığında; oluşan marka deneyiminin kalıcı etkisine sahip olan tüketicilerin o markaya karşı olumlu bir tutum geliştirdiği fark edilmiştir. Tüketicinin ürünü tanınması ve marka ile arasında yüksek kaliteli ilişki oluşturması, ürüne karşı olumlu tutum geliştirmesinde etkili olmaktadır. Tüketicinin kullandığı markalarla psikolojik, ve davranışsal bağlar geliştirme derecesini marka rezonansı olarak değerlendirdiğimizde yapılan çalışma ile tüketicinin ürün deneyiminin, ilişki kalitesinin ve marka tutumunun marka rezonansını anlamlı bir şekilde pozitif yönde etkilediği görülmektedir. Bu çalışma ile bir sonraki araştırmalarda marka rezonansını etkileyen farklı etkenler test edilerek literatüre katkı sağlanabilir. Aynı zamanda seçilen beyaz eşya ürünlerinde uygulanan çalışma belirli bir marka üzerinde test edilebilir. Farklı bölgeler arasında hipotezleri test etmekte çalışmaya farklı bir boyut getirecektir.

## **KAYNAKÇA**

Athanasopoulout, Pinelopi. Relationship quality: a critical literature review and research agenda. *European journal of marketing*, 2009, 43.5/6: 583-610.

Aysuna Türkyılmaz, C., Kocamaz, İ. ve Uslu, A. (2016). Materialism and brand resonance as drivers of online compulsive buying behavior. *The Journal of Academic Social Science Studies*, 43, 91-107.

Badrinarayanan, V., Suh, T. ve Kim, K.M. (2016). Brand resonance in franchising relationships: A franchisee-based perspective, *Journal of Business Research* 69 (2016) 3943–3950.

Chaudhuri, A., & Holbrook, M. B. (2001). The chain of effects from brand trust and brand affect to brand performance: the role of brand loyalty. *The Journal of Marketing*, Vol. 6.81-93.

Das, J. K., Prakash, O., & Khattri, V. (2016). Brand image mapping: A study on bathing soaps. *Global Business Review*, 17(4), 870–885.

Fournier, Susan. Consumers and their brands: Developing relationship theory in consumer research. *Journal of consumer research*, 1998, 24.4: 343-373.

Gender and Consumer Emotions, *Advances in Consumer Research* (Volume 34) / 65.

Hashim, Sharizal; YASIN, Norjaya M. Exploring the mediating effect of brand relationship quality in the service brand equity and brand resonance linkage. *Jurnal Pengurusan*, 2012, 36: 123-134.

Keller, K. L. (2013). *Strategic brand management: Building, measuring, and managing brand equity* (4th ed.). New Jersey: Prentice-Hall.

Kotler, P. (2006). *Marketing Management*. Upper Saddle River, New Jersey: Pearson Education, Inc

Moore, D. ve Wurster, D. (2007). *Self-Brand Connections and Brand Resonance: The Role of*



# FORMS OF ORGANIZATION OF PEDAGOGICAL COMMUNICATION IN THE TEACHER'S PROFESSIONAL ACTIVITY

**Hajizade Huzura Tapdig**

Nakhchivan State University Academic advisor

0009-0001-9119-2698

## **Abstract**

The global goal of modern education is to prepare the young generation for full and effective participation in public and professional spheres in the information society. Information and its free flow play a crucial role. global problems of modern education played the role of a guide for the creation and application of a new information approach in pedagogy. Pedagogical communication is the theoretical basis of this approach. Pedagogical communication is a professional communication between a teacher and students that performs certain pedagogical functions and is aimed at creating a favorable psychological climate, and is a relationship between students. Pedagogical communication is a purposeful process of interaction between teachers and students, its goals are information exchange, successful training and education, creating a favorable psychological climate and emotional contact; it is a process carried out by various means of communication. The implementation of pedagogical communication is always subject to one or another goal. The goals of pedagogical communication are consciously determined expected results that the teacher tries to achieve in the present (in a certain situation of pedagogical communication) and in the near future using various communicative means. These goals depend on various conditions: the age of the students; according to their level of development and education; from students' intentions, experiences, attitudes, and mental states; students' role, status, business and interpersonal relationships, etc. It should be noted that the forms of organization of pedagogical communication are of special importance in the teaching process. In the research, the forms of proper organization of pedagogical communication were taken into account. Also, the study reflected ideas about the optimal communication model (unobstructed communication), what is optimal communication, its structure, functions, goals and related processes, personality characteristics and situations. The article also touched upon the forms of pedagogical communication organized by the higher school teacher during the pedagogical activity. It is necessary for the teacher to know the forms of organization of pedagogical communication during his pedagogical activity. The effectiveness of pedagogical communication depends on the correct implementation of its organizational forms. Therefore, the article is relevant.

**Key words:** Pedagogical communication, pedagogical activity, teacher, student, university, monologue, dialogue, polylogue.

Many thinkers have admitted that pedagogy is not only a science but also an art. This art consists of many components. Pedagogical communication takes an important place among these components. Pedagogical communication is one of the powerful factors that ensure success in the activity of educational institutions, perhaps the first. Pedagogical communication is the main form of the existence of the pedagogical process and is a specific form of communication that has its own characteristics and at the same time is subject to general psychological laws inherent in communication as a form of interaction of a person with other people, including people. Properly organized pedagogical communication is a necessary condition and content of professional pedagogical activity. Pedagogical communication is a very broad concept. Pedagogical communication between the director of educational institutions and the teaching staff, between the student and the student, and between the teacher and the student belongs to this concept. The teacher-student concept is important here. The psychological burden of the teacher-student communication process in a modern university is increasing day by day: Students' professional development, assimilation of knowledge, skills and experiences related to their profession depends on the quality and character of interpersonal communication. The "Student-Teacher" communication system between teachers and students is entrusted with the function of personal and professional development of the future specialist and the formation of a citizen. Pedagogical communication in a modern university is communication aimed at satisfying the participants of this process, first of all, the need for communication. In general, optimal relationships in the teacher-student system are not formal relationships with significant social distance, but cooperation and partnership relationships mediated by interpersonal relationships based on mutual respect and attention to personality. The concept of teacher and student is important. Pedagogical communication is the teacher's professional communication. In higher education institutions, it is of special importance to improve the teacher's professional training, relationship with requirements, behavior, speech skills, use of pedagogical techniques, acting ability and personal qualities. The main goal of modern university education is to prepare the young generation for full and effective participation in public and professional fields in the information society, as well as to act as a guide for the creation and application of a new information approach in modern pedagogy. Pedagogical communication is the theoretical basis of this approach. Pedagogical communication is a purposeful and interactive process between teachers and students. Also, its purpose is to create a favorable psychological climate and emotional contact for information exchange, successful training. It is important for a university teacher to know and implement the forms of organizing pedagogical communication during his professional activity. Forms of organization of pedagogical communication are: monologue, dialogue, discussion, polylogue. A monologue is defined as "a soliloquy or speech by one person addressed to an audience." Monological speech is the process of purposeful information giving, conscious influence on people through speech. At this time, the teacher-professor addresses the students with his ideas on a certain topic and with a certain purpose, which creates certain emotions in the students or prompts them to certain actions. There are informative, persuasive and provocative types of monologue speech. Informative speech is to provide information about a new educational subject and help to understand and master it. This is possible when the speech is clear and interesting. An informative speech is the product of a premeditated plan from the first word to the last.

Otherwise, it will be confusing and uninteresting. In order to be both clear and attractive, the speech should be built on the basis of a purposeful reconciliation of old and new elements, taking into account the interests of the listener, and each part should be specific separately and as a whole. If the speech creates a feeling of getting into the topic, if it uses conflict-dramatic principles, if it creates a feeling of anticipation in the audience that is gradually increasing and is completed by the unraveling of knots, then the speech will be attractive. The introduction should be structured in such a way that it attracts attention, arouses interest, and clarifies the purpose of the speech. The main part of the speech should be opened according to the plan, taking into account the thematic task, the composition of the audience and the state of communication in general. Thus, the significance of the speech should be highlighted, the goal should be clarified; at this time, the interest of the listeners is activated at the highest possible level, the necessary emotional state of the audience is stabilized in order to reach the goal of the speech. These functionally oriented speeches are more necessary in the conditions of the rapid intensification of the information needs of the modern society. Today, science and high technologies based on it have become the main factor in the transmission of social relations. Usually, teachers and professors in universities use the monologue form of pedagogical communication in lectures. In this form of communication, students are passive. During such communication, there is no effective interaction between teachers and students. The teacher speaks and the student listens. Research has shown that the amount of information loss during monologue communication can reach 50% of the initial information volume, and in some cases 80%. It should be noted that modern technological equipment is used in teaching processes in modern universities. Teachers and professors use technological equipment and electronic boards during monologue communication. But still monologue is not the most effective form of organizing pedagogical communication.

As a result of research, it was concluded that the most effective form of pedagogical communication is dialogue. Dialogue requires fluency in speech, sensitivity to gestures, the ability to understand sincere answers. Dialogue is based on the ability to ask questions of oneself and others. Instead of delivering perfect monologues, it is more effective for the teacher to turn his ideas into questions, test them in dialogue with demands, and see if they are supported or not. Questions provide further deepening of pedagogical communication. There are two forms of dialogue in dialogic relationships: internal and external. It is necessary for the teacher to create special conditions for the emergence of internal and external forms of dialogue. When creating conditions for internal dialogue, you can design situational tasks of the following nature: Choosing alternative solutions, solving problematic situations, searching for judgments about a certain fact or event, solving problems of an uncertain nature (without a clear solution), putting forward hypotheses and theories .

During the external dialogue, the following conditions are supposed to be created:

interrogative communication method; exchange of ideas, opinions, positions; discussions; collective generation of ideas; opposing views, suggestions, evidence; multifunctional analysis of ideas and hypotheses, creative workshops.

The effective establishment of dialogic communication depends on the sincerity of its participants. If the teacher does not take a sincere position, the dialogue becomes distorted and artificial, there is a mismatch between the form of communication and its inner content.

Discussion is one of the forms of organizing pedagogical communication. Debate (Latin *discano* - research, review, analysis) is a public debate, the purpose of which is to clarify and compare different points of view, to investigate, to determine the true opinion, to find the correct solution to the controversial issue. Discussion is considered an effective method of persuasion because the participants themselves come to one or another conclusion. Discussion is one of the forms of organizing pedagogical communication. Debate (from the Latin *discano* - means research, review, analysis) is a public debate, the purpose of which is to clarify and compare different points of view, to investigate, to determine the true opinion, to find the correct solution to a controversial issue. Discussion is considered an effective method of persuasion because the participants themselves come to one or another conclusion.

Discussion in the pedagogical process is an exchange of ideas on issues in accordance with more or less defined rules of conduct and with the participation of all or only a part of the participants in the lesson.

During mass discussion, all members are on an equal footing, except for the teacher. There are no special speakers and everyone is not just a listener. A particular issue is discussed in a specific manner, usually according to strict or slightly modified class rules defined by the teacher. Group discussion consists of discussing issues with a specially designated group in front of an audience. Like any form of discussion in front of an audience, it represents a debate. The purpose of a group discussion is to present a possible solution to a problem or to discuss opposing views on controversial issues. However, this usually does not resolve the dispute or motivate the students to take any action. A group discussion consists of 3-8 members including the chairperson. Participants should be well prepared, have records with statistics and other necessary information. They should discuss issues in a relaxed, animated manner, ask questions and make brief comments. Polylogue (Greek, lit. 'speech of many') - a conversation of many participants. In this case, it is assumed that the role of the speaker passes from one person to another, otherwise the conversation turns into a monologue. But what is a "polylogue"? The prefix "poly", as the term implies, has already explained everything. If monologue is the speech of one person, dialogue is the communication of two people, polylogue is the conversation of several people. Typically, polylogue takes place in a situation where many people meet to discuss some issues, exchange ideas or share a common outlook. If we look at the definition of dialogue in dictionaries, we will see that dialogue is communication between two or more people. In this case, what is polylog? It differs from dialogue by the equal and joint active participation of all speakers. In a dialogue (even if more than two subjects are involved), communication takes place between two participants. When the third is closed, the disposition simply changes. But in polylogue there is no division into pairs, there is a general conversation. Sometimes polylogue is simply called a complex variant of dialogue. But in my opinion, it has so many features that it has the right to be called an independent form of communication. The polylogue is always closely related to the situation, the problem that the participants want to discuss. In the university, this form of pedagogical

communication can be effective if it is used in place and correctly. Often, a polylogue arises when a topic that attracts the attention of all students appears in the educational process. A polylogue is an exchange of ideas on a specific topic in which each participant expresses his or her point of view. Participants in the conversation ask each other questions to learn the other person's point of view or to clarify unclear points in the discussion. This form of communication is especially effective when there is a need to clarify or highlight a problem. From what we have said, it can be concluded that the forms of organizing pedagogical communication are of great importance in productive communication. Let's take into account that it has become very difficult to communicate live with modern youth. Because most young people depend on social networks and prefer virtual communication. Conversations of old people, teachers and professors are boring for young people. most of the time, in the course of the university, young students are watching internet sites on the phone under the table and not studying the subject being taught. Therefore, the work of university teachers has become more difficult than usual. In modern times, university teachers should have more pedagogical skills and work more on themselves. At the same time, he should perfectly know all the features of pedagogical communication, as well as its organizational forms. In the teaching process, the teacher should choose and implement the forms of organizing pedagogical communication in accordance with the content of the subject to be taught. At the same time, he should organize the form of communication according to the individual characteristics of young people. Some young people may be more active during the dialogue, or some may be active in the discussion, while others may want to participate in the polylogue. The teacher should organize pedagogical communication keeping all these in focus and also ensure the activity of all students in all forms of communication over time.

### **Literature:**

1. "Pedagogical communication". Ganja State University lectures.
2. А. А. Максимова Основы педагогической коммуникации орск 2012
3. "Basics of speech culture". Lectures of Nakhchivan State University.
4. <https://dzen.ru/a/YkRo6CJAUQS1FQdF>
5. Гужва Ирина Вячеславовна. "Психологические особенности педагогического общения преподаватель-студент в современном вузе". Диссертация на соискание ученой степени кандидата психологических наук. Смоленск, 2011
6. <https://studfile.net/preview/7242040/page:5/>

ışma ile bir sonraki arařtırmalarda marka rezonansını etkileyen farklı etkenler test edilerek literatüre katkı saęlanabilir. Aynı zamanda seçilen beyaz eřya ürünlerinde uygulanan çalışma belirli bir marka üzerinde test edilebilir. Farklı bölgeler arasında hipotezleri test etmekte çalışmaya farklı bir boyut getirecektir.

## KAYNAKÇA

Athanasopoulout, Pinelopi. Relationship quality: a critical literature review and research agenda. *European journal of marketing*, 2009, 43.5/6: 583-610.

Aysuna Türkyılmaz, C., Kocamaz, İ. ve Uslu, A. (2016). Materialism and brand resonance as drivers of online compulsive buying behavior. *The Journal of Academic Social Science Studies*, 43, 91-107.

Badrinarayanan, V., Suh, T. ve Kim, K.M. (2016). Brand resonance in franchising relationships: A franchisee-based perspective, *Journal of Business Research* 69 (2016) 3943–3950.

Chaudhuri, A., & Holbrook, M. B. (2001). The chain of effects from brand trust and brand affect to brand performance: the role of brand loyalty. *The Journal of Marketing*, Vol. 6.81-93.

Das, J. K., Prakash, O., & Khattri, V. (2016). Brand image mapping: A study on bathing soaps. *Global Business Review*, 17(4), 870–885.

Fournier, Susan. Consumers and their brands: Developing relationship theory in consumer research. *Journal of consumer research*, 1998, 24.4: 343-373.

Gender and Consumer Emotions, *Advances in Consumer Research* (Volume 34) / 65.

Hashım, Sharizal; YASIN, Norjaya M. Exploring the mediating effect of brand relationship quality in the service brand equity and brand resonance linkage. *Jurnal Pengurusan*, 2012, 36: 123-134.

Keller, K. L. (2013). *Strategic brand management: Building, measuring, and managing brand equity* (4th ed.). New Jersey: Prentice-Hall.

Kotler, P. (2006). *Marketing Management*. Upper Saddle River, New Jersey: Pearson Education, Inc

Moore, D. ve Wurster, D. (2007). *Self-Brand Connections and Brand Resonance: The Role of*

# KOMPÜTER CİNAYƏTKARLARININ PSİKOLOGİYASININ TƏDQIQI

## A STUDY OF THE PSYCHOLOGY OF COMPUTER CRIMINALS

**Inci Imanova**

Western Caspian University, Faculty Of Social And Political Sciences, Baku, Azerbaijan

**Gulara Rahimova**

Baku State University, Faculty of applied mathematics and cybernetics, Department of Informatics, Baku, Azerbaijan

### ABSTRACT

**Introduction and Purpose:** The article analyzes issues related to the forensic characterization of the personality of cybercriminals. For scientific and practical purposes, the sources of the formation of knowledge about the personality of computer criminals are indicated, including their characteristics. The article notes that in the total mass of crimes, the portrait of a typical criminal is contradictory, which indicates the need to distinguish groups of criminals according to various criteria. Such forensically significant properties and qualities as age, gender, education and profession, motives, appearance and psychology are singled out, generalized and investigated. Data on the age of criminals are presented. There is a rejuvenation of antisocial, including criminal behavior in the field of computer information. It is noted that the commission of crimes in this category is more typical for men. Data on the educational level, profession and special skills of criminals are summarized. The article also analyzes the psychophysical features of computer criminals.

**Materials and Methods:** Given the wide range of cybercrimes, it is hardly possible to create a unified methodology for their investigation. Therefore, most likely, the optimal solution would be to create adaptive methods for developing an investigation strategy for certain types of cybercrimes. Such methods should also be based on: 1) the psychological characteristics of the criminal, according to which he will base his further actions, and 2) the environment in which there is an increased risk. Common to these strategies may be minimizing the harm of the crime and localizing criminal activity already at the first stage of the investigation.

**Results:** Research in this area is also important theoretical material and can contribute to the development of the study of the psychology of deviant behavior. As the current situation shows, a multidisciplinary approach is needed in the fight against cybercrime and its prevention, in which psychology plays an important role. Therefore, the creation of an effective system for combating cybercrimes requires intensifying research into the psychology of cybercriminals and training personnel in this direction.

**Discussion and Conclusion:** Psychological verification requires a criminological view of cybercrime, since this is one of the types of crime in which: internal motivation plays an important role not only for individual criminals, but also in the field of organized crime; Attitude development primarily occurs in the cyber environment, especially among new generations of criminals. The prevention of cybercrime can be quite effective precisely because of the ability to accurately determine social and psychological determinants and influence them.

**Key Words:** psychology of a cybercriminal, psychology of computer criminals, computer crimes, Internet terrorists, criminal personality characteristics.

**Annotasiya.** Cəmiyyətin informatlaşdırılması prosesi müsbət nəticələrlə yanaşı, bir sıra mənfi cəhətləri də ön plana gətirdi. Beləki, kompüterlərin qlobal şəbəkələrə inteqrasiyası, bir tərəfdən, çoxlu sayda insanın dünyada toplanmış nəhəng informasiya kütləsinə qoşulmasına şərait yaratsa da, digər tərəfdən, bu, informasiya texnologiyaları ilə bağlı problemləri - şəbəkədə yerləşdirilən əqli mülkiyyətin qorunması problemlərini meydana çıxartdı.

Eyni zamanda kompüterlərin və kompüter texnologiyalarının geniş yayılması və cəmiyyət həyatının bütün sferalarına tətbiqi bir çox cinayətlərin mahiyyətinin dəyişməsinə, onların yeni növlərinin meydana çıxmasına səbəb oldu. Bu da cinayətkar qrupların öz fəaliyyətlərində yeni informasiya texnologiyalarından fəal istifadə etməyə başlamasına zəmin yaratdı.

Cinayətkarlar ilk növbədə eqoist məqsədlərinə nail olmaq üçün öz hərəkətlərini planlaşdırarkən, sistemli yanaşma çərçivəsində kompüterlərdən və xüsusi avadanlıqlardan professional formada istifadə etməyə, sui-qəsd və gizli ünsiyyət sistemlərini yaratmağa başladılar. Bu da nəticədə kriminal professionalizmin yüksəlməsi, kompüter cinayətlərinin icrasında bacarıqlıların, kvalifikasiyalıların sayının kəskin artması ilə müşahidə olundu.

Aydındır ki, baxılan problemlər hüquq-mühafizə orqanlarının fəaliyyət sferasına təsir etməyə bilməzdi və nəticə onu deməyə imkan verir ki, cinayətlərin yeni növlərinin tədqiqinə yanaşmaların, onların araşdırılması və qarşısının alınması üsullarının işlənilməsinə ciddi ehtiyac vardır.

Kontentin aktual olduğunu nəzərə alaraq, bu məqalədə biz kompüter cinayəti törədənlərin (onları kompüter cinayətkarları və ya kibercinayətkarlar adlandırırlar) portreti və əsas psixoloji xüsusiyyətlərini verməyə çalışmışıq.

**Açar sözlər:** kibercinayətkarın psixologiyası, kompüter cinayətkarlarının psixologiyası, kompüter cinayətləri, internet terrorçular, şəxsiyyətin kriminal xarakteristikası

## Giriş

İnformasiya texnologiyalarının inkişafının mənfi nəticələrindən biri də cinayətin yeni formasının - cinayətin yüksək texnologiyalar sferasında meydana çıxması və inkişafıdır ki, bu zaman kompüterlər və ya kompüter şəbəkələri cinayətkar təcavüzün obyektinə, habelə onların vasitələri və ya üsulu kimi çıxış edir. Yerli ədəbiyyatda ən çox üstünlük verilən tərif “kompüter cinayəti” anlayışıdır.

Eyni zamanda, “kibercinayət” anlayışı (ingilis dilində - cybercrime) “kompüter cinayəti”ndən (computer crime) daha geniş şəkildə istifadə olunur ki, bu da informasiya məkanında cinayət kimi fenomenin xarakterini daha dəqiq əks etdirməyə imkan verir. Əksər hallarda bu cinayət müxtəlif kompüter sistemlərinə qanunsuz daxil olmaq, bu sistemlərlə manipulyasiya etmək, onlara təsir göstərməklə xarakterizə olunur.

Əksər tədqiqatçılar (K. V. Qryulix, T. L. Tropina və başqaları) hesab edirlər ki, “kompüter cinayəti” termini bu sahədə bütün cinayətləri tam təfəssilatı ilə əhatə edə bilmir. Bu səbəbdən, dərin təhlilə getmədən, BMT ekspertlərinin tövsiyələrini nəzərə alaraq, kiberməkanda kompüter sistemlərinin və ya kompüter şəbəkələrinin köməyiylə, habelə, digər vasitələrin köməyi ilə kompüter sistemləri və ya şəbəkələri daxilində törədilmiş cinayətlərin məcmusunu



kibercinayətkarlıq hesab edə bilərik. Beləliklə, elektron mühitdə törədilən istənilən cinayəti kibercinayətkarlıq kimi təsnif etmək olar.

Çox vaxt cinayətkarlar uşaqlıq yaşlarında kompüterlə tanış olur, onu ilahiləşdirirlər. Onlar üçün kompüter sistemi tədqiq edilməli və səmərəli istifadə edilməli sirlər dünyasına çevrilir. Həmçinin, məktəbdə öyrəncilər və xüsusən də, ali təhsil müəssisələrinin tələbələri məhz bu məqsədlə, proqramlaşdırmanın əsaslarını öyrənir, onları təkmilləşdirirlər.

Yerli və xarici təcrübənin təhlili və ədəbi mənbələrin tədqiqi göstərir ki, kompüter cinayətkarlarının yaşı kifayət qədər geniş hədudlarda dəyişir (orta hesabla 15 yaşdan 45 yaşa qədər).

Araşdırmalara görə, cinayət törətdiyi vaxt cinayət törədənlərin 33%-i 20 yaşa qədər, 13%-i 40 yaşdan yuxarı, 54%-i isə 20-40 yaş arasında olanlardır. Beləliklə, hakerlər əvvəllər düşünüldüyü kimi heç də, həmişə gənc oğlanlar deyil [1, s. 119–121].

Bu kateqoriyaya daxil olan şəxslərin 80%-dən çoxunu kişilər təşkil edir. Kibermühit cinayətkarlığının ekonometrik analizi göstərir ki, əsasən qadınlar tərəfindən tutulan bəzi ixtisas və vəzifələrdə (katib, mühasib), qadınların kibercinayətlərə meyilliyinin iştirak faizi sürətlə artsa da (məsələn, qadınlar iqtisadçı, menecer, məmur və s. kimi sahələrdə daha peşəkardırlar), onların törətdiyi cinayətlərdən dəyən zərər kişilərin törətdiyi cinayətlərdən dəyən zərərdən dörd dəfə azdır.

Maraqlıdır ki, kompüter cinayətkarlarının 77%-i orta intellektual inkişaf səviyyəsinə malik, 21%-i orta İQ səviyyəsindən yuxarı, cəmi 2%-i isə orta səviyyədən aşağı olur, ona görə də cinayətkarların 20%-i orta, 20%-si orta ixtisas, 60%-i isə daha yüksək təhsil səviyyəsinə malik olur.

Tədqiqatlar göstərir ki, kompüter cinayətləri törədən şəxslərin kompüter proqramı yazmaq üçün lazım olan intellekt əmsalı orta intellekt əmsalı (IQ) göstəricisindən daha yüksəkdir.

### **Əsas hissə**

Kompüter cinayətkarının şəxsi xüsusiyyətləri aktiv həyat mövqeyi, düşüncə və davranışın orijinallığı (qeyri-standartlıq), ehtiyatlılıq, diqqətlilikdir. Onlar öz bacarıq, səriştə və mənimləmələrinin əsasını təşkil edən prosesləri dərk etməyə, proqnozlaşdırmağa və idarə etməyə diqqət yetirirlər.

Psixofiziki xüsusiyyətləri nəzərə alsaq, belə cinayətkar, bir qayda olaraq, parlaq, düşünən və yaradıcı insan, öz sahəsinin peşəkari, dəyərli işçidir.

Eyni zamanda, bu, hər hansı sosial qrup daxilində nüfuzunu və ya sosial statusunu itirməkdən çəkinən, istehzadan qorxan adamdır. Zahirən kompüter cinayətkarlarının davranışı cəmiyyətdə müəyyən edilmiş sosial normalardan nadir hallarda fərqlənir. Bundan əlavə, təcrübə göstərir ki, onların əksəriyyətinin kriminal keçmişi yoxdur [2, s. 155].

Məqsədlərinə və istiqamətlərinə görə bu cinayətkarları dörd qrupa bölmək olar.

Birinci qrupa, kompüterlə ünsiyyət prosesini öyrənmək və ya özünü ifadə etmək məqsədinə xidmət edən, proqramçılar daxildir. Onlar özlərini “ kompüter andeqraundu”<sup>57</sup> adlandırılan quruma aid hesab edir və əksər hallarda qeyri-qanuni, lakin faydalı işlə məşğul olurlar. [3, s. 119–121].

<sup>57</sup> Underground - müasir incəsənətdə kütləvi mədəniyyətə, incəsənətə zidd olan yaradıcı cərəyanlar toplusu deməkdir. Underground qeyri-rəsmi, müstəqil və ya senzuradan keçmiş formaları və sənət əsərlərini əhatə edir. Andeqraund üçün dominant ideologiyadan ayrılmaq, üslub və linqvistik

Məsələn, kompüter andeqramları bahalı lisenziyalı proqram məhsullarını ictimaiyyətə təqdim edir, kompüter oyunlarının keçidini asanlaşdırırlar və s.. Amma onların arasında, ən yaxşı halda “kod yaradıcılığının” həvəsləndirici motivi olan “virus yazanlar” da var (Bəzən bu, yaramazlıq və ya özünə itirilmiş inamın təsdiqi hesab olunur.) .

Beləliklə, birinci qrup kompüter texnologiyaları və proqramlaşdırma sahəsində peşəkarlığını bir növ fanatizm və ixtiraçılıq elementləri ilə sabit birləşdirən şəxslərlə xarakterizə olunur.

Birinci qrup, yeni növ psixi xəstəlikdən - informasiya və ya kompüter asılılığı xəstəliyi, kompüter fobiyalarından əziyyət çəkənlərdən ibarət olan, ikinci qrupa çox yaxındır (bu xəstəliklərlə e-tibb və ya informasiya tibbi sahəsi məşğul olur). Onların hərəkətləri əsasən kompüter avadanlıqlarının fiziki məhvə və ya zədələnməsinə, əksər hallarda isə öz hərəkətlərinə nəzarətin qismən və ya tamamilə itirilməsinə yönəlib [4, s. 100–104].

Üçüncü qrup, açıq-aydın maddəli fəaliyyət göstərən peşəkar cinayətkarlardır. Kompüter cinayətinin özəyi olan məhz bu qrup - cəmiyyət üçün ciddi təhlükə yaradır.

Dördüncü qrup “qondarma” kompüter terrorçularından ibarətdir [5, s. 206–207].

Mütəxəssislər hesab edir ki, yaxın iki-üç ildə biz terrorun yeni növünün yaranmasının şahidi ola bilərik, o zaman təxribat partlayıcı qurğuların qoyulması ilə deyil, dünya miqyasında İnternet kompüter şəbəkəsi vasitəsilə ən böyük informasiya sistemlərinin sıradan çıxarılması ilə həyata keçiriləcək. Qurbanlar ilk növbədə dövlət təşkilatları və böyük kommertiya strukturları olacaq.

İnternet terrorçulara öz ideyalarını əvvəlkindən keyfiyyətcə fərqli səviyyədə təbliğ etmək imkanı verir. İnformasiya mənbələri bütün dünyaya səpələnmiş ola biləcəyi üçün belə təbliğatla mübarizə aparmaq çox çətin və daha da çətin olacaq. Hətta bir neçə serverin itirilməsi belə terrorçular üçün ciddi problem ola bilməz .

Eyni zamanda bəzi terror təşkilatları təbliğatla kifayətlənmək fikrində deyil və İnternetdən istifadə edərək terror aktları üçün planlar hazırlayır.

İRO<sup>58</sup> nümayəndələri kompüter sistemlərinin hər hansı bir kommertiya strukturunda bombadan daha çox zərər verə biləcəyini təsdiqləyiblər [6, s. 130–135].

Terrorçular üçün kompüter təxribatının "ənənəvi" terror hücumları ilə müqayisədə bir sıra üstünlükləri vardır: zərərin bərpası şansı azalır, daha geniş ictimai etirazla qarşılaşa bilərsiniz və bundan əlavə, konkret cinayətkarın tutulması xeyli çətindir. Kompüter təxribatını həyata keçirmək üçün peşəkar proqramçılar - kompüter sistemlərinin krakerləri (hakerlər)<sup>59</sup> cəlb oluna bilər.

məhdudiyətlərə məhəl qoymamaq, ümumi qəbul edilmiş dəyərləri, normaları, sosial və bədii ənənələri rədd etmək, tez-tez ictimaiyyəti şoka salmaq, üsyankarlıq xarakterikdir. Andeqramlar cəmiyyətdə qəbul edilən siyasi, əxlaqi və etik oriyentasiyaları və davranış stereotiplərini rədd edir və tez-tez onları pozur, həyata yeni davranış nümunələri gətirirlər.

<sup>58</sup> (rus. IPA, İrland Respublikası Ordusu- Avropanın ən mükəmməl terroristlər ordusu)

<sup>59</sup> Haker (ing. hack- baltalamaq, doğramaq) İT sahəsində yüksək səviyyədə ixtisaslaşmış və kompüter sisteminin fəaliyyətini təmin edəcək mütəxəssisdir. Onlar İlkin mərhələdə proqram təminatında (proqramlaşdırma kontekstində dizayn verilməsi və interfeysin quruluşunda) baş vermiş sistem səhvlərinin sürətli və professional bərpası ilə məşğul olan kompüter proqramçılardır. Bu cür kobud tərzdə bərpa etmə, b.s., “balta ilə işləmək” kimi əlaqələndirilir. Haker termini öz mənbəyini də, məhz, buradan götürmüşdür. Əksər hallarda hakerləri kompüter sistemini sındıranlarla- krakerlərlə (ing. dilindən crack — sındıran) səhv salırlar ki, bu da yanlışdır.

Kompüter təxribatı təhlükəsi ilə potensial qurbanların şantaj edilməsi ehtimalını nəzərə almamaq mümkün deyil [7, s. 209–211].

Bu yaxınlarda “proqram təminatı quldurları” peykin orbitində düzəlişlər etməyə nail olublar ki, bu da Britaniya silahlı qüvvələrində əsl şoka səbəb olub. Skotland-Yardla birlikdə “oğruları” müəyyən edən Britaniya kəşfiyyat xidmətlərinin yüksək vəzifəli məmurlarından biri “Bu, ancaq kabusda baş verə bilər” ifadəsini səsləndirib. Böyük Britaniya, özünün dediyi kimi, nüvə hücumuna məruz qalarsa, təcavüzkar ilk növbədə, məhz, hərbi peyk rabitə sistemini ələ keçirəcəkdir.

Cinayət törətmək üçün ən çox yayılmış motivlər aşağıdakılardan ibarətdir [8, s. 150–153]:

- muzzdlu təkliflər-mülahizələr (bu, üçüncü qrup cinayətkarlara aiddir və birinci qrup üçün tədqiqat marağı hesab olunur);
- xuliqanlıq motivləri (birinci və ikinci qruplar);
- qisas (ikinci qrup);
- Dövlət və cəmiyyətin təhlükəsizliyinə yönəlmiş təhlükə və onun həyata keçirilməsi (kompüter terrorizmi - dördüncü qrup) .

Rəqəmsal Məhkəmə ekspertizası sahəsində rusiyalı məhkəmə eksperti V.B. Vexov kibercinayətkarlıq törətmək üçün ən çox yayılmış motivləri reyting sırasına görə belə qiymətləndirir [9, s. 250–253]:

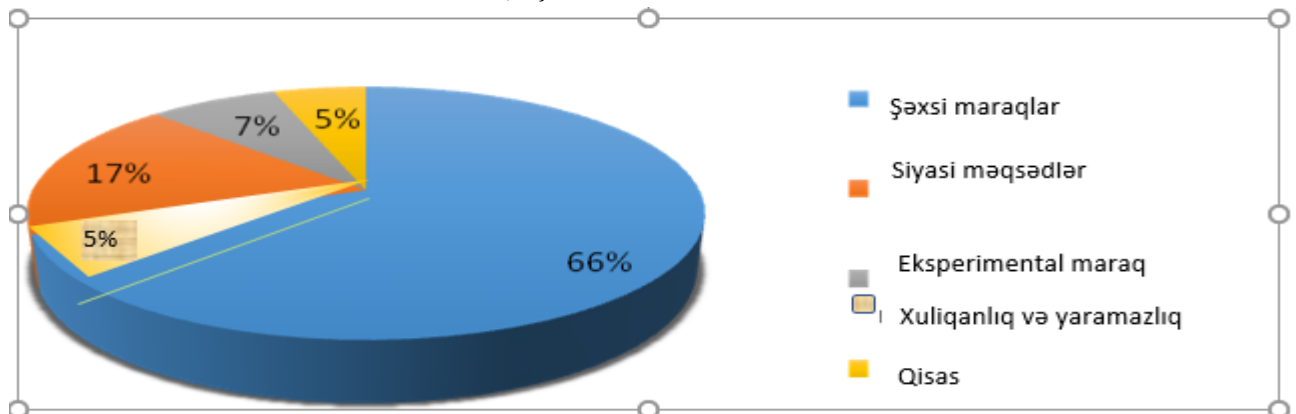
a) şəxsi maraqlar - 66% (təşkilatı və idarəetmə məsələləri ilə məşğul olan şəxslər tərəfindən həyata keçirilir: kompüter şəbəkəsi və ya sistemini idarə etmək, operatorları idarə etmək, verilənlər bazalarını və məlumat banklarını idarə etmək, proqram təminatı işini idarə etmək və s.);

b) siyasi məqsədlər - 17% (casusluq, hökumətin maliyyə və monetar siyasətini sarsıtmağa, ölkənin pul-kredit sistemini nizama salmağa, bazar münasibətlərini pozmağa yönəlmiş cinayətlər);

c) eksperimental maraq - 7% (tələbələr, peşəkar proqramçılar, proqram mühəndisləri, verilənlər bazası və verilənlər bazası administratorları, periferik cihazların operatorları və s. tərəfindən həyata keçirilir);

d) xuliqanlıq və yaramazlıq - 5% ("c" bəndində göstərilən krakerlər və subyektlər);

e) qisas - 5% ("c" bəndində sadalanan cinayətkarlar, habelə rabitə operatorları, terminal avadanlığı mühəndisləri, kompüter auditi mütəxəssisləri, elektron avadanlıq mühəndisləri, rabitə mühəndisləri tərəfindən törədilir). Şəkil 1.



Şəkil 1. Kompüter cinayətlərinin törədilməsi mativləri diaqramı

Bir qayda olaraq, cinayətlərin 52%-i pul və digər vasitələrin oğurlanması ilə; 16% - kompüter avadanlıqlarının məhv edilməsi və sıradan çıxarılması məqsədi ilə; 12% - ilkin məlumatların dəyişdirilməsi ilə; 10% - məlumat və proqramların oğurlanması ilə; 10% - iş xidmətlərin oğurlanması ilə bağlıdır.

Bu siyahı kriminalistlərin fikrincə, cinayət davranışının əsas motivlərindən biri olan oyun motivi ilə tamamlanmalıdır.

Qeyd edək ki, kibercinayətkarın bütün hərəkətləri mürəkkəbliyi ilə seçilir və bacarıqlı maskalanma ilə müşayiət olunur. Lakin istəkləri varlanmaq məqsədi və ya siyasi xarakter daşıyan cinayətkarlar daha çox bunun qayğısına qalırlar. Qalanları kompüter texnologiyası vasitələrini "oyuncaq", tədqiqat predmeti hesab edir və buna görə də öz hərəkətlərinin ilkin mərhələsində cinayət məqsədləri qoymur və buna görə də əlavə maskalanma vasitələrinə ehtiyac duymurlar.

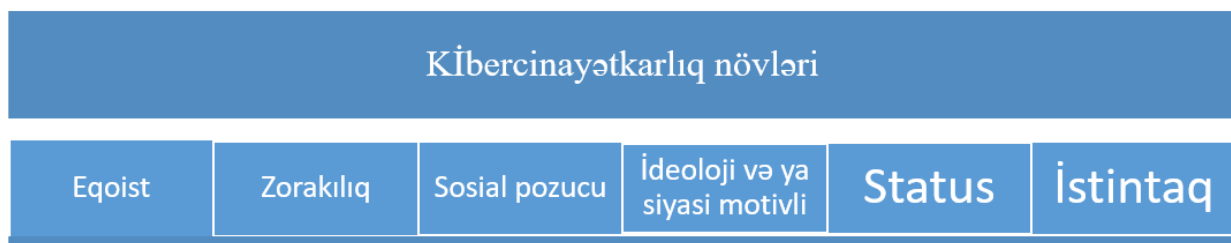
## Metodologiya

Kompüter cinayətkarları əsasən məsələnin koqnitiv tərəfi ilə məşğul olurlar: başqa sözlə, şərti intellektual rəqib kimi kompüter avadanlığına hücum etməyin effektiv yolunu tapmaq. Bu insanlar (hakerlər) əsasən kibercinayətkarlıq etmək üçün krakerlərin əslində istifadə edə biləcəyi yeni üsullar icad edirlər.

İnformasiya xəstəliyindən əziyyət çəkən və psixikası emosional qeyri-sabitliklərlə xarakterizə olunan insanların qeyri-qanuni fəaliyyətlərinin əsas məqsədi onlar üçün psixi qıcıqlanma obyektini olan kompüter texnologiyaları mühitinin tam və ya qismən fiziki məhv edilməsidir. Cinayətkarların çox vaxt affekt və ya dəlilik vəziyyətində olan hərəkətləri də, məhz bu obyektin aradan qaldırılmasına yönəlir [10, s. 198–203].

Araşdırmalar göstərib ki, kompüter cinayətkarlarının çox vaxt psixi xəstəlikləri olur. Onlar sinir sisteminin inkişaf pozuntusu ilə xarakterizə olunan autizm spektri (məsələn, Asperger sindromu), zehni gerilik, qeyri-müntəzəm intellektual inkişaf, sosial qarşılıqlı əlaqələrdə maraqların və fəaliyyətlərin stereotipik toplusu ilə xarakterizə olunurlar. Bu cinayətkarlar eyni zamanda çox epizodlu cinayətkar olmaları ilə fərqlənirlər. Bir qayda olaraq, istintaq zamanı kibercinayətkar öz təqsirini etiraf edir, tövbə edir, dəymiş ziyanı aradan qaldırmağa cəhd edir, cinayətin araşdırılmasına töhfə verir.

Kibercinayətkarın psixoloji portreti haqqında təsəvvürə malik olaraq, cinayətkarın davranış motivindən asılı olmaqla aşağıdakı kibercinayətkarlıq növlərini ayırırlar (Şəkil 2):



Şəkil 2. Kibercinayətkarlıq növləri.

- Egoist tip - belə kibercinayətkarlar kiberməkanda xüsusi dəyərə malik olan konkret əşyaları əldə etmək üçün cinayətlər törədirlər;

- Zorakılıq növü - elektron cihazların və şəbəkələrin köməyi ilə hətta intihara sürükləmək kimi cinayətlər törətmək;
- Sosial pozucu tip - bu tip kibercinayətkarların əsas məqsədi qanunla nəzərdə tutulmuş sosial normaların pozulması, cəmiyyətə və ictimaiyyətə dağıdıcı təsir göstərməkdən ibarətdir;
- İdeoloji və ya siyasi motivli tip - etiraz və siyasi və ya ideoloji mübarizənin ümumi forması olan xüsusi kibercinayətlərin törədilməsi;
- Status növü - bu tip cinayətkarlar cinayət törətməklə daha yüksək qeyri-rəsmi sosial status əldə etməyə çalışırlar, çox vaxt da kiber cəmiyyətlərdə;
- İstintaq növü - xüsusi kibercinayətlər törədən şəxslər üçün xarakterikdir. Onların motivasiyasının əsasını elektron cihazların və onların şəbəkələrinin proqram və aparat komponentlərinin öyrənilməsi, zəif nöqtələrin axtarışı, onlardan istifadə və nasazlıqların aradan qaldırılması imkanları təşkil edir.

Belə ki, hazırda kibercinayətkarların psixologiyasının öyrənilməsi sahəsində əldə edilmiş nailiyyətlərdən artıq Azərbaycanda, Türkiyədə, Rusiyada və digər ölkələrdə cinayətlərin təhqiqatında, əsasən cinayətkarların növünün müəyyən edilməsində fəal şəkildə istifadə olunur.

Bu sahədə aparılan tədqiqatlar həm də mühüm nəzəri materialdır və deviant davranış psixologiyasının öyrənilməsinin inkişafına töhfə verə bilər.

Kompüter cinayətkarlarının şəxsiyyətiyyətinin psixoloji xüsusiyyətlərinin öyrənilməsi və əldə edilmiş biliklərin sistemləşdirilməsi - kompüter cinayətlərinin yüksək dinamikası ilə müşayiət olunan, müntəzəm olaraq həyata keçirilməli olan mühüm kriminalistik məsələdir. Bu, nəinki belə cinayətlərin açılması və araşdırılmasının keyfiyyətinə təsir göstərə, həmçinin, onların məhkəmə-tibbi ekspertizasının qarşısının alınmasına kömək edə bilər [11, s. 405–411].

## NƏTİCƏ VƏ MÜZAKİRƏ

Kriminoloji və məhkəmə ədəbiyyatının öyrənilməsi kibercinayətkarın, kompüter cinayəti törədən şəxsiyyətin görünüşü və psixoloji portretini aşağıdakı kimi formalaşdırmağa imkan verir:

- Bir qayda olaraq, O, cazibədar xarici görünüşə malik olmayan və ya həmyaşıdları, əks cinslə ünsiyyət qurmaqda çətinlik çəkən, virtual aləmdə özünü dərk etməyə can atan, proqramlaşdırma və elektron rəqəmsal informasiyadan istifadə etməklə müəyyən peşəkar zirvəni fəth edən şəxsdir;
- O, “qapalı, gizli” olmaqla yanaşı, eyni zamanda özünü təsdiq etməyə can atır, şöhrət qazanmaq, öz çevrəsində nüfuz və söz sahibi olmaq istəyir;
- İntellekti yüksəkdir, məsuliyyətli qərarlar qəbul etməyə qadir olan düşünən insandır;
- Onlar bir çox hallarda şişirdilmiş heysiyyətə, qürura, eləcə də, hüquqi nihilizmə (Hüquqi nihilizm hüquqa mənfi münasibətdir.) malikdirlər, buna baxmayaraq onlarda cinayət keçmişi yoxdur;
- Bəzi alimlər həmçinin, qeyd edirlər ki, kompüter cinayətkarları üçün kompüter sistemi, informasiya və kompüter texnologiyası həyati məna kəsb edir. Onlar ətraf aləmdə baş verən real proseslərə o qədər də əhəmiyyət vermirlər, çox vaxt kompleksli olurlar, kompüter informasiyası sahəsində uğurla törədilmiş cinayətlər onlar üçün ilk şəxsi nailiyyətdir.

Bu psixoloji aspektləri özündə birləşdirən şəxsin törətdiyi kompüter cinayəti müvafiq texnologiyaya malik istənilən təşkilat üçün ciddi təhlükədir. Ona görə də, kibercinayətkarlıqla mübarizə multidisiplinar yanaşma tələb edir, və bu sahədə hüquqi psixologiya ilk yerdə dayanır. Kibercinayətkarlıqla mübarizə üçün uğurlu sistemin yaradılması kibercinayətkarların psixologiyasına dair tədqiqatların aktivləşdirilməsini və müvafiq istiqamət üzrə kadrların hazırlanmasını tələb edir.

## ƏDƏBİYYAT

1. [An Introduction to Cyberpsychology by I. Connolly et al \(Editor\)](#) - Введение в Киберпсихологию // Под ред. Ирен Коннолли и др. Учебное пособие, Routledge, 2016.
2. [Boundaries of Self and Reality Online. J. Gackenbach, J. Bown \(Editors\)](#) - Границы «Я» и Онлайн-реальности: влияние цифровых реалий // под ред. Джейн Гакенбах, Джонатана Боуна, Academic Press, 2017
3. [Cyberpsychology: The Study of Individuals, Society and Digital Technologies. Monica T. Whitty, Garry Young](#) - Киберпсихология: личность, общество и цифровые технологии. Моника Т. Уитт, Гарри Янг, Учебник для программы бакалавриата по специальности Психология John Wiley & Sons, 2016,
4. Ипатов, Андрей Владимирович. Юридическая психология : учебное пособие / А.В. Ипатов. – Санкт-Петербург : РГГМУ, 2022. – 172 с.
5. Аминов И. И., Давыдов Н. А. Психология профессиональной деятельности юриста. Учебник. — М.: Проспект. 2020. 280 с.
6. Владимир А. Психология профессионального общения юриста. — М.: OmniScriptum Publishing KS. 2018. 144 с.
7. Мацкевич И. М., Эминов В. Е., Дашков Г. В. Актуальные проблемы криминологии, юридической психологии и уголовно-исполнительного права.—М.: Проспект. 2016. 224 с.
8. Романов В. В. Юридическая психология. Учебное пособие для СПО. — М.: Юрайт. 2019. 170 с.
9. Романов В. В., Котлярова Л. Н. Юридическая психология. Презентации в ЭБС. Учебник для академического бакалавриата. — М.: Юрайт. 2018. 478 с.
10. Чуфаровский Ю. В. Юридическая психология в вопросах и ответах. Учебное пособие. — М.: Проспект. 2020. 256 с.
11. Чуфаровский Ю.В. Юридическая психология. Учебник. — М.: Проспект. 2019. 472 с.

# MÜASİR KİBERPSİKOLOGİYANIN TƏDQIQAT SAHƏLƏRİ

## RESEARCH AREAS OF MODERN CYBERPSYCHOLOGY

**Inci Imanova**

Western Caspian University, Faculty Of Social And Political Sciences, Baku, Azerbaijan

**Gulara Rahimova**

<sup>2</sup>Baku State University, Faculty of applied mathematics and cybernetics, Department of Informatics, Baku, Azerbaijan

### ABSTRACT

**Introduction and Purpose:** The scientific and technological revolution has led to the emergence of new terms, including the concept of "digital", as a new reality. Thus, new scientific directions appear: digital economy, digital art, digital medicine, digital pedagogy, digital psychology, etc. was created. Digital psychology is the newest unique method in psychology. Due to the analysis of inherent characteristics, this method provides a guaranteed and fast solution to problems of any complexity. According to cybernetic anthropology, the "psyche" is the domain of the "Control System". Cyberanthropology is associated with such a science as psychoprogramming (bioinformational psychology), the content of which is the most basic programs of the "Control Systems", and the corresponding scientific activity is to identify such programs. Cyberpsychology, a branch of cybernetic anthropology. Cyberpsychology (also called internet psychology, web psychology, or digital psychology) is a new and growing field that encompasses all psychological phenomena related to or affected by new technologies. Today, cyberpsychology is successfully applied in practice: first of all, in the provision of psychological assistance, in business engineering, and even in the development of programs for new generation androids (emotional androids). This article explains the essence of cyberpsychology and explores the direction of research.

**Materials and Methods:** Cyberpsychology acts as a learning tool that tries to understand human behavior in relation to technology, social networks and artificial intelligence. Cyberpsychology uses various methods and tools to study behavior in cyberspace, such as psychometric tests, questionnaires, interviews, observation, content analysis, experiments, neuroimaging, and others.

**Results:** The main conclusion is that cyberpsychology is still not and cannot be considered an independent branch of psychological science. At the same time, as argued in the article, in the

last few years noticeable organizational steps have been taken that could subsequently contribute to the transformation of cyberpsychology into a separate branch of psychology. Such promotions are described and analyzed in detail. 1. Cyberpsychology is completely ordinary psychology, only it studies people not on the streets, but on the Internet. It collects information about how and why people make certain decisions on websites, analyzes forums, and even learns your comments and likes right now. 2. Cyberpsychology refers to the general concept of the influence of networks on people. Because, in addition to analyzing the information it collects, it also tries to influence us, and the most striking example of this is the Internet of Things. 3. From the point of view of cyberpsychology, thinking is the process of giving appropriate commands to the brain by the "Computer" based on the information (bioinformation signals) received about the surrounding world. Cyberpsychology is not yet advanced enough to control human behavior through devices. 4. Since cyberpsychology is a modern stage of development, the portrait of a cyberpsychologist can be characterized as an elegant and intellectual personality engaged in the field of psychology and technology.

**Discussion and Conclusion:** Cyberpsychology is an interdisciplinary field of knowledge, where specialists combine their competencies in psychology, information security and mathematical statistics. It is studied and practiced not only by psychologists, but also by information security experts, programmers, sociologists and statisticians.

**Key Words:** cyber psychology, internet psychology, psychology of cybercrime, cyberterrorists, cyber security

## *Giriş*

İnformasiya erası yeni reallıq kimi yeni terminlərin, o cümlədən “rəqəmsal” anlayışının meydana çıxmasına səbəb oldu. Beləliklə, yeni elmi istiqamətlər: rəqəmsal iqtisadiyyat, rəqəmsal incəsənət, rəqəmsal tibb, rəqəmsal pedaqogika, rəqəmsal psixologiya və s. yarandı.

Rəqəmsal (Digital) psixologiya psixologiyada ən yeni unikal metoddur. İrsi xüsusiyyətlərin təhlili vasitəsilə bu metod istənilən mürəkkəblikdə olan problemlərin zəmanətli və sürətli həllini təmin edir.

Kibernetik antropologiyaya görə, "psixika" "İdarəetmə Sistemi"nin fəaliyyət sahəsidir. Kiberantropologiya psixoproqramlaşdırma, başqa sözlə, bioinformasiya psixologiyası kimi bir elmlə əlaqələndirilir ki, onun da məzmunu “İdarəetmə Sistemi”nin ən əsas proqramlarıdır və müvafiq elmi fəaliyyət belə proqramların müəyyən edilməsindən ibarətdir.

Kibernetik antropologiyanın bir istiqaməti olan Kiberpsixologiya - Cyberpsychology (həmçinin İnternet psixologiyası, veb psixologiyası və ya rəqəmsal psixologiya da adlandırılır) yeni texnologiyalarla əlaqəli və ya onlardan təsirlənən bütün psixoloji hadisələri əhatə edərək inkişaf edən yeni bir sahədir. Bu gün kiberpsixologiya praktikada: ilk növbədə, psixoloji yardımın göstərilməsində, biznes mühəndisliyində, hətta yeni nəsil androidlər - emosional androidlər üçün proqramların formalaşdırılmasında uğurla tətbiq olunur.

Hər gün bir milyon insanın kibercinayətkarlıqdan əziyyət çəkdiyi, artıq 431 milyon insanın kibercinayətkarlığın qurbanı olduğu, hər gün 80 milyon avtomatlaşdırılmış haker



hücumlarının baş verdiyi, fərdi məlumatların oğurlanması, bank kartlarından icazəsiz istifadənin həyata keçirildiyi kiberməkanın psixoloji tədqiqi böyük maraq doğurur.

Bu məqalədə kiberpsixologiyanın mahiyyəti açıqlanmış və tədqiqat istiqaməti araşdırılmışdır.

*Açar sözlər: kiberpsixologiya, İnternet psixologiyası, kibercinayətkarlığın psixologiyası, internet terrorçular, kibertəhlükəsizlik*

### **Əsas hissə**

“Kiber” sözü kiberməkan sözündən olub, nəzarət və kommunikasiya əməliyyatlarının öyrənilməsini, psixologiya isə əqlin və davranışın tədqiqini öyrənir<sup>60</sup>. Kiberpsixologiya və ya biokvant psixologiyası (Psychology of the Internet; English cyberpsychology, Internet psychology) psixologiyanın internetdə insanların sosial xidmətlərdən istifadə növlərinin, üsullarının və prinsiplərinin öyrənilməsi metodologiyasını, nəzəriyyəsini və praktikasını birləşdirən və buna cavabdeh olan bir bölməsidir, burada sosial xidmətlər dedikdə, təkcə sosial şəbəkələr deyil, həm də İnternet forumlarından və söhbətlərdən tutmuş ani messengerlərə və MMORPG-lərə (“Kibermədəniyyət”) qədər İnternetdə istənilən ünsiyyət vasitəsi başa düşülür.

Kiberpsixologiya media nəzəriyyəsi, kompüter elmləri, kommunikasiya elmləri və digər elmi fənlərlə sıx əlaqəlidir. O, Psixologiyanın qollarından mediapsixologiyaya daha çox yaxındır.

Kiberpsixologiyanın mənbəyini “kompüter vasitəsi ilə ünsiyyətin öyrənilməsi”ndə ([Computer-mediated communication](#)) görmək olar. Bu sahədəki ilk işlər sosiologiyaya yönəlir. Mürrey Turoff və Starrın Roksan Hiltz kompüter vasitəsilə ünsiyyətin formalarını araşdırdılar, onlar yeni texnologiyaların kiçik qruplar arasında ünsiyyətə təsirini və bu sahədəki bir çox əsas işləri, (məsələn, *The Network Nation: Human Communication via Computer*) tədqiq etdilər. Bu araşdırma, psixoloqlar və ya sosioloqlar tərəfindən deyil, digər bilik sahələrinin mütəxəssisləri tərəfindən öyrənilmişdir. Təxminən eyni vaxtda bu sahədə ilk tədqiqatlar aparıldı. Onların arasında psixoloqlar A. E. Voiskunskinin, O. K. Tixomirovun, İ. Q. Belavinanın psixolinqvistikaya, süni intellektə, kompüterlərin insan davranışına təsiri, ünsiyyət elminin problemlərinə (kommunikativlik problemləri) həsr olunmuş ilk əsərləri vardır [1. S.36-49].

Virtual mühit kiberməkan haqqında elmi fantastika anlayışını formalaşdırdıqdan sonra "Kiberpsixologiya" termini geniş mənada elmi ictimaiyyətə təqdim olundu və insanlar İnternetin və yeni medianın yayılması ilə İnternet psixologiyasından danışmağa başladılar. A.

<sup>60</sup> Kiberməkani İnternetlə qarışdırmaq olmaz, o, sadəcə, İnternetin metaforasıdır. Bu termindən tez-tez rabitə şəbəkəsində mövcud olan qurumlara və şəxsiyyətlərə istinad etmək üçün istifadə olunur. Məsələn, veb-sayt metaforik olaraq "kiberməkanda mövcuddur" demək olar. Bu interpretasiyaya görə, internetdə baş verən hadisələr iştirakçıların və ya serverlərin fiziki olaraq yerləşdiyi yerlərdə deyil, “kiberməkanda” baş verir. Filosof Mişel Fuko eyni zamanda həm fiziki, həm də psixi olan məkanları təsvir etmək üçün heterotopiya terminindən istifadə etmişdir.

E. Voiskunski bu terminlərin həqiqi sinonim olduğu ideyasını irəli sürdü, lakin bəzi tədqiqatçılar isə indi də onları ayırmağı təklif edirlər [2.s.110-118].

A.Y. Voiskunski kiberpsixologiyanın mahiyyətini “insanların internetin sosial xidmətlərindən necə istifadə etmələrinin metod və prinsipləri ilə məşğul olan elm” kimi xarakterizə etdi.

Son iki-üç onillikdə dünyada yazılan və nəşr olunan minlərlə kiberəsrin nəticələrini Cozef Karl, Robnett Liklayder, N.A. Nosovdan, O. K. Tixomirov, Timoti Con, Börns-Li, İren Konolli, Monika T. Vitt, Harri Yanq, V. Y. Menovşçikov təhlil edərək belə qənaətə gəldilər ki, kiberpsixologiyanın yeni elmi sahə kimi formalaşmasında üç mərhələni ayırd etmək olar:

1: Kiberpsixologiyanın yaranması (kompüter cinayətkarlığının inkişaf etmədiyi dövr 1960-1990-cı illər);

2: Kiberpsixologiyanın formalaşması (kompüterdən istifadə etməklə cinayətlərin törədilməsi 1990-2010-cu illər);

3: Kiberpsixologiyanın inkişafı (kiberterrorizmin yaranması 2010 -cu ildən bugünədək).

Araşdırmalar nəticəsində məlum oldu ki, bu termin bir çox hallarda Veb psixologiya kimi də işlədilir. 2011-ci ildə britaniyalı psixoloq və dizayner Natali Nahai tərəfindən icad edilmiş veb psixologiya termini onlayn mühitin düşüncələrimizə və davranışlarımıza necə təsir etdiyini göstərən empirik elm kimi xarakterizə edilir.

Digər sahələrə - sosial, şəxsiyyət və koqnitiv psixologiyaya, davranış iqtisadiyyatına, nevrologiya, marketing, eləcə də insan-maşın qarşılıqlı əlaqəsi prinsipləri üzrə bilik və araşdırmalara - əsaslanan veb psixologiya effektiv veb-saytlar və müsbət istifadəçi təcrübəsi yaratmaq üçün bir vasitədir [3. S.86-99].

Müasir kiberpsixologiyada populyar tədqiqat sahələri arasında şəbəkə şəxsiyyətinin, İnternet əlaqəsinin xüsusiyyətlərinin öyrənilməsi ciddi araşdırma sahələri hesab olunur. Təsədüfi deyil ki, hazırda Psixoloji praktikada internet asılılığı, FoMO - sosial şəbəkələrin insan orqanizminə mənfi təsiri problemləri ilə işləyirlər. FoMo (Fear Of Missing Out - bir şeyi itirmək qorxusunun akroi) itirilmiş mənfəət sindromudur.

İndi smartfonların və sosial şəbəkələrin populyarlaşdığı bir dövrdə bu termin xüsusi əhəmiyyət kəsb edir. Bu sindromla yaşayan insanlarda hər cür sosial ünsiyyət formalarını araşdırmaq istəyi, Facebook, Instagram və digər sosial şəbəkələrdə lenti daim yeniləmək ehtiyacı vardır. Bütün bunlar əhval-ruhiyyənin azalmasına, təcrid olunmuş hallarda isə depressiyaya səbəb olur, apatiya və təklilik hissləri kimi özünü göstərir. Həmçinin, itilmiş mənfəət sindromundan əziyyət çəkən insanlar sosial şəbəkələrdən özünü ifadə etmək üçün istifadə edirlər.

Buna görədir ki, kompüter, mobil rabitə və internetin insan davranışına təsiri psixologiya üçün böyük maraq doğurur. Ona görə də, həm akademik, həm də praktik psixologiyada müvafiq hadisələrin öyrənilməsinə aşkar maraq yaranır.

Ümumiyyətlə, İnternetdə insan fəaliyyəti ilə bağlı tədqiqat sahəsinin psixologiya elminin ayrıca bir sahəsi kimi rəsmiləşdirilməsi tendensiyası var. Psixologiyada yeni cərəyanların inkişafı və formalaşması tarixi (məsələn, kütləvi kommunikasiyaların psixologiyası və ya mühəndis psixologiyası və mühəndis-psixoloji layihələndirmə) göstərir ki, avanqard texnologiyaların, xüsusən də, bu texnologiyaların kütləvi tətbiqinin meydana gəlməsi öz-özlüyündə yeni psixoloji istiqamətin inkişafı və rəsmiləşdirilməsi üçün güclü stimuldur [4.s.198-208].

Müasir informasiya-kommunikasiya texnologiyalarına kompüterlər, planşetlər, elektron pristavkalar, mobil telefonlar və smartfonlar, digər qurğular və qadjetlər (məsələn, avtomobil naviqatorları), virtual reallıq sistemləri, İnternet və digər şəbəkələr, o cümlədən, məsələn, bank avtorizasiya şəbəkələri, kartlar və digər ödəniş alətləri daxildir.

Bu cür texnologiyalar hər bir insanın, hətta, bütövlükdə müasir mədəniyyətin fəaliyyətini dəyişdirmişdir. Texnologiyaların özündən əlavə, onlara yönəlmiş ictimai maraq, eləcə də, İnternet texnologiyalarından istifadənin psixoloji şəraitinin və tətbiqi nəticələrinin öyrənilməsinə ehtiyac var. İnsanların kompüter və şəbəkə texnologiyalarından istifadə xüsusiyyətlərinin müəyyənəşdirilməsi ilə bağlı elmi işlərin aparılmasında tədqiqatçı-psixoloqların, xüsusən də, gənclərin marağını da qeyd etmək lazımdır.

### ***Metodologiya***

Kompüter, mobil rabitə və İnternetdən istifadə etməklə həyata keçirilən insan fəaliyyətinin psixoloji tədqiqi istiqamətini, xarici elmi ədəbiyyatlarda da qeyd edildiyi kimi, "kiberpsixologiya" və ya "İnternet psixologiyası" adlandırmaq olar. Tez-tez "humanitar İnternet", "İnternet psixologiyası", "kiberməkanın psixologiyası", "İnternet sakinlərinin psixologiyası" kimi alternativ adlardan da istifadə olunur [5. S.495-501].

Bu adların hamısı kifayət qədər ümumiləşdirici görünür və məzmunca bir-birindən az fərqlənir; hansı terminologiyanın daha çox qəbul ediləcəyini isə yalnız zaman göstərəcək.

Ümumiyyətlə, Kiberpsixologiya dedikdə sosial xidmətlərdən istifadənin növlərini, metodlarını və prinsiplərini öyrənmək metodologiyasını, nəzəriyyəsinə və praktikasını birləşdirən (və buna cavabdeh olan) psixologiyanın bir qolu başa düşülür. Kompüter və kommunikasiya texnologiyaları əsasında qurulan bu sosial xidmətlər insanları cəlb edir və onların fəaliyyətini təmin edir və bu xidmətlərin ən müasiri istifadəçilərin özləri tərəfindən deyil, sistem tərtibatçıları tərəfindən hazırlanır.

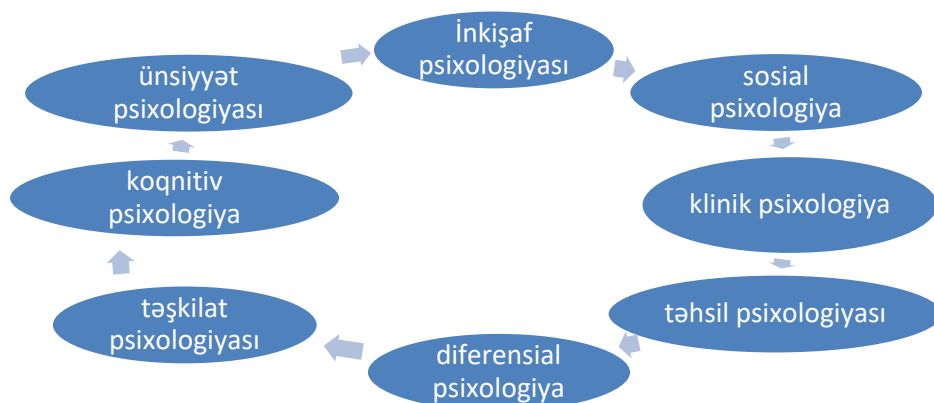
Sosial xidmətlər müxtəlifdir: onlar insanlarda öyrənmək (xüsusilə, informasiyanı axtarmaq və ya sorğu verməyi öyrənmək), ünsiyyət qurmaq (şifahi və ya yazılı, real vaxt rejimində və ya gecikdirilmiş formada, mətn mesajları, şəkilləri və s. mübadilə etmək), əylənmək (məsələn, çox oyunçulu rol oyunları və ya brauzer oyunları oynamaq, musiqi dinləmək, foto, video və filmlərə baxmaq), işləmək (xüsusən də İnternetin texniki işini təmin etmək, müştərilərə uzaqdan kömək göstərmək, mövcud xidmətləri təkmilləşdirmək və s.), alış və əməliyyatlar etmək vərdislərinin formalaşmasından ibarətdir. Sosial xidmətlər istifadəçiləri İnternetə cəlb etməyə kömək edir, bu da öz növbəsində İnternet psixologiyası üzrə mütəxəssisləri-kiberpsixoloqları formalaşdırır.

Bir-biri ilə əlaqəli kompüterlərin və rəqəmsal texnologiyaların digər elementlərinin sosial-texniki sistemi kimi başa düşülən İnternet ənənəvi işarə sistemlərinə əsaslanır. Beləliklə, psixoloji nöqtəyi-nəzərdən İnternetdən istifadə fəaliyyətin işarə (semiotik) vasitəçiliyinin müasir mərhələsi kimi görünür [6.s.70- 78].

Kiberməkan həmçinin, çirkli pulların yuyulmasını sürətləndirmək üçün təsəvvür edilən bütün növ xidmət və obyektə bir araya gətirir. Kiberməkan vasitəsilə anonim kredit kartları, bank hesabları, şifrələnmiş qlobal mobil telefonlar və saxta pasportlar almaq mümkündür. Oradan peşəkar məsləhətçilərə IBC-lər (Beynəlxalq Biznes Korporasiyaları və ya Anonim Mülkiyyəti olan Korporasiyalar) və ya OFC-lərdə (Dənizdə Maliyyə Mərkəzləri) oxşar strukturlar yaratmaq üçün ödəniş edilə bilər. Belə məsləhətçilər müştərilərinin sərvəti və fəaliyyəti ilə bağlı hər hansı təfərrüatlı sual verməyə meyilli deyillər, çünki cinayətkarlar orta hesabla onlara çirkli pulların yuyulmasına görə 20 faizə qədər pul ödəyirlər [7.s.190- 204].

Getdikcə daha da mürəkkəbləşən əlamətlər və semiotik sistemlər ali psixi funksiyaların inkişafına və çevrilməsinə kömək edir. İnsanların kompüterlərdən istifadəsi nəticəsində ali psixi funksiyaların strukturunun inkişafı və mürəkkəbləşməsi problemlərini nəzərə alaraq, O. K. Tixomirov 1986-cı ildə ümumi psixologiyanın bölməsi kimi kompüterləşdirmə psixologiyasının əsasını qoydu. O, 1993-cü ildə mədəni-tarixi psixologiya kontekstində kompüterləşdirmə psixologiyasını inkişaf etdirməyi təklif etdi. Bu fikirlər toplusuna əsaslanaraq, sonrakı illərdə fəaliyyətin şəxsi, emosional və motivasiya tənظیمlənməsi, qərar qəbul etmə prosesləri, əmək, idrak, oyun və kommunikativ fəaliyyətlərin onların vasitəçiliyi şəraitində həyata keçirilməsinin xüsusiyyətləri kompüterlərdən istifadə etməklə araşdırıldı .

Bununla belə, qeyd etmək lazımdır ki, kompüterlərin, İnternetin, qadjetlərin insan fəaliyyətinin bütün sahələrində ən geniş şəkildə tətbiqi ilə əlaqədar olaraq, kompüterləşdirmə psixologiyasının yalnız ümumi psixologiya çərçivəsində inkişafı ideyası köhnəlmiş görünür: və kiberpsixologiya, və ya İnternet psixologiyası, müasir psixologiya elminin bütün bölmələrində mövcuddur. Həqiqətən də, müasir kiberpsixoloji tədqiqatları haqlı olaraq psixologiya elmi daxilində kompleks adlandırmaq olar (Şəkil 1).



Şəkil 1. Müasir kiberpsixoloji tədqiqatlar

Onlar:

- inkişaf (yaş) psixologiyasını (kompüter və internetdən istifadədə erkən istedad və yaş xüsusiyyətləri),
- sosial psixologiyanı (İnternetdə kompüter vasitəsilə ünsiyyət və qrup fəaliyyətini əhatə edir),
- klinik psixologiyanı (kompüterdən istifadə zamanı narahatlıq, davranış asılılığı və ya İnternetə aludəçilik, qorxu və fobiyaların müalicəsi üçün virtual reallıq sistemlərindən istifadə),
- təhsil psixologiyasını (kompüter vasitəsilə qrup və fərdi təlim, distant təhsil, oyun təlim proqramları),
- təşkilat psixologiyasını (informasiya texnologiyalarından istifadə kontekstində yeni məşğulluq və təşkilati davranış formalarının xüsusiyyətləri),
- diferensial psixologiyanı (internet vasitəsilə birbaşa və vasitəçi ünsiyyət şəraitində şəxsiyyət növlərinin müqayisəsi) ,
- koqnitiv psixologiyanı (WWW informasiya bloklarının qavranılması, diqqətin paylanması, “xarici” yaddaşın işlədilməsi),
- ünsiyyət və psixolinqvistika psixologiyasını (sinxron və asinxron ünsiyyət, poliloq şəklində ünsiyyət, mobil rabitənin nitq xüsusiyyətləri, kommunikasiyalar) və s. əhatə edir.

Ola bilsin ki, ümumi psixologiyanın metodologiyası bu cür müxtəlif hadisələri izah etmək üçün yetərli olmasın.

Rəqəmsal texnologiyaların psixoloji tədqiqat üçün katalizator oluğunu əsas götürərək, mülahizə yürütmək olar ki, müasir və gələcək kiberpsixologiya və ya İnternet psixologiyası ayrı-ayrılıqda fəaliyyət göstərə bilməz. O, artıq sosiologiya, kommunikasiya elmi, informatika, politologiya və s.-nin təzyiqi altındadır. Xüsusilə, sosial informatika (yaxud kompüter elminin sosial təbiiqləri) çərçivəsində on milyonlarla informasiyanın (bloqlar, tvitlər, yazılar və s.) semantik emal olunmasını təmin edən kompüter proqramları hazırlanır ki, belə emal nəticələri çox vaxt psixoloji əhəmiyyət kəsb edir [8. S.256-262].

Beləliklə, kiberpsixoloqlar öz fənləri nöqtəyi-nəzərindən müasir kompüter və kommunikasiya texnologiyalarının istifadəçilərinin davranışını öyrənən elm sahələrinin nümayəndələri ilə işgüzar əlaqələr qurmalıdırlar.

### ***Nəticə və müzakirə***

Məqalədə kiberpsixologiyanın potensial psixologiya elminin müstəqil bir hissəsi olduğunu verməyə çalışdıq.

Aldığımız əsas nəticə ondan ibarət oldu ki, Azərbaycanda, Türkiyədə, Rusiyada və həm də digər xarici ölkələrdə kiberpsixologiyanın psixologiyanın ayrıca bölməsinə çevrilməsi üçün çoxsaylı təhlillər aparılmalı və sübut olunmalıdır ki:

1. Kiberdünya ilə qarşılıqlı əlaqə şəxsiyyətin xarakterini dəyişdiyindən, bu əlaqənin təbiəti yalnız kiberpsixologiya tərəfindən öyrənilə bilər, başqa sözlə, insan şüurunun kibernetik sistemlərlə qarşılıqlı əlaqəsinin xüsusiyyətləri Kiberpsixologiya tərəfindən tədqiq edilməlidir. Başqa sözlə, beyin və İnternetin birləşdirilməsi yollarının izahını yalnız kiberpsixologiya verə bilər;
2. Kiberpsixologiya tamamilə adi bir psixologiyadır, yalnız o, insanları küçələrdə deyil, İnternetdə öyrənir. O, insanların veb-saytlarda necə və nə üçün müəyyən qərarlar qəbul etmələri ilə bağlı məlumatları toplayır, forumları təhlil edir və hətta hazırda şərhlərinizi və bəyənmələrimizi (layklarımızı) öyrənir.
3. Kiberpsixologiya şəbəkələrin insana təsirinin ümumi konsepsiyasına aiddir. Çünki o, topladığı informasiyaları təhlil etməklə yanaşı, təbii ki, bizə də təsir etməyə çalışır və bunun da ən parlaq nümunəsi Əşyaların İnterneti hesab olunur.
4. Kiberpsixologiya nöqteyi-nəzərindən təfəkkür ətraf aləm haqqında daxil olan informasiyalar, başqa sözlə, bioinformasiya siqnalları) əsasında “Kompüter” tərəfindən beyinə müvafiq əmrlərin verilməsi prosesidir.
5. Kiberpsixologiya hələ də insanların davranışlarını cihazlar vasitəsilə idarə etmək üçün kifayət qədər inkişaf edə bilməyib.
6. Kiberpsixologiya müasir inkişaf mərhələsi olduğundan Kiberpsixoloqun portretini psixologiya və texnologiya sahəsində məşğul olan eleqant və intellektual şəxsiyyət kimi xarakterizə etmək olar.
7. Kibercinayətkarın şəxsiyyəti və psixoloji xüsusiyyətləri texnologiyadan, o cümlədən internetdən, sosial şəbəkələrdən, və digər rəqəmsal mediadan istifadə ilə bağlı psixoloji məsələlər üzrə mütəxəssis olan Kiberpsixoloq tərəfindən müəyyənləşdirilməlidir;
8. Kibercinayətkarlıq probleminin hərtərəfli və sistemli şəkildə öyrənilməsi üçün Kiberpsixologiya ilə yanaşı Hüquq psixologiyasından istifadə edilməsi zəruridir;
9. Kiberpsixoloji xüsusiyyətlərin müəyyən olunması ilə kibercinayətkarlığın qarşısının alınması sosial-psixoloji determinantları dəqiq müəyyən etmək və onlara təsir göstərmək qabiliyyətinə görə kifayət qədər effektiv ola bilər;
10. Kibercinayətkarın şəxsiyyətinin müəyyənləşdirilməsi məsələsi, kibercinayətkarlıqla mübarizənin xüsusi xarakterini və yüksək intellektual yükü nəzərə alaraq, problemə psixoloji nöqteyi-nəzər də daxil olmaqla, xüsusi yanaşma tələb edir.
11. Kibercinayətkarlığın kiberpsixoloji mövqedən tədqiqi bütün mümkün ssenarilər, kibercinayətkarlığı şərtləndirən amillər, habelə ona qarşı mübarizəyə yönəlmiş xüsusi kriminoloji və ümummillə tədbirlər nəzərə alınmaqla sistemli əsasda qurulmalıdır.

## ӘДӘБИҮҮАТ

1. [An Introduction to Cyberpsychology by I. Connolly et al \(Editor\)](#) - Введение в Киберпсихологию // Под ред. Ирен Коннолли и др. Учебное пособие, Routledge, 2016.
2. livia A. Hurley Giuseppe Riva and Carlo Galimberti. Sport Cyberpsychology.2018.232.
3. Andrew Dr Power. Cyberpsychology and Society: Current Perspectives. 2018.244
4. Чуфаровский Ю.В. Юридическая психология. Учебник.—М.: Проспект. 2019. 472 с.
5. Шмыков В.И. Психология в юридической практике — когнитивные аспекты допроса (опроса) / под ред. О.А. Кузнецовой, В.Г. Голубцова, Г.Я. Борисевич, Л.В. Боровых, Ю.В. Васильевой, С.Г. Михайлова, С.Б. Полякова, А.С. Телегина, Т.В. Шершень // Пермский юридический альманах. Ежегодный научный журнал. 2018. N 1. С. 495 — 501.
6. Юридическая психология. Краткий курс. Учебное пособие. — М.: Окей-книга. 2015. 112 с.
7. [An Introduction to Cyberpsychology by I. Connolly et al \(Editor\)](#) - Введение в Киберпсихологию // Под ред. Ирен Коннолли и др. Учебное пособие, 2018, 320 стр.
8. [Cyberpsychology: The Study of Individuals, Society and Digital Technologies.](#) [Monica T. Whitty, Garry Young](#) - Киберпсихология: личность, общество и цифровые технологии. Моника Т. Уитт, Гарри Янг, Учебник для программы бакалавриата по специальности Психология, 2018, 296 стр.

# FOREIGN INTERVENTION IN CIVIL WARS: FACILITATING OR WORSENING THE VIOLENT CONFLICTS

**Doç. Dr. İ. Aytaç KADIOĞLU**

Sakarya University, Middle East Institute, Department of Middle Eastern Studies, Sakarya,  
Türkiye

ORCID ID: <https://orcid.org/0000-0001-7957-0900>

## ABSTRACT

What is the influence of foreign intervention in changing the nature of a civil war? Civil war is a violent conflict between a state and one or more non-state armed groups. However, how these conflicts become interstate or international conflicts is a significant question. This paper aims to assess this issue by examining one of the most complex civil wars: the Syrian civil war. When the Arab uprising protests spread in Syria, they turned into a national conflict gradually. However, the violent conflict has been an international security issue after the involvement of global and regional powers, i.e., the US, Russia, Western powers, Iran, and Türkiye, for the sake of defeating ISIS terrorism, and fighting against or support for the Syrian regime. The current study uses official speeches of Iranian, Russian, the US, Turkish, and western leaders in regard to their involvement in the civil war. It relies on official reports published by these states and international organisations. This research has found that the foreign intervention in the Syrian civil war made it more difficult to resolve the conflict. The research has illustrated that the lack of political or non-violent resolution stems from the conflict of interest between the US-led and Russia-led coalition. It concludes that foreign intervention plays an important role in changing the nature of civil wars depending on their collaboration with the host country and legitimacy of their goal.

**Keywords:** Civil wars, foreign intervention, the Syrian civil war, terrorism, global and regional powers

## INTRODUCTION

Foreign intervention plays critical role in shaping the civil wars throughout the world. While most of them are labelled humanitarian intervention, they are resulted in changing the nature of civil wars. Civil conflicts known as civil wars have mostly result in foreign intervention because of many different reasons from security to humanitarian issues. While humanitarian problems result in humanitarian intervention, security concerns result in a more complicated



situation. External actors' involvement to a national conflict can potentially shape the dynamics of the conflict, its consequences in short and long term.

Civil wars are deep-rooted conflicts in a society which are generally very difficult to be resolved due to its nature. Ethnic, nationalist, religious and sectarian nature of these conflicts affect different communities in society. Resolving these conflicts requires a comprehensive and inclusive approach which expose the root causes of a conflict, encourages peacemaking, peacebuilding and other peace measures in society and welcomes any peaceful attempt suggested by internal and external actors or organisations.

Whether foreign interventions facilitate or worsening civil wars is a long-standing dilemma. This study aims to answer this question by focusing on the question: What is the influence of foreign intervention in changing the nature of a civil war? The first section discusses the main features, reasons, consequences, and challenges of a civil war. The second section assesses foreign intervention and theoretical approaches to discuss the impacts of foreign intervention by concentrating on motivations, causes, and results of foreign intervention. The third section analyses the Syrian civil war through its historical background, actors involved in the civil war, the relationship between states and non-state armed groups intervened in the Syrian civil war. It concludes by answering the question of whether foreign intervention makes it more difficult the civil wars to be brought to an end.

## **CIVIL WARS**

Civil wars are one of the deadliest conflicts in the twentieth and twenty-first centuries. They have different characteristics and causes to emerge. Political and governance issue is one of the main reasons for civil wars which emerges through discontent with governance structures, unequal distribution of power, governance of minority, corruption, and authoritarian regimes. In most of the developing and underdeveloped countries authoritarian regimes lead to dictatorship which can be very difficult to overcome. These issues cause political unrest in society and fall apart different communities in society. Weak institutions can also fail to address the grievances of differing groups within a country.

Ethnic and religious differences might also cause civil wars. Deep-rooted ethnic and sectarian conflicts are more likely to lead in civil wars. When different identities in society are labelled as political differences, they lead to violent conflicts between different groups for holding

political power, taking natural resources under their control or recognition of a specific identity (Jordan, 1995).

Economic inequality is the other major reason for civil wars. Economic disparities, resource scarcity and unequal wages and distribution of wealth can cause civil wars. Different interests of people, different groups and communities in a specific society are the other reasons for civil wars which can occur by escalating the situation through armed violence (Cederman et al., 2013).

Social injustice might also cause civil wars through many different issues with regards to human rights issues, discrimination and social injustice which can deteriorate issues and cause transform these conflicts into civil wars.

After civil wars occur in society, decision makers and the grassroots level should aim to resolve these conflicts. However, it is admitted that majority of civil wars may result in worse situations compared to the conditions before war. There are four major results of civil wars. The first result is a humanitarian crisis. Widespread displacement, killings civilians, cutting emergency services, e.g., health services, infrastructure and other essential sources are likely to occur in civil wars. The second result of civil wars is economic crisis. Civil wars have a huge influence on economic determinants which results in the destruction of infrastructure in a region, ending trade relationships, and lowering economic conditions of a state. Economic difficulties are very difficult to be lowered even after a long time of the end of a civil war. The third result of civil wars is political instability. While political unrest is one of the major sources of civil wars, they are also one of the major results in the civil war. At the end of a civil war, it is more likely to have political instability even if there are regular elections (national and local elections) and opposition voices can establish political entities. Political instability prevents a stable government system and parliament which hinders to have a stable parliamentary system. The last major result of civil wars is regional spill-over effect. When a civil war occurs in a country, this may spread in neighbouring countries and other countries in the same region (Dixon, 2009). For example, while the Arab uprising protests started in Tunisia, they spread in almost all Middle Eastern and North African countries very quickly (Anderson, 2011).

Civil wars may have different challenges to be resolved even though local, national, and international actors cooperate to resolve these conflicts. It is mainly because of the fact that they are very complex issues. Civil wars have differing characteristics and they do not have always the same structure in different conflicts. When there are many actors which involve in

these conflicts, a conflict becomes more complex due to different aims and claims of these actors and groups. They can also highlight different dimensions of a conflict whether it is an economic, political, or social conflict. The end of a conflict or how can a conflict be brought to an end is a critical question. The post-conflict reconstruction and resolving civil wars through political methods is a desired approach. However, conflicting communities in society might have trust issues between each other. This condition requires to apply focusing on rebuilding trust and healing wounds in society. International interference is another potential challenge of a civil war. Foreign interventions potentially affect the nature of a civil war. While some of the interventions aim to focus on peacemaking or peacebuilding, they may cause trouble in society. The political, economic, or social unrest in society might cause a more complex civil war (Lockyer, 2011). Foreign intervention will be discussed in the next section in detail.

## **FOREIGN INTERVENTION**

Foreign intervention might result in a more comprehensive and intractable conflict in society. Before discussing the result of foreign intervention, this section discusses the general motivations of this type of involvement.

The first motivation of foreign intervention is humanitarian concerns. If there is a huge concern of international society with regards to human suffering and the lives of civilians, foreign intervention may occur. When there is a deadly conflict deployed by either an authoritarian regime or non-state armed group, regional or global actors are likely to physically first resorts to intervene in the conflict. For example, if there is a concern of human rights issues, ethnic cleansing or genocide, international society might unite against this conflict. For example, the contemporary conflict between Israel and Palestine, and the unlawful attacks of Israel caused the lives of tens of thousands of Palestinian civilians. While there is power imbalance between Israel and Palestine, humanitarian concerns might result in many states to threaten Israel to intervene in the situation. This pressure can be used to create as a deterrence effect especially when a more powerful state occupies another country. The second motivation is sovereignty and self-determination. This condition creates a dilemma between the right to self-determination of civilians and state sovereignty. In particular, less democratic and more autocratic states intend to have this condition which cannot be resolved easily. This dilemma may result in the intervention of regional and global actors in a conflict zone. The last motivation of foreign intervention is unintended consequences. Whilst foreign

interventions can produce unexpected situations, their resolution is not always possible. Unexpected situations include radicalisation in society, power vacuums and long-term instability. It is possible that these determinants lead to more intractable conflicts (Minear et al., 1996).

It is clear that foreign interventions cause more complex and multilateral conflicts not only for the actors involved in civil wars but also the conflict zone where a civil war emerges (Boix, 2008). A civil war might witness that regional powers involve in a civil war for the sake of securing its borders, ending refugee flow within its borders, ending economic instability, and the unrest of society. These reasons are the visible goals of foreign actors involved in a civil war. However, the involvement of foreign actors mostly worsens the situation and makes it more difficult to resolve a conflict. The visible goal might be seen as ending the violent conflict, disagreement between different groups in society and having a more stable country. However, the ultimate goal of the foreign groups and states are generally much more complicated. They might aim to have a different political party and view to be in power, to have a more unstable country, support for a specific non-state armed group to achieve its goal. It is witnessed a similar situation during the Arab uprisings in different countries. While the results of the uprisings are dissimilar in different countries, one of the worst conflicts of the Arab uprisings was the Syrian civil war. The next section will analyse the civil war in Syrian and the involvement of foreign actors in this civil war.

## **THE SYRIAN CIVIL WAR**

The civil war in Syria has been the last stop of the Arab uprisings. While many Middle Eastern and North African countries expose violence during the protests, the Syrian civil war was the worst violent conflict by far. The uprisings initiated by students and young people in many countries in the Middle East and North Africa, the violence and shot dead protesters caused this conflict to turn into civil wars. The civil war in Syria started in April 2011 and reshaped the geopolitical landscape in the Middle East. It also affected the lives of millions of civilians in the country (Salloukh, 2013). While half of the country had to leave their country, hundreds of thousands of Syrian citizens lost their lives (Kadioğlu & Aksoy, 2023). In addition, more than ten million Syrians moved first neighbouring countries and then Western countries dreaming to have better economic conditions, health services, education, and work options.

The civil war in Syria can never be separated from the historical reality of the country. The country had so-called democracy since the end of the World War I. However, this was pretty

much artificial considering French colonialism in the country. The imperialist goals of France in the region were reflected the prevention of an independent country until the mid-1940s. When the Syrian authorities declared independence in 1946, French politicians were not happy to lose their authority over Syria. Although this did not mean to lose their control completely, Syria was dreaming of a fully independent country which was the first step of independence. Nevertheless, Syria could not be a fully independent country for a long time. While Syrian officials took the control of the country, they became authoritarian politicians. Hafez al-Assad, a high-level military officer in prior to 1970 and a revolutionary general in the Syrian army who organised a coup and took control of the country. He first eliminated all opposition parties from the parliament and banned different voices and took the control of Syria. His administration continued until his death in 2000. His son, Bashar al-Assad was in charge after the death of his father who is responsible for the civil war in Syria (Lesch, 2019).

The authoritarian rule of President Assad stemmed from sectarian tensions in the country and economic inequalities. The lack of political power of majority groups in Syria created unrest in society which was one of the triggering effects of the civil war. When peaceful protests started in March 2011, President Assad was very confident about these protests to remain as short and temporary protests. However, the peaceful protests turned in a violent conflict following the Syrian army shot dead protesters and tortured them in prisons. The violent conflict started in northern Syria and spread in almost each city of Syria very quickly.

Regional and global powers of the world intervened in the civil war in Syria. The two coalition was in operation in the Syrian civil war. On the one hand, the Russia-led coalition consisting of Russia, Iran and Hezbollah was supporting for the Syrian regime. On the other hand, the US-led coalition consisting of the US, UK, Germany, France, Türkiye, and other European states was against the Syrian regime. The US-led coalition was putting pressure on President Assad to leave the administration. The main concern of this coalition was President Assad and his administration to attack civilians and the people who are against the authority of Assad. There were also concerns of the Syrian army to use chemical and biological weapons against its civilians (Kadioğlu, 2020a, 2020b).

The Russia-led coalition aimed the Assad administration to remain in power since the beginning of the civil war. In order to achieve this goal Russia, Iran and Hezbollah supported the Syrian army directly and indirectly. Russia did not also hesitate to support non-state armed groups for supporting the Baathist regime (Stent, 2016). Iran followed a similar strategy for the sake of remaining a Shia-supporter state in the Middle East.

The civil war in Syria was between the Syrian army, civilians, and the Free Syrian Army (FSA) at the beginning of the conflict. After the involvement of terrorist groups and non-state armed groups deteriorated the situation. However, the conflict became more complicated after the foundation of the Islamic State of Iran and Syria (ISIS).

Groups	Features	Form of Support	Affiliations
<b>Syrian Armed Forces</b>	Syrian army	Legitimate force	Syrian government and allies
<b>National Defence Forces</b>	Pro-government militias	Armed	
<b>Shabiha</b>	Unofficial pro-government militias	Armed	
<b>Foreign Shia Militias</b>	Afghan and Pakistani fighters	Armed	
<b>Hezbollah</b>	Supporting Syrian regime	Armed	
<b>Iran</b>	Supporting Syrian regime	Armed and political	
<b>Russia</b>	Supporting Syrian regime	Armed and political	
<b>Syrian National Coalition</b>	Anti-government groups	Political	Syrian opposition
<b>National Coordination Committee for Democratic Change</b>	Opposition block of 13 left-wing political parties	Political	
<b>Free Syrian Army</b>	Defecting Syrian army officers	Armed	
<b>Islamic Front</b>	Seven rebel groups	Armed	

Table 1: Affiliations of Groups in the Syrian Civil War

As shown in Table 1, the Syrian government was supported by paramilitary groups, terrorist organisations and other non-state armed groups. After indirect intervention in the civil war, the Russian Federation was invited by President Assad to fight against the enemy of the Baathist regime in 2015. However, the Syrian opposition groups was comprising of political and armed groups. On the one hand, political sects of these groups were mainly the Syrian National Coalition and National Coordination Committee for Democratic Change. On the other hand, armed sects were mainly the Free Syrian Army and Islamic Front consisting of seven rebel groups.

Groups	Features	Form of Support	Affiliations
<b>Ahrar ash-Sham</b>	Extremist Salafi jihadist group	Armed	Extremist jihadist groups
<b>Suqour al-Sham Brigade</b>	Extremist Salafi jihadist group	Armed	
<b>Al-Nusra Front</b>	Al-Qaeda linked	Armed	
<b>Jabhat Fateh al-Sham</b>	Al-Qaeda linked	Armed	
<b>Hay'at Tahrir al-Sham</b>	Al-Qaeda linked	Armed	
<b>Islamic State of Iraq and the Levant</b>	Dominant terrorists of Syrian opposition	Armed	ISIS
<b>Syrian Democratic Council</b>	Kurdish national alliance in Syria	Political	Kurdish federation in Northern Syria
<b>Syrian Democratic Forces</b>	Kurdish national alliance in Syria	Armed	
<b>People's Protection Units-YPG</b>	Kurdish terrorist group	Armed	
<b>Democratic Union Party-PYD</b>	Political wing of the YPG	Armed	

*Table 2: Affiliations of Terrorist Groups and Opposition Forces*

Table 2 illustrates that many terrorist groups involved in these conflicts which had different features and characteristics. Extremist jihadist groups, Ahrar ash-Sham, Suqour al-Sham Brigade, Al-Nusra Front and Jabhat Fateh al-Sham, aimed to have a Salafi regime in Syria. There are also pro-Kurdish terrorist groups in Syria which used the authority gap in northern Syria. The Syrian Democratic Forces, People's Protection Units (YPG), and Democratic union Party (PYD) declared that they aim to fight against the ISIS terrorist organisation. The PYD/YPG terrorist organisation's ultimate goal is to build a pro-Kurdish state in northern Syria by using the advantage of the lack of an authority in northern Syria.

Foreign intervention in Syria occurred first by supporting these groups and powers in Syria. Both the US-led coalition and Russia-led coalition declared that they aim to defeat the ISIS. However, as mentioned above, the US-led coalition was aiming to topple the Assad administration, whilst the Russia-led coalition was investing on Assad. Foreign intervention was seen through the support given for terrorist groups on the side of the US-led coalition. The US started to support for the PYD/YPG led Syrian Democratic Forces even though they know that the PYD/YPG is the Syrian branch of the PKK terrorist organisation. This created chaos in the US-led coalition as Türkiye clearly stated that it is not legitimate for the US to support for a terrorist organisation. Türkiye, on the other hand, was supporting for the FSA

which was formed by former members of the Syrian army who are opposed to Assad. Iran was in a strong cooperation with Hezbollah in Syria. While they were supporting different groups and factions in Syria, Russia directly intervened in the country to prevent toppling the Baathist regime.

The US-led coalition also intervened in the conflict indirectly until 2015. The US trained, gave weapon support and educated the PYD/YPG terrorist organisation to fight against ISIS. However, the ultimate goal of the PYD/YPG and the US was not the same. While the US predominantly aimed to defeat ISIS and topple the Assad regime, the PYD/YPG terrorist organisation predominantly aimed to establish a pro-Kurdish state in northern Syria which worsened the civil war in Syria. Türkiye's effort to resolve the conflict in a political, non-violent way through conflict resolution measures could not bring peace in Syria (Kadıoğlu, 2020c, 2020d).

## **CONCLUSION**

This study has argued that foreign intervention makes civil wars more complicated. Instead of helping resolve this conflict or playing as a facilitator, regional and global powers cause to deteriorate civil wars. This paper has argued that this stems from different goals of regional and global powers in civil wars. In particular, the Syrian civil war witnessed the involvement of regional and global powers, non-state armed groups, and terrorist groups. The involvement of many different actors in the civil war prevented resolution such as through the United Nations.

The disagreement between external actors in Syria appeared through the support for different non-state armed groups as discussed in the previous section. The challenges of foreign involvement, therefore, was evident through indirect and direct involvement of supporters and opposition of the Baathist regime. This research has found that the foreign intervention in the Syrian civil war made it more difficult to resolve the conflict. The research has illustrated that the lack of political or non-violent resolution stems from the conflict of interest between the US-led and Russia-led coalition. It concludes that foreign intervention plays an important role in changing the nature of civil wars depending on their collaboration with the host country and legitimacy of their goal.

The lack of cooperation between the host country and external power(s) prevents resolution of a civil war. As discussed in the assumptions of civil wars, it is very difficult to overcome political, economic, and social consequences of a civil war in short term. These consequences



are even very difficult to be resolved in the long term. Therefore, it can be said that foreign intervention in civil wars worsens the situation. This is evident through the analysis of the Syrian civil war.

## REFERENCES

- Anderson, L. (2011). Demystifying the Arab spring: parsing the differences between Tunisia, Egypt, and Libya. *Foreign Aff.*, 90, 2.
- Boix, C. (2008). Economic roots of civil wars and revolutions in the contemporary world. *World Politics*, 60(3), 390-437.
- Cederman, L. E., Gleditsch, K. S., & Buhaug, H. (2013). *Inequality, grievances, and civil war*. Cambridge University Press.
- Dixon, J. (2009). What causes civil wars? Integrating quantitative research findings. *International Studies Review*, 11(4), 707-735.
- Jordan, J. (1995). *Civil wars*. Simon and Schuster.
- Kadıoğlu, İ. A. & Aksoy, E. (2023). Integration Dynamics: The Case of Iraqi Refugees in Syria. *Insight Turkey*. 25 (2). pp.209-230.
- Kadıoğlu, İ. A. (2020). Suriye İç Savaşı ve Türkiye: Çatışma, Güvenlik ve Sığınma. *OPUS: International Journal of Society Researches*. 16 (29). pp.145-179.
- Kadıoğlu, İ. A. (2020). Zeytin Dalı Harekâtı: Türkiye'nin Suriye'ye Sınır Ötesi Operasyonu Ve Meşru Müdafaa Hakkı. *PAUSBED*. 41.
- Kadıoğlu, İ. A. (2020). International Peace Efforts in the Syrian Civil War: The "Inevitable" Failure? *Turkish Journal of Middle Eastern Studies*. 7 (1). pp. 13-44.
- Kadıoğlu, İ. A. (2020). Peace Processes in Northern Ireland and Turkey: Rethinking Conflict Resolution. Edinburgh: Edinburgh University Press.
- Lesch, D. W. (2019). *Syria: a modern history*. John Wiley & Sons.
- Lockyer, A. (2011). Foreign intervention and warfare in civil wars. *Review of International Studies*, 37(5), 2337-2364.
- Minear, L., Scott, C., & Weiss, T. G. (1996). *The news media, civil war, and humanitarian action*. Lynne Rienner Publishers.
- Salloukh, B. F. (2013). The Arab uprisings and the geopolitics of the Middle East. *The international spectator*, 48(2), 32-46.
- Stent, A. (2016). Putin's power play in Syria: How to respond to Russia's intervention. *Foreign Aff.*, 95, 106.

**THE ROLE OF CONFLICT IN THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND EMOTIONAL LABOR: A RESEARCH ON PRIVATE SCHOOL TEACHERS IN ISTANBUL**

**LE RÔLE DU CONFLIT DANS LA RELATION ENTRE L'INTELLIGENCE ÉMOTIONNELLE ET LE TRAVAIL ÉMOTIONNEL: UNE RECHERCHE SUR LES ENSEIGNANTS DES ÉCOLES PRIVÉES D'ISTANBUL**

**Çağatay SÜKAN**

Université d'Istanbul, Institut des Sciences Sociales, Département de Gestion des Ressources Humaines, Istanbul, Turquie

**Gönen İlkar DÜNDAR**

Université d'Istanbul, Faculté d'Administration des Affaires, Département de Gestion des Ressources Humaines, Istanbul, Turquie

**Rahile GÜRAN GÖVEN**

École Professionnelle d'Izmir Kavram, Département de Gestion et d'Organisation, Programme de Gestion des Ressources Humaines, Izmir, Turquie

**RÉSUMÉ**

**Introduction et but:** Aujourd'hui, pour que les employés mènent une vie plus saine et plus heureuse, productive et de qualité, ils doivent disposer d'une intelligence émotionnelle et d'un travail émotionnel en plus des nombreuses compétences qu'ils possèdent. Ces concepts, qui naissent dans la famille, se développent avec l'éducation et se poursuivent sur le lieu de travail et dans l'environnement social, permettent aux employés de comprendre leurs propres sentiments et pensées, ainsi que ceux des autres. Le conflit organisationnel est l'une des causes qui affectent la vie professionnelle de l'employé et l'ordre de celui-ci. L'objectif de cette étude est d'examiner le rôle du conflit organisationnel entre l'intelligence émotionnelle et le travail émotionnel des enseignants travaillant dans les écoles privées d'Istanbul. **Matériels et méthodes:** Le formulaire d'information personnelle, "l'échelle d'intelligence émotionnelle", "l'échelle de travail émotionnel" et "l'échelle de climat organisationnel" ont été utilisés dans une étude dans laquelle le modèle d'enquête relationnelle a été utilisé. L'analyse de corrélation a été utilisée pour déterminer la relation entre l'intelligence émotionnelle et le travail émotionnel, et l'analyse de régression a été utilisée pour déterminer le rôle régulateur du conflit organisationnel dans cette relation. **Résultats:** L'étude a révélé une relation significative et positive entre l'intelligence émotionnelle et le travail émotionnel ( $p < 0,05$ ). Il a

également été constaté que le conflit organisationnel jouait un rôle modérateur dans cette relation. **Discussion et conclusion:** Cette étude a permis d'obtenir des résultats similaires à ceux d'autres études portant sur la relation entre l'intelligence émotionnelle et les sous-dimensions du travail émotionnel. En outre, la découverte que le conflit organisationnel a un effet modérateur sur la relation entre l'intelligence émotionnelle et le travail émotionnel a contribué à la littérature.

**Mots clés:** Intelligence émotionnelle, travail émotionnel, conflit, enseignant, école privée

## ABSTRACT

**Introduction and Purpose:** Today, in order for employees to lead a healthier and happier, productive and quality life, they need to have emotional intelligence and emotional labor in addition to many skills they possess. These concepts, which start in the family, develop with education and continue in the workplace and social environment, enable employees to understand their own and others' feelings and thoughts. Organizational conflict is among the causes that affect the work life of the employee and affect the order of the employee. The purpose of this study is to examine the role of organizational conflict between emotional intelligence and emotional labor of teachers working in private schools in Istanbul. **Materials and Methods:** Personal information form, "Emotional Intelligence Scale", "Emotional Labor Scale" and "Organizational Climate Scale" were used in a study in which relational survey model was used. Correlation analysis was used to determine the relationship between emotional intelligence and emotional labor, and regression analysis was used to determine the regulatory role of organizational conflict in this relationship. **Results:** In the study, a significant and positive relationship was found between emotional intelligence and emotional labor ( $p < 0.05$ ). It was also found that organizational conflict has a moderating role in this relationship. **Discussion and Conclusion:** With this study, similar results were obtained with other studies in the literature that addressed the relationship between emotional intelligence and the sub-dimensions of emotional labor. In addition, the finding that organizational conflict has a moderating effect on the relationship between emotional intelligence and emotional labor contributed to the literature.

**Key Words:** Emotional Intelligence, Emotional Labor, Conflict, Teacher, Private School

## INTRODUCTION

Malgré la structure de plus en plus ordinaire de l'enseignement dans notre pays, les écoles privées préparent les élèves à l'avenir sur le plan social, émotionnel et physique. En raison de la concurrence dans ce processus de préparation, le nombre croissant d'écoles privées a créé un environnement concurrentiel. Bien que l'on pense que la supériorité des écoles privées les unes par rapport aux autres dans cet environnement concurrentiel est déterminée par les installations physiques, les activités sociales et les politiques salariales, l'un des éléments les plus importants qui constituent le véritable environnement concurrentiel est sans aucun doute les enseignants. Un véritable succès dans cette compétition n'est possible que grâce aux efforts des enseignants qui sont en communication individuelle et souvent face à face avec les élèves et les parents, et qui sont également en harmonie avec les politiques de l'école. Dans

une période où les relations bilatérales prennent une telle importance, les émotions sont naturellement importantes et, par conséquent, les enseignants sont censés et attendus pour maintenir la satisfaction des élèves et des parents au plus haut niveau en utilisant leurs émotions (Şat, 2019). Bien que l'émotion soit un concept abstrait et personnalisé, elle est aujourd'hui devenue un concept concret ayant une valeur économique (Özgen, 2010).

Des études récentes ont montré que les relations humaines et les émotions sont au moins aussi importantes que la technologie. De nos jours, les compétences émotionnelles ont commencé à être incluses parmi les facteurs de réussite dans les organisations actuelles. Les compétences émotionnelles sont devenues plus importantes, en particulier dans les professions qui nécessitent des relations humaines, comme l'enseignement. Les recherches ont montré que la clé du développement des relations interpersonnelles dans l'environnement professionnel est la reconnaissance, l'interprétation et la gestion des émotions (Lopes et al., 2004). Cette situation a conduit à un nouvel ensemble de valeurs dans le domaine de la gestion et à l'idée que les émotions des employés dans les organisations ne peuvent être ignorées, en particulier pour les gestionnaires. Sur cette base, pour qu'une organisation soit efficace et réussisse, elle a besoin de managers et d'employés dotés de niveaux élevés d'intelligence émotionnelle et de travail émotionnel, capables de contrôler leurs émotions, de percevoir et de comprendre les émotions de l'autre personne et de produire des solutions en conséquence, ainsi que d'un pouvoir technologique et économique.

La profession d'enseignant exige également beaucoup de travail émotionnel et d'intelligence émotionnelle. Les enseignants font de gros efforts pour répondre aux besoins des élèves, les motiver et développer des relations positives. Tout en faisant ces efforts, ils doivent être capables de travailler en harmonie avec la direction et leurs collègues sans entrer en conflit. En effet, pour que l'enseignant puisse accomplir son travail efficacement et être un exemple pour les élèves, il doit se sentir en sécurité et heureux. La seule condition pour être un participant et un praticien dans le processus de prise de décision est de faire partie d'une organisation réconciliatrice et orientée vers les solutions plutôt que d'un environnement de travail basé sur le conflit. Dans ce contexte, l'objectif de cette étude est de déterminer si le conflit joue un rôle dans l'intelligence émotionnelle et le travail émotionnel des enseignants. On pense que cette étude comblera une lacune importante dans la littérature. En effet, les études sur ce sujet dans la profession enseignante sont extrêmement limitées.

## **1. CADRE CONCEPTUEL**

### **1.1. L'intelligence émotionnelle**

L'intelligence émotionnelle a été définie comme une dimension relevant de l'intelligence sociale liée à la capacité de l'individu à s'observer lui-même et à observer son environnement, à distinguer ces deux concepts l'un de l'autre et à transformer les connaissances et les pensées acquises au cours du processus d'observation en comportements (Acar, 2001).

Bien que le concept ait été introduit dans la littérature par Thornidke dans les années 1920, il a été défini pour la première fois par Mayer et Solovey (Erdoğdu, 2018). Mayer et Solovey ont expliqué l'intelligence émotionnelle comme la capacité de l'individu à remarquer les émotions et les pensées de lui-même et de son entourage, à les distinguer et à utiliser les informations obtenues à partir de ces émotions pour diriger ses pensées et ses comportements (Guy et al., 2013).

Mayer et Solovey ont analysé l'intelligence émotionnelle dans deux dimensions différentes en agissant à la fois sur les émotions de l'individu et sur celles des personnes qui l'entourent. Bar-On et al. (2003), outre ces deux dimensions différentes, ont vu dans l'intelligence émotionnelle le pouvoir d'utiliser les compétences et les capacités de l'individu pour faire face aux problèmes qui surviennent pour des raisons environnementales. Ahmet (2018), qui aborde le concept différemment de ces deux perspectives, a défini l'intelligence émotionnelle de Goleman comme la capacité de l'individu à réagir à ce qu'il vit, à poursuivre sa vie malgré les négativités qu'il subit, à maintenir son humeur en contrôlant ses impulsions, à se mettre à la place de l'autre, à ne pas perdre espoir et à éviter que les problèmes ne deviennent le centre de la vie.

Les définitions de l'intelligence émotionnelle expliquées ci-dessus ont apporté différentes perspectives et dimensions. On peut dire qu'il existe quatre perspectives généralement acceptées dans le domaine de l'intelligence émotionnelle dans la littérature. Tout d'abord, l'intelligence émotionnelle développée par Mayer et Solovey fait en fait partie de l'intelligence sociale et, selon cette approche, l'individu doit comprendre les émotions des autres et de lui-même en même temps et refléter ces émotions et ces comportements correctement. Le niveau de cette réflexion indique en fait le degré d'intelligence émotionnelle de l'individu. Cette approche comprend les dimensions suivantes : perception des émotions, assimilation des émotions, compréhension des émotions et gestion des émotions. La deuxième approche, celle de Reuven Bar-On, qui a développé la première échelle de mesure de l'intelligence émotionnelle, se concentre sur la capacité à résoudre des problèmes en s'adaptant aux problèmes rencontrés, en faisant face à des émotions fortes, en reconnaissant ses propres émotions et celles des autres, en contrôlant ses émotions et en résolvant des problèmes (Team FME, 2014). Dans la troisième approche, Goleman (2014) considère l'intelligence émotionnelle comme la maîtrise de soi et l'auto-motivation, la capacité à contrôler les pressions exercées sur soi et à faire face au stress. Dans cette approche, l'intelligence émotionnelle est considérée comme la capacité à utiliser à la fois notre côté logique et notre côté émotionnel de manière égale dans la prise de décision. Dans la quatrième et dernière approche, selon Cooper et Sawaf (2010), l'intelligence émotionnelle est la capacité à utiliser ses émotions de manière intelligente, sensible, utile et sage.

Outre les dimensions énumérées ci-dessus, il est possible de mentionner l'existence de différentes dimensions de l'intelligence émotionnelle dans différentes études. Dans cette étude, quatre dimensions de l'intelligence émotionnelle (Peekar et al., 2017), dont l'évaluation de ses propres émotions, l'évaluation des émotions des autres, la reconnaissance de ses propres émotions et le contrôle des émotions des autres, ont été examinées.

***Évaluer ses propres émotions:*** Il s'agit de reconnaître les émotions ressenties par la personne, de distinguer les différences entre ces émotions si elles sont complexes et d'expliquer les raisons sous-jacentes à ces sentiments.

***Évaluer les émotions des autres:*** Il s'agit d'une dimension liée à la reconnaissance et à la compréhension des émotions ressenties par les autres et à la capacité de les expliquer sur la base d'une raison spécifique.

***Contrôler ses propres émotions:*** Il s'agit d'établir un contrôle sur les émotions ressenties par la personne et de refléter ces émotions de la manière la plus appropriée au bon moment et au bon endroit.

***Contrôler les émotions des autres:*** Cette dimension est liée au contrôle émotionnel et à l'influence de la personne sur son entourage.

## 1.2. Travail émotionnel

Hochschild (1983) a utilisé le concept de travail émotionnel pour la première fois (Güngör, 2009:169). Hochschild a défini ce concept comme "la capacité à réguler les expressions faciales et les manifestations corporelles qui peuvent être clairement observées dans la structure sociale" (cité dans Kaya et Özhan, 2012:111). Ashforth et Humphrey ont expliqué le même concept comme étant le fait d'afficher des émotions et des comportements appropriés dans l'environnement de travail (Pugliesi, 1999). Le travail émotionnel, qui peut être considéré comme le fait d'afficher les comportements émotionnels souhaités par l'entreprise à la fois envers les autres et envers les clients, comprend trois dimensions : "suppression des émotions", "comportement superficiel" et "comportement en profondeur" (Brotheridge et Grandey, 2002).

**Comportement superficiel:** Il peut être défini comme le fait que l'employé ressent les émotions attendues de lui au travail d'une manière différente et qu'il reflète ces émotions directement et sans les réprimer dans son monde intérieur. Dans ce type de comportement, les employés essaient de montrer aux autres les émotions qu'ils ne ressentent pas vraiment en entrant dans un certain modèle de rôle. Les personnes qui ont la capacité de cacher les émotions qu'elles ressentent réellement peuvent adopter plus facilement des comportements superficiels (Grandey, 2003:89).

**Comportement en profondeur:** Le comportement en profondeur est l'effort émotionnel pour refléter les émotions souhaitées lorsque la personne se trouve entre les émotions qu'elle devrait montrer au travail et les émotions qu'elle ressent dans son monde intérieur. Contrairement au comportement superficiel, la personne doit supprimer l'émotion qu'elle ressent réellement (Hochschild, 2003, pp. 561-562). Le comportement en profondeur est en fait la partie qui constitue la base du travail émotionnel. En effet, la personne est obligée de ressentir l'état émotionnel souhaité en supprimant tous les états émotionnels qu'elle éprouve, et elle s'efforce de faire ressentir à l'autre personne l'état émotionnel requis par le travail (Kruml et Geddes, 2000, p. 12).

**Comportement sincère/naturel:** Outre les deux comportements mentionnés ci-dessus, il existe un autre type de comportement. Dans ce type de comportement, la personne reflète les sentiments qu'elle ressent réellement. Ce comportement est appelé comportement sincère ou naturel (Diefendorff et al., 2005). Dans ce comportement, la personne n'a pas besoin de feindre ou de réprimer ses émotions.

Toutefois, dans ce style de comportement, l'autre partie peut facilement remarquer ce changement dans les changements émotionnels instantanés qui se produisent chez la personne. Si ce changement d'émotion contient des émotions négatives telles que l'épuisement professionnel, la colère, l'indifférence, etc., la personne peut être en conflit avec son environnement dans le cadre de son travail (Chonko et al., 2003).

## 1.3. Le rôle du conflit dans la relation entre l'intelligence émotionnelle et le travail émotionnel

Garantir la communication et la coopération pour atteindre les buts et objectifs fixés par l'organisation aide les gens à se concentrer davantage sur leur travail et à travailler dans un environnement paisible (Cassito et al., 2003:15). Dans le cas contraire, des conflits individuels ou organisationnels peuvent survenir en l'absence d'un environnement serein.

Lorsque ces conflits ne sont pas résolus, ils peuvent conduire à dissimuler les problèmes et les émotions, à adopter des comportements inappropriés vis-à-vis de l'environnement ou à réprimer l'émotion ressentie jusqu'à ce qu'elle ne puisse plus être résolue. Ils peuvent même nuire à l'endroit où la personne ou le groupe qui joue le rôle travaille au niveau individuel et organisationnel (Kuhn & Poole, 2000 ; Stockwell, 1997 : 6).

Les conflits peuvent être soutenus afin d'apporter du dynamisme à l'organisation (Slabbert, 2004 ; Kuhn & Poole, 2000) ou ils peuvent être prévenus afin d'éviter des conséquences destructrices (Rahim & Psenicka, 2002 ; Kuhn & Poole, 2000). L'une des questions sur lesquelles il convient de mettre l'accent dans les conflits est celle des émotions des personnes qui vivent le conflit, ainsi que des causes et des méthodes du conflit. En effet, l'expression des émotions des individus, physiquement, verbalement ou par le biais du langage corporel est considérée comme le premier signe de conflit en termes de sentiment, d'initiation et d'émergence de la tension. Dans ce cas, on peut dire que les émotions sont l'un des éléments du conflit et qu'elles sont liées à l'intelligence émotionnelle. Les émotions sont un élément important de l'intelligence émotionnelle. L'intelligence émotionnelle affecte directement les relations de l'individu avec lui-même et avec les autres. Les personnes qui utilisent leur intelligence émotionnelle minimisent les conflits organisationnels qu'elles rencontrent sans diminuer leur motivation en maintenant leur style de pensée positif même dans des conditions négatives. Les recherches montrent que la réussite d'un conflit dépend de la capacité de l'individu à réguler ses propres émotions en faveur de l'organisation (Hochschild, 2003:561).

D'autre part, l'une des causes des conflits organisationnels est la différence de perception (Quebeman & Rozell, 2002). Si l'individu interprète les émotions clairement et correctement, il peut réagir de manière appropriée à la situation. En outre, les malentendus et les perceptions peuvent être éliminés et une relation solide peut être établie (Lopes et al., 2003). Le fait que l'interaction se situe à un niveau normal, compréhensible et acceptable permet d'éviter que les différends, les désaccords ou les idées opposées entre les parties n'atteignent des dimensions préjudiciables.

En plus de ce qui précède, l'effet du conflit sur le comportement émotionnel au travail de l'intelligence émotionnelle peut également être clarifié sur la base de la théorie de l'événement émotionnel développée par Weiss et Cropanzano (1996). Les effets des émotions et des humeurs sur les comportements individuels peuvent être expliqués par cette théorie. Selon cette théorie, les expériences émotionnelles passées des individus affectent leurs comportements actuels au sein de l'organisation (Özdevecioğlu, 2004). Selon la théorie de l'événement émotionnel, les exigences et les tâches requises pour le travail émotionnel affectent les attitudes et les comportements au travail (Pandey & Singh, 2016, 553). On constate que l'employé doté d'un niveau élevé d'intelligence émotionnelle peut comprendre plus facilement le langage corporel et l'expression faciale des autres, déterminer quelle émotion serait la meilleure réaction à cette situation en s'appuyant sur ses expériences passées, analyser ses émotions pour interpréter son comportement et avoir conscience de réguler ses propres émotions et celles des autres (Mayer et al., 2004). De ce point de vue, l'intelligence émotionnelle a un effet significatif sur les comportements des employés sur le lieu de travail.

Il est prévu que les employés ayant un niveau élevé d'intelligence émotionnelle adoptent des comportements positifs souhaités par le lieu de travail. L'étude menée par Wong et Law (2002) soutient également cette relation. Dans le contexte du travail émotionnel, Grandey (2000) a déclaré que l'intelligence émotionnelle est une variable importante dans les différences personnelles des employés qui font preuve de travail émotionnel sur le lieu de

travail. En effet, l'intelligence émotionnelle guide les managers dans la compréhension des pensées et des émotions et dans la résolution des conflits (Hwa & Amin, 2016, 87).

## 2. LA MÉTHODE

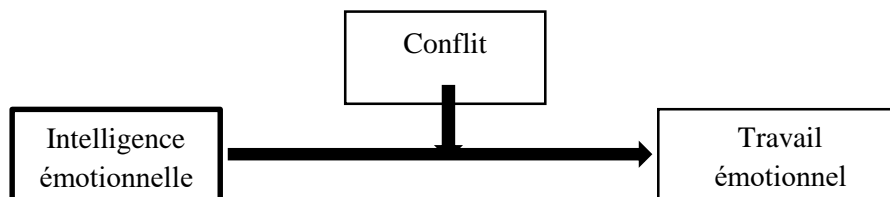
### 2.1 Méthode de recherche

En fonction des relations conceptuelles mentionnées ci-dessus, les hypothèses et le modèle de recherche conçus dans cette étude concernant les niveaux d'intelligence émotionnelle et de travail émotionnel des enseignants travaillant dans des écoles privées sont les suivants.

**H<sub>1</sub>**= Il existe une relation significative et positive entre l'intelligence émotionnelle et le travail émotionnel.

**H<sub>2</sub>**= Les conflits intra-organisationnels jouent un rôle médiateur dans l'effet de l'intelligence émotionnelle sur le travail émotionnel.

**Figure 1.** Modèle de recherche



### 2.2 Échantillon et population de l'étude

La population de l'étude se compose d'enseignants travaillant dans des écoles privées à Istanbul au cours de l'année scolaire 2023-2024 et sélectionnés par échantillonnage aléatoire simple. Il s'agit d'enseignants travaillant dans des écoles primaires, secondaires et supérieures à Istanbul au cours de l'année scolaire 2023-2024. Au cours de l'année scolaire durant laquelle l'étude a été menée, 748 enseignants ont reçu un questionnaire pour l'étude et 207 enseignants ont répondu au questionnaire. Parmi les enseignants participant à l'étude, 75,8 % (157) étaient des femmes, 24,2 % (50) étaient des hommes, 65,2 % (135) étaient mariés, 28,5 % (59) étaient célibataires et 6,3 % (13) étaient des enseignants. Sur l'échantillon, 2,4% (5), 5,3% (11) sont des diplômés de l'enseignement supérieur, 72,5% (150) sont des diplômés de premier cycle, 19,48% (41) sont des diplômés de troisième cycle. La répartition de l'échantillon en fonction de l'ancienneté est la suivante : 25,6 % (53) d'enseignants depuis moins d'un an, 15,5 % (32) d'enseignants depuis 1 à 3 ans, 41,5 % (86) d'enseignants depuis 3 à 5 ans, 17,4 % (36) d'enseignants depuis 5 ans et plus.



**Tableau 1.**Informations Démographiques

		f	%			f	%	
<b>Sexe</b>	Homme	50	24,2	<b>Age</b>	18-24	7	3,4	
	Femme	157	75,8		25-30	62	30	
<b>Niveau d'éducation</b>	Lycée	5	2,4		31-35	45	21,7	
	Diplôme d'associé	11	5,3		36-40	38	18,4	
	Licence	150	72,5		41-45	21	10,1	
	Master/PhD	41	19,8		46 et plus	34	16,4	
<b>État civil</b>	Célibataire	59	28,5		<b>Temps de travail</b>	Moins d'un an	53	25,6
	Marié(e)	135	65,2			Jusqu'à 1-3 ans	32	15,5
	Divorcé(e)	13	6,3			Jusqu'à 3-5 ans	86	41,5
5 ans et plus						36	17,4	

### 3. OUTILS DE COLLECTE DE DONNÉES

#### 3.1 Échelle d'intelligence émotionnelle

L'échelle d'intelligence émotionnelle est basée sur l'échelle développée par Pekaar et adaptée en turc par Abdurrahman TANRIÖĞEN et Yusuf TÜRKER en 2019. L'échelle de 28 questions consiste en une échelle de Likert en 5 points comprenant quatre dimensions classées comme "évaluer ses propres émotions", "évaluer les émotions des autres", "contrôler ses propres émotions" et "contrôler les émotions des autres".

**Tableau 2.**Résultat de l'alpha de Cronbach pour l'échelle d'intelligence émotionnelle

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,918	,920	17

À l'issue de l'analyse, le coefficient alpha de Cronbach de l'échelle d'intelligence émotionnelle était de 0,918, ce qui indique qu'il s'agit d'un outil de mesure valide et fiable qui peut être utilisé dans le cadre de la recherche.

### 3.2 Échelle du travail émotionnel

L'échelle de travail émotionnel est basée sur l'échelle développée par Grandey en 1999 et adaptée en turc par Tuğba PALA et Olca SÜRGEVİL en 2016. L'échelle de 26 questions consiste en une échelle de Likert en 5 points comprenant trois dimensions : "suppression des émotions", "comportement superficiel" et "comportement approfondi".

**Tableau 3.** Résultat de l'alpha de Cronbach pour l'échelle du travail émotionnel

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,809	,804	10

À l'issue de l'analyse, le coefficient alpha de Cronbach de l'échelle du travail émotionnel était de 0,809, ce qui indique qu'il s'agit d'un outil de mesure valide et fiable qui peut être utilisé dans le cadre de la recherche.

### 3.3 Échelle du climat organisationnel

Une dimension de l'échelle de climat organisationnel développée par Litwin et Stringer (1974) et 4 questions appartenant à la dimension "conflit" ont été utilisées.

**Tableau 4.** Résultat de l'alpha de Cronbach pour l'échelle de conflit organisationnel

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,678	,688	2

À l'issue de l'analyse, le coefficient alpha de Cronbach de l'échelle de climat organisationnel était de 0,678, ce qui indique qu'il s'agit d'un outil de mesure valide et fiable qui peut être utilisé pour la recherche.

### 3.4 Collecte et analyse des données

Les instruments utilisés pour la collecte des données de recherche ont été distribués, appliqués et collectés en novembre 2023.

## 4. RÉSULTATS

Cette section présente les résultats obtenus à la suite des analyses statistiques des données collectées dans le cadre de la recherche. Les résultats obtenus sont présentés dans un ordre approprié aux questions auxquelles la recherche cherche à répondre.

### 4.1 Test du modèle de recherche

#### 4.1.1 Test du modèle selon le test Anova

Les réponses aux variables indépendantes que sont l'intelligence émotionnelle et le conflit organisationnel ont été standardisées et un test anova a été appliqué pour tester le modèle de recherche.

**Tableau 5.** Test Anova pour tester le modèle de recherche

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9,364	2	4,682	11,644	,000 <sup>b</sup>
Residual	82,032	204	,402		
Total	91,397	206			

a. Dependent Variable: DE

b. Predictors: (Constant), Zscore(ÖİÖÇ), Zscore(DZ)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	3,389	,044		76,900	,000
1 Zscore(DZ)	,122	,045	,183	2,699	,008
Zscore(ÖÇ)	,152	,045	,228	3,368	,001

a. Dependent Variable: DE

Puisque la valeur Sig. (0,001)<0,050, on peut interpréter que le modérateur a un effet significatif. Selon ce test, on peut dire que le conflit organisationnel a un effet modérateur sur le travail émotionnel.

## 4.2 Analyse factorielle

### 4.2.1 Analyse factorielle de l'intelligence émotionnelle

L'échelle d'intelligence émotionnelle se compose de quatre dimensions. Dans l'analyse factorielle, le coefficient de charge factorielle a été déterminé comme étant de ,50. Il y avait 7 questions sur l'évaluation de ses propres émotions (1er facteur) et 7 questions sur l'évaluation des émotions des autres (2e facteur). Toutes les questions ont été retirées de l'analyse factorielle, à l'exception d'une question sur la reconnaissance de ses propres émotions (facteur 3) et de deux questions sur la reconnaissance des autres (facteur 4).

**Tableau 7.** Résultats de l'analyse factorielle sur l'intelligence émotionnelle

Component Matrix <sup>a</sup>			
	Component		
	1	2	3
Duygusal Zekâ_1	,721		
Duygusal Zekâ_2	,649		
Duygusal Zekâ_3	,715		
Duygusal Zekâ_4	,686		
Duygusal Zekâ_5	,689		
Duygusal Zekâ_6	,627		
Duygusal Zekâ_7	,648		
Duygusal Zekâ_8		,685	
Duygusal Zekâ_9		,765	
Duygusal Zekâ_10		,713	
Duygusal Zekâ_11		,628	
Duygusal Zekâ_12		,689	
Duygusal Zekâ_13		,742	
Duygusal Zekâ_14		,697	
Duygusal Zekâ_15			,563
Duygusal Zekâ_26			,629
Duygusal Zekâ_27			,654

Extraction Method: Principal Component Analysis.  
a. 3 components extracted.

La valeur KMO est supérieure à 0,50 et convient à l'analyse factorielle. Lorsque les réponses données à l'échelle d'intelligence émotionnelle sont analysées, on peut dire que les données sont normalement distribuées puisque  $p < 0,05$ .

#### 4.2.2 Analyse factorielle du travail émotionnel

L'échelle du travail émotionnel comporte trois dimensions. Le comportement superficiel (1er facteur) comprend 6 questions, le comportement en profondeur (2e facteur) comprend 2 questions et la suppression des émotions (3e facteur) comprend 4 questions.

**Tableau 9.** Résultats de l'analyse factorielle concernant le travail émotionnel

Component Matrix <sup>a</sup>			
	Component		
	1	2	3
Duygusal Çatişma_1	,532		
Duygusal Çatişma_2	,617		
Duygusal Çatişma_3	,766		
Duygusal Çatişma_4	,737		
Duygusal Çatişma_6	,523		
Duygusal Çatişma_8		,588	
Duygusal Çatişma_9			,601
Duygusal Çatişma_10			,663
Duygusal Çatişma_11			,655
Duygusal Çatişma_12			,682

Extraction Method: Principal Component Analysis.  
a. 3 components extracted.

La valeur KMO est supérieure à 0,50 et convient à l'analyse factorielle. Lorsque les réponses données à l'échelle du travail émotionnel sont examinées, on peut dire que les données sont normalement distribuées puisque  $p < 0,05$ .

#### 4.2.3 Analyse factorielle du conflit organisationnel

Le conflit organisationnel se compose d'une dimension et de quatre questions. Suite à l'analyse factorielle, 2 des 4 questions ont été exclues de l'analyse.

**Tableau 11 .** Résultats de l'analyse factorielle concernant le conflit organisationnel

	Component
	1
Örgütsel Çatışma_1	,873
Örgütsel Çatışma_2	,873

Extraction Method: Principal Component

Analysis.

a. 1 components extracted.

La valeur KMO est supérieure à 0,50 et convient à l'analyse factorielle. Lorsque les réponses données à l'échelle du climat organisationnel sont examinées, on peut dire que les données sont normalement distribuées puisque  $p < 0,05$ .

#### 4.3 Test de corrélation

Selon les résultats de l'analyse de corrélation de Pearson, une relation significative et positive a été trouvée entre l'intelligence émotionnelle et le travail émotionnel ( $r = .229$ ,  $p < 0.01$ ).

**Tableau 13.** Résultats du test de corrélation

	DZ	DE	ÖÇ
Pearson Correlation	1	,229**	,203**
DZ Sig. (2-tailed)		,001	,003
N	207	207	207
Pearson Correlation	,229**	1	,265**
DE Sig. (2-tailed)	,001		,000
N	207	207	207
Pearson Correlation	,203**	,265**	1
ÖÇ Sig. (2-tailed)	,003	,000	
N	207	207	207

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* $p < 0.5$ , \*\* $p < 0.1$ .

#### 4.4 Analyse de régression

Les variables indépendantes (Intelligence émotionnelle et Conflit organisationnel) expliquent la variable dépendante Effort émotionnel à hauteur de 0,094%.

**Tableau 15.** Explication du modèle en termes de variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,320 <sup>a</sup>	,102	,094	,63413

a. Predictors: (Constant), Zscore(ÖÇ), Zscore(DZ)

Puisque la valeur Sig. (0,000)<0,050, le conflit organisationnel et l'intelligence émotionnelle ont un effet significatif et positif sur l'effort émotionnel.

**Tableau 15.** Résultats de l'analyse de régression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9,364	2	4,682	11,644	,000 <sup>b</sup>
	Residual	82,032	204	,402		
	Total	91,397	206			

a. Dependent Variable: DE

b. Predictors: (Constant), Zscore(ÖÇ), Zscore(DZ)

## 5. CONCLUSIONS ET RECOMMANDATIONS

Cette étude s'est tout d'abord intéressée au niveau de relation entre l'intelligence émotionnelle et les niveaux de travail émotionnel des enseignants travaillant dans des écoles privées. La deuxième question abordée dans la recherche est de savoir si le conflit joue un rôle dans la relation entre l'intelligence émotionnelle et les niveaux de travail émotionnel des enseignants. L'examen des résultats obtenus a révélé une relation significative et positive entre l'intelligence émotionnelle et les niveaux de travail émotionnel des enseignants travaillant dans des écoles privées. En examinant la littérature connexe, Kim et al. (2012), Lee (2010) et Raman et al. (2016, 27) ont conclu que l'intelligence émotionnelle est positivement liée au comportement profond et négativement liée au comportement superficiel. Les études menées par Austin et al. (2008) et Mikolajczak et al. (2007) ont conclu à une relation négative entre l'intelligence émotionnelle et le comportement de surface. Brotheridge (2006) a conclu que l'intelligence émotionnelle n'avait aucun effet sur le comportement en surface et en profondeur. Mikolajczak et al. (2007) ont conclu que l'intelligence émotionnelle est négativement liée au comportement en surface et en profondeur. Austin et al. (2008) et Mikolajczak et al. (2007) ont conclu qu'il existe une relation négative entre l'intelligence émotionnelle et le comportement superficiel. Brotheridge (2006) a conclu que l'intelligence

émotionnelle n'avait aucun effet sur le comportement superficiel et profond. Mikolajczak et al. (2007) ont conclu que l'intelligence émotionnelle est négativement liée au comportement superficiel et profond. Austin et al. (2008) ont conclu que l'intelligence émotionnelle n'avait aucun lien avec le comportement en profondeur, mais qu'elle avait un lien négatif avec le comportement en surface. L'étude menée par Cote (2005) a permis de conclure que les employés dotés d'un niveau élevé d'intelligence émotionnelle adoptent un comportement profond lors des interactions avec les clients (cité dans Raman et al., 2016, 27). Alors que l'intelligence émotionnelle apporte un soutien positif à l'effet positif du comportement profond, elle agit comme un tampon pour l'effet destructeur du comportement superficiel (Brotheridge C., 2006, 143).

Grandey (2000) a déclaré que l'intelligence émotionnelle peut affecter les individus en montrant des comportements superficiels et profonds (Rafuse, 2010, 56). Dans le modèle de travail émotionnel développé par Grandey (2000), le travail émotionnel est affecté par l'intelligence émotionnelle (Polatçı & Özyer, 2015, 139). Les employés ayant un niveau élevé d'intelligence émotionnelle ont un comportement plus profond que superficiel car ils peuvent réguler leurs émotions plus efficacement (Walsh et al., 2015, 371 ; Lee H., 2010, 33). Prati et al. (2009) affirment que l'intelligence émotionnelle contribue à réduire l'effet destructeur du comportement superficiel, et la raison la plus importante en est que les employés dotés d'une intelligence émotionnelle élevée s'adaptent plus facilement à la situation émotionnelle requise sur le lieu de travail (Prati et al., 2009, 370). L'intelligence émotionnelle a une incidence positive sur les attitudes et les comportements des employés en matière de travail émotionnel (Cavelzani et al., 2003 ; Brotheridge C., 2006 ; Lee & Ok, 2015, 444). Raman et al. (2016, 34) ont déclaré que si l'intelligence émotionnelle n'a pas d'effet significatif sur le comportement en profondeur, elle a une relation positive significative avec le comportement en surface, et ils ont également conclu qu'il existe une relation positive entre le comportement en profondeur et le comportement en surface dans leur étude. Jeon (2016, 353) a déclaré que l'intelligence émotionnelle affecte le travail émotionnel dans le modèle qu'il a créé à la suite d'une analyse documentaire. Dans l'étude menée par Yin et al. (2013), il a été conclu que l'intelligence émotionnelle affecte le comportement profond et n'a pas d'effet sur le comportement de surface. Les conclusions de toutes ces études soutiennent également les conclusions de la présente étude.

Outre les résultats importants obtenus dans le cadre de cette étude, il convient de noter qu'elle présente certaines limites. La limite la plus importante de cette étude est qu'elle se concentre uniquement sur les niveaux d'intelligence émotionnelle et de travail émotionnel des enseignants travaillant dans des écoles privées. Les personnes qui mèneront des études sur le sujet peuvent enrichir l'étude et y contribuer. Il serait possible d'obtenir des résultats plus détaillés en utilisant des échelles autres que celles incluses dans le champ de la recherche et en menant des études sur des échantillons différents, par exemple en comparant les enseignants travaillant dans des écoles publiques et privées. En outre, des analyses de cause à effet sont également suggérées.

## SOURCES

Acar Tekin, F. (2001). *Duygusal Zekâ Yeteneklerinin Göreve ve İnsana Yönelik Liderlik Davranışları ile İlişkisi*, İstanbul Üniversitesi Sosyal Bilimler Enstitüsü Yayınlanmamış Doktora Tezi.

Bar-On, R., Tranel, D., Denburg, N.L., & Bechara, A. (2003). Exploring the neurological substrate of emotional and social intelligence. *Brain*, 126,1790-1800.

Brotheridge, C. M., & Grandey, A. A. (2002). “Emotional labor and burnout: Comparing two perspectives of “people work””. *Journal of Vocational Behavior*, 60(1), 17-39.

Cassito, M.G., (ve öte.) (2003). *Rising awareness of psychological harrassment at work*, Italy: WHO Protecting Workers Health Series No:4.

Chonko, L. B., Wotruba, T. R., ve Loe, T. W. (2003). “Ethics code familiarity and usefulness: Views on idealist and relativist managers under varying conditions of turbulence”. *Journal of Business Ethics*, 42(3), 237-252.

Diefendorff, J. M., Croyle, M. H., & Gosserand, R. H. (2005). The dimensionality and antecedents of emotional labor strategies. *Journal of Vocational Behavior*, 66(2), 339-357.

Erdoğan, M . (2008). Duygusal Zekâ'nın Bazı Değişkenler Açısından İncelenmesi. *Elektronik Sosyal Bilimler Dergisi*, 7 (23) , 62-76.

Grandey, A. A. (2003). “When “the show must go on”: Surface acting and deep acting as determinants of emotional exhaustion and peer-rated service delivery”. *Academy of Management Journal*, 46(1), 86-96.

Guy, Mary & Lee, Hyun. (2013). How Emotional Intelligence Mediates Emotional Labor in Public Service Jobs. *Review of Public Personnel Administration*. 35. 10.1177/0734371X13514095.

Gül, Ahmet. "DUYGUSAL ZEKÂ". *Balikesir İlahiyat Dergisi*, 4 / 2 (Aralık 2018): 283-286.

Güngör, M. (2009) “Duygusal Emek Kavramı: Süreci ve Sonuçları”, *Kamu-İş*, 11(1): 167-183.

Hochschild, Arlie Russell, (2003). *The Managed Heart: Commercialization Of Human Feeling*. Berkeley: University of California.

Hwa, M. & Amin, H. (2016). Why Emotion at Work Matters: Examining the Influence of Emotional Labor and Emotional İntelligence on Workplace Behaviours among Service Workers in East Malaysia. *Kajian Malaysia*, 79-105.

Kaya, U. ve Özhan, Ç.K. (2012). *Duygusal emek ve tükenmişlik ilişkisi: turist rehberleri üzerine bir araştırma*, Çalışma İlişkileri Dergisi, Cilt:3, Sayı:2, 109- 130.

Kruml, S. M., ve Geddes, D. (2000). “Exploring the Dimensions of Emotional Labor The Heart of Hochschild’s Work”. *Management Communication Quarterly*, 14(1), 8-49.

Kuhn, T., Poole, M.S. (2000). Do conflict management styles affect group decision making? evidence from a longitudinal field study. *Human Communciation Research*, 26, (4), 558-590.

Lopes, P. N., Brackett, M. A, Nezlek, J. B., Schütz, A., Sellin, I., ve Salovey, P. “Emotional Intelligence and Social Interaction”, *Personality and Social Psychology Bulletin*, 2004, 30, 1018–1034.

Özdevecioğlu, M. (2004), “Algılanan Örgütsel Desteğin İşten Ayrılma Niyeti Üzerindeki Etkileri”, *Amme İdaresi Dergisi*, 37(4), s. 97–115.

Özgen, Işıl (2010), *Turizm İşletmelerinde Duygusal Emek*, Detay Yayıncılık, Ankara.



Pandey, J. ve Singh, M. (2016). Donning The Mask: Effects of Emotional Labour Strategies On Burnout and Job Satisfaction In Community Healthcare, *Health Policy and Planning*, 31: 551–562.

Pekaar, K. A., Bakker, A.B., Linden, D. & Born, M. (2017). Self- and other-focused emotional intelligence: development and validation of the rotterdam emotional intelligence scale (REIS). *Personality and Individual Differences*, 120 (2018), 222-233.

Pugliesi, K. (1999). “The consequences of emotional labor: Effects on work stress, job satisfaction, and well-being”. *Motivation and Emotion*, 23(2), 125-154.

Quebbeman, A.J., Rozell, E.J. (2002). Emotional intelligence and dispositional affectivity as moderators of workplace aggression: the impact on behavior choice. *Human Resource Management Review*, 12, (1), 125-143.

Rahim, M.A., Psenicka, C. (2002). A model of emotional intelligence and conflict management strategies: a study in seven countries. *The International Journal Of Organizational Analysis*, 10, (4), 302-326.

Salovey, P., & Mayer, J. D. (1990). Emotional Intelligence. *Imagination, Cognition and Personality*, 9(3), 185–211.

Slabbert, A.D. (2004). Conflict management styles in traditional organisations. *The Social Science Journal*, 41, 83–92.

Stockwell, R.G. (1997), Effective communication in managing conflict. *CMA Magazine*, no 71, 6-7.

Şat, A . (2015). Duygusal Zekâ Ve Duygusal Emek Düzeylerinin Bazı Demografik Değişkenler Açısından İncelenmesi: Özel Okul Öğretmenleri İle Bir Araştırma. *Erciyes Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 1(39),1-20.

Team FME. (2014). *Understanding Emotional Intelligence*. 13. Çevrimiçi Erişim: <http://www.free-management-ebooks.com/dldebk-pdf/fme-understanding-emotionalintelligence.pdf> Erişim Tarihi: 16.04.2021

Weiss, Howard & Cropanzano, Russell. (1996). Affective Events Theory: A Theoretical Discussion of The Structure, Cause and Consequences of Affective Experiences at Work. *Research in Organizational Behavior*.

Wong C.S. and Law K.S. (2002) “Development of an emotional intelligence instrument and an investigation of its relationship with leader and follower performance and attitudes,” *The Leadership Quarterly*, Vol. 13, pp. 1–32.

# THE PENALTY FOR CONFISCATION OF PROPERTY IN VIETNAM – MAINTAINING, AMENDING OR REMOVAL

**LLM. Nguyen Du Yen**

Thu Dau Mot University, Faculty of Management Science, Law Training Program, Binh  
Duong, Viet Nam

## **ABSTRACT**

Confiscation of property is a penalty that has existed in Vietnam's penal system for a long time and currently serves as an additional penalty. Along with Fine and Confiscation of money and items directly related to the crime, Confiscation of property is one of three coercive measures levied on the offender's property.

The criminal laws of many countries around the world also stipulate penalties for confiscation of property, but it can be said that the penalty for confiscation of property in the Vietnamese Criminal Code is quite different, because the confiscated property is not property obtained from a crime or property related to the commission of a crime. Although it is a penalty that can only be imposed in addition to the primary penalty, confiscation of property is a very severe penalty. Besides, this penalty regulation still has many unclear issues, causing many people to misunderstand it. Therefore, the property confiscation penalty is rarely applied in judicial practice in Vietnam. The existence of this penalty is an issue worthy of study and discussion. Which solution is more suitable: continuing to maintain an unfeasible regulation or eliminating a penalty that is almost no longer applied in practice? Perhaps the safe solution is to amend the regulations on property confiscation penalties to be clearer and more realistic.

However, to know which measure is most appropriate, it is necessary to understand what the penalty of confiscation of property is, how it is applied, and what value it has in the penalty system. This research study will clarify the above issues to provide the most reasonable result possible from the researcher's perspective.

**Keywords:** Confiscation of property, Penalty, Fine, Criminal Code, Vietnam

## **INTRODUCTION**

The regulation of additional sentences in general and the Penalty for the Confiscation of Property (PCP) in particular play an important role in the fight against crime. Although PCP is only an additional penalty, it is very strict and depends on the economic conditions of the offender.

However, the regulations and practice of applying criminal law on the PCP still have inadequacies, problems, and lack of feasibility, so they need to continue to be amended, supplemented and improved.

In theory, the provisions of criminal law on PCP are still unclear, and easily confusing with judicial measures to confiscate objects and money directly related to crimes. In addition,

many crimes also stipulate the PCP with a preventive nature, similar to the provision of the death penalty in some previous crimes (which have now been abolished).

In practice, in recent years, the Court has rarely applied the PCP to criminals. If the law stipulates that the additional penalty is the PCP or any other additional penalty such as a fine or probation, Judges often apply other penalties than the PCP; If the law only stipulates that the only additional penalty is confiscation of property, the Judges usually do not impose additional penalties, but only apply the main penalty. Maintaining a legal regulation that has almost no practical application is not advisable, but removing a penalty from the penal system is not easy.

## **1. Brief history of the PCP in Vietnam**

### ***Before the August 1945 revolution***

Complete Annals of Đại Việt (Ngô Sĩ Liên, 2017) once recorded that Trần Khánh Dư (a martial general during the Trần Dynasty) was punished by Emperor Trần Nhân Tông, stripped of his official position, and confiscated of all his property (due to adultery with Princess Thiên Thụy).

Under the Initial Lê Dynasty, according to the Hong Duc Code, the Confiscation of property is not a primary penalty, but it is also a severe penalty. There are two levels: partial confiscation of property and confiscation of real estate (can be considered confiscation of the entire estate).

Under the Nguyễn Dynasty, the Confiscation of property is a measure to overcome the material consequences of mandarins due to corrupt acts against the State and people. This penalty may be accompanied by other penalties such as five major penalties and dismissal from office.

### ***From after the August 1945 revolution to before 1986***

During this period, although Vietnam had the first Constitution, penalties were not specified in this document but were recorded in Acts issued by the Government. The penalty of Confiscation of property prescribed in the criminal statutes of the old regime continues to remain in effect in cases that do not violate the principles of independence and polity of the State of the Democratic Republic of Vietnam.

The names of the PCP in these Acts are quite diverse such as confiscation of part or all of the property, confiscation of up to three-quarters of the property, confiscation of the estate,... The nature of this penalty is both discretionary and mandatory, it can be the primary penalty, it can also be an additional penalty, and is enforced even when the convicted person dies.

### ***From 1986 to present***

The first legal definition of the PCP is stipulated in Article 32 of the 1985 Penal Code with the following content: *“Confiscation of property means to confiscate person's property for remittance into the State's fund, apply to persons sentenced for serious crimes prescribed by*

*this Code. Can confiscate part or whole of the sentenced person's property. When all their property is confiscated, the sentenced persons and their families shall still be left with conditions to live.”*

The conditions for applying the PCP under the 1985 Penal Code are the cases specified in this law in which the maximum penalty frame for that crime is imprisonment for a term of more than five years, life imprisonment, or death. image. Because it is the first legal definition, this provision is still quite general. According to this regulation, only part or all of the property can be stripped without explaining when to take away a part or when to take away all of the property.

Compared to Article 32 of the 1985 Penal Code, Article 40 of the 1999 Penal Code has adjusted the scope of application of the PCP in an expanded direction, specifically: *“Confiscation of property means to confiscate part or whole of the sentenced person's property for remittance into the State's fund. The property confiscation shall apply only to persons sentenced for serious crimes, very serious crimes or particularly serious crimes prescribed by this Code. When all their property is confiscated, the sentenced persons and their families shall still be left with conditions to live.”*

According to this regulation, the PCP is applied to people convicted of serious crimes, very serious crimes or especially serious crimes (meaning a crime for which the maximum penalty range prescribed by the 1999 Penal Code is from over three years in prison, life imprisonment or death penalty). With this expansion of the scope of application, the PCP can be applied along with all main penalties, except the warning penalty because this penalty only applies to less serious crimes.

The PCP continues to be regulated in the 2015 Criminal Code: *“Confiscation of property means confiscation and transfer of part of or all of the property under the ownership of the convict to state budget. Confiscation of property shall only be imposed upon people who are convicted of serious crimes, very serious crimes, or extremely serious crimes against national security, drug-related crimes, corruption, or other crimes prescribed by this Code. Confiscation of property shall be so carried out that the convict and his/her family are still able to carry on their life.”* (Article 45)

Compared to the provisions of the 1999 Penal Code, the 2015 Criminal Code has a limitation on the scope of application of the PCP. Most of them only apply to certain crimes belonging to the group of crimes that violate national security, drug crimes, and corruption crimes. These are groups of crimes that are highly dangerous to society and need to be specifically prevented or have an economic impact that other penalties such as fixed-term imprisonment (isolating the offender from society for a certain period) cannot have an impact on the offender.

## **2. Purpose and meaning of PCP**

The purpose of punishment is the final practical result that the State wishes to achieve when imposing criminal liability on criminals and applying punishment to offenders. There are

many views about the purpose of punishment. Most people think that punishment is used to punish criminals. Besides, it is also to educate criminals and others to respect the law, rehabilitate criminals, prevent criminals from committing new crimes, and educate others to prevent and fight against crime.

The purpose of PCP is no exception. However, we believe that the main purpose of this punishment is to prevent people from committing crimes. The PCP is mainly applied to destroy the economic base of criminals, and eliminate the conditions for them to commit new crimes, making it very difficult for them to commit crimes even if they still intend to commit crimes. The PCP is usually only applied to confiscate assets obtained through crime (illegal income), or if they do not confiscate their assets, they can use those assets to commit new crimes. For example, for people convicted of crimes of violating national security, although they do not have illegal income, if their assets are not confiscated, there is a risk that they will continue to commit crimes. (Dinh Van Que, 2017)

In addition, PCP also contributes to deterring and educating others. Court proceedings are often held publicly and are even published on the mass media, so citizens can know about the crimes that have occurred and the penalties imposed by the Court. This will contribute to deterring other members of society and contributing to the fight against crime.

Although it is only an additional penalty, PCP is an important piece of the puzzle in Vietnam's penalty system. The existence of this penalty creates diversity in the system of coercive measures in general and penalties in particular. The more diverse the penalty system with different levels of severity, the higher the possibility of achieving the purpose of punishment and the greater the ability to differentiate criminal responsibility.

Some criminals may accept imprisonment if they know their assets will be available upon release, or their non-incarcerated family can continue to enjoy those assets. The PCP can destroy the offender's economy and support asset recovery in cases where the offender has converted criminally derived assets into legal assets using sophisticated tricks.

### **3. Current regulations on PCP**

According to Article 45 of Vietnam's Criminal Code 2015:

“Confiscation of property means confiscation and transfer of part of or all of the property under the ownership of the convict to state budget.

Confiscation of property shall only be imposed upon people who are convicted of serious crimes, very serious crimes, or extremely serious crimes against national security, drug-related crimes, corruption, or other crimes prescribed by this Code.

Confiscation of property shall be so carried out that the convict and his/her family are still able to carry on their life.”

Because Article 45 does not explain what confiscated property is, it can be understood according to the provisions of Article 105 of the 2015 Civil Code. Accordingly, property can

be objects, money, property rights or valuable papers. This property may be of legal origin or obtained through crime, and can also be used to commit a crime.

Moreover, Article 45 does not stipulate a minimum level of property to be confiscated, only a maximum level of all property of the convicted person. This article also does not stipulate when to confiscate part of the property and when to confiscate all of the property. The confiscation of part or all of the convicted person's assets depends on the nature and severity of the crime committed by the convicted person.

However, this Criminal Code also demonstrates the spirit of humanity by stipulating: “When all property is confiscated, the convicted person and his or her family will still have living conditions.”

Up to now, there is still no legal document that guides what it means to “the convicted person and his or her family will still have living conditions”. However, previously the Supreme People's Court had guidance documents as follows: “When deciding to confiscate property, we should not touch the means of production necessary for legitimate labor and the minimum necessary means of living for the defendant's family, to avoid causing difficulties for them.” (Trinh Quoc Toan, 2011) According to the Court's practice, the assets for the convicted person and his or her family to have living conditions are food, food, and medicine necessary for the convicted person and his or her family; Common working tools needed by the convicted person and his family such as clothes, blankets, bedding and other common household items; common worship items. When leaving behind the properties above for the convicted person and their family, the Court needs to be very specific about what property it is and how much it is worth, to avoid mistakes in executing the judgment. When declaring partial confiscation of property, the Court needs to clearly state the names of the confiscated assets. If there are too many assets, there must be a list of assets attached to the judgment and announced publicly at the trial.

In addition to Article 45 above, the 2015 Criminal Code (amended in 2017) stipulates 59 crimes with additional penalties of confiscation of part or all of the convicted person's property. Specifically, confiscation of property is applied to 16/46 crimes of violating economic management order, 14/14 crimes of violating national security, 9/13 drug crimes, 3/7 crimes of corruption and 17 other crimes. (Tran Dinh Thang, 2022)

Regulations on PCP in Vietnamese criminal law are quite different from other countries. Here are some examples:

#### **France’s Penal Code<sup>61</sup>, Article 222-49**

*“In the cases set out under articles 222-34 to 222-40, the court must order the confiscation of installations, equipment and any asset used directly or indirectly for the commission of the offense, as well as all the products coming from the said installations, equipment or assets,*

<sup>61</sup> Criminal Code of the French Republic (1994, as amended 2005) (English version), source: <http://legislationline.org>, accessed on: February 14, 2024

*whoever may own them and wherever they may be, provided their owner could not have been ignorant of their fraudulent origin or.*

*The confiscation of some or all of the assets of a convicted person, whatever their nature, movable or immovable, severally or jointly owned, may also be ordered in the cases set out under articles 222-34, 222-35, 222-36, 222-38 and 222-39-1.”*

This regulation is different from Article 45 of the 2015 Vietnam’s Criminal Code. French courts only confiscate assets used to commit crimes and assets obtained from the commission of crimes. This confiscation is mandatory and only applies to very serious drug crimes and crimes against humanity.

### **Germany’s Criminal Code<sup>62</sup>, Article 43a**

The German Criminal Code does not divide the penalty system into primary and secondary penalties like Vietnam but into free penalties and secondary penalties. The freedom penalty of the Penal Code of the Federal Republic of Germany can be understood similarly to the term of imprisonment in Vietnam with a maximum term of 15 years and a minimum term of 01 month (according to Article 38 of this Code). Free punishment is specified in Section One, in Chapter Three: Legal Consequences of the Act. However, in this same section, there are both fines and property penalties. The content of property penalties is stipulated in the Criminal Code of the Federal Republic of Germany as follows:

*“Confiscatory expropriation order*

- (1) If the law refers to this provision the court may, in addition to imprisonment for life or for a fixed term of more than two years, order payment of a sum of money the amount of which shall be limited by the value of the offender’s assets (confiscatory expropriation order). Material benefits that have been confiscated shall not be taken into account when assessing the value of the assets. The value of the assets may be estimated.*
- (2) Section 42 shall apply mutatis mutandis.*
- (3) The court shall indicate a term of imprisonment which shall be substituted if the amount cannot be recovered (default imprisonment). The maximum term of default imprisonment shall be two years, its minimum one month.”*

According to this regulation, the Confiscatory expropriation order is a special form of fine with the same nature as the PCP in Vietnam’s Criminal Code. However, this regulation was declared unconstitutional by the German Constitutional Court because it violated Article 103 of the 1949 Constitution. Currently, this penalty has been removed from the German Criminal Code.

<sup>62</sup>

Criminal Code of Federal Republic of Germany (1998) (excepts related to Trafficking in Human Beings) (English version), source: <http://legislationline.org>, accessed on: February 14, 2024

### **Russia's Criminal Code<sup>63</sup> (1996)**

Clause 3, Article 45 of Russia's 1996 Criminal Code stipulates confiscation of property as an additional penalty.

Article 51 defines “Confiscation of property is the deprivation of part or all of the convicted person's property to confiscate the State fund”. This penalty is applied to very serious crimes and especially serious crimes with a motive of profit and only in cases prescribed by the Penal Code.

The provisions on PCP in the Vietnamese Criminal Code are quite similar to the Russian. However, the Russians recently removed this penalty from their Criminal Code.

### **China's Criminal Code<sup>64</sup> (1979, amended 1997)**

Article 59. Confiscation of property refers to the confiscation of part or all of the property personally owned by a criminal. Where confiscation of all the property of a criminal is imposed, the amount necessary for the daily expenses of the criminal himself and the family members supported by him shall be taken out.

When a sentence of confiscation of property is imposed, property that the criminal's family members own or should own shall not be subject to confiscation.

Article 60. Where it is necessary to use part of the confiscated property to repay the legitimate debts that the criminal incurred before his property is confiscated, the debts shall be repaid at the request of the creditors.

The regulations on PCP in the Chinese Criminal Code have the most similarities with Vietnam's regulations on punishment for criminal execution. Both Codes stipulate PCP as an additional penalty. This penalty is applied to confiscate the offender's private property. However, the PCP in the Chinese Criminal Code does not need to be applied with the main penalty but can be applied independently.

## **4. Practical application of PCP in Vietnam**

In Vietnam, statistics on criminal cases are not public and not easily accessible, so researchers encounter many difficulties in making comprehensive statistics. However, through some general research on additional penalties, through self-statistics of publicly available judgments and statistics on criminal case resolution of some courts such as the People's Court of Binh Duong Province and Dong Nai Province,... in the last 10 years (data extracted from statistical software of the Courts), I have noticed that the PCP is almost not applied in criminal judgments in Vietnam. If courts want to impact an offender's assets, they often impose fines.

There are 2 main reasons leading to the above situation, including:

<sup>63</sup> Criminal Code of the Russian Federation (1996, amended 2012) (English version), source: <http://legislationline.org>, accessed on: February 14, 2024

<sup>64</sup> <https://www.chinalawtranslate.com/en/criminal-law-2021/>



- First, the legal regulations still have many problems and are difficult to understand;
- **Article 45 of the 2015 Criminal Code still has some unclear issues**

Example 1: “*When confiscating property, it still allows the convicted person and their family to have living conditions.*” So what is “family”? Who does “family” include?

Example 2: “*Confiscation of property is the deprivation of part or all of the property owned by a convicted person...*” Does “property” in this regulation include properties formed in the future, properties currently under the possession and use of others?

- **Article 45 is not separate from Article 47, easily leading to misunderstandings about the PCP**

Article 45 stipulates: “*Confiscation of property is the deprivation of part or all of the property owned by a convicted person...*”

Thus, this property may be property used to commit a crime, which partly overlaps with the scope of property confiscated by judicial measures specified in Article 47 (**Confiscation of money and items directly related to the crime**)

- **Crimes with or without provisions for property confiscation show an unfair division of criminal responsibility.**

For example: For the group of crimes that violate human life, health, dignity, and honor, the current Vietnamese Penal Code only stipulates that the PCP can be applied to the crime of Human trafficking and Trafficking of a person under 16. However, there is no regulation that this penalty can be applied to the crime of trading, or appropriation of human tissues or body parts, although the nature and the level of danger of these three crimes are similar.

- **The provisions in Article 45 are not consistent with the Vietnamese Constitution**

**Article 32** of the 2013 Constitution stipulates:

*“1. Everyone enjoys the right of ownership of his lawful income, savings, housing, private possession, capital and assets in enterprises or other economic organizations.*

*2. The right of private ownership and the right of inheritance are protected by the law.*

*3. In cases made absolutely necessary because of national defense, security or national interest, in case of emergency and for protection against natural calamity, the State can make a forcible purchase of or can requisition pieces of property of individuals or organizations against compensation, taking into account current market prices.”*

- Second, the penalty of confiscation of assets is very difficult to apply in practice (lack of feasibility).

Verifying the property of criminals faces many difficulties, especially when the criminals have dispersed their properties;

Determining which property belongs to the convicted person requires a very long time. Meanwhile, the PCP must be announced by sentence along with other penalties, so the courts are under great time pressure.

## **5. Recommendations**

### **First, remove the current regulation on PCP in Vietnam's Criminal Code**

To ensure constitutionality, the PCP needs to be eliminated soon. The removal of this penalty does not have too much impact on the fight and prevention of crime. Currently, in addition to the PCP, Vietnam's penalty system also includes fines and judicial measures to confiscate objects and money directly related to the crime, which also affects the offender's economy.

### **Second, replace the name of Article 45 to “Penalty of confiscation of property related to crimes” and integrate the current Article 47 content into this new Article, then remove Article 47;**

Not only does the Court have the right to apply judicial measures to confiscate objects and money directly related to crimes specified in Article 47 of the 2015 Criminal Code, but other agencies can also apply. This is a regulation that is not consistent with criminal procedural principles. Although proving a crime belongs to many prosecuting agencies at different times, no one is considered guilty without an effective court verdict. Thus, if you want to confiscate objects and money directly related to a crime, you must first prove the crime. There is also the need to determine the owner of the property and many other issues. Therefore, before the Court's effective judgment is issued, it is best to only temporarily seize objects and money related to the crime.

Combining the above reasons, Article 45 and Article 47 should be merged and revised to create a new Article.

Specifically, the content of the new regulations is as follows:

#### **“Penalty of confiscation of property related to crimes**

*1. Confiscation of property related to crimes is an additional penalty, applied to confiscate to the state budget or confiscate for destruction, and applies to:*

*a) Property used to commit a crime;*

*b) Property obtained from committing a crime or through civil transactions such assets are acquired; illegal profits from crime;*

*c) Objects that are prohibited by the State from being stored or circulated.*

*2. For property appropriated or used illegally by criminals, it will not be confiscated but returned to the legal owner or manager.*

*3. The property of another person, if this person is at fault in allowing the offender to use it to commit a crime, may be confiscated.”*

**Third, amend regulations on fines, increase fines for crimes currently subject to property confiscation penalties and the following crimes:**

- Trading, appropriation of human tissues or body parts (Article 154);
- Forcing others to use narcotic substances (Article 257).

**CONCLUSIONS**

In today's market economy, private property rights are recognized and protected. The fact that the Vietnamese Criminal Code still retains the regulation on confiscation of property without clarifying what property is, makes this regulation inconsistent with the Constitution. Therefore, regulations such as Article 45 of the Vietnam Criminal Code need to be removed and replaced with a more appropriate and feasible regulation. This study boldly recommends eliminating the penalty of asset confiscation and judicial measures of confiscation of objects and money directly related to crime. Instead, there is a penalty of confiscation of property related to the crime. This approach will help confiscate criminals' assets more consistent with the Constitution, clearer and easier to apply.

**REFERENCE**

- Dinh Van Que (2017). Commentary on the 2015 Criminal Code - Part One: General Provisions, Information and Communications Publisher, Hanoi, p.202.
- Criminal Code of Federal Republic of Germany (1998) (excepts related to Trafficking in Human Beings) (English version), source: <http://legislationline.org>, accessed on: February 14, 2024
- Criminal Code of the French Republic (1994, as amended 2005) (English version), source: <http://legislationline.org>, accessed on: February 14, 2024
- Criminal Code of the Republic of China (1979, amended 1997), source: <https://www.chinalawtranslate.com/en/criminal-law-2021/>
- Criminal Code of the Russian Federation (1996, amended 2012) (English version), source: <http://legislationline.org>, accessed on: February 14, 2024
- Le Trieu Hinh Luat (Hong Duc Code) (1997) (Pdf), translated by Nguyen Quoc Thang. Cultural Publisher.
- Ngo Si Lien (2017). *Complete Annals of Dai Viet* (Pdf). Ngo Duc Tho, translated by Hoang Van Lau. Hanoi: Social Sciences Publishing House. ISBN 9786046997566.
- Tran Dinh Thang (12/06/2022). Some shortcomings and problems of the current Criminal Code and directions for improvement. Retrieved from <https://lsvn.vn/mot-so-bat-cap-vuong-mac-cua-bo-luat-hinh-su-hien-hanh-va-huong-hoan-thien1655046984.html>
- Trinh Quoc Toan (2011). *The punishment of confiscation property in Viet Nam Criminal Code*, National Political Publishing House - Truth, Hanoi, p. 206.
- Vietnamese Criminal Code (2015, amended 2017)

# PETROL FİYATLARI ENFLASYON İLİŞKİSİ

## OIL PRICES-INFLATION RELATIONSHIP

**Turgut YOKUŞ**

Selçuk Üniversitesi, Sosyal Bilimler Enstitüsü, İktisat Anabilim Dalı, Konya, Türkiye

ORCID ID: <https://orcid.org/0000-0003-2793-5861>

### ÖZET

**Giriş ve Amaç:** Petrol fiyatları ve enflasyon arasındaki ilişki her zaman politika yapıcıların ve araştırmacıların ilgisini çekmiştir. Artan enerji fiyatı, enerji harcamalarını artırmakta bu da üretim maliyetlerini artırarak ekonomilerde enflasyon oluşturmaktadır. Böylece tüketim harcamaları azalarak, GDP’de düşüşleri ve işsizlik gibi sonuçlar ile ekonomileri resesyona sürüklemektedir. Artan enflasyon ise, petrol üretim maliyetlerine yansyarak petrol fiyatları artırmaktadır. Bu sebeple, bu çalışmanın amacı petrol fiyatları ile enflasyon arasındaki karşılıklı ilişkinin ortaya konulmasıdır. **Gereç ve Yöntem:** Bu kapsamda 1960 Ocak 2023 Aralık dönemine ait petrol fiyatları ile ABD Tüketici Fiyat Endeks serilerine ilişkin analizler yapılmıştır. Serilerin, Augmented Dickey-Fuller (ADF) ve Phillips-Perron (PP) testleriyle durağanlık yapısı, Engel-Granger ve Johansen eşbütünleşme yöntemleriyle değişkenler arası uzun dönemli ilişkileri, Granger nedensellik testiyle nedensellik ilişkisi, son olarak ise hata düzeltme modelleri (VECM) ile de seriler arasındaki kısa dönem ilişkiler analiz edilmiştir. **Bulgular:** Aylık petrol fiyatları ile aylık enflasyon değişkenleri arasında; eşbütünleşme analizi sonucunda pozitif istatistiki olarak uzun dönemli ilişkinin var olduğu tespit edilmiştir. VECM analizi neticesinde ise; değişkenler arasında kısa dönemli anlam ilişkisinin var olduğu ortaya konulmuştur. Son olarak, Granger nedensellik testine göre; petrol fiyatının enflasyon ve enflasyonunda petrol fiyatı için granger nedeni olduğu sonucuna ulaşılmıştır. **Tartışma ve Sonuç:** Analiz sonucunda, petrol fiyatları ile enflasyon fiyatlarındaki ilişki genel teori ile uyumlu olarak elde edilmiştir. Bu sonuçlarda, petrol fiyatları ile enflasyonun döngüsel bir artış sürecine girebildiğini göstermektedir.

**Anahtar Kelimeler:** Petrol Fiyatları; Enflasyon; Eşbütünleşme

### ABSTRACT

**Introduction and Purpose:** The relationship between oil prices and inflation has always attracted the attention of policymakers and researchers. Rising energy prices increase energy expenditures, which in turn increases production costs and creates inflation in economies. Thus, consumption expenditures decrease, leading economies into recession with consequences such as declines in GDP and unemployment. Increased inflation, in turn, is reflected in oil production costs and increases oil prices. Therefore, the aim of this study is to

reveal the interrelationship between oil prices and inflation. **Materials and Methods:** In this context, oil prices and the US Consumer Price Index series for the period from January 1960 to December 2023 have been analyzed. The stationarity structure of the series were analyzed using Augmented Dickey-Fuller (ADF) and Phillips-Perron (PP) tests, the long-run relationships between variables were analyzed using Engel-Granger and Johansen cointegration methods, the causality relationship was analyzed using Granger causality test, and finally, the short-term relationships between the series were analyzed using error correction models (VECM). **Results:** Cointegration analysis revealed that there is a positive statistically significant long-run relationship between oil prices and inflation variables. VECM analysis reveals that there is a short-run significant relationship between the variables. Finally, according to the Granger causality test, it is concluded that oil price is the granger cause of inflation and inflation is the granger cause of oil price. **Discussion and Conclusion:** The analysis reveals that the relationship between oil prices and inflation prices is consistent with the general theory. These results suggest that oil prices and inflation may enter into a cyclical increase process.

**Key Words:** Oil Prices; Inflation; Cointegration

## INTRODUCTION

Energy price increases, regardless of their cause, bring about negative economic consequences in energy-poor countries. Rising energy prices increase production costs by increasing energy expenditures, resulting in higher inflation in economies. Thus, consumption expenditures decrease, which in turn affects economies in the form of decreases in Gross Domestic Product (GDP) and unemployment (van de Ven, 2017:204). In addition to the deteriorating domestic economic balance, rising energy prices damage the balance of payments of energy-poor countries and trigger economic crises by disrupting the external balances of economies (Alagöz et al. 2109; Saçık et al., 2020). Most recently, Alam et al. (2022) and Prokhorov (2022) argue that the energy price crisis resulting from the Russia-Ukraine war has increased inflation, caused welfare losses by increasing volatility in the commodity market, and worsened future economic prospects.

Theoretically, studies have shown that changes in the crude oil price have spillover effects on some economic fundamentals such as current deficit, inflation, interest rates, financial sector and economic growth. For a monetary policy perspective, price stability remains the core monetary policy task of most monetary authorities. Thus, it can logically explain why so much attention is paid to changes in oil prices. This is because these changes can trigger instability in the overall economy and push economies into an inflationary spiral.

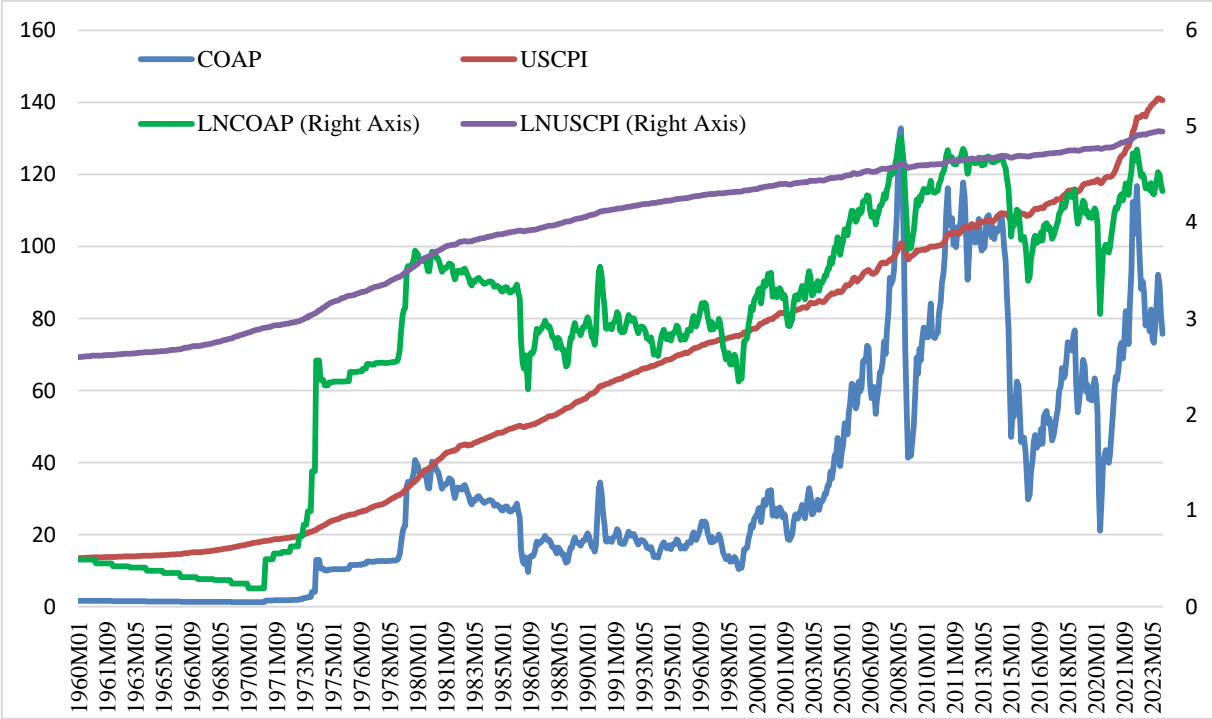
In line with the above explanations, there are numerous studies analyzing the causality relationship between crude oil prices and inflation. Differences in the results of these studies have led to an ongoing debate on the relationship between crude oil prices and inflation. This debate is attributed to many factors that depend on the process of analyzing the relationship between these two variables. First, Cartwright and Riabko (2015) argue that the results are also different due to different methodologies, scopes and differences in the measurement of the variables of concern. Second, existing studies suggest that this is the result of not accounting for the roles of asymmetry (Atil et al. 2014; Chou and Lin, 2013) and structural breaks (Raheem, 2017; 2015 Salisu and Oloko). Third, Salisu et al. (2017) argue that the assumption of homogeneity of "crude oil price variation" across the global economy is fundamentally wrong. Fourth and finally, they argue that crude oil prices have been characterized by high volatility since the early 1970s, leading to studies with different results due to both demand and supply shocks (Narayan and Liu, 2015; Kilian, 2009).

The aim of this paper is to investigate the short and long-run relationships between world average oil price and US inflation using monthly data from January 1960 to December 2023 using time series techniques and to interpret the empirical results in terms of policy recommendations.

**METHODOLOGY and DATA SET**

Oil prices are obtained from the World Bank monthly commodity price data for January 1960 through December 2023, while the US Consumer Price Index (CPI) is obtained from the International Financial Statistics (IFS) database. The notation for oil prices and US CPI data is given in Figure 1. In order to reduce the fluctuations of the series and make them appear flatter, their natural logarithms (LN) are taken and used in the analysis. When the series are analyzed, it is seen that they have a trended structure. In addition, oil prices are found to have a considerably higher volatility compared to inflation.

**Figure1:** January 1960-December 2023 Oil and US CPI



**Source:** World Bank and International Financial Statistics

The variables and their representation in the econometric application within the scope of the paper are presented in Table 1.

**Table 1.** Variables Used in the Analysis

Variables	Variable acronym
LN CPI: Consumer Price Index	LNUSCPI
LN Crude Oil Price, (Average,\$/bbl)	LNCOAP

Time Series Techniques are used in this study. In time series techniques, firstly, the characteristics of the series are examined, and the stationarity structure indicators of the series are revealed by various tests (ADF, PP, etc.). Then, according to the stationarity structures of the variables, the long-term relationships between them are examined by cointegration techniques (Co-integration analysis, Engel-Granger, Johansen tests, etc.) and the equation showing the long-term equilibrium relations is obtained. Granger causality test is used to reveal the causality relationship between variables and short-run equilibrium mechanisms are analyzed with vector error correction models (VECM).

## RESULTS and DISCUSSIONS

### Unit Root Tests

In order to obtain reliable forecasts in accordance with the flow of transactions, the Augmented Dickey-Fuller (ADF) and Phillips Perron (PP) unit root tests were used to test whether the series included in the analysis contain unit roots. The stationarity test is examined within the framework of the model with constant term, the model without constant term and trend, and the model with both constant and trend.

Table 2 shows the stationarity test results for the series. According to Table 2, both variables are found to be unit rooted series at their level values, whereas they become stationary in their first differences.

**Table 2.** Stationarity Test Results for Variables

Variable		Level		First Difference	
		ADF test statistic and P	PP test statistic and P	ADF test statistic and P	PP test statistic and P
LNUSCPI	Intercept	-1.6281 (0.4667)	-1.9773 (0.2970)	-3.3024 (0.0126)	15.5764 (0.0000)
	Intercept and Trend	-1.3299 (0.8796)	- 0.1841(0.9933)	-3.2837 (0.0480)	-15.8223 (0.0000)
	None	1.9333 (0.9877)	7.6424 (1)	-1.7314 (0.0591)	-11.5075 (0.0000)
LNCOAP	Intercept	- 1.4580(0.5546)	-1,3859 (0.5903)	-22.2211 (0.0000)	-21.9033 (0.0000)
	Intercept and Trend	-2.1988 (0.4890)	-2.0272 (0.5850)	-22.2144 (0.0000)	-21.8910 (0.0000)
	None	0.4440 (0.8098)	0.5828 (0.8420)	-22.1795 (0.0000)	-21.9046 (0.0000)

The fact that the variables in the model do not contain unit root in their first differences enabled the examination of the long-run relationship between the variables. According to the ADF and PP stationarity test results of the variables, all variables are I(1) stationary series at first difference. Thus, the cointegration test method developed by Johansen (1988) was applied to determine whether there is a long-run relationship between the variables.

However, before performing the cointegration test, the optimal lag length for the model to be estimated is determined according to different criteria. According to the lag length results for

Akaike's information criterion (AIC), Hannan-Quinn criterion (HQC), the sequential, Schwarz's information criterion (SIC), modified LR test statistic (LR) and Final prediction error (FPE) criteria, which are generally used in the analysis, the appropriate lag length that minimizes these criteria was determined as "2".

### Cointegration Analysis and Vector Error Correction Model (VECM)

After the determination of stationarity, the cointegration test developed by Johansen (1988) and Johansen and Juselius (1990) was applied for cointegration analysis. It is very important to determine the appropriate lag length for cointegration analysis. Since the criteria used in determining the lag length in Eviews 13.0 version mostly indicate the appropriateness of "2" lags, the analysis was conducted using 2 lags. Since each of the variables are stationary in their first differences, they are included in the cointegration analysis at their level values. The results of the analysis are given in Table 3.

**Table 3.** Johansen Cointegration Test

Hypothesized No. of CE(s)	Eigenvalue	Trace Statistic	0.01 Critical Value	Prob.** Critical Value
None *	0.050585	42.03883	19.93711	0
At most 1	0.003039	2.32819	6.634897	0.127
Hypothesized No. of CE(s)	Eigenvalue	Max-Eigen Statistic	0.01 Critical Value	Prob.** Critical Value
None *	0.050585	39.71064	18.52001	0
At most 1	0.003039	2.32819	6.634897	0.127

According to Table 3, there is a cointegrated relationship between oil prices and US CPI at the 1% significance level and there is at least 1 cointegration vector that satisfies this relationship. This result indicates that there is a long-run relationship between oil prices and inflation. The cointegration equation is normalized and presented in Table 4 in order to reveal the direction of the obtained relationships and the significance of the variables.

**Table 4.** Normalized Cointegration Equation Results

Cointegrating Equation (s):	CoIntEq
LNCOAP(-1)	1
LNUSCPI(-1)	2.060846
Standard errors	-0.11439
t-statistics	-18.0157
C	5.259828
LNUSCPI(-1)	1
LNCOAP(-1)	0.4852
Standard errors	0.02873
t-statistics	-16.8921
C	-2.5523

According to the results of the normalized and adjusted equations with changed signs, when LN oil price increases by 1%, LN US inflation increases by approximately 2%. Similarly,



when LN US inflation increases by 1%, LN oil price increases by 0.5%. Table 4 shows that there is a positive and statistically significant relationship between oil prices and inflation.

After the cointegration analysis, Engle-Granger error correction models were used for the existence of a short-run relationship between the variables. The results are given in Table 5.

**Table 5.** Vector Error Correction Model Results

<b>Error Correction:</b>	<b>D(LNCOAP)</b>	<b>D(LNUSCPI)</b>
Cointegrating Equation 1	-0.014796	0.000865
Standard errors	-0.00598	-0.00019
t-statistics	-2.47627	4.48401

For the existence of a short-run relationship, at least one of the variables should be statistically significant. As can be seen from Table 5, both of the variables analyzed are statistically significant. Thus, there is a short-run relationship between the variables. Based on the empirical findings, the existence of both short-run and long-run relationships between oil prices and inflation variables included in the analysis has been determined. In the tests conducted for the significance of the error correction model and testing the assumptions, it is concluded that the model is significant, there are no autocorrelation and variance problems, and there are no specification errors.

### **VAR Granger Causality**

VAR Granger Causality results are presented in Table 6 in order to reveal the direction of the obtained relationships and the significance of the variables.

**Table 6.** VAR Granger Causality

Dependent variable: LNCOAP	<b>Chi-sq</b>	<b>df</b>	<b>Prob.</b>
LNUSCPI	4.063225	2	0.0911
Dependent variable: LNUSCPI			
LNCOAP	50.93943	2	0.000

Table 6 reveals that there is a positive and statistically significant relationship between oil prices and inflation. Moreover, according to Table 6, there is causality from crude oil prices to inflation, which is significant below 1% and from inflation to oil prices at 10% significance level. This result shows that in the cycle that starts with the increase in oil prices, it first increases inflation, and in the following process, increasing inflation may increase oil prices.

### **DISCUSSION and CONCLUSION**

Among energy resources, oil ranks first in terms of consumption. Therefore, increases in oil prices have direct or indirect effects on the economy. Due to the rise in oil prices; increased costs in production are reflected in product prices. This is because petroleum products are used as inputs in transportation, industry and service sectors. This cost increase in production, which is based on external factors, leads to an upward trend in inflation in economies. On the other hand, rising inflation also leads to an increase in oil prices through economic activities such as exploration, extraction, distillation and distribution of oil. This leads us to conclude that a mutual interaction between oil prices and inflation is inevitable.

As a result of the Johansen Co-Integration Analysis conducted to investigate the long-run relationship, it was found that there is a long-run relationship between the variables. In order

to express the direction of these relationships and the significance of the variables, the Co-Integration Analysis was normalized. As a result of the Normalized Co-Integration Equation; when LN oil price increases by 1%, LN US inflation increases by 2%, similarly, when LN US inflation increases by 1%, LN oil price increases by 0.5%. Based on these results, it is concluded that there is a positive and statistically significant relationship between oil price and inflation. In addition, in order to explain the short-run equilibrium mechanisms, Error Correction Models (VECM) were used and it was found that there is a short-run significant relationship between the variables. Another method, Granger Causality Test, was applied. According to the Granger causality test results, oil price is a reciprocal Granger cause of inflation.

As a result of the analysis, it is accepted in the economic literature that an increase in oil prices increases production costs and can also cause inflation by reducing investments by changing the share of expenditures. On the other hand, it is a clear result that increasing inflation affects oil prices by increasing the costs in the production and distribution process of oil. Thus, the results of the study are consistent with economic theory.

## REFERENCES

- Alagöz, M., Yokuş, N., & Yokuş, T. (2019). Photovoltaic solar power plant investment optimization model for economic external balance: Model of Turkey. *Energy & Environment*, 30(3), 522-541. doi:<https://doi.org/10.1177/0958305X18802762>
- Alam, M. K., Tabash , M. I., Billah , M., Kumar, S., & Anagreh, S. (2022). The Impacts of the Russia–Ukraine Invasion on Global Markets and Commodities: A Dynamic Connectedness among G7 and BRIC Markets. *Journal of Risk and Financial Management*, 15(8), 1-20. doi:<https://doi.org/10.3390/jrfm15080352>
- Atil, A., Lahiani, A., & Nguyen, D. K. (2014). Asymmetric and nonlinear pass-through of crude oil prices to gasoline and natural gas prices. *Energy Policy*, 65, 567-573. doi:10.1016/j.enpol.2013.09.064
- Balan, F. (2016). Politik İstikrar ve Devlet Harcamaları İlişkisi: 1986-2013 VAR Analizi. *Yönetim Bilimleri Dergisi*, 14(27), 519-537.
- Cartwright, P. A., & Riabko, N. (2015). Measuring the effect of oil prices on wheat futures prices. *Research in International Business and Finance*, 33, 355-369. doi:10.1016/j.ribaf.2014.04.002
- Chou, K.-W., & Lin, P.-C. (2013). Oil price shocks and producer prices in Taiwan: an application of non-linear error-correction models. *Journal of Chinese Economic and Business Studies*, 59-72. doi:10.1080/14765284.2012.755302
- Dickey, D. A., & Fuller, W. A. (1979). Distribution of the estimators for autoregressive time series with a unit root. *Journal of the American statistical association*, 74(366a), 427-431.
- Engle, R. F., & Granger, C. W. (1987). Co-integration and error correction: representation, estimation, and testing. *Econometrica*, 55(2), 251-276. doi:10.2307/1913236

- Johansen, S. (1988). Statistical analysis of cointegration vectors. *Journal of Economic Dynamics and Control*, 12(2-3), 231-254. doi:10.1016/0165-1889(88)90041-3
- Johansen, S., & Juselius, K. (1990). Maximum likelihood estimation and inference on cointegration—with applications to the demand for money. *Oxford Bulletin of Economics and statistics*, 52(2), 169-210.
- Kilian, L. (2009). Not All Oil Price Shocks Are Alike: Disentangling Demand and Supply Shocks in the Crude Oil Market. *American Economic Review*, 99(3), 1053-69. doi:10.1257/aer.99.3.1053
- Narayan, P. K., & Liu, R. (2015). A unit root model for trending time-series energy variables. *Energy Economics*, 50, 391-402. doi:10.1016/j.eneco.2014.11.021
- Phillips, P. C., & Perron, P. (1988). Testing for a unit root in time series regression. *biometrika*, 75(2), 335-346.
- Prohorovs, A. (2022). Russia's War in Ukraine: Consequences for European Countries' Businesses and Economies. *Journal of Risk and Financial Management*, 15(7), 1-15. doi:https://doi.org/10.3390/jrfm15070295
- Raheem, I. D. (2017). Asymmetry and Break Effects of Oil Price –Macroeconomic fundamentals dynamics: The trade effect channel. *The Journal of Economic Asymmetries*, 16, 12-25. doi:10.1016/j.jeca.2017.04.002
- Saçık, S. Y., Yokuş, N., Alagöz, M., & Yokuş, T. (2020). Optimum Renewable Energy Investment Planning in Terms of Current Deficit: Turkey Model. *Energies*, 1-21. doi:https://doi.org/10.3390/en13061509
- Salisu, A. A., & Oloko, T. F. (2015). Modeling oil price–US stock nexus: A VARMA—BEKK–AGARCH approach. *Energy Economics*, 50, 1-12. doi:10.1016/j.eneco.2015.03.031
- Salisu, A. A., Isah, K. O., Oyewole, O. J., & Akanni, L. O. (2017). Modelling oil price–inflation nexus: The role of asymmetries. *Energy*, 125, 97-106. doi:10.1016/j.energy.2017.02.128
- van de Ven, D. J. (2017). Historical energy price shocks and their changing effects on the economy. *Energy Economics*, 204-216. doi:http://dx.doi.org/10.1016/j.eneco.2016.12.009
- World Bank (WB). (2024, January 22). *Commodity Markets*. <https://www.worldbank.org/en/research/commodity-markets> adresinden alındı

## EDUCATIONAL ROBOTICS: CASE STUDIES IN DISTANCE SCHOOL EDUCATION

**Foti Maria**

Hellenic Open University, Education and Technologies in distance teaching and learning systems - Educational Sciences, Patra, Greece

ORCID ID: <https://orcid.org/0009-0004-4766-301X>

**Papadimitriou Sofia**

Hellenic Open University, Tutor-Counselor, Education and Technologies in Distance teaching and learning systems - Educational Sciences, Patra, Greece

ORCID ID: <https://orcid.org/0000-0002-7708-106X>

**Karatrantou Anthi**

Hellenic Open University, Tutor-Counselor, Education and Technologies in Distance teaching and learning systems - Educational Sciences, Patra, Greece

ORCID ID: <https://orcid.org/0000-0002-5347-6251>

### ABSTRACT

**Introduction and Purpose:** Distance education has infiltrated in the

academic world, especially after the Covid-19 pandemic. It has been developed and progressed significantly through the years and supports teachers in school education to organize teaching and offers students a variety of learning methods. At first educational robotics, was reluctantly included in the teaching process offering although many benefits to the students as well as the teacher. The combination of both can make the teaching process more interesting, creative and challenging in a good way. It can help students develop their cognitive abilities, their critical thinking, their creativity and their communication skills.

**Materials and Methods:** A wide variety of case studies, from all around the world, including a specific chapter focusing on Greek cases, were utilized in this research. Furthermore, a Qualitative method was used. In particular, 10 participants, 5 male and 5 female, were interviewed and given a questionnaire with open-ended questions. **Results:** Results showed that educational robotics and distance education could be successfully combined. **Discussion and Conclusion:** Distance educational robotics in school education can provide students with numerous benefits from new creative methods of teaching to autonomous learning and problem solving skills etc. Thus, distance educational robotics can be an innovative way of teaching and can truly be a pedagogically pioneering methodology, when it is used properly.

**Key words:** Educational robotics, Distance Education, School education, Case studies

## **INTRODUCTION**

With the outbreak of the pandemic Covid19 education was faced with an unprecedented situation. Amid the insecurity and fear that prevailed among citizens, education in both schools and universities had to continue. So, for the first time in Greece, Distance Education was implemented at all educational levels, in the context of urgent remote teaching (Anastasiadis, 2020; Liakopoulou & Stavropoulou, 2021). This resulted in the immediate and urgent effort to integrate technology into educational practice.

The teaching methods applied by teachers during Distance Education are important to meet the needs of students and to be distinguished by pedagogical characteristics, especially when it comes to primary education (Sahlou et al., 2022). Communication with the teacher is of great importance and it is necessary for him to be familiar with new technologies in order to be present whenever the learner needs him (Zygouris & Mavroidis, 2011; Karvounis & Anastasiadis, 2019). Educational Robotics has appeared in recent years in the field of education and many teachers use it as a teaching tool, but many are not familiar with it (Psalidou et al., 2021; Vicente et al., 2021; Shatunova et al., 2019).

## **PURPOSE**

In recent years with the development of technology and the inclusion of Educational Robotics in the educational process, its application has been explored quite a bit in the classroom and how it can be used in life. However, its application has been sufficiently investigated Distance Educational Robotics. Based on that research gap, lies the importance for investigating the subject to highlight the ways in which Educational Robotics can be combined with Distance Education. The purpose, therefore, is to investigate the ways in which Educational Robotics can be integrated and combined with Distance Education, in order to support students to be led to knowledge.

This article is part of a Diploma thesis and focuses onto the following research questions.

1. In what ways can Educational Robotics be combined with school education?
2. In what ways can Educational Robotics be utilized during Distance School Education?

## **DISTANCE EDUCATION**

With the emergence of Distance Education in teaching, the field of education has changed radically. With the parallel development of technology, new learning paths and opportunities

have been created to enhance education with new creative methods that enhance teaching. This article examines the evolving landscape of Distance Educational Robotics, with particular reference to the critical role of faculty in guiding and facilitating quality educational experiences in distance education with robotics.

Distance Education is closely related to self-regulated learning. By engaging with online platforms, students develop proficiency in using digital tools, communication technologies, and online collaboration platforms. These skills are very important in today's job market and help to strengthen digital literacy. Distance Education encourages lifelong learning by providing opportunities for continuous education and skill development (Lionarakis, 2005; Carter et al., 2020).

## **EDUCATIONAL ROBOTICS**

Industrial Robotics is a branch of Robotics that has become of utmost importance to science and industry in the last century. The presence of robots has revolutionized the industrial environment in just a few decades. Robotics applied in many fields and professions in recent years. It has helped to improve, develop and evolve industries and science (Gasparetto & Scalera, 2019).

The term "Educational Robotics" refers to a field that aims to improve students' learning experiences through the creation and application of robotics-related activities, technologies, and objects. The concept of Educational Robotics aims to promote a range of skills such as initiative, responsibility, autonomy, creativity and teamwork. Educational Robotics helps students' social skills and self-esteem, which translate into stronger incentives and can have global implications. From an educational point of view, it can be considered that Educational Robotics enhances creativity (Aris & Orcs, 2019; Silva et al., 2023). Through Educational Robotics, students are challenged to design, build and program their own robots, giving them a sense of autonomy and responsibility in their educational experience (Benitti, 2012; Zhong & Xia, 2020; Gratani et al., 2021).

## **EDUCATIONAL ROBOTICS- SKILL DEVELOPMENT BASED ON CONSTRUCTIVISM THEORY**

Constructivism can be defined as a set of teaching methodologies that prioritizes the student as an agent of knowledge construction and understanding.

The main position of constructivism is that learning is a process of adapting the learner to be led to new knowledge in an active way. Active learning is a key parameter of constructivism and encourages the learner to participate actively and creatively in teaching. Applying constructivism to teaching and learning environments can make learning more meaningful and qualitative. Constructivism, constructionism and social constructivism, are widely known and accepted theories of learning. For the utilization of these methods in the teaching of Sciences, activities that involve and use robotic kits are the most appropriate. Typically, they are designed as project-oriented activities in which students work in smaller groups to jointly

build a robotic model and program its behavior. In addition to ways of applying knowledge and skills acquired in other subjects, students with these activities also develop interpersonal teamwork skills as well as communication skills (Veselovská et al., 2020).

### **COMBINING EDUCATIONAL ROBOTICS AND DISTANCE EDUCATION**

Another option is to provide students with remote access to robotics kits. Companies such as *LEGO Education* and the *VEX Robotics* offer robotics kits that can be shipped to students' homes. These kits usually come with online instructions and tutorials, and students can use remote access technology to control the robots from their homes. For example, the VEX code VR allows students to program virtual robots and test their code before running it on a physical robot. Students can then use remote access technology to control the robots, write code to plan them and participate in collaborative activities with their classmates (Alimisis, 2020). To further support students, teachers can create video tutorials and curate online resources that provide additional support and guidance as well as robotics programs to help learners practice robotics. These resources can be shared through online platforms like *Google Classroom* or *YouTube* and can help students learn key concepts and work through any problems they may encounter (Barone, 2021).

In addition to these examples, Educational Robotics can also be incorporated into project-based learning activities where students work on collaborative projects that involve designing, building, and programming robots. Teachers can use online tools such as *Tinkercad* or the *SketchUp* to design and share 3D models of robot parts and students can use these models to 3D print or laser cut robot parts. Thus, by combining Educational Robotics with Distance Education, students can explore the connections between STEM subjects (Science, Technology, Engineering, and Mathematics), such as physics and mathematics. This approach supports holistic understanding of concepts and encourages students to see the interaction between different fields of study (Tselegkaridis & Sapounidis, 2022).

Overall, the combination of educational robotics and Distance Education requires careful planning and implementation, a combination of creativity, ingenuity and technological tools. However, the benefits to students are significant, including increased responsibility, improved critical thinking skills, and preparation for future careers in robotics and automation. Therefore, in this way, learners are able to have meaningful learning experiences in robotics and programming, even in a remote learning environment. By providing students with these opportunities, educators help prepare them for success in the 21st century.

### **EDUCATIONAL ROBOTIC TOOLS**

Another educational tool is the *Micro:bit* from *Micro:bit Educational Foundation*. This particular tool is based and linked mainly to websites and videos. The instructions are divided into steps and there are separate materials for students and teachers. There are, also, instructions offered for free in pdf, word, presentations and source code files. Especially for teachers, there are notes with additional information, examples from codes and short extensions. Finally, in the curriculum, there are possible learning outcomes along with a timetable estimate (Austin et al., 2020; Kalogiannakis et al., 2021; Sapounidis & Alimisis, 2021).

Another interesting tool that can promote Educational Robotics in school education is the multiple systems that *Sparkfun* has. There are materials for many platforms such as *Arduino*, *micro:bit*, *Raspberry Pi*, *Paper Circuits* as well as programming languages developed by *Sparkfun*. *Sparkfun* is an online retail store that sells the bits and pieces to make your

electronics projects possible and it is active in open-source technology in particular. The material is presented in many formats such as pdf, video, and web pages. It may include tools and learning objectives, timetables and calendars, activities and examples for expanding activities and tasks along with assessments. Usually, the material can be separated for students and teachers and in some cases, there are additional lectures and slides for the teacher (Noak et al., 2022; Sapounidis & Alimisis, 2021).

Another tool is the ROBOESL platform. It includes a number of programs and tools produced by the ERASMUS+project ROBOESL. The material is inspired by design-based learning principles and constructivism and suggests pedagogical approaches for robotics-based learning. The material is video-text based and also provides validation tools to assess the impact of the curriculum on participants. The material is multilingual and can be used by teachers and students (Sapounidis & Alimisis, 2021; Alimisis, 2019; Moro et al., 2018).

### **BENEFITS OF EDUCATIONAL ROBOTICS**

Educational Robotics is essential to education as it offers a special and unique method for teaching skills essential for success in the 21st century. To thrive in today's world, students must be able to think critically, solve complex problems, work collaboratively, and be prepared for the rapid technological developments taking place (López-Belmonte, 2021).

One of the special advantages of Educational Robotics is that it allows students to learn by doing what they read. Students are able to apply the concepts they learn in class to real-world problems and can immediately see the results of their work taking shape. This approach to learning is very interesting, motivates and encourages students (Talan, 2021; Tsagaris et al., 2019). Another advantage of Educational Robotics is that it encourages students to be creative and innovative. Robotics projects often require students to think outside the usual answers and boundaries and find unique solutions to complex problems. Creativity is important to cultivate and give students the opportunity to have corresponding stimuli that will allow them to develop these abilities (Tsagaris et al., 2019; Gubenko et al., 2021).

### **EDUCATIONAL ROBOTICS AND STE(A)M IN GREECE**

Educational Robotics in Greece in recent years is becoming more and more widespread. Many institutions such as primary and secondary schools and even universities use it to enhance the learning experience of learners in a variety of different subjects. In recent years, low-cost platforms have been playing a key role in different levels of education worldwide. The most widely used low-cost devices are usually *Arduino* and the *Raspberry Pi*. In the specific case of robotics, many low-cost mobile robots have appeared in recent years, such as *Moway*, *E-Puck*, *LEGO Mindstorm*, etc. These devices do not provide the same precision as industrial robots but are sufficient for educational purposes or even research tests and experiments. One of the most common ways to use robotics in education is through the use of tables. One of the most famous examples is *the First Lego League*, where in each version a



thematic board is constructed where the participants have to solve missions (Vicente et al., 2020; Koussis & Gogolou, 2021).

From 1998 onwards *FIRST® LEGO® League* was organized and used in over 110 countries worldwide. Following the successful pilot of *FIRST® LEGO® League* the skills workshops in 2020 – 2021 in Greece, the generalization of the Robotics & STEAM Program in the schools of the territory was approved from the school year 2021-2022 onwards. *FIRST® LEGO® League* is a program approved by the Ministry of Education & Religious Affairs in Greece and introduces Science, Technology, Engineering, Art and Mathematics (STEAM) to children ages 4-16 through fun, hands-on learning. Participants gain real-world problem-solving experience through a guided, global robotics program, helping today's students and educators build a better future together (FIRST LEGO League, 2021).

During the program the sessions were designed like this, so that after viewing a video students will have to answer a series of questions and the results of these will be part of the continuous assessment process. In addition to following the teaching activities indicated in the classroom and which will appear in the lesson sections, each of the students can adapt his file on the platform, ask for help from his classmates through the main forum and contact the professor.

Using these components makes it possible to versatility of the kit since, with the same robotic components, it would be possible to create any type of challenge. The kit maintains the three work phases that define Educational Robotics based on interactive learning, construction, programming and manipulation-processing of an object, ensuring in the project the promotion and use of the technological discipline and allowing a first interdisciplinary connection (Vicente et al., 2020; FIRST LEGO League, 2021).

The research of Lytridis et al. (2020) presented a detailed review of children's levels of engagement during child-robot interactions in an educational setting. The review revealed the various methodologies used to identify and measure characteristics that indicate engagement, either directly or indirectly, in educational activities in both formal and special education.

The introduction of social robots in education has been an important topic in robotics research in recent years (Lytridis et al.,2020). The main reason why robots in education is observed to have a positive effect, is that children seem to be more active during the educational process when a robot is involved. The field of educational robotics aims to promote collective knowledge, develop skills and stimulate students through manipulation and interaction with robots. Robots used in educational activities vary in complexity depending on the task assigned to them. Integrating robots into Mixed Reality environments enhances authentic student learning experiences. For example, in Greece, the educational activities can be achieved with *LEGO* for simple problem-solving tasks or more complex robots that can be used in more advanced learning activities such as learning mathematics, a second language, social skills or learning through drama. Games are concerned with improving skills such as social interactions, memory association and motor response (Lytridis et al.,2020).

As a result, students are more engaged and motivated to participate in educational activities (Lytridis et al.,2020; Pasalidou & Fachantidis, 2021).

In Greece, as mentioned above, Educational Robotics competitions are organized. Robotics competitions are free, for the courses included in the programs and are gaining popularity among students. Competitions provide participants with opportunities to expand their knowledge, to obtain and to share experiences and network while developing new skills. Both from the perspective of organizers, educators and participants, it is important to promote systematic approaches to the design of competitive robotic systems (Christoforou et al., 2020). In addition, in Greece for the inclusion of Educational Robotics and STEAM innovative activities have been designed in the teaching such as the presentation of water cycle through *the cmap tools, tux-paint, hot potatoes*, and the educational robot *BEE-BOT* (I. E.P., 2021).

## EDUCATIONAL ROBOTICS AND STEAM IN THE WORLD

Modern technologies have vastly changed the world available to human perception. There have been huge changes in "what" and "how" we consume and in "what" and "how" we produce. Artificial intelligence combined with advanced robotics will automate many tasks that used to require heavy human intervention. Many new jobs will be created to satisfy our need for products that were unheard of a few generations ago. Also, in today's world both schools and interactive content available through personal smart devices compete for students' attention. Digital social interaction, videos and games activate the same dopamine circuits as of reward, which is responsible for associative learning and evaluation of results. These developments are creating enormous pressure on the education systems of various countries to change learning and teaching practices (Leoste & Heidmets, 2020).

It is necessary to find meaningful and attractive ways of teaching subjects that are traditional and require good concentration skills and are still necessary for most 21st century jobs (Kopcha et al., 2017; Leoste & Heidmets, 2020). The technology that can prepare and help to a significant extent, especially students with weaknesses in some subjects, such as mathematics, language, etc., is Educational Robotics (Leoste & Heidmets, 2019).

It is obvious that the teaching of Educational Robotics requires the introduction of robots in schools as a new teaching element. The inclusion of robots in schools also means the inclusion of the corresponding software for programming the robots and a set of teaching materials for learning this new discipline. In this sense, an educational robot can be considered as a textbook, which must be suitable for all students in the class, to make the teaching homogeneous (Bellás et al., 2020). However while in other subjects the contents are quite standardized, in the case of robotics they are not. The main reason behind this is that the teaching of Educational Robotics requires a specific robot so that the lessons and teaching materials can be adapted to it. Using multiple robots during the lesson, although it would be ideal, is not generally affordable for schools. Thus, each educational center or institution chooses the robotic platform it considers most suitable and the curriculum is created for that platform. Consequently, the number of different educational robots that we can find nowadays on the market that offer a complete educational set is big. From simple devices such as *Bee Bot, Cubetto, LEGO EV3, Mbot, and Thymio* (Bellás et al., 2020).

In Europe and specifically in Estonia, one of the key priorities of the education systems is to produce graduates with well-developed 21st century skills, including STEAM skills. The introduction of educational robots into the classroom is based on the idea of constructivism that describes how the student constructs meaning through the behavior of physical objects, and it is assumed that the integration of robots also supports the change of the teacher's teaching practices. While these robots can be used in the lower grades as tools that allow students to explore and visualize abstract concepts, they are also suggested as a means of increasing engagement and engagement of older students. They help develop skills and promote creativity, teamwork, problem solving and communication. An educational robot can be introduced into the classroom as a teacher's assistant in robot-assisted learning and teaching or as a learning tool, i.e. robot-assisted learning. Although there is a body of research on the use of the robot as a teacher's assistant, the essential using robotics as a full substitute for the teacher requires advanced artificial intelligence that is not available for mass use as of today (Hemminki & Erkinheimo-Kyllonen, 2017; Leoste & Heidmets, 2020).

In Finland, in school education, a humanoid robot was used for teaching. The humanoid robot *NAO*, as it is called, was created in 2006 by *SoftBank Robotics*. It is an excellent programming tool and for this reason it has been established internationally in the field of research, but also in education at all levels, starting from primary school and reaching university. Educators and students can create content and gain knowledge in the most creative and fun way. *NAO*'s friendly approach is immediately likable and inspires even the shyest children to participate in the lessons and express themselves within the group, thus improving their social skills as well as their self-confidence. The *NAO* robot significantly helps the educational process as it operates with an open and fully programmable platform, recognizes shapes, objects and even people through its two 2D cameras, and understands and speaks 20 languages, including Greek. In addition, the robot is equipped with 4 directional microphones and speakers, to better interact with people, perceives its environment with the help of radar, indoor unit and 7 touch sensors located on its head, hands and feet and moves and rotates in space with flexibility (Hemminki & Erkinheimo-Kyllonen, 2017; Robaczewski et al., 2020). This small humanoid robot has great potential in social assistance. The features and capabilities of the *NAO* robot, such as mobility, functionality, and active capabilities, have been studied in various contexts. According to the research of Robaczewski et al (2020), students became familiar with the robot relatively easily, and there was more laughter in robot-assisted learning situations. The robot lectured on emotions and the importance of sleep from the student's perspective and thus brought more joy and ease to the learning situation and thus promotes learning.

The *NAO* robot was applied to various groups in order to collect information and experiences about its use with immigrant adults learning the Finnish language. The target in teaching with Nao is to develop a way that all teachers will be able to use it. Nao was used as assistant or substitute teacher and in one case as a school social worker assistant. Another reason to use Nao, is gamification in education and the involvement of students in the learning activity. The theory behind this comes from neurobiology. Nao used to reduce stress levels and introduce

fun and games into the learning process, as well as make teaching more creative and memorable (Robaczewski et al, 2020).

In Spain, the Robobo robot was used in teaching in secondary education. The Robobo robot is an educational robot that consists of two components, a mobile base and a smartphone attached to the base. It is affordable for schools and can be programmed with Python, Scratch and Javascript. It is suitable for older students, over 14 years old. A mobile phone can be connected to the base and with the appropriate application it can be programmed. These two elements are connected via Bluetooth and from this moment, they form a single robot that can be programmed by a computer. It is aimed at students who already have some experience in Educational Robotics. Trainees have to familiarize themselves with basic concepts about block-based programming, sensors and the motor commands. Students can use their smartphones for the use of Robobo. This is a key teaching aspect, as it allows students to realize the potential of their smartphone away from typical entertainment use (Bellás et al., 2020).

The main objective of this curriculum was to introduce students to the next generation of Educational Robotics, which is characterized by the following properties.

In Holland, the teaching was enriched with *EDMO*. *EDMO* means Educational Modular robots and it can be quickly replicated via 3D printing and combines low-cost components. These are ideal conditions, especially when it comes to educational robots that can be leveraged by schools in need of a large number of tools. The robot EDMO can also be leveraged during blended learning, so learners can follow along lessons at their own pace without feeling the pressure to keep up or wait for their classmates. Through their modular design, the modules EDMO allow students to explore, study and practice approaches to position control, (inverse) kinematics control and motion. It can also be used to teach applied mathematics and artificial intelligence. Video lectures will allow learners to attend the course even in different time zones, while all robotic and electronic equipment can be packaged so that it can be shipped to individual homes in the event of a total blackout where teaching in university and school buildings will not was now possible (Mockel et al.,2021).

## **RESEARCH METHODOLOGY**

The purpose of this work is to investigate how Distance Education, in the context of supplementary learning, can be enriched with Educational Robotics and ICT tools.

Based on the above, the literature review and qualitative research were chosen as research methods that were deemed more appropriate.

Initially, the Greek and international literature was reviewed. The databases used were ResearchGate, Scopus, Google Scholar, Springer International Publishing, the National Documentation Center, the Open Journal and Distance Education and Educational Technology, the Institute of Educational Policy (IEP), the Hellenic Scientific Association for Information and Communication Technologies in Education (ETPE) and Education Sciences. Case studies were part of the bibliographic research. The qualitative approach was the second part for the applied research process. In particular, 10 participants, 5 male and 5 female, were interviewed and given a questionnaire with open-ended questions. The qualitative approach

was chosen as through the qualitative method experiences and opinions are analyzed and interpreted and participant behaviors in real study conditions.

In this specific research, the comparison of the findings of the literature review and the findings of the qualitative research regarding the application and utilization of Educational Robotics in Distance Education was attempted.

## **FINDINGS**

The findings of the research showed in terms of the first research question, which was "In what ways does Educational Robotics combine with school education?" how Educational Robotics combines in many ways with school education.

One of the key advantages of Educational Robotics is that it supports students to learn by practicing what they have learnt in theory. Learners are, able to apply the concepts that they learn in real problems and have the opportunity to see the results become practical in front of them. This is also confirmed by the results of the research where participants reported the benefits of educational robotics in blended learning that allows learners to make, wonder and learn through hand-on methods, expanding the learning process. In addition, when performing educational robotics activities, students should work in groups, as this reinforces the skills and abilities that come from collaborative group work (Aris & Orcs, 2019; Silva et al., 2023; Alimisis, 2020). The research findings showed that teachers integrate Educational Robotics into the curriculum, enriching teaching with new, different and innovative methods that activate learners and motivate them to actively participate in the path to learning.

Regarding the second research question "In what ways is Educational Robotics used in school Distance Education?" The findings of the research showed that Educational Robotics can be utilized in many ways and various tools during school Distance Education. It was found that Educational Robotics had better results in the development of students' visual creativity and therefore it is recommended as an educational tool for teaching such programs. In general, student attitudes indicated that ICT combined with Distance Educational Robotics is a valuable educational tool that learners have the possibility to use in the future (Pasalidou & Fachantidis, 2021).

Attached below are two figures. The first figure has the most popular tools for the application of educational robotics at distance education. For each of the following tools there is an alternative website where it offers a simulation of each tool. Remote use of these tools is generally a good alternative even for live teaching, as many educational robotics tools often are expensive or not easy for every student to have.

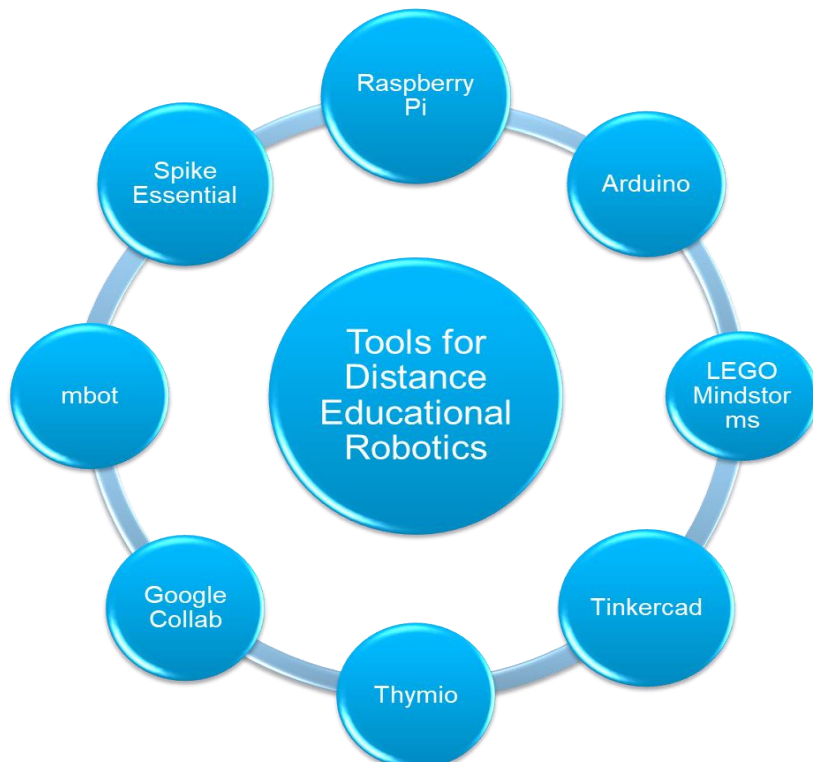


Figure1: Tools for distance educational robotics

In the following Figure we see the skills that can be acquired by students when implementing distance learning robotics.



Figure2: Skills developed in distance educational robotics

## CONCLUSIONS

The outbreak of the pandemic Covid19 opened the way for the spread of Distance Education as well as for the development of technology and its utilization in the field of education. Thus, along with the spread of Distance Education at the school level, the way for implementation and development of Educational Robotics in teaching, was also opened.

Distance Education can offer many positive elements in the educational practice if it is used correctly and sufficiently. Teachers take on new roles, such as that of mediator of knowledge, that of providing guidance to learners and encouraging cooperation between them as well as that of encouraging students to actively participate in teaching, respond to the needs of students and uses a variety of digital tools and platforms.

In addition, the importance of choosing the right tools is of great importance. The success of educational robotics in distance education depends on the careful selection of appropriate hardware and software. It is important that these tools are selected based on the specific needs of learners and desired learning outcomes. Compatibility, accessibility, and ease of use are factors that must be considered when implementing these technologies to ensure a seamless and inclusive educational experience. In the evolving education landscape that exists, the fusion of educational robotics and augmented reality will shape the future of distance education. By harnessing the potential of these technologies and remaining attentive to the evolving needs of students, we can pave the way for a more engaging, effective and accessible educational journey for all.

Distance Education can offer many positive elements in the educational practice if it is used correctly and sufficiently. However, for this to happen, proper education and training of teachers is necessary so that they are familiar with the new technological requirements that arise and their new role. At the same time, Educational Robotics can enrich teaching creatively and in combination with Distance Education enables teachers to organize their lesson appropriately and adapt to the needs of their students. Thus, the role acquired by the teacher during Distance Educational Robotics requires specialization, training and essential communication with the trainees. Distance Educational Robotics can contribute qualitatively and creatively to education. Through virtual simulations, remote robotics kits, video tutorials, and virtual competitions, educators can provide learners with creative learning experiences that encourage critical thinking and collaboration. In addition, the application of Distance Educational Robotics can also be done through platforms, such as that of Robot Virtual Worlds, which allow the collaboration of learners in virtual environments as well as through distance learning kits such as kits from Lego Education, which allow students to familiarize themselves with Educational Robotics even from their own space. Therefore, the smart application of learning strategies and technology can mark the transition from theory to practice and effectively help students to lead themselves to knowledge.

## REFERENCES

- Alimisis, D. (2019). Teacher training in educational robotics: The ROBOESL project paradigm. *Technology, Knowledge and Learning*,24(2), 279-290. <https://doi.org/10.1007/s10758-018-9357-0>
- Alimisis, D. (2020). Emerging pedagogies in robotics education: towards a paradigm shift. In *Inclusive Robotics for a Better Society: Selected Papers from INBOTS Conference 2018*, 16-18 October, 2018, Pisa, Italy (pp. 123-130). Springer International Publishing. [https://doi.org/10.1007/978-3-030-24074-5\\_22](https://doi.org/10.1007/978-3-030-24074-5_22)
- Anastasiadis, P. (2020). School Distance Education in the era of the Corona Virus COVID-19: the example of Greece and the challenge of the transition to the "Open School of Investigative Learning, Collaborative Creativity and Social Solidarity"[In Greek].*Open Education: the magazine for Open and Distance Education and Educational Technology*,16(2), 20-48.<https://doi.org/10.12681/jode.25506>
- Arís, N., & Orcos, L. (2019). Educational robotics in the stage of secondary education: Empirical study on motivation and STEM skills. *Education Sciences*, 9(2), 73.[doi.org/10.3390/educsci9020073](https://doi.org/10.3390/educsci9020073)
- Austin, J., Baker, H., Ball, T., Devine, J., Finney, J., De Halleux, P... & Stockdale, G. (2020). The BBC micro:bit: from the UK to the world. *Communications of the ACM*, 63(3), 62-69.[doi.org/10.1145/3368856](https://doi.org/10.1145/3368856)
- Barone, R. (2021). Robotics in education—Advantages, benefits & importance for kids.<https://www.idtech.com/blog/educational-benefits-robotics>
- Bellas, F., Mallo, A., Naya, M., Souto, D., Deibe, A., Prieto, A., & Duro, RJ (2020). Steam approach to autonomous robotics curriculum for high school using the robobo robot. In *Robotics in Education: Current Research and Innovations 10*(pp. 77-89). Springer International Publishing. DOI: 10.1007/978-3-030-26945-6\_8
- Benitti, FBV (2012). Exploring the educational potential of robotics in schools: A systematic review. *Computers & Education*,58 (3), 978-988.<https://doi.org/10.1016/j.compedu.2011.10.006>
- Carter Jr, RA, Rice, M., Yang, S., & Jackson, HA (2020). Self-regulated learning in online learning environments: strategies for remote learning. *Information and Learning Sciences*,121(5/6), 321-329.<https://doi.org/10.1108/ILS-04-2020-0114>
- Christoforou, EG, Masouras, P., Cheng, P., Avgousti, S., Tsekos, NV, Panayides, AS, & Georgiou, GK (2020). Educational robotics competitions and involved methodological aspects. In *Robotics in Education: Current Research and Innovations 10*(pp. 305-312). Springer International Publishing. DOI:10.1007/978-3-030-26945-6\_27
- FIRST LEGO League (2022).<https://firstlegoleague.gr/>
- Gasparetto, A., & Scalera, L. (2019). A brief history of industrial robotics in the 20th century. *Advances in Historical Studies*, 8(1), 24-35.[10.4236/ahs.2019.81002](https://doi.org/10.4236/ahs.2019.81002)
- Gratani, F., Giannandrea, L., Renieri, A., & Annessi, M. (2021). Fostering students' problem-solving skills through educational robotics in primary school. In *Education in & with Robotics to Foster 21st-Century Skills: Proceedings of EDUROBOTICS 2020*(pp. 3-14). Cham: Springer International Publishing. DOI:10.1007/978-3-030-77022-8\_1
- Gubenko, A., Kirsch, C., Smilek, JN, Lubart, T., & Houssemand, C. (2021). Educational robotics and robot creativity: an interdisciplinary dialogue. *Frontiers in Robotics and AI*,178.[doi.org/10.3389/frobt.2021.662030](https://doi.org/10.3389/frobt.2021.662030)
- Hemminki, J., Erkinheimo-Kyllonen, A. (2017).A humanoid robot as a language tutor - a case study from Helsinki skills center. In: Proceedings of R4L HRI2017, Wien, Austria
- INSTITUTE OF EDUCATIONAL POLICY (2021).*STE(A)Mand Educational Robotics through the Water Cycle and Hydrodynamics*. <http://iep.edu.gr/el/>



- Kalogiannakis, M., Tzagaraki, E., & Papadakis, S. (2021). A systematic review of the use of BBC micro: bit in primary school. In *Conference Proceedings. New Perspectives in Science Education*2021. 10.26352/F318\_2384-9509
- Karvounis, L., & Anastasiadis, P. (2019). The Pedagogical Utilization of Interactive Teleconferencing and the Production of Educational Material for Distance Education on the New Role of the Teacher and Teaching Presence in Modern Learning Environments. [In Greek]. *International Conference on Open & Distance Education*,10(3A), 120-132.[doi.org/10.12681/icodl.2360](https://doi.org/10.12681/icodl.2360)
- Kopcha, TJ, McGregor, J., Shin, S., Qian, Y., Choi, J., Hill, R., Mativo, J. & Choi, I. (2017). Developing an integrative STEM curriculum for robotics education through educational design research.*Journal of Formative Design in Learning*,1, 31-44. DOI:[10.1007/s41686-017-0005-1](https://doi.org/10.1007/s41686-017-0005-1)
- Kousis,I., &Gogolou,A. (2021). Leveraging the Arduino Platform in Education: Designing Learning Activities Based on the ECLiP Framework. *Conferences of the Hellenic Scientific Association of Information & Communication Technologies in Education*, 9-16.
- Leoste, J., & Heidmets, M. (2019). The impact of educational robots as learning tools on mathematics learning outcomes in basic education. In*Digital Turn in Schools—Research, Policy, Practice: Proceedings of ICEM 2018 Conference*(pp. 203-217). Springer Singapore. DOI:[10.1007/978-981-13-7361-9\\_14](https://doi.org/10.1007/978-981-13-7361-9_14)
- Liakopoulou, E., & Stavropoulou, E. (2021). Distance Education in the Greek school during the covid-19 period: concerns, difficulties and actions undertaken to address them. [In Greek].*1st International Online Education Conference From the 20th to the 21st century in 15 days*,(1), 331-341.<https://doi.org/10.12681/online-edu.3243>
- Lionarakis, A. (2005). Open and Distance Education and Learning Processes. In A. Lionarakis (Ed.),*Pedagogical and Technological Applications*(pp. 13-38). Patras: Hellenic Open University. ISBN: 960-538-583-X
- López-Belmonte, J., Segura-Robles, A., Moreno-Guerrero, AJ, & Parra-González, ME (2021). Robotics in education: a scientific mapping of the literature in Web of Science. *Electronics*,10(3), 291.[doi.org/10.3390/electronics10030291](https://doi.org/10.3390/electronics10030291)
- Lytridis, C., Bazinas, C., Papakostas, GA, & Kaburlasos, V. (2020). On measuring engagement level during child-robot interaction.[In Greek].*Robotics in Education: Current Research and Innovations*10, 3-13.[DOI:10.1007/978-3-030-26945-6\\_1](https://doi.org/10.1007/978-3-030-26945-6_1)
- Möckel, R., Dahl, L., Boonen, D., Parren, D., & Gou, Y. (2021). Robotics Education Under COVID-19 Conditions with Educational Modular Robots. In *Education in & with Robotics to Foster 21st-Century Skills: Proceedings of EDUROBOTICS 2020*(pp. 26-38). Cham: Springer International Publishing. DOI:[10.1007/978-3-030-77022-8\\_3](https://doi.org/10.1007/978-3-030-77022-8_3)
- Moro, M., Agatolio, F., & Menegatti, E. (2018). The RoboESL Project: Development, evaluation and outcomes regarding the proposed robotic enhanced curricula. *International Journal of Smart Education and Urban Society (IJSEUS)*,9(1), 48-60.[DOI:10.4018/IJSEUS.2018010105](https://doi.org/10.4018/IJSEUS.2018010105)
- Noak, CJ, Wang, S., Andrei, S., & Tsan, JL (2022). Introducing engineering and programming concepts to middle school and high school students using SparkFun Inventor's Kit, Scratch, and Java. In 2022 IEEE Frontiers in Education Conference (FIE), pp. 1-8. IEEE.[doi:10.1109/FIE56618.2022.9962668](https://doi.org/10.1109/FIE56618.2022.9962668)
- Pasalidou, X., Fahandidis, N., & Georgakopoulou, NB (2021). Educational Robotics and Covid-19: Educators' Views on Distance Learning Support with Augmented Reality. [In Greek].*Conferences of the Hellenic Scientific Association of Information & Communication Technologies in Education*, 49-57. [doi.org/10.1007/978-3-030-77022-8\\_4](https://doi.org/10.1007/978-3-030-77022-8_4)

- Robaczewski, A., Bouchard, J., Bouchard, K., & Gaboury, S. (2020). Socially Assistive Robots: The Specific Case of the NAO. *International Journal of Social Robotics*.10.1007/s12369-020-00664-7
- Sapounidis, T., & Alimisis, D. (2021). Educational robotics curricula: Current trends and shortcomings. In *Education in & with Robotics to Foster 21st-Century Skills: Proceedings of EDUROBOTICS 2020* (pp. 127-138). Cham: Springer International Publishing. DOI:10.1007/978-3-030-77022-8\_12
- Sahlou, EP, Koutsoumba, MI, & Filippoussis, G. (2022). "The pedagogical dynamics of ICT and its contribution to the pedagogy of Distance Education". [In Greek].*International Conference on Open & Distance Education*, 11(5A), 52-67.<https://doi.org/10.12681/icodl.3388>
- Shatunova, O., Anisimova, T., Sabirova, F., & Kalimullina, O. (2019). STEAM as an innovative educational technology. *Journal of Social Studies Education Research*, 10(2), 131-144.<https://jsser.org/index.php/jsser/article/view/916>
- Silva, R., Martins, F., Cravino, J., Martins, P., Costa, C., & Lopes, JB (2023). Using Educational Robotics in Pre-Service Teacher Training: Orchestration between an Exploration Guide and Teacher Role. *Education Sciences*, 13(2), 210.<https://doi.org/10.3390/educsci13020210>
- Talan, T. (2021). The effect of educational robotic applications on academic achievement: A meta-analysis study. *International Journal of Technology in Education and Science (IJTES)*, 5(4), 512-526.<https://doi.org/10.46328/ijtes.242>
- Tsagaris, A., Chatzikyriakou, M. & Simeli, I. (2019). Educational robotics. The pleasure of participation. *Journal of Contemporary Education, Theory & Research*31, 31-36.[doi:10.25656/01:19088](https://doi.org/10.25656/01:19088)
- Tselegkaridis, S., & Sapounidis, T. (2022). Exploring the Features of Educational Robotics and STEM Research in Primary Education: A Systematic Literature Review. *Education Sciences*, 12(5), 305. <https://doi.org/10.3390/educsci12050305>
- Veselovská, M., Kubincová, Z., & Mayerová, K. (2020). Comparison of LEGO WeDo 2.0 robotic models in two different grades of elementary school. In *Robotics in Education: Current Research and Innovations 10*(pp. 59-64). Springer International Publishing. [https://doi.org/10.1007/978-3-030-26945-6\\_6](https://doi.org/10.1007/978-3-030-26945-6_6)
- Vicente, F., Zapatera, A., Montes, N., & Rosillo, N. (2020). STEAM robotic puzzles to teach in primary school. a sustainable city project case. In *Robotics in Education: Current Research and Innovations 10*(pp. 65-76). Springer International Publishing.10.1007/978-3-030-26945-6\_7
- Vicente, FR, Zapatera Llinares, A., & Montes Sanchez, N. (2021). Curriculum analysis and design, implementation, and validation of a STEAM project through educational robotics in primary education. *Computer Applications in Engineering Education*,29(1), 160-174.<https://doi.org/10.1002/cae.22373>
- Zhong, B., & Xia, L. (2020). A systematic review on exploring the potential of educational robotics in mathematics education. *International Journal of Science and Mathematics Education*,18, 79-101.DOI:10.1007/s10763-018-09939-y
- Zygouris, F., Mavroidis, H. (2011). Communication between teachers and students in Distance Education. Case study in the Teacher Training Program of the KEE EN. AP. [In Greek].*Open Education: the journal for Open and Distance Education and Educational Technology*,7(1), 69-86.<https://doi.org/10.12681/jode.9769>

# USING AI IN ENGLISH LANGUAGE EDUCATION: AN EXPLORATION OF CAMBODIAN EFL UNIVERSITY STUDENTS' EXPERIENCES, PERCEPTIONS, AND ATTITUDES

**Koemhong Sol**

Graduate School of Arts and Sciences, International Christian University, Tokyo, Japan

ORCID: 0000-0002-1316-929X

**Kimkong Heng**

Faculty of Education, Paññāsāstra University of Cambodia, Phnom Penh, Cambodia

ORCID: 0000-0003-0884-4788

**Sarin Sok**

Department of Quality, Learning & Teaching, and Students, University of Puthisastra, Phnom Penh, Cambodia

ORCID: 0009-0000-0595-5998

## ABSTRACT

This survey study aims to examine the experiences, perceptions, and attitudes of Cambodian English as a Foreign Language (EFL) university students toward the use of Artificial Intelligence (AI) in English language education. Based on responses to an online questionnaire by 328 Cambodian EFL university students (57% were females), the study showed that most students experienced using AI tools or applications for English language learning. However, about 70% of them never received any training on how to use AI for English language learning, leaving almost half of them (44.51%) feeling only moderately ready to use AI for English language learning. Challenges of using AI tools or applications were mainly related to concerns about data privacy and security when interacting with AI. Major opportunities were associated with AI's support in completing class assignments, improving learning gains, and learning the language through language translation tools. The study revealed that Cambodian EFL university students had positive attitudes toward AI for English language learning. They recommended choosing AI tools or applications that could easily be customized to meet the varying needs of both teachers and students. The study concluded with implications for utilizing AI in English language education and suggestions for future research.

**Keywords:** Artificial Intelligence (AI); EFL students; English language learning; experiences; perceptions; attitudes; Cambodia

## **EVALUATING EDUCATOR COMPETENCY IN HIGHER EDUCATION: INSIGHTS FROM THE 2020 NEW EDUCATION POLICY**

**Dr. Rosy Dhall (Co-Author)**

Assistant Professor, Gandhinagar University, Gujarat

**Mikul (Co-Author)**

Research Scholar, IMSAR, Maharshi Dayanand University, Rohtak

**Simran Sikka (Co-Author)**

Research Scholar, IMSAR, Maharshi Dayanand University, Rohtak

### **Abstract**

The New Education Policy (NEP) was introduced in July 2020. NEP recommendations focused on professional competencies, social competencies, personal competencies, and pedagogical competencies. It clearly seems that this policy would help in making the future of education better. Student learning improves when the approach is multi-disciplinary and holistic in nature. The autonomy given to teachers in designing curriculum, pedagogical approaches, formative assessment, and student support would help to support students in a better way than before. The inclusion of better libraries, labs, classrooms, and support centres in institutions would be a great help for the institutions, teachers and finally, students. The New Education Policy is the pillar of the future education system.

# **CURRENT CHALLENGES FOR GERMAN INDUSTRIAL POLICY AND THE NEED FOR A NEW APPROACH**

**Ana-Cristina BÂLGĂR**

Romanian Academy, Institute for World Economy, Bucharest, Romania  
ORCID ID: <https://orcid.org/0009-0000-4263-4499>

## **ABSTRACT**

In the context of new changes in geopolitics and the world economy, in the light of the recent crises and the increasingly fierce global competition that is putting pressure on the international economic system, it has become obvious that the German economy has slowed down and that its development model is no longer valid and adapted to today's world. In our analysis, we aim to investigate where, when and why this shift occurred and what the role and importance of a reconfiguration of industrial policy might be for the country's growth and economic recovery. To this end, we propose, in the first part, a foray into the evolution of the country's industrial policy, with a step-by-step review of the main macroeconomic indicators in line with it, and, at the same time, a review of the implications of the current changes and the deepening structural deficiencies, arguing why all this makes it necessary to rethink the growth paradigm and change the German development model.

**Key Words:** German economy, industrial policy, structural challenges, new growth model

# THEORETICAL POLITICAL CONVERGENCE BETWEEN CRITICAL CRIMINOLOGY AND THE ETHICAL PRINCIPLES OF SOCIAL WORK

**Giovanna Caneo**

PHD student at Pontifical Catholic University of São Paulo (PUC/SP). Brazil. Sandwich  
PhD student at Liverpool Hope University (LHU). Liverpool, UK., Department of Social  
Work.

ORCID ID: <https://orcid.org/0000-0001-8003-5542>

## ABSTRACT

This research aims to highlight the importance of critical criminology as a subsidy for professional work and academic training in Social Work, presenting the foundations of the critical criminology perspective by analysing the categories of crime and punishment, criminalisation processes, penal selectivity, theories that legitimise punishment and the function of prison in capitalist society. In the second part of the research, a dialogue is made with the ethical principles of the profession, with the aim of highlighting within these the central axes that present a dialogue (or not) with critical criminology. This summary is the result of a doctoral thesis in progress in Brazil and United Kingdom. This study is a bibliographical and documentary survey, based on a literature review using as a theoretical-critical reference: scientific articles, master's dissertations, doctoral theses, productions by civil society organisations, government data, legislation and books by authors who are references in the field of study. Between social work and critical criminology, there are several consonant elements, above all: the critique of positivism and functionalism, the rapprochement with Marx and the Marxist tradition, the defence of human rights, the critique of authoritarianism, racism and chauvinism, in the search for political and human emancipation aimed at overcoming capitalism. The study of critical criminology provides us with a theoretical, ethical and political foundation in the anti-capitalist and anti-punitivist struggle. Critical criminological thinking, as well as the profession of Social Work, must seek concrete transformations in society and break with conservative, punitive and repressive ideas, by understanding that prison is not the solution to class conflicts and aiming to overcome the foundations of the penal system structure in a new societal order that does not reproduce class, race and gender oppression.

**Key Words:** Critical criminology; Social Work; Ethical principles of Social Work; Human Rights; punishment.

**INTELLECTUAL PROPERTY RIGHTS AWARENESS:  
A SURVEY AMONG STUDENTS IN AN ALBANIAN HIGHER EDUCATION  
INSTITUTION**

**Dr. Mirësi Çela**

Faculty of Economy, University of Elbasan, Albania

**Dr. Alda Gaspari**

Faculty of Economy, University of Elbasan, Albania

**Dr. Marsida Morina**

Faculty of Economy, University of Elbasan, Albania

**Abstract**

In times of using Artificial intelligence in many areas the value of intellectual property is expected to increase further. It will be more necessary than ever to promote the correct understanding of intellectual property, the importance of creating new intellectual property, respect for creators and proper use of the intellectual property system. Putting it differently, the need for education, dissemination and raising the awareness of intellectual property is growing, more than ever. This paper aims to present the results of a survey among students in a public higher education institution in Albania. The authors used a questionnaire to gather information about the knowledge of the concept of intellectual property rights, different types of Intellectual property like Patents, Trademarks, Copyrights, Industrial designs, Trade secrets etc. A sample of 234 students from the University of Elbasan in Albania was used in this exploratory research.

The results suggests that there is a need for the dissemination of knowledge on IPRs and raising awareness of intellectual property. Despite the existence of some courses on IP on a specific Master program in the Faculty of Economy, it is not enough. To improve the level of awareness it is necessary adding specific lectures on IP in their curricula in different Bachelor and Master programs.

**Key words:** Intellectual property rights, awareness, copyrights, trademark, patent, higher education





## **CROSS-CULTURAL PECULIARITIES IN INTERNATIONAL COMPANIES – A VIEW FROM CHINA**

**Master Yuan Xiao**

Taras Shevchenko Kyiv National University, Institute of International Relations

**Assoc. Prof. Ph.D. Vyacheslav Prylyuk**

Taras Shevchenko Kyiv National University, Institute of International Relations

### **ABSTRACT**

Today the number of companies operating in a multinational environment is growing, and organizational cultures are changing. Improvement of a company's cross-cultural management provides development and mutual enrichment of staff and company's cross-cultural capital (3C) – a unique business resource and competitive advantage. P. Bourdieu treated 3C as sums of particular assets like knowledge, education, habits, language put to productive use. Linguistic skills especially in English provides better chances in hierarchies as we see the USA domination not only in world economy. Linguistic relativity hypothesis argues that language imprints on thinking. Language and cultural variety of staff contributes to its creative power and can be transformed into advantages of companies, development of their business cultures. 3C management helps to avoid risks, such as loss of profit, reputation of the company and its management. Among them the Chinese one is known as people-centered. Long-term interpersonal relationships are based on guanxi - the values of mutual respect, honesty, trust, reliance on relationships based on two-way assistance and communication according to social norms to preserve each other's "faces". It is still difficult to cooperate with Chinese partners due to cultural differences, but they try to improve cooperation to be more open to the world, to master English. Chinese business culture does not influence the communication strategy of foreign companies as much as it used to. Our research shows that finding a Chinese partner is now easier for everyone and guanxi are not the only factor of business success. More important is how you manage your relationships than how many contacts you make. The Chinese absorbed major aspects of international standards and foreign business cultures. International co-operation between people from different cultures is challenging for both parties due to cultural factors affecting business. Misunderstandings arise due to ignorance of cross-cultural differences, causing conflicts. To improve and maintain cooperation with Chinese partners, it is necessary to first learn about their culture. Understanding your partner, their thinking, culture and values prevents problems and failure. It is very important to know communication style in China. The phenomenon of face should be recognized and understood in terms of the social norms that shape interpersonal contacts. Communication should be based on indirect methods of sending information so as not to jeopardize the "face" of the partner in any way. Conflicts should be resolved in the most polite and sensitive manner. In addition, one should be ready to "read between the lines" and understand body language. One should be open to frequent meetings outside of work, going to restaurants for lavish lunches and spending time making friendships.

Accordingly, there is a need to form a theoretical basis for improving the qualifications of employees of international departments in companies. Learning about your partner's culture and understanding their way of thinking and attitudes is essential to developing a successful communication strategy. This helps to avoid cultural misunderstandings that eventually cause problems. Both parties must identify the major cultural differences in order to find the right way to overcome them. Chinese business hopes for successful cooperation with foreign partners if they provide adequate knowledge of cultural and communication peculiarities.

**Keywords:** Cooperation, Culture, Competitive advantage, Guanxi, Linguistic relativity, Cross-cultural capital, Cross-cultural management

# THE ROLE OF PUBLIC PROCUREMENT ON THE MANAGEMENT OF AN INVESTMENT AT UNIVERSITY

**Hanane RAHMOUNI**

University of Oran 2 Mohamed Ben Ahmed, Economici, commercial and management faculty, Department of commercial science, Oran, ALGERIA

ORCID ID: <https://orcid.org/0009-0003-1052-6188>

## ABSTRACT

**Introduction and Purpose:** The university benefits from extensive funding for various investments requested on an educational and scientific level and granted by the State as centralized financing.

In order to meet the requirements of scientific research and technologist development and educational and practical work of students and university researchers, different operations are involved each year for their financing.

As soon as the financing intended for the various operations is agreed investment this envelope is transferred to public expenditure through the obligatory application of the principles of public procurement on the regulatory and legislative plan from the identification of the need to the finalization of the procedure.

Mandatory , the use of the funding granted to respond to the objectives must be consummated only through the principles and procedures public procurement regulations.

Our article essentially focuses on the definition of the principles of public procurement and the main obligations for the realization of an investment at the university

**Key Words:** university, public procurement, financing.

# LE RÔLE DE PASSATION DES MARCHÉS PUBLICS SUR LA GESTION D'UN INVESTISSEMENT À L'UNIVERSITÉ

**Hanane RAHMOUNI**

Université d'Oran 2 Mohamed Ben Ahmed, faculté des sciences économiques commerciales et de gestion, département science commerciale, Oran, Algeria

ORCID ID: <https://orcid.org/0009-0003-1052-6188>

## **RESUME**

L'université bénéficie de large financement pour les différents investissements demandés sur le plan pédagogiques et scientifiques et accordés par l'Etat comme un financement centralisé.

Afin de répondre aux exigences de la recherche scientifique et du développement technologique et les travaux pédagogiques et pratiques des étudiants et des chercheurs universitaires, différentes opérations s'inscrivent chaque année pour leur financement.

Dès l'accord du financement destiné pour les différentes opérations d'investissement, cette enveloppe est transférée en dépense publique à travers l'application obligatoire des principes de la passation des marchés publics sur le plan réglementaire et législatif depuis l'identification du besoin jusqu'à la finalisation de la procédure.

Obligatoirement, l'utilisation du financement accordé pour répondre aux objectifs doit être consommé qu'à travers les principes et les procédures réglementaires de la passation des marchés publics.

Notre article s'articule essentiellement sur la définition des principes de la passation des marchés publics et les obligations principales pour la concrétisation d'un investissement à l'université.

**Mots clés :** université, passation des marchés publics, financement.

# **URBAN MOBILITY AND TERRITORIAL DEVELOPMENT: CONCEPTUAL AND THEORETICAL ANALYSIS**

**Zakaria BENRAHOU**

Hassan II University, National School of Business and Management of Casablanca,  
Financial Engineering Laboratory, Governance and Development (LIFGOD), Casablanca,  
Morocco

ORCID ID: <https://orcid.org/0009-0004-0024-8855>

**Abdallah RHIHIL**

Hassan II University, National School of Business and Management of Casablanca,  
Financial Engineering Laboratory, Governance and Development (LIFGOD), Casablanca,  
Morocco

ORCID ID: <https://orcid.org/0000-0002-5802-1782>

**Redouan DAAFI**

Hassan II University, National School of Business and Management of Casablanca,  
Financial Engineering Laboratory, Governance and Development (LIFGOD), Casablanca,  
Morocco

ORCID ID: <https://orcid.org/0000-0003-2073-0812>

**Saadia MAROUANE**

Hassan II University, National School of Business and Management of Casablanca,  
Financial Engineering Laboratory, Governance and Development (LIFGOD), Casablanca,  
Morocco

ORCID ID: <https://orcid.org/0000-0001-5874-4289>

## **Abstract**

Urban mobility is a major concern for countries worldwide, as they seek to adopt transportation policies to meet the growing needs of residents, reduce congestion, decrease pollution, and create more accessible and sustainable cities. This is also the case in Morocco, where urban mobility is the subject of considerable efforts to improve the transportation system, given the challenges and stakes characterizing this sector.

With a national urbanization rate currently standing at 63.4% and expected to reach close to 74% by 2050 (High Commission for Planning, "Population and Household Projections 2014-2050"), Morocco faces a major challenge. The country has an institutional and legal framework that grants missions and prerogatives to the 12 regions according to the organic laws relating to these regions within the framework of advanced regionalization reform. Thus, one of the strategic choices for territorial development revolves around strengthening connectivity and mobility.

Certainly, the management of urban transport services is ensured by private operators through delegated management, which refers to all contracts by which a local authority entrusts the management of a public service for which it is responsible to a public or private delegate, whose remuneration is substantially linked to the operating result of the service.

In this perspective, the management of urban mobility, as currently implemented, results in serious dysfunctions, including non-economic competition among different means of transportation.

It is in this context that our research aims to carry out a conceptual and theoretical analysis of the relationship between urban mobility and territorial development, with the latter remaining at the center of public policies under the July 2011 constitution, the advanced regionalization project, and the new development model of Morocco.

To achieve this objective, we will first conduct a documentary study of urban mobility and territorial development in the Moroccan context, followed by a conceptual and theoretical analysis of the relationship between urban mobility and territorial development in the literature.

**Key Words:** Urban mobility; Territorial development; New development model.

# **A MIXED SURVEY ON THE LATENCY AND USE OF MACHINE LEARNING IN LEARNING FIELDS AND THE IMPACT ON EDUCATIONAL DEVELOPMENT**

**Moses Adeolu AGOI**

Lagos State University of Education, Lagos Nigeria  
ORCID iD: 0000-0002-8910-2876

**Oluwakemi Racheal OSHINOWO**

Lagos State University of Education, Lagos Nigeria.  
ORCID iD: 0000-0003-0568-6446

**Olasunkanmi Julius OLATUNDE**

Lagos State University of Education, Lagos Nigeria.

**Oluwaseun Adetutu SANGOTUMO**

Lagos State University of Education, Lagos Nigeria.

## **Abstract**

The drastic but dynamic changes experienced in education sectors are signs of new innovations introduced by the evolving trends of information technology. Machine Learning (ML) is seemingly an important application area in the field of Information Technology where its application scope is infinite. According to Abbott (2006), Machine learning allows computer to learn from a given set of data and act based on the acquired experience without being explicitly programmed. Machine learning is fundamentally challenging learning experiences and significantly transformation school management system. Researchers are making accelerative discoveries while Educational managers are using machine learning to unlock progressive achievements in school environments. This paper is a descriptive survey of the impacts of Machine learning in modern day school and its implication educational management. For the purpose of gathering useful data for the paper discussion, questions were formulated by experts and appropriately administered to respondents using online Google form questionnaire instrument. The collated responses were subjected to reliability analysis. In conclusion, recommendations were made.

**Keywords:** Machine Learning, Learning Fields, School, Educational Development.

# **SİSTEMLERİN SİSTEMİ: KURUMSAL KAYNAK PLANLAMA (ERP) VE İŞLETME FAALİYETLERİNE ETKİSİ**

## **SYSTEM OF SYSTEMS: ENTERPRISE RESOURCE PLANNING (ERP) AND IMPACT ON BUSINESS ACTIVITIES**

**Dr. İsmail İŞIKTAŞ**

Serbest Araştırmacı

ORCID: 0000-0001-9460-4646

### **ÖZET**

Ülkelerin gelişiminde, ekonominin lokomotifi olan imalat işletmeleri çok önemlidir. Gelişmekte olan ülkelerin başında olan Türkiye'deki işletmelerin %99,7'sini küçük ve orta büyüklükteki işletmeler oluşturmaktadır. KOBİ kapsamındaki bu işletmeler ülkedeki istihdama katkıları, istihdam edilen personel maliyetleri, ekonomiye katkısı dikkate alındığında toplam cirosu ve toplam üretim değeri dikkate alındığında azımsanamayacak derecede bir yere sahiptir. Bu nedenle, çalışmamızda KOBİ kapsamında Ankara ilinde makine imalatı ile faaliyet gösteren bir işletmeye yer verilmiştir. İşletmenin teknolojik değişimlere yönelik alınan üst yönetim kararları sonucunda istihdama katkısı ve işletme yapısında meydana gelen değişiklikler incelenmiştir. Yönetim tarafından alınan kararlarda kurumsal kaynak planlaması (ERP) ile elde edilen muhasebe verileri ışığında mali analizler yapılmış ve elde edilen veriler ışığında teklif ve önerilerde bulunulmuştur.

**Anahtar Kelimeler:** Teknolojik Değişimler ve Büyüme, İşgücü ve İstihdam, İşletme Yapısı, İmalat İşletmeleri, Muhasebe ve Finans



## **ABSTRACT**

Manufacturing enterprises, which are the locomotive of the economy, are very important in the development of countries. 99.7% of the businesses in Turkey, one of the developing countries, are small and medium-sized enterprises. These enterprises within the scope of KOBİ have a significant place when considering their contribution to employment in the country, the costs of employed personnel, their contribution to the economy, their total turnover and total production value. For this reason, in our study, a company operating in machinery manufacturing in Ankara was included within the scope of KOBİ. The company's contribution to employment and changes in the business structure as a result of top management decisions taken regarding technological changes were examined. In the decisions taken by the management, financial analyzes were made in the light of the accounting data obtained through enterprise resource planning (ERP) and offers and suggestions were made in the light of the data obtained.

**Keywords:** Technological Change and Growth, Labor and Employment, Size and Structure, Manufacturing Businesses, Accounting and Finance

# NAVIGATING EDUCATIONAL CHALLENGES IN PAKISTAN: UNRAVELING ISSUES AND PROPOING REMEDIES

**Zohaib Hassan Sain**  
Superior University  
Orcid: 0000-0001-6567-5963

## ABSTRACT

This research delves into the challenges confronting Pakistan's education system and suggests remedies, examining changes post-independence and their repercussions. Recognizing education's gradual yet profound impact on the social, political, and cultural sphere, the study underscores its pivotal role in organizational troubleshooting, design, and the establishment of globalized, quality-oriented systems. Employing a combination of qualitative and quantitative methodologies, with a reliance on secondary data, the article critically assesses the present state of education in Pakistan. The discourse centers on configuration, accessibility, excellence, future outlook, and persistent challenges within the educational framework. Striking a balance between quality and quantity is deemed essential to ensure that education nurtures individuals capable of ethically contributing to societal development goals. The study advocates leveraging education as a catalyst to actively involve the brightest youth in the country's progress. Recommendations encompass initiatives to raise awareness about the advantages of the educational system, enhance standards, promote participation in organizations creating educational opportunities, and adapt education to contemporary circumstances. Proposing enhanced stakeholder interaction, the study aims to identify problems and explore potential solutions.

**Key words:** Challenges, Pakistan education, Solutions, Quality-based systems, Stakeholder interaction.

# INTEGRATING HYBRID LEARNING APPROACHES FOR ENHANCED PEDAGOGY IN PAKISTANI HIGHER EDUCATION SETTINGS

**Zohaib Hassan Sain**  
Superior University  
Orcid: 0000-0001-6567-5963

## ABSTRACT

Globally recognized as a crucial response to the diverse needs of higher education, blended learning integrates traditional classroom methods with online components, combining the advantages of face-to-face instruction and e-learning. This study aims to assess the extent of blended learning integration in the instructional practices of higher education institutions in Pakistan. Employing a mixed-methods approach with an explanatory sequential model, the research specifically targets educators from public universities through a thorough sampling process. Using questionnaires and interviews for primary data collection, the study reveals a positive inclination among teachers toward incorporating technology in teaching. Notably, a majority of educators exhibit proficiency in various software applications and possess adept internet skills. However, the research emphasizes that despite this positive trend, universities are still in the early stages of awareness regarding blended learning implementation. The conclusion stresses the necessity for collaborative efforts to facilitate a more effective adoption of blended learning, highlighting the crucial role of universities in providing additional computing infrastructure for seamless course execution. The research advocates for the explicit inclusion of blended learning in universities' strategic plans to ensure comprehensive and well-defined integration.

**Keywords:** Blended Learning, Educational Infrastructure, Higher Education, Pedagogical Innovation, Technology Integration.

## **A SOCIAL CAPITAL APPROACH TO STUDY COOPETITION INVOLVING SMES**

**Nuno BAPTISTA, Phd.**

Polytechnic Institute of Lisbon, Superior School of Communication  
Lusíada University

**Anna BOECHAT, Phd.**

IADE, Faculty of Design, Tecnology and Communication, de Design, European University

**Nelson MATOS, PhD.**

University of Algarve

**Abstract** | There is a growing interest in the academy for research that examines coopetition, a concept that describes companies simultaneously engaging in cooperation and competition. The appeal of this topic may be related to the fact that coopetition has become an integral part of the strategy of several leading companies. Despite the great interest in coopetition, there is still a dearth of research focused on small and medium size companies. At a theoretical level, the reasons that lead companies to engage in coopetition include arguments based on games theory, network theory and the resource-based view, while transaction cost economics has been used as argument for the risks of coopetition and to explain why some coopetition partnerships fail. This article argues that the study of coopetition involving small and medium size companies would benefit from alternative theoretical approaches, including a well-established theory in social studies, social capital theory. This theoretical framework has rarely been applied to study coopetition. The present article outlines the potential positive contribution of social capital theory to study coopetition involving small and medium size companies and provides a dual case study example of the application of social capital theory to study the coopetition phenomenon.

**Keywords** Coopetition; co-opetition; social capital, SMEs.

**EXAMINING THE RELATIONSHIP BETWEEN PRESCHOOL CHILDREN'S USE  
OF SCREEN-BASED TECHNOLOGICAL DEVICES AND BEHAVIORAL  
PROBLEMS AND EMOTION REGULATION SKILLS IN CHILDREN**

**OKUL ÖNCESİ DÖNEMDE ÇOCUKLARIN EKRA NA DAYALI TEKNOLOJİK  
ARAÇLARI KULLANMALARININ ÇOCUKLARDAKİ DAVRANIŞ  
PROBLEMLERİ VE DUYGU DÜZENLEME BECERİLERİ İLE OLAN  
İLİŞKİSİNİN İNCELENMESİ**

**Feyza AKGÜR ÖZTÜRK**

Nisantasi University, Graduate Education Institute, Clinical Psychology, Istanbul, Turkey

0009-0004-2689-9349

**Dr. Öğr.Üyesi Bahar AKOĞLU**

Nisantasi University, Graduate Education Institute, Clinical Psychology, Istanbul, Turkey

0000-0002-1457-2531

**SUMMARY**

The aim of the study was to examine whether preschool children's use of screen-based technological devices significantly predicted their behavioral problems and emotion regulation skills.

The research is a descriptive study in the relational survey model. In the study, data were collected with Likert-type questionnaires. The sample of the study consisted of 392 mothers and 31 fathers between the ages of 22-53 who had children aged 36-72 months living in Istanbul in 2023. Data were collected from the participants through online questionnaires. The study covers kindergartens in Eyüpsultan district of Istanbul. "Demographic Information Form" was used to obtain the socio-demographic information of the participants, "Problematic Technology Use Scale for Children" was used to determine the problematic technology use levels of children in early childhood, "Behavior Scale in Preschool and Kindergarten" was used to evaluate the general social competence and problem behaviors typical of children, and "Emotion Regulation Scale" was used to measure the emotional reactions in children and the evaluation of the regulation and expression of emotions according to the conditions of the environment. Statistical analysis of the collected data was analyzed using Pearson Correlation Analysis, Independent Groups T-test and ANOVA tests in SPSS 27 program.

According to the findings of the study, there was a significant positive correlation between screen use and behavioral problems in preschool children. It was found that the duration of children's screen-based technology use differed according to their age, especially 6-year-old children had higher scores. The study showed that there was no direct relationship between children's age and behavioral problems. A negative relationship was found between

children's technology use and their social skills. In the study, a negative relationship was found between children's social skills and emotion regulation skills. It was revealed that children's use of screen-based technological tools negatively affected their emotion regulation skills. It was found that children's use of screen-based technology differed according to socio-demographic variables. In particular, factors such as age and educational status of parents played an important role in children's use of technology. In the study, it was determined that there was no significant difference in terms of gender in the Problematic Technology Use Scale and its sub-dimensions of Continuity of Use, Resistance to Control, Impact on Development, Deprivation-Avoidance.

**Keywords:** Early Childhood, Screen Use, Behavioral Problems, Emotion Regulation Skills

## ÖZET

Bu araştırmanın amacı, okul öncesi dönem çocuklarının ekran temelli teknolojik cihaz kullanımlarının davranış problemlerini ve duygu düzenleme becerilerini anlamlı düzeyde yordayıp yordamadığını incelemektir.

Araştırma ilişkisel tarama modelinde betimsel bir çalışmadır. Araştırmada veriler Likert tipi anketler ile toplanmıştır. Araştırmanın örneklemini 2023 yılında İstanbul'da yaşayan 36-72 aylık çocuğa sahip 22-53 yaş aralığındaki 392 anne ve 31 baba oluşturmaktadır. Veriler katılımcılardan çevrimiçi anketler aracılığıyla toplanmıştır. Çalışma İstanbul'un Eyüpsultan ilçesindeki anaokullarını kapsamaktadır. Katılımcıların sosyo-demografik bilgilerini elde etmek için "Demografik Bilgi Formu", erken çocukluk dönemindeki çocukların problemleri teknoloji kullanım düzeylerini belirlemek için "Çocuklar İçin Problemler Teknoloji Kullanım Ölçeği", çocukların genel sosyal yeterliliklerini ve tipik problem davranışlarını değerlendirmek için "Okul Öncesi ve Anaokulunda Davranış Ölçeği" ve çocuklardaki duygusal tepkileri ölçmek ve duyguların düzenlenmesi ve ifadesinin ortamın koşullarına göre değerlendirilmesi için "Duygu Düzenleme Ölçeği" kullanılmıştır. Toplanan verilerin istatistiksel analizi SPSS 27 programında Pearson Korelasyon Analizi, Bağımsız Gruplar T-testi ve ANOVA testleri kullanılarak analiz edilmiştir.

Çalışmanın bulgularına göre, okul öncesi çocuklarda ekran kullanımı ile davranış sorunları arasında pozitif yönde anlamlı bir ilişki bulunmuştur. Çocukların ekran tabanlı teknoloji kullanım sürelerinin yaşlarına göre farklılaştığı, özellikle 6 yaşındaki çocukların daha yüksek puanlara sahip olduğu tespit edilmiştir. Çalışma, çocukların yaşı ile davranış sorunları

# **THE EFFECTS OF REMOTE WORKING ON THE RELATIONSHIP BETWEEN SOCIAL CAPITAL AND ORGANIZATIONAL RESILIENCE**

**PhD C. Orkun ARK**

Fenerbahçe University, Faculty of Economics, Administrative and Social Sciences Orcid:  
0009-0005-2404-1944

**Assoc. Prof. Dr. Erdal ŞEN**

Fenerbahçe University, Faculty of Economics, Administrative and Social Sciences Orcid:  
0000-0003-1179-7214

**R.A. Alihan PASİN**

Fenerbahçe University, Faculty of Economics, Administrative and Social Sciences Orcid:  
0000-0003-2847-6214

## **ABSTRACT**

Social Capital can be defined as communication network characteristics that contribute to productivity by facilitating relationships between individuals, coordination activities between individuals, non-governmental organizations and public institutions. Social networks are the ecosystem of social capital. Social capital shows its impact through social networks. Benefiting from the positive effects of social capital in hybrid and remote working conditions requires different communication approaches and skills. Research shows that there is a positive relationship between organizational social capital and organizational resilience. While structural social capital supports proactive resilience, relational social capital contributes to reactive resilience. With the pandemic period, the concept of online social capital has emerged as hybrid working and remote working inevitably took place in the business world. It is expected that the dynamics of creating and utilizing social capital of individuals working remotely or hybrids will be different from individuals working face-to-face. During the pandemic period, it was observed that the social capital of clans supported organizational resilience. The purpose of this study is to investigate the effects of remote or hybrid working on the relationship between social capital and organizational resilience.

**Key Words:** Social Capital; Organizations; Resilience; Remote Working; Communication

## FEATURES OF COMMUNICATIVE LANGUAGE TEACHING

**Teacher Aysel Hasanova Novruz gizi**

Azerbaijan Institute of Theology

### **Abstract**

Communicative Language Teaching (CLT) - an approach focusing on developing students' communicative competence through interactive activities and communication. Principles of CLT include a focus on communication, functional language use, task-based activities, collaborative learning, and student-centered learning.

Communicative Language Teaching (CLT) is an approach to language education that emphasizes the learners' ability to communicate effectively in real-life contexts. Unlike traditional methods focusing on rote memorization and grammatical accuracy, CLT seeks to create meaningful and interactive language learning experiences. It views language as a tool for communication and encourages learners to engage in authentic communicative tasks actively. It emphasizes interaction between learners and the use of authentic texts in the target language, both inside and outside the classroom. CLT focuses on developing learners' ability to communicate effectively in real-life situations rather than solely focusing on grammatical competence.

Communicative Language Teaching is defined as an approach to teaching a second or a foreign language that focuses on learners' interaction whether as the means or the ultimate goal of learning a target language. Interaction here means an activity in which two or more parties affect one another.

There are several advantages to using CLT. First, it can help students to develop fluency and accuracy in the target language. This is because CLT activities often require students to use the language in real time, forcing them to think on their feet and use it meaningfully. Second, CLT can help students to develop a better understanding of the target culture. This is because CLT activities often involve students exploring the target culture through authentic materials, such as films, music, and literature. Third, CLT can help students to develop a



more positive attitude toward language learning. This is because CLT activities are often enjoyable and motivating, which can help students see language learning as a fun and rewarding experience.

Promotes meaningful communication: CLT prioritizes authentic and meaningful communication, allowing learners to develop their language skills in real-life contexts. This approach helps learners use the language for practical purposes and enhances their communicative competence.

Develops language fluency: CLT emphasizes the development of fluency over accuracy, encouraging learners to focus on expressing themselves effectively and confidently. Learners become more fluent in their target language through interactive activities and regular practice.

Enhances learner engagement: CLT incorporates interactive and student-centered activities that actively engage learners. By involving learners in communicative tasks and promoting their active participation, CLT creates a motivating and enjoyable learning experience.

**Keywords:** authentic, interaction, collaborative learning, communicative tasks

# THRONE STRUGGLES CENTERED IN ANKARA AMONG THE TURKISH SELJUKS

## TÜRKİYE SELÇUKLULARINDA ANKARA MERKEZLİ TAHT MÜCADELELERİ

Hasan AKYOL

Manisa Celal Bayar University, Faculty of Humanities and Social Sciences, Department of  
History, Department of Medieval History Manisa, Türkiye  
ORCID ID: <https://orcid.org/0000-0002-3061-3567>

### ABSTRACT

**Introduction and Purpose:** It is known that Ankara, one of the most important cities of Central Anatolia as a state and theme center during the Roman-Byzantine period, came under Turkish rule in 1073 by Artuk Bey. It is seen that the city fell into the hands of Byzantium again with the Crusades of 1101 and Turkish domination was re-established in the city by Kılıç Arslan. The fact that the city was called "daru'l-hısn" during the Turkish Seljuk period shows that the city came to the fore with its castle during this period, and in this context, the military aspect of the city was at the forefront. In our study, the throne struggles from the death of Sultan Kılıç Arslan to the Battle of Köseadağ, which was a turning point for the Turkish Seljuk State, were discussed and the Ankara-based activities of the suzerain sultans to seize the throne were revealed. In this context, it has been observed that the city of Ankara was at the forefront among the cities of Central Anatolia during the Roman-Byzantine period and continued during the Turkish Seljuk period. **Materials and Methods:** In our study, we mainly consulted the main sources of the period and obtained data about the activities of the princes who were in Ankara and made Ankara their center in order to seize the throne in Konya. Copyrighted works on the subject have been re-evaluated in the light of main sources and a different perspective has been brought to shed light on a period of Ankara city history. In this direction, the struggles between Melik Arab - Mesud I, Melik Şahinşah - Kılıç Arslan II, Melik Muhyiddin Mesud - Süleymanşah II, Melik Alâeddin Keykubad - İzzeddin Keykâvus were tried to be re-exposed by associating them with the city. **Results:** During the process of the city's entry into Turkish domination, the city witnessed the struggle for dominance between the Danismends, Seljuks and Byzantium. As a result of the Crusade in 1096, the Turkish Seljuk capital was moved from Iznik to Konya, and the city of Ankara, with its location and strong castle, played an important shelter and base role for the Meliks who wanted to seize the throne in Konya. **Discussion and Conclusion:** This study has shown that the city of Ankara had the feature of being a metropolis/metropolitan city before the Turkish domination during the Turkish Seljuk State period. As a result, the city of Ankara attracted meliks struggling to become sultans and played a central role in their struggle. This situation shows that the city gave significant power to a melik who wanted to seize the Turkish Seljuk throne.

**Key Words:** Turkish Seljuks; Danismends; Throne Struggle; Melik; Ankara, Konya

## ÖZET

**Giriş ve Amaç:** Roma-Bizans döneminde eyalet ve thema merkezi olarak Orta Anadolu'nun en önemli şehirlerinden biri olan Ankara'nın Türk hâkimiyetine girişinin 1073 yılında Artuk Bey tarafından gerçekleştirildiği bilinmektedir. 1101 Haçlı seferleri ile şehrin yeniden Bizans'ın eline geçtiği ve Kılıç Arslan tarafından şehirde Türk hâkimiyetinin tekrardan sağlandığı görülmektedir. Türkiye Selçukluları döneminde şehrin "darü'l-hısn" şeklinde anılması da bu dönemde şehrin kalesi ile ön plana çıktığı, bu bağlamda şehrin askerî yönünün ön planda olduğunu göstermektedir. Çalışmamızda Sultan Kılıç Arslan'ın vefatından Türkiye Selçuklu Devleti için bir dönüm noktası olan Köseadağ Savaşı'na kadar olan taht mücadeleleri işlenmiş ve taht müddeisi meliklerin tahtı ele geçirmek için Ankara merkezli faaliyetleri ortaya konulmuştur. Bu bağlamda Ankara şehrinin Roma-Bizans döneminde Orta Anadolu şehirleri içerisinde ön planda bulunması durumunun Türkiye Selçukluları döneminde de devam ettiği görülmüştür. **Gereç ve Yöntem:** Çalışmamızda temel olarak dönemin ana kaynaklarına başvurulmuş ve kaynakların tahtı ele geçirmek amacıyla Ankara şehrinde bulunan ve Ankara'yı kendine merkez edinen meliklerin Konya'daki tahtı ele geçirmeye yönelik faaliyetleri hakkındaki verileri elde edilmiştir. Konu ile ilgili telif eserler ana kaynaklar ışığında yeniden değerlendirilmiş ve farklı bir bakış açısı getirilerek Ankara şehir tarihinin bir dönemine ışık tutulmuştur. Bu doğrultuda Melik Arab – I. Mesud, Melik Şahinşah – II. Kılıç Arslan, Melik Muhyiddin Mesud – II. Süleymanşah, Melik Alâeddin Keykubad – İzzeddin Keykâvus arasındaki mücadeleler, şehir ile ilişkilendirilerek yeniden ortaya konulmaya çalışılmıştır. **Bulgular:** Şehrin Türk hâkimiyetine girişi sürecinde şehir, Danişmendli-Selçuklu ve Bizans'ın hâkimiyet mücadelesine sahne olmuştur. 1096 Haçlı Seferinin sonucunda Türkiye Selçuklu başkenti İznik'ten Konya'ya taşınmış ve Ankara şehri, hem konumu hem de güçlü kalesi ile Konya'daki tahtı ele geçirmek isteyen melikler için önemli bir sığınak ve üs rolü oynamıştır. **Tartışma ve Sonuç:** Bu çalışma, Ankara şehrinin Türk hâkimiyeti öncesindeki metropolis/büyükşehir olma özelliğini Türkiye Selçuklu Devleti döneminde de hâiz olduğunu göstermiştir. Sonuç olarak Ankara şehri, sultan olmak için mücadele eden melikleri kendisine çekmiş ve onların mücadelelerinde merkezi bir rol oynamıştır. Bu durum şehrin Türkiye Selçuklu tahtını ele geçirmek isteyen bir meliğe önemli bir güç verdiğini göstermektedir.

**Anahtar Kelimeler:** Türkiye Selçukluları; Danişmendliler; Taht Mücadelesi; Melik; Ankara; Konya.

# MODERN DÜŞÜNCE KURULUŞLARININ JAKOBEN KÖKENLERİ

## JACOBIN ROOTS OF TE MODERN THINK TANKS

**Sabri KIZILTAN**

Ministry of National Education TÜRKİYE  
ORCID:0000-0002-5225-4374

### ÖZET

Düşünce kuruluşları, modern ulus-devletin politika yapım süreçlerindeki yadsınamaz rolleri ile 20. yüzyılın son çeyreğinden itibaren akademik camianın çekim alanına girmeyi başarmışlardır. Alanın ilk monografik eserinin ABD’de yayımladığı 1971 yılından bu yana farklı disiplinlerden pek çok araştırmacı düşünce kuruluşlarının başta nasıl ortaya çıktıkları, ne oldukları, nasıl çalıştıkları ve nereye evirildikleri noktasında çok çeşitli araştırmaya imza atmıştır. Düşünce kuruluşlarının tarihsel gelişimlerine yönelik geliştirilen yaklaşımlarda ise batılı entelijiyansanın çeşitli fikir ayrılıkları yaşadığı ve meseleyi ağırlıklı olarak 20. yüzyıl siyaseti ile ilişkilendirdiği görülmüştür. Kimi görüşlere göre modern düşünce kuruluşlarının tarihteki ilk örneği kendini ilk defa 20. yüzyılın hemen başında İngiltere’de göstermişken, kimi görüşler de alanın gelişimini ABD’nin uluslararası sahada bir güç merkezi haline dönüşmeye başladığı aynı yüzyılın ilk çeyreğinden itibaren mercek altına almaktadır. Nitekim konunun tarihselci bir yaklaşımla ele alınması, modern düşünce kuruluşlarının en temel özelliklerinin tarihte ilk defa sermaye-devlet diyalektik ilişkisinin bir ürünü olarak Fransız ihtilali sürecinde ortaya çıktığını göstermektedir. Öyle ki bu yapıların; 1-akademi, bürokrasi ve iş dünyası gibi toplumun önde gelen kesimlerinin toplanma noktaları olmaları, 2-ortaya çıkış süreçlerinde ağırlıklı olarak devlet-dışı aktörler tarafından fonlanmaları, 3-kurumsal bir zeminde faaliyet yürütmeleri, 4-çağın en etkili iletişim alanlarını kullanarak kamuoyu gündemi yaratmaları ve 5-devlet politikalarını etkileme noktasında ortaya koydukları politikaların ulusal ve küresel ölçekte karşılık bulması gibi en temel ve ortak refleksi ilk defa ihtilalin kaotik ortamında vücuda gelen düşünce topluluklarında görülmüştür. Fransız burjuvazisinin yönetsel ayrıcalığa duyduğu ihtiyaca binaen ortaya çıkan ve iç toplantılarına dönemin önde gelen entelektüellerinden mason localarına, edebiyat kliklerinden okuma gruplarına ve en etkili devlet adamlarına kadar kamu politikası yapım süreçlerinin bir parçası olma arayışında olan pek çok kesimin katıldığı Societe the 1789, Breton Club, Club Jacobens ve Society of Cordeliers gibi oluşumların bazıları zaman içerisinde bir başkan tarafından yönetilen kurumsal bir kimlik kazanmış ve dönemin iletişim araçlarını kullanarak bünyelerinde üretilen fikirlerin ulusal ve uluslararası ölçekte karşılık bulmasıyla devrimi konsolide eden yapılara dönüşmüşlerdir. Çağın düşünce topluluklarının Batı dünyasının siyasi kültüründe kökleşme ve modern düşünce kuruluşlarına evrilme süreci ise dönemin radikal devrimcilerinin uluslararası iş birliği ruhuyla Paris’ten Londra’ya geçerek kurdukları London Correpending Society gibi yapıların 19. yüzyıl Britanya’sının siyasal yaşamında yer edinmesiyle tetiklenmiş ve Britanya siyasi kültürünün en önemli parçası olan politika kulüpleri içerisinde sosyalist Fabian Society’nin modern düşünce kuruluşlarının tarihteki ilk örneği olarak kabul gördüğü bir anlayışı doğurmuştur.

**Key Words:** Siyasi Tarih, Fransız İhtilali, Düşünce Kuruluşları, Jakobenler

## **ABSTRACT**

Think tanks, with their undeniable role in the policy-making processes of the modern nation-state, have managed to enter the field of attraction of the academic community since the last quarter of the 20th century. Since 1971, when the first monographic work of the field was published in the USA, many researchers from different disciplines have carried out a wide range of research on how they emerged, what they are, how they work and where they are evolving to. It has been observed that, the approaches which are developed on the historical development of think tanks, the western intelligentsia has various disagreements and they associate the issue mainly within the 20th century politics. According to some views, the first example of modern think tanks in history first appeared in Britain at the beginning of the 20th century, while other views examine the development of the field mainly from the first quarter of the same century at which the USA began to turn into a power center in the international arena. As a matter of fact, addressing the issue from a historical perspective, it is seen that the most basic features of modern think tanks, emerged for the first time in history during the French Revolution as a product of the capital-state dialectical relationship. The most basic and common reflexes of these structures like; 1-being the meeting points of leading ruler environments of society such as academia, bureaucracy and business world, 2-being funded mainly by non-state actors during their emergence process, 3-operating on an institutional basis, 4-creating the public agenda by using the most effective communication areas of the age and 5-the policies they put forward in terms of influencing state policies being responded to on a national and global scale, was seen for the first time in the 'societe de penses' (thought communities) that emerged in the chaotic environment of the revolution. Over time, some of the formations such as Societe the 1789, Breton Club, Club Jacobens and Society of Cordeliers which emerged as a result of the French bourgeoisie's need for administrative privilege and their internal meetings were attended by many groups seeking to be a part of public policy-making processes like -leading intellectuals, masonic lodges, literary cliques and the most influential statesmen-, gained a corporate identity managed by a president and turned into structures that consolidated the revolution by using the communication tools of the period. And the ideas produced within them were responded to on a national and international scale. The process of the thought communities taking root in the political culture of the Western world and evolving into modern think tanks was triggered by the establishment of structures such as the London Corresponding Society which was founded by the radical revolutionaries of the period from Paris to London with the spirit of international cooperation and it gave rise to an understanding in which the socialist Fabian Society, among the policy clubs accepted as the first example of modern think tanks in the history.

**Key Words:** Political History, French Revolution, Think Tanks, Jacobins

## FUNCTIONAL PECULIARITIES OF CULTURONYMS IN THE CONTEXT OF POLITICAL MEDIA DISCOURSE

**Bulbul Abbasova**

“Nakhchivan” University, Department of Foreign Languages, Nakhchivan, Azerbaijan  
ORCID ID: <https://orcid.org/0009-0005-6737-0166>

### ABSTRACT

**Introduction and Purpose:** The workings of culturally influenced language indicators in political mass media are revealed in this essay. The way that culturally marked linguistic signs are used in political conversation has some quirks that enable them to accomplish the objectives that political communication sets. The political communication tasks, on the one hand, determine the reality that culturally marked units actively participate in political debate. However, these objectives and activities align with the ontological characteristics of these signals. These characteristics include the axiogeneity of linguistic signals with cultural markers, their innate capacity to designate, recognize, and encode the values of the language and cultural community, their capacity to refer to the latter, and their capacity to fulfill evaluative and expressive functions. **Materials and Methods:** Researchers correctly point out that one unique aspect of political communication is its ability to appeal to the emotions of the intended audience. Cultural language units are one of the methods that have a strong expressive-emotional charge, making them an incredibly powerful instrument for expressing expressiveness and emotionality. Linguistic units that hold cultural significance are those that align with the cultural semiotic space of a certain linguocultural group and communicate both the fundamental meaning of the language unit and cultural values. This group of linguistic units' expressive-emotional potential is linked to their appeal to societal norms regarding values, which in turn establish a value continuum that guarantees the existence of consistent boundaries between societal values and anti-values. **Results** The text producer is able to communicate the assessment implicitly—that is, without explicitly elaborating on it using broad evaluative vocabulary—because of cultural language units. An endless supply of these linguistic units can be used to effectively complete the communication duties that face a politician-speaker. This article examines this set of language signals that function inside the media's political discourse. Political culturonyms in mass should include integration of

national language and culture as well as comparative cultural analysis to promote tolerance, respect for cultural pluralism and preservation of cultural identity and avoid mistakes in understanding and using idioms. **Discussion and Conclusion:** Language signs that are defined by culture go through a discursive adaptation process wherein several roles are implemented, including nominative, codifying, communicative, evaluative (evaluative), identifying (password), referential, and expressive. The evidence presented indicates that culturonyms typically fulfill many roles. Furthermore, because of their inherently evaluative character, they serve as powerful tools for the modalization of discourse since they enable the subjective evaluation (positive or negative) of the topic under debate. They do this by first establishing a cultural modality, which when coupled with the ideological modality that permeates political discourse

**Key Words:** language of mass media, linguistic signals, political discourse, media linguistics, media texts

# OPTIMIZING HUMAN CAPITAL MANAGEMENT IN HIGHER EDUCATION USING BUSINESS INTELLIGENCE SOLUTIONS

**Adil BENABOU**

Multidisciplinary Research Laboratory in Economics and Management, Faculty of  
Economics and Management, Sultan Moulay Slimane University, Morocco  
ORCID: 0000-0002-4046-9335

**Fatima TOUHAMI**

Multidisciplinary Research Laboratory in Economics and Management, Faculty of  
Economics and Management, Sultan Moulay Slimane University, Morocco

**Lamia DEMRAOUI**

Systems Engineering Laboratory, Sultan Moulay Slimane University, Beni Mellal, Morocco

## **Abstract:**

In the ever-evolving landscape of higher education, effective human resource management is crucial for the success of institutions. This article presents a case study that showcases the development of an innovative data analytics solution tailored to address the complex challenges of human resource management within the Pluridisciplinary Faculty, Sultan Moulay Slimane University, Beni Mellal, Morocco. This cutting-edge solution equips decision-makers with a comprehensive view of the qualitative and quantitative state of human resources, empowering them to make data-driven informed decisions.

The developed data analytics solution goes beyond conventional practices, enabling institutions to forecast future resource and skill needs. By leveraging advanced analytics techniques, decision-makers can identify professors capable of seamlessly filling retiring or reassigned positions, ensuring continuity and maintaining the highest standard of education. This case study demonstrates the transformative potential of data analytics, serving as a guiding roadmap for other institutions seeking to elevate their human resource practices.

Notably, this article emphasizes the innovative nature of the solution, showcasing its ability to revolutionize human resource management practices in higher education institutions. The findings shed light on the pivotal role of technology and data analytics in driving innovation and ultimately enhancing organizational performance. By leveraging this innovative solution, institutions can pave the way for a more efficient, data-informed, and proactive approach to human resource management.

Notably, this article emphasizes the innovative nature of the solution, showcasing its ability to revolutionize human resource management practices in higher education institutions within the Moroccan context, including universities and colleges of higher education. This study finds its roots within the dynamic sphere of Moroccan higher education, encompassing a diverse array of institutions, and by situating this research within the Moroccan context, it resonates with the broader global discourse on academic human resource management.

**Keywords:** Data Analytics, Human Resource Management, Higher Education, Innovation, Organizational Performance, Decision-Making, Business Intelligence.



# WHAT CONTRIBUTION OF ARTIFICIAL INTELLIGENCE TO SOCIAL AND SOLIDARITY ECONOMY?

**Naoual Mamdouh**

Faculty of Economics and Management Hassan 1 University, Morocco.

**Wafa.affagrou**

Faculty of Legal, Economic and Social Sciences Ibn Zohr University, Morocco.

**Abstract:** Digital transformation has become an important issue for organizations. There is evidence that digital transformation drives digital innovation within organizations. It is well known that technologies and practices such as distributed ledger technologies, open source, analytics, big data and artificial intelligence (AI) enhance digital transformation. Among these technologies, AI provides tools to support decision making and make automated decisions. Social and Solidarity Economy Organizations (SSEOs) are organizations with a mutualist reach and are characterized by participatory governance due to the principle of democratic control by members. The use of AI in the social economy sector raises important ethical issues, particularly in terms of data collection and use. However, AI can offer opportunities to improve the efficiency and sustainability of fundraising campaigns, as well as to measure the impact of actions undertaken. Against this background, this paper presents a critical reflection on the benefits and dangers of using AI technologies in SSEOs.

**Key words:** artificial intelligence, digital transformation, social and solidarity economy, social innovation.

## DIFFERENT CONSIDERATIONS ABOUT COMMUNICATION AND COMMUNICATIVE COMPETENCE

**Dilara ASGAROVA**

“Nakhchivan” University, Foreign Languages Faculty, Department of Foreign Languages,  
Nakhchivan, Azerbaijan

ORCID ID: <https://orcid.org/0009-0005-3912-9965>

### ABSTRACT

**Introduction and Purpose:** English is one of the most widely used languages in modern times. Various methods are used in teaching English, and one of these methods is the communicative language teaching method. Communication and communicative competence are used during learning and speaking English. Therefore, communication and communicative competence are in the foreground in this teaching method, each researcher has expressed different opinions about communication and communicative competence.

**Materials and Methods:** Research was conducted from various methodology books and Noam Chomsky, Dell Hymes, Do Coyle, Philip Hood, David Marash, Alan Barker, Colin Baker, Wayne E. Wright, etc. Valuable scholars have mentioned valuable ideas about communication and communicative skills in those books.

**Results:** According to Jack C. Richards and Theodore S. Rodgers, "competence" is a description of the basic skills, knowledge, attitudes, and behaviors required for the effective performance of a real job or activity. According to Canale and Swain, Communicative competence, foreign language teaching and learning is defined as the ability to use language adequately and successfully in communication with others. For Chomsky, the focus of language theory was to characterize the abstract abilities of speakers that allow them to produce grammatically correct sentences in a language. **Discussion and Conclusion:** Communication is a two-way process, we constantly evaluate the listener's knowledge and assumptions to choose the language to be interpreted according to the meaning we intend when speaking. The ability should be used within such a perspective and should not be synonymous with ideal grammatical knowledge. As a result, since communication is a complex process, it is impossible to remove it from its socio-cultural context. However, the act of communication is influenced by the social and cultural norms of the speech society. Communicative competence refers to the learner's ability to use language to communicate successfully.

# **ELEVATING PUBLIC HEALTH: THE INTEGRAL ROLE OF PHARMACISTS IN PATIENT-CENTRIC CARE**

**S.Showbharnikhaa**

**M.K Vijayalakshmi**

Faculty of Pharmacy, Bharath Institute of Higher Education and Research, Selaiyur,  
Tambaram, Chennai 600073

## **ABSTRACT:**

This review article delves into the expanding role of pharmacists as crucial contributors to public health initiatives. With a growing emphasis on preventive healthcare, pharmacists are emerging as frontline healthcare professionals, actively engaging in community health promotion. The review explores their involvement in vaccination programs, smoking cessation interventions, and chronic disease management. Additionally, the integration of pharmacists into collaborative healthcare teams is examined, highlighting their impact on patient outcomes and medication adherence. As the pharmaceutical landscape evolves, this article discusses the transformative influence of pharmacists in promoting public health, emphasizing the need for continued recognition, education, and advocacy to harness their full potential in shaping healthier communities.

# EXPLORING COOPETITION AS A STRATEGY FOR SMALL AND MEDIUM SIZE COMPANIES

**Nuno BAPTISTA, Phd.**

Polytechnic Institute of Lisbon, Superior School of Communication

Lusíada University

**Anna BOECHAT, Phd.**

IADE, Faculty of Design, Tecnology and Communication, de Design, European University

**Nelson Matos, PhD.**

University of Algarve

**Abstract** | Coopetition strategies are gaining increasing traction in the business arena due to the current dynamic and complex business environment that has shifted from the former industrial logic, focused on internal resources, to a new logic based on the ability to integrate external resources. While historically a strategy reserved for large corporations, coopetition has become accessible to small and medium size companies, as advances in information technologies and social networking technologies have reduced the barriers to cooperative relationships. This study presents a narrative literature review exploring the reasons that may lead small and medium size companies to coopete. The analysis indicates the potential of coopetition as a strategy to cope with some liabilities faced by these companies and reveals contrasting findings related to coopetition effects on innovation. These ambiguous findings may be explained by firms' internal capabilities to balance between competition and cooperation, to appropriate value from cooperative relationships and the impact of contextual forces.

**Keywords** Coopetition; co-opetition; innovation; review, SMEs.

# **FARAH BASHIR'S RUMORS OF SPRING: A MEMOIR OF FEAR, VIOLENCE AND TRAUMA IN KASHMIR**

**Dr. Raf Raf Shakil Ansari, Assistant Professor**

Sharda University, Greater Noida

**Qurat-ul-aen Malik, Ph. D. Scholar**

Sharda University

## **Abstract**

Most incidents of violence and conflict are usually followed by a period of silence and grief, maybe in memory of the pain that such an infliction causes; a trauma that makes language practically impossible to express. This is largely true of at least popular writing coming from or about the Kashmir Valley, which is rife with violence. However, there has recently been a greater effort to voice the experiences of Kashmir's common people, who are stuck in exceptional circumstances over which they have very little control. This emerging literary movement is even more astonishing because it happens in spite of the constant violence, punctuated by sporadic intervals of uncomfortable tranquilly. Farah Bashir's 'Rumours of Spring: A Girlhood in Kashmir' employs a similar approach, skillfully immersing the reader in the tumultuous Kashmir of the 1990s. The narrative unveils a profound and enduring wound on the soul of Kashmir, one that resonates with the irreparable scars of that era. The book gives a reporter's perspective to the representation of how life changed during insurgency and counter insurgency and how killings, shootings, curfews, crackdowns, concertina wires, etc. became frequent and normal. The conflict era is being described for the first time from the perspective of a young girl. It fills a crucial gap, in a sense that it voices thousands of untold stories of young girls who were unable to make sense of the changing atmosphere of the valley. The present paper is a study of fear, violence and trauma represented in Farah Bashir's memoir.

**Keywords:** Fear, Kashmir conflict, physical and mental violence, trauma.

## THE PURPOSE OF TEACING PHYSICAL EDUCATION

**Ph.D. candidate Hemid Elnur ELIYEV**

Azerbaijan State Academy of Physical Education and Sports Azerbaijan Baku

ORCID ID: 0009-0004-8802-357X

### **ABSTRACT**

In the rapid development of modern technology in the 21st century, the training of intelligent intellectuals to achieve successful results and create a civilizational change plays a major role in the future development of society. The presence of common sense in modern youth has become a requirement of modern society as a product of a healthy lifestyle. The reflection of this demand in the content of the subjects taught in general education schools and the learning results is one of the most successful steps in education.

Physical education in education provides students with an environment that develops various physical abilities in an integrative manner, which improves their overall lifestyle and maintains regular physical activity.

As you can see, the main goals of physical education include physical development, health, neuromuscular coordination, emotional development, mental development and social development, which ensure personal development. The main strategy of the program and educational process is to understand the general concept of development and to set specific activities for its implementation. It becomes clear that it becomes the main source of human activity as a symmetrical or complex set of skills.

Its other main goal is to ensure the harmonious physical development of students, the formation of movement culture, and the development of moral-will characteristics. Because, in addition to affecting the general, harmonious physical development of a person, it increases endurance and creates high emotions. The teaching of this subject has different characteristics related to the physical development of students at different levels of education. In addition, the theory and methodology of teaching "Physical Education" is a new and developing teaching discipline. The subfield of pedagogical knowledge and the theory and methods of physical education, sports training, health and adaptive physical education are also part of pedagogical science.

Adaptability, punctuality, responsibility, creativity, as well as citizenship, self-management and communication should be improved in secondary school students, especially at the general secondary level (grades V-VI). Thus, in this unstable environment, children must learn basic skills rather than knowledge and develop attitudes that allow them to develop these skills throughout their lives. In other words, school students should be interested in continuing to develop continuously.

For this purpose, the physical education lessons taught in schools are directed to the formation and development of various abilities in integration with other subjects. In Fikiki education classes, all children should be able to participate in physical activities organized in school settings.

**Key Words:** physical education, teaching, school, healthy movements, physical movements

## EXPLORING THE RELATIONSHIP BETWEEN BLENDED LEARNING APPROACH AND STUDENT SATISFACTION

**DR. ATIEQ UL REHMAN**

Assistant Professor, Department of Education & Training, Maulana Azad National Urdu  
University (A Central University) Gachibowli, Hyderabad India. Pin Code: 500032  
ORCID ID: 0009-0006-6426-6811

**DR. TAHIR QURESHI**

Jawahar Lal Nehru University, New-Delhi India. Pin Code: 110067

### ABSTRACT

**Background:** Blended learning is an educational approach that combines traditional in-person classroom instruction with online learning activities. It seeks to leverage the strengths of both face-to-face teaching and digital technologies to enhance the learning experience and cater to a wider range of students' needs and preferences. In a blended learning environment, students engage in a mix of in-person interactions with teachers and peers, as well as online activities, resources, and assessments.

**Objective:** This investigation will delve into the connection between blended learning methodologies and student satisfaction in higher education. By examining the experiences of students who engage with a combination of in-person and online learning modalities, the researcher will investigate the impact of blended learning on student contentment and engagement. Through a comprehensive review of existing literature and empirical studies, this investigation will explore the factors that contribute to student satisfaction within blended learning environments, including flexibility, personalized learning, and enhanced interaction.

**Methodology:** Drawing on both qualitative and quantitative data, the study uncovers insights into how well-designed blended learning approaches can address diverse learning preferences and adapt to students' individual needs. By analyzing student feedback, course evaluations, and retention rates, the research sheds light on the nuanced interplay between pedagogical strategies, technological tools and overall student satisfaction.

**Probable Outcomes:** The findings underscore the potential of blended learning to foster positive learning experiences, improve academic outcomes, and promote higher levels of engagement and motivation among students. This research contributes to the ongoing discourse on effective teaching methodologies and provides educators and institutions with valuable insights into designing blended learning environments that prioritize student satisfaction and success.

**Keywords:** Blended Learning, Students Satisfaction, Retention Rates, Personalized Learning

# **EVALUATION OF THE GEOPOLITICS OF ISRAEL-PALESTINE: THE REPERCUSSIONS AND MAGNITUDE FOR JORDAN, YAMEN AND EGYPT**

**Md. Ashraful Amin**

**Md Amirul Islam**

Department of Sanskrit, University of Rajshahi, Rajshahi-6205, Bangladesh

## **Abstract**

This paper scrutinizes the geopolitics of the Israel-Palestine conflict and measures its impact on the surrounding nations, particularly Yemen, Egypt, and Jordan. Analyzing the complex effects of the ongoing conflict on these countries' political, economic, and security dynamics is the main goal. In order to investigate historical facts, diplomatic ties, and regional stability, the study uses a thorough methodology that combines qualitative and quantitative analysis. It was confirmed that Jordan, Yemen, and Egypt are significantly impacted by the Israel-Palestine conflict. Increased economic strains, diplomatic difficulties, and security worries are examples of the spillover impacts. Jordan is under more pressure because of its historical and physical connections to Palestine. Tensions in the region are heightened as Yemen struggles with the conflict's destabilizing effects on a political environment that is already precarious. Egypt is a major regional player and, despite its distance, it has diplomatic and geopolitical implications. With the interdependence of regional geopolitics and the significance of supporting diplomatic endeavors for long-term stability in the Middle East, its region-specific strategies to meet the complex difficulties faced by the war.

**Keywords:** Geopolitics, Israel-Palestine Conflict, Repercussions, Regional Stability, Neighboring Nations



# THE EVOLUTION OF LEOPARD PRINT FROM ANTIQUITY TO THE MODERN AGE IN TEXTILE AND FASHION DESIGN

## LEOPAR DESENİN ANTİKİTEN MODERN ÇAĞA TEKSTİL VE MODA TASARIMINDAKİ EVRİMİ

**Hande BİLVAR**

Çukurova University, Faculty of Fine Arts, Department of Textile and Fashion Design, Adana,  
Türkiye

ORCID ID: <https://orcid.org/0000-0003-3784-9254>

### ABSTRACT

**Introduction and Purpose:** This paper examines the contemporary use of the leopard print, an iconic element in the world of textile and fashion design. Historically, leopard print has represented luxury, power, and exoticism, but over time, its use has become more widespread. The origins of the pattern are known to extend from Ancient Egypt, where it was used as a symbol of nobility in medieval Europe. Leopard print gained popularity in Western fashion at the beginning of the 20th century and spread to wider audiences in the 1960s, becoming an expression of various subcultures.

In this study, special emphasis is placed on the use of leopard print across different gender and age groups. Traditionally used extensively in adult women's fashion, this pattern has over time gained popularity in men's clothing. In children's and youth fashion, it is observed to be used in a more playful and experimental manner, characterized by colorful and playful styles. Additionally, it is noted that among older generations, leopard print is chosen as a classic and sophisticated option.

The paper discusses how leopard print transcends gender norms and age limitations, providing diversity and inclusiveness. It examines how the pattern acquires different meanings among various groups and is used as a form of social identity expression. This diversity enables the pattern to gain importance not just as an aesthetic choice but also as a tool for individual expression and identity construction.

In conclusion, this study comprehensively presents the journey of leopard print from the past to the present and its various interpretations in modern fashion and textile designs. It facilitates a deep understanding of the pattern's use across gender and age groups. For designers, academics, and professionals in the fashion industry, it forms a significant resource to understand the socio-cultural and demographic contexts of leopard print's use and to integrate this knowledge into future designs. The paper also focuses on how the pattern has evolved in line with changing fashion perceptions and consumer expectations, as well as how it aligns with modern industrial trends like sustainability and ethical fashion. The role that leopard print will play in the future of fashion and textile design, particularly in light of an expanding consumer base and increasing environmental awareness, is central to this report.

**Key Words:** Leopard, Textile, Print, Pattern, Fashion.

## ÖZET

**Giriş ve Amaç:** Bu bildiri, tekstil ve moda tasarımı dünyasında ikonik bir yere sahip olan leopar deseninin çağdaş kullanımını incelemektedir. Tarihsel olarak, leopar deseni lüks, güç ve egzotizmi temsil etmiş, ancak zamanla daha geniş alanda kullanıma yayılmıştır.

Desenin kökenlerinin, Antik Mısır'dan başlayarak, ortaçağ Avrupa'sında asaletin sembolü olarak kullanılmasına kadar uzanmakta olduğu bilinmektedir. 20. yüzyıl başlarında batı modasında popülerleşen leopar deseni, 1960'larda geniş kitlelere yayılmış ve çeşitli altkültürlerin ifadesi haline gelmiştir. Bu çalışmada, leopar deseninin cinsiyet ve yaş gruplarına göre kullanımına özel bir vurgu yapılmaktadır. Geleneksel olarak yetişkin kadın modasında yoğun olarak kullanılan bu desen, zaman içinde erkek giyiminde de popülerlik kazanmış, çocuk ve genç modasında ise daha neşeli ve oyunbaz bir tarzda, renkli ve deneysel biçimlerde kullanıldığı gözlemlenmektedir. Ayrıca, yaşlı nesiller arasında da leopar deseninin klasik ve sofistike bir seçenek olarak tercih edildiği belirtilmektedir. Bildiri, leopar deseninin cinsiyet normları ve yaş sınırlamalarını aşarak nasıl bir çeşitlilik ve kapsayıcılık sağladığını ele almakta, bu desenin farklı gruplar arasında nasıl farklı anlamlar kazandığını ve sosyal kimliklerin ifadesi olarak kullanım biçimini inceler. Bu çeşitlilik, desenin sadece estetik bir tercih olmaktan öte, bireysel ifade ve kimlik inşası için bir araç olarak da önem kazanmasını sağlamaktadır. **Sonuç:** Leopar deseninin geçmişten günümüze kadar olan yolculuğunu, modern moda ve tekstil tasarımlarındaki çeşitli yorumlarını kapsamlı bir şekilde sunan bu çalışma, desenin cinsiyet ve yaş grupları arasındaki kullanımının da derinlemesine anlaşılmasını sağlar. Tasarımcılar, akademisyenler ve moda endüstrisi profesyonelleri için, leopar deseninin sosyo-kültürel ve demografik bağlamlar içindeki kullanımını anlamak ve bu bilgileri gelecekteki tasarımlarına entegre etmek adına önemli bir kaynak oluşturur. Desenin, değişen moda anlayışları ve tüketici beklentileri doğrultusunda nasıl evrildiği, ayrıca sürdürülebilirlik ve etik moda gibi modern endüstriyel trendlerle nasıl uyum sağladığı da bu çalışmanın odak noktalarındandır. Leopar deseninin moda ve tekstil tasarımında gelecekte nasıl bir rol oynayacağı, özellikle de genişleyen tüketici tabanı ve artan çevresel farkındalık, bildirinin merkezinde yer almaktadır.

**Anahtar Kelimeler:** Leopar, Tekstil, Baskı, Desen, Moda.

# AN EMPIRICAL INVESTIGATION INTO THE NEXUS OF HEALTH, EDUCATION, AND WELL-BEING: A COMPREHENSIVE ANALYSIS OF SELECTED ASIAN ECONOMIES

**Dr. Meenakshi Gupta**

<sup>1</sup>Shri Mata Vaishno Devi University, Assistant Professor, Department of Economics, Faculty of Management, Katra, Jammu & Kashmir

**Isha Kumari**

<sup>2</sup>Shri Mata Vaishno Devi University, Research Scholar, Department of Economics, Faculty of Management, Katra, Jammu & Kashmir

**Introduction and Purpose:** This case study explores the intricate relationship between the well-being of individuals concerning the initiatives taken by the government on health and education in a selection of Asian economies. By investigating the impact of the individuals concerning the initiatives taken by the government on education and health outcomes and their subsequent influence on overall well-being, the study aims to uncover common patterns and unique challenges in the region. Utilizing a mixed-methods approach especially Panel EGLS (Cross-Section Random Test), and quantitative data analysis, the research identifies the extent to which the well-being of individuals concerning the initiatives taken by the government efforts have contributed to improved education access, quality, and inclusivity. Additionally, it establishes the link between education attainment and various dimensions of well-being, such as health, income, and life satisfaction. The study's findings offer valuable insights for policymakers and educators, enabling them to design targeted interventions that foster inclusive and sustainable development, ultimately enhancing the quality of life for individuals and communities in the selected Asian economies.

**Materials and Methods:** The study utilizes the Panel EGLS (Cross-Section Random Test) approach to evaluate the impact of government initiatives on individual well-being in chosen Asian Economies spanning 2000 to 2021. The method is selected for its efficacy in handling panel data, which comprises observations on various entities throughout a specific timeframe. Our World in Data (2022) serves as the primary data source, supplying a diverse set of variables that encompass well-being and government interventions in the specified Asian Economies during the aforementioned period. E-Views 12 is employed for data analysis due to its capability to manage panel data and offer tools for regression analysis, aligning with the Panel EGLS (Cross-Section Random Test) approach. The research framework follows a systematic approach to data analysis, descriptive statistics, regression analysis, and the application of the Panel EGLS (Cross-Section Random Test) approach. This comprehensive framework ensures a thorough examination of the relationship between government

initiatives and individual well-being in selected Asian Economies across the designated timeframe.

**Results:** The focus of the research work is to analyze different variables that are related to human development, which include the Human Development Index (HDI), education, and health. Descriptive statistics highlight skewed distributions and deviations from normality in multiple variables, emphasizing the requirement for sturdy statistical methods. The panel unit root tests suggest that most variables are integrated of order one (I(1)), leading to the creation of a model with consistent integration orders. The cross-sectional dependence among variables is identified, which challenges the suitability of traditional panel data analysis methods. The cointegration tests provide evidence of a long-term relationship among variables, emphasizing the significance of their interdependence. The EGLS analysis particularly examines the relationship between HDI and influencing factors, revealing positive associations with variables such as expected years of schooling, government expenditure on education, and Ln life expectancy. However, the analysis highlights issues with autocorrelation in residuals, suggesting the potential limitations in the model. The fixed and random effects estimators are compared using a Hausman test, which indicates endogeneity between individual effects and regressors. The fixed effects estimator is considered more appropriate, suggesting the presence of correlated random effects. The test results for specific variables show varying associations with HDI, emphasizing the importance of factors such as expected years of schooling, government expenditure on education, and life expectancy. Nonetheless, concerns about autocorrelation persist. In conclusion, the study identifies crucial predictors of HDI, but it underscores the need for careful interpretation and further investigation due to potential issues such as autocorrelation. The research emphasizes the complexity of the relationships among variables related to human development and the importance of adopting meticulous approaches in statistical analyses.

**Discussion and Conclusion:** The study investigates the relationship between government initiatives and individual well-being in selected Asian economies, using a mixed-methods approach. Employing Panel EGLS, the research examines the impact of government efforts on education and health outcomes, revealing positive associations with the Human Development Index (HDI). The analysis covers various dimensions of human development, employing descriptive statistics, stationarity tests, cointegration, EGLS analysis, and model specification. Despite non-normal distribution and potential autocorrelation, key predictors of HDI are identified. Fixed effects are favored over random effects, suggesting endogeneity. The study emphasizes the crucial role of government initiatives in shaping individual well-being and provides insights for targeted interventions in education and health for sustainable development in Asian economies. However, caution is advised due to deviations from normality and the need for further robustness checks. Policymakers and educators can use these insights to design interventions for inclusive development, while additional research is essential to strengthen the findings for evidence-based policy decisions.

**Keywords:** Education, HDI, Health, Panel EGLS (Cross-Section Random Test), Well-Being.

## CONFIDENTIALITY OF MEDICAL DATA AND ECHR PRACTICE

**Prof. Asoc. Dr. Rezana Konomi**

Faculty of Law, Tirana University, Albania  
ORCID ID: <https://orcid.org/0009-0009-3214-4424>

**Dr. Dorina Gjipali**

Aleksandër Moisiu University, Durrës, Albania  
ORCID ID: <https://orcid.org/0009-0007-7058-3183>

### ABSTRACT

The handling of data in the medical field constitutes one of the most delicate aspects due to the heightened risk of infringement upon the fundamental rights and freedoms of data subjects. This risk is amplified as medical data pertains to the most intimate sphere of an individual, revealing details about their physical and mental health status. Regulation 2016/679, under Article 4(15), defines medical data as personal information relating to the physical or mental health of a natural person, including the provision of healthcare services, which discloses information regarding their health status. This definition, incorporated into the regulation, aims to bridge the gap that has existed in defining medical data. Additionally, it aligns with a decision by the European Court of Justice, which categorizes medical data under both physical and mental health.<sup>1</sup> The court emphasizes the paramount importance of protecting personal data, especially medical data, as fundamental for ensuring an individual's right to privacy, guaranteed under Article 8 of the European Convention on Human Rights.

In accordance with international legal instruments, domestic legislation must ensure and implement necessary measures to prevent any violation, communication, or dissemination of personal medical data that may contravene the guarantees of Article 8 of the Convention. Following international practices, the Albanian Constitutional Court, in one of its rulings, elucidates the significance of sensitive data compared to other types of data, acknowledging their core role in private and family life.<sup>2</sup>

Nonetheless, what constitutes sensitive data? How are they treated within national and international legal frameworks? How does jurisprudence address this concept?

This paper tries to explore these questions and other related issues within the context of data protection in healthcare as part of personal data collection. Due to the dynamic nature of this topic, this paper cannot comprehensively cover all aspects related to data protection in healthcare. However, it will serve as a starting point for broader debates and further studies that may explore deeper into or analyze differently the perspectives presented herein by the authors.

The methodology employed for this paper is analytical, descriptive, and illustrative, thought suitable for achieving the objectives of this article.

**Key words:** sensitive data, medical data, data protection, legal framework, privacy.

<sup>1</sup> C-101/01 Linqvist, 06.11.2003

<sup>2</sup> Decision of the Constitutional Court of Albania no. 16, 11.11.2004, paragraph 4, "Personal data of a property nature, as a rule, enter the sphere of private life, therefore in this case Article 35 of the Constitution and Article 8 of the European Convention on Human Rights. However, they do not have the nature and character of sensitive data, which also constitute the essence of private and family life".

# İSPANYA'DA AŞIRI SAĞ VOX PARTİSİ: YABANCI KARŞITLIĞI- GÖÇ; KADIN HAKLARI-TOPLUMSAL CİNSİYET; İSLAM- HRİSTİYANLIK

## SPAIN FAR RIGHT VOX PARTY: ANTI-FOREIGN IMMIGRATION; WOMEN'S RIGHTS-GENDER; ISLAM- CHRISTIANITY

**Canan TERCAN**

PhD. Dr. Faculty Member, Political Science and International Relations Department.

Istanbul Aydın University

<https://orcid.org/0000-0001-9922-9611>

### Özet

VOX İspanya'da 2014 yılında PP'den ayrılarak kurulan sağcı, milliyetçi ve popülist bir siyasi parti olarak öne çıkan bir harektir. 2023 genel seçimlerinde mecliste 33 koltuk elde ederek sağ ve sol 2 ana partiden sonra gelen 3. Parti olmuştur. İspanya'da Vox partisinin ortaya çıkışı, aşırı sağ temalar etrafında şekillenmiştir. Vox'un tutumlarına gelem olarak bakılacak olursa; AB'nin ekonomik politikalarını eleştirmesi ve daha milliyetçi ve korumacı bir ekonomik yaklaşımı desteklediği görülür. AB'nin ekonomik entegrasyonu, Vox'un milliyetçi tutumuna muhalif, İspanya'nın ekonomik bağımsızlığını tehdit eden bir faktör olarak görülür. Vox, İslam'ın da İspanya'da etkisini sınırlamaya ve dini konularda daha muhafazakâr Katolik politikalar izlemeye yönelik önerilerde bulunur. Cami inşaatlarını sınırlamak ve İslam'ın kamusal alandaki görünürlüğü azaltmak gibi önerileri vardır. Vox İslam karşıtı tutumunu Endülüs tarihine dayanarak şekillendirir. Parti, Endülüs'ten başlayarak İslam'ı bir tehdit olarak görmesiyle öne çıkar, bu söylemi kullanarak göçmen karşıtlığını da güçlendirir. Vox, göçmenlik konusunda sert bir tutum benimsemektedir. göçmenleri ve mültecileri sınırlamak, sınırdışı etmek ve güvenlik gerekçesiyle sınırları sıkılaştırmak istediklerini belirterek göçmenlikle ilgili politikalarında ulusal çıkarları koruma vurgusu yaparlar. Bu çalışmada, Vox'un temel ajandaları: ulusal birlik, kültürel ve dini kimlik, uluslararası ilişkiler, göç ve sınırlar, kadın ve lgbt konularına bakışı incelenecektir. Bu yapılırken VOX'un AB'ye karşı tutumu ve Latin Amerika ile ilişkileri, Requounquista ve İslam karşıtlığı, göçmen karşıtlığı, kadın hakları, kürtaj karşıtlığı, lgbt karşıtlığı, Katalan affına karşı duruşu, ayaklanma ve uç noktadaki histerik söylemleri, politik düşmanlık üretmesi gibi temaları ele alınacaktır.

**Anahtar Kelimeler:** İspanya Aşırı Sağ, Göçmenler, Reconquista, Toplumsal Cinsiyet, Ayaklanmalar

## **ABSTRACT**

VOX, a right-wing, nationalist, and populist political party that emerged in Spain in 2014 after separating from the People's Party (PP). In the 2023 general elections, it secured 33 seats in the parliament, becoming the third-largest party after the two main parties on the right and left. The emergence of Vox in Spain is characterized by themes associated with the far-right. Examining Vox's stances, it is evident that the party criticizes the economic policies of the European Union (EU) and supports a more nationalist and protectionist economic approach. Vox views the economic integration of the EU as contrary to its nationalist stance, perceiving it as a threat to Spain's economic independence. Additionally, Vox proposes measures to limit the influence of Islam in Spain and advocates for more conservative Catholic policies in religious matters. Suggestions include restricting mosque constructions and reducing the visibility of Islam in the public sphere. Vox shapes its anti-Islamic stance based on the history of Andalusia, portraying Islam as a threat starting from this historical context, thus reinforcing anti-immigrant sentiments. Vox adopts a stringent approach towards immigration, expressing a desire to restrict, deport migrants and refugees, and tighten borders for security reasons, emphasizing the protection of national interests in their immigration policies. This study will delve into Vox's key agendas, examining its perspectives on national unity, cultural and religious identity, international relations, immigration and borders, women's rights, and LGBT issues. During this exploration, themes such as Vox's stance on the EU and relations with Latin America, Reconquista and Islamophobia, anti-immigrant sentiments, women's rights, anti-abortion stances, LGBT opposition, the party's stance on the Catalan amnesty, incitement to rebellion, extreme and hysterical rhetoric, and the generation of political animosity will be addressed.

**Key Words:** Spain Far Right, Immigrants, Reconquista, Gender Issues, Rebellions

**SAİT FAİK ABASIYANIK'S "NEIGHBOURHOOD COFFEE"  
A LINGUISTIC APPROACH TO HIS STORY**

**SAİT FAİK ABASIYANIK'IN "MAHALLE KAHVESİ" ADLI ÖYKÜSÜNE METİN  
DİL BİLİMSEL BİR YAKLAŞIM**

**Kübra KAYA ÜLKER**

İstanbul Gelişim University, School of Foreign Languages, Turkish Preparatory Program,  
Istanbul, Turkey

ORCID ID: <https://orcid.org/0000-0003-2523-069X>

**ABSTRACT**

The text is formed by bringing together interconnected sentences and structures within its own context as a systematic integrity. Text linguistics studies examine the connections and consistencies that reveal the integrity of a text. It considers the text as a whole, with the linguistic units that make up a text and the connections between these units. It is the field of linguistics that investigates the textuality criteria of texts. Textuality is examined with seven criteria. One of the seven criteria required for a holistic structure to be a text is cohesion. It is a criterion that defines the grammatical relationships in the surface structure of the text. Examines grammatical and lexical connections within the text. The text is not just a structure consisting of sentences, but a meaningful whole formed by the combination of sentences as a whole. A whole must meet the criteria of cohesion, consistency, acceptability, purposefulness, contingency, erudition and intertextuality.

This study aims to demonstrate that examining stories in the context of text linguistics is functional and applicable. Sait Faik Abasıyanık is one of the most important representatives of the situation story tradition in Turkish storytelling of the Republican Era. In this analysis, the story named Mahalle Kahvesi, one of Sait Faik Abasıyanık's situation stories, was examined with a text-linguistic approach and its cohesion and consistency, which are among the textuality criteria, were discussed. For this purpose, this story was questioned and examined in the context of text linguistics. In this study, using document analysis, cohesion and consistency analysis was made by numbering each sentence that makes up the text.

**Key Words:** Text, text linguistics, cohesion, consistency, Mahalle Kahvesi.



## ÖZET

Metin, kendi bağlamı içerisinde birbiriyle bağlantılı cümle ve yapıların sistemli bir bütünlük şeklinde bir araya getirilmesiyle oluşur. Metin dil bilimi çalışmaları, bir metnin bütünlüğünü ortaya çıkaran bağları ve tutarlılıkları inceler. Bir metni oluşturan dilsel birimleri ve bu birimler arasındaki bağlantılar ile metnin bir bütün olarak ele alır. Metinlerin metinsellik ölçütlerini araştıran dil bilimi alanıdır. Metinsellik, yedi ölçüt ile incelenir. Bütünsellik arz eden bir yapının metin olabilmesi için gerekli yedi ölçütten biri bağdaşıklık. Metnin yüzey yapısındaki dil bilimsel ilişkileri tanımlayan bir ölçüttür. Metin içerisindeki dil bilimsel ve sözcüksel bağlantıları inceler. Metin yalnızca cümlelerden oluşan bir yapı değil, cümlelerin bir bütün olarak bir araya gelmesiyle oluşan anlamlı bir bütündür. Bir bütünlük bağdaşıklık, tutarlılık, kabul edilebilirlik, amaçlılık, durumsallık, bilgesellik ve metinlerarasılık ölçütlerine uygun olmalıdır.

Bu çalışmada, hikâyeleri metin dil bilim bağlamında incelemenin işlevsel ve uygulanabilir olduğunu ortaya koymak amaçlanmıştır. Sait Faik Abasıyanık, Cumhuriyet Dönemi Türk hikâyeciliğinde durum hikâyesi geleneğinin en önemli temsilcilerindendir. Bu incelemede de metin dil bilimsel bir yaklaşımla Sait Faik Abasıyanık'ın durum hikâyelerinden biri olan Mahalle Kahvesi adlı hikâye incelenmiş metinsellik ölçütlerinden bağdaşıklık ve tutarlılıkları ele alınmıştır. Bu amaç doğrultusunda bu hikâye metin dil bilim bağlamında sorgulanmış ve incelenmiştir. Doküman incelemesinden faydalanılan bu çalışmada metni oluşturan her cümle numaralandırılarak bağdaşıklık ve tutarlılık çözümlemesi yapılmıştır.

**Anahtar Kelimeler:** Metin, metin dil bilim, bağdaşıklık, tutarlılık, Mahalle Kahvesi.

# ANALYSIS OF POSTGRADUATE STUDIES ON ECOLOGY IN PRESCHOOL EDUCATION

## OKUL ÖNCESİ EĞİTİMDE EKOLOJİ ALANINDA YAPILAN LİSANSÜSTÜ ÇALIŞMALARIN ANALİZİ

**Muhammed ÜNAL**

Bitlis Eren University, Vocational School of Health Services, Department of Child Care and Youth Services, Bitlis, Turkey

ORCID ID: <https://orcid.org/0000-0003-0907-6629>

**Muhammed Fatih KÜÇÜKKARA**

Tokat Gaziosmanpaşa University, Artova Vocational School, Child Protection and Care Services Program, Tokat, Turkey

ORCID ID: <https://orcid.org/0000-0001-5993-0622>

### ABSTRACT

Long-term population growth, overexploitation of natural resources, environmental pollution and the maintenance of consumption-oriented lifestyles, despite the advantages of innovative technologies, may be insufficient to solve the problem of increasing environmental destruction and worldwide hunger. Environmental sustainability, one of the biggest challenges of our age, is a critical issue that should be addressed from preschool education onwards. This study was conducted to examine the postgraduate theses on ecology in preschool education in Turkey. Document analysis method, one of the qualitative research methods, and case study design were used in the study. In line with the study, graduate theses were accessed in the National Thesis Data Center with the keywords "preschool and ecology". As a result of the search, 8 postgraduate theses were found in the YÖK database and all of the studies were included in the study. The studies used in the research; thesis type, year of study, sample group, method, data collection tools and the results obtained variables were discussed. Content analysis technique was used to analyze the data. When the postgraduate theses were examined; it was determined that the majority of the theses were master's theses, an equal number of theses were published in 2021, 2022 and 2023, preschool teachers were mostly included in the study, quantitative research methods were used in the majority of the studies, and scales were used the most among the data collection tools. In addition, it was emphasized that the training programs used in the studies had a positive effect on the development of ecological literacy skills and the necessity of improving the ecological awareness of preschool teachers.

**Key Words:** Preschool Education, Ecology, Sustainable Life Skills

## ÖZET

Uzun süreli nüfus büyümesi, doğal kaynakların aşırı tüketilmesi, çevresel kirlilik ve tüketim odaklı yaşam biçimlerinin sürdürülmesi, yenilikçi teknolojilerin sağladığı avantajlara rağmen, artan çevresel yıkıma ve dünya genelindeki açlık sorununun çözümünde yetersiz kalabileceği öngörülmektedir. Çağımızın en büyük zorluklarından biri olan çevresel sürdürülebilirlik, okul öncesi eğitimden itibaren ele alınması gereken kritik bir konudur. Bu araştırma, Türkiye'de okul öncesinde ekoloji ile ilgili yapılmış lisansüstü tezlerin incelenmesi amacıyla gerçekleştirilmiştir. Çalışmada nitel araştırma yöntemlerinden biri olan doküman analizi yöntemi ve durum çalışması deseni kullanılmıştır. Çalışma doğrultusunda Ulusal Tez Veri Merkezi'nde "okul öncesi ve ekoloji" anahtar kelimeleri ile lisansüstü tezlere ulaşılmıştır. Yapılan tarama sonucunda YÖK veri tabanında 8 adet lisansüstü teze ulaşılmış ve araştırmaların hepsi çalışmaya dahil edilmiştir. Araştırmada kullanılan çalışmalar; tez türü, yapıldığı yıl, örneklem grubu, yöntem, veri toplama araçları ve ulaşılan sonuç değişkenleri ele alınmıştır. Veriler analiz edilirken içerik analizi tekniğinden faydalanılmıştır. Lisansüstü tezler incelendiğinde; tezlerin çoğunluğunun yüksek lisans tezi olduğu, 2021,2022 ve 2023 yıllarında eşit sayıda tezin yayınlandığı, en çok okul öncesi öğretmenlerinin çalışmaya dahil edildiği, çalışmaların çoğunluğunda nicel araştırma yöntemlerinin kullanıldığı, veri toplama araçlarından en fazla ölçeklerin kullanıldığı tespit edilmiştir. Ayrıca çalışmalarda kullanılan eğitim programlarının ekolojik okuryazarlık becerilerinin geliştirilmesinde olumlu etkisinin olduğu ve okul öncesi öğretmenlerinin ekolojik farkındalıklarının geliştirilmesinin gerekliliği vurgulanmıştır.

**Anahtar Kelimeler:** Okul Öncesi Eğitim, Ekoloji, Sürdürülebilir Yaşam Becerileri

# THE CHALLENGES OF CIVIL SOCIETY BETWEEN POLITICAL INFLUENCE AND ALBANIA'S ASPIRATION TOWARDS EUROPEAN INTEGRATION

**Dr. Oljana HOXHAI**

Lecturer at “Ismail Qemali” University of Vlora, Faculty of Human Sciences, Law  
Department, Vlora, Albania

ORCID ID: <https://orcid.org/0000-0002-6864-780X>

## **ABSTRACT**

The long transition in Albania has been characterized by political-legal instability and disrespect for the rule of law, contrary to the practice of European countries. The political immaturity to overcome the diversity of approaches has reflected the immediate need to strengthen non-state mechanisms. Civil society is the link through which the political agenda is oriented according to the citizen's interest. The consolidation of law and democracy is easily measured through the independence, strength and importance of civil society. The integration of Albania in the EU is closely related to the interaction of state institutions with civil society, especially in their active participation in consultative panels for the approximation of legislation, as well as with the overall monitoring of all steps in the framework of the process. In the theoretical aspect, the Albanian legislator is relatively friendly with civil society because the law that regulates their activity does not contain procedural obstacles, encouraging the creation of non-profit organizations. This is easily proven by the large number of non-governmental organizations that have been registered in recent years. However, the level of social activism, the number of participants and the amount of their funds are negligible. In general, there is a lack of cooperation between civil society and local government, questioning the fulfillment of the mission of non-governmental organizations in rural communities and small towns outside the capital. Civil society has been continuously criticized for passivity and has been identified as an appendage of politics. This fact is dangerous for Albania's ambition in the path of integration because, especially in this context, a close partnership and a broad will for cooperation is needed.

**Key words:** Civil Society, Activation, Law Approach, Public Interest, European Integration

# OPTIMIZATION OF SINGLE DIODE MODEL FOR PHOTOVOLTAIC CELLS: AN ANALYTICAL/METAHEURISTIC APPROACH

**Imade Choulli**  
**Mustapha Elyaqouti**  
**El hanafi Arjdal**  
**Dris Ben hmamou**  
**Driss Saadaoui**  
**Souad Lidaighbi**  
**Abdelfattah Elhammoudy**  
**Ismail Abazine**  
**Yassine El aidi idrissi**

Laboratory of Materials, Signals, Systems and Physical Modeling, Faculty of Sciences of Agadir Ibn Zohr University, BP 8106, 80000 Agadir, Morocco

## **Abstract:**

The use of mathematical modeling is among the recognized approaches for simulating the performance of photovoltaic devices. Each formulated model involves various parameters, and the precise determination of these parameters poses a major challenge for researchers in photovoltaics. In the context of this study, we present a methodology that integrates an analytical phase within a metaheuristic optimization to extract parameters from the single diode model. Our approach aims to estimate certain parameters analytically based on others proposed by the metaheuristic approach. The effectiveness of our approach is validated by applying it to an RTC France solar cell. We assess the quality of the obtained solutions by comparing them to results from classical optimization, focusing on precision, stability, and convergence rate. These comparisons significantly highlight the remarkable performance of our approach.

**ENDÜLÜS, MAĞRİB ve BAĞDAT MUTFAĞINA BİR YEMEK KİTABI  
ÜZERİNDEN BAKIŞ: FEDÂLATÜ'L-HUVÂN**

**A VIEW ON THE CUISINE OF ANDALUSIA, MAGRIB and BAGHDAD THROUGH  
A COOKBOOK: FEDÂLAT AL-HUVÂN**

**Doç. Dr. Zehra GÖZÜTOK TAMDOĞAN**

Tekirdağ Namık Kemal Üniversitesi, İlahiyat Fakültesi

**ÖZET**

Tarihî ve kültürel mirasın somut olan ürünlerinden biri de mutfak ve yemek pişirme/ yemek ikrâm etmedir. Bu mirasın tespiti, korunması önemlidir. Kültürler arası en fazla etkileşimin olduğu yer mutfak ve mutfağa ait ürünler olsa gerektir. Siyasî coğrafyaları ve siyasî sınırları aşarak, coğrafi özelliklerin belirlediği geleneksel kültürün birikimi yanında, göçlerle, ticaretle, seferlerle birlikte yeni özellikler kazanan mutfaklar gelişim ve uzun sürede olsa da değişimler yaşayarak, sahip oldukları medeniyetin kodlarıyla birlikte oldukça fazla özellik sunmaktadır. Abbâsîler döneminde yeme-içme, sofrâ adâbı, sofrâ süsleme, yemek-sağlık ilişkisinin ele alındığı bir külliyyâtı oluşmuş olması Bağdatlıların hayatında yemek kültürünün ne kadar önemli olduğunu göstermektedir. İslâm dünyasında halifelerin de bu yönde teşvikleri dolayısıyla çeşitli kitaplarda yararları ve zararları açıklanan bitkilere yer veriliyor, halifelerin sıhhatlerine uygun yemekler pişirilmesi amacıyla hekimler tarafından çeşitli reçeteler hazırlanmıştır. Müslümanlar'ın Batı seferlerinin, yemek kültürünün taşınması açısından büyük öneme sahip olduğu söylenebilir. Emevî ve Abbâsîler'in Batı'ya yönelik seferleri esnasında Bağdat, Şam ve Fars yemek kültürü Batı'ya taşınmış, Mağrib'de bulunan Fâtımîler, Mısır yemek kültürünün Kuzey Afrika ve Endülüs'e geçişini hızlandırmıştır. Bu çalışmada özellikle doğudan batıya geçen yemeklerin tariflerinin yer aldığı bir yemek kitabı tanıtılacaktır. Eser 13. yüzyılda Ebü'l-Hasan Ali b. Muhammed İbn Rezîn et-Tücîbî (ö. 1292) tarafından yazılmış olan Fadâletü'l-huvân fi tayyibâti't-ta'âm ve'l-elvân, sûratün min fenni't-tabh fi'l-Endelüs ve'l-Mağrib fi bidâyeti asri Benî Merîn' dir.

**Anahtar Kelimeler:** Endülüs, Mağrib, Bağdat, Yemek Kültürü, Tücîbî.

## ABSTRACT

One of the tangible products of historical and cultural heritage is cuisine and cooking/eating. It is important to identify and protect this heritage. The place where there is the most interaction between cultures must be the kitchen and the products of the kitchen. In addition to the accumulation of traditional culture determined by geographical features that transcend political geographies and political borders, kitchens, which have gained new features with migrations, trade and expeditions, offer many features together with the codes of the civilization they have, experiencing development and changes, albeit in a long time. The fact that during the Abbasid period there was a complex on eating and drinking, table etiquette, table decoration, and the relationship between food and health shows how important food culture was in the lives of Baghdadis. Due to the encouragement of the caliphs in the Islamic world in this direction, plants whose benefits and harms were explained in various books were included, and various recipes were prepared by physicians in order to cook meals suitable for the health of the caliphs. It can be said that the Muslim expeditions to the West were of great importance in terms of the transfer of food culture. During the Umayyad and Abbasid expeditions to the West, Baghdad, Damascus and Persian food culture was carried to the West, and the Fatimids in Maghrib accelerated the transfer of Egyptian food culture to North Africa and Andalusia. In this study, a cookbook containing recipes of dishes that passed from east to west will be introduced. The work is *Fadālat al-ḥuvān fī tayyibāti't-ta'ām wa'l-elwān, sūratun min fenni't-tabh fi'l-Andalus wa'l-Maghrib fī bidāyeti asri Benī Merīn*, written by Abū al-Hasan Ali b. Muhammad Ibn Rezān al-Tujībī (d. 1292) in the 13th century.

**Keywords:** Andalusia, Maghrib, Baghdad, Food Culture, Tajībī.

**TÜRKİYE’DEKİ GİRİŞİMCİ KADINLARIN SORUNLARINI SOSYAL BİLİMLER  
BAKIŞ AÇISIYLA GÜNCEL TOPLUMSAL CİNSİYET LİTERATÜRÜ ÜZERİNDEN  
TARTIŞMAK**

**DISCUSSING THE PROBLEMS OF WOMEN ENTREPRENEURS IN TÜRKİYE  
FROM THE PERSPECTIVE OF SOCIAL SCIENCES VIA CURRENT GENDER  
LITERATURE**

**Dr. Öğr. Üyesi Senem GÜRKAN**

Ondokuz Mayıs Üniversitesi, Sağlık Bilimleri Fakültesi, Sosyal Hizmet Bölümü, Samsun,  
Türkiye

ORCID ID: <https://orcid.org/0000-0002-2061-6385>

**ÖZET**

Kadın girişimciliği, son dönemlerde sosyal bilimlerde birçok disiplinin çalışma alanına girme eğilimi göstermektedir. Bu çalışma, Türkiye’deki kadın girişimcilerin sorunlarını güncel toplumsal cinsiyet literatüründen hareketle ortaya koymayı amaçlamaktadır. 1988 ve sonrasında Türkiye’de kadın girişimciliği sorunlarına yönelik İngilizce ve Türkçe kaynaklar “girişimcilik, girişimci, kadın girişimci, Türkiye, Turkey, entrepreneurship, entrepreneur, female entrepreneur, woman entrepreneur” anahtar sözcükleri çerçevesinde taranmıştır. Ölçüt örneklemeyle belirlenen 47 tez, 23 makale ve 4 kitap olmak üzere toplam 74 yayın üzerinde yapılan içerik analizi ve kodlamalar, Türkiye’deki kadın girişimcilerin literatüre yansıyan sorunlarının mikro ve makro düzeyde olmak üzere iki kategoride incelenebileceğini göstermiştir. Mikro sorunlar, kadınların kendilerine koyduğu engeller ve psikolojik sorunlar; ekonomik sorunlar; eğitim ve okuryazarlığa yönelik sorunlar; piyasadaki rekabet şartları ve ortak bulmaya yönelik güçlükler olmak üzere beş ana gruba ayrılabilir. Makro sorunlar ise toplumsal cinsiyet temelli sosyo- kültürel sorunlar, yerel/bölgesel/ulusal sorunlar, bürokratik ve yasal engeller ve coğrafi engeller olmak üzere dört alt kategoride incelenebilmektedir.

**Anahtar Kelimeler:** Girişimci, Kadın girişimci, toplumsal cinsiyet, Türkiye



## **ABSTRACT**

Women's entrepreneurship has recently tended to enter the field of study of many disciplines in social sciences. This study aims to reveal the problems of women entrepreneurs in Türkiye based on current gender literature. This study was conducted through qualitative research method and document analysis technique was used since the literature was examined. English and Turkish sources on women's entrepreneurship problems in Turkey in 1988 and later were scanned within the framework of the keywords "girişimci, girişimcilik, kadın girişimci, Türkiye, Turkey, entrepreneurship, entrepreneur, female entrepreneur, woman entrepreneur". Content analysis and coding on a total of 74 publications, including 47 theses, 23 articles and 4 books, determined by criterion sampling, showed that the problems of women entrepreneurs in Turkey reflected in the literature can be examined in two categories, micro and macro level. Micro problems can be grouped into five categories such as obstacles that women impose on themselves and psychological problems; economic problems; issues related to education and literacy; competitive conditions in the market and difficulties in finding partners. Macro problems, on the other hand, can be divided into four groups such as gender-based socio-cultural problems, local/regional/national problems, bureaucratic and legal obstacles and geographical obstacles.

**Keywords:** Women's entrepreneurship, entrepreneurship, gender, Türkiye

# SUSTAINABLE INNOVATION CATALYSTS: INSIGHTS FROM EU BAROMETER AND THE IMPERATIVE OF HIGH-QUALITY INSTITUTIONS

**Agnese Ibrahim**

University of Prishtina “Hasan Prishtina”, Faculty of Economics, Department of  
Management, Prishtine, Kosovo

ORCID ID: <https://orcid.org/0009-0006-9981-9711>

## ABSTRACT

**Introduction and Purpose:** Sustainable innovation, characterized by the creation and utilization of new technologies and ideas with a positive impact on the environment, society, and economy, has become a pivotal process in contemporary business landscapes. Acknowledging the dynamic global contexts, this paper embarks on an exploration to discern potential variations in the relationship between firm characteristics and sustainable innovation. Notably, the investigation extends its focus to compare EU and non-EU countries, recognizing the diverse institutional contexts that may shape the dynamics of sustainable innovation differently across regions. The purpose of this paper is to delve into the intricate interplay between firm characteristics and sustainable innovation, through this comparative analysis, we seek to unravel nuanced patterns that may influence the adoption and success of sustainable innovation practices. **Materials and Methods:** Utilizing insights from institutional theory and utilizing data derived from the extensive 2020 Eurobarometer survey, which encompassed 15,000 interviews conducted across 37 EU and non-EU countries, our study employs a multilevel econometric analysis at the individual level. This analysis unveils a strong correlation between sustainable innovation and various factors, including firm-specific attributes and institutional quality. Our analytical approach involves the application of a multi-level logistic regression model, strategically leveraging the hierarchical structure inherent in the data for a thorough examination of these complex relationships. **Results:** This paper explores how governments can influence sustainable innovation and identifies key factors. It reveals that small and medium-sized enterprises are more inclined towards sustainable innovations. Additionally, countries with superior institutional quality and trust create an environment conducive to sustainable innovation. These findings contribute insights for refining theories and devising strategies, emphasizing the roles of government influence and institutional quality in shaping sustainable innovation. **Discussion and Conclusion:** This research, based on the EU Barometer 2020 study, enhances our understanding of factors driving sustainable innovation. Countries emphasizing environmental concerns, social responsibility, and transparency, with lower corruption levels, exhibit a stronger inclination for sustainable innovation. The results underscore the essential role of high-quality institutions, suggesting the need for legislation fostering environmental care, increased transparency, higher social responsibilities, and reduced corruption to bolster sustainable innovation development. In conclusion, the study advocates for strategic measures to fortify institutional foundations, emphasizing environmental responsibility and transparency as key drivers for sustainable innovation.

**Key Words:** sustainable innovation, institutional quality, firm factors

# INNOVATIVE HORIZONS: UNRAVELING THE IMPACT OF DECISION-MAKING STYLES ON MANAGERS' WORK BEHAVIOR

**Qendrese Ibrahim**

University of Prishtina “Hasan Prishtina”, Faculty of Economics, Department of Management, Prishtine, Kosovo

ORCID ID: <https://orcid.org/0009-0005-0091-8684>

## ABSTRACT

**Introduction and Purpose:** In the realm of organizational dynamics, understanding the intricacies of decision-making styles among managers is pivotal. This paper sets the stage for an exploration into the correlation between managers' Decision-Making Style (DMS) and the manifestation of Innovative Work Behavior (IWB) within the workplace. The primary purpose of this paper is to delve into the relationship between managers' DMS and their IWB. By shedding light on which decision-making styles are more conducive to fostering innovative approaches, this study addresses a significant gap in existing research. The exploration of the relationship between DMS and IWB is a distinctive contribution to this field, as it has been infrequently examined in previous studies. **Materials and Methods:** This research adopts a quantitative approach, utilizing data collected through an online questionnaire distributed via Qualtrics, focusing on managers from diverse companies. The questionnaire includes multiple measurement instruments, including a demographic questionnaire. Remarkably, the study obtained responses from a robust cohort of over 230 participants, ensuring a substantial and diverse dataset. The Likert scale measured two instruments, and Structural Equation Modeling (SEM) was employed for a nuanced exploration of the connections between variables, enhancing our understanding of the interplay between managers' DMS and IWB. **Results:** Upon empirically examining the collected data we find out that individuals assuming the roles of managers who embrace rational and intuitive decision-making styles showcase a higher propensity for innovation within the workplace. In contrast, those who lean towards dependent, avoiding, or spontaneous decision-making styles exhibit comparatively lesser levels of innovative behavior. This observation underscores the influential role of decision-making styles in shaping innovative dynamics within a managerial context. **Discussion and Conclusion:** This study aimed to investigate whether the DMS impacts the IWB of managers in their workplace. Five hypotheses were formulated, linking rational, intuitive, dependent, avoidant, and spontaneous decision-making styles with IWB. After analysis of the data from 230 business managers in Kosovo, this study finds that rational decision-making style and intuitive style are positively and significantly related to IWB. Also, there is a significant relationship between avoidant style, and a negative one, while, there is no significant relationship between dependent and spontaneous decision-making styles with IWB.

**Key Words:** Innovative Work Behavior; General Decision Making Style; Managers; Innovation;

## CURCUMIN AND METABOLIC SYNDROME RELATIONSHIP

### KURKUMİN VE METABOLİK SENDROM İLİŞKİSİ

**Senanur BAYRAKDAR**

Bezmialem Foundation University, Faculty of Health Science, Department of Nutrition and Dietetics, Istanbul, Turkey

ORCID ID: <https://orcid.org/0009-0009-4403-4636>

**Beyza MENDEŞ**

Bezmialem Foundation University, Faculty of Health Science, Department of Nutrition and Dietetics, Istanbul, Turkey

ORCID ID: <https://orcid.org/0000-0002-4182-1273>

#### ABSTRACT

Metabolic syndrome; It is a clinical condition characterized by the combination of metabolic risk factors, defined by the simultaneous occurrence of at least three of the risk factors: obesity, dyslipidemia, impaired glucose metabolism, high blood pressure, and low levels of HDL cholesterol. This syndrome increases the incidence of cardiovascular diseases and other disabilities, such as type 2 diabetes, stroke, heart failure and coronary artery disease. Metabolic syndrome is considered an important cause of morbidity and mortality in both developed and developing countries. In addition to lifestyle changes such as nutritional intervention and physical activity intervention, drug therapy is also used in the treatment of metabolic syndrome. The tendency to use medicinal plants is increasing due to the fact that drugs used in the treatment of metabolic diseases cause some negative effects. Curcumin is a major natural polyphenol found in the rhizome of turmeric (*Curcuma longa*) that has been recognized for thousands of years for its medicinal properties and potential health benefits. Curcumin; It is offered to humanity in many different forms such as spice, antiseptic, anti-inflammatory, preservative or coloring agent, capsule or powder. Curcumin is a pigment of dried turmeric rhizomes that is yellow-orange. Studies have reported that curcumin has antioxidant, anti-inflammatory, anti-microbial, cardio-protective, kidney-protective, liver-protective, anti-neoplastic, immunomodulatory, hypoglycemic and anti-rheumatic effects. Therefore, there has been a tendency that curcumin can be used in the treatment of metabolic syndrome. When looking at the effect of curcumin on metabolic syndrome markers; studies have shown that curcumin supplementation has positive effects on body weight, BMI, waist and hip circumference, waist-hip ratio, fasting blood glucose, HOMA-IR, HbA1c, ALT, AST, total cholesterol, triglyceride, LDL cholesterol, HDL cholesterol levels. Apart from these effects, it has also been stated that curcumin supplementation has positive effects on many serum inflammatory markers such as TNF $\alpha$ , CRP and IL-6. However, more studies are needed to definitively and adequately explain the effect of curcumin on metabolic syndrome markers.

**Keywords:** Metabolic Syndrome, Turmeric, Curcumin, *Curcuma longa*, Type 2 Diabetes, Cardiovascular Diseases

## ÖZET

Metabolik sendrom; obezite, dislipidemi, bozulmuş glukoz metabolizması, yüksek kan basıncı, düşük seviyelerde HDL kolesterol risk faktörlerinden en az üçünün eşzamanlı olarak ortaya çıkmasıyla tanımlanan, metabolik risk faktörlerinin bir araya gelmesiyle karakterize olan klinik bir durumdur. Bu sendrom tip 2 diyabet, felç, kalp yetmezliği ve koroner arter hastalığı gibi kardiyovasküler hastalıkların ve diğer sakatlıkların görülme sıklığını arttırmaktadır. Metabolik sendrom, hem gelişmiş hem de gelişmekte olan ülkelerde morbidite ve mortalitenin önemli bir nedeni olarak görülmektedir. Metabolik sendrom tedavisinde beslenme müdahalesi, fiziksel aktivite müdahalesi gibi yaşam tarzı değişikliklerinin dışında ilaç tedavisi de kullanılmaktadır. Metabolik hastalıkların tedavisinde kullanılan ilaçların bazı olumsuz etkilere sebep olması nedeniyle tıbbi bitkilerin kullanımına olan eğilim giderek artmaktadır. Kurkumin, zerdeçalın (*Curcuma longa*) rizomunda bulunan tıbbi özellikleri ve potansiyel sağlık yararları nedeniyle binlerce yıldır tanınan ana doğal bir polifenoldür. Kurkumin; baharat, antiseptik, anti-inflamatuar, koruyucu veya renklendirici madde olarak, kapsül veya toz gibi birçok farklı formlarda insanlığın kullanımına sunulmuştur. Kurkumin, sarı-turuncu renkli, kurutulmuş zerdeçal rizomlarının bir pigmentidir. Yapılan çalışmalarla kurkuminin antioksidan, anti-inflamatuar, anti-mikrobiyal, kalp-koruyucu, böbrek-koruyucu, karaciğer-koruyucu, anti-neoplastik, immünomodülatör, hipoglisemik ve anti-romatizmal etkileri bulunduğu rapor edilmiştir. Bu nedenle kurkuminin metabolik sendrom tedavisinde kullanılabileceği yönünde bir eğilim olmuştur. Kurkuminin metabolik sendrom belirteçleri üzerindeki etkisine bakıldığında; çalışmalar kurkumin takviyesinin vücut ağırlığı, BKİ, bel ve kalça çevresi, bel-kalça oranı, açlık kan şekeri, HOMA-IR, HbA1c, ALT, AST, total kolesterol, trigliserit, LDL kolesterol, HDL kolesterol düzeyleri üzerinde olumlu etkileri olduğunu göstermiştir. Bu etkilerin dışında kurkumin takviyesinin TNF $\alpha$ , CRP ve IL-6 gibi birçok serum inflammatuar belirteci üzerinde de olumlu etkilerinin olduğu ifade edilmiştir. Ancak kurkuminin metabolik sendrom belirteçleri üzerine olan etkisini kesin ve yeterli düzeyde açıklamak için daha fazla çalışma yapılmasına ihtiyaç duyulmaktadır.

**Anahtar Kelimeler:** Metabolik Sendrom, Zerdeçal, Kurkumin, *Curcuma longa*, Tip 2 Diyabet, Kardiyovasküler Hastalıklar

# EFFICACY OF COGNITIVE BEHAVIORAL THERAPY IN ALLEVIATING PSYCHOLOGICAL SYMPTOMS OF MUSCLE DYSMORPHIA

## KAS DİSMORFİSİNİN PSİKOLOJİK BELİRTİLERİNİ AZALTMADA BİLİŞSEL DAVRANIŞÇI TERAPİNİN ETKİNLİĞİ

**Aleyna GÜNERİ**

Nişantaşı Üniversitesi, İktisadi, İdari ve Sosyal Bilimler Fakültesi, Psikoloji Anabilim Dalı,  
İstanbul, Türkiye

ORCID ID: <https://orcid.org/0009-0009-3784-9394>

**Metin ÇINAROĞLU**

Nişantaşı Üniversitesi, İktisadi, İdari ve Sosyal Bilimler Fakültesi, Psikoloji Anabilim Dalı,  
İstanbul, Türkiye

ORCID ID: <https://orcid.org/0000-0001-6342-3949>

### ABSTRACT

Muscle dysmorphia, a subtype of body dysmorphic disorder, is characterized by an obsessive preoccupation with perceived inadequacy in muscularity. This condition, predominantly affecting males, leads to significant psychological distress and impacts daily functioning. Despite its growing prevalence, targeted therapeutic interventions remain underexplored. This presentation aims to examine the effectiveness of Cognitive Behavioral Therapy (CBT) in mitigating the psychological symptoms associated with muscle dysmorphia.

Through a comprehensive review of recent literature and case studies, we assess the applicability of CBT techniques, such as cognitive restructuring and exposure therapy, in addressing the core beliefs and behaviors underpinning muscle dysmorphia. The discussion highlights how CBT can be tailored to challenge the irrational beliefs about body image and muscularity, reduce compulsive exercising, and improve self-esteem. Moreover, we explore the potential for integrating mindfulness and body acceptance strategies within the CBT framework to enhance treatment outcomes.

Our analysis suggests that CBT, with its emphasis on modifying dysfunctional thinking patterns and behaviors, holds significant promise as a therapeutic approach for muscle dysmorphia. This presentation concludes by proposing future research directions to refine and validate CBT protocols specifically for muscle dysmorphia, ultimately contributing to more effective clinical practices in treating this challenging condition.

## ÖZET

Vücut dismorfik bozukluğunun bir alt türü olan kas dismorfisi, kaslılıkta algılanan yetersizlik ile takıntılı bir meşguliyet ile karakterize edilir. Ağırlıklı olarak erkekleri etkileyen bu durum, ciddi psikolojik sıkıntıya yol açmakta ve günlük işleyişi etkilemektedir. Artan yaygınlığına rağmen, hedefe yönelik terapötik müdahaleler yeterince araştırılmamıştır. Bu sunum, Bilişsel Davranışçı Terapinin (BDT) kas dismorfisi ile ilişkili psikolojik semptomları hafifletmedeki etkinliğini incelemeyi amaçlamaktadır.

Güncel literatürün ve vaka çalışmalarının kapsamlı bir incelemesi yoluyla, bilişsel yeniden yapılandırma ve maruz bırakma terapisi gibi BDT tekniklerinin kas dismorfisini destekleyen temel inanç ve davranışları ele almada uygulanabilirliğini değerlendiriyoruz. Tartışma, BDT'nin vücut imajı ve kaslılık hakkındaki mantıksız inançlara meydan okumak, kompulsif egzersizi azaltmak ve özgüveni geliştirmek için nasıl uyarlanabileceğinin altını çiziyor. Ayrıca, tedavi sonuçlarını iyileştirmek için farkındalık ve beden kabulü stratejilerini BDT çerçevesine entegre etme potansiyelini araştırıyoruz.

Analizimiz, işlevsiz düşünme kalıplarını ve davranışlarını değiştirmeye vurgu yapan BDT'nin, kas dismorfisi için terapötik bir yaklaşım olarak önemli umut vaat ettiğini göstermektedir. Bu sunum, özellikle kas dismorfisi için BDT protokollerini geliştirmek ve doğrulamak için gelecekteki araştırma talimatlarını önererek ve sonuçta bu zorlu durumun tedavisinde daha etkili klinik uygulamalara katkıda bulunarak sona ermektedir.

# THE FORMATION OF THE COMMITTEE OF UNION AND PROGRESS AND ITS ROLE UNTIL THE FIRST WORLD WAR

## İTTİHAT VE TERAKKİ CEMİYETİ'NİN OLUŞUMU VE BİRİNCİ DÜNYA SAVAŞI'NA KADAR ROLÜ

**İlhan Sedat ÇEBİ**

Tokat Gaziosmanpaşa University, Graduate School of Education, Department of Political  
Science and International Relations, Tokat, Turkey  
ORCID: 0009-0009-3697-5233

### ABSTRACT

Ottoman statesmen, starting from the early 19th century, became aware of the growing European superiority and decided to adopt Westernization policies. Doubts about the validity of their systems led the leaders to accept that the main cause of the Ottoman Empire's decline was the technical superiority of the West. In this context, it was thought that the Ottoman Empire should be reformed in a Western way and made to resemble the West.

The Committee of Union and Progress was founded on May 21, 1889, under the name of "İttihad-ı Osmanî Cemiyeti". The society emerged by claiming that the government was a regime that violated justice, equality, and freedom, prevented the Ottoman people from progressing, and subjected the country to foreign domination. The Committee of Union and Progress had a political activism understanding that aimed to save the state. The Young Turks, who watched with concern the disintegration of the Ottoman Empire and the growing strength of nationalist separatist movements, had a main concern to preserve the autonomy and territorial integrity of the Ottoman Empire.

The establishment of the Committee of Union and Progress is an important turning point that reflects the Westernization efforts of the Ottoman statesmen and the concerns of the Young Turks about the future of the Ottoman Empire. This Society emerged in a difficult period for the Ottoman Empire, forming a reaction against the government's practices and leading to significant changes in the political and social structure of the Ottoman Empire.

**Key Words:** Union, Progress, Committee, Sultan Abdulhamit, Constitutionalism



## ÖZET

Osmanlı devlet adamları, 19. yüzyılın başlarından itibaren Avrupa üstünlüğündeki artışı fark ederek, Batılılaşma politikalarını benimsemeye yönelmişlerdir. Sistemlerinin geçerliliği konusundaki şüpheler, liderleri Osmanlı'nın gerilemesini Batı'nın teknik üstünlüğüne bağlama noktasında bir farkındalığa yönlendirmiştir. Bu durum, Osmanlı'nın Batılı bir şekilde reforme edilmesi ve Batı'ya benzemesi gerektiği düşüncesini beraberinde getirmiştir.

İttihat ve Terakki Cemiyeti, 21 Mayıs 1889'da "İttihad-ı Osmanî Cemiyeti" adı altında kurulmuş ve hükümetin adalet, eşitlik, ve özgürlük ihlallerine karşı bir tepki olarak ortaya çıkmıştır. Bu cemiyet, Osmanlı halkını ilerlemekten alıkoyan ve ülkeyi yabancı tahakküme maruz bırakan bir yönetim olduğunu iddia etmiştir. İttihat ve Terakki Cemiyeti'nin politik eylemcilik anlayışı, devleti kurtarmayı hedeflemiştir. Jön Türkler, Osmanlı İmparatorluğu'nun parçalanmasını ve milliyetçi ayrılık hareketlerinin güç kazanmasını endişeyle izleyerek, Osmanlı Devleti'nin özerkliğini koruma ve coğrafi bütünlüğünü sağlama kaygısını taşıyan bir ana kaygıya sahip olmuştur.

İttihat ve Terakki Cemiyeti'nin kuruluşu, Osmanlı devlet adamlarının Batılılaşma çabalarını ve Jön Türkler'in Osmanlı Devleti'nin geleceği konusundaki kaygılarını yansıtan önemli bir dönemeçtir. Bu cemiyet, Osmanlı'nın zor durumda olduğu bir dönemde ortaya çıkarak hükümetin uygulamalarına karşı bir tepki oluşturmuş ve Osmanlı'nın siyasi ve toplumsal yapısında önemli değişikliklere öncülük etmiştir.

Makalede incelenen süreç, Osmanlı'nın Batılılaşma çabaları, İttihat ve Terakki Cemiyeti'nin kuruluşu, ve Jön Türkler'in endişeleri bağlamında önemli bir tarihsel evrimi yansıtmaktadır. Bu dönem, Osmanlı İmparatorluğu'nun geleceğini belirlemede kritik bir rol oynamış, politik, toplumsal ve kültürel değişimlere öncülük etmiştir.

**Anahtar Kelimeler:** Over Transplantasyonu; Hidrokortizon; İnflamasyon; Nekroz; Histopatoloji

**ELDERS. SOCIO DISCURSIVE REPRESENTATIONS IN THE DEBATE OF THE  
HISTORICAL REPARATION BILL FOR TRANSVESTITE AND TRANS ELDERLY  
PEOPLE IN ARGENTINA**

**YAŞLILAR. ARJANTİN'DE TRANSVESTİT VE TRANS YAŞLILARA YÖNELİK  
TARİHSEL TAZMİNAT YASASININ TARTIŞILMASINDA SOSYOLOJİK  
TEMSİLLER**

**Tatiana Marisel PIZARRO**

Conicet, Universidad Nacional de San Juan, Instituto de Investigaciones Socioeconómicas,  
San Juan, Argentina

ORCID ID: <https://orcid.org/0000-0002-3701-5156>

**ABSTRACT**

**Introduction and Purpose:** In the global south, and specifically in Latin America, the experiences, demands, and interests of the transvestite, transformist population have been articulated in the public sphere through various strategies in the last thirty years, from the negotiation of figures of suffering and unprotection, through gadgets of celebration and scandal, and finally reaching the politicization of street life, sex work, and the affirmation of gender-generic dissent. The objective of this paper is to analyze the sociodiscursive representations arising in the legislative debate of the bill of historic reparation for transvestites and trans elderly people in Argentina as tools of recognition from the creation of the Pension Reparatory for Elderly Transvestites and Trans of which would be possible beneficiaries. **Materials and Methods:** In Argentina, eleven years after the adoption of Law 26,743 establishing the right to gender identity of persons, various transvestite and trans activist groups demand a Law of Historical Reparation as a way of compensatory compensation that would seek to repair the damage caused by institutional violence suffered by this group for attacking their gender identity and the violation of their human rights. This analysis will be made with a critical look with a focus on feminist and transfeminist struggles that give relevance to the contradictions of bodies, as well as the meaning they have for social transformation policies. **Results:** Therefore, through the identification, observation and analysis of sociodiscursive representations, the focus will be on the categories of Gender, TransGénero, and PostGénero, that highlight the relevance of the corporal in the definition of the collective subject of this contemporary transfeminist dispute. **Discussion and Conclusion:** The interest of observing these discourses, as proposed by Stephen Whittle (2006), is to achieve an articulation of trans voices and knowledge. Those that will create the conditions, in the last thirty years, to recognize and fight against the injustice of transphobia, and assume themselves as trans publicly to represent in a reliable way the victims and survivors of transphobia; be in charge of what we do with our own trans bodies, and take risks with the creation of our bodies and de-familiarize ourselves with normative subjectivity by rejecting gender ascription and thus reclaiming the transgender self.

**Key Words:** Transgender; LGTBIQ Rights; Social Protection; Sociodiscursive representation; Pensions.

## ÖZET

**Giriş ve Amaç:** Küresel güneyde ve özellikle Latin Amerika'da travesti, dönüşümcü nüfusun deneyimleri, talepleri ve çıkarları son otuz yılda çeşitli stratejiler aracılığıyla kamusal alanda dile getirilmeye başlandı. kutlama ve skandal araçlarıyla acı çekme ve korunmama ve sonunda sokak yaşamının siyasallaşmasına, seks işçiliğine ve toplumsal cinsiyete dayalı muhalefetin onaylanmasına varıyor. Bu makalenin amacı, Arjantin'deki travestilere ve trans yaşlılara yönelik tarihi tazminat tasarısına ilişkin yasama tartışmasında ortaya çıkan sosyo-söylemsel temsilleri, Yaşlı Travestiler ve Translar için Emeklilik Onarımı'nın oluşturulmasından tanınma araçları olarak analiz etmektir. olası faydalanıcılar. **Gereç ve Yöntem:** Arjantin'de, kişilerin cinsiyet kimliği hakkını düzenleyen 26.743 Sayılı Kanunun kabul edilmesinden on bir yıl sonra, çeşitli travesti ve trans aktivist gruplar, verilen zararı onarmayı amaçlayan telafi edici bir tazminat yolu olarak bir Tarihsel Tazminat Kanunu talep ediyor. Bu grubun cinsiyet kimliklerine saldırdığı ve insan haklarını ihlal ettiği için maruz kaldığı kurumsal şiddet. Bu analiz, bedenlerin çelişkilerine ve toplumsal dönüşüm politikaları açısından taşıdığı anlamlara önem veren feminist ve transfeminist mücadelelere odaklanarak eleştirel bir bakışla yapılacaktır. **Bulgular:** Bu nedenle, sosyosöylemsel temsillerin tanımlanması, gözlemlenmesi ve analizi yoluyla, bu çağdaş transfeminist tartışmanın kolektif öznesinin tanımında bedensel olanın önemini vurgulayan Cinsiyet, TransGénero ve PostGénero kategorileri üzerinde odaklaşılacaktır. **Tartışma ve Sonuç:** Stephen Whittle'ın (2006) önerdiği gibi, bu söylemleri gözlemlenmenin amacı, trans seslerin ve bilginin eklenmesini sağlamaktır. Son otuz yılda transfobinin adaletsizliğini tanımanın ve ona karşı mücadele etmenin koşullarını yaratacak, transfobi mağdurlarını ve hayatta kalanları güvenilir bir şekilde temsil etmek için kendilerini trans olarak kabul edecek olanlar; kendi trans bedenlerimizle yaptıklarımızdan sorumlu olmak, bedenlerimizin yaratılmasıyla ilgili riskler almak ve cinsiyet atıfını reddederek ve dolayısıyla trans benliği geri talep ederek normatif öznellikten kendimizi uzaklaştırmak.

**Anahtar Kelimeler:** Transseksüel; LGTBIQ Hakları; Sosyal koruma; Sosyosöylemsel temsil; Emeklilik

# INFORMATION TECHNOLOGIES TRANSFORMING PUBLIC SERVICES AND GOVERNANCE

Özden ŞENTÜRK

Dr, İstanbul Üniversitesi, Sosyal Bilimler Enstitüsü, İktisat, İstanbul, Türkiye.

ORCID ID: 0000-0002-6801-6530

## ABSTRACT

**Introduction and Purpose:** This study analyses the changes in the public sector in the technological age and the increasing importance of information technologies in this sector. The introduction highlights the impact of information sharing and technological investment in public administration, while the conclusion highlights the contributions of these developments to public services and the indispensability of adapting to technology. Today, the public sector is undergoing a significant transformation process in parallel with technological developments. With the spread of information technologies, the delivery of services by public institutions has become more effective, more efficient and faster. This transformation has become imperative in order to respond to the growing expectations of the public and to adapt to the times. In addition, information technologies are accepted as an important part of corporate governance in public administration, playing a critical role in areas such as strategic management, resource management and performance monitoring. **Method:** The method of the study involves a comprehensive literature review to analyze technological transformations in the public sector and the effects of information technologies in this field. Typically, this type of study examines data from various sources such as existing academic publications, reports, public policies, and case studies. Additionally, the method includes evaluating technological advancements and applications in public administration, analyzing the impact of these technologies on public services, and their contributions to the relationship between citizens and the government. **Result:** As a result, developments in the field of information and technology are at the heart of this transformation in the public sector. **Discussion and Conclusion:** Information technologies play an important role in the governance process, in achieving the goals of institutions, in the effective use of resources and in clarifying objectives. Public services, through their technological relevance, increase citizens' satisfaction and loyalty to the state, which has a positive impact on the relationship between public administration and citizens. This transformation is crucial for the future of the public sector and requires the delivery of services in line with the times.

**Keywords:** Technology, Public institutions, Governance

# COMPARISON OF THE ODYSSEIA EPIC AND THE NOVEL COUNT DRACULA WITHIN THE FRAMEWORK OF NIETZSCHE'S CULTURAL THEORY

## NIETZSCHE'NİN KÜLTÜR KURAMI ÇERÇEVESİNDE ODYSSEİA DESTANI VE KONT DRACULA ROMANININ KARŞILAŞTIRILMASI

**Engin KOCA**

İstanbul Medeniyet University, Faculty of Literatura, Department of Philosophy, Istanbul,  
Turkey

ORCID ID: <https://orcid.org/0000-0003-4505-2886>

### ABSTRACT

**Introduction and Purpose:** The opposition of Apollo and Dyanisos, put forward by Nietzsche in his work titled *The Birth of Tragedy from the Spirit of Music*, provides the opportunity to follow the stages of the establishment and dissolution of culture from the history of literature. Literature emerged much earlier than philosophy in historical terms and convinced the audience of common ideals and goals by creating heroes to build a meta-narrative that established the social. Similarly, romantic literature did the exact opposite at the end of the century and became both the describer and the subject of the disintegration of social values. In this study, the establishment and dissolution of culture will be explained through the analysis of the *Odyssey* epic and *Count Dracula* novels. **Materials and Methods:** Since this study is a qualitative analysis, Nietzsche's conceptual opposition, Apollonian and Dyonisiac principles, will be applied to the texts mentioned above. **Findings:** In Homer's epic *Odyssey*, the hero solves the witches, cyclops or sirens in unlit lands, their secrets with Athena, that is, wisdom, and makes them socially functional. In these epics, negative situations that can be caused by traits such as greed, arrogance, and self-conceit are visualized, and it is recommended to be subject to the laws of the mind instead of natural instincts. On the other hand, Romanticism, as a literary movement, does exactly the opposite from the Baudelairean perspective and dissolves the social. The ideals and goals required in the establishment phase of culture are realized when the individual gives up his natural instincts and irrational actions, and in this context, what is needed are heroes; On the other hand, romantic literature dissolves the meta-narratives built in the classical period and criticizes the ideals on which the social is based. The mood that Nietzsche identified as the death of God offers important products in the context of romance in gothic literature. The framework set forth in the novel *Count Dracula* describes the events that occur with a vampire coming to London, the cultural center. When Dracula comes to London, the animals confined to the zoo, the insane in the asylum, the criminals in the prison, and the women confined to the house rebel in a way that violates the norm. The novel *Dracula* invites its reader to think about the reasons for the great confinement. **Result and Discussion:** Nietzsche's conceptual opposition provides the opportunity to analyze the establishment and dissolution of culture through literature. In this context, two selected texts will be analyzed.

**Key Words:** Nietzsche; *Odyssey* Epic; *Count Dracula* Novel

## ÖZET

**Giriş ve Amaç:** Nietzsche'nin Müziğin Ruhundan Tragedyanın Doğuşu isimli eserinde ortaya koyduğu Apollon ve Dyanisos karşıtlığı, kültürün kuruluşu ve çözülüşü aşamalarını, edebiyat tarihinden takip etme imkânı sağlamaktadır. Edebiyat, tarihsel anlamda felsefeden çok daha önde ortaya çıkmış ve toplumsal olanı kuran bir üst anlatı inşa etmek için kahramanlar yaratarak dinleyicileri ortak idealler ve erekler konusunda ikna etmiştir. Benzer şekilde romantik edebiyat, yüzyıl sonunda tam tersini yapmış, toplumsal değerlerin çözülüşünün hem betimleyicisi, hem de öznesi olmuştur. Bu çalışmada kültürün kuruluşu ve çözülüşü, Odysseia destanı ile Kont Drakula romanlarının analizi üzerinden açıklanacaktır. **Gereç ve Yöntem:** Bu çalışma nitel bir inceleme olduğu için, Nietzsche'nin kavramsal karşıtlığı olan Apollonik ve Dyonizyak prensipler yukarıda zikredilen metinlere uygulanacaktır. **Bulgular:** Homeros'un Odysseia destanında kahraman aydınlatılmamış diyarlardaki cadıları, tepegözleri ya da sirenleri, onların sırlarını Athena, yani bilgelik ile çözer ve onları toplumsal anlamda işlevsel hale getirir. Bu destanlarda açgözlülük, kibir, kendini beğenme gibi hasletlerin yol açabileceği olumsuz durumlar imgeleştirilir, doğal güdüler yerine aklın yasalarına tabi olunması salık verilir. Öte yandan Romantizm bir edebiyat akımı olarak, Baudelaireci perspektiften tam da bunun tersini yapar ve toplumsal olanı çözer. Kültürün kuruluş aşamasında gerekli olan idealler ve hedefler, bireyin doğal güdülerinden ve irrasyonel eylemlerden vazgeçmesi ile gerçekleşir ve bu çerçevede ihtiyaç duyulan kahramanlardır; öte yandan romantik edebiyat klasik dönemde inşa edilmiş üst anlatıları çözer ve toplumsal olanın üzerinde yükseldiği idealleri eleştiriye tabi tutar. Nietzsche'nin Tanrı'nın ölümü olarak tespit ettiği ruh hali, gotik edebiyatta romantizm bağlamında önemli ürünler sunar. Kont Drakula isimli romanda ortaya konan çerçeve, kültür merkezi olan Londra'ya gelen bir vampir ile birlikte ortaya çıkan olayları anlatır. Drakula Londra'ya geldiğinde, hayvanat bahçesine kapatılan hayvanlar, tımarhanedeki deliler, hapisanedeki suçlular ve eve kapatılmış olan kadınlar bir nevi normu ihlal edecek şekilde isyan ederler. Drakula romanı okuyucusunu, büyük kapatılmanın gerekçeleri konusunda düşünmeye çağırır. **Sonuç ve Tartışma:** Nietzsche'nin kavramsal karşıtlığı, edebiyat üzerinden kültürün kuruluş aşamasını ve çözülüşünü analiz etme imkânı vermektedir. Bu çerçevede seçilen iki metin analiz edilecektir.

**Anahtar Kelimeler:** Nietzsche; Odesa Destanı; Kont Drakula Romanı

## THEORY OF THE FREE VILLAGE COMMUNITY

**Sultan GÜRSOY**

Mersin University, Faculty of Humanities and Social Sciences, Department of History,  
Mersin, Turkey

ORCID ID: <https://orcid.org/0000-0002-7689-0121>

### ABSTRACT

The theory of the free village community, also known as the mark theory, has been a widely accepted hypothesis in the fields of history and economics since the nineteenth century. However, it is important to note that this theory lacks support from historical documents and should therefore be approached with caution by scholars. The theory emerged from the understanding that primitive Germanic peasants were free people. Historians have traditionally viewed the early Germanic people through a lens of political ideals prevalent in the first half of the nineteenth century. However, without sufficient knowledge of their real life and character, this view may not accurately reflect their true qualities. It is important to avoid subjective evaluations and instead use clear, objective language with precise terminology. The text should adhere to conventional structure and formatting, with a logical flow of information and causal connections between statements. Additionally, the language should be formal, free from grammatical errors, spelling mistakes, and punctuation errors. It is crucial to avoid adding new content and to maintain the original meaning of the text.

Kemble's theory, which suggests that the mark system existed at the beginning of English political history, was also accepted in England. After examining the statutes meticulously, it was discovered that the independent Saxon sided with the Germans as a noble and free man. Kemble suggests that a mark is a territory with well-defined boundaries that contains certain proportions of heath, forest, plain, and pasture. On this plot of land, freemen were initially bound by kinship and tribal ties. However, they later relinquished these blood ties and instead shared common rights to the lands within the mark. They voluntarily united for mutual support and cultivation of the land.

The debate surrounding the origin of the primitive Germanic people is a significant topic in early medieval European history. Understanding the origin, traditions, and social structure of primitive Germanic society is essential to comprehend the political, military, social, and legal systems of both continental Europe and England. This study presents the perspectives of historians who both support and oppose this theory, providing new insights and clarity.

**Key Words:** Anglo-Saxon, Germanic Peasant, Mark Theory, Early Middle Ages.

## ÖZET

Özgür köy topluluğu ya da mark teorisi on dokuzuncu yüzyıldan itibaren tarih ve iktisatta kabul edilen bir hipotez olmuştur. Bu hipotez pek çok tarih yazarı tarafından kabul edilmiş ve genişletilmiştir. Yaygın olarak bilindiği üzere özgür köy topluluğu hiçbir tarihi belgede bulunmaz ve bu nedenle özenli bilim insanları tarafından ihtiyatla kabul edilmiştir. Özgür köy topluluğu teorisi, ilkel Germen köylüsünün özgür insanlar olduğu anlayışından ortaya çıkmıştır. Bu ilkel Germen insanının gerçek yaşamı ve karakteri hakkında yeterli bilgiye sahip olmaksızın ve onun yalnızca görünürde özgür olduğunu ve sahip olduğu özgürlükte hiçbir engelle maruz kalmadığını gören tarihçiler, on dokuzuncu yüzyılın ilk yarısının siyasi ideallerinin gerçekleştirmeye çalıştığı nitelikleri onda gördüler. Adeta idealistlerin varsayımlarıyla örtülü, onlara dünyanın bir zamanlar sahip olduğu ama artık sahip olmadığı şeyleri hatırlatan sıradan bir model haline geldi.

Bu teori İngiltere’de de kabul edildi. Kemble titizlikle incelediği tüzüklerden bulduğu kanıtlarla, İngiliz siyasi tarihinin başlangıcında mark sisteminin var olduğunu keşfetti. Bağımsız Sakson asil ve özgür bir adam olarak Germenlerin yanında yerini aldı. Kemble tarafından belirlendiği şekliyle mark, belirli oranlarda fundalık, orman, ova ve mera içeren iyi tanımlanmış sınırları olan büyük veya küçük bir bölgeydi. Bu toprak parçası üzerinde başlangıçta akrabalık ve kabile bağlarıyla birbirine bağlı olan ancak bu kan bağı ilişkilerini erken bir dönemde kaybetmişler ve mark içindeki topraklarda ortak haklara sahip, karşılıklı destek ve toprağın işlenmesi için gönüllü olarak bir araya getirilmiş özgür adamlardan oluşmaktaydı.

İlkel Germen halkının kökeninde dair yapılan bu tartışma konusu erken Orta Çağ Avrupa tarihinin önemli konularından biridir. İlkel Germen toplumunun kökeni, gelenekleri ve toplum yapısı hem kıta Avrupa’sının hem de İngiltere’nin siyasi, askeri, sosyal ve hatta hukukunu derinden etkileyen önemli bir konudur. Bu teoriyi destekleyen ve bu teoriye karşı çıkan tarihçilerin görüşlerine yer verdiğimiz bu çalışmamız, konuya yeni bir bakış açısı ve netlik kazandırmak amaçındadır.

**Anahtar Kelimeler:** Anglo-Sakson, Germen Köylüsü, Mark Teorisi, Erken Ortaçağ.



## WHAT ARE THE REASONS OF UNETHICAL BEHAVIORS OF TEACHERS?

### ÖĞRETMENLERİN ETİK DIŐI DAVRANMA NEDENLERİ NELERDİR?

**Melike GÜN**

Grad. Student, Ministry of Education, Sakarya, Turkey  
ORCID ID: <https://orcid.org/0009-0002-9025-6925>

**Mehmet Emin USTA**

Ass. Prof. Dr., Sakarya University, Sakarya, Turkey  
ORCID ID: <https://orcid.org/0000-0003-2355-1203>

**Ümit DOĐAN**

Dr., Ministry of Education, Sakarya, Turkey  
ORCID ID: <https://orcid.org/0000-0002-8144-9744>

#### ABSTRACT

The purpose of this research is to look for the reasons which leads the teachers to behave unethically. The data collected in the study consists of the data received as a result of the qualitative research by applying interview forms made with 15 teachers, who are from 5 different secondary schools and 3 different fields of study in 2023-2024 academic year 1st midterm. The teachers, who are from different fields of study and working at secondary schools, selected in order to collect the data for the research have been determined as the ones ranked 1st, 5th and 10th in the school list. An interview form has been applied to the teachers selected. The interview form consists of 2 sections. The 1st section is the demographic part which consists of the personal information. In the 2nd section there are 7 semi structured, open ended questions. The teachers have answered these questions, based on a voluntary basis, in determined place, time and space. The personal information located in the 1st section consists of the elements of gender, the institution they were graduated from, graduation status, seniority and the number of teachers in the school. The questions in the 2nd section have focused on the fact that the reasons of the unethical behaviors occur resulting from lack of knowledge, insufficiency of education, economic reasons, lack of knowledge about sanction and lack of audit. Based on the answers given it is believed that teachers, knowingly or unknowingly are considering the unethical behaviors as appropriate. It has been found out that the reasons of unethical behaviors vary according to gender, seniority and the school they were graduated from. It has been seen that they don't school. Female teachers, compared to male teachers, have given more interpretive answers to the questions including in interview forms. The teachers who are in their first 15 years of undergraduate level professions state that they have taken education on ethics.

**Key Words:** Ethics; Teaching Profession Ethics; Ethic Principles; Unethical Behavior.

## ÖZET

Bu araştırmanın amacı öğretmenleri etik dışı davranmaya yönelten sebeplerin neler olduğunu araştırmaktır. Yapılan çalışmada toplanan veriler 2023-2024 eğitim öğretim yılı I. Yarı yılında 5 farklı ortaokuldan 3'er farklı branştan öğretmen toplam 15 öğretmen ile yapılan görüşme formu uygulanarak nitel araştırma sonucu elde edilen verileri içermektedir. Araştırmada verileri toplamak için ortaokullarda görev yapan farklı branştan öğretmenler okul listesinde 1,5,10. Sırada yer alan öğretmenler şeklinde belirlenmiştir. Seçilen öğretmenlerimize görüşme formu uygulanmıştır. Görüşme formu 2 bölümden oluşmaktadır. Bölüm kişisel bilgilerin yer aldığı demografik kısımdır. 2. Bölümde ise 7 adet yarı yapılandırılmış özellikte açık uçlu soru yer almaktadır. Öğretmenlerimiz bu sorulara gönüllük esasına dayanarak belirlenen yer, zaman ve mekânda cevap vermişlerdir. 1. Bölümde yer alan kişisel bilgiler öğretmenlerin cinsiyet, mezun oldukları kurum, mezuniyet durumu, kıdem, okuldaki öğretmen sayısı unsurlarını içermektedir. 2. Bölümdeki sorular ise etik dışı davranma nedenlerinin bilgi eksikliği, eğitim yetersizliği, ekonomik nedenler, yaptırım konusunda bilgi eksikliği, denetim eksikliğinden kaynaklandığı üzerine odaklanmıştır. Verilen cevaplardan yola çıkarak öğretmenlerin farkında olarak ya da olmadan etik dışı davranışları doğru kabul ettiği yönündedir. Etik dışı davranma sebeplerinin cinsiyete, kıdeme göre farklılık gösterdiği bulunmuştur. Okuldaki öğretmen sayısı ile anlamlı bir farklılık göstermediği görülmüştür. Kadın öğretmenler, erkek öğretmenlere göre görüşme formunda yer alan sorulara daha yorumlayıcı cevaplar vermiştir. Lisans düzeyinde mesleğinin ilk 15 yılı içerisinde olan öğretmenler etik konusunda bir eğitim aldığını ifade etmektedir.

**Anahtar Kelimeler:** Etik; Öğretmenlik Meslek Etiği; Etik İlkeler; Etik Dışı Davranış.

**PERCEPTION OF RECEPTIVE LANGUAGE SKILL SELF-EFFICACY OF  
STUDENTS LEARNING TURKISH AS A FOREIGN LANGUAGE: THE CASE OF  
İSTANBUL NİŞANTAŞI UNIVERSITY**

**TÜRKÇEYİ YABANCI DİL OLARAK ÖĞRENEREN ÖĞRENCİLERİN ALICI DİL  
BECERİSİ ÖZ YETERLİLİK ALGISI: İSTANBUL NİŞANTAŞI ÜNİVERSİTESİ  
ÖRNEĞİ**

**Merve SUROĞLU SOFU**

Istanbul Nişantaşı University, TÖMER, İstanbul, Türkiye  
ORCID ID: <https://orcid.org/0000-0001-9101-8211>

**Rabia DEMİRKOL**

Istanbul Nişantaşı University, TÖMER, İstanbul, Türkiye  
ORCID ID: <https://orcid.org/0000-0003-0998-7393>

**ABSTRACT**

**Introduction and Purpose:** The purpose of this study is to determine the self-efficacy perception of B2 level students learning Turkish as a foreign/second language regarding their language skills. **Materials and Methods:** The population of the research is at Istanbul Nişantaşı University, and the sample consists of 22 B2 level students. Within the scope of the study, scale use and ethical committee permission were obtained. The method was determined as a mixed method, and the quantitative aspect was obtained through the use of scales and the qualitative aspect was obtained through focus group interviews. The research was conducted using Varışoğlu and Sevim's (2022) "Receptive language skill self-efficacy perception for those learning Turkish as a foreign language" scale. The obtained data were grouped using Microsoft Excel and percentage values were determined. **Results:** According to the results of the research, 90.9% of the students stated that they were strong in understanding Turkish phrases. The success of understanding basic words in daily life was recorded as 86.4%. Regarding tone of voice and question expressions, half of the students (50%) stated that they "always" successfully understood question expressions through tone of voice. A 50% success rate was achieved in understanding basic question patterns during reading/listening. A success rate of 31.8% was observed in distinguishing information in text/speech. A 36.4% success rate was achieved in noticing keywords while reading/listening. **Discussion and Conclusion:** The research conducted with this scale reveals students' self-efficacy perceptions in different language skills in the process of learning Turkish as a foreign language. The study emphasizes the importance of individual differences and student-focused strategies in language education and recommends the development of more effective methods in language teaching.

**Key Words:** Teaching Turkish as a Foreign Language, Receptive Language Skill, B2 Language Level, Self-efficacy, Perception.

## ÖZET

**Giriş ve Amaç:** Bu çalışmanın amacı, Türkçeyi yabancı/ikinci dil olarak öğrenen B2 düzeyindeki öğrencilerin dil becerileriyle ilgili öz yeterlilik algısını belirlemektir. **Gereç ve Yöntem:** Araştırmanın evreni İstanbul Nişantaşı Üniversitesi'nde, örnekleme ise 22 B2 düzeyindeki öğrenciden oluşmaktadır. Çalışmanın kapsamında, ölçek kullanımı ve etik kurul izni sağlanmıştır. Yöntem karma yöntem olarak belirlenmiş olup, nicel yönü ölçek kullanımı ile, nitel yönü ise odak grup görüşmeleri ile elde edilmiştir. Araştırma, Varışoğlu ve Sevim'in (2022) "Türkçeyi yabancı dil olarak öğrenenler için alıcı dil becerisi öz yeterlilik algısı" ölçeği kullanılarak gerçekleştirilmiştir. Elde edilen veriler Microsoft Excel kullanılarak gruplandırılmış ve yüzdelerle değerlendirilmiştir. **Bulgular:** Araştırmanın sonuçlarına göre, öğrencilerin %90,9'u Türkçe kalıp ifadeleri anlama konusunda güçlü olduklarını belirtmişlerdir. Günlük hayatta temel kelimeleri anlama başarısı ise %86,4 olarak kaydedilmiştir. Ses tonu ve soru ifadeleriyle ilgili olarak, öğrencilerin yarısı (%50) ses tonuyla soru ifadelerini "her zaman" başarılı bir şekilde anladıklarını ifade etmişlerdir. Okuma/dinleme sırasında temel soru kalıplarını anlama konusunda %50 başarı oranı elde edilmiştir. Metin/konuşma içindeki bilgileri ayırt etme konusunda ise %31,8'lik bir başarı oranı gözlemlenmiştir. Okuma/dinleme sırasında anahtar kelimeleri fark etme konusunda %36,4'lük bir başarı oranı elde edilmiştir. **Tartışma ve Sonuç** Bu ölçekle gerçekleştirilen araştırma, öğrencilerin Türkçeyi yabancı dil olarak öğrenme süreçlerindeki farklı dil becerilerindeki öz yeterlilik algılarını ortaya koymaktadır. Çalışma, dil eğitiminde bireysel farklılıkların ve öğrenci odaklı stratejilerin önemine vurgu yaparak, dil öğretiminde daha etkili yöntemlerin geliştirilmesini önermektedir.

**Anahtar Kelimeler:** Türkçenin Yabancı Dil Olarak Öğretimi, Alıcı Dil Becerisi, B2 Dil Düzeyi, Özyeterlilik, Algı.

# THE COVID CULTURE: ACADEMIC MEDIOCRITY, DIGITALIZATION AND AI

**Deema Dakakni**

Department of Communication, Arts and Languages Lebanese American University, Beirut-  
Lebanon

## **Abstract**

**Introduction and Research Purpose:** The Covid 19 pandemic has not only sent the educational sector into a state of upheaval but has also greatly disrupted the learning attitudes and behaviors of students across the globe. Behaviorisms such as plagiarism, power browsing, using variegated skimming/scanning patters, in addition to AI and single-hop algorithms to complete assignments has wreaked havoc on the performance of students. As such, the purpose of this research was to investigate the attitudes of students concerning the use of digital technology and AI in the L2 classroom.

**Methods:** The study at hand was descriptive whose data was taken from a purposive, convenient sample of 257 students at a private, English-speaking university during the Summer and Fall semester of 2023 in Beirut, Lebanon. Data collection involved filling out a questionnaire on Google Forms. Aside from the sample being purposive, data collection also involved snowball sampling.

**Results:** The findings revealed that approximately 84% of the sample displayed a love/hate relationship vis a vis technology, where 76% experienced technology induced anxiety due to applications and software glitching, 90% of students experienced fatigue, and 76% experienced lowered self-esteem when interacting/posting online. Recommendations include reducing the use of technology in the academic classroom as it may be “dispiriting” motivation to learn, hindering students’ performance and inducing academic mediocrity.

**Keywords:** digital technology effects, artificial intelligence, performance mediocrity, lowered critical thinking

**THE MEDIATING ROLE OF INTERPERSONAL COGNITIVE DISTORTIONS IN THE RELATIONSHIP BETWEEN PERCEIVED PARENTING ATTITUDE AND ADULT SEPARATION ANXIETY IN ADULTS**

**YETİŞKİN BİREYLERDE ALGILANAN EBEVEYN TUTUMU İLE YETİŞKİN AYRILMA ANKSİYETESİ ARASINDAKİ İLİŞKİDE, KİŞİLERARASI BİLİŞSEL ÇARPITMALARIN ARACI ROLÜ**

**Öyküm AĞCA**

Department of Psychology, Faculty Of Economics, Administrative And Social Sciences,  
İstanbul Nişantaşı University, Istanbul, Turkey

ORCID ID: <https://orcid.org/0009-0008-3583-9742>

**Bahar AKOĞLU**

Department of Psychology, Faculty Of Economics, Administrative And Social Sciences,  
İstanbul Nişantaşı University, Istanbul, Turkey<sup>2</sup>

ORCID ID: <https://orcid.org/0000-0002-1457-2531>

**ABSTRACT**

**Introduction and Purpose :** This study aims to examine the mediating role of interpersonal cognitive distortions in the relationship between perceived parenting attitude and adult separation anxiety in adults. There is a limited number of studies on this issue in the literature. Therefore, the study aims to address this relationship in a wider age range and by considering the effects of interpersonal cognitive distortions. **Materials and Methods:** The study adopts a quantitative approach covering 414 individuals between the ages of 20-60 living in Istanbul and uses a relational design model and structural equation modeling. The study has a cross-sectional design. Likert-type questionnaires were used as data collection method. Sociodemographic Data Form, Abbreviated Perceived Parental Attitudes Scale, Adult Separation Anxiety Scale, Cognitive Distortions about Relationships Scale are the questionnaires used. **Results :** As a result of the analysis of the data obtained from the questionnaires, important results were obtained in the study. Various factors such as gender, age, family structure, education and income were found to be effective in the relationship between perceived parental attitudes and adult separation anxiety. While overprotectiveness (mother) significantly positively affects adult separation anxiety, cognitive distortions about relationships play a fully mediating role in this relationship. Cognitive distortions about relationships fully mediate the relationship between overprotectiveness (mother) and separation anxiety and the relationship between overprotectiveness (father) and adult separation anxiety. Rejectionism (Mother and Father) perceived parental attitudes affect the

accuracy of adult separation anxiety, and cognitive distortions about relationships play a partial mediating role in this relationship. **Discussion and Conclusion:** The current study has demonstrated that short-term pre-treatment of rats with HC before transplantation In clinical research and psychotherapeutic interventions, it is recommended not to overlook perceived caregiver attitudes and to examine cognitive distortions in conditions such as adult separation anxiety disorder

**Keywords:** Perceived parental attitude, adult separation anxiety, cognitive distortions, adults

## ÖZET

**Giriş ve Amaç:** Bu araştırma, yetişkin bireylerde algılanan ebeveynlik tutumu ile yetişkin ayrılma anksiyetesi arasındaki ilişkide, bireylerarası bilişsel çarpıtmaların aracı rolünü incelemeyi amaçlamaktadır. Literatürde bu konuda sınırlı sayıda araştırma bulunmaktadır. Bu nedenle, çalışma, bu ilişkiyi daha geniş bir yaş aralığında ve bireylerarası bilişsel çarpıtmaların etkilerini göz önünde bulundurarak ele almayı hedeflemektedir. **Gereç ve Yöntem:** Araştırma, İstanbul ilinde yaşayan 20-60 yaş aralığındaki 414 bireyi kapsayan nicel bir yaklaşım benimsemekte ve ilişki desen modeli ile yapısal eşitlik modelini kullanmaktadır. Çalışma kesitsel bir tasarıma sahiptir. Veri toplama yöntemi olarak likert tipi anketler kullanılmıştır. Sosyo-demografik Veri Formu, Kısaltılmış Algılanan Ebeveyn Tutumları Ölçeği, Yetişkin Ayrılma Anksiyetesi Ölçeği, İlişkilerle İlgili Bilişsel Çarpıtmalar Ölçeği yararlanılan anketlerdir. **Bulgular:** Anketlerden edinilen verilerin analizi sonucunda araştırmada önemli sonuçlar elde edilmiştir. Algılanan ebeveyn tutumu ile yetişkin ayrılma anksiyetesi arasındaki ilişkide özellikle cinsiyet, yaş, aile yapısı, eğitim ve gelir gibi çeşitli faktörlerin etkili saptanmıştır. Aşırı koruyuculuk (anne) algılanan ebeveyn tutumu yetişkin ayrılık anksiyetesini önemli ölçüde pozitif yönde etkilerken ilişkilerle ilgili bilişsel çarpıtmalar, bu ilişkide tam aracı bir rol oynamaktadır. İlişkilerle ilgili bilişsel çarpıtmalar, aşırı koruyuculuk (anne) ve ayrılık anksiyetesi arasındaki ilişkide ve aşırı koruyuculuk (baba) ile yetişkin ayrılık anksiyetesi arasındaki ilişkide tam aracı rol üstlenmektedir. Reddedicilik (Anne ve Baba) algılanan ebeveyn tutumlarının yetişkin ayrılık anksiyetesini doğruluğunu etkilediği ilişkilerle ilgili bilişsel çarpıtmaların, bu ilişkide kısmi aracı bir rol oynadığı bulgulanmaktadır. **Tartışma ve Sonuç:** Klinik araştırmalarda ve psikoterapi müdahalelerinde söz konusu algılanan ebeveyn tutumlarının göz ardı edilmemesi ve yetişkin ayrılma anksiyetesi gibi rahatsızlıklarda bilişsel çarpıtmaların çalışılması önerilmektedir.

## Anahtar Kelimeler

Algılanan ebeveyn tutumu, yetişkin ayrılma anksiyetesi, bilişsel çarpıtmalar, yetişkinler

# POST COLD WAR INTERNATIONAL ORDER'S SHIFT TO MULTI-POLARITY AND ITS GLOBAL SECURITY IMPLICATIONS SINCE THE SYRIAN CIVIL WAR

**Gereziher Haftu Mehari**

Mekelle University, College of Law and Governance, Department of Civics and Ethical  
Studies Ethiopia. Mekelle, Ethiopia.

## **Abstract**

There are various factors affecting the peace and stability of the globe. International order is among the major factors affecting the world in different aspects mainly security wise. The international order has impacts in terms of its forms and while it shifts from one type of order to the other. Therefore, this study aims at investigating the security impacts of the shift in the Post Cold War global order to multi-polarity since the Syrian Civil War. **Methodology and instruments of data collection:** the study employed qualitative approach and relied on secondary sources of data such as books, articles, reports, proceedings newspaper, magazines and online sources. **Discussion and Findings:** The shift in the US led /Post Cold war international order to Multi-polarity has resulted wide spread uncontrollable conflicts throughout the world today. In addition, the study came up with the following findings. 1) The shift in the international order to multi-polar has resulted instable world unable to control conflicts and wars worldwide due to the decline in the international response. 2) It leads to proliferation of conflicts due to the increase in the number of great powers meddling in the internal affairs of states due to the heated rivalry among superpowers. 3) It worsens lack of peace and stability since it narrows the room for dialogue and negotiation following the intense competitive approach of the multi-polar order. **Conclusion and recommendation:** The world has entered a new era of Multi-polarity, which led to the instability of the globe today due to disrupted distribution of power among great powers. Finally, the study calls for revitalization of cooperation and dialogue as a solution by the great powers to reduce destruction and chaos at international level. Great powers must consider that Collective destiny forces them to look for collective solutions in the world, and international organizations, scholars, think tanks, international law, security and human rights advocates should push for dialogue and nonviolent approach among great powers to create peaceful world.

**Key words,** International order, Multi-polarity, global security, post cold war



**RE-FUNCTIONALIZING HISTORICAL BUILDINGS: THE CASE OF SALUTATION  
ROOM OF RAMAZANOĞLU BEYLIK PALACE**

**TARİHİ YAPILARIN YENİDEN İŞLEVLENDİRİLMESİ: RAMAZANOĞLU  
BEYLİĞİ SARAYI SELAMLİK DAİRESİ ÖRNEĞİ**

**Begüm KARAALI**

Adana Alparslan Türkeş Science and Technology University,  
Department of Architecture, Adana, Turkey.  
ORCID ID:<https://orcid.org/0009-0001-3960-8844>

**F.Seda ÇARDAK**

Adana Alparslan Türkeş Science and Technology University,  
Department of Architecture, Adana, Turkey.  
ORCID ID:<https://orcid.org/0000-0002-8232-5137>

**Eren TÜMER**

Adana Alparslan Türkeş Science and Technology University,  
Department of Architecture, Adana, Turkey.  
ORCID ID:<https://orcid.org/0000-0003-1282-6996>

**ABSTRACT**

Cultural heritage establishes a connection between the past and the future, expressing our tangible and intangible values. Numerous examples can illustrate our cultural values, with historical buildings being one concrete cultural asset. Historical structures carry the characteristics of their respective eras. Today, they are not only recognized for their aesthetic values and architectural elegance but also as living witnesses of the past. The preservation of historical buildings has allowed many structures to reach the present day. The perspective of conservation aims to ensure societal continuity by preserving the legacy of the past and maintaining the original features of historical buildings. Various methods exist for transmitting historical buildings to future generations, including conservation, restitution, on-site restoration, relocated restoration, and integrated restoration. One intervention method involves altering the identity of the structure and assigning it a different function, enabling buildings to be passed down to future generations.

In this study, the historical process of the Salutation Room located in the Ulucami Neighborhood of Seyhan District in Adana Province is examined, along with its spatial and physical changes during this process. The Salutation Room has undergone restoration by Piri Pasha, the Governor of Adana, the Foundations Adana Regional Directorate, and lastly, the Salutation Room underwent restoration by the Eren Tümer Architecture Office. In the past, it was known as "Tuzhan" in the collective memory of the community, associated with the sale of salt that took place there. Presently, the building is utilized as a Cultural and Art Shop. The repurposing of historical buildings has led to various changes in the structure due to spatial

and physical alterations. In light of these details, this study delves into the historical process of the Historical Salutation Room (Tuzhan).

**Keywords:** Re-functionalization, Cultural Heritage, Preservation, Historical Building, Salutation Room, Tuz Han

## ÖZET

Kültürel miras, geçmiş ile gelecek arasında bir bağlantı kurarak maddi ve manevi değerlerimizi ifade eder. Kültürel değerlerimize birçok örnek verebiliriz, somut kültürel varlıklardan biri de tarihi yapılardır. Tarihi yapılar, dönemlerinin özelliklerini taşır. Günümüzde, sadece estetik değerleri ve mimari zarafetleriyle değil aynı zamanda geçmişin canlı tanıkları olarak da kabul edilmektedir. Tarihi yapıların korunması sayesinde pek çok yapı günümüze ulaşmayı başarmıştır. Koruma perspektifi, geçmişin mirasını koruyarak ve tarihi yapıların özgün özelliklerini muhafaza ederek toplumsal sürekliliği sağlamayı amaçlar. Tarihi yapıların gelecek nesillere taşınması için birçok yöntem vardır. Konservasyon, restitüsyon, yerinde restorasyon, yerinden alınan restorasyon ve entegre restorasyonu bu yöntemlere örnek verilebilir. Bu yöntemlerden bir tanesi de yapının kimliğini değiştirip farklı bir işlev verilmesidir. Bu müdahale yöntemi ile yapılar gelecek nesillere taşınabilmektedir.

Bu çalışmada; Adana il, Seyhan İlçesi'nin, Ulucami Mahallesinde yer alan Selamlık Dairesi'nin tarihsel süreci ve bu süreçteki mekânsal ve fiziksel değişimi incelenmiştir. Selamlık Dairesi süreç içerisinde; Piri Paşa, Adana valisi, Vakıflar Adana Bölge Müdürlüğü ve son olarak Eren Tümer Mimarlık Ofisi tarafından restorasyon görmüştür. Zamanında burada gelen tuzların satılması ile birlikte halk belleğinde yapı Tuzhan olarak anılmıştır. Günümüzde yapı Kültür ve Sanat Dükkânı olarak kullanılmaktadır. Tarihi yapıların yeniden işlevlendirme müdahalesinde mekânsal kurgu ve fiziksel değişiminden dolayı yapı üzerinde çeşitli değişiklikler meydana gelmiştir. Bu detayların ışığında bu çalışmada Tarihi Selamlık Odası (Tuzhan) tarihi süreci ele alınmıştır.

**Anahtar Kelimeler:** Yeniden İşlevlendirme, Kültürel Miras, Koruma, Tarihi Yapı, Selamlık Dairesi, Tuz Han

# ACQUISITIONS READING SKILLS IN A FOREIGN LANGUAGE TEACHING

**Karimli Sevinj Tahir gizi**

Azerbaijan University of Languages, Baku City

## Abstract

The transition from the 20th century to the 21st century came with certain challenges. These challenges are also reflected in the education system. In the globalized world, the role and importance of English is increasing every day. English language is very important in different countries and much attention is paid to its teaching. Learning a second foreign language is a pedagogic task that requires learners to interact, in general, to acquire general communication skills and the ability to communicate in a multicultural environment. The main essence of this pedagogical task is the comprehensive development of the personality, the formation of an important quality such as sociability, the formation of self-confidence, reliability, and other qualities that lead to individual moral feelings. Learning a second language is a very important step towards the formation of a linguistically interesting personality.

In general, three main theories explain the study of reading. The first is the bottom-up elaboration process, which is the traditional theory. Here, the main focus is on the printed form of the text. The second is a top-down elaboration process, where the role of additional information is emphasized along with the printed form of the text. The third is the metacognitive process. Here, the reader relies on the manipulation and movement of a text while reading it, which allows the reader to think about what to do in the reading process.

Building strong reading skills is a vital part of developing fluency in your students' target language. It's essential that they can decipher and understand the wide range of text-based materials that they will encounter, including instructions, menus, timetables, to-do lists, websites, text messages, books, blogs, newspapers, and magazines. Reading also helps students to build vocabulary, to see different grammar constructs being used, and to improve their writing skills. As well as being great fun, strong reading skills are hugely beneficial for all language learners.

**Keywords:** active and passive vocabulary, grammatical skills, speech activity, cognitive skills, cultural achievements, communication

# SOSYOLOJİK AÇIDAN GÜNDELİK HAYATIN BASİTLEŞTİRİLMESİ VE KAVRAMSALLAŞTIRILMASI SORUNU

## THE PROBLEM OF SIMPLIFYING AND CONCEPTUALIZING DAILY LIFE FROM A SOCIOLOGICAL PERSPECTIVE

**Hazal Aybala Bekar**

Bülent Ecevit Üniversitesi Disiplinler arası Kültürel Çalışmalar YL

### **Özet**

18. yüzyılda temelleri atılan Çağdaş bir bilim olan Sosyolojinin alt disiplini olan Gündelik Hayat Sosyolojisi toplumsal hayatı ve değişimleri her yönü ile inceleyen, toplumsal olgulara farklı bakış açılarıyla ve eleştirel bir şekilde yaklaşarak bu olguların altında yatan gerçekleri ortaya çıkarmayı amaçlayan bir sosyal bilim dalıdır. Gündelik Hayatın Sosyolojisi aşına olunanın yeniden keşfedilmeye çalışılması mücadelesidir. Aşına olunanın gerisinde kalan bilinmeyene ulaşmak gündelik hayata eleştirel bir gözle bakmayı gerektirir.

Gündelik hayat içinde yaşadığımız toplumsal yapının, süreç içinde kalıplaşarak tekrar eden günlük hayat pratiklerini ifade etmek için kullanılan bir kavramdır.

Gündelik kelimesi bir yönüyle sıradan ve basit işleyen hayatı çağırıştırır. Bu nedenledir ki gündelik hayat sosyal bilimlerde uzun süre göz ardı edilmiştir, önemsenmemiştir. Fakat son dönemlerde sosyal bilimlerin ilgi alanına girmeyi başarmıştır. Gündelik hayatın göz ardı edilmesinin nedeni; basit, sade ve gelişigüzel tarzda işlemesi olabilir. Fakat bu gelişigüzel işleniyor izlenimi veren gündelik hayatın aslında ‘kendini yok zannettirecek kadar gizleyebilmiş’ bir bilincin varlığıdır. Gündelik hayatın yoksulluğuna takılmadan onun gizli olan zenginliğini ortaya çıkartmak gerekir. Gündelik hayatı tanımlamak hem önemli hem zordur. Çünkü bu sıradanlaştırılan gündelik hayat sadece bir kavram değildir, aynı zamanda toplumu anlamak için bir ipucudur.

Bu çalışmada gündelik hayatın basitleştirilmesi sorunu ve aslında en olağanüstü şeyin aynı zamanda en gündelik olduğu anlatılmak istenmiştir.

**Anahtar Sözcükler:** Gündelik Hayat, basitleştirilme, gelişigüzel, kavram

## **Abstract**

Sociology of Everyday Life, which is a sub-discipline of Sociology, a contemporary science whose foundations were laid in the 18th century, is a branch of social science that examines all aspects of social life and changes and aims to reveal the facts underlying social phenomena. Sociology of Everyday Life is a struggle to rediscover the familiar. Reaching the unknown that lies behind the familiar requires looking at daily life with a critical eye.

It is a concept used to express the repetitive daily life practices of the social structure in which we live in daily life, becoming stereotyped in the process.

In one sense, the word "everyday" evokes an ordinary and simple life. For this reason, daily life has been ignored and disregarded in social sciences for a long time. However, recently it has managed to enter the field of interest of social sciences. The reason why daily life is ignored is; It may be simple, plain and random. However, this daily life, which gives the impression of being handled haphazardly, is actually the existence of a consciousness that has been able to hide itself to the point of making one think it does not exist. It is necessary to reveal the hidden richness of daily life without dwelling on its poverty. Defining daily life is both important and difficult. Because this ordinary daily life is not just a concept, but also a clue to understand society.

In this study, it is aimed to explain the problem of simplifying daily life and how, in fact, the most extraordinary thing is also the most daily.

**Key Words:** Everyday Life, simplification, random, concept

## **STUDY-EVALUATION OF PHYSICAL EDUCATION STRATEGY IN HIGHER EDUCATIONAL INSTITUTIONS AND MODELING OF ADAPTED PROGRAMS**

**Professor Shalva Zarnadze, MD, MPH, PhD**

TSMU, Department of Nutrition, Aging Medicine, environmental and occupational health; Tbilisi Georgia

<https://orcid.org/0000-0002-6895-9205>

**Professor Irine Zarnadze, MD, MPH, PhD**

TSMU, Department of Public Health, Health care Management, Policy and Economics; Tbilisi, Georgia

<https://orcid.org/0000-0001-5511-437X>

**Professor Levan Baramidze, MD, MPH, PhD**

<https://orcid.org/0000-0001-7711-437X>

**Introduction:** Diet and physical activity directly affect the health status of adults and children. Because the majority of the world's population is physically inactive, physical inactivity is seen as a public health problem, as opposed to an individual problem. According to the World Health Organization report, physical inactivity is a risk factor along with smoking, obesity and hypertension. Stress, obesity and movement disorders such as hyperkinesias are the most common causes of premature death.

**Aim of research:** Studying and evaluating the strategy of physical education in higher educational institutions and modeling adapted programs to improve the quality of life and health.

**Research Methods:** Systematic analysis, documentary analysis, quantitative and qualitative studies will be used for the research.

**Results:** Based on the analysis of which we can express the following opinion: Increased levels of physical inactivity negatively impact health systems, the environment, economic development, community well-being and quality of life. Globally, 28% of adults aged 18 and over were not active (men 23% and women 32%). In high-income countries, 26% of men and 35% of women were insufficiently physically active, compared to 12% of men and 24% of women in low-income countries. The decline in physical activity is partly due to inactivity during leisure time and sedentary behavior at work and at home. Similarly, the increase in the use of "passive" modes of transport also contributes to insufficient physical activity.

**Conclusion:** Physical education is a subject that is taught in schools and colleges around the world. It is taught in elementary, middle, and high school in education and promotes psychomotor, cognitive, and emotional learning through the exploration of physical activity and movement to promote health and physical fitness. If taught correctly and positively, children, adults, and youth can reap health benefits.

**Keywords:** Physical education, higher education

# A QUALITATIVE RESEARCH ON HUBRISTIC LEADERSHIP PERCEPTIONS OF LOCAL ADMINISTRATORS

## YEREL YÖNETİCİLERİN HUBRİSTİK LİDERLİK ALGILARINA İLİŞKİN NİTEL BİR ARAŞTIRMA

**Şeyda İRDEM**

Pamukkale University, Bekilli Vocational High School, Department of Office Services and Secretaryship, Denizli, Turkey

ORCID ID: <https://orcid.org/0000-0001-5300-568X>

**Alperen ALBAYRAK**

Pamukkale University, Bekilli Vocational High School, Department of Marketing and Advertising, Denizli, Turkey

ORCID ID: <https://orcid.org/0000-0002-4693-375X>

### ABSTRACT

**Introduction and Purpose:** The concept of hubris, which means ‘arrogance’ in Ancient Greek, refers to the belief that one possesses divine power. Hubris syndrome, which is recognized as a mental disorder, especially in the field of medical sciences and the subject of research, is closely associated with the concept of power. In other words, it is sometimes called arrogance syndrome. The major factor leading to the emergence of this syndrome is the excessive ambition of powerful individuals who seek to maintain power in their hands. For this reason, managers and leaders carry the highest organizational risk of developing hubris syndrome. This study aims to examine whether managers acknowledge the existence of hubris syndrome, whether hubristic behaviors are innate or revealed over time, what the features of such behavior are according to managers, and how the managed group perceives hubristic leaders from the perspective of managers. **Materials and Methods:** In the study, qualitative research methods were employed alongside semi-structured interviews and observation techniques. The research adhered to the phenomenological design. The study population comprises 19 district mayors, including those from Denizli District Municipalities. Nonetheless, semi-structured interviews were only possible with 12 district mayors due to several reasons. To evaluate the perception of hubristic leadership, questions were posed to third parties and not directly directed at the participants. The data was analyzed using descriptive analysis, content analysis, and constant comparison techniques. **Results:** The research found that local administrators acknowledge the existence of hubris syndrome. **Discussion and Conclusion:** The opinions have been reported that hubristic behaviors emerge when first appointed or as the term of duty increases due to the influence of power, what the characteristic and behavioral characteristics of hubristic behaviors are, and some of the managed segment may be disturbed and some may be satisfied with such behaviors of hubristic leaders.

**Key Words:** Hubris Syndrome, Hubristic Leadership, Local Administrators.

## ÖZET

**Giriş ve Amaç:** Antik Yunanda “kibir” anlamına gelen hubris kavramı kişinin tanrısal bir güce sahip olduğu inancına dayanır. Özellikle Tıp bilimlerinde mental bir rahatsızlık olarak kabul edilen ve araştırmalara konu olan hubris sendromu, diğer bir deyişle kibir sendromu güç kavramı ile yakın ilişkilidir. Bu sendromun ortaya çıkışındaki en büyük etken güçlü kişilerin gücü elinde bulundurma yönündeki aşırı hırsından kaynaklanmaktadır. Bu sebeple örgütsel açıdan hubris sendromuna yakalanma riskinin en yüksek olduğu kesim yönetici ve liderlerdir. Bu çalışmada yöneticilerin hubris sendromunun varlığını kabul edip etmedikleri, hubristik davranışların doğuştan mı yoksa zamanla mı açığa çıktığı algısı, yöneticilere göre hubristik davranış özelliklerinin neler olduğu ve yöneticilerin gözünden yönetilen kesimin hubristik liderlere bakış açısına ilişkin görüşleri araştırılmaktadır. **Gereç ve Yöntem:** Çalışmada nitel araştırma yöntemlerinden faydalanılmış ve yarı yapılandırılmış mülakat ve gözlem teknikleri kullanılmıştır. Araştırma olgu bilim desenine uygun olarak yürütülmüştür. Çalışmanın evreni Denizli İlçe Belediyeleri olmak üzere toplam 19 ilçe belediye başkanından oluşturmaktadır. Ancak çeşitli sebeplerden dolayı 12 ilçe belediye başkanı ile yarı yapılandırılmış mülakatlar gerçekleştirilmiştir. Sorular doğrudan katılımcılara yönelik olmayıp, üçüncü şahıslar üzerinden sorularak hubristik liderlik algısının ölçülmesi amaçlanmıştır. Verilerin analizinde betimsel analiz, içerik analizi ve sürekli karşılaştırma tekniği kullanılmıştır. **Bulgular:** Araştırmanın sonucunda yerel yöneticilerin hubris sendromunun varlığını kabul ettikleri tespit edilmiştir. **Tartışma ve Sonuç:** Hubristik davranışların gücün verdiği etkiyle ilk göreve gelindiğinde ya da görev süresi uzadıkça ortaya çıktığı, hubristik davranışların karakteristik ve davranışsal özelliklerinin neler olduğu, yönetilen kesimin bazılarının hubristik liderlerin bu tür davranışlarından rahatsız olabileceği ve bazısının da memnun olabileceği yönünde görüşler bildirilmiştir.

**Anahtar Kelimeler:** Hubris Sendromu, Hubristik Liderlik, Yerel Yöneticiler.

---

\* Bu çalışma Pamukkale Üniversitesi, Bilimsel Araştırma Projeleri Koordinasyon Birimi Koordinatörlüğü tarafından 2022BSP005 proje numarası ile desteklenmiştir.



## STYLISTIC PECULIARITIES OF THE BELLES LETTRES STYLE

**Taire Axundova**

Academy of the State Customs Committee Azerbaijan Baku

Belles Lettres' style is an expression of national literary thinking and is a figurative, emotional form of speech. Belles Lettres' style is the language of literary works. In the history of the literary language, the Belles Lettres' style has always been the leader, and at certain stages, it represented the literary language as a whole. Belles Lettres' style is called a literary language in some cases due to the breadth of its functional possibilities. Imagery expressive means is the main condition in the Belles Lettres' style. In other words, in this style, the idea is presented figuratively and expressively. Emotionality - expressiveness arises from imagery. Figurative speech is emotional speech.

The imagery of the Belles Lettres' style manifests itself at different levels of the language:

at the phonetic level;

at the lexical level;

at the grammatical level.

Alliteration, assonance, repetition, and intonation are the indicators of Belles Lettres' style at the phonetic level. Among them, alliteration, assonance, and repetition are the tools that create rhythm. Imagery of expressive means at the phonetic level is mostly due to sounds.

Alliteration is the repetition of the same sounds at the beginning of words.

Assonance is the rhythm of sounds in different parts of words.

Indicators of Belles Lettres' style at the lexical level: epithet, simile, exaggeration, metaphor, irony, phraseology, homonymy, synonymy, antonymy, polysemy, etc. Imagery at the lexical level is created mainly with the help of words.

Indicators of Belles Lettres' style at the grammatical level: change of word order, processing of non-normative sentence constructions, ellipsis (abbreviation of words or suffixes), etc. Figurativeness at the grammatical level is mainly related to the sentence. The phonetic, lexical, and grammatical levels of figurativeness are closely related to each other.

The Belles Lettres' style is based on the folk language. Words, phrases, and dialectisms that are products of folk thinking are used in Belles Lettres' style.

Belles Lettres' style is manifested in the following forms:

the language of poetry;

prose language;

the language of drama.

Poetry is a literary work in which the expression of feelings and ideas is given intensity by the use of distinctive style and rhythm; poems collectively or as a genre of literature. The language of poetry is the language of poems and plays. Examples of poetic language include poems, song lyrics, and many fiction books. These works often use alliteration, metaphor, simile, rhyme, and imagery to convey their ideas.

The language of dramaturgy is a stage language consisting of monologues and dialogues.

Dramatic language is language traditionally associated with drama. It incorporates theatrical vocabulary, designed to pack an emotional punch and elicit strong feelings. Traditionally, it does so by mimicking these strong feelings and presenting them in a hyperbolic fashion.

The diversity of literary genres leads to the expansion of the possibilities of the literary-Belles Lettres style- language.

**Keywords:** Belles Lettres' style, word order, ellipsis, suffixes, phonetic, lexical, grammatical.

## RELATIONS BETWEEN LANGUAGE AND CULTURE: LINGUISTIC AND LINGUODIDACTIC ASPECTS

Konul Babayeva

“Nakhchivan” University, Department of Foreign Languages, Nakhchivan, Azerbaijan  
ORCID ID: <https://orcid.org/0000-0002-6895-2978>

### ABSTRACT

**Introduction and Purpose:** Language and culture as two social phenomena develop in the conditions of close connection and interaction with each other. That is, the dynamism of the language is an indicator of the dynamism of the culture, and the dynamism of the culture is an indicator of the dynamism of the language. This relationship and interaction between language and culture has historically interested many scholars and philosophers. The observation of more serious studies and theoretical analyzes on the basis of the study of this relationship and influence in the last century shows how relevant and important the topic is.

**Materials and Methods:** Language, as one of the intellectual and communicative abilities of a person, is the main condition, support and means of theoretical activity and socialization, which is a basic necessity for cultural life. Language reflects the priorities of each culture. In fact, language is the basis of culture. The transmission, preservation and understanding of culture is possible thanks to language. Language not only creates a description of reality, it also shapes reality itself. Language is the main tool for thinking and understanding the surrounding.

**Results:** The relationship between language and culture from the linguodidactic point of view is that language has a close relationship with culture. Language reflects the general culture of society and is an integral part of it. Understanding the cultural concepts and characteristics of language is essential for effective intercultural communication. Foreign language teaching should include integration of national language and culture as well as comparative cultural analysis to promote tolerance, respect for cultural pluralism and preservation of cultural identity. A comparative analysis of some phraseological units in different languages can help students better understand the features of the phraseological system and avoid mistakes in understanding and using idioms.

**Discussion and Conclusion:** Culture is the inherited and innate set of ideas, attitudes, beliefs, values, and knowledge that underlie social behavior. The relationship between language and culture is a topic of debate, and understanding different perspectives can improve language teaching and learning. Language is seen as a carrier of culture, and teaching language and culture units is important for improving language and cultural abilities.

**Key Words:** language, culture, linguadidactic, inguistics, relationship

## WITCH-HUNTING OR WOMEN HUNTING: ANALYSING THE SOCIO-LEGAL REVERBERATIONS OF AN AGE-OLD PRACTISE IN JHARKHAND

**Manaswi**

Research Scholar, The West Bengal National University of Juridical Sciences (NUJS),  
Kolkata, West Bengal, India & Assistant Professor (Law), Chotanagpur Law College,

Affiliated to Ranchi University, Ranchi, Jharkhand, India

ORCID ID: <https://orcid.org/0009-0000-0873-9457>

**Abstract:** The grave violation of human rights of women is of serious concern. Of the several human rights violations, the witch hunt violence against women ranges from less serious violence of stripping, parading naked, branding to more serious physical manifestations in the form of mob lynching, gang rape, cutting off body parts and even murder. In the absence of a Center specific law to punish witch-hunts, some states have enacted their own special anti-witch hunt laws, Jharkhand being the foremost among them. And where these laws are absent, the courts invoke other central criminal legislative provisions to tackle the violence committed in the garb of witch hunt because various facets of witch-hunt violence are not alien to other forms of legislature recognized violence. Despite these safeguards in place, age old practice of witch hunt violence against women continues to thrive in Jharkhand. The present research precisely analyses the contemporary situation to comprehend nihilities in legislative safeguards in protecting the powerless ‘witches’ of Jharkhand.

**Keywords:** human rights, manifestations, anti-witch hunt law, legislative safeguards, Jharkhand

# REALIZATION OF SUSTAINABLE DEVELOPMENT, THE COMMON GOOD OF INTERNATIONAL COMMUNITY, FROM ANOTHER OUTLOOK: WITH A VIEW TO T-CONSCIOUSNESS THEORY AND SCIENCEFACT

**Fatemeh Rezaipour**

Faculty of Law, Shahid Beheshti University, Tehran, Iran

ORCID ID: <https://orcid.org/0000-0002-9903-3966>

## ABSTRACT

**Introduction and Purpose:** On the journey from “Our Common Future” to “The Future We Want” and thereafter to “The Agenda 2030”, the world leaders and the UN have synergically resolved to secure peaceful inclusive societies, a healthy planet and dignity for all, for both the present and future generations. Yet halfway to 2030, at an age of polycrisis, the world is afflicted with the predicaments of multifaceted global issues: climate change, wars and military conflicts, human rights violations, pandemic; to name just a few. With the SDGs Report 2030 Special Edition heralding a gloomy future in the absence of fresh commitments on the side of both the governments and the people throughout the world, there feels to be an urge for the change of outlook. This article aims to provide a rescue plan, from another outlook, for the realization of sustainable development, with a view to T- Consciousness Theory and Sciencefact. **Materials and Methods:** In a descriptive and analytical method of research, an investigation of the holistic, evolutionary, judicial and interpretive features of sustainable development is made within the relevant legal instruments, literature review and international cases to show its capacity as the Common Good of international community. As such, the realization of the goals thereof is examined with a view to “T- Consciousness” (Taheri Consciousness) theory, totally founded on a novel and paradigm-shifting definition and function of Consciousness and the implications thereof in human life, and “Sciencefact”, a new field of science introduced by Taheri and focused on investigating the application of T- Consciousness, both presented under Mohammad Ali Taheri’s Interuniversal Mysticism Halqeh school of thought, absolutely authentic and an innovative outcome of his nearly forty years of research. **Results:** T- Consciousness theory in the company of sciencefact and the idea of interuniversalism, introduces the software-based thinking, far beyond the current hardware-oriented approach to life and the whole universe, thereby helping human beings to know their role and mission in life and come to peace with themselves, peace with the others, peace with God and peace with the whole universe. **Discussion and Conclusion:** The attempts to attain the bright future enshrined in the sustainable development goals and transform the so-called blueprint of the humanity’s highest aspirations into reality, will be to no avail while humanity is dominated by machinery way of thought, and is, accordingly, experiencing a new trend of slavery.

**Key Words:** SDGs, T-Consciousness, Sciencefact, Interuniversalism, Common Good

# ÖĞRETMENLİĞE HAZIR OLMA VE 21. YÜZYIL ÖĞRETMEN YETERLİLİKLERİ ÜZERİNE GENEL BİR DEĞERLENDİRME

## A GENERAL EVALUATION ON TEACHER READINESS AND 21ST CENTURY TEACHER COMPETENCIES

**Fatma TEKİN**

Erciyes Üniversitesi, Eğitim Bilimleri Enstitüsü

**Prof. Dr. Mustafa GÜÇLÜ**

Erciyes Üniversitesi, Eğitim Fakültesi

### ÖZET

Öğretmenliğe hazır olma, mesleki başarıyı belirleyen önemli konulardan birisidir. Günümüzde öğretmenlerin, öğretmenlik mesleğine hazır olmaları ile 21. Yüzyıl öğretmen yeterlilikleri arasında yakın bir ilişki vardır. Bu araştırmada öğretmenlerin mesleğe hazır olma durumları ve 21. Yüzyıl öğretmen yeterlilikleri genel anlamda değerlendirmek amaçlanmıştır. Bu amaç çerçevesinde literatür taraması yapılmış amaca uygun bulunan tez, makale ve kitaplar betimsel analiz metoduyla değerlendirilmiştir. Araştırma sonunda; öğretmenlerin mesleğe hazır olma durumlarının ilgili alanda gerekli bilgi ve beceriye sahip olma yanında profesyonel bir çerçevede çalışmak için gerekli donanıma sahip olmak anlamına geldiği görülmüştür. Bunun yanında öğretmenlerin mesleki hazırbulunuşluklarının içinde bulunulan döneme, çağlara göre değiştiği, buradan hareketle öğretmenlerin mesleki hazırbulunuşlukları için sahip olmaları gereken 21. Yüzyıl becerilerinin neler olmaları gerektiği vurgulanmıştır.

**Anahtar Kelimeler:** Öğretmenlik mesleği; hazır olma; 21. Yüzyıl; öğretmen yeterlilikleri

### ABSTRACT

Readiness for teaching is one of the important issues that determine professional success. Today, there is a close relationship between teachers' readiness for the teaching profession and 21st century teacher competencies. In this study, it is aimed to evaluate teachers' readiness for the profession and 21st century teacher competencies in general terms. Within the framework of this purpose, a literature review was conducted and theses, articles and books that were found suitable for the purpose were evaluated by descriptive analysis method. At the end of the research; it was seen that the professional readiness of teachers means having the necessary knowledge and skills in the relevant field as well as having the necessary equipment to work in a professional framework. In addition, it was emphasized that the professional readiness of teachers varies according to the period and ages, and from this point of view, what should be the 21st century skills that teachers should have for their professional readiness.

**Key Words:** Teaching profession; readiness; 21st century; teacher competencies

### GİRİŞ

Eğitimin her toplum için ne kadar önemli olduğu konusunda çok sayıda araştırma bulunmaktadır. Birey ve toplum için bu kadar önemli olan eğitim, toplumun kalkınması

yanında aynı zamanda modernleşme gereksiniminden doğduğu söylenebilir (Ertürk, 2017). Toplumsal bir kurum olan eğitim; öğrenciler ile birlikte öğretmenler, veliler ve yöneticilerin de etkili olduğu bir kurum olma özelliği göstermekte, bu olgunun geçerlik kazanmasında ise eğitim programları önemli rol oynamaktadır (Erden, 1998). Hedef, içerik, eğitim durumları ve değerlendirme gibi dört öğeden oluşan eğitim programı; eğitim kurumları için son derece gerekli ve önemlidir. Fakat bir eğitim kurumunda eğitim programının istenen sonucu vermesi için ise öğretmenlere önemli görevler düşmektedir. Diğer bir ifadeyle iyi bir programın etkili işlevini yerine getirmesi ancak iyi bir öğretmenle mümkün olmaktadır. Bu nedenle öğretmenlerin hizmet içi ve hizmet öncesi eğitimleri, mesleğe hazır olma durumları büyük önem kazanmaktadır.

Gerek profesyonel bir meslek olarak ve de gerekse yasal olarak öğretmenlik mesleği incelendiğinde öğretmenlerin bazı özellikleri taşıması, bazı gereksinimleri karşılaması beklenmektedir. Hacıoğlu ve Alkan'a (1997) göre öğretmenlik mesleği, öğretmenlerin çalışmakta oldukları alana ilişkin bilgi ve beceri yanında profesyonel anlamda da çalışma gerektiren bir meslektir. Günümüzde öğretmenlik mesleğinin profesyonel standartlarının belirlenmesinde Milli Eğitim Bakanlığı tarafından belirlenen Öğretmenlik Mesleği Genel Yeterlilikleri büyük etkiye sahiptir. Yasal olarak bakıldığında da öğretme öğrenme süreçleri yanında yönetim görevleri ön plana çıkmaktadır.

Günümüzde öğretmenlik mesleğine yöne veren ana kuvvetlerden birisi de içinde bulunulan dönemin gereklilikleridir. Bu nedenle öğretmenlerden 21. Yüzyıl becerilerine de sahip olmaları beklenmekte, bu becerilere sahip olma dereceleri onların başarılarını oldukça etkilemektedir. Bu araştırmada öğretmenlerin, öğretmenlik mesleğine hazır olma durumları ve 12. Yüzyıl öğretmen yeterliliklerinin genel bir değerlendirilmesi yapılmıştır.

## **ÖĞRETMENLİK MESLEĞİNE HAZIR OLMA VE 21. YÜZYIL ÖĞRETMEN YETERLİLİKLERİ**

Cumhuriyetin kurucusu Atatürk, farklı toplantı ve konuşmalarında sık olarak gelecek nesillerin yetiştirilmesinde öğretmenlere son derece önemli görevler düştüğünü belirtmekte, toplumun çağdaş uygarlık düzeyine çıkmasında öğretmenlik mesleğinin önemine işaret etmektedir (Başkan, 2001). Diğer bir ifadeyle ülkenin gelişmesinde öğretmenlere önemli görevler düşmektedir. Ülkenin gelişmesinde, toplum kalkınmasında öğretmenlere önemli roller düştüğüne ilişkin çok sayıda çalışma bulunmaktadır.

Tüm mesleklerde olduğu gibi öğretmenlikte mesleğinde de beklentiler, içinde bulunulan döneme, çağa göre oldukça değişiklikler göstermektedir. Yani öğretmenlik mesleği de diğer meslekler gibi son derece dinamik bir yapıya sahiptir. Günümüzde de teknolojik alanda yaşanan değişim ve dönüşümler toplumu, bireyleri, bireylerin kişiler arası iletişim biçimlerini oldukça etkilemektedir. Toplumsal alanda ve bireylerin ihtiyaçlarında görülen değişimler öğretmenlik mesleğinde de değişimi gündeme getirmekte, öğretmenlerin sahip olmaları gereken yeterlilikler sürekli olarak güncellenmektedir. (Karataş, Oral ve Ardıç, 2017).

Öğretmenlik mesleğini icra edenlerin öğrenen bireylerin kişisel olduğu kadar sosyal, duyuşsal, akademik yeterlik ile beraber mesleki tercihleri konusunda destek olabilmeleri için

program okuryazarlığı başta olmak üzere bazı yeterlilikleri kazanmaları gerekli görünmektedir. Bazı araştırmalara göre (Lim ve Northcote, 2009) öğretmen adaylarının hizmet öncesinde lisans eğitimleri aldıkları dönemin, öğretim programı konusunda okuryazarlık yeterliklerini kazanmaları açısından kritik bir dönem olduğu görüşünü ortaya atmaktadırlar. Bu araştırmalara göre öğretmenlerin hizmet öncesi eğitim, onların almaları gereken teorik ve pratik bilgileri kazanabilmeleri için oldukça önem bir dönemdir (Özoğlu, Gür ve Altunoğlu, 2013).

Araştırmalara göre bir çok ülkede öğretmen yetiştirme süreci dinamik bir süreç olduğu için öğretmen adaylarının bir çok ülkede almış oldukları hizmet öncesinde çağın gerektirdiği yeterlikleri kazanmış olması beklenmektedir (Rajić, Hoşgörür ve Drvodelić, 2015). Örneğin lisans eğitiminde alınan eğitim programı ile ilgili derslerinin öğretmenlerin eğitim programı ile ilgili okuryazarlığı yeterliklerine önemli derecede katkı sağladığı söylenebilir (Bolat, 2021). Bilindiği gibi program okuryazarlığı konusu öğretmenlerden beklenen önemli yeterlilik alanlarından birisidir.

Öğretmen adaylarının hizmet öncesinde lisans eğitimleri sürecinde kazanmaları gereken başlıca özelliklerin şu şekilde ifade edilmektedir: olduğunu belirtmiştir (Ure, 2010):

- Öğrenme ve öğretme konusundaki teorik ve uygulama ile ilgili çerçeveyi oluşturma,
- Öğrenen bireylerin nasıl öğrendiği ile ilgili bilgi edinme ve öğrenen bireylerin gelişimini yakından takip etme,
- Öğrenen bireylerle pozitif iletişim kurarak olumlu bir öğrenme ortamı oluşturma,
- Öğretim süreçleri için kısa ve uzun vadeli olarak planlar yapma,
- Öğrenen bireylerin motivasyon düzeylerini nasıl arttırılacağına ilişkin yeni yolların arayışına girmek,
- Öğretmenlik mesleğini en iyi şekilde icra edebilmek için mesleki kimlik oluşturma,
- Öğrenme ve öğretme konusunda var olan bakış açılarını geliştirmek.

Öğretmen adaylarının, öğretmenlik mesleğinin gerekli kıldığı her bir beceriyi en iyi şekilde kazanmaları, onların öğretmenlik mesleğini yerine getirirken karşı karşıya kalacakları her bir zorluğu ortadan kaldırmada en büyük destekçisi olacaktır (Oğuz, 2012). Bu sayede öğretmen adaylarının kendilerini öğretmenlik mesleğine en iyi biçimde hazır olmaları sağlanacaktır. Kısaca öğretmen adaylarının öğretmenliğe hazır olmaları, onların öğretmenliğe karşı pozitif tutum geliştirme, öğrenen bireyleri bütün bir şekilde, her yönleriyle ele alma ve ayrıca bunu yaparken de içten duygularla yapmaları şeklinde tanımlanabilir (Semerci ve Semerci, 2004). Bunun yanında öğretmen adaylarının öğretmenliğe hazır olmaları, öğretmenlerin öğretim süreçlerini en iyi şekilde tasarlama yanında öğrenen bireylerin en iyi şekilde öğrenebilmeleri için gerekli çabayı gösterme arzusu şeklinde de tanımlanabilir (Yıldırım ve Kalman, 2017). Bu nedenle öğretmenlik mesleğini icra edecek kişilerin öğretmenlik mesleğine karşı gerekli olan olumlu tutum geliştirmenin hizmet öncesinde eğitim sürecinde iken başladığı ifade



edilebilir (Şimşek, 2005). Öğretmen adaylarının hizmet öncesi eğitim sürecinde mesleklerine karşı olumlu tutum geliştirmeleri, onların öğretmenlik mesleğini en iyi şekilde yapabilmelerinde (yaratıcı düşünce, öğrencileri en iyi şekilde güdüleyebilme, etkili iletişim, etkili zaman yönetimi ve kendini geliştirmeye açık alma vb). önemli bir etkiye sahiptir (Çeliköz ve Çetin, 2004).

“21. yüzyıl becerileri” olarak da ifade edilen beceriler bir çok alanda olduğu gibi öğretmenler için de son derece önemli olup , eğitimcilerin içinde bulunulan dönemde mesleklerinde başarılı olabilmeleri için sahip olmaları gereken oldukça kapsamlı bilgi, beceri yanında çalışma alışkanlıkları ve kişilik özelliklerini temsil etmektedir (The Glossary of Education, 2023). 21. Yüzyıl becerileri içerik olarak; karmaşık problemleri çözebilme yanında verilen görevler konusunda eleştirel bir şekilde düşünebilme, farklı kültürlere sahip insanlarla bazı iletişim teknikleri kullanarak nitelikli, iyi bir iletişimde bulunabilme, bulunduğu ortamda diğer insanlarla beraber işbirliği çerçevesinde çalışabilme alışkanlığı geliştirebilme, verilen görevleri başarılı bir şekilde yerine getirebilmek için devamlı olarak değişmekte olan ortam ve koşullara en iyi şekilde uyum sağlayabilme, bireyin yapmakta olduğu kendi işlerini etkin bir şekilde yönetebilmesini, bunun yanında da kendi başına yeni beceri ve bilgileri gibi becerileri kazanabilme içeriktedir (NRC, 2011).

Bir çok meslekte olduğu gibi öğretmenler de mesleklerini en iyi şekilde yerine getirebilmek için bu becerilere sahip olmaları gerekmektedir (Rotherham ve Willingham, 2010). Örneğin program okuryazarlığı 21. Yüzyılda öğretmenlerin mutlaka sahip olmaları gereken bir beceri olarak da dikkat çekmektedir.

## **SONUÇ**

Öğretmenliğe hazır olma meslekte başarılı olma arasında yakın bir ilişki bulunmaktadır. Bu nedenle öğretmenlik mesleğinde beklentiler iyi bir şekilde analiz edilmeli ve meslek öncesinde hizmet öncesi eğitim aşamasında bu analizlerden iyi bir şekilde yararlanılmalıdır. Öğretmenlik mesleğinde bu beklentiler oldukça dinamik olup sürekli değişmektedir. İçinde bulunduğumuz dönemde gerek öğrenciler ve de gerekse öğretmenlerde beklenen düşünce ve davranışlar bakımından 21. yüzyıl becerileri önemli bir ışık görevi görmektedir. Bu nedenle öğretmen yetiştirme programlarında bu becerilerden yararlanılmalı, mutlaka programlarda bu becerilerin kazandırılmasına yönelik çalışmalar yapılmalıdır.

## **KAYNAKLAR**

Başkan, A. G. (2001). Öğretmenlik mesleği ve öğretmen yetiştirmede yeniden yapılanma. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 20(20), 16-25.

Çeliköz, N. ve Çetin, F. (2004). Anadolu öğretmen lisesi öğrencilerinin öğretmenlik mesleğine yönelik tutumlarını etkileyen etmenler. Milli Eğitim Dergisi, (162), 160- 167.

Erden, M. (1998). Eğitimde program değerlendirme. Ankara: Anı Yayınları.

- Ertürk, S. (2017). Eğitimde program geliştirme. Ankara: Edge Akademi Yayınları.
- Hacıoğlu, H. ve Alkan, C. (1997). Öğretmenlik uygulamaları. Ankara: Alkım Yayınları
- Karataş, K., Oral, B. ve Ardiç, T. (2017). Öğretmenlik mesleğinin yeterlikleri ve geleceği: Metaforik bir analiz. *Turkish Studies*, 12(33), 291-312.
- Lim, C. P., & Nortcote, M. (2009). The state of pre-service teacher education in the asiapasific region. In C. P. Lim, K. Cock, G. Lock, & C. Brook (Ed.), *Innovative practices in pre-service teacher education: An asia-pacific perspective*. Netherlands: Sense Publishers.
- Oğuz, A. (2012). Sınıf öğretmeni adaylarının akademik öz yeterlik inançları. *Anadolu Journal of Educational Sciences International*, 2(2), 15-28.
- Özoğlu, M., Gür, B. S. ve Altunoğlu, A. (2013). Türkiye ve dünyada öğretmenlik: Retorik ve pratik. Ankara: Eğitimciler Birliği Sendikası.
- Rajić, V., Hoşgörür, T., & Drvodelić, M. (2015). An international perspective on the teacher qualities issue: the case of Croatia and Turkey. *Croatian Journal of Education*, 17(1), 37-62.
- Rotherham, A. J., & Willingham, D. T. (2010). "21st -century"skills. *American Educator*, 17(1), 17-20.
- Şimşek, H. (2005). Ortaöğretim alan öğretmenliği tezsiz yüksek lisans programına devam eden öğrencilerin öğretmenlik mesleğine yönelik tutumları. *Yüzüncü Yıl Üniversitesi Elektronik Eğitim Fakültesi Dergisi*, 2(1).
- Semerci, Ç. ve Semerci, N. (2004). Türkiye'de öğretmenlik tutumları. *Fırat Üniversitesi Sosyal Bilimler Dergisi*, 14(1), 137-146.
- The Glossary of Education. (2023). 21st Century skills. Retrieved March 25, 2022, from <https://www.edglossary.org/21st-century-skills/>, alındığı tarih 20.012.2023
- Ure, C. L. (2010). Reforming teacher education through a professionally applied study of teaching. *Journal of Education for Teaching*, 36(4), 461-475.
- Yıldırım, İ. ve Kalman, M. (2017). Öğretmenliğe hazır olma ölçeğinin Türkçe formunun geçerlik ve güvenilirlik çalışması. *Kastamonu Eğitim Dergisi*, 25(6), 2311-2326.

# ÖĞRETİM PROGRAMI OKURYAZARLIĞI VE ÖĞRETMEN ÖZELLİKLERİ ÜZERİNE BİR DEĞERLENDİRME

## AN EVALUATION ON CURRICULUM LITERACY AND TEACHER CHARACTERISTICS

**Mustafa GÜÇLÜ**

Erciyes Üniversitesi Eğitim Fakültesi

### ÖZET

Öğretim programı, öğrenenlere kazandırılması gereken istendik davranışlara ilişkin sadece okul içinde değil, okul dışında da gerçekleştirilecek tüm etkinlikleri içerir. Bu doğrultuda öğretmenlerin mesleklerinde başarılı olabilmeleri ve kendilerinden beklenen davranışları gösterebilmeleri için iyi bir müfredat okuryazarı olmaları beklenmektedir. Okullarda uygulanan öğretim programlarının başarılı olabilmesi için öğretmenlerin öğretim programlarını iyi bilmeleri ve programın gereklerini yerine getirmeleri gerekmektedir. Bu çalışmada, program okuryazarlığı ile öğretmen özellikleri arasındaki ilişkinin ortaya konulması amaçlanmıştır. Bu amaçla literatür taraması yapılmış ve amaca uygun bulunan makale, tez ve kitaplar betimsel analiz yöntemiyle değerlendirilmiştir. Araştırma sonunda program okuryazarlığı kavramı analiz edilmiş ve program okuryazarlığı çerçevesinde nitelikli öğretmenlerin sahip olması gereken özellikler üzerinde durulmuştur.

Anahtar Kelimeler: Öğretmenlik mesleği; müfredat okuryazarlığı; öğretim

### ABSTRACT

The curriculum includes all the activities to be carried out not only inside the school but also outside the school regarding the desired behaviors that should be acquired by the learners. Accordingly, teachers are expected to be good curriculum literate in order to be successful in their professions and to show the behaviors expected of them. In order for the curricula implemented in schools to be successful, teachers need to know the curricula well and fulfill the requirements of the curriculum. In this study, it was aimed to reveal the relationship between curriculum literacy and teacher characteristics. For this purpose, a literature review was conducted and the articles, theses and books found appropriate for the purpose were evaluated by descriptive analysis method. At the end of the research, the concept of curriculum literacy was analyzed and the characteristics that qualified teachers should have within the framework of curriculum literacy were emphasized.

**Key Words:** Teaching profession; curriculum literacy; teaching

### GİRİŞ

Eğitim bir toplumun içinde buldukları döneme, çağa ayak uydurmada, uyum sağlamada en önemli araçların başında gelmektedir. Bu nedenle ülkeler gelişmelere, çağa ayak uydurmak için günün koşullarına uygun bir eğitim anlayışı benimsemelidirler (Aslan, 2018; Aslan ve Gürten, 2019). Eğitimin bu önemi sadece topluma yapmış olduğu katkıyla değil aynı zamanda bireylerin gelişimlerine de doğrudan etki etmesindedir. Eğitimin kendisinden beklenen katkıyı yapması ise rastgele bir faaliyet olmaktan ziyade planlı ve programlı bir etkinlik olmasını gerektirmektedir.

21. yüzyılda yaşanan değişim ve dönüşümler her alanda olduğu gibi eğitimi de etkilemektedir. Eğitim kuruları bu süreç içinde toplumun ihtiyaç duyduğu insangücünü yetiştirebilmek amacıyla niteliğini arttırmalı, değişim taleplerini karşılamalıdır. Eğitim kurumlarının niteliğinin artırılması ise iyi bir alt yapıyı zorunlu kılmaktadır (Kayadibi, 2001). Bu konudaki en önemli yatırımlardan bir tanesi de öğretmen konusunda yaşanmaktadır. Yapılan araştırma sonuçları (Seferoğlu, 2004) hiçbir eğitim sisteminin kalitesinin öğretmen kalitesinin üzerine çıkamadığını göstermektedir. Bu nedenle de öğretmen kalitesinin artırılması ile eğitim sisteminin niteliğinin artırılmasına önemli bir katkı sağlanmaktadır.

Bir ülkede eğitimin en önemli bileşenleri öğrenci, öğretmen ve program olarak ifade edilmektedir. Öğretim programları ise ancak iyi bir öğretmenle işlevini yerine getirebilmektedir. Bu nedenle de öğretmenlerin 21. yüzyılda program okuyazarı olarak yetişmesi büyük önem taşımaktadır. Bu çalışmada öğretim programı okuyazarlığı öğretmen özellikleri açısından ele alınmış, öncelikle program okuyazarlığı kavramına daha sonra da öğretmen özelliklerine değinilmiştir.

### **PROGRAM OKURYAZARLIĞI KAVRAMININ DEĞERLENDİRİLMESİ**

Eğitim alanında ilk olarak 1980'li yıllarda kullanılmaya başlanan program okuyazarlığı kavramı daha çok öğrenme ortamları ile ilgili bir kavram olarak ele alınmış, öğrenme ortamlarında kullanılması öngörülen kaynakların planlanması anlamıyla kabul görmüştür. 1987 yılında yapılan bir çalışmada ise öğretmenlik meslek bilgi temeli yedi başlık altında ele alınmış, program okuyazarlığı kavramı daha çok öğretim program bilgisi adıyla kullanılmıştır (Shulman, 1987). Daha sonra ise bazı çalışmalarda program bilgisi yerine program okuyazarlığı kavramı kullanılmış kavram, anlam bakımından program bilgisinden daha kapsamlı hale gelmiştir (Ariav, 1991). Diğer bir ifadeyle programın uygulandığı alanın programına uygun bir şekilde ilgili içeriğin belirlenmesi ve seçimi, amaca uygun ve gerekli kaynakların belirlenmesi ve seçimi, bunların öğrenme ortamlarına aktarılması ve sürecin değerlendirilmesi kavram olarak okuyazarlık kavramı olarak dile getirilmeye başlanmıştır. Bunun yanında kavram aynı zamanda öğretim programının geliştirilmesi süreci ve bu süreci etkileyen durumların farkında olunması yanında öğretmenin programın nasıl olması gerektiğini anlaması ve ayrıca programa uygun öğretimin nasıl yapılacağı konusunu da kapsamaktadır.

Günümüzde öğretim programı kavramı daha çok, programın dört ögesi olan amaç, içerik, eğitim durumları ve değerlendirme öğeleri arasındaki ilişkinin ortaya konulması ve bu öğeler arasındaki ilişkinin saptanması ile tutarlılığın anlamlandırılması, programın öğelerinin içinde bulunan dönemin ihtiyaçlarına uygun bir şekilde ve toplumun kültürel özelliklerinin de dikkate alınarak hazırlanıp hazırlanmadığını belirlenmesi anlamında kullanılmaktadır (Aslan, 2019). Akınoğlu ve Doğan'a göre (2012) öğretmenlerin sahip oldukları bilgi ve becerileri ölçülebilir hale getirdiği için program okuyazarlığı oldukça önemli görülmelidir. Yine Kasapoğlu'na (2020) göre öğretmenler tarafından okullarda uygulanmakta olan öğretim programının yeterince anlaşılması, programın uygulanması sürecinde programın boyutları ile ilgili yeterli bilgiye sahip olunması, ayrıca programın uygulama sürecinin eleştirel bir gözle görülebilmesi nitelikli öğretmen özellikleri açısından önemlidir.

### **PROGRAM OKURYAZARLIĞI KAVRAMININ NİTELİKLİ ÖĞRETMEN ÖZELLİKLERİ AÇISINDAN DEĞERLENDİRİLMESİ**

Kısaca bir öğrenme planı şeklinde de ifade edilen öğretim programının daha net, doğru bir şekilde anlaşılıp uygulanabilmesi uygulanmakta olan programın amacına ulaşması açısından ön koşul olarak kabul edilmelidir. Bu konudaki en önemli sorumluluk ise öğretmenlerdedir.

Bir eğitim sisteminin en önemli öğelerinden biri olan öğretmenin okullarda uygulanmakta olan programla ilgili bütün bilgileri öğrenmesi yanında ayrıca öğretim programını eleştirel açıdan da inceleyebilme ile programın uygulanmasına yönelik olarak da öğretim programını yorumlayabilmesi ve öğretim programının kılavuzluğunda dersinin öğretim ile ilgili etkinliklerini gerçekleştirmesinin bir kavram olarak program okuryazarlığı olduğu söylenebilir (Ekici, 2021).

Tam ve kesin bir tanımın yapılamadığı program okuryazarlığı kavramı değişik şekillerde tanımlansa da kavramın son gelişmeler çerçevesinde yeniden ele alınması bir gereklilik halini almaktadır. Keskin'e (2020) göre son araştırmalar ışığında program okuryazarlığı becerisinin öğretmenlere kazandıracak bazı kazanımlar maddeler halinde aşağıda verilmiştir:

1. Okullarda öğretim programı konusunda okuryazarlığa sahip olan bir öğretmenin buradan hareketle öğretim programları konusunda yapılan değerlendirme ile ilgili sonuçlarını eleştirel bir açıdan yorumlayabilmesi beklenir. Buradan hareketle bir beceri olarak yaratıcı düşünme yönü gelişen öğretmenlerin aynı zamanda sınıf içindeki öğretim süreçlerinin niteliği de artabilmektedir.

2. Program okuryazarlığı konusunda bir beceri elde edinmiş öğretmenin, dersi ile ilgili uygulamakta olduğu ders öğretim programını yine kendi çabaları ve katkılarıyla daha nitelikli uygulamalara çevirebilmesi beklenmektedir. Bu beceriye sahip olan öğretmen böylelikle mesleki gelişimine pozitif açıdan katkı sağlayabileceğinin bilincine ulaşabilir.

3. Program okuryazarlığı becerisini kazanan bir öğretmen, dersinde öğrencilere değişik öğrenme ortamları ayarlayarak, düşünme süreçlerine ilişkin becerilerine katkı verdiğinin bilincine varabilir.

4. Program okuryazarlığı becerisine sahip olan bir öğretmenin program okuryazarlığı becerisini canlı tutabilmek amacıyla programın aktif ve dinamik okuyucusu olması gerektiğinin farkındadır. Bunun yanında bu beceriye sahip öğretmen, aktif bir şekilde program okumayla s öğretim programı analiz ederek eleştirel bir yaklaşımla ifade etmek aktif olduğunun farkındadır.

5. Program okuryazarlığını geliştiren bir öğretmen, bulunduğu toplumun yapısını, kültürel ve sosyolojik özelliklerinin bilincindedir. Böylece programı her kültüre uygun biçimde uyarlama gücüne sahip olabilir.

6. Program okuryazarlığı olan bir öğretmen, öğrencilerin öğretimle ilgili gereksinimlerini daha öncesinden kestirebilme ve bu gereksinimleri karşılama konusunda gerekli olan materyalleri nasıl elde edeceği yanında nasıl daha verimli kullanacağını farkındadır.

7. Program okuryazarlığı becerisine sahip olan bir öğretmenin programın eksiklikleri konusunda bu beceriye sahip olmayan bir öğretmene göre farkındalığı daha yüksektir. Bu beceriye sahip öğretmenler sadece var olan bu eksiklikleri gidermekle değil aynı zamanda programın güçlü yönlerini de ortaya çıkarabilme konusunda daha etkilidirler.

Günümüzde öğretmenlik mesleğinin profesyonelleşmesi sürecinde bazı standartlar vardır. Yeterlilikler bu standartların belirlenmesinde önemli bir etkiye sahiptir. Öğretmenlik mesleğinin mesleki yeterlilik boyutlarından birisi de öğretim programı okuryazarlığı konusundadır. Bu süreçte öğretmenlerin hizmet öncesi ve hizmet sonrası eğitimlerinin temel hedeflerinden birisi de öğretmenlere/öğretmen adaylarına değişik okul ve kademelerde etkili öğretim nasıl gerçekleştirileceği becerisini en iyi şekilde kazandırmak olmalıdır. (Flores, 2018). Diğer bir ifadeyle öğretmenlere/ öğretmen adaylarına, mesleki yeterliliklerinin artırılması sürecinde öğretim programı okuryazarlığı konusu son derece önem kazanmıştır.

Öğretim programı konusunda okuryazarlık becerisini kazanan bir öğretmen adayının mesleğini en iyi şekilde icra edeceği süreçte; ders öğretim programları konusunda bilgi sahibi olur, ders öğretim programını yorumlar, ders öğretim programını eleştirel bir süzgeçten geçirir, alanıyla ilgili ders öğretim programını daha yeni ve farklı durumlara uygulabilir (Nsibande ve Modiba, 2012).

Öğretmen adaylarının öğretim programına yönelik pedagojik alan bilgilerinin eksik olduğunu belirten Baştürk ve Dönmez (2011), bu yetersizliğin nedenini, öğretmen adaylarının öğretim programı okuryazarlığı becerisinin yetersizliğine bağlamıştır. Bu bağlamda öğretmen adaylarının öğretim programına ait tüm boyutları, kavramları, vurguları, felsefi yapıları ve uygulama boyutlarını kuramsal boyutlarla çok iyi ilişkilendirmeleri oldukça önemlidir (Bolat, 2021). Çünkü öğretmen adayları, öğrenme öğretme sürecinin en önemli unsurlarından biri olan öğretim programının uygulanmasında kritik öneme sahiptir (Darling-Hammond, 2009). Bu bakımdan öğretmen adaylarının öğretim programı okuyuları olmaları durumunda, onların öğretmenlik mesleğine daha hazır oldukları şeklinde ifade edilebilir. Özellikle öğretim programı okuryazarlığının, hedef/kazanımları belirleyebilme, içeriği düzenleyebilme, öğretme-öğrenme sürecini planlayabilme ve etkili şekilde yürütebilme ile ölçme-değerlendirme araçlarını belirleme ve uygulama boyutları ile öğretmenliğe hazır olma kavramının boyutları arasında literatüre dayalı olarak bir ilişkinin olduğu ifade edilebilir.

Bir eğitim sistemi kurgulanırken öncelikli olarak nasıl bir insan yetiştirilmek istendiği sorusuna cevap aranmalıdır. Ayrıca yetiştirilmek istenen bu insan tipiyle ilgili amaçlara ulaşmak amacıyla hangi yöntem ve tekniklerin izlenmesi gerektiği ve öğrencilerin belirlenmiş olan amaçlara ulaşma düzeylerinin hangi yöntemlerle ölçüleceği öğretim programı kapsamında yer alır ki bu süreçte en önemli sorumluluk öğretmenlere düşmektedir. Bu nedenle öğretmenlere hizmet öncesinde yani Eğitim Fakültelerindeki eğitimlerinde öğretim programı konusunda okuryazarlık bilgi ve becerisi kazandırmaya dönük olarak eğitim anlayış ve uygulamalarına yer verilmesi öğretmen adaylarının mesleğe hazır olmalarını sağlamada önemli derecede katkı getirmektedir. Öğretmenliğe hazırlanan öğretmen adaylarının okullarda göreve başladıkları andan itibaren dersleriyle ilgili öğretim programlarını etkili ve verimli bir şekilde uygulamaları beklenmektedir.

## **SONUÇ**

Bir eğitim sisteminin öğrenci, öğretmen ve program gibi üç önemli ögesi bulunmaktadır. Bu üç öge içerisinde öne çıkan öge ise elbette öğretmenlerdir. Bu nedenle hangi ülke olursa olsun eğitim sisteminin niteliğinin artırılmasında ilk akla gelen konuların başında öğretmen kalitesinin artırılması konusu akla gelmektedir. Bu süreçte öğretmenlerin ise hangi yeterliliklere sahip olması gerektiği sorusu önem kazanmaktadır. Diğer bir ifadeyle öğretmenler hangi becerilere sahip olmadırlar. Günümüzde bu sorunun birçok cevabı bulunmaktadır. Bu cevaplardan birisi de öğretim programı okuryazarlığı becerisi ile ilgilidir. Öğretmenlerden öğretim programını bilmeleri, uygulamaları eleştirel bir açıdan değerlendirebilmeleri, konu ile ilgili farkındalık sağlamaları beklenmektedir. Bu nedenle öğretmen yetiştirme sürecinde mutlaka öğretmen adaylarının program okuryazarlığı konusunda iyi bir şekilde yetiştirilmesi önem kazanmaktadır.

## **KAYNAKLAR**

Akinoğlu, O. ve Doğan, S. (2012). Eğitimde program geliştirme alanına yeni bir kavram önerisi: Program okuryazarlığı. 21. Ulusal Eğitim Bilimleri Kongresi, 12-14 Eylül 2012, Marmara Üniversitesi, İstanbul.

- Ariav, T. (1991). Growth in teacher's curriculum knowledge through the Process of curriculum Analysis. *Journal of Curriculum and Supervision*, 6(3), 183-200.
- Aslan, S. (2018). Ortaokul öğretmenlerinin program okuryazarlık düzeyleri, Yayınlanmamış Yüksek Lisans Tezi, Hacettepe Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.
- Aslan, S. (2019). An analysis of prospective teachers' curriculum literacy levels in terms of reading and writing. *Universal Journal of Educational Research*, 7(4), 973-979.
- Aslan, S. ve Gürten, E. (2019). Ortaokul öğretmenlerinin program okuryazarlık düzeyleri. *Kırşehir Eğitim Fakültesi Dergisi*, 20(1), 172-186.
- Baştürk, S. ve Dönmez, G. (2011). Examining pre-service teacher's pedagogical content knowledge with regard to curriculum knowledge. *International Online Journal of Educational Sciences*, 3(2), 743-775.
- Bolat, Y. (2021). Eğitim Programı Okuryazarlığı. Ankara: Pegem Akademi Yayınları.
- Darling-Hammond, L. (2009). Teaching and the changewars: The professional is mhyoptes. In A. Hargreaves, M. Fullan (Ed.), *Changewars* (pp. 44-68). Bloomington, IN: Solution Tree.
- Ekici, G. (2021). Eğitim programı okuryazarlığı. Ankara: Nobel Yayınları.
- Flores, M. A. (2018). Conditions for professional learning in teacher education. *EuropeanJournal of Teacher Education*, 41(3), 263-265.
- Kasapoğlu, K. (2020). Öğretmenlere yönelik algılanan eğitim programı okuryazarlığı ölçeği: Bir ölçek geliştirme ve geçerleme çalışması. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 21(2), 963-977.
- Keskin, A. (2020). Öğretmenlerin öğretim programı okuryazarlık düzeylerine yönelik algılarının belirlenmesi. (Doktora tezi), Yükseköğretim Kurulu Ulusal Tez Merkezi'nden edinilmiştir.
- Nsiband, R. N., & Modiba, M. M. (2012). I just do as expected. Teacher's implementation of continuous assessment and challenges to curriculum literacy. *Research Papers in Education*, 27(5), 629-645.
- Shulman, L. S. (1987). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.

# ARTIFICIAL INTELLIGENCE IN MARKETING

## PAZARLAMADA YAPAY ZEKA

**Hasan Selçuk ETİ**

Tekirdağ Namık Kemal University, Faculty of Economics and Administrative Sciences,  
Department of Business Administration, Tekirdağ, Türkiye

<sup>1</sup>ORCID ID: <https://orcid.org/0000-0002-3792-697X>

**Nazlı Çağıl KÜÇÜKGÖKSEL**

Tekirdağ Namık Kemal University, Çorlu Vocational School, Department of Business  
Management

ORCID ID: <https://orcid.org/0000-0001-6128-5829>

### ABSTRACT

The concepts of marketing and advertising are deeply ingrained in our lives. Advertisements are often the means by which customers discover and acquire products in the market, instilling a sense of trust and belonging in the process of shopping. The significance of marketing in driving sales for companies has transformed with the proliferation of advertising through diverse channels, bringing artificial intelligence into the realm of both companies and customers in the market. Companies have started to attract customers with artificial intelligence in new media and can easily collect data for advertising with artificial intelligence.

Famous e-commerce companies have successfully utilized marketing strategies to promote the growth of advertisements through the utilization of cookies, a secure method of gathering customer information, on their platforms known as new media, where we can make online purchases. The following text delves into the incorporation of developing and changing technology in marketing, specifically examining the role of artificial intelligence through three key perspectives. The impact of artificial intelligence in marketing is outlined.

**Key Words:** Artificial Intelligence, Marketing, Advertising, Use of Cookies

### ÖZET

Pazarlama ve reklamcılık hayatımızın oldukça içinde olan kavramlardır. Müşterinin pazarda karşılaştığı ve alışveriş tanımıyla pazarda bulmak ve kullanmak istediği ürünler, genellikle reklamlarla ve bu reklamların insanlar üzerinde oluşturduğu güven ve aidiyet duygusuyla ortaya çıkmaktadır. Firmalar tarafından satış için oldukça önemli olan pazarlama, artık reklamcılığın farklı ve geniş mecralara yayılmasıyla birlikte farklı bir boyut kazanıp, firmaların ve müşterilerin pazar içerisinde hayatlarına yapay zekayı sokmuştur. Firmalar, yeni medyada artık yapay zeka ile müşteri çekmeye başlayıp, reklam için ihtiyaç duydukları verileri, rahatlıkla yapay zeka ile toplayabilmiştir.



Ünlü e-ticaret firmalarının da yeni medya denen ve internet üzerinden alışveriş yapabildiğimiz platformlara çerez sokarak (cookies), müşterilerin bilgilerini güvenli şekilde toplaması reklamcılığın gelişmesi adına, pazarlamada oldukça etkili olmuştur. Gelişen ve değişen teknolojinin pazarlamaya uyarlanmasını anlatan bu çalışmada, pazarlamada yapay zeka üç ana başlıkla incelenmektedir. Yapay zekanın pazarlama çalışmalarındaki etkisi anlatılmaktadır.

**Anahtar Kelimeler:** Yapay Zeka, Pazarlama, Reklamcılık, Çerez Kullanımı

## 1. BÖLÜM PAZARLAMA KAVRAMI

### 1.1 PAZARLAMA NEDİR?

Pazarlama, işletmenin amaçlarına ulaşmasını sağlayabilmek için yaptığı eylemleri gerçekleştirmek üzere, ihtiyaçlarını giderecek üretimin, malların, hizmet ve fikirlerin geliştirilebilmesi, fiyatlandırılması, tutundurulması ve dağıtılmasına ilişkin planlama ve uygulama süreçlerinin tamamıdır (Mucuk, Pazarlama İlkeleri, 1998).

Pazarlama, tüketici ve üretici arasında, tüketicilerin; gereksinim ve isteklerinin doyurulmasına yöneliktir. Pazarlama çeşitli eylemler bütününden oluşur ve değişimin kolaylaşması için doğrudan yol gösterir (Cemalcılar, 1987).

Pazarlama, bir malın, ürünün veya sunulan hizmetin satışını veya müşteri tarafından satın alınışını artırmak amacıyla piyasadaki durumu ve gereksinimleri saptama, tanıma, paketleme ve benzeri etkinliklerin tamamıdır. Pazarlama, üreticinin (üretmiş) vermiş olduğu ürünün veya hizmetin rakipleriniz arasından, tüketici tarafından sizleri seçmeleri gerektiğini öğretme sürecidir (Lake, 2013)

Pazarlama firmaların veya şirketlerin, ürün veya hizmetlerin, ilgisini çekecek olanlara gösterilip satın alma isteği yaratmaktır. Pazarlama süreci, bir bütünleştirilmiş süreç olup bunun vasıtasıyla firmalar müşterileri için değer yaratmakta ve bunun karşılığında müşterilerden değer kapabilmek için güçlü müşteri iletişimi kurmaktadır (Cotler, 2023).

Pazarlama, kişisel ve kurumsal amaçlara ulaşılabilmek için; malların hizmetlerin ve fikirlerin geliştirilmesi, fiyatlandırılması, tutundurulması ve dağıtılmasına ilişkin planlama ve uygulama sürecidir. Doğal kaynakları kullanarak, üretimle devam eden ürün veya hizmetlerin en son tüketici ya da müşteri eline geçene, ulaşana kadar gerçekleştirilen faaliyetleri kapsayan süreçtir (Uraz, 1978).

Pazarlama kişiler için değer oluşturma, değeri herhangi bir ihtiyaç biçimiyle tanıma ve sunmayı hedefleyen ve organizasyona ve onun paydaşlarına fayda sağlama amacıyla müşteri ilişkilerini yönetmeye yönelik bir süreçler dizisi ve örgütsel fonksiyonların tamamıdır (Darroch, 1992).

Pazarlama gün geçtikçe geniş kitlelerin ilgisini arttıran bir alan olmaktadır. Bu alana en çok önem veren, güncelleyen ve katkı sağlayan türlerden biri bilimsel dergilerdir; bilgilerin sürekli yenileniyor durumda olması pazarlamayı güncel kılar. Sürekli yenilenir ve literatürden esinlenebilmek adına pazarlamayı dinamik ve belli kalıplara oturtmadan bizlere sunar. Bilimsel dergilerin niteliklerini belirlemek amacıyla kullanılan ve en yaygın tekniklerden biri olan bibliyometrik analizdir (Bozkurt & Çetin, 2016).

## **1.2 PAZAR NEDİR?**

Satıcının, ürünü, hizmeti veya malları pazarlama çabalarında hedef aldığı belli bir grup, kişi, kişiler veya bir örgüttür (Mucuk, Pazarlama İlkeleri, 1998). Tüketici ise; ihtiyacını tatmin edecek düzeyde parası ve harcama isteği olan kişi, kurum ve kuruluştur. (Mucuk, Pazarlama İlkeleri, 1998) (Cemalcılar, 1987). Bu belirtilen gruplar veya tüketim birimleri bir araya geldiğinde pazar meydana gelir. Bütünüyle bir pazar; karşılanacak istek veya ihtiyaçları bulunan, satın alma gücü olan, bunu harcama isteği olan kişi veya örgütlerdir (Mucuk, Pazarlama İlkeleri, 1998), diğer bir ifadeyle (Cemalcılar, 1987)' e göre pazar "belirli bir ihtiyacı ve isteği paylaşan, o isteğe ve ihtiyacı doyumaya istekli olan ve değişimi gerçekleştirmeye yetkisi olan tüm alıcılar topluluğudur."

## **1.3 PAZARLAMANNIN TARİHSEL GELİŞİMİ**

Pazarlama kavramı; birden fazla tanımla karşımıza çıksa da, temel tanımını; tarihle beraber gelişen, üretim temelli strateji, müşteri memnuniyeti ve tüketici tercihi başlıklarıyla ele alabiliriz. Sanayi devriminden hemen sonra, artmış olan ürün çeşitliliği müşteriye ürünü pazar aracılığıyla (vasıtasıyla) sunmakta, fakat markalaşmanın ve firma çeşitliliğinin az olması ve pazarda rekabetin bulunmaması ile müşteri belli ürünlere muhtaç olmaktadır. Pazarda, müşteriler istedikleri ürünü belirli firmalar aracılığıyla elde edebilmekteydi ancak, pazarda rekabetin bulunmaması sebebiyle, fiyat belirleyiciliğinde üreticiyi fiyat belirleyen olarak egemen kılmaktaydı (Güleryüz, 2019).

Bu şekilde devam eden pazarlama süreci, gelişimine buradan başlamıştır. Bu dönemlerde tüketicinin, pazarda seçeneksiz kalması firmaları üretim odaklı hizmet anlayışına itmiştir. Müşterinin avantajına olan fiyat, müşteri ilişkileri ve satış sonrası destek gibi kanalların üreticiler tarafından pazarda rekabet sürecine girmesiyle, Geleneksel Pazarlama süreci gelişimsel şekilde ileri yönlü yol katetmiştir. Dönemin odak noktası; ürün ve ürün özellikleridir. Bu sebeple tüketiciye ürün aracılığıyla sağlanan faydanın, tekelden sağlanmasının önüne geçmiştir. Tarihsel süreçte pazarlama, gelişen yaklaşımlarla üretici temelli stratejinin sona ermesi ve tüketicinin markayı tercih etmesine yönelik stratejiler izlenmesine yol açan, daha sistematik bir yaklaşıma dönüşmüştür (Cotler, 2023).

Ardından Birinci ve İkinci Dünya savaşları, silahlı pazar savaşının nelere neden olacağını Dünya'ya kanıtlamıştır. Silah ve savaş malzemeleri pazarının önemini göstermesinden hemen

sonra, savaş sonrası işgücünde büyük eksiklikler ve sorunlarla karşılaşmıştır. Kayıplar veren halkın satın alma gücü düşmüştür. Savaştan dolayı örgütlenen siyasal veya ideolojik düşüncedeki şirketlerin envanterlerinde büyük şekilde; makine, bilgi ve teknoloji birikmiştir. Üretim devam etmesi ve şirketler arası farkların pazarda kapanabilmesi için işletme sahipleri ve üreticiler pazara bakış açılarını değiştirmeleri gerektiğini görmüşlerdir. Dikkatlerini pazar içerisindeki müşteriye çevirmeleri gerektiğinin farkına varmışlardır.. Sınırları silah gücüyle değil, ticaret yöntemleriyle aşmaları gerektiğini anlamışlardır. Sanayi devriminden sonra gelen bu süreçte, pazar ile sınırı geçebileceğini düşünen işletme sahipleri ve üreticiler, 1910'larda filizlenmeye başlayan yeni bir düşünce akımı ortaya koyarak, yeni bir bakış açısı ve yeni bir felsefe geliştirdiler ve adını pazarlama olarak belirlediler (İslamoğlu 2020).

Pazarlama genel manasıyla, müşterileri ve tüketicileri tanımlamak, halihazırdaki müşterileri gelecekte de satış politikalarıyla memnun edip elde tutmak ve tatmin etmek için kullanılmaktadır. Bütün pazarlama faaliyetleri müşteriler üzerinde sonuç bulduğu için, pazarlama işletme ve idaresi, işletme idaresinin önemli bir parçasıdır. Son yüzyıl içerisinde pazarlamanın işletme içerisinde büyük bir yapıtaş olmasının en önemli nedeni, pazarların gelişip olgunlaşması ve müşterilerin talep kapasiteleri üzerine ulaşmasıdır (Kotler, Principles of Marketing, 2008).

Bu sebeple üretim yapan firmalar karlılığını arttırmak için üretim süreçleri ve ürüne verilen önemi azaltıp, pazarlama süreçlerine yönelmeye başlamışlardır. İşletme nesnel doğrularına erişebilmek için firmanın, hedef olarak seçilen piyasada bulunan veya bulunabilecek tüketicinin, ihtiyaçlarının ve taleplerinin; öğrenilip, bilinmesi ve tatmin kaynaklarının bu pazara yönelmesini sağlamaya pazarlama konsepti adı verilmiştir (Kotler, Marketing 4.0: Moving from Traditional to Digital., 2017) (Güleryüz, 2019).

#### **1.4 PAZARLAMANNIN 4P'Sİ, PAZARLAMA BİLEŞENLERİ**

Pazarlamanın 4P'si, Pazarlamanın bileşenleri, pazarlama karmasının elamanları olarak bilinmektedir. Pazarlama bileşenleri işletmelerin hedefledikleri pazar içerisindeki bölgelerde, pazarlama hedeflerini gerçekleştirebilmek ve tutunabilmek adına kullandığı pazarlama aracıdır (Öndoğan, 2010). Bunlar sırayla; ürün, fiyat, yer ve tanıtımdır (Güleryüz, 2019).

**Ürün (Product):** Tüketicinin ihtiyacını tatmin eden, karşılığında üretici veya aracıya kazanç getiren soyut veya somut materyaldir.

**Fiyat (Price):** Bir ürünün; üreticiden, tüketiciye geçmesi için üzerine koyulan değerdir.

Dağıtım (Place): Bir ürünün hammaddelele ortaya çıkması ve ardından, tüketiciye ulaşması için pazarda izlediği yol veya yöntemdir.

Tanıtım (Promotion): Ürünün pazarda diğer ürünlerle veya hizmetlerle rekabet edebilmesi adına gerçekleştirilen eylemler bütünüdür (Sümer & Eser, Pazarlama Karması Elemanları Evrimi, 2006).

Pazarda önemli olan, pazarı okuyup bilmek veya ürünün çok kaliteli olması değildir. Pazarda önemli olan, pazarlama bileşenlerini, doğru şekilde uygulayıp, bu sistem içerisinde iletişimin olmasıdır. Bileşenler esasında ürünün dış görünüşüyle ve fonksiyonlarıyla pazardaki müşteriye veyahut tüketiciye hitap etmeli, fiyat; kalite ve fonksiyonellik göz önünde bulundurarak belirlenmeli, rakiplerle rekabet edebilir olması gerekmektedir. Dağıtım kanalında ürünün güvenilir şekilde müşteriye ulaşması, bütün şekilde fonksiyonelliğini ve kullanımını kaybetmeden tüketiciye hızlı şekilde ulaşması gerekmektedir. Genel itibariyle tüm bunların dışında ürünün veya markanın pozitif bir katkıyla, sahada (pazarda) bulunup bu algıyla müşteriye ürünü göstermesi gerekmektedir (Sümer & Eser, Pazarlama Karması Elemanları Evrimi, 2006).

#### **1.4.1 ÜRÜN**

Dikkat çekmek, edinilmek, kullanılmak, bir arzu veya gereksinimi doyuma ulaştırmak maksadıyla tüketim amaçlı pazara sunulan her şeye ürün (mamul) denir (Doğru, 2003).

Ürün, pazarlama bileşenleri içerisinde kendi başına büyük bir öneme sahiptir. Pazar içerisinde yapılacak olan eylemin, pazara geçmesi için atılacak ilk adım üründür. Ürün pazarlama bileşenleri sürecinin odağındadır. Pazarlama bileşenleri içerisindeki en etkin yol üründedir diyebiliriz (Günay 2002). Ürün temelinde tüketicilerin veya müşterilerin fonksiyonel ihtiyaçlarını karşılama amacına sahip gibi gözükse de tüketiciler için önem teşkil eden ana unsur, ürünün kendisi olmuştur. Ürünün tek başına ihtiyaç karşılama amacının dışında, tüketici beklentisi içerisinde; işlevsellik, kalite, sunum, bakım ve onarım noktasında da hizmet gerçekleşmektedir. Tüketici aslında üründe bunların tamamını aramaktadır (Sümer & Eser, Pazarlama Karması Elemanları Evrimi, 2006)

## 1.4.2 FİYAT

Günümüz pazarında ürün tek başına değerli gözüktükçe aksine, günümüz dünyasında, ürünün yanı sıra, pazarda işletmeleri rekabet içinde olduğu rakiplerinden ayıran şey verdiği hizmet ve ürün aynıysa, fiyattır (Mucuk, Pazarlama İlkeleri, 1998). Fiyat için en önemli unsur pazardaki rekabet için, piyasa ve rakipler ile rekabet edilebilecek fiyatta ürünler sunmaktır. Fiyat rekabeti gerçekleşebilmesi için aynı anda pazar içerisinde birden fazla rakip olmalıdır. Günümüz piyasasında firmaları rekabete yönlendiren faktörler şunlardır:

- Benzer ürünleri üreten firmaların pazarda artış göstermesi,
- Bilgi teknolojilerinin hızlı şekilde gelişip, mevcut üretim ürünlerine yenilerinin eklenmesi,
- Müşterilerin fayda olarak uygun fiyatlı ürünlere erişmeye çalışması,
- Müşteri alternatiflerinin pazarda artması,
- Müşterinin bilgiye ulaşmasının kolaylaşması,
- Firma bazlı müşteri başına düşen gelirin, kârın azalması,
- Müşterilerin geçmiş tecrübeler beğeni eşiğinin artması,
- Gerçekleşen değer göçünün artış göstermesi,
- İşletmelerin üretim bandında teknolojik olarak malzeme tedariki,
- Küreselleşme ile beraber dünya devlerinin pazardaki yarışlara dahil olması, şeklindedir (Tekin M. , 2006).

Pazarlama Bileşenleri içerisinde fiyatın müşteri üzerindeki rolü bir nebze müşterinin pazara bakışıyla da değişir. (Cemalcılar, 1987)'e göre fiyat unsuru, pazardaki müşterinin ürünün veya hizmetin fiyatı düştüğü zaman alabileceği maksimum verimin de düşeceğini veya fiyat yükseldiği zaman alacağı verimin ürünün veya hizmetin üzerinde artacağı şeklindedir. (Cemalcılar, 1987). Tüketici veya pazardaki müşterinin bu tutumları göz önünde bulundurularak, pazarlama başlığının alt başlığı olan fiyatın birden fazla tanımı mevcut olsa da en yaygın kullanım, müşterilerin sahip olduğu veyahut kullanmak istediği hizmetten fayda sağlamak için vazgeçtiği bütün değerlerin toplamıdır. (Kotler, Marketing 4.0: Moving from Traditional to Digital., 2017). Fiyatlandırma gerçekleştirilirken firmaların pazarda bazı hedefleri mevcuttur.

Bunlardan bazıları:

- Kar maksimizasyonu sağlamak,
- Satış maksimizasyonu sağlamak,
- Pazarda diğer firmalara karşı mevcut rekabet,
- Ürün konumlandırma amacı

-Piyasada yaşamını sürdürme amacı şeklindedir. (Yıldırım, 2019).

Firmaların pazar içerisinde müşterileri elinde tutmanın yanı sıra; karlılık ve satışlarının artışını arttırmak amaçlı politika izlemesi önem arz etmektedir. Pazardaki mevcut rekabetini devam ettirerek, ürününü satabilmeli ve rekabet esnasında gelir ve gider dağılımını dengede tutup kar etmeyi amaçlamalıdır. Bu yüzden ürün için fiyat önemli unsurlardandır (Kotler, Marketing Management, 2010).

### **1.4.3 DAĞITIM**

Bir ürün pazarda varlığını sürdürme konumuna geldiğinde, fiyatlandırma stratejileri belirlenip tüketiciyle buluşma hedefi üzerine çalışma yapılır. Bir ürünün dağıtım kanalları, satış üzerinde doğrudan etkilidir (Emgin ve Süngü, 2004, s. 6). “Dağıtım sadece ürünlerin bir yerden bir yere nakli ile ilgili faaliyetleri içeren bir bileşen değildir. Dağıtım bileşeni ürünün veya hizmetin müşteriye ulaşana kadar geçtiği bütün aşamaları kapsar. Bu nedenle ürünün müşterilerin daha çok satın alma olasılığı bulunan satış noktalarına gönderilmesi, ürünün o satış noktalarında nereye konulacağı vs. gibi kararlar da dağıtım bileşeninin altında değerlendirilir. Dağıtımın amacı tüketiciye uygunluk ve rahatlık sağlamaktır. Dağıtım bileşeni farklı dağıtım kanallarının analizi, uygun dağıtım kanallarının analizi tasarlanması, dağıtım merkezlerinin oluşturulması, envanter/stok kontrol ve takibi, nakliye metotlarının gözden geçirilip belirlenmesi, dağıtım ve nakliye masraflarının azaltılması, uygun üretim merkezlerinin ve satış merkezlerinin yerlerinin belirlenmesi, satış merkezi ve raf düzenlerinin yapılması ile ilgili bir takım kararları da içerir” (Koç 2015 s. 89). Dağıtım kanallarının önemi, tüketicinin satın alma süreci içerisinde pazardaki ürünü satın alma talebiyle başlayan bir sürecin teslim alınma ve sonrasına kadar ki tüm bölümleri kapsar. Dağıtım kanalları satış öncesi ve satış sonrası için büyük önem arz etmektedir. Pazarda üretilen ürünün satışında, müşteri pazarda ürüne eksiksiz ve hızlı bir şekilde ulaşmak istemektedir. Yapılan satışlarda; tüketici ürünün hızlılığına ve eksiksiz oluşuna bakmakta, ürünü elde edeceği süreçte karşılaşacağı problemlere hızlı şekilde çözüm istemektedir. Bu bağlamda dağıtım kanalı pazarlama içerisinde, ürün teslimatı sırasında sorun ve problemlere açık bir pazarlama bileşenidir (Sümer & Eser, Pazarlama Karması Elemanları Evrimi, 2006).

### **1.4.4 TANITIM**

Tüketicinin ihtiyaçlarını karşılaması için satın almak istediği ürün veya hizmetin değeri olan fiyata, pazarda kolay erişilebilmesi ve pazarda bu ürünün, fiyatının veyahut alınacak faydanın maksimum ve fiyata bağlı şekilde ayrıcalıklı ve pazardaki diğer ürünlerden farklı hissettirdiği markalar bütünsel olarak değerlendirilen pazarlama sürecinde başarılı olmaktır. Tüketicinin satın almak istediği üründe, markanın ya da ürünün kendi içerisinde almak istediği faydaya hitap ettiğine inanması tanıtımla mümkündür (Karagöz & Çağlar, 2011).

Pazarlama bileşenleri arasındaki tutundurma için itibar algısı ve kitlesel kişiselleştirme, pazardaki ürünün veya markanın tercih edilmesinde büyük rol oynamaktadır (Güleryüz, 2019). Pazarda itibar algısıyla tutundurma faaliyetlerini sürdüren markalar veya ürün tüketicilere kendini ayrıcalıklı hissettirerek ürünün veya hizmetin satın alındığı zaman, itibar algısı yaratmaktadır. Ekonomik olarak ayrıcalıklı oluşunun avantajlarını hissettirme amacı güden bu firmalar tüketicilere markadan duyduğu memnuniyet duygusuyla, doğrudan markaya aidiyet hissetmektedir (Tenekecioğlu, ve diğerleri, 2004).

Kitlesel kişiselleştirme de tanıtımın içinde incelenebilir. Prestij algısı gibi ürüne aidiyetle alakalıdır. Fakat burada bağlılık çok daha fazladır. Tüketici ürünü kendisine ait ve kendinden bir parça olarak hisseder. Bu da aldığı minimum faydayı gözünde, ürüne bağlılık dolayısıyla maksimum hissetmeye meyletmesini sağlamaktadır. Bu durum, pazarda kişiselleştirmeyi doğurarak müşterinin ürünü kişiselleştirme isteğini ortaya çıkarmıştır. (Bulunmaz, 2016). Amerikan Giyim Endüstrisi Dergisinin çalışmasına göre müşteriler, kendileri için kişiselleştirilmiş ürünlere daha fazla fiyat ödeyip, daha fazla süre beklemeyi kabul etmektedir (Cotler, 2023).

## **2. BÖLÜM REKLAM**

### **2.1 REKLAM**

Reklam, pazarda olan veya olmayan, üretilmiş olan hizmet veya ürünün satılması üzerine hazırlanan iletidir. Malı veya hizmeti elde etmek için başlatılması beklenen amaçtır. Hedef kitleye yapılan iletidir (Mutlu, 2012). Reklam insanları belli bir davranışa ikna etmeye çalışmaktır. Belli bir düşüncede buluşmaya çalışmak, dikkatleri üzerine çekmek, hizmete fikre veya kuruluşa çekmeye çalışmak, ürün veya hizmetle alakalı bilgi vermek, daha önceden oluşmuş belli düşünce veya tutumların değişmesini sağlamak amacındadır. Belli bir görüşü desteklemeye yardımcı olma amacıyla oluşturulan, iletişim araçlarından yer veya süre satın alarak sergilenen ya da başka biçimlerde çoğaltılıp dağıtılan ve belli bir ücret karşılığı yapılması gereken duyurudur (Gürsoy, 1999).

### **2.2 REKLAM VE TARİHİ**

Reklam için belli bir ücret ödenir. Bir olgunun reklam olabilmesi için temelde bir ücret ve tanıtımı olacak firma veya markanın kesin bir biçimde belli olması vardır. Tüketicilere reklam yapabilmek için; görsel, işitsel veya yazılı içerikler ile iletişim kurulur. Reklam, reklamcılığın belirli kanallar aracılığıyla, belirli yöntemlerle yapılır. Televizyon, gazete, radyo, açık hava, tabela, dergi, sinema, internet ve belki de bir ev duvarı gibi mecralar kullanılır (Elden M. , 2013). Belirli araçlar kullanılarak, tarihçiler tarafından onaylanan; bilinen ilk reklam çalışması milattan önce 3000 yılında görülmüştür. Bu çalışma bir bildiri olarak tarihe geçmiştir. Bu

bildiri köleye bir çağrıdır. Bildiri elinden kaçan kölesine, geri dönmesi bildirgesinde bulunmuştur. Bu reklam bilinen ilk yazılı reklamdır (Elden M. , 2013). İlk sözlü reklam ise Eski Yunan'daki tellallar olarak kabul edilmektedir. Esir satışı üzerinde reklam yapıldığı düşünülmektedir. İlk reklam ile günümüz reklamları arasında ciddi bir fark vardır. Günümüz reklamlarının evrimi sanayi devrimi sonrası şekillenmiştir (Gürsoy, 1999).

## **2.3 REKLAMIN AMAÇLARI**

Reklam ürün için bir iletişimdir. Tüketici ve ürün arasındaki satışı doğrudan artırmak ve kar edebilmek neticesiyle iletişim kurulur. Hedef kitleye, tüketiciye; ürünü veya hizmeti duyurmak için kullanılan, pozitif etki yaratma amacı güdülen işlemsel eylemdir (Tofler & Imber, 1994).

## **2.4 REKLAMIN GENEL AMAÇLARI**

Reklamın en önemli amaçları arasında satış yapmak ve hedef kitle veya tüm toplum ile iletişim kurmak olduğu söylenebilir (Diker E. , 2010).

Kotler'e göre (Kotler, Principles of Marketing, 2017) reklamcılık veya reklamın amaçları 5 başlık olarak incelenir (Elden M. , 2013):

**Bilgi Vermek:** Yeni üretilen, üretilecek olan ya da geliştirilen bir ürün veya hizmet için bilgilendirmede bulunmak.

**İkna Etmek:** Satılması beklenen ürünün veya hizmetin olumlu yönlerini tüketiciye söyleyerek, olumlu bir algıyla, algıyı satın alma aksiyonuna dönüştürmek.

**Hatırlatmak:** Satın alma aksiyonu gerçekleşen ürünün sonrası için tekrar gerçekleşecek aksiyonda, tüketiciye ürünün veya hizmetin olumlu yönlerini hatırlatmak.

**Pekiştirmek:** Satın alma sonrasında, satın alan kişiyi, satın alma eyleminin doğruluğuna inandırmak.

**Markalaşma:** Tanıttığı ürünü marka haline getirmek, bu ürünün marka ve tüketici arasında olumlu bir bağ kurmaya çalışmak (Marka bilinirliği) şeklinde sıralanabilir (Gün, 1999) (Kotler, Kotler ve Pazarlama, 1999).

### **2.4.1 REKLAMIN ÖZEL AMAÇLARI**

Reklamın temel gayesi satış odaklı olabilmesidir. Bunu iletişimle beraber devam ettirir. Satışa ek olarak, bireysel tanınmayı arttırmak, yeni pazarlara açılmak, pazara yeni mallar (ürünler) sokmaya çalışmak, müşteri üzerinde negatif düşünceleri pozitiflere çevirmeye çalışmak, kullanılan ürünün markası veya işletme açısından ürününe itibar katmak amacıyla da yapılır.



Bu amaçlar reklamın özel amaçlarıdır. Özel amaçlar; pazara, ürüne, müşteriye, üreticiye ya da tüketiciye göre değişkenlik gösterebilir (Diker E. , 2010).

## 2.5 REKLAMIN ÖGELERİ

Ürünü üreten kişi tarafından, satışa hazırlık sürecinde pazara giden ürün ya da hizmeti satma, ürünün satın alma niyetlisi olan hedef kitle tarafından bakıldığında da satın alma işlemi yaparak kitleden, neden ürünü alması gerektiği konusunda yardımcı olan faktör reklamdır. Bu faktör ile ilgili dikkat edilmesi gereken ögeler; strateji, medya planlama, plan, yaratıcılık, gözden geçirme ve bütçedir (Güney, 2006).

Plan, reklam için yürütülen faaliyetlerin planlanması, planın işleyiş sürecinde devreye alınmasıdır. Reklam planlanması, reklam içerisinde kimlerin, hangi kurumların, hangi kuruluşların veya hangi materyallerin rol alacağı, ne kadar maliyete mal olacağı, reklam için tüm verilerin toplanması ve reklamın hitap edeceği kitle üzerinde strateji oluşturmak, özgünlük katılması, iletişim için medyanın seçilmesi, kriz durumları için alternatif bir yol belirlenmesi süreçlerini kapsar. Aynı zamanda kriz senaryolarına karşı alternatif senaryo hazırlanmalıdır. Bu tarz birçok aşamanın bir bütün olarak ele alınması ve bir program olarak bir araya getirilmesidir (Eldem, 2009)(Hopkins, 1998).

Reklam projesini yöneten kişiler, net bir şekilde plan doğrultusunda ilerler. Plan, belirlenen satış gayelerine ulaşmak için yapılması gereken işlemleri içerir. Bu işlemler doğrultusunda hareket eden reklam planlamacısının, başarı için bu yolda ilerlemesi gerekmektedir (Mucuk, Pazarlama İlkeleri, 2006).

Reklam planlanması için önemli olan, akılda kalabilir olmaktır. Ürünü almak isteyen veya fikri olmayan kişinin, pazarda kolayca ürünü seçebilmesi için uygulanan yol reklam planıdır. Reklam planlanması, işletme içi ve işletme dışı faktörleri de içerir (Levinson, 2010).

Strateji, plan aşaması tamamlandıktan sonraki süreçtir. Planlama sonrasında belirlenen hedef adımlar, amaçlara ulaşmak için mevcut imkanlar ve kaynaklar, etkin ve hızlı şekilde kullanılmalıdır (Elden M. , Reklam Yazarlığı, 2003). Reklamı planladıktan sonra strateji uygulanması gereken reklam planına sadece ürün veya hizmet olarak düz bir şekilde bakılmamalı ve bu reklam unsuru uygulanırken swot analizi yapılmalıdır. Swot analizinde ürünün veya hizmetin; güçlü ya da zayıf yönleri, işletme içi ya da dışı alınan tehditler ve fırsatları gösterir. Bu durumları üretici veya hizmet vericiye yansıtacağından swot analizi strateji izlenecek ürün veya hizmet için çok önemlidir (Dinçer, 1996). Reklam stratejisi izlemek için en iyi yol konumlandırma değildir. Günümüz pazarında yer bulabilmek oldukça zor olduğu gibi, pazarda hizmet veya ürünü fark ettirip konumlandırabilmek de bir o kadar önemlidir. Bu da reklam ögesiyle sağlanmaktadır (Levinson, 2010). Markaların pazardaki reklam stratejileri arasında belki de en çok önem verdiği strateji konumlandırma değildir. Markalar hizmet vermeyi amaçladığı ürünü ya da hizmeti pazardaki tüketici için bir boşluğa yerleştirmeyi amaçlar. Bulmaya çalıştığı boşluk konumlandırma ile gerçekleştirilmeye

odaklıdır. Bu stratejiye göre markanın ürünü veya hizmeti, rakiplerinde olmayan özelliklerle parlatılmalı ve bu özellikler ön plana çıkartılmalıdır. Bu şekilde müşteri; farklılıkları üründe, hizmette görüp, ilgisini çeker. Diğer stratejilerden biri de satış vaadidir. Satış vaadi stratejisi Rooser Reves tarafından ileri sürülmüştür. Bu stratejide; markanın sahip olduğu ve diğer markalarda olmayan en dikkat çekici özellikler reklamlarda parlatılmalıdır. En son reklam stratejilerinden biri de marka imajı stratejisidir. David Ogilvy tarafından ileri sürülmüştür. Tüketici stratejilerin de içinde bulunduğu platformlarda mantıksal faydalarının dışında hissi faydalarına bakmaktadır (Elden M. , Reklam Yazarlığı, 2003).

Reklamın yaratıcı olabilmesi için tüketiciye iletilecek iletinin de direkt olarak müşterinin ihtiyacına uygun olması tek başına yeterli değildir. Reklamda kullanılacak unsurların hepsi tüketicinin algılarına hitap etmelidir. Reklamın içerisinde tüketiciye etki edecek; resim, müzik, koku vb. tüm etkenlerin markaya, hizmete özgün şekilde ve taklitten sakınıp yaratıcı olması gerekmektedir. Ancak başarılı bir bütünlük ve yaratıcılık, merak duygusu müşteri için satın alma duygusu uyandırmalıdır (Levinson, 2010).

Reklam ile hedef kitleye ulaşmak belli mecralar yoluyla sağlanmaktadır. Mecralar 5 ana grup içerisinde toplanmaktadır. Bu mecralar ile tüketicinin duyu organlarına hitap edebilmesi amaçlanmaktadır. Bunlar: Radyo, Televizyon, açık hava reklamları, gazete ve dergiler, posta veya dağıtım yoluyla ulaştırılan broşür ve internet reklamlarıdır. Mecra seçimleri tüketilecek veya hizmeti alınacak ürün için hedef kitle açısından doğru orantılı olmalıdır. Yanlış mecra seçimi, tüketici ile iletişimi doğrudan düşürmekte ve reklamın etkisini düşürmektedir. Reklam bütçesinin dağıtılması da bu hususta büyük rol oynar (Mucuk, Pazarlama İlkeleri, 2006).

Reklam planı için ürünün veya hizmetin taşıdığı özelliklere hitap edecek, özellikleri tüketiciye sorunsuz iletilebilecek mecralar seçilmelidir. Planlanan amaç ürünün ve reklamın doğrudan müşteriye hitap etmesidir. Seçilen yollarla da bu sağlanmalıdır. Reklam içerisinde verilebilecek mesaj reklamı doğrudan etkilemektedir. Görsel ögesi olmayan, ses içeren bir reklam, sağırlara kulaklık satmak için kullanılamaz. Aynı şekilde bu tarz bir reklam internet, televizyon ve gazete içerisinde kendisine yer bulamaz. Reklam bir ürünün veya hizmetin tüketiciye daha cazip halde gösterilerek satın alma güdüsünün uyandırılması için geniş çaplı rol oynar. Amaç talebi arttırmaya çalışarak satın alma duygusunu yükseltmektir. Reklam kampanyaları, ürün ve firmanın birçok pozitif yönlü bilgilerini içermelidir. Stratejik olarak izlenebilmesi gereken yolları takip ederek, bu yol üzerinden doğru mecra seçimi yapılmalı ve reklamın faydası alınmalıdır. Bu reklamlar hedeflere ulaşmak için kullanılmalı ve hedefi satış olan firmalar için belirli sürelerde yoğun bir biçimde uygulanmalıdır (Çöklü, 2004).

Reklam kampanyası için işletmenin ve üreticinin iç ve dış faktörleri hesaba katması gerekmektedir. Tüm faktörler ile doğrusal olarak hareket edilmelidir. Reklam kampanyalarının birden fazla duyuya ya da satılacak ürün veya hizmet için, birden fazla kesime hitap edip etmediği, çok sayıda teste tabi tutularak kontrol edilmelidir. Reklam kampanyası yapılırken olası şekilde reklamda verilecek mesajlar içerisinde veya reklamda,

doğrudan veya dolaylı olarak işletme imajı zedelenmemeli, ya da ürün için satın alma duygusunu unutturacak unsurlar yer almamalıdır. (Jung, 2009).

Ürünün planlanmış olan reklam kampanyasının, yayınlanmadan önce yapılan testi, reklam kampanyaları için gereksiz harcamaların ve markanın imajını zedelememek için en doğru yoldur. Üretim ve satışı içinde bulunduran bir ürünün veya hizmetin maliyetinde, satış için en büyük maliyet kalemi reklamdır. Reklam pahalı bir fark ettirme ve tutundurma aracıdır. Medya planlamaları yapan işletmeler ya da üreticilerin dikkat etmesi gereken hususlardan biri de reklam maliyeti hesaplanmasıdır. Ödeme takvimi çıkartılıp, ardından pazarda yer alması veya direkt satılması istenen ürünün, birim maliyeti çıkartılmalıdır. Bu tarz çalışmalar, kampanyanın tanımlanması ve sürdürülebilirliği sağlamak için gereklidir. Yapılacak çalışma sonrası, mantıklı bir pay ve bütçe ayrılmalıdır (Kadakal, 2019).

Aşama sonucunda reklam ile başarı; doğru adımlar atılıp, doğru hamleler yapıldığında başarı oranı olarak doğrusal olarak ilerlemektedir. Zira doğru adımların atılmadığı bir reklam planlanmasında aşamalar, stratejik adımlar gözden geçirilip, tekrar belli bir planlanmayla reklam yapılmalıdır. Büyük firmalar, reklam konusu için küçük firmalardan daha fazla bütçe ayırımı yapmaktadır. Küçük firmalar bütçesini kendi kapasitesi içinde belirleyip, maddi zorluklardan etkilense de kendini koruyabilir. Büyük firmalar mali yönden kuvvetli olduğu için bütçesini reklam konusunda ön planda tutmak istemeyebilir (Jung, 2009).

Reklam finansmanı için, üretilen ürünün satışındaki pay kullanılmaktadır. Reklam ürünü pazarda parlatıp, diğer ürün veya işletmelerden, farkını kanıtlayabilecek şekilde, pazar içerisinde strateji oluşturabilirse, mali yönden firmaları kalkındırmaktadır. Bu yüzden reklam için kullanılan pay geçmiş dönemdeki satış oranı üzerinden tahminleme yöntemidir. Doğru planlanan bir reklamla satışı olması beklenen ürün pazarda kendine müşteri bulacaktır. Bu yüzden maddiyat yönünden işletmeyi ya da üreticiyi bir sıkıntıya sokmayacaktır (Elden M. , Reklam ve Reklamcılık, 2013).

## **2.6 REKLAMIN MECRALARI**

Bir reklamın hedef kitleye aktarılması istenen mesajları aktardığı yerlere reklam mecrası denir. Bir mesajın temel iletişimi kullanarak, kaynağından alınıp, alıcısına ulaştığı yer reklam mecralarıdır. Bu mecralar kullanılarak, duyu organları temelli olacak şekilde, iletişim görevini yerine getirir. Reklam için kullanılması hedeflenen ortamların reklam açısından başarı yönünden payı çok önemlidir. “Gazete, televizyon, radyo gibi mecralar geleneksel mecralar olarak isimlendirilir” (Elden 2013, s. 214). Yazılı medya araçları; gazete ve dergi olarak belirlenebilir. Gazete ve dergi duyu organına, beyin süzgeciyle girip, okuyucusunun algısına geçtiğinden, güvenilir araçlar olarak görülür. Tüketicinin güvenilir bir araç görmesinin, bir diğer nedeni, elle tutulup, gözle görülmesidir. Bu aynı zamanda reklam veren üretici veya hizmet veren adına da, güvenli bir araçtır. Çünkü verdiği reklamı, kendisi de görüp, ne kadar süreyle ne yapabileceği hakkında bir fikir sahibi olabilir. Medya planlarında gazete her zaman

yer almaktadır. Bunun nedeni de sebeplerini saydığım; üretici, tüketici ve hizmet verici için güvenilir bir araç sayılmasından dolayıdır. Baskı kaliteleri sınıfsal olarak farklılık gösterse de tüm baskı kaliteleri kullanılıp, yüksek kalitede reklam üretilebilir. Gazete ve dergi kırsal alanlarda reklam konusunda kendini daha fazla konuşturur. Tüketici bölgesel tüketimler yaptığundan, reklam için planlanan stratejiler belirlenirken, kırsal alanın tüketebileceği veya hizmetini alabileceği şeyler seçilirken, gazete daha fazla kullanılmaktadır. Bu da reklam veren için ciddi bir avantajdır (Elden M. , 2013).

Televizyon tarihi boyunca ulusal mecralarda ciddi bir sınavdan geçerek, varlığını dünyaya kabullendirmiştir. Televizyonun mekanik yapısından, elektronik yapısına geçiş süreci 1930'lu yılların ilk aylarından tamamlanmıştır. 1940'lı yıllarda televizyonun ulaşılabilirliğinin artması sonrası televizyon, radyo için ciddi bir rakip olmuştur (Elden M. , 2013).

Televizyon göz ve kulak duyusuna hitap eden bir mecradır. Temel amacı kulağa hitap etmenin dışında göze hitap etmektir. Bölgesel bazlı yayın yapan kanallar ve ulusal bazlı yayın yapan kanalların da televizyonda yer bulmasından dolayı, reklam veren açısından da, bu olay büyük şekilde avantaj yaratmaktadır. Tematik kanalları da bünyesinde bulunduran televizyon, reklam veren için avantaj olarak büyük bir artıdır. Sektörel gruplar oluşturan bu kanallar, tüketiciyi ya da hizmet alanı kendine çeker, bu tarz bir kanalda reklam veren bir üretici veya hizmet verici, bu sektörle veya grupta ilgilenen alıcılara ulaşır. Televizyon; iletişim aracı olarak bakıldığında, reklam veren için radyodan daha fazla kullanıcıyı etkilemeye yönelik bir araçtır. Çünkü radyo tek duyu organına hitap ederken, televizyon iki duyu organına da hitap etmektedir. Bu da tüketici dikkati için, daha fazla tüketici dikkati çekmeyi sağlar. Fakat ne kadar radyodan daha etkili olsa da, diğer araçlara göre daha maliyetli bir reklam aracıdır. (Taş & Şahin, 1996) Tüketicinin satın alma davranışında televizyon büyük bir yere sahiptir. Tüketici, televizyondaki reklam bütçesinin fazla olduğunu bilir. Üreticinin bu maliyete katlandığını bilerek, markanın prestijinin yüksek olduğu algısına kapılır. Fakat televizyon içerisinde, herhangi bir kanalın yayınladığı reklam filmleri algıya fazlasıyla hitap etmez. Sebebi televizyonda izlediği programın reklama girmesiyle, kanalı değiştiren büyük bir kitle vardır. Televizyon için, getiri kaynağı reklamlar tarafından sağlamaktadır. Bu yüzden de reklam verenin reklamlarını belli bir süreyle, belli aralıklarla reklam yayınlanmaktadır. Bu da televizyon izleyen seyirciye reklamları da algısal olarak reklamı geçirmeye sağlamasıdır (Elden M. , Reklam Yazarlığı, 2003).

Radyonun kullanımı ilk başlarda gemiler arasındaki haberleşme için kullanılmıştır. 1923 yılı radyonun gemiciler dışında diğer insanlar tarafından kullanılmasını sağlamıştır. Çünkü 1923 yılında radyo dalgalarının, iyonosfere çarparak geri dönüşü tespit edilmiştir. Sonrasında 1923'ten beri radyo kullanımı başlamış ve günümüz reklam çalışmaları radyoda hayat bulmuştur. Radyo tek duyu organına hitap eden bir mecradır (Akarcalı, 2003). Kulağa hitap eden radyo, çıkarttığı sesle başka duyu organına hitap etmemektedir. Özellikle ev radyolarının dışında araçlarda bulunan radyolarla sürücülere de hitap edilmektedir. İnternetin keşfi ve evlerde yaygınlaşması sonrası, internet radyoculuğu da hayatımıza girmiştir (Erol, 2006).

Radyolar da televizyonlar gibi bölgesel yayın kanallarına sahiptir. Kitleler tarafından kullanım alanı olarak radyo, müzik dinleme amaçlı kullanılmaktadır. Radyo kanalları kitlesel bir ayırım yaratır çünkü, belli bölgelerde çeken radyo alıcıları, kitlesel bir ayırım yaratmaktadır. Kitlesel bir reklam için, radyo reklama uygundur. Sabit dinleyicileri vardır. Bu sabit dinleyicilere yine reklam vermek için, müziklerden sonra aralıklı olarak, reklam yerleşimi yapılmaktadır. Kanalların sadık dinleyicisi olduğu için, yerel reklam vermek isteyen işletmeler, bu yolu tercih edebilir (Tolungüç, 1999).

Reklam tarihi içerisinde en eski reklam araçlarından biri açık hava reklamcılığıdır. Açık hava reklamcılığında, eğer reklamveren isterse, beş duyu organına da hitap etmek mümkündür. Açık hava reklamcılığında, belli bir sınır yoktur. Açık havada yapılan tüm reklam faaliyetlerine açık hava reklamcılığı denmektedir (İnuğur, 1987).

Günümüz modern dünyada, insanların yaşamları için evde geçirdiği süre gittikçe azalmaktadır. İnsanlar, yirmi dört saatlik periyodik günün çoğunu dışarıda geçirmektedir. Özellikle sosyal ortam, iş, okul gibi yerlerde hayatlarının yoğun kısmını, gün içerisinde devam ettirdiklerinden açık hava reklamcılığı da büyük önem arz etmektedir. İlk örnekleri; Mısır ve Mezopotamya içerisinde pazar yeri yönlendirmesi olarak görülmüştür. Bunlar resim ve yer belirten tarzda ilanlardır. Baskı ve matbaa gelişimiyle bu tarz reklamlar günümüze yaygınlaşmıştır. Açık hava reklamcılığının ilk yıllarında, kilise, pazar yeri, han ya da kervansaray gibi yerler tercih edilirken, artık insanların gün içerisinde zaman geçirdiği yerler, önceki dönemlere göre farklılık gösterdiğinden, açık hava reklamcılığı olarak da yerler farklılık göstermektedir. Daha çok insanların; işe, okula vb. yerlere giderken görebileceği yerler tercih edilmektedir (Gün, 1999).

Pazarlama için yapay zeka kullanırken reklama bolca ihtiyaç vardır. Yapay zeka için internet reklamları kullanılmaktadır. İnternet kullanıcıları için yapay zeka teknolojisi, marka, ürün ya da hizmet alabilmek amacıyla kullanılmaktadır. Bu süreç içerisinde teknoloji, hayatımızda vazgeçilemez bir araç olmuştur. Bu araç dijitalleşmeyi hayatımıza sokmuştur. Dijitalleşmeyle birlikte eskiden geleneksel mecralarda var olmaya devam eden reklam, artık geleneksel mecralardan kopup yeni medya olarak isimlendirilen, hayatımızda sıkça yer alan internet üzerinde yer göstermeye başlamıştır. Pazarlamada 4p olarak anılan ve 4P içerisindeki tanıtım bölümü için en önemli etken reklamdır. Bu yüzden internetin popülaritesi arttıkça, internet üzerindeki reklamlar da artmıştır (Aydın S. , 2016).

## **2.7 İNTERNET REKLAMCILIĞI**

İnternet günümüzde popüler kültürle beraber her amaçla kullanılabilir. İnternetin kullanım amaçlarını sınırlandırmak oldukça zordur. Belli başlı fayda ve kullanım amaçları şöyledir: Bilgi sahibi olmak, iletişim, alışveriş, sağlık hizmetleri, bankacılık, eğlence, araştırma vb. bu işlemlerin ve daha birçok işlemlerin tamamlanabilmesi adına internet kullanımını oldukça gereklidir. Bu örnekler dışında bireysel olarak değil, kurumsal olarak da

kullanımı oldukça yaygındır. İnternetin insan hayatında önemli bir yer edinmesiyle yeni bir mecra doğmuştur. Bu mecra “Yeni Mecra” olarak anılmaktadır. Bu mecra çevrimiçi mecra olarak bilinir. Çünkü geleneksel iletişim araçlarının dışında çevrimiçi ortamlarda yapılan bir reklamcılıktır (Koçoğlu C. , 2014).

“İnternet sözcüğü (International Network) Ulusal Ağ kelimelerinin birleşmesi ile meydana gelen bir sözcüktür. İnternet; farklı bilgisayarların değişik ağları kullanan insanların, mekandan bağımsız birbirleriyle aynı ağ üzerindeymiş gibi iletişim kurmalarına ve verilerini taşımaya imkan veren teknolojidir (Koçoğlu C. , 2014).

İnternet ilk çıktığı zamanlarda, 1960 yılların sonu, askerlerin kullanması amacıyla ortaya çıkmıştır. Sivillerin özel olarak internet kullanması Mart 1989 yılında bireylerin haberleşmesi amacıyla ortaya çıkmış, geliştirilerek, 1991 yılında etkin kullanıma başlamıştır (Djik, 2016).

İnternet reklamcılığı alternatif kanalları da içinde barındırdığı için, geleneksel reklam araçlarını geride bırakarak reklam konusunda daha büyük bir orana sahip olmuştur. Gerek ulaşılabilecek kaynak olarak, gerek araştırılabilecek bilgi olarak internetin kullanımı insanlara pazarlama, alışveriş ve reklam konusunda, ayrıcalıklar ve kolaylıklar sağlaması noktasında önemli bir araç olmuştur (Schau & Gilly, 2003).

İnternet kendi içerisinde kitlelere hitapta çok etkilidir. Pazarlama bakımından, ayrıştırılabilecek tüketici grupları için de oldukça etkili olmuştur. Bu durum, kitlesel grupların yönetiminde de etkin rol oynamaktadır. Hedefleme seçenekleri için de internet etkin olarak kullanılabilir (Çifterler, 2013).

Kendi içerisindeki alternatiflere bakıldığı zaman çift taraflı etkileşim fırsatı ve kontrollü reklamcılık yapılabilmektedir (Koçoğlu C. , 2014).

Birleşmiş Milletler’in yaptığı çalışmaya göre Dünya nüfusunun yaklaşık %63’ü internet kullanmaktadır. Son yıllarda %12lik bir artışla insan hayatının gündeminde net bir şekilde, internet çoğunluk olarak yer edinmiştir.

WWW (World Wide Web)’in gelişimi internet sektörünü de çok fazla etkilemiştir. 1993’ün ilk aylarında elli adet web sitesi World Wide Web formatındayken 2023 yılında 1 milyardan fazla sayıda internet sitesi vardır. Bu formattaki sitelerin net bir şekilde bilinmemesinin nedeni günlük olarak çok fazla, internet alan adı alınmasından kaynaklıdır. World Wide Web formatından sonra 1994 yılında çok fazla yeni alan adı formatları gelişmiştir. Tarayıcı programları açısından da önemli değişiklikler yaşanmıştır. 1993 yılı içerisinde Amerika’da bulunan Beyaz Saray’a internetin girmesiyle birlikte, o yıl internetin popülaritesi artmıştır. Bu popülariteye bağlı olarak, 1994 yılında internet evlerde varlık olarak artmıştır. 1994 yılında amazon.com adlı internet sitesi üzerinden ilk kitabın satışı yapılmıştır. Ardından ticari internet tarayıcıları artmış 1995 yılında E-bay adlı internet sitesi üzerinden ilk sanal müzayede internet üzerindeki kullanıcılara sunulmuştur (Djik, 2016).

Fırsatlar bakımından, birden çok fırsatı elinde barındıran internet; erişim, ulaşım, kolaylık, takip, daha fazla bilgiyi görebilmek açısından diğer reklamcılık araçlarına göre çok daha etkili

bir reklamcılık aracı olmuştur. İnternet reklamları içerisinde geniş kullanıcılara ulaşabilmek mümkün olmuştur. Hedeflenen kitle bakımından internet üzerinden reklamların yapılabilmesi kolaylıkla sağlanabilmektedir. Lokasyon, mikro lokasyon, amaç ve istenen bölge, durum, kişisel özellik gibi birçok özel durum tüketici ve reklamveren açısından yapay zeka ile kolayca belirlenip, pazarlama için kolaylaştırıcı bir unsur olarak kullanılabilir. (Çifterler, 2013).

İnternet reklamcılığını diğer reklamcılık faaliyetleriyle kıyasladığımız zaman, etkileşim fırsatı olarak internet reklamcılığının geleneksel reklamlara göre çift taraflı etkileşim olduğunu görebilmek mümkündür. Bu etkileşim için, reklamların; reklamveren ve reklamı alması planlanan insanların, reklama ne denli ulaştığını, reklamı ne denli kontrol ettikleri ve reklamı beğenip beğenmediği istatistiki olarak reklamverene yansıtmaktadır. Reklam alanında, geleneksel reklamların yaygınlaşmaya başladığı dönemlerde reklamverenlerin, reklamları insanların çokça kullandığı yerlere yerleştirmeyi planladığı gibi, aynı durum günümüzde internet reklamlarında da geçerlidir. İnsanların sosyal medyayı aktif kullandığı bu dönemde, reklamların en çok verildiği yer sosyal medyadır. Dünyada aktif kullanıcının %63 olması reklamverenler için internet reklamcılığı açısından bir sorun teşkil etmemektedir. Çünkü reklam belli kesimlere, belirli ürünlerin satışını sağlamak için kullanılan bir araçtır. Bu ortama erişimi bulunan, internet kullanımını aktif olarak benimsemiş kullanıcılar potansiyel müşteri olarak kabul edilmektedir. Çünkü internete erişebilmesi kişiyi potansiyel reklamı yapılacak ürünleri de görebiliyor, farkedebiliyor ve algılayabiliyor olarak göstermektedir (Odabaşı & Oyman, 2002).

İnternet reklamcılığı potansiyelde yarattığı avantajlar, boyut olarak tüm işletmelerin ilgisini çekmektedir. Küçük, orta ve büyük işletmeler genellikle internet reklamcılığını, kendi aldıkları verilerin çokluğu ve kolaylığı dolayısıyla çok fazla tercih etmektedir. Dijital yatırımlarını ve bu yatırımların miktarlarını, satışlardan kalan paya göre her seferinde daha fazla arttıran firmalar, böylelikle geri dönüş olarak da oldukça karlı çıkmıştır (Odabaşı & Oyman, 2002).

### **2.7.1 İNTERNET REKLAMCILIĞININ OLUMLU VE OLUMSUZ YÖNLERİ**

İnternet insanların hayatında önemli ölçüde yer edinip, insanların interneti aktif kullandığı dönemlerden bu yana, internet reklamcılığı her reklamveren için en faydalı reklam aracı olmuştur. Reklamcılık sektörüne sonsuz yaratıcılık ve üretkenlik imkanı vermektedir. Bu sonsuzluk algısıyla beraber, duyu organlarına hitap düzeyi de geleneksel reklamlara kıyasla oldukça fazla olduğu için, internet reklamcılık endüstrisinin büyümesinde oldukça etkili olmuştur. İnternete belli bir dönemde sadece bilgisayarla erişilebilmesi reklam ulaşımını günümüzdeki kadar yaygın halde tutmasa da, mobil internetin günümüz dünyasında oldukça fazla kullanılmasından sonra internet reklamcılığının gelişmesine büyük bir katkı sağlamıştır. Mobil telefon ve mobil internet hayatımız içerisinde, bilgisayardan daha fazla kullandığımız bir iletişim aracı olmuştur. İletişim araçlarının insanlar üzerinde reklam aracı olarak

kullanılmasının fazlaşmasıyla reklamcılık oldukça önemli bir yol katetmiştir. 2020 Deloitte Global Mobil araştırmasına göre Türkiye’de mobil cihaz kullanıcıları günde 82 kere telefonun ekranına bakmaktadır. 2015 yılı için bu çalışma 70 defa olarak ölçülmüştür. İnternet reklamcılığı, geleneksel tarzda reklamcılığa kıyasla çok fazla avantaj içermektedir. Bunların en başında maliyet gelmektedir. Geleneksel reklamcılıkta, reklam için ayrılan pay, internet reklamcılığına kıyasla daha fazla olduğu için, geleneksel reklamcılıktan çok daha ucuza internet reklamcılığı yapılabilir. Zaman anlamında da avantajları vardır. Hedef kitleye erişmek çok kolaydır. Yapay zeka sayesinde, insanların incelediği web sayfalarında çerezlerin kabulüyle, neleri takip ettikleri ve ilgi alanları belirlenerek bu ilgi alanlarıyla alakalı olarak reklamverenler tarafından, reklam vermek için sınıflandırılması hedef kitle açısından, büyük avantaj sağlar (Ayaz, 2010).

Çevrimiçi ortam her zaman için istatistiki olarak ölçülebilir konumdadır. Reklam çalışmasıyla internet sitesi üzerinden kaç kişinin etkileşim içinde bulunduğu, kaç kişinin reklam bağlantısına tıkladığı, kaç kişinin reklama aktif şekilde ilgi gösterdiği, ilgili bağlantıya kaç kişinin yöneldiği, kaç defa işlem yaptığı gibi sayısal tüm verileri sağlayabilen ortam internettir. Diğer reklam kaynakları için bunu yapmak zor olduğu için, yeni medya oldukça avantajlıdır. Aynı zamanda yeni medya; doğaya, geleneksel medya alternatifleri kadar zarar vermemektedir (Berber, 2014).

Antivirüs şirketi Kaspersky’ya göre, çevrimiçi ortamlar, pazarlama içerisinde yapay zeka kullanılarak, kullanıcı kayıtlarını alabilirler. Bu kayıtları kendi iznimizle alan internet siteleri, kullanıcıya ‘çerez kullanımı’ onayı sunarak, kullanıcının izniyle, alışveriş sitesindeki aramalarını, forum içi yaptığı aramaları ve ticari yönde işine yarayabilecek tarzda verileri depolayarak, sonrasında reklam için önünüze sunmaktadır. Reklamı, sonradan kullandığı siteler sayesinde yapmaktadır.

İnternet ortamı kullanıcı verilerini saklama konusunda reklamcılık için oldukça uygun bir araçtır. Reklamveren için sağlanan kolaylık, internet ortamı için oldukça önemlidir. Reklamverenin internet ortamına kadar geldiği, geleneksel reklamcılık döneminde amaç hedef kullanıcıya ulaşmaktı. Fakat internet ortamında bunu sağlayan yapay zeka ile birlikte reklamcılık oldukça uzun bir yol katetmiştir.. Bu kuramı örneklendirmeye kalktığımızda ise; internette kulaklık arayan bir kullanıcı daha sonra bir müzik sitesine girdiğinde önüne bir kulaklık reklamı çıktığında, bu reklamverenin bilerek oraya reklam vermesinden değil, yapay zeka ile internet ortamında bu tarz reklamları yapmak için sitelerin kullanıcılardan izin almasından kaynaklıdır. Fakat geleneksel reklamcılıkta bir kulaklık reklamını sadece ilgi alanı müzik olan insanların tercih ettiği yerlere koymak gerekmekteydi. Bunu bir spor dergisine eklediğinizde, okuyucuların ne denli bu reklamı dikkate aldığı hakkında bir fikir alamamaktaydık. Bu geri dönüşü sağlayan internet ortamı, spor sitesinde olan kulaklık reklamı hakkında bize geri dönüş sağlamaktadır. Örnek olarak; kaç tıklanma aldığı, siteye kaç kişinin girdiği vs. (Berber, 2014)...



Bu tarz bir reklamda, reklamveren için avantaj büyüktür. Reklamveren bu örneklerde hedef kitleye harcama yapmıştır. Yapay zeka üzerinden yapılan reklamlarla, ilgisi sağlanan kullanıcılar içerisinde, hedef kitleye reklam yapıldığını bilmektedir (Saman, 2020).

İnternet ortamında kullanıcılar, kendi yaptıkları sanal ortamdaki işlemlerle kendi verilerini kendileri oluşturmaktadır. Semrush, Reliablysoft ve Google Webmasters raporlarına göre, 2020 yılında internet bazlı arama işlemlerinde %69.89'luk bir oranla en çok tercih edilen platform Google olmuştur. (Semrush, Reliablysoft, Google Webmasters) 4 Eylül 1998'de kurulan Google günümüzde aktif olarak arama motorları dışında; müşterilerin de iznini alarak kendi internet aramalarını daha faydalı hale getirmek için, arama verilerini yapay zeka kullanarak, çevrimiçi satış yapan kurumsal ve belli başlı firmalara satmaktadır. Bu satışla beraber Google'dan yaptığınız; örneğin çorap araması, siz herhangi bir alışveriş sitesine girdiğinizde sitenin ana sayfasında, sizlere çorap önermesi olarak karşınıza çıkar. Bu da reklamveren için, hedef kitleye doğrudan erişim sağlamada yardımcı olur (Turow, 2015).

Yeni medya geleneksel medyaya nazaran daha serbest şekilde dizaynlıdır. Hedef kitleye ulaşım ve geri dönüş açısından oldukça önem arz etmektedir. Doğru yapılmış bir stratejiyle yapılan internet reklamları, verilen reklamı tam adresine yapay zeka sayesinde ulaştırmaktadır. Geleneksel reklama göre daha düşük maliyetlerle çok daha fazla verim almak mümkündür. Geleneksel reklamcılıkta daha sonradan yanlış strateji yapıldığı düşünülüp, durdurulması istenen projelerde bu yapılamaz. Gazete ve Dergide basımı olan ve devam edecek bir reklam düzeltilemez. Fakat internet üzerinden yapılan reklamlarda, reklam kampanyaları ve fırsatlar düzeltilebilir. Kampanyalar durdurulabilir. İyi giden kampanyalar devam ettirilebilir. Ya da iyileştirme çalışmaları anlık olarak yapılabilmektedir (Kaya, 2010).

İnternette ölçüm ve stratejik veri tutmak yapay zekadan dolayı çok kolay şekilde sağlanır. Reklamveren için ölçümün doğruluğu oldukça önemlidir. Bu verilere göre analizleri alarak, reklam stratejisini yeniden şekillendirir. İnternet ortamında ürün, site, tıklanma, ziyaret, ulaşım vb. hedef kitleye hitap etme amaçlı ölçüm araçlarının ne denli yararlı veya ne denli zararlı olduğunu tespit etmek mümkündür (Turow, 2015).

Geleneksel bazlı mecralarda; reklamın hedef kitleye ulaştığı tahmin edilir. Kesin yargıyla konulan fakat yargının öngörü olduğu ortamda reklamveren başarısızlıkla sonuçlanacak durumlarla karşılaşabilir. Bu varsayımı pekiştiren durum televizyonda yaşanmaktadır. Yüksek maliyetle o anki en çok izlenen saatler arasına konulan reklamın, izleyiciye geçtiği varsayılır. Televizyonun reklam maliyeti internetten daha yüksektir. Bu tarz bir maliyetle internette, hedef kitleye direkt ulaşabilecek bir reklam sunmak çok daha yararlıdır (Kaya, 2010).

“İnternet siteleri, portallar, reklam ağları, vb. tüm oluşumlar gerçek zamanlı trafik ölçümleme yapabilmektedir. Kaç kişinin siteye geldiği ya da görüntüleme için istek attığı gibi bilgiler tutulmaktadır. Ayrıca reklamveren kampanya açılış sayfasında ilgili teknolojiler kullanılarak satın alma yapılan hedef kitlenin doğrulaması da yapılabilir, yönlendirici siteden gelen kullanıcıların hedef kitle cinsinden analizi yapılır ve uyuşup uyuşmadığına dair sağlama yapılabilmektedir (Öncü, 2002).

İnternet reklamcılığının genel açıdan bakıldığında, dezavantajları da şu şekildedir:

İnternet ortamı, siber alem, kullanıcıların bilgilerini depoladığı, güvenerek işlemler yaptığı bir platformdur. İnternet ortamı kuralları olmayan, siber saldırılar sonucunda izini kaybettirerek büyük maddi kayıplar yaşanması olasılığını elinde bulunduran bir ortamdır. Altyapı kaynaklı sorunlar yaşanabilir. Virüs ve siber saldırılara açıktır. Bu tarz olaylar reklam sunularında kesintili kopmalar yaşatabilir. Bu tarz saldırıları denetim altında tutmak için belli başlı programlar maliyeti artırmaktadır. Yapılan reklam kampanyalarının stratejik istatistiki bilgileri çalınabilir. Kampanya sırasında, yapılabilecek siber saldırılarla kampanya değiştirilebilir. Geleneksel medyaya güvenin fazla olduğu ve reklamın fiziki olarak insanlara ulaştığı platformlara göre, garantisiz riskleri bulunmamaktadır. İnternet üzerinde hala tanımı olan ama cezaları caydırıcı ya da hükümsüz olan cezalar vardır. Geleneksel medya 70 yıldır yaşantımızın içinde bizlere eşlik etmektedir. Yeni medya ve araçlar son 15 yıldır aktif rolle hayatımızda olup, bu mecra hala eksiklerini saha içerisinde görerek gelişmeye çalışmaktadır. İnternet kullanımları, mobil cihazların varlığıyla artmıştır. Bu artışla beraber, geleneksel medya adı altında ve yeni medya adı altında 2'ye ayrılıp bu tarzda işlemlerin avantajlarının görülebilmesi için, belli bir süre devam etmesi gerekmektedir. Elle tutulamayan ve gözle görülemeyen ürünlerin, güven duygusunu zedelediği bir durum oluşmuştur. İnternet medyasında güvensizlik, reklamveren açısından oldukça fazladır. Reklamverenin parayla satın aldığı uygulamaların, sahte hesaplar ve bilgisayarlar tarafından bot yazılımlarla görüntülenip görüntülenmediği bile bu tarz güvensizlik fikirlerinin başında gelmektedir (Temiz, 2013).

### **3. BÖLÜM YAPAY ZEKA**

Yapay zeka insan zihni için birden fazla işlem yapan, canlı organizmalarda bulunan dijital bir saat olarak tanımlanmaktadır (McCarthy, 2018).

#### **3.1 ZEKA KAVRAMI**

Zeka kendi başına bir kavram gibi gözüke de aslında birden fazla sistemin oluşturduğu bir organizmaya benzemektedir. Zekanın 80'den fazla tanımı mevcuttur (Legg & Hutter, 2007). Genel bir zeka kavramı için bu 80'den fazla tanımı incelememiz gerekmektedir. Belirli zihinsel aktiviteler içermektedir (Şimşek & Eroğlu, 2013):

- Öğrenme: Bilgiler edinme, ve bilgileri işleme yetisi.
- Akıl yürütme: Bilgileri gerekli yerlerde kullanabilmek.
- Anlama: Bilgi sonucunda ortaya çıkan sonuç veya sonuçları etkisel olarak kavramak.
- Gerçekleri Kavrama: Manipüle edilen bilgilerin doğrusunu kavrayabilmek.

- İlişkileri görme: Doğruluğu kesin bilgilerin, diğer verilerle ilişkisini görebilmek.
- Anlamları göz önünde bulundurma: Doğru verileri, ilişkisi olan verilerle yorumlamak.
- Gerçeği inançtan ayırmak: Verilerin tutarlılığını, hisler ve sezilerin dışında tutup kavramak

Sürecin kendi içerisindeki amacı basamaklı şekilde bilginin kullanımı için gerekli maddelerdir. Aynı süreci bilgisayar için de görebiliriz. Bu süreç:

1. İhtiyaç ve isteklere göre hareket
2. Hedefi gerçekleştirmek için sahip olunan bilgi
3. Hedefi destekleyici ek bilgi
4. Verileri kaydetme ve form tutma
5. Mevcut ve yeni kavranılan bilginin ilişkiliği ve doğruluğunu bilme
6. Hedefe ulaşım yolu sonucunda başarı ya da başarısızlık
7. Verilerin başarıya etkisi üzerinde bilgi kavrama
8. Hedefe ulaşana kadar olan maddeleri tekrarlama

Bilgisayarın zeka yetisi sınırlıdır. Bilgisayarlar gerçek ile yalanın farkına varamazlar çünkü onlara verilen amaç matematik düzeniyle işleyen makine süreçlerine dayanır (Legg & Hutter, 2007).

### **3.2 YAPAY ZEKA**

Zekâ tanımının tek bir başlık altında buluşamamış oluşu yapay zekâ kavramının da yaşanılarak öğrenilmesinin, sözel öğrenilmesinden daha sonuç odaklı olduğunu gösterir. Yapay zekanın tanımı da bulanık ve şaşırtıcı olarak kalmıştır (Kaplan & Haenlein, 2019).Yapay zeka makineler tarafından gösterilen zekadır. İnsanın işlem yapmasını beyin, bilgisayarın işlem yapmasını yapay zeka sağlar (Boden, 2018)Bu tarz araştırmaların genel kabul gördüğü tanım: “Yapay zeka insanlar tarafından yapılan ve zeka gerektiren işleri makineye yaptırma bilimidir.” (Crevier, 1993)Bu tanımlar aslında yapay zekanın, yoğun detayları içerisinde basit kalmış kurallardır. Çünkü zeka birçok düşünme türünü içerisinde barındırır ve bu düşünce türlerini yorumlayabilir. Aslında zeka: Öğrenme, planlama ve problem çözme gibi ana başlıklardan gözükmese de, aslında temelde; anlama, öz farkındalık, duygusal bilgi ve hisler, akıl yürütme, tahminde bulunma, yaratıcılık, mantık ve eleştirel düşünceleri de kapsamaktadır (Legg & Hutter, 2007).

Dünya üzerinde bulunan; insan ve hayvanlarda da var olduğu düşünülen doğal zekanın dışında makineler tarafından görüntülenen ve aktarılan zeka biçimidir. Yapay zekâ, kurulum olarak doğal zekayı taklit eder. Halk arasında yapay zeka, genellikle insan ve insanların karşılaştığı

sorunlar arasındaki problemleri çözmek olarak tanımlanmaktadır. Bilişsel işlevler yapan makinalardır (Markworth & Goebel, 1998).

Doğal insan zekası dışında, yapay olup, fakat insanın zekası üzerinden, insanın yapmak istediği işleri ve insanın yapamayıp, cansız bir varlığa yaptırmak istediği işlerin üstlenilmesi ve kodlanması yapay zekanın yüzeysel öngörülümüdür (Russel & Norvig, 2016).

İnsanların genel manada yapay zeka tanımı insan zihni ile ilişkilendirilmektedir. İnsan zihniyle kurulan bağlantı içerisinde “öğrenme,” problem çözme,” gibi “bilişsel” teknik konular üzerinden ilerlemektedir. Bu özellikleri de insan zekasıyla doğrudan bağlantıda olduğunu göstermektedir (Russel & Norvig, 2016).

Makinelere sanayi dünyası içerisinde popülerleştiği dönemde, makinelerin daha yetenekli halinin, insanlar tarafından zeka gerektirdiği düşünülen dönemler ile makineye belli başlı işlerin kodlanması, fiziksel olarak şartlandırılması “yapay zeka” olarak adlandırılabilir (McCorduck, 2004).

“Genellikle yapay zeka olarak sınıflandırılan modern makine yetenekleri satranç gibi stratejik oyun sistemlerinde, en üst düzeyde rekabet eden insan konuşmasını anlama ve poker gibi, kendi kendine giden arabalar, bilgi programları ve askeri simülasyonları kapsar. Yapay zekanın temel alt başlıkları zeka ile bağlantılıdır. Bunun dışındaki başlıklar; yapay sinir ağları, uzman sistemler, bulanık mantık ve genetik algoritmalarıdır (Pirim, 2006).

Makineler, sanayi devriminden bu güne gerek işgücü gerek insanın rahat etmesi için, temel mekanikle çalışmıştır. 1950’li yılların başında Alan Turing tarafından, “makinelere bir insan gibi düşünebilir mi?” sorusu, birçok sektörün ilgisini çekmiş ve bu konu üzerinde sorular sorulmaya başlanmıştır. Bu da günümüzdeki yapay zeka çalışmalarının özetini bizlere sunmaktadır (Say, 2018). Yapay zeka, düşünce olarak birçok insanın aklına yerleşmiş ve Aralık 1955’te Herbert Simon ve Allen Newell, Whitehead ve Russell beraber ilk yapay zeka programı Logic Theorist’i üretmişlerdir (Russel – Norvig, 2003). Günümüzde yapay zeka ile ilgili çalışmaları yürütmek için bilişim sektörü hayatımıza girmiştir. Bu sektör içerisinde yer alan firmalar, yapay zeka teknolojileri üzerinde çalışmalar yaparak, günümüzde yapay zekayı daha ileriye götürmek için yol hazırlamaktadır. Bilişim şirketleri yapay zekanın genel geçmişiyle alakalı geleneksel yolların dışında yapılan hizmetlerin, genel manada karmaşıklığını gidererek, insanlar için kolaylaştırıcı unsurlar barındırmasını sağlamıştır. Son yıllarda yapay zekada adından söz ettirmiş büyük firmalar: Google, Microsoft, Apple, Meta vb. teknoloji ve bilişim şirketleri bu alanda yatırım paylarını yüksek tutarak, yapay zekanın gelişmesinde katkı sağlamışlardır (Say, 2018).

Yapay zeka, canlı zekasından yararlanmadan, yapay araçlar ile oluşturulmaya çalışılan ve insana özgü, insanın düşünce yapısı içerisinde makineler geliştiren teknolojidir (Aydın & Değirmenci, 2018).

Yapay zeka kendi içerisinde insana özgü davranışların taklitsel aynası gibi çalışır. İnsana özgü özelliklere sahiptir. Genel mantık üzerinde; mantıklı çıkarımlar yapma, akıl yürütme, hareket

etme, konuşma, sesleri algılama, yanıt verme gibi pek çok yeteneği kapsar. Bu işlemleri gerçekleştirmek, veri yoluyla aktarım ve bilgi yoluyla sistemlerle mümkündür. Örneğin poker oynamak için geliştirilmiş bir bilgisayar, müzik tahmini yapamaz. Hava tahmini yapamaz. Veyahut ona tanımlanmamış bilgilerle alakalı yorum kuramaz. Yapay zekanın genel amacı veri aktarımı veya bilgi birikimi ne yönde ise sadece o yönde işlem yapabilmesidir (Şahinci, İnternet üzerinden Satış Reklamlarının Reklam Verenler Yönünden Aldatıcı Reklam Hükümleri Açısından İncelenmesi, 2010).

Fakat bunun dışında eğer tanımlanırsa hava durumu da bilebilir, poker de oynayabilir, müzik tahmini de yapabilir. Buradaki temel durum yapay zekanın tanımlanmasıdır (Şahinci, İnternet üzerinden Satış Reklamlarının Reklam Verenler Yönünden Aldatıcı Reklam Hükümleri Açısından İncelenmesi, 2010).

### **3.2.1 UZMAN SİSTEMLER**

Uzman sistemler, özel bir alana yoğunlaşıp, o alan hakkında mantıksal çıkarım içerisinde bulunarak, sorunu uzman olarak çözen sistemlerdir (İçen & Günay, 2014). Bu sistem içerisinde problemi uzman kişi çözüyor gibi planlanıp çözülmesi kodlanan modelleme ile sağlamaktadır (Şahinci, YAPAY ZEKA VE REKLAMCILIĞIN GELECEĞİ, 2021). Uzman sistemlerin kısıtları olmasına karşın, yapay zeka modellemesiyle kendilerini geliştirebilirler. Kısıtları bu yönden, geliştirebildiğinden önemsiz gözükmektedir. Öğrenime açık bir sistemdir. Uzmanlık konusu içerisindeki konu sisteme, bir canlı zekaya öğretilir gibi öğretilir. Bu şekilde uzmanlık alanı belirlenir (Sönmez, 2021).

### **3.2.2 BULANIK MANTIK**

Bu mantık türü ile açık ve kesin olmayan verileri birleştirerek, konuyla alakalı bilgiler ve çözümler üretilir. Bulanık mantıkta kesinlik önemli değildir. Bulanık mantıkta alınan bilgi ile yapılacak olan çıkarım önemlidir. Kesinlik kullanılmaz. Yaklaşıklık kullanılır. İlk olarak 1982'de Danimarka'da Çimento fabrikasında kullanılmıştır. Bu kullanımla amaçlanan, üretilen çimento üzerine çıkarımlardır. Bulanık mantığın çalışma sistemi içinde karar ağacı bulunmaktadır. Bu karar ağacının dizilimi, mantığın tahmini doğru devam ettirebilmesi için önemlidir. Çıkarımların, kesinliği yoktur. Bu yapay zeka türü, sistemin temellerini oluşturmaktadır (Investopedia, 2023).

### **3.2.3 MAKİNE ÖĞRENMESİ**

Bu tür algoritmaların bilgisayarlar sayesinde, yapılan yapay zeka incelemesinin öncesinde, elinde bulundurduğu verilerle, kendi kendine bilgiyi öğrenebilmesini sağlar. Bu yapay zeka türü diğerlerinden farklı olarak, verileri bilgisayar algoritmalarının, kesin sonuçlarından aldığı verilerle yapmaktadır. Bilgisayardan öğretilmek istenen verilerin doğruluğu kesin olmalıdır.

Verilerin girdisinin artması bu yapay zeka türü için, veri girdisi sonrası verilen bilginin kesinliğini arttırır (Machines, 2023).

### **3.2.4 YAPAY SİNİR AĞLARI**

Son yıllarda günümüzde kullanılan çoğu teknolojik aletin çalışması ve içerisinde bulundurduğu yapay zekanın işlemlerini sağlayan sistemdir. Bu sistemin çalışmasını “derin öğrenme” adlı sistem sağlamıştır. Ses tanıma, fotoğraf tanıma ve karşılaştırma, çevirme gibi örnekleri mevcuttur. Google’ın, tarayıcı içerisindeki; sesli şekilde dilden dile çevirme, bu sistem sayesinde çalışmaktadır. Sistemin veri girdisi, derin öğrenme üzerine çalışır. Bu fikir 1944’te Chicago Üniversite’sinde araştırmacı Warren McCullough tarafından geliştirilmiştir (Technology, 2023).

Tüm bu yapay zeka sistemleri, insan beyninden yola çıkarak tasarlanıp, öğretime açık hale getirilmiştir. Yapılan çalışmalar içerisinde mantıksal açıdan hesaplanan durum; insan beyninin nasıl algıladığı, nasıl öğrenmeye çalıştığı ve bu yolları izlerken hangi süreçleri izlediğidir. Yapay zeka teknolojisinde amaç insan beyninin sinir hücreleri vasıtasıyla davranışlarının taklidini, yapay zekaya kabullendirmektir. Örneğin insan: Görerek, okuyarak, duyarak, deneyimleyerek öğrenir. Yapay zekaya bilgi aktarımı da kendi sistemi içerisindeki görme, okuma, duyma, deneme ve yanılma yollarıyla bilgi aktarmaktır. Bu bilgiler sonucu yapay zekanın işlevini devam ettirmesi temel amaçtır. Temel amaç yapay zekanın; insan gibi düşünüp, insan gibi hareket etmesini sağlamaktır (Şahinci, İnternet üzerinden Satış Reklamlarının Reklam Verenler Yönünden Aldatıcı Reklam Hükümleri Açısından İncelenmesi, 2010).

### **3.3 YAPAY ZEKA TÜRLERİ**

#### **3.3.1 YAPAY DAR ZEKA**

Dar, kısıtlı veyahut, zayıf zeka olarak bilinmektedir. Geliştirilmekte olan ve halihazırda kullanılmış olup üzerine ekleme yapılan zeka türüdür. Dar yapay zeka, yapay zeka tarihçesi adına günümüzde olan her türlü sistemi kapsamaktadır. Uzman sistemler içerisinde incelenebilir (Tekin H. , 2006).

Bu yapay zeka türü, kategorize etmek amacıyla kullanılır. Örneğin Trendyol’un çerez politikalarını kabul eden bir müşterinin, başka bir alışveriş platformunda baktığı ürünlerin, Trendyol üzerinden müşteriye aktarılması dar yapay zeka örneğidir. Google Asistan, Siri, Translate, akıllı araçlar içerisinde kullanılan asistanlar; dar yapay zeka kapsamındadır (Tekin H. , 2006).

### 3.3.2 GÜÇLÜ YAPAY ZEKA

Güçlü yapay zeka AI olarak tanımlanmaktadır. Düşünebilen bir varlık olan insanı kopyalamakta ve onun gibi davranmaya çalışmaktadır. Dar yapay zekaya karşın taklit yeteneği, davranışlar ve öğretimle beraber verebileceği tepkiler daha güçlüdür. Geliştirilmesi zor bir yapıyla varolmuştur. Daha geniş bir algı sürecine eşlik eder (Pirim, 2006).

Güçlü yapay zeka üzerinde oynamalar yapmak, karmaşık bir süreç içerir. İnsan beyni gibi çalışan güçlü yapay zekanın, çünkü bu zekanın; neden sonuç ilişkisi kurma, plan yapma, hızlı öğrenme, problem çözme, karmaşık kuramları kavrama, verilen bilgiyi anlama, soyut düşünme, ucu açık düşünce bilgisi ve deneyimlerden sonuç çıkartma gibi kuramlar üzerine, dar yapay zekada olmayan özellikleri bulunmaktadır (Sarıoğlu, 2016). Güçlü yapay zeka kendi içerisinde yapay zeka içeren makinelerin kendi zekalarıyla soyut kavramlara belli başlı ilişkilerle yaklaşması gerektiğini savunurken, zayıf yapay zeka öğretilen bilgi karşılığında sadece onu yapmak ve o bilgiler üzerinden yorum yapmadan ilerlemesi gereken işlerde kullanılmaktadır. Güçlü yapay zeka, gerçek zekayı simüle eden bir kavram olarak değerlendirilmektedir (Kaplan J. , 2016).

## SONUÇ VE BULGULAR

Pazarlama kavramı sanayi devriminden sonra hayatımızda önemli şekilde yer etmiştir. Buharlı makinelerle üretime başlayıp, insanların alışveriş, işletmelerin de pazar arayışından sonra, önemli bir şekilde bu ihtiyaç, pazarlama kavramı ve bileşenleriyle karşılanmıştır. Pazarlama bileşenlerini dört ana başlıkta inceleyebiliriz. Bunlar: Ürün, fiyat, tutundurma ve dağıtımdır. İşletmeler bu modelleri pazar içerisinde ve pazar oluşturmak istedikleri yerlerde doğru stratejilerle uygularsa, pazarda yapacakları satış ve pazarlama hamleleri de doğru ve yerinde hamleler olur. Pazarlama kavramı, müşteri ve işletmeyi, sadece hizmet ve ürün için bir araya getiriyor gibi gözükse de, aslında arka planında işletmenin bu süreç için, ürünün ya da hizmetin pazara getiriliş süreci oldukça zahmetlidir. Ürünün pazara getirilişi ve pazarda müşteriyle buluşturmaktan önceki sürecinde ise pazarlamanın, reklamcılık kavramıyla bağlantısı başlamaktadır.

Reklamcılık hayatımıza, Eski Yunan tarihiyle girmiş olsa da, etkili ürün reklamcılığı yıllar sonra yaşantımızda yer etmiştir. Yazılı kaynakların; elden dağıtımı ve müşteriye ulaşmasıyla hız kazanmış, ardından televizyonun hayatımıza girişiyle oldukça önemli hale gelmiştir. Yıllar içerisinde, dergi, gazete ve televizyon içerisindeki reklamcılığın popülerliği, internet ve bilgisayarın evlere yaygın şekilde girmesiyle, etkisini kaybetmiştir. Artık yeni medya diye tabir ettiğimiz, internet sitesi reklamcılığı hız kazanmıştır. İlk yıllarda çalışmamızın konusu olan yapay zeka kuramı pazarlama ve reklamcılık alanında kullanılmazken, yıllar geçtikçe yapay zeka, reklam alanında kullanılmaya başlanmıştır. Bu kullanım, müşteriler için; beğendikleri ürünlerin, türevlerinin, kendilerine alternatif olarak çıkmasına, işletmeler için de,

reklam kampanyaları içerisinde, yürütülen projelerin doğruluğu ve müşteri kimliğini bilmek olarak karşılara çıkmaktadır. Reklamcılık içerisinde, yapay zeka oldukça önem kazanmıştır. Bunun sebebi ise, yeni medya içerisinde her alanda kullanılabilirliktir oluşudur. Örneğin: Reklam kampanyalarını otomatik yürütme, müşteri portföyünü bilme, reklam oluşturabilmek için izlenmesi gereken kampanyanın doğruluğu, ne kadar süre kalması gerektiği, müşterinin ne kadar süreyle baktığı, kaç müşterinin ürünü incelediği, hangi tarihler arasında reklamda kalması gerektiği ve hatta içeriği bile yapay zeka ile hazırlanabilmektedir. Bu yüzden yapay zekanın kullanımı reklamcılığın ve pazarlamanın; pazarda ve satış öncesinde gelişen teknolojiyle oldukça önemli bir yer edinmiştir.

Yapay Zeka içerisinde bu çalışma için, öncelikle zeka kavramlarının önemine değinmeliyiz. Yapay zeka kendi içerisinde, insan zekasını taklit etmektedir. İnsan zekasının taklidi, yapay zekanın işleyişiyle birebir örtüşmektedir. Zeka kavramını; öğrenme, akıl yürütme, anlama, gerçekleri kavrama, ilişkileri görme, anlamları göz önünde bulundurma, gerçeği inançtan ayırma başlıkları altında incelenebilir. Yapay zekanın çalışma prensibi komut yoluyla bilgilerin öğretilmesi şeklinde ilerleyebilir. Aynı zamanda öğretilen bilgiler sonrası, yeni bilgilere açık, açık zeka ve sadece belli komutları bilip, onun dışında komut almayan yapay zekalarla da vardır. Yapay zeka insan ihtiyaçları ve istekleri için kullanılmaktadır. İnsan gücünün olmadığı yerde insan gücü, insan aklı olmayan yerde de insan aklı olarak karşımıza çıkmaktadır. Reklamcılık içindeki kullanım alanı oldukça çeşitlidir. Eğer yapay zeka internet üzerinde reklamcılık ve pazarlama için kullanılsaydı, pazarlama ve reklamcılığın geleneksel yapılan dergi ve gazete reklamcılığından farkı kalmayacaktı. Yapay zeka bu farkı belli bir pazara hitap etmek isteyen, belli pazarlara erişmek ve yeni pazar oluşturmak isteyen işletmeler için oldukça önemli kılmaktadır. Yapay zekanın pazar ve reklamcılık alanındaki kullanımı; reklam oluşturma, müşteri portföyünü tanıma ve bu tanıma yürütülen reklam kampanyalarında kullanmak için vardır. İşletmeler yapay zekayı öncelikle, reklam oluşturmak, ardından reklamın pazara girişi ve pazarın devamında reklamın başarısını ölçmek için kullanılır. Yanlış uygulanan reklam kampanyaları, öncesinde fark edilip, geleneksel medyadaki gibi sorunlara yol açmadan, direkt değiştirilebilmektedir. Birçok e-ticaret sitesi bu tarz yapay zeka uygulamalarını müşteriye ücretli şekilde satmaktadır. Bu uygulamalar, pazarda hangi ürüne ihtiyaç olduğunu, bu ürünün ne kadar aratıldığını ve başlatılan reklam kampanyalarının ne kadar süre boyunca ihtiyaca hitap edeceği yönünde bilgiler vermektedir. Amazon, bahsettiğimiz yapay zeka programlarının en kapsamlısına sahiptir. Yapay zeka sadece reklam içerisinde kullanılmayıp; pazar oluşturma, pazar içerisinde işletmelerin yerini bulma ve benzeri uygulamalarda ön ayak olmuştur. İşletmelerin yükünü hafifleten yapay zeka, bu programlar ve uygulamalar kapsamında oldukça önemli bir yere sahiptir. Bu tarz uygulamalardan uzak kalan işletmeler, internet ve televizyon üzerindeki reklamlarında başarılı olamamıştır. Bunun sebebi yapay zeka programı kullanmadıkları için, televizyon örneğinde, reklam verilecek saati, reklam verecekleri programın ne kadar izlendiği ya da kanalın reyting bilgilerini bilmemelerinden kaynaklıdır. İnternet için bu durum, müşteri profilini bilmemek, müşteri durumunu bilmemek, ürünü ya da hizmeti sordukları pazarın, o



ürüne ya da hizmete ne kadar ihtiyacı olduğunu bilmemek, reklamı oluşturamamak, reklamın ne kadar görüldüğü konusunda bilgiler vermemektedir. Bu yüzden yapay zeka, reklamcılık ve pazarlamanın en önemli yapıtaşlarıdır.

Yapay zekanın günümüzdeki yarattığı sorunların başında, veri gizliliği konusu gelir. Müşteriler veya tüketiciler, internet sitesi alışverişlerinde çerez politikalarını dikkatsizce kabul ettiğinde, internet sitesi aramaları, baktığı ürünler, ve geçmiş internet sitesi aramalarındaki bilgiler, kontrolsüz depolanan internet sitelerinde, saklanır. Güvensiz depolanan veriler, çalınma riskiyle karşı karşıyadır. Altyapısı olmayan internet siteleri, bu tarz verileri kabul ettirdikleri müşterilerin ya da hizmet tüketicilerinin verilerini çaldırabilirler. Bu tarz önlemler internet sitesi tarafından alınmalı ya da, internet sitesi kullanımlarında çerez politikaları müşteriler tarafından kabul edilmemelidir.

Fakat genel itibarıyla pazarlamada yapay zeka, gerek tüketiciler, gerekse şirketler tarafından önlemler alındığında; müşteri için de, işletmeler için de, çok kolaylaştırıcı bir araçtır.

## KAYNAKÇA

- Akarcalı, S. (2003). Dünya Savaşı'nda İletişim ve Propaganda. Ankara: İmaj Yayıncılık.
- Ayaz, Z. (2010). İnternet Reklamcılığı Sektörünün Gelişimi ve Türkiye'nin Bu Sektördeki Durumu. Yüksek Lisans Tezi. Ankara : Gazi Üniversitesi.
- Aydın, S. (2016). Gelişen Web Teknolojileri İle Şekillenen İnternet Reklamcılığının Tüketici Davranışlarına Etkisi, Çevrimiçi Davranışsal Reklamcılık Üzerine Bir Araştırma. Yüksek Lisans Tezi. İstanbul Marmara Üniversitesi.
- Aydın, S., & Değirmenci, İ. (2018). Yapay Zeka. İstanbul: Girdap Yayınları.
- Babacan, M. (2008). Nedir bu reklam? İstanbul: Beta Yayınları.
- Berber, L. K. (2014). Çevrimi Davranışsal Reklamcılık Uygulamaları Özelinde Kişisel Verilerin Korunması. İstanbul: On İki Levha Yayıncılık.
- Boden, M. A. (2018). Artificial Intelligence: A Very Short Introduction. Hampshire: Oxford University Press.
- Bozkurt, Ç., & Çetin, Ö. (2016). Girişimcilik ve Kalkınma Dergisi'nin Bibliyometrik Analizi. 83.
- Bulunmaz, B. (2016). Gelişen Teknolojiyle Birlikte Değişen Pazarlama Yöntemleri ve Dijital Pazarlama''. Ankara: TRT Akademi Ankara.
- Cemalcılar, İ. (1987). Pazarlama Dünyası. İstanbul: Hakan Ofset.
- Cotler, P. (2023, 06 01). Marketing Licence. Marketing: [https://web.archive.org/web/20110511105009/http://books.google.com/books?id=6T2R0\\_ESU5AC&lpg=PP1&pg=PA7#v=onepage&q=&f=true](https://web.archive.org/web/20110511105009/http://books.google.com/books?id=6T2R0_ESU5AC&lpg=PP1&pg=PA7#v=onepage&q=&f=true) adresinden alındı
- Crevier, D. (1993). The Tumultuous History of the Search for Artificial Intelligence. New York: BasicBook.
- Çifterler, Ö. (2013). Elektronik Pazarlamada İnternet Reklamcılığı: Özel Alışveriş, Yüksek Lisans Tezi. Marmara Üniversitesi.
- Çöklü, Y. E. (2004). Halkla İlişkilerde Medya Yönetimi. İstanbul: Set Yayıncılık.
- Darroch, J. (1992). Definition of Marketing and Its Relationship to a Market Orientation.
- Diker, E. (2010). Changing Advertising and the Use of Metaphor: Study on Magazine Advertisements.

- Diker, E. (2010). Değişen Reklamcılık ve Metafor Kullanımı “Dergi Reklamları Üzerine. Konya.
- Diñer, Ö. (1996). Stratejik Yönetim ve İşletme Politikası 3.Baskı,. İstanbul: Beta Basım Yayın.
- Djik, J. V. (2016). Ağ Toplumu. (Ö. Sakin, Çev.) Epsilon Yayıncılık: İstanbul.
- Doğru, Z. (2003). Spor Pazarlaması Açısından Spor Tüketicisi Profili ve Sporda Pazarlama Bileşenleri. Bolu.
- Eldem, Ü. İ. (2009). Bilinçaltı reklamcılık ve Tüketici Davranışları Üzerindeki Etkisi.
- Elden, M. (2003). Reklam Yazarlığı. İstanbul: İletişim Yayıncılık.
- Elden, M. (2013). Reklam ve Reklamcılık. İstanbul: Say Yayınları.
- Elden, M. (2013). Reklam ve Reklamcılık. İstanbul: Say Yayınları.
- Erol, G. (2006). Reklam ve Medya Planlaması,. İstanbul: Beta Yayıncılık.
- Gülyüz, S. (2019). PAZARLAMA, MODERN PAZARLAMA VE DİJİTAL PAZARLAMA.
- Gün, F. S. (1999). Elektronik Reklamcılık ve Uygulamaları. Ankara: Tüm Ofset.
- Güney, Z. (2006). Etkileşimli Reklam Planlama ve Yaratım Süreci. İstanbul: Marmara Üniversitesi.
- Gürsoy, T. (1999). Reklam Terimleri ve Kavramları Sözlüğü. İstanbul: Adam Yayınları.
- İçen, D., & Günay, S. (2014). Uzman Sistemler ve İstatistik. İstatistikçiler Dergisi.
- İnuğur, N. (1987). Genç Reklamcının El Kitabı. İstanbul: Veb Ofset.
- Investopedia. (2023, 06 05). Mantık Kavramı. Investopedia: <https://www.investopedia.com> adresinden alındı
- Jung, H. J. (2009). Factors influencing consumer acceptance of mobile advertising. Austin: The University of Texas.
- Kadalkal, B. (2019). Reklam Planlanması.
- Kaplan, A., & Haenlein, M. (2019). Siri, Siri, in my hand: Who’s the fairest in the land? On the interpretations, illustrations, and implications of artificial intelligence.
- Kaplan, J. (2016). Artificial intelligence: What everyone needs to know. İngiltere: Oxford University Press.
- Karagöz, B., & Çağlar, B. (2011). Perakende Sektöründe Mobil Pazarlama Uygulamalarına Karşı Tüketici Davranışlarının İncelenmesi.
- Kaya, İ. (2010). Pazarlama Bi’Tanedir. İstanbul: Babıali Kültür Yayıncılığı.
- Koçoğlu, C. (2014). İnternet Reklamcılığının Tüketici Satın Alma Davranışları Üzerine Etkisi, Yüksek Lisans Tezi. Atılım Üniversitesi.
- Koçoğlu, C. (2014). İnternet Reklamlarının Tüketici Satın Alma Davranışları Üzerindeki Etkisi, Yüksek Lisans Tezi. Atılım Üniversitesi.
- Kotler, P. (1999). Kotler ve Pazarlama. (A. Özyağcılar, Çev.) İstanbul: Sistem Yayıncılık.
- Kotler, P. (2008). Principles of Marketing.
- Kotler, P. (2010). Marketing Management (Cilt 12). New Delhi, United States of America: Dorling Kindersley Pvt. Ltd.
- Kotler, P. (2017). Marketing 4.0: Moving from Traditional to Digital.
- Kotler, P. (2017). Principles of Marketing. New York: Pearson.
- Lake, L. (2013). What Is Marketing. The Balance Money: <https://www.thebalancemoney.com/what-is-marketing-2296057> adresinden alındı
- Legg, S., & Hutter, M. (2007). A Collection of Definitions of Intelligence.
- Levinson, J. C. (2010). 30 Günde Gerilla Pazarlama. İstanbul: Mediacat.
- Machines, I. B. (2023, 06 01). Makine ve Yapay Zeka. International Business Machines: <https://www.ibm.com> adresinden alındı
- McCarthy, J. (2018). The Philosophy of AI and the AI of Philosophy. Stanford University.
- McCorduck, P. (2004). Machines Who Think. London: CRC Press.

- Mucuk, İ. (1998). Pazarlama İlkeleri. İstanbul: Türkmen Kitabevi.
- Mucuk, İ. (2006). Pazarlama İlkeleri. İstanbul: Türkmen Kitabevi.
- Mutlu, E. (2012). İletişim Sözlüğü. İstanbul: İletişim Yayınları.
- Odabaşı, Y., & Oyman, M. (2002). Pazarlama İletişimi Yönetimi. Eskişehir: Kapital Yayınları.
- Öncü, F. (2002). ePazarlama. İstanbul: Literatür Yayıncılık.
- Öndoğan, E. N. (2010). Restoran Pazarlamasında Kullanılan Temel Pazarlama Karma. Ege Stratejik Araştırmalar Dergisi, 18.
- Pirim, H. (2006). Yapay Zeka. Journal of Yaşar University, 11.
- Russel, S., & Norvig, P. (2016). Artificial Intelligence: A Modern Approach. London: Pearson Education.
- Saman, S. (2020). Dijital medya ve reklamcılık: Türkiye örneğinde dijital reklamcılık ve dijital reklamcılıkta programatik reklamların rolü.
- Sarioğlu, B. (2016). Pazarlamada Kampanya Yönetimi ve Yapay Zekâ. İstanbul: İstanbul Ticaret Üniversitesi Sosyal Bilimler Enstitüsü.
- Say, C. (2018). 50 Soruda Yapay Zeka. İstanbul: Bilim ve Gelecek Kitaplığı.
- Schau, H. J., & Gilly, M. (2003). We are what we Post? Selfpresentation in Personal . Washington: Journal of Consumer Research.
- Sönmez, A. (2021). Uzman Sistemlere Giriş. Dergi Park. adresinden alındı
- Sümer, S. (tarih yok). Pazarlama Karması Elemanlarının Evrimi.
- Sümer, S., & Eser, Z. (2006). Pazarlama Karması Elemanları Evrimi. Gazi Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 8(1).
- Şahinci, D. (2010). İnternet üzerinden Satış Reklamlarının Reklam Verenler Yönünden Aldatıcı Reklam Hükümleri Açısından İncelenmesi. İstanbul: İstanbul Üniversitesi Sosyal Bilimler Enstitüsü Radyo Televizyon Anabilim Dalı.
- Şahinci, D. (2021). YAPAY ZEKA VE REKLAMCILIĞIN GELECEĞİ. İstanbul: İSTANBUL ÜNİVERSİTESİ.
- Şahinci, D. (2021). YAPAY ZEKA VE REKLAMCILIĞIN GELECEĞİ. İstanbul: İstanbul Üniversitesi Sosyal Bilimler Enstitüsü Radyo Televizyon Sinema Ana Bilim Dalı.
- Şimşek, A., & Eroğlu, Ö. (2013). Davranış Bilimleri. İstanbul: Eğitim Yayınevi.
- Taş, O., & Şahim. (1996). Reklamcılık ve Siyasal Reklamcılık. Ankara: Aydoğdu Ofset.
- Technology, M. I. (2023, 06 01). Yapay Sinir Ağları Kavramı. Massachusetts Institute of Technology: <https://news.mit.edu> adresinden alındı
- Tekin, H. (2006). Yapay Zeka. Journal of Yasar University, 83.
- Tekin, M. (2006). Küresel Rekabet Ortamında Rekabet Üstü Olabilmek İçin Müşteri Odaklı Pazarlama Stratejileri. Konya: Selçuk Üniversitesi.
- Temiz, E. (2013). İnternet Reklamlarının Avantaj ve Dezavantajları. İstanbul: Marmara Üniversitesi.
- Tenekecioğlu, B., Tuncer TOKOL, Çalık, N., Karalar, R., Timur, N., & Öztürk, S. (2004). Pazarlama Yönetimi (Cilt 2). T.C. Anadolu Üniversitesi.
- Tofler, B., & Imber, J. (1994). Dictionary of Marketing. New York.
- Tolungüç, A. (1999). Tanıtma ve Reklam. Ankara.
- Turow, J. (2015). İzleniyoruz. (M. Benveniste, Çev.) İstanbul: Hil Yayınları.
- Uraz, Ç. (1978). Temel Pazarlama Bilgileri. Ankara: Kalite Matbaası.
- Yıldırım, Y. (2019). Marka Cinsiyetinin Çeşitli Markalar Açısından Değerlendirilmesi ve Pazarlama Stratejilerine Yönelik Öneriler.

## APPROACH TO RURAL TOURISM FROM LANDSCAPE PERSPECTIVE

### PEYZAJ PERSPEKRİFİNDEN KIRSAL TURİZME YAKLAŞIM

**Assoc. Prof. Dr. Kübra YAZICI**

Yozgat Bozok University, Agriculture Faculty, Landscape Architecture Department, Yozgat,  
Türkiye

ORCID ID: <https://orcid.org/0000-0000-0002-6046-1648>

**Assist Prof. Dr. Tuba ALBAYRAK**

Yozgat Bozok University, Agriculture Faculty, Department of Agricultural Economics,  
Yozgat, Türkiye

ORCID ID: <https://orcid.org/0000-0002-3745-8352>

#### ABSTRACT

**Introduction and Purpose:** The biggest problems of our developing and changing world are the destruction of urban textures, the uniformity of living standards, and the disappearance of local characteristics. The phenomenon of urbanization does not positively affect human and nature relations. This situation has led people to spend time in undisturbed natural areas.

With urbanization, the human connection with nature has weakened, and unfortunately, in metropolitan cities, it has even reached a breaking point. Especially in the last three years, the pandemic that we have been affected globally and the efforts to get rid of the stress of big cities have led people to spend more time in natural areas. Recently, the idea of returning to village life has started to turn towards rural areas. These recreational activities, which can be considered tourism activities, have been defined as tourism activities and have developed as alternative tourism to recognize and explore their physical and social characteristics. In this study, some significant criteria for rural tourism are characterized in terms of landscape features. The study aims to emphasize some landscape characteristics that are significant for rural tourism and to evaluate them from a common perspective with different professional disciplines.

**Materials and Methods:** The study was based on landscape types, taking into account different literature. The concept of rural tourism was evaluated together with landscape characters. **Results:** Natural and cultural landscapes are important for rural tourism. These landscape types are also effective for rural development. In many studies, it has been revealed that these concepts, which are handled by different professional disciplines such as ecotourism, landscape, rural development, and rural tourism, should be evaluated holistically.

A place rich in landscape features is also remarkable in terms of tourism activities. For this reason, evaluation in terms of tourism and sustainability should be considered holistically in terms of conservation concepts. **Discussion and Conclusion:** This study concludes that the criteria evaluated in landscape visual quality in rural areas, the visuals resulting from agricultural activities, and untouched natural views are significant for rural tourism. In addition to the evaluations related to use to be sustainable and not be destroyed, it should be considered comprehensively to take the necessary measures for the protection and minimizing global impacts.

**Key Words:** Ecotourism, Landscape characters, Rural development

## ÖZET

**Giriş ve Amaç:** Gelişen ve değişen dünyamızın en büyük sorunları kent dokularının tahrip edilmesi, yaşam standartlarının tekdüzeliği ve yerel özelliklerinin yok olmasıdır. Kentleşme olgusu insan ve doğa ilişkilerini olumlu bir şekilde etkilememektedir. Bu durum insanların tahrip olmamış doğal alanlarda vakit geçirmeye yönlendirmiştir. Kentleşme ile birlikte insanın doğa ile olan bağlantısı zayıflamış hatta bu metropol şehirlerde maalesef kopma noktasına gelmiştir. Özellikle son üç yılda küresel olarak etkilendiğimiz pandemi yüzünden ve büyük şehirlerin stresinden kurtulma çabaları insanları doğal alanlarda daha fazla vakit geçirmeye yönlendirmiştir. Son zamanlarda köy yaşantısına geri dönme düşüncesi ise kırsal alanlara yönelmeye başlamışlardır. Turizm faaliyeti olarak değerlendirilebilecek bu rekreatif faaliyetler, turizm faaliyet olarak tanımlanmış ve fiziksel ve sosyal özelliklerinin tanıma ve keşfetmek amacıyla alternatif turizm olarak gelişmiştir. Bu çalışmada kırsal turizm için önemli olan bazı kriterler peyzaj özellikleri bakımından karakterize edilmiştir. Çalışmanın amacı kırsal turizm için önemli olan bazı peyzaj karakterlerinin vurgulanması ve farklı meslek disiplinleriyle ortak bir bakış açısıyla değerlendirmektir. **Gereç ve Yöntem:** farklı litaretürler göz önüne alınarak peyzaj tiplerinin temel alınmasıyla yapılmıştır. Kırsal turizm kavramı, peyzaj karakterleri birlikte değerlendirmiştir. **Bulgular:** Doğal ve kültürel peyzajların kırsal turizm için önemlidir. Bu peyzaj tiplerinin kırsal kalkınma için de etkili olduğu görülmektedir. Yapılan bir çok çalışmada farklı meslek disiplinleri tarafından ekoturizm, peyzaj, kırsal kalkınma, kırsal turizm olarak ele alınan bu kavramlar bütüncül şekilde değerlendirilmesi gerektiği ortaya çıkmıştır. Peyzaj özelliği bakından zengin olan bir yerin turizm faaliyeti açısından da dikkat çekici olduğu görülmektedir. Bu nedenle turizm açısından değerlendirme ve sürdürülebilirlik koruma kavramları açısından bütüncül ele alınmalıdır. **Tartışma ve Sonuç:** Bu çalışma, sonuç olarak kırsal alanda peyzaj görsel kalitesinde değerlendirilen kriterlerin, tarımsal faaliyet sonucunda ortaya çıkan görsellerin, insan eli değmemiş doğal görünümünün kırsal turizme etkisi önemlidir. Sürdürülebilir olması, tahrip görmemesi açısından kullanma ile ilgili değerlendirmelerinin yanı sıra koruma ve küresel etkileri en aza indirmek için de gerekli önemlerin alınması için geniş kapsamlı ele alınması gerekmektedir.

**Anahtar Kelimeler:** Ekoturizm, Peyzaj Karakterleri, Kırsal kalkınma

## INTRODUCTION

This study aimed to examine the phenomenon of rural tourism and rural development from a landscape perspective. The starting point of the review was to address rural tourism, in which rural quality tourism forms the basis of ecological and cultural tourism. Areas that are also significant as landscape areas will play a positive role in the process of creating sustainable rural development. For this reason, rural sustainability was examined within the descriptive framework of the studies about the phenomena of rural development and activities that are remarkable in terms of visual quality, which consists of the basis of ecological tourism.

## Landscape

Landscape is classified into two groups landscape created by nature and landscape created by culture. Natural and cultural landscapes are damaged by negative uses. Landscape classification leads to study branches such as the sustainability of the landscape, conservation and utilization framework, and raising awareness of people, and these branches determine the scale and direction of the planners' evaluation. Potential ecotourism opportunities are being investigated in many areas with natural and cultural landscape resources and its contributions

are made in terms of a sustainable environment. In addition to improving the socio-economic structure of the region with environmentally sensitive planning, the protection of landscape beauty is also addressed in the studies (Gül, 2009; Yazici 2021). Today, environmental pollution resulting from the excessive use of natural resources together with the increase in population has brought a new dimension to the phenomenon of planning. The concept of a sustainable environment has come to the agenda. The objectives of land use planning of natural and cultural landscapes in the primary dimension should be following the goals and values of the society.

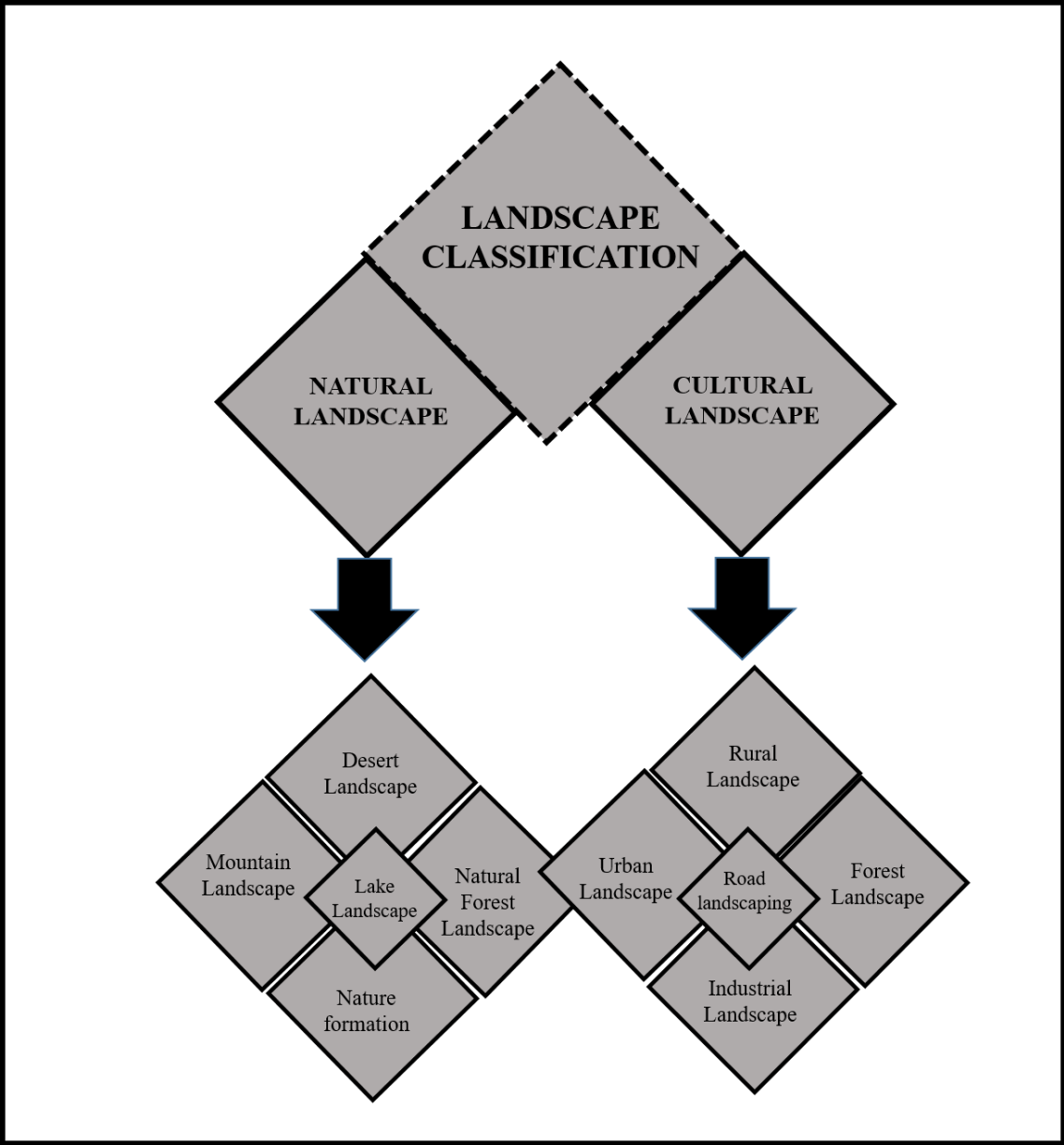


Figure 1. Landscape classification (Yazici, 2021).

## **Natural Landscape**

It is a synthesis of objects and features that exist naturally in nature and natural laws. In other words, it is the appearance of areas that preserve their natural order with little or no human influence. These areas can also be considered landscapes formed under the influence of events such as earthquakes, marine events, volcanic eruptions, erosion, and tides. These natural changes are directly related to ecological and biological balance. Natural landscapes are shaped by the diversification of terrain and climate conditions.

We can see the shaping of lands in vertical and horizontal directions or the numerical landscape example revealed by the climate factor. The vegetation covers the land and the color, form, and texture of the vegetation give unlimited richness to the landscape (Aşur & Alphan, 2017; Yazici et al., 2017).

Three main elements make up the natural landscape:

- Terrain and terrain morphology: It is considered to have a stable structure that does not change and forms the basis of the landscape.
- Atmosphere and atmospheric phenomena: Weather enriches the natural landscape with light, shadow, clouds, fog, mist, temperature, rain, illusion, and reflections.
- Flora and fauna: These are in constant change and maturation.

## **Cultural Landscape**

In landscape classification, a cultural landscape is a landscape formed by the relationship between man and nature. It is a landscape element formed and animated by the shaping of beings or objects in nature by human hands. For a landscape element to be classified as a cultural landscape, it must have one of the following characteristics;

- 1- Contain immovable cultural assets
- 2- Containing cultural assets
- 3- Being a fossil deposit
- 4- Subject to special types of agriculture
- 5- Special Geological Formations
- 6- Special plant species
- 7- Biological value
- 8- Rarity
- 9- Aesthetic value
- 10- Facing disappearance
- 11- Being a symbol in the history of nature
- 12- Taking Reference from the Surrounding Life

Especially population growth and technological developments affect the urban development process. Urban landscape elements are values to be preserved and transferred to future generations; they should be carried to the future as meaning, a memory, and a heritage that takes place in the memory of the city and its inhabitants.

In this context, UNESCO is an international organization that protects the concepts of time and space that have existed from the past to the present and should be holistically transferred to future generations (Erdoğan & Çetin Sönmez, 2019).

### **Rural development**

Based on the definition of rural areas, the concept of rural development can be clarified. Rural Development refers to the processes, activities, and organizations to improve the production, income, and welfare levels of people living in rural areas in a way to change their socioeconomic and cultural structure, to eliminate imbalances, to create the physical and social infrastructure available in urban areas in rural areas, and to make better use of agricultural products. According to Cengiz and Çelem (2003), rural development is defined as a set of economic and social policies aimed at improving the living conditions in rural areas, enabling the population living in rural areas to benefit from the economic, social, cultural, and technological blessings in urban areas without the need to experience the phenomenon of migration. According to the United Nations Organization, rural development is the whole process of integrating local communities with the whole society and the nation by combining the voluntary efforts of small communities to improve their social, economic, and cultural conditions with the efforts of the central government in this regard, and contributing to the country's development efforts. Rural tourism, which is one of the types of nature-based special interest tourism, is a type of tourism that can spread tourism activities throughout the year. In addition, agro-tourism is of great importance in terms of environmental sensitivity and sustainability. Agro-tourism allows people to get away from stressful city life and be alone with nature and is preferred by tourists with high levels of awareness and education (Tatar & Olcay 2019).

### **Rural Tourism**

Rural tourism is a tourism activity carried out in rural areas where the population is low and exposed to migration due to economic difficulties. Countries are trying to increase social welfare with rural tourism activities in line with their development levels. The concept of rural tourism, which has been emphasized especially by developed European countries for many years, is considered a new approach for developing countries. Rural tourism is considered the most important contributing area of rural development efforts, which is a frequently mentioned issue in Türkiye. Rural tourism is a type of tourism that can be practiced in all seasons. The richness of flora and fauna is also significant in rural tourism as it is considered in the natural landscape.

## **AN EXAMINATION OF LANDSCAPE TYPES IN TERRITORIAL TOURISM**

### **The role of natural landscapes in rural development**

In Turkey, the concept of rural tourism is generally understood as outdoor and recreational activities including trekking and outdoor sports, local or cultural shopping and eating and drinking, and day visits to rural areas or villages (Akça et al., 2004). Many activities can be given as examples of the contribution of natural formations to rural tourism. For example, Erzurum, evaluated in the Winter Tourism Development Corridor, can spread seasonal tourism activities throughout the year. It provides the opportunity for recreational activities in favorable towns and villages by diversifying the touristic activities that mostly occur in and around Palandöken (Cengiz & Akkuş 2012). According to the findings of a survey conducted in Salda Lake, which has a landscape value, the lake area has been popular in tourism for the



last three years and has attracted 700,000 visitors annually. Approximately 30 people from the village sell local products by the lake. In addition, local people try to benefit from tourism by building hostels in Salda Village. Salda Village women are employed seasonally in the café and buffet businesses built by the District Governorship around the lake (Ceylan ve Bulut, 2020).



Figure 1. Salda Gölü (Ur1)



Figure 2. Palandöken Dağı (Ur2)

The concept of rural tourism, which aims to ensure the continuity of these activities as well as their continuity, is also recognized as an important tool in transferring today's natural and cultural values to future generations. Kuyucak Village, with its lavender fields, is one of the first places that come to mind when it comes to agro-tourism in Turkey. Promotion is one of the most important factors in the development of Kuyucak Village in terms of lavender-oriented rural tourism (Giray et al., 2019). Kuyucak Village meets 93% of Turkey's lavender production and is a pioneer in agricultural tourism activities (Başaran, 2017). In addition, Gökçeada, which is one of the places where ecological agriculture can be practiced, is included within the scope of the first-degree development priority region by the Ministry of Agriculture. Organic olive oil, honey, table, and wine grapes are produced in the region. With an agreement made by the municipality, the project named "Learning Organic Life on the Island" is expected to be developed in the field of rural tourism based on organic production by taking advantage of examples from abroad (Özdemir, 2012; Karaahmet et al., 2016).

### **The role of cultural landscapes in rural development**

Rural tourism is a type of tourism that integrates with rural culture, natural environment, and agriculture and can be integrated with other types of tourism very easily. Therefore, rural tourism, whose content is enriched by various local, national, and international initiatives, can attract people to rural areas for vacation in many countries of the world (Soykan, 1999). In recent years in Turkey, touristic coastal centers and villages around big cities, rural settlements near ancient cities, villages, and towns on the roadsides are no longer strangers to tourism. These man-made areas, which are considered cultural landscapes, contribute to rural tourism. The rural tourism project of Küre Mountains and Zümrüt Village is expected to improve the relationship of the people with the National Park and benefit the people of the region. Zümrüt Village, which is located in the aforementioned region, is planned to open to visitors after horse breeding in the village and the creation of sightseeing trails, raising awareness of the people of the region about rural tourism and conducting trial activities (Şerefoğlu, 2009). Muscular, one of the villages of Bodrum, is one of the eco-tourism areas where rural tourism is practiced. Within the scope of rural tourism, olive festivals, festivals where carpets and handicrafts are exhibited, nature walks, bicycle tours, farmers exhibiting

local products, hobby gardens, camel wrestling, and camping activities are carried out (Tarlak, 2007; Karahmet et al., 2016). Şirince village is one of the rural tourism areas within the borders of Izmir province where Greek houses, which make full use of the advantages of geographical location, mostly serve as pensions. Wine is produced and marketed in the region (Şerefoğlu, 2009). In addition, the wines produced in the region are ranked in many international competitions. The restoration of historical houses in the Bey pazarı district, which is close to Ankara, has been carried out with attention to preserving their natural structures. With the support of local administrations, festivals are organized in the region where local people have the opportunity to exhibit their handicrafts and local products to tourists coming to the region. In addition, a bazaar is organized every day in the district, and products specific to the district are exhibited (Şerefoğlu, 2009).

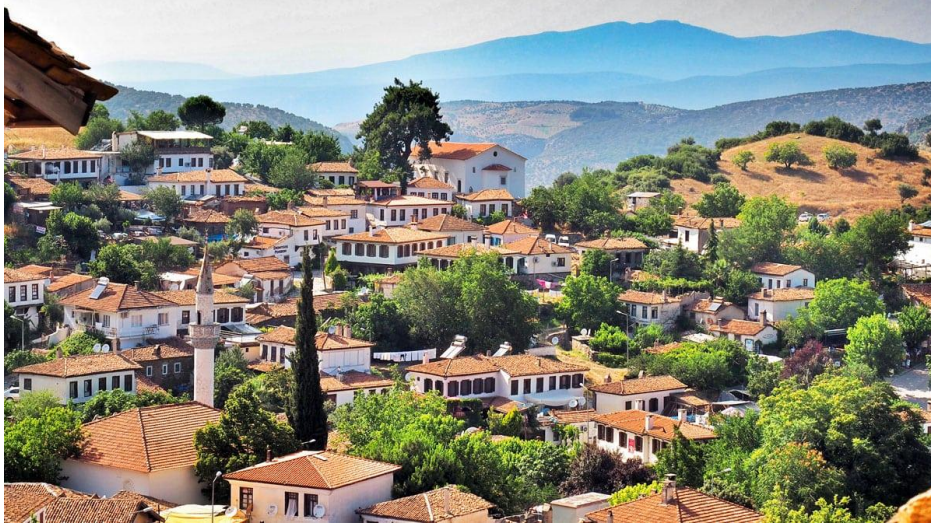


Figure 3. Şirince Köyü /İzmir (Url 3)

## CONCLUSION AND RECOMMENDATIONS

In this study, the concept of rural tourism was approached from a different perspective according to landscape types. As a result; if rural tourism is to be developed in Türkiye, it should be known that it is not only sufficient to reveal its importance in terms of tourism in Türkiye but also to determine what kind of contributions it will make to the economy of Türkiye. Rural tourism has power in terms of the employment of women, igniting the spirit of entrepreneurship in local people, providing input and dynamism to local economies, mobilizing economic sectors, and supporting rural development at regional and national levels (Soykan, 2002;1999). Türkiye is very suitable for rural tourism due to its geographical location and tourist values. The increasing development of ecotourism, which can be practiced in all seasons, has attracted attention in the tourism sector and has made it necessary to plan and carry out tourism activities by providing continuity to all-natural, ecological, renewable, and non-renewable resources. Ecotourism is a situation related to the environment; when it is considered a triad of nature, people, and touristic destinations, the managerial process is also important. Rural tourism planning is important for the protection and development of the natural and landscape values of Türkiye. The issue of the use and protection of natural resources should be addressed from a wider perspective. Expanding the target audience by realizing rafting, safari, bird watching, and caving activities, which are among the rural destination activities abroad, in suitable destinations in Türkiye will add the

ability to appeal to tourists with a lower average age. Karahmet et al. (2016) stated that it is important to introduce lifestyles in each destination to highlight the cultural richness of Türkiye. In other words, both cultural tourism will be supported and rural tourism will be strengthened. Thanks to the studies to be carried out by tourism agencies and the aforementioned government support, rural tourism destinations will be strengthened and their competitiveness will be increased. In addition, it is thought that increasing rural tourism activities in areas with rich landscape features of the natural resources of Türkiye such as hot springs, hot waters, rivers, and lakes, organizing trips to these destinations, and improving the facilities in these destinations will increase competitiveness when supported by activities that will attract both domestic and foreign tourists.

## REFERENCES

- Akça, H., Sayılı, M. ve Esengün, K. (2004), “Türkiye’de kırsal kalkınma modelleri arayışında kırsal turizm yaklaşımı önerisi,” Üçüncü Sektör Kooperatifçilik Dergisi, (145), 1-13.
- Aşur, F. And H. Alphan H. (2017). Van Gölü Güney Kıyı Alanlarında Yerleşim Alan Kullanım Değerlendirmesi ve Görsel Analiz Yaklaşımları,” Iğdır Üniversitesi Fen Bilimleri Enstitüsü Dergisi, 7(4), 223–233, (2017).
- Başaran N. (2017). Bringing Lavender to Economy in Rural Development and Rural Tourism Scope. Tarım Bilimleri Araştırma Dergisi, 10 (1): 47-49.
- Cengiz, T. ve Hayran, Ç. 2003. Kırsal Kalkınmada Analitik Hiyerarsi Süreci (AHS) Yönteminin Kullanımı, K.A.Ü. Orman Fakültesi Dergisi,
- Cengiz, G., & Akkuş, Ç. (2012). Kırsal Turizm Kapsamında Yöre Halkının Kalkındırılması: Erzurum Örneği. Karamanoğlu Mehmetbey Üniversitesi Sosyal Ve Ekonomik Araştırmalar Dergisi, 2012(1), 61-74.
- Ceylan, S. ve Bulut, İ (2020). Kırsal Yerel Halkın Turizmden Ekonomik Olarak Yararlanma Durumu: Salda Gölü Örneği, Mediterranean Journal of Humanities mjh.akdeniz.edu.tr X (2020) 61-78
- Erdoğan, E. Çetinkaya Sönmez D. M (2019). Unesco Dünya Kültürel Miras Alanları Ve Koruma Sorunları Konya Çatalhöyük Örneği,” Social Sciences Studies Jorunal (SSSJorunal), 31(5), 1641–1653, (2019).
- Giray F. H., Kadakoğlu B., Çetin F. and Bamoi A. G. A. (2019). Rural Tourism Marketing: Lavender Tourism in Turkey. Ciência Rural, 49 (2).
- Gül, A. (2009). Peyzaj-İnsan İlişkisi ve Peyzaj Mimarlığı. Turkish Journal of Forestry, 1(1), 97-114.
- Karamehmet, B., Aydın, G., & Özgöker, C. U. (2016). Türkiye’de Kırsal Turizm Destinasyonlarının Rekabetçi Gücünün Geliştirilmesi İçin Stratejik Öneriler. Balkan Sosyal Bilimler Dergisi, 5(10), 106-116.
- Ongun, U., & Gövdere, B. (2019). Kırsal Turizmin Kırsal Kalkınmaya Etkisi: Şirince Örneği. International Journal of Social and Economic Sciences, 5(2), 46–55.
- Özdemir, S. (2012), “Kırsal Kalkınmada Kırsal Turizmden Yararlanma Olanakları: Gökçeada Örneği”, KMÜ Sosyal ve Ekonomik Araştırmalar Dergisi, 14, s. 19-21.

Soykan, F., 1999. Doğal çevre ve kırsal kültürle bütünleşen bir turizm türü: Kırsal turizm'. Anatolia Turizm Araştırmaları Dergisi (Türkçe). Yıl :10, Mart-Haziran, 67-75

Soykan, F., 2002. Kırsal Turizmin Sosyo-Ekonomik Etkileri ve Türkiye' . I. Türkiye Dağları Ulusal Sempozyumu, 25-27 Haziran 2002, Ilgaz/Kastamonu.

Soykan, F.(2006), “Avrupa’da Kırsal Turizme Bakış Açısı Ve Kazanılan Deneyim”, 11. Balıkesir Ulusal Turizm Kongresi, Balıkesir, S.84-85

Şerefoğlu, C. (2006). Ortak Tarım Politikası Forumu, Yurt Dışı Dönüş Raporu, Ankara: Tarım Ve Köyişleri Bakanlığı, S. 1-3. Şerefoğlu, C. (2009), “Kırsal Alanda Kadının İstihdamı”, Tarım Ve Köyişleri Bakanlığı Dergisi, Sayı:189 Ankara, S. 24-31.

Şerefoğlu, C. (2009), Kalkınmada Kırsal Turizmin Rolü- 2007- 2013 Yılları Arasında Ülkemizde Uygulanacak Olan İpard Kırsal Kalkınma Programındaki Yeri, Önemi Ve Beklenen Gelişmeler, Uzmanlık Tezi, Tarım Ve Köy İşleri Bakanlığı, Ankara

Tarhan, Y., Açıksöz, S., & Çelik, D. (2019). Lavanta Tarımı Ve Sürdürülebilir Kalkınma: Isparta/Keçiborlu-Kuyucak Köyü Örneği. Bartın University International Journal Of Natural And Applied Sciences, 2(2), 216-227.

Tarлак, Ş. (2007), Mumcularda Kırsal Turizm Modeli, Şehir Planlama Projesi IV, Dokuz Eylül Üniversitesi, İzmir.

Tatar, S., & Olay, N. (2019). Agro-Turizm Kapsamında Permakültür' ün Uygulanabilirliği ve Geliştirilmesi: Belentepe Permakültür Çiftliği Örneği. International Journal of Social and Economic Sciences, 5(2), 29–34.

Yazici, B. Gülgün, F. Ankaya (2017). Potential of Rural Tourism and Ecotourism and SWOT Analysis Case of Başkale Van Turkey and Its Surroundings, Karabuk University Journal of Institute of Social Sciences, Özel sayı:3, 131–144, (2017).

Yazici, K. (2021). Peyzajın Temel Yapı Taşları, Sayfa sayısı:255, ISBN:978-625-7793-41-4, Gece Kitaplığı.

Images Internet Access

Url 1: <https://www.sozcu.com.tr/kimse-o-ozelligini-bilmiyordu-salda-golunde-dikkat-ceken-detay-wp5940379>

Url 2: <https://www.aa.com.tr/tr/yasam/palandoken-kayak-merkezi-3-ayda-yaklasik-118-bin-kisiyi-agirladi/2879118>

url 3: <https://www.bizevdeyokuz.com/sirince-gezilecek-yerler>

## UNVEILING INTERCULTURAL COMPETENCIES IN VIRTUAL CLASSES

**Ph.D. Candidate Olivera PRESI**

“Aleksandër Moisiu” University, Durrës, Albania Faculty of Education

Orcid Number: 0009-0008-4147-2211

### ABSTRACT

**Introduction and Purpose:** This research investigates the use of virtual classes in higher education in Albania as a new approach that affects the aspect of intercultural competencies, among English language students in the context of the internationalization of higher education. **Materials and Methods:** The methodology used in this study is comparative and quantitative, considering two Albanian universities, "Aleksandër Moisiu" University, in Durrës (UAMD) and "Aleksandër Xhuvani" University, in Elbasan (UEAXH). The two selected universities have been the subject of previous projects on virtual classes, the technical qualities, and the aspect of the interaction of virtual classes with the development of intercultural competencies. Also, for the collection of data, questionnaires were initially used, which were distributed online, via Google Forms, and after the identification of some problems, structured interviews conducted in both universities were used, providing a broader understanding of the perspectives of the participants. **Results:** The research focuses on topics such as the influence and development of intercultural competencies, in the context of internationalization, during the use of virtual classes and the effectiveness of the use of virtual platforms, taking into account the Albanian background, and the analysis of intercultural, pedagogical, and technical features. During the analysis of the findings and the reporting of the conclusions, the study reveals new aspects, from the interviews with the lecturers, offering a perspective approach to virtual classes and intercultural competencies that develop during telecollaboration and the process of collaboration with students outside the auditorium. The findings highlight the willingness and initiatives of these institutions to incorporate online platforms and virtual classrooms. **Discussion and Conclusion:** In conclusion, this research contributes not only to the analysis of the effectiveness of virtual classes as a new approach that helps in the development of intercultural competencies, supporting this and in the framework of the internationalization of higher education but also recommends for lecturers and policymakers, techniques new technologies and methodologies in the context of the inclusion of virtual classes in the teaching process in Higher Education Institutions, not only in the context of internationalization but also in the comprehensive education of EFL students.

**Keywords:** Intercultural Competencies, Virtual Classes; Albanian Higher Education; Internationalization of Higher Education

## Introduction

Nowadays, internationalization is one of the most important issues for higher education considered as a new and necessary approach for the future of education and globalization. Virtual Classrooms (VC) are considered important tools for fostering intercultural competencies in lecturers and students without needing physical travel. Virtual classrooms build on Higher Education Internationalization (IALI) initiatives, enriching the teaching and learning experience, especially in the context of English as a Foreign Language (EFL). While the approach to Virtual Classrooms (VC) has received attention in various educational environments globally, it remains a relatively new concept in Albanian higher education.

The situation in the Albanian context in this field before the onset of the COVID-19 pandemic was far from what it is today. Before 2019, there was little discussion about the internationalization of higher education, and the implementation of virtual classes in Albanian HEIs was present in fewer than 5 institutions. Among the institutions that early embraced this approach and initiative was "Aleksandër Moisiu" University in Durrës, Albania (UAMD), particularly documenting its efforts since 2017

Bassani and Buchem (2019) and Kopish and Marques (2020) have presented empirical case studies demonstrating the potential of VC in fostering intercultural and global competencies among undergraduate and graduate students. It is necessary to further research the perspectives and impacts of virtual classrooms. The most interesting aspects for research remain the advantages and disadvantages of the implementation and integration of virtual classes as integral components of the higher education system.

In Albanian higher education, the use of virtual classrooms in English language learning is still relatively new but rapidly expanding. This research examines how virtual classes interact and influence the cultivation and promotion of intercultural competencies among English language students. The research was conducted in two higher education institutions "Aleksandër Moisiu" University in Durrës (UAMD) and "Aleksandr Xhuvani" University in Elbasan (UEAXH). This research aims to assess the effectiveness in the development and impact of intercultural competencies, understanding, and language skills. The structures and pedagogical, technical, and intercultural aspects of virtual classrooms are to be analyzed.

Moreover, beyond the framework of empirical investigation, this research aims to provide actionable insights for educators and policymakers in Albania's higher education system. By advocating for the integration of virtual classes as a cornerstone of modern pedagogy, this study not only underscores their relevance in the context of internationalization but also champions their role in delivering comprehensive education to EFL students. Through an in-depth examination of the advantages, challenges, and expectations of virtual classes, this research aims to catalyze a transformation in Albania's higher education ecosystem, aligning it with global trends in educational innovation and intercultural competence development.

## LITERATURE REVIEW

### **Internationalization of Higher Education:**

In alignment with Knight's seminal definition, the internationalization of higher education encapsulates a dynamic process aimed at integrating international, intercultural, and global dimensions into the core functions and delivery mechanisms of post-secondary education (Knight, 2004). This triadic framework, comprising international, intercultural, and global elements, underscores the multifaceted nature of the internationalization endeavor. Specifically, the term "international" connotes interactions among nations, cultures, or countries, while "intercultural" pertains to fostering cultural diversity and promoting Internationalization of Higher Education Institutions (IHEIs). The inclusion of "global" extends the scope of internationalization to encompass a worldwide perspective (Knight, 2004).

In striving for comprehensive internationalization, higher education institutions (HEIs) are urged to embrace a holistic commitment encompassing teaching, research, and outreach endeavors. This comprehensive approach signifies a fundamental shift in institutional philosophy and values, permeating every facet of the higher education system (Hudzik, 2011). Notably, Stallivieri and Vianna (2020) advocate for the concept of "responsible internationalization," emphasizing principles such as balance, accountability, sustainability, inclusion, and compliance/commitment as guiding tenets for HEIs. This nuanced approach aims to cultivate high-quality internationalization initiatives with tangible impacts on both local and global communities.

In the Latin American context, however, the implementation of comprehensive internationalization strategies poses unique challenges, often stemming from structural and resource constraints (Gacel-Ávila, 2012). Despite these hurdles, the pursuit of internationalization is indispensable for fostering global citizenship and enhancing educational quality.

Knight (2012) delineates two conceptual dimensions of internationalization: cross-border education and Internationalization of Higher Education Institutions (IHEIs). While cross-border education pertains to the mobility of individuals, programs, and educational services across national boundaries, IaH focuses on fostering intercultural awareness and understanding within domestic learning environments (Knight, 2012). Originating from the pioneering work of Bengt Nilsson, IHEIs emphasize the creation of intercultural environments on campus through purposeful engagement and interactions with diverse communities (Nilsson, 2000).

Within the framework of IHEIs, Virtual Classes (VC) emerge as a strategic tool for integrating international and intercultural dimensions into the formal and informal curriculum. As part of IHEI initiatives, VC encompasses a spectrum of activities ranging from curriculum internationalization to co-curricular endeavors aimed at promoting cultural diversity and global engagement (Knight, 2012). Hence, in the context of this study, VC is analyzed as an integral component of IHEIs policies and activities within higher education institutions.

## **Virtual Classes in Higher Education:**

The emergence of Virtual Classes (VC) in higher education represents a pivotal convergence of internationalization and pedagogical innovation. Historically, internationalization efforts predominantly focused on physical mobility through programs like the European Erasmus exchange scheme, whereas Virtual Classes (VC) initiatives initially found traction in foreign language learning contexts during the 1990s (O'Dowd, 2018). Commonly referred to as Telecollaboration or projects alike, laid the groundwork for the evolution of VCs as integral components of comprehensive internationalization strategies in higher education (De Wit, 2016).

O'Dowd (2018) coins the term VC to encompass diverse pedagogically structured online collaborative learning projects involving learners from different cultural contexts. These initiatives, spanning various disciplinary domains from humanities to business studies, epitomize a shift towards globalized classrooms facilitated by digital connectivity (O'Dowd, 2018). While terminology may vary – including Global Virtual Teams, Online Intercultural Exchange, and Collaborative Online International Learning, among others – the underlying principle remains consistent: fostering intercultural interaction and collaboration as integral components of educational programs.

Central to the VC paradigm is the engagement of learners in sustained periods of online interaction and collaboration with peers from diverse cultural backgrounds, under the guidance of educators or facilitators (O'Dowd, 2018). While the term COIL (Collaborative Online International Learning) is prevalent in the Americas, VC serves as a broader umbrella term adopted in the European context (De Wit, 2016). COIL, pioneered by the State University of New York (SUNY), distinguishes itself through a shared-syllabus approach, wherein participating classes collaboratively explore subject content from diverse cultural perspectives (O'Dowd, 2018).

Over the past two decades, VCs have undergone significant technological and pedagogical evolution, emerging as a viable alternative to physical mobility for international experience acquisition (O'Dowd, 2018). In the context of Internationalization of Higher Education Institutions (IHEIs) initiatives, VCs offer a scalable and inclusive means of promoting language learning and intercultural competence development among a broader student cohort.

While various forms of virtual collaboration, such as virtual research cooperation and online/blended degree programs, predate the COVID-19 pandemic, VCs stand out for their focused pedagogical approach to fostering intercultural interactions across borders (Knight and Lee, 2012). As the primary focus of this investigation, VCs represent a significant avenue for advancing intercultural competence development in higher education, transcending geographical barriers to facilitate meaningful cross-cultural exchanges among students.



## **The Impact of Internationalization of Higher Education on Intercultural Competencies:**

The impact that the internationalization of higher education has on intercultural competence (IC) is essential for navigating our globalized, interdependent, and multicultural world. Individuals equipped with intercultural competencies are likely to drive innovative solutions and foster international cooperation and dialogue.

The terminology surrounding intercultural competence varies, encompassing concepts such as global competence, global mindset, cultural learning, and intercultural effectiveness (Bennett, 2009; Schmidmeier and Takahashi, 2018). To provide clarity, Darla Deardorff's seminal Delphi study stands out, offering the first consensual definition of IC. Deardorff's definition encapsulates IC as "the ability to communicate efficiently and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2008).

This conceptualization of IC involves multiple dimensions, including knowledge, attitudes, and abilities. Developed through a study involving lecturers from 2 higher education institutions in Albania, this framework serves on intercultural competence development in the context of Albanian higher education.

### **Virtual Classes and Intercultural Competence:**

Within the Albanian higher education ecosystem, the integration of Virtual Classes (VCs) presents a unique opportunity to foster intercultural competencies among English language students. Virtual classes, as part of the internationalization initiatives, sustain intercultural synergy and collaboration, passing beyond the boundaries and facilitating cross-cultural dialogue.

As Deardorff protects the concept of IC, we can say that the application of virtual classes as a pedagogical tool emphasizes the importance of intercultural knowledge, skills, and attitudes in today's globalized world. Albanian or other students, by virtually communicating with other peers from different cultural backgrounds, have the opportunity to develop and expand their intercultural communication skills, cultural awareness, and intercultural ability.

Furthermore, the study examines the impact of VC on intercultural competencies. Through questionnaires and structured interviews conducted at "Aleksandër Moisiu" University in Durrës (UAMD) and "Aleksandër Xhuvani" University in Elbasan (UEAXH), we seek to elucidate the interplay between virtual classes and the cultivation of intercultural competencies among English language students.

As we delve into the analysis of our findings, we aim to uncover new insights into the effectiveness of VCs as a tool for intercultural competence development within the Albanian higher education context. By identifying the pedagogical, technical, and intercultural dimensions of VCs, we aspire to provide actionable recommendations for educators and policymakers, promoting the integration of VCs as a cornerstone of modern pedagogy in Albanian higher education institutions. Through these efforts, we seek to contribute to the comprehensive education of English as a Foreign Language (EFL) students, fostering their intercultural competence and preparing them for success in our increasingly interconnected world.

## Research Method

### 3.1 Approach

In this study, comparative and quantitative research methods were used to investigate the impact of virtual classes on the development and implementation of intercultural competencies among English language students in Albanian higher education institutions. The research was conducted in two institutions of higher education in Albania, namely the "Aleksandër Moisiu" University in Durrës (UAMD) and the "Aleksandër Xhuvani" University in Elbasan (UEAXH).

Through the comparative approach, the differences and similarities between the approaches of these two universities are examined. How does the effectiveness of virtual classrooms influence the promotion and development of intercultural competencies? In addition, the quantitative research methodology statistically analyzes the data, giving a deeper understanding of the relationship between variables such as virtual classrooms, the development of intercultural competencies, and the typology of students. This study aims to contribute to existing knowledge on virtual classrooms by providing actionable insights for educators and policymakers.

This study employs a comparative evaluation research methodology to assess the current condition of existing systems from the perspective of virtual classroom users in Albania's education network, focusing on the case of University "Aleksandër Moisiu", Durrës (UAMD), and University "Aleksandër Xhuvani", Elbasan (UEAXH). These universities were pre-selected based on technical and financial qualities, as well as interaction on an e-learning platform.

#### Sampling

Since the study revolves around learning, the target group consists of students and their lecturers at the case study institutions. The sample for this study will be random and drawn from University "Aleksandër Moisiu", Durrës (UAMD), and University "Aleksandër Xhuvani", Elbasan (UEAXH).

#### Interview

Interviews will be conducted to obtain data that can only be acquired through interaction between the researcher and the target group. These interviews will serve as a follow-up to the questionnaires.

#### Observation

Technological needs and financial costs will be assessed through the public pages of pre-selected e-learning platforms.

## **Data Analysis**

The study employed a mixed-methods approach to explore virtual classes (VC) initiatives in Brazilian higher education institutions (HEIs) and their impact on the development of intercultural competence (IC) in students. The methodology involved both qualitative interviews with international office administrators and quantitative analysis of VC programs and their formats.

## **Format of Virtual classes**

The main methodology used for VC at the analyzed HEIs is Collaborative Online International Learning (COIL). However, other programs such as research projects, workshops, or international weeks were also considered within the scope of VC. These programs encompass a diverse range of fields of study and formats, predominantly conducted in English but also in Spanish. The main countries represented in these programs include the USA, UK, France, Colombia, Mexico, Germany, and the Netherlands.

## **Benefits, Challenges, Disadvantages, Relevance, and Perspectives of Virtual Classes**

The benefits of VC mentioned by participants include its role as an important tool for the Internationalization of Higher Education Institutions (IaH), its contribution to the development of intercultural competence in students, and its enhancement of the internationalization process by enabling interaction with individuals from different cultures. However, challenges such as language barriers, difficulties in promoting and motivating participation in VC programs, and technical issues like time zone differences and internet connectivity problems were cited. Despite these challenges, there is a consensus among participants that VC will become more relevant for the internationalization of higher education in the future, offering opportunities for more students, including those who cannot participate in traditional study abroad programs. Some institutions have already incorporated VC into their strategic internationalization plans, while others are piloting projects intending to scale them up.

## **Impact of COVID-19 on Virtual Classes Initiatives**

The COVID-19 pandemic has accelerated the development of VC initiatives in Brazilian HEIs. Some institutions expanded existing VC programs to offer alternatives to traditional study abroad programs affected by the pandemic, while others established new VC projects in response to the outbreak. The pandemic has increased the acceptance of virtual education formats, including VC, as innovative forms of internationalization. There is uncertainty about the future of virtual mobility as a replacement for traditional mobility programs interrupted during the pandemic, but there is confidence in the growing importance of VC as a strategic tool for internationalization.

## **Contributions of Virtual Classes to the Development of Intercultural Competence in Students**

VC programs contribute to the development of IC in students by enhancing their ability to work in multicultural teams, interact effectively with individuals from different cultures, raise awareness of cultural identities and diversity, and increase sensitivity to cultural differences. They also improve language skills, promote acceptance of cultural diversity, and provide knowledge about other countries and cultures. While VC may not offer the same level of immersion as in-person exchanges, it plays a significant role in developing intercultural competence, particularly in the context of increasing digitalization in education.

## **Conclusions and Recommendations**

The findings suggest that VC can effectively contribute to the development of IC in HE students, offering opportunities for internationalization and promoting a more inclusive approach to global engagement. To further enhance the effectiveness of VC programs, institutions should focus on promoting awareness, addressing language barriers, providing technical support, and integrating VC into their internationalization strategies. Continued research and collaboration are needed to strengthen the understanding and implementation of VC in higher education contexts.

The fact that 40.81 percent of participants had no prior experience with international staff mobility is one of the key results related to international collaboration and project participation.

The majority of those surveyed (80.9 percent) said they are capable of teaching online courses to students from other countries and are confident in their capacity to provide digital activities in other languages (92.9 percent). This positive outcome helps to clarify why HEI must use this staff member skill for domestic internationalization.

Overall, respondents believe that digital resources are enough to provide online courses in Albania (80.6 percent), are acceptable for online teaching (80.9 percent), and are confident in using these resources (85.2 percent). However, when asked what resources they utilized before the COVID-19 crisis, respondents said they mostly used images (55 percent) and web-supported multimedia (42 percent). When questioned about the COVID-19 scenario and its impact on the conventional teaching procedure, 83.8% of respondents said that they shifted their classes online as soon as the disruption from COVID-19 occurred.

However, 64.7% said they weren't prepared for this type of adjustment. This finding suggests that, while most of them would not choose online learning if given the option, it was a "last-minute" alternative during a high-risk circumstance.

Finally, the primary obstacles encountered throughout the virtual learning process relate to the lecturers' abilities, the student's adjustment to online learning, technological issues, etc. This is mostly because none of the participants in this procedure had any prior experience with virtual learning.

## **Limitations and Future Research**

The conclusions drawn from this study are based on the experiences of participating Albanian HEIs and may not be representative of the entire higher education system. Further research is needed to explore the broader impact of VC initiatives and their role in promoting intercultural competence across different cultural contexts.

To diversify the pool of participants in global mobility initiatives, higher education institutions (HEIs) should pursue diverse strategies. Establishing a global scientific community should be a primary focus, facilitating networking and experience-sharing through new connections. This can be achieved by:

- Creating a Professional Working Community (PWC) for academic staff and establishing intra- and inter-institutional exchange networks for administrative and academic personnel.
- Implementing limits on the number of mobility opportunities per individual per year, alongside regular use of virtual mobility as a teaching activity to ensure equality of access for all.
- Decentralizing the selection process for global mobility applications to eliminate subjectivity, adhering to a "four eyes" principle of selection.

To incentivize staff engagement in international initiatives and virtual mobility, HEIs should expand the collaboration with foreign partners and integrate stakeholders such as academic and administrative personnel.

When queried about their pre-COVID-19 materials usage, respondents indicated a preference for picture and web-supported multimedia. Key recommendations include employing didactic e-learning frameworks, professional support concepts, and realistic, real-world scenarios.

A dynamic online platform would be invaluable to facilitate online learning administration and maintenance. However, Albania's HE legislative framework must adapt to effectively accommodate online learning. Measures should be taken to ensure partner universities recognize the same number of ECTS earned through online courses.

Raising stakeholder awareness, particularly among the Ministry of Education and decision-makers, is crucial. Providing online degrees across participating universities and integrating online learning into university curricula can shift educational philosophies and offer flexibility, even allowing academic staff to create online courses as part of mobility programs.

HEIs require practical guidance to align their primary undergraduate and master's program curricula with virtual learning methodologies and pedagogical features.

Recommendations for further steps include mandatory staff and student training to enhance online teaching and learning viability. It's essential to develop modern academic approaches, supported by training sessions, workshops, and written materials in Albanian and English, and establish a framework for online instruction like the Virtual Classes (VC) model. HEIs should

also focus on improving technological infrastructure and providing ongoing support for staff and students.

Establishing a Scientific/Professional Working Community for all project stakeholders is vital for ongoing development and refinement of e-learning concepts, ensuring equal dedication and collaboration among partners.

Finally, testing and implementing a VC framework at HEIs in Albania should be coordinated with training, awareness-building, and stakeholder involvement efforts. Encouraging the use and integration of virtual mobility within official courses at Albanian HEIs is crucial for the success of such initiatives.

## REFERENCES

1. Bassani, E., & Buchem, I. (2019). Empowering Global Collaboration with Virtual Exchange and Virtual Mobility. In *Proceedings of EdMedia+ Innovate Learning* (pp. 183-189). Association for the Advancement of Computing in Education (AACE).
2. De Wit, H. (2016). Internationalization of Higher Education in Europe and its assessment, a case study on policies and practices in ECIU universities. A case study on policies and practices in ECIU universities.
3. Gacel-Ávila, J. (2012). A multivariate analysis of the internationalization of higher education: The Latin American perspective. *Journal of Studies in International Education*, 16(3), 256-275.
4. Hudzik, J. K. (2011). Comprehensive internationalization: From concept to action. NAFSA: Association of International Educators.
5. Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education*, 8(1), 5-31.
6. Knight, J. (2012). Internationalization: A decade of changes and challenges. *International Higher Education*, (70), 4-5.
7. Knight, J., & Lee, J. J. (2012). Internationalization remodeled: Definition, approaches, and rationales. In J. Knight (Ed.), *Concepts, rationales, and approaches* (pp. 5-31). *Journal of Studies in International Education*.
8. Kopish, M., & Marques, S. (2020). Strengthening Intercultural Competence in a Blended Learning Classroom. *Journal of Educational Technology & Society*, 23(4), 117-128.
9. O'Dowd, R. (2018). Telecollaboration and virtual exchange across disciplines: In service of social inclusion and global citizenship. *Journal of Studies in International Education*, 22(3), 308-324.
10. Schmidmeier, M., & Takahashi, K. (2018). A conceptual analysis of the terminology surrounding intercultural competence: From understanding to transformation. *Intercultural Communication Studies*, 27(3), 188-209.
11. Stallivieri, L., & Vianna, H. (2020). Responsible Internationalization in Higher Education: Perspectives on Program Management. *Journal of International Students*, 10(3), 726-748.
12. State University of New York (SUNY). (n.d.). COIL - Collaborative Online International Learning. Retrieved from <https://coil.suny.edu/>
13. Nilsson, B. (2000). The international university: An analysis of its meaning and implications. *Journal of Studies in International Education*, 4(1), 29-59.
14. Deardorff, D. K. (2008). Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States. *Journal of Studies in International Education*, 12(3), 304-323.

**BASEL KRİTERLERİ VE TÜRK BANKACILIK SEKTÖRÜNE ETKİLERİ**  
**BASEL CRITERIA AND THEIR EFFECTS ON THE TURKISH BANKING SECTOR**

**Ramazan DOĞAN**

İstanbul Esenyurt Üniversitesi, Eğitim Enstitüsü, Finans Programı, Esenyurt, İstanbul  
ORCID ID: 0009-0003-6129-7223

**Dr. Öğr. Üyesi Şaban Onur VİGA**

İstanbul Esenyurt Üniversitesi, Eğitim Enstitüsü, Finans Programı, Esenyurt, İstanbul  
ORCID: 0000-0002-1676-7850

**ABSTRACT**

The increase in the speed of globalization in the global economy with technology after the 1980s has contributed to the acceleration of relations between countries. For international financial systems to update themselves and respond to the needs of the markets, it has become necessary to make some regulations. There has been a gradual increase in the transaction volume of the banking sector, the formation of an environment of trust in the market, the recognition of financial instruments by investors, and the expansion of the monetary funds of countries. Regarding the banking sector, BASEL systems have contributed to the development of banks in areas such as trust, precaution, and market control from the past to the present. The growth and globalization of the banking and finance sector have brought about new activities to ensure that the industry operates by specific standards. As a result, the Basel regulations, first published by the Basel Committee of the Bank of International Settlements in the 1980s and continuously revised over time, are essential for the banking sector. This study provides information on the contents and interrelationships of BASEL systems, the progress of BASEL systems that contribute to strengthening the systematic structure of the banking sector, the adaptation processes of these systems to today's banks, and their contributions to the banking sector.

**Keywords:** BASEL Systems, Banking, International Banking

## ÖZET

Küresel ekonomide 1980'li yıllardan sonra küreselleşmenin hızının teknoloji ile artması ülkeler arasındaki ilişkilerin de giderek hızlanmasına katkı sağlamıştır. Uluslararası finansal sistemlerinde kendilerini güncelleyerek piyasaların ihtiyaçlarına cevap verebilmesi için birtakım regülasyonlar yapması zorunlu hale gelmiştir. Özellikle bankacılık sektörünün işlem hacminin giderek artması, piyasa içinde güven ortamının oluşabilmesi, yatırımcıların finansal araçları tanınması ve ülkelerin para fonlarının genişlemesine neden olmaktadır. Bankacılık sektörü açısından BASEL sistemler geçmişten günümüze bankalara güven, önlem, piyasa kontrolü gibi alanlarda gelişim sağlamasına katkı sağlamıştır. Bankacılık ve finans sektörünün bu şekilde büyümesi ve küreselleşmesi üzerine sektörün belli standartlara uygun olarak çalışması yönünde yeni faaliyetleri beraberinde getirmiştir. Bunun sonucunda Uluslararası Ödemeler Bankası (Bank of International Settlements) Basel Komite tarafından 1980'li yıllarda ilk kez yayımlanan ve zaman içinde sürekli revize edilen Basel düzenlemeleri bankacılık sektörü için büyük önem taşımaktadır. Bu çalışmada; BASEL sistemlerin içerikleri ve birbirleri ile olan ilişkileri, bankacılık sektörünün sistematik yapısının güçlenmesine katkı sağlayan BASEL sistemlerin ilerleyişine, bu sistemlerin günümüz bankalarına uyarlanabilme süreçlerine ve bankacılık sektörüne olan katkıları hakkında bilgiler sunmaktadır.

**Anahtar Kelimeler:** BASEL Sistemler, Bankacılık, Uluslararası Bankacılık

## GİRİŞ

Küreselleşen dünyanın değişimi sonucu bütün sektörler gibi finans sektörü de etkilenmektedir. Sanayi, Ticaret, Tarım, Turizm gibi sektörlerin her alanında etkili olan finans sektörü değişimden doğrudan etkilenen sektörlerin başında gelmektedir. Globalleşmenin etkisiyle ülkeler arasındaki sermaye giriş çıkışlarını kısıtlayan engellerin giderek azalması ülkelerin birbirlerine bağımlılıklarını artmıştır.

Her alanda etkisini gösteren küreselleşmenin finansal anlamda da son dönemlerde etkisi artmakta ve bankacılıktaki etkilerini göstermektedir. Finansal sektörlerde müdahale gerektiğinde reel sektöre finansman sağlayan bankalar aracılığıyla müdahale edilmektedir. Finansal anlamda artan bu etki sonucu bankaların sektördeki gücünün artmasına, bankaların birleşmesine ve hatta devrolmalarına neden olmaktadır. Banka devirlerinin ve birleşmelerinin finansal alandaki güç dengelerinin değiştirmekte ve doğrudan etkilemektedir.

Güç dengelerinin ve değişimin sonucunda uluslararası finans kuruluşlarının risk yönetiminin önemine dikkat çekerek bu risklerin engellenmesine yönelik tedbirlerin alınması ve oluşan risk sonucunda oluşabilecek kayıpları engellemek finans kuruluşları için elde edecekleri katma değer farkına varılmıştır.



Finansal piyasalarda küreselleşmenin etkisiyle bilgi teknolojilerindeki ilerlemenin klasik bankacılık ürün gamının yerine yeni finansal araçların evrensel düzeyde yaygınlaşması kuruluşların Ar-Ge çalışmalarıyla bilgi ve teknolojideki değişimi yakalamak adına yeni politikalar ile bilgi işlem alanında ve bu bilgi işlemi işleyecek insan kaynağına yönelik yatırımlarını arttırmışlardır.

Bu değişimin kaçınılmaz sonucu olarak Basel kriterlerinin düzenlenmesine ortam oluşturmuştur. Basel kriterleri bankaların ve kredi talep eden kurum ve kuruluşların süregelen alışkanlıklarının değişmesine bankaların kredi faiz oranlarının belirlenmesine ve kullanılacak kredilerin teminat yapısına kadar değişiklikler getirmiştir.

Bu amaca yönelik Bank For International Settlements (BİS) bünyesinde 1974 yılında G-10 ülkeleri (ABD, Belçika, Birleşik Krallık, Fransa, Hollanda, İsveç, Almanya, İtalya, Japonya, Kanada) ülkelerinin merkez bankaları ve bankaların denetim otoritelerinin birlikteliği ile Basel Uzlaşısı süreci başlatılmıştır. Sonrasında Basel Bankacılık ve Gözetim Komitesi olarak adlandırılan komite finansal istikrarı sağlamak ve denetsel becerileri geliştirerek bankacılık hizmet sektörünün gelişimine katkı sağlamıştır. Basel uzlaşısı kurulu resmi olarak yapısal bir yapı veya otorite olarak kurulmamıştır. Finans ile kurumların üyelikleri olan bir yapıdır.

Türk bankacılık sistemi ve Türkiye ekonomisi sistemin gelişimine hızlı bir şekilde uyum sağlamıştır. Bunun en belirgin özelliği olarak yabancı sermaye girişlerindeki artış gösterilebilir.

## **ARAŞTIRMA VE BULGULAR**

### **BASEL I KRİTERLERİNİN TEMEL AMACI**

Basel sermaye uzlaşısının temel amacı bankaların finansman sağlarken karşı karşıya kaldığı kredi riskini minimuma çekerek finansman sağlanacak müşterilerin mağduriyetlerini en aza indirmek ve bankaların risk kültürlerinin oluşmasına katkı sağlayarak gerekli altyapı ve teknolojik gelişmeleri takip ederek, personellerinin eğitilmesini sağlayarak finans kuruluşları arasında haksız rekabeti ortadan kaldırmak için 1987 yılında Sermaye Yeterlilik Standartı yayınlanmıştır(Aba, 2012).

Basel I ile finansal kırılganlığın yüksek olduğu olağanüstü zamanlarda finansal istikrarı sağlayacak kriterler oluşturulmuştur. Bunlar Basel I'de iki temel özellik olarak açıklanmıştır.

1- Bankaların aktif toplamalarının sermayenin 20 katını aşmaması gerekmektedir. Yani bankalar kaynağı bir kullanıma tahsis ederken nakdi veya gayrinakdi risk tahsisi yaptığı 100 birimlik kredi için 8 birim öz kaynak bulundurmalıdır. Yani kredi kuruluşu sağlayacağı finansman için sermayesinin 12,5 katı risk alabilecektir (“Basel II Ve Kobiler”, 2006).

2- Cooke rasyosu olarak bilinen Sermaye Yeterliliği Rasyosu (SYR)'dur. Sermaye Yeterliliği Oranı Bank of England'ın yaptığı toplantıda tanımlanmıştır. G-10 ülkelerinin kabulü ile Cooke oranı adını dönemin kurul başkanının adından almaktadır (Gencer, 2013).

Cooke Rasyosu;

Toplam Sermaye

Sermaye Yeterliliği = ----- > %8

(Kredi Riski + Piyasa Riski+ Operasyonel Risk)

Basel I uzlaşısında beş farklı risk duyarlılığının olması sebebiyle Basel-I uzlaşısının risk duyarlılığı daha azdır. Bununla birlikte değişik faaliyet alanları olan tüm finansal kuruluşlara aynı koşullar dikkate alındığından literatürde "herkese tek beden elbise" (one-size fits all) olarak yorumlanmıştır. Ayrıca yine literatürde Basel- I'de, "OECD kulüp kuralı" (club rule) şeklinde yorumlanmış olan uygulama nedeniyle, OECD'ye üye ülkelere %0, üye ülkelerin bankalarına olan borçlara ise %20 risk ağırlığı verilmektedir (Yayla & Türker Kaya, 2005). OECD üyesi olmayan ülkeler için %100 risk ağırlığı uygulanması bu tanımlamaların güçsüz yanı olarak değerlendirilmiştir.

Basel I uzlaşısının risk ölçümlemesinde kullanmış olduğu tek kriter zamanla yetersiz kalmış ve değiştirilmesi zorunlu olmuştur. 1988 yılında kabul gören Basel I uzlaşısı şartları 2004 yılında yerini Basel II'ye bırakmıştır.

## **BASEL I UZLAŞISINA YAPILAN ELEŞTİRİLER**

Basel I uzlaşısının getirmiş olduğu yenilikler her ne kadar bankaların SYR'sini arttırmış olsa da zamanla gelişen finansal piyasaların uzlaşıda yetersizliklerin olduğu finans çevreleri tarafından eleştirilmiştir.

\* Sermaye yeterlilik oranı %8 olarak belirlenmiştir. SYR'nin 8'den küçük olması finansal kurumlar için faaliyetlerinin devam ettirilemeyeceği konusunda olumsuz bir yaklaşım hasıl olmuştur. Ülke ve kuruluşların yapısına göre veya piyasa koşullarına göre esneklik barındırmamaktadır(Gencer, 2013).

\* Finansman risklerine dayalı sermaye yeterliliğinin hesaplanmasında finansman sağlanan alanların borçluların ayrıştırılması yapılamamaktadır. Örneğin banka veya finansal gücü yüksek olan bir kuruluşa ya da finans yapısı yetersiz olan bir kuruluşa verilen finansman için borçlu kalitesine bakılmaksızın, aynı oranda sermaye bulundurması gerekmektedir (Gencer, 2013).

\* Basel I uzlaşısı ikincil piyasa ve finansal piyasalarda yaşanan gelişmeleri takipte yetersiz

kalmaktadır. Finansal kuruluşlar borçlarını menkul kıymetleştirme yoluna giderek azaltmışlardır.

\* Basel I uzlaşısının risk duyarlılığı olarak tanımlanan kulüp kuralı Basel I kredi risklerini 0-10-20-50-100 olmak üzere beş kategoriye ayırmaktaydı. OECD ülkelerinin risk ayırımına % 0 olarak belirlenmiştir. OECD kulüp kuralı olarak tanımlanan düzenleme Basel I'in en çok bu yönü eleştirilmektedir.

## **BASEL UZLAŞISI I'İN TÜRKİYEDE UYGULANMASI**

Türkiye'de Basel I uzlaşısının uygulanması 1988 yılında uygulama alanı bulmuş kabul görmüştür. Üçer yıl arayla süreç takip edilmiştir. İlerletilen bu süreçlerin düzenlemeleri 1989 yılında yayınlanmıştır. Türkiye'de Sermaye Yeterliliği Rasyosu; 1988 yılında uygulamaya alınmış ve finansman riskini içeren Basel I sermaye uzlaşısının Türkiye'de uygulanmaya başlaması 1989 yılında %5, 1990 yılında %6, 1991 yılında %7 ve son olarak 1992 yılında %8 olarak açıklanmıştır (Afşin Akaragitmez, 2015)

1996 yılında güncelleme ile literatüre eklenen piyasa riski Şubat 2001'de uygulamaya alınan ve Bankaların Sermaye Yeterliliğinin Ölçülmesine ve Değerlendirilmesine İlişkin Yönetmelik ile SYR'ye eklemiştir. Basel I'in uygulamaya başlanması ile finans kuruluşlarının risk kültürlerinin oluşturulması, risk kültürünün benimsetilmesi yöneticilerinin ve finans kuruluşu sahiplerinin düzenlemeleri kabul görüp uyum sağlaması ve ona yönelik teknolojik altyapının hazırlanması ve personel yapılarının ona göre yapılması ve eğitimlerinin belirlenen kurallar dahilinde verilmesi kabul görmüştür (Külahi et al., 2013).

Türkiye'de piyasa riskinin sermaye yeterliliği ölçümlerine dahil edilmesi 10 Ocak 2001 tarihli BDDK yönetmeliği ile gerçekleştirilmiştir. Özellikle 2000 yılında gerçekleşen yüksek faiz oranları ve döviz kurlarındaki dalgalanmaların beraberinde krizi getirince bir düzenleme yapılması kararlaştırılmış. Bu nedenle Bankaların Sermaye Yeterliliğinin Ölçülmesine ve Değerlendirilmesine İlişkin Yönetmelik BDDK tarafından yürürlüğe alınmış olup 2001 yılından sonra BDDK tarafından uyulması zorunlu kılınmıştır.

## **BASEL II SERMAYE UZLAŞISI**

Finansal piyasalardaki gelişmelerin ileriye gitmesi, yürürlükte olan sermaye standardının yeterli düzeyde risk ölçümlemesini yapmaması, bankaların gerçekte operasyonel riskleri karşılamalarına rağmen Basel I uzlaşısının banka sermayesini piyasa riski ve kredi riskiyle ilişkilendirmesi farklı faaliyetleri olan banka ve finans kuruluşlarının aynı kurala uyulmasının istenmesi, temel kredi risk kriteri olarak da OECD üye ülkelerinin üyeliğinin baz alınması Basel I uzlaşısının yeterli olmadığı ortaya çıkmıştır. Eleştirilerin giderilmesi, sektör risk algısının değiştirilmesi ve sektörde meydana gelen değişimlerin de göz önüne alınma amacıyla Basel Komitesi tarafından Basel II diye Haziran 1999'da ilk kuralları Ocak 2001'de

ikinci kuralları Nisan 2003'te üçüncü kuralları yayınlanmıştır.

Basel II' ye ilişkin son kurallar metini ise " Convergence of Capital Measurement and Capital Standarts" (Sermaye Ölçümü ve Sermaye Standartlarının Uluslararası Düzeyde Birbiriyle Uyumlaştırılması), Haziran 2004'te yayımlanmıştır (Gencer, 2013).

Basel uzlaşısında belirlenen kurallar bilgilendirme niteliğindedir ve herhangi bir bağlayıcılığı bulunmamaktadır. Finans alanındaki gelişmeler finans piyasasının oyuncuları arasında rekabeti ve piyasanın tüm aktörleri zincir halinde etkilemesi Basel kriterlerinin gerekliliğini mecburi kılmaktadır. AB komisyonu Basel II kurallarını kabul etmiştir. AB ülkeleri için zorunlu kılmıştır.

Basel II uzlaşısının kararlarında (Gencer, 2013);

- Finans piyasalarında güven ve istikrarı sağlamayı;
- Sektörde rekabete dayalı ve tüm kesimleri kapsayan bir ortam oluşturmayı;
- Riskleri değerlendirmede daha detaylı olarak ve daha duyarlı bir ölçüm yapılması planlanmıştır.

Basel II Sermaye Yeterliliği Uzlaşısı, getirdiği yenileşimi üç farklı yapısal blok olarak tanımlamıştır. Bunlar

"Yapısal Blok" (Pillar) olarak isimlendirilen bölümlerdir.

- Birinci Yapısal Blok: Asgari Sermaye Yükümlülüğü
- İkinci Yapısal Blok: Denetim Sürecinin İncelemesi
- Üçüncü Yapısal Blok: Piyasa Disiplini

### **1- Birinci Yapısal Blok: Asgari Sermaye Yeterliliği**

Bankaların niceliksel olarak ölçülebilen risk miktarı karşısında ellerinde tutmaları gereken minimum tutar hesaplanmaktadır. Basel II sermaye uzlaşısı sermaye yeterliliği hususunda daha kapsayıcı davranmıştır. Risk ağırlıklı varlıklarda kredi ve piyasa riskine ek olarak operasyonel riske de dahil edilmiştir (Gencer, 2013).

Buna göre yeni Cooke Rasyosu;

Toplam Sermaye

Sermaye Yeterliliği = ----- > %8

(Kredi Riski + Piyasa Riski+ Operasyonel Risk)

**Kredi Riski:** Bankaların müşterilerine kısa vadeli veya orta vadeli finansman olarak kullandığı finansmanı anlaşma yapılan süre zarfında yerine getirememesi veya gecikmeli olarak yerine getirmesinde bankanın zarara uğramasıdır.

**Piyasa Riski:** Bankaların mali piyasalardaki fiyat hareketlerindeki hareketlilikten etkilenecek şekilde zarar uğrama veya kapitali kaybetme riski olarak tanımlanır.

**Operasyonel Risk:** Bir bankanın yetersiz ve başarısız içsel süreçlerin kontrol yetersizliği, kalifiye personel yetersizliği, teknoloji yetersizliğinden ya da dışardan etki edecek faktörlerden kaynaklı bankanın kaybını operasyonel risk olarak tanımlayabiliriz. Risk ağırlıklı varlıkların dışında bankanın karşılaşma ihtimali olan bütün risklere operasyonel risk denir.

Basel I uzlaşısında asgari sermaye yükümlülüğünün hesaplanmasında meydana gelen sakıncalar gözden geçirilmiş olsada ana unsurları değişmemiştir.

Birinci yapısal blok bankaların karşı karşıya kaldığı risklere karşı minimum kapital rasyosu ile ilgilidir. Basel uzlaşısı I'de %8 olan minimum sermaye rasyosu Basel uzlaşısı II'de de %8 olarak uygulanmıştır. Risk ölçümlerinin çok hassaslaştırılması bankalara maliyet olarak algılandıkça sağlayacağı fayda ile karşılaştırıldığında az olduğu görülecektir. Asıl amaç burda bankaların karşılaşacağı riske karşı sermayeyi atıl bekletmeleri değil, kredi risk ölçümündeki kaliteyi arttırarak bankaların daha güzel stratejiler geliştirmesine yardımcı olmaktır. Bu amaç doğrultusunda denetimleri başarı ile sağlayan ve açıklık ve şeffaflık ilkelerine bağlı kalarak risk ölçümleri yapan kuruluşlar sahip oldukları riski en asgari düzeyde tutarak çalışmalar yapacaktır ve bu durum daha kaliteli ve başarılı oranlara götürecektir.

## 2- İkinci Yapısal Blok: Denetim Sürecinin İncelenmesi

Basel uzlaşısı II ikinci yapısal bloğu şeklinde tanımlanan sistemin kontrolü ve incelenmesi, bankaların ve diğer ilgili kuruluşların temel hedefi iç kontrol sağlamak ardından yetkili denetim otoritelerince denetlenmesidir. Basel uzlaşısı II'nin temelinde risk yönetimini bankaların iç kontrol ile sağlamaktır. İç kontrol sonucu bankalar kendilerine çok daha iyi kontrol sağlayarak standartların getirmiş olduğu sakıncalardan kaçınılmış olacaktır. Diğer bir sonuç ise yaptıkları kontrol mekanizmaları ile bankaların yönetimden personeline kadar süreç içindeki denetimden geçmiş olacaktır.

Basel II Uzlaşısı denetim için bazı kurallar baz alınmıştır. Bu kurallar;

1. Bankaların sorumlulukları artmakta olup her bankanın kendi risk durumuna göre kontrol sağlayacağı riski yönetmek için farklı metodlar oluşturmalı. Bankaların bu şekilde özkaynağına yönelik stratejilerin kontrolünü sağlayarak ilerleyen dönemler için kontrol sağlamalıdır.

2. Bankaların yaptığı içsel denetim modeli ile sermaye ölçümlerini ve rasyolarını denetim otoriteleri tarafından değerlendirilerek kontrol sağlanmalıdır. İnceleme birimleri banka ve finans kuruluşlarının risk yönetim süreçlerini devamlı takip etmelidir. Önlem alınması gereken durumlarda önlem alınmalıdır.

3. Denetim otoritelerinin bankalarda söz sahibi olmalı gerektiğinde daha çok sermaye bulundurmalarını isteyebilmektedir. İstenen sermaye minimum sermaye yeterliliğinden daha fazla sermaye olmasını bankalardan talep etmelidir.

Genel kabul görmüş minimum sermaye rasyonu Basel uzlaşısı II'de % 8 iken BDDK Türk bankacılık sisteminde asgari sermaye oranının %12 olmasını istemektedir.

4. Herangi bir durumda kontrol mekanizmalarının müdahalesi ivedi gerçekleştirilebilmelidir. Bankaların kapitali risk profillerinin gerektirdiği asgari kapital seviyesinin altına düşmesi durumunda, kapitalinin çoğaltılmasını daha da önemlisi yeterli seviyede olmayan kapitali zayıflatmaya neden olan nedenlerin engellenmesine yönelik önlemlerin devreye alınması gerekir.

### **3- Üçüncü Yapısal Blok: Piyasa Disiplin**

Basel uzlaşısı II yeni oluşturulan piyasa demetimi, Basel uzlaşısı II'nin üçüncü ayağını meydana getirmektedir. Basel uzlaşısı II komitesinin hedefi kamuyu aydınlatma kurallarını genişleterek şeffaf olarak açıklayarak piyasa kontrolünün sağlanmasıdır. Kamuoyuna açıklanan bilgiler ile bankalar denetim otoritesi ve diğer piyasa ajanları arasındaki doğruluğu tartışmalı bilgilerin engellenerek gerçek bilgiye ulaşılması amaçlanmaktadır (Candan & Özgün, 2010).

Bilginin ilgili yerlere ulaştırılması konusunda piyasa hakimiyetinin artırılması sağlanmaktadır (Özer, 2009). Kamuya açıklanan bilgilerin bankaların risk profillerini, risk yönetim süreçlerini ve sermaye yeterlilikleri konularını içermektedir.

Kamuyu aydınlatma bilgilerine ilişkin oluşturulan genel çerçeve kısaca şu kriterlerden oluşmaktadır.

\* Uygulamanın çerçevesi hakkında bilgilendirme,

\* Sermaye'ye ait açıklamalar

- Sermayenin öğeleri

- Sermaye yeterliliği öğeleri

\* Risk profiline ait açıklamalar

- Genel bilgiler

- Kredi riski

\* Portföylere ait açıklamalar

- Kredi riski profili

- Kredi riski azaltma teknikleri

- Menkul kıymetleştirme

- Piyasa riski

- Operasyonel risk

- Hisse senedi yatırımları

- Yapısal faiz oranı riski

Yukarıda sayılan kamuya bilgi aktarımı tekniklerinin zorunluluğu bulunmamaktadır. Kurum ve kuruluşlar kendi açıklama tekniklerini hayata geçirebilirler. Ancak açıklanan bilgilerin doğruluğunun kanıtlanması açıklamada bulunan kurum ve kuruluşu düşmektedir.

### **BASEL III SERMAYE UZLAŞISI**

2008 yılı eylül ayında ABD'nin büyük finans kuruluşunda Lehman Brothers iflas ettiğini kamuoyu ile paylaşmıştır. Arkasından Fannie Mae ve Fredi Mac'in kamulaştırılmıştır. AIG sigorta şirketi iflas derecesine yaklaşmıştır. Fortis bölünmüş ve el değiştirmiştir. En büyük ticari bankasının batmasının ardından ABD'nin finans sistemi işlemez hale gelmiştir. Bu gelişmeler kriz durumları için yeterli önlem alınmadığı ve Basel II ile uygulanmaya çalışılan sistemin yeterli olmadığı görülmüştür. Bu olaylar ülkelerin bankalarına ciddi destekler vermesine yol açmıştır. Bu destekler gelecekte muhtemel buhranlara önlem amaçlı finans piyasalarının daha sağlam olmasını sağlamaya yönelik;

\* Kaliteli sermaye yapısının oluşturulması

\* Likidite durumunun gözden geçirilmesi

\* Ekonomik konjoktürün dikkate alınması

\* Sermaye ihtiyacının arttırılması gibi hususların gündeme getirilmesini sağlamıştır.

Bu şekilde buhran durumlarında sistemin kontrol sağlanamadığında ve tedbirlerin alınmadığı ve mevcut yapının ciddi eksiklikler barındırdığı görülmüştür (Arslan, 2007). Krizin neticesinde sistemin takip edilmesi ve olumsuz durumlarda anlık tepki verilebilmesi sağlamak adına Basel III Sermaye Yeterliliği Uzlaşısı 1 Temmuz 2009 tarihinde diğeri Aralık 2009

tarihinde olmak üzere 2 paket olarak sunulmuştur.

Basel III uzlaşısı ile bankacılık sistemi ve finansal piyasaların hedefledikleri;

- Bankacılık sisteminin finans ve ekonomik olarak sisteme uyarlanması,
- Risk yönetimi ve kurumsal yönetim alanında sistemin daha entegreli çalışması,
- Piyasa kontrolünün denetiminin arttırılması,

Bu amaçlara ulaşmak için Basel III uzlaşısı kapsamında;

- Sermaye yeterliliğinin ölçümlenmesinin arttırılması, nitelik olarak geliştirilmesi,
- Sermaye yeterliliğinin ekonominin gidişatına göre çoğaltılıp ve azaltılması,
- Likidite rasyolarının oluşturulması,
- Karşı taraf riski hesaplamalarında değişik yöntemler kullanılmalı,
- Alım ve satım işlemlerine ait riskle ilgili çalışmalar yapılması,

Burada belirtilmesi gereken nokta, Basel III uzlaşısı olarak sunulan kriterlerin Basel II uzlaşısını ilga eden bir yenilik olmaması tam tersi Basel II'yi destekleyen ve güçlendirecek daha gelişmiş düzenlemeler olmasıdır.

Basel III uzlaşısı ile kalitesi yüksek öz kaynak meydana getirmeye çalışılmıştır. Bu çalışma ile ana sermaye kalemlerinden öz kaynağın gücünün arttırılması öngörülmüştür. Oransal olarak sermaye rasyolarında artış yapılmıştır. Çekirdek sermaye rasyosunun %7'ye, ana sermaye rasyosunun %8,5'e kademeli olarak arttırılacağı benimsenmiştir.

### **Basel III Uzlaşısı - Özkaynak ve Sermaye Yeterlilik Oranları**

Basel II düzenlemesinin daha öncede belirtildiği üzere Basel II düzenlemesini destekleyen ve bazı alanlarında değişiklikler yapılarak açıklanmaya çalışılmaktadır.

\* Basel II'de yer alan öz sermayenin yapısı değiştirilmiştir. İlave özkaynağın ana sermayenin %100 geçmeyeceğini üçüncü kuşak sermaye uygulamasını kaldırmıştır.

\* Basel I ile getirilen toplam sermaye yeterliliği standart rasyosu olan %8 olarak korunmuştur.

\* Ana sermayede yer alan ve zararı karşılamada daha güçlü unsurların çekirdek sermaye olarak isimlendirilmiştir.

\* Basel III ile birlikte düzenleme çerçevesine alınan ve " asgari çekirdek sermaye" rasyosu



olarak isimlendirilen Çekirdek Sermaye / Risk Ağırlıklı Varlıklar oranının 2013 ile 2015 yılları arasında kademeli olarak %2'den %4,5 'e, ana sermaye olarak adlandırılan çekirdek sermayeye ve ana sermayeye dahil edilecek diğer kalemler oranının ise %4'ten %6'ya çıkarılması belirlenmiştir. Bunun yanında katkı sermaye yeterliliği oranı %2'dir.

### **Basel III Uzlaşısı - Özkaynaklar ve Sermaye Kullanımı Tamponları**

Bankaların özellikle ekonominin buhran dönemlerinde olması gereken öz kaynakğa sahip olamaması ifa ettiği asıl görevinin daha sağlıklı bir şekilde devamının sağlanmasını sağlayabilmek adına minimum olması gereken sermaye oranına ilave özsermaye olarak iki farklı sermaye koruma tamponu geliştirilmiştir.

**Sermaye Koruma Tamponu:** Ekonomi biliminin ve finansal işaretlerin gerçeği göstermemesi durumunda oluşan kayıpların öz sermayenin sermaye yeterliliği konusunda düzenlemelerin oluşacak riskin engelleyememesinin önüne geçmek için banka ve finansal kuruluşlarda olması istenen çekirdek sermayeyi tanımlamaktadır.

**Döngüsel Sermaye Koruma Tamponu:** Kredi hacminin artması ile bankaların oluşan risk düzeyini artmasına neden olduğunda özsermayenin sermaye yeterliliğini karşılayamayacak durumda kalmasını engellemek adına bankaların bulundurması gereken ek çekirdek sermayenin tutarını tanımlamaktadır.

Ekonomik eylemin risk yönetimi çerçevesinde analiz edildiğinde, ekonomik büyümenin artış gösterdiği finansman kullanımındaki artış nedeniyle oluşacak risklerdeki artışı ile bankaların ek sermaye olarak öz kaynak bulundurması beklenmektedir. Ekonomik eylemlerin yavaşladığı ve kullanılan finansmanın azaldığı zamanlarda ise bankaların ek özkaynak yükümlülüklerinin azaltılması öngörülmektedir.

### **Basel III Uzlaşısı - Kaldıraç Oranı**

Bankaların veya finans kuruluşlarının faaliyetlerinin devamlılığını sağlamak ve öz sermayenin dışında kaynak temini için kaldıraç kullanılmaktadır. Bu düzenleme çerçevesinde uygulanan kaldıraç oranı hesaplanması bu formül ile yapılmaktadır.

Ana Sermaye

Kaldıraç Oranı = -----

Toplam Risk Tutarı

Oranın formülünde; pay kısmında ana kuşak sermaye olarak isimlendirilen öz kaynak bulunmaktadır. Formüldeki rasyonun payda kısmında ise bazı dönüşüm oranları baz alınarak toplam risk hesaplanmaktadır. Bu sonuçlar ile ve kaldıraç rasyosu olarak tanımlanan rasyonon dönemler itibari ile %3 olarak tutturulması ve bu seviyelerde devamlılığının sağlanması gerekmektedir.

### **Basel III Uzlaşısı - Likidite Oranları**

2007 yılı öncesi piyasanın yüksek tutarlarda ve uygun faiz oranları ile finansmana erişim sağlanması bankaların ve finans kuruluşlarının kısa vadeli vadeli ve vadesiz finansmana yönelmeleri banka ve finansman kuruluşlarının likidite açıklarına tedbirsiz yakalanmalarına sebep olmuştur. Bunun neticesinde, bankaların daha kuvvetli bir likidite yapısıyla çalışmalarının devamını sağlamak için Basel III uzlaşısı ilk defa uluslararası likidite kuralı olarak likidite karşılama oranı (LKO) ve net istikrarlı fonlama oranı (NİFO) geliştirilmiştir. Bu rasyoların birbiri ile yakın ilişkili içerisindedir. Kalitesi yüksek varlıklara dikkat çeken Likidite karşılama oranı ile NİFO'nun likit olmayan veya vadesi uzun varlıkların devamlılığı olan fon yapısıyla fonlanmasına dikkat çekmektedir.

### **Basel III Uzlaşısı - Likidite Karşılama Oranı (LKO)**

LKO'nun belirlenmesinde standart "Karşılama rasyosu" yöntemi kullanılmaya devam edilmiştir. LKO ile istenildiği zaman elden çıkarılabilecek herhahgi bir kayba neden olmadan oluşan likiditesi yüksek varlık stokunun net nakit çıkışlarına oranlanmasıyla hesaplanmaktadır. Bankaların 30 günlük net nakit çıkışlarını karşılamasını sağlayacak kalitesi yüksek likit varlıkların elde tutulması hedeflenmektedir. Düzenlemede kullanılan 30 günlük süre, bankanın ya da denetim otoritesinin yeterli önlemi alması için gereken zaman olarak düşünülebilir.

Bankanın 30 günlük zaman zarfındaki toplam nakit çıkışları ile toplam nakit girişleri arasındaki fark "net nakit çıkışı" olarak ifade edilmektedir.

Belirlenen bu kaideler etrafında hesaplanan hem konsolide hem de konsolide olmayan toplam LKO %100'den, yabancı para cinsinden kalemleri dikkate alınarak aynı şekilde hesaplanan konsolide ve konsolide olmayan yabancı para LKO ise %80'den az olmamalıdır.

### **Basel III Uzlaşısı - Net İstikrarlı Fonlama Oranı (NİFO)**

NİFO ile bankaların vadesi bir yıldan uzun yükümlülükler ile karşılanması ve çekirdek sermayenin toplam sermaye içerisindeki payının fazlaştırılması hedeflenmektedir. Bankanın mevcut fonunun olması gereken fon tutarından fazla olması gerekmektedir.

Net istikrarlı fon miktarı bankanın uzun vadeli olarak bulundurması beklenen yabancı kaynak

ve öz sermayenin toplamıdır. Net istikrarlı fon gereği ise aktifin likidite ve vade yapısı ile bilanço dışı işlemlerden kaynaklanabilecek likidite ihtiyaçları dikkate alınarak hesaplanmaktadır.

#### **4. BASEL IV DÜZENLEMELER (Aba)**

Basel I uzlaşısı sermaye ve riski basit olarak karşılaştırmış ancak risk ölçümünde yetersiz kalmıştır. Bu yetersizlik teknolojinin yeterli olduğu ve risk ölçümünün yüksek gelişmiş matematik ve istatistiksel metodlar ile Basel II uzlaşısında eksikliklerin tamamlanmasına çalışılmış. Basel III sermaye yeterliliği konusunda sermaye yapısındaki kaliteyi yakalamak için likidite riskine ilave risk bazlı olmayan kaldıraç oranı dahil edilmiştir.

Bu değişiklikler ile bankalar ve finans kuruluşlarının riskleri belirlemede karmaşık modeller kullanılmıştır.

Son zamanlarda Basel uzlaşısı kapsamında bankaların ve finans kuruluşlarının sermaye büyüklükleri ile ilgili araştırmaların aynı risk boyutlarına ulaşmış ve gelişmiş yöntemleri kullanan banka ve finans kuruluşlarının risk ağırlıklı varlıklarını kıyaslandığında birbirinden farklı yönleri belirlenmeye çalışılmıştır. Yapılan araştırmalar neticesinde banka ve finans kuruluşlarının karşılaştırılmasında önemli sorularla karşılaşmış ve araştırmalarda kullanılan yöntemlerin risk belirlenmesi ve finans kuruluşlarının kıyaslanmasına imkan sunmadığı ortaya çıkmıştır.

Yapılan incelemelerde banka ve finans kuruluşlarının risk ağırlıklı varlıklarının toplamı arasındaki değişikliklerin aynı risk profiline sahip banka ve finans kuruluşlarının uygulanan metodlarında temerrüt riski ve temerrüt durumundaki kayıp konularında farklı metodlar kullanımından kaynaklanmaktadır. Basel uzlaşısı bu meselenin giderilmesi için, sermaye yeterliliği rasyosunun payda kısmındaki kredi riski, piyasa riski ve operasyonel risklere yoğunlaşmış, bankalar arasındaki bu farklılıkları giderecek farklı metodlar kullanılmış.

Kullanılan bu yöntemlerin en belirgin özelliği, Basel IV uzlaşısının düzenlemelerinin Basel I uzlaşısı kurullarını basitlik ve karşılaştırılabilirlik kurallarına uygun düzenlenmiştir. Basel uzlaşmaları bankaların ve finans kuruluşlarının uyguladıkları birbirinde değişik karmaşık metodlar kullanmasının kamuyu aydınlatmasında açıklık ve şeffaflığı sınırlayabildiğini düşünmektedir.

Bu sebeple, banka ve finans kuruluşu, şeffaflığa açıklığa olması gereken önemi vermeli, risk profili ve risk ölçümüne ilişkin olarak gerekli açıklamaları kamuoyu ile yeterli düzeyde şeffaf olarak paylaşmalıdır. Piyasa katılımcılarının bu bankaların ve finans kuruluşlarının riskleri konusunda daha bilinçli karar vermelerini sağlayabilecektir.

Basel IV uzlaşısının ana unsurunu meydana getiren 2017 düzenlemesine ilişkin teknik bilgi Bank for International Settlements tarafından 2017 yılında yayımlanan “High Level Summary of Basel III Reforms” adlı araştırmasında özet halinde önemi yüksek konuları içermektedir.

Basel IV uzlaşısı olarak isimlendirilen Basel III uzlaşısının revizeleri, piyasa riski, kredi riski ve operasyonel riskin hesaplanmasında hesaplanamayan kredibilitiyi hesaba katmayı banka ve kuruluşların sermaye oranlarının karşılaştırılabilirliğini bu şartlarla arttırmayı amaçlamaktadır:

- Risk ağırlıklı varlıklar için standartlaştırılmış yaklaşımların standartlaştırılmış yaklaşımların dayanıklılığını ve risk hassasiyetini yükseltmek,
- Finansman riskinin içsel sıralamasında öz kaynak ihtiyacını belirleyebilmede belirli girdilere olması gereken sınırlar belirleyip ve KDD riski ve operasyonel risk hesaplamaları için içsel metodu devre dışı bırakarak kullanımını sınırlamak,
- Global sistemin önemli bankalarının kaldıraç rasyolarını belirli sınırlamalar ile sınırlandırmak için kaldıraç oranı tamponu uygulanmalı
- Uygulamada bulunan Basel II verilerinin ait veri tabanının, Kurulun yeniden düzenlenmiş Basel III uzlaşısına dayanarak daha kaliteli, riske hassas bir tabanla değiştirilmesini sağlamak.

## SONUÇ

1970'li yıllarında oluşan krizleri önlemek için piyasaların düzen içinde çalışmasını sağlayacak otorite olarak BIS içerisinde "Bankacılık Düzenleme ve Denetim Uygulaması Komitesi" ismi ile bir kurul oluşturulmuştur. Kurul finans piyasalarını araştırarak olması gereken politikalar ile çözüm bulmaya çalışmaktadır. Kurul kendi kuralları çerçevesinde düzenlemelerde bulunarak sektöre uygun kurallar belirlemiştir. Basel sermaye uzlaşısı ile 1988 yılında piyasanın ihtiyaçları çerçevesinde eksiklikler tamamlanmaya çalışılmıştır. Bankacılık Düzenleme ve Denetim Uygulaması Komitesi araştırmaları ve kriterleri ilgili kurum ve kuruluşların önerilerini dikkate alarak düzenlemeler yapmıştır.

Kurul tarafından oluşturulan kriterlerin bağlayıcılığı bulunmamakta yapılan incelemelerin güvenilirliği ve tavsiye edilen kriterlerin finans piyasasında oluşacak olumsuzlukları önleneceğinin aşikar olması kurulun belirlemiş olduğu kriterlerin çoğu ülke benimsemiş olup ve uygulama alanı bulmuştur. Avrupa Birliği üye ülkelerine zorunlu tutmuş, Kurul kararları ABD ve Kanada gelişmiş ülkeler tarafından da benimsenmiştir. Basel kriterlerine ülkemizde de büyük önem verilmektedir. Ülkemizde 26 Ekim 1989 tarihinde 3182 Sayılı Bankalar Kanunu ile finans sektörüne katkı sağlayacak olan Sermaye Yeterliliği kuralını uygulayacağını açıklamıştır. Basel I kuralları yürürlükte iken Basel II kurallarının benimsenerek uygulanmaya konulmuştur. BDDK Türk finans piyasasının denetim ve güvenilirliğini maksimum seviyeye getirmek için sıkı takip etmektedir. 1990'lı yıllarda finans sektörünün öncelikli sıkıntıları yeterli sermayenin olmamasıydı. Kasım 2000 ile şubat 2001

krizlerine farklı sorunların beraberinde, sermaye yetersizliğinin Türk Bankacılık sektörü için Basel düzenlemelerine uyumu mecburiyet olmuştur. 2000 yılı Ağustos aylarında faaliyetine başlayan BDDK bankaların özkaynak oranı kuralını Basel tarafından benimsenen standart oranı hesaplayabilmek için 10 Şubat 2001 tarihinde Bankaların Sermaye Yeterliliğinin Ölçülmesine ve Değerlendirilmesine İlişkin Yönetmeliği yayımlanmıştır. Yapılan çalışmada sermaye yeterliliğinin Düzenlemede, sermaye yeterliliğinin hesaplanma ve uygulanma esasları güncellemeleri yapılmıştır.

## KAYNAKÇA

Afşin Akaragitmez, E. (2015). Basel III Kriterlerinin KOBİ'ler Üzerindeki Etkileri Osmaniye Örneği (Tez).

ARSLAN, İ. (2007). Basel Kriterleri ve Türk Bankacılık Sektörüne Etkileri. Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi (18), 49-66.

Basel II ve Kobiler . (2006, August 15). In Istanbul YMOO (06/42-43-44-45-46). Retrieved February 24, 2024, from <https://www.istanbulymoo.org.tr/Data/Platform/1231.pdf>

Candan, H. ve Özgün, A. (2010). Bankalarda Risk Yönetimi ve Basel 2, Türkiye İş Bankası Kültür Yayınları.

Gencer. (2013, February). Basel I, Basel II, Basel III Sermaye Uzlaşmaları. Vergi Raporu, 151, 143-157. [https://vergiraporu.com.tr/upImage/org/2013-161-Basel\\_I\\_Basel\\_Ii\\_Basel\\_Iii\\_Sermaye\\_Uzlasilari-Halil\\_Gencer%20.pdf](https://vergiraporu.com.tr/upImage/org/2013-161-Basel_I_Basel_Ii_Basel_Iii_Sermaye_Uzlasilari-Halil_Gencer%20.pdf)

High-level summary of Basel III reforms. (2017, December). Bank for International Settlements. [https://www.bis.org/bcbs/publ/d424\\_hlsummary.pdf](https://www.bis.org/bcbs/publ/d424_hlsummary.pdf)

Külahi, Tiryaki, & Yılmaz. (2013). Türkiye'de Basel I, II ve III Kurallarına Uyum Süreci. Dergipark, 10, 185-200. <https://dergipark.org.tr/tr/download/article-file/165824>

Özer, I. (2009). Basel 2. Yayımlanmamış yüksek lisans tezi. Marmara Üniversitesi, Sosyal Bilimler Enstitüsü. İstanbul.

Yayla, & Türker Kaya. (2005, May). Basel-II, Ekonomik Yansımaları ve Geçiş Süreci. Bankacılık Düzenleme Ve Denetleme Kurumu ARD Çalışma Raporları. [https://www.bddk.org.tr/ContentBddk/dokuman/duyuru\\_basel\\_0001\\_46.pdf](https://www.bddk.org.tr/ContentBddk/dokuman/duyuru_basel_0001_46.pdf)

# **PROMOTION OF TOURIST ATTRACTIONS IN ALBANIA THROUGH AN EFFICIENT MARKETING STRATEGY AND IMPACT ON THE ECONOMY**

**Gjokë ULDEDAJ**

President of the Board, Qiriazi University College, Tirana, Albania

**Edlir ORHANI**

Department of Business Management, Qiriazi University College, Tirana, Albania

## **Abstract**

Currently, Albania is a growing destination for foreign tourists because the country offers diverse natural, cultural, historical, and spiritual sites. Thanks to the contribution of national and foreign archaeologists, who have shed light on the rich Albanian archaeology, these sites have today received the designation of tourist destinations. However, the current situation does not reflect the full potential of Albania in this field because the country has many more discovered areas that need to be brought to light and promoted. Just as there are, a significant number of historical and cultural objects need to be treated and revived according to the standards of the time. Likewise, there is a need for the tourist guides to find new ways of marketing while leading and guiding the groups of tourists. The purpose of this study is to highlight the problems of promoting tourist attractions and handling cultural objects as well as to suggest new alternatives that are more efficient and compatible with the demands of the time. The methodology used in this research is a combination of qualitative and quantitative methodology. Specifically, for data collection, the main instruments used are a semi-structured interview and a focus group. Also, we have tried to extract data from tourist subjects, the institute of monuments and representatives of the tourism community, through which we have managed to draw conclusions and suggestions. The analysis of the data obtained in this study highlights the urgent need for a new and moderate conception and attitude for the strategy of promoting Albania's tourist attractions. The Albanian monuments of cultural heritage, as a precious asset, should take a special importance in the life of the country, through the functional promotion that becomes part of the life of its own citizens.

**Keywords:** cultural tourism, tourist attractions, tourist guide, management of cultural, monuments, revitalization of cultural heritage.

## **Introduction**

This research focuses on the current demand for effective strategies on the management and especially the promotion of cultural heritage works, seeing this as a basic element to develop a sustainable cultural tourism. In recent years, a tourist movement has been noticed in Albania, which is increasing from year to year. Part of this movement is also the cultural tourism movement, which occupies the main place in the general tourism agenda in our country. For this purpose, our study focuses on the analysis and evaluation of tourism developments to identify problems as well as to argue the need to review and design more effective strategies in our tourism services.

The study was implemented through the qualitative and quantitative approach of scientific research, mainly through interviews with focus groups, but also with individuals. For this purpose, the instrument was built with seven basic questions related to the purpose and objectives of the scientific investigation. This instrument was constructed as an open-ended guide to generate and stimulate discussion about tourism experiences and practices in Albania. The findings of this study coincide with the findings of many similar studies conducted in other countries that have consolidated experiences in this direction.

Currently, the interest in touristic Albania has been manifested in all dimensions, especially during the year 2023, and a historical record is foreseen until the end of this year. Consequently, such an increasing figure of the tourist movement means even more visitors to the country's cultural monuments. If we refer more specifically to the official data of the Ministry of Tourism and Environment (2023), they speak of a 67% increase in tourists to these monuments in June 2023, compared to the same period a year ago. So, the first six months of 2023 marks a total increase of 53% in the number of visitors to cultural monuments compared to the same six-month period of the previous year. The most visited objects in the country are the archaeological parks and the historical-cultural monuments, which have also recorded record revenues. The Castle of Gjirokastra has the largest number of visitors, followed by the Archaeological Park of Shkodra, the Archaeological Park of Butrint, and the Durrës amphitheater. More specifically, Gjirokastra Castle was visited by 50.6 thousand visitors in the first six months of the year, twice as much compared to the same period in 2022. Shkodra Archaeological Park, 53 thousand visitors or 30% more visitors in January-June 2023, compared to the same period a year ago. Butrint Park in January-June was visited by at least 37.2 thousand tourists, mainly from elite groups, a category which pays a lot of attention. The Amphitheater of Durrës had nine thousand visitors, with an increase of 64%, compared to the first 6 months of 2022 (Maho, 2023).

The year 2023 is defined by the Albanian authorities as "the year of the tourist boom", but regardless of this growing trend, to ensure a sustainability and further growth of the tourist movement, first, it would be good to make an assessment of it from all administrative structures to record what went well and where the deficiencies are, or what can be corrected in accordance with international standards. Secondly, we think that it is worthwhile to work for awareness to create a new concept, especially for cultural tourism and its development. Third, concrete measures should be taken to align the treatment and management of our cultural heritage works with the standards of developed countries. Referring to international practices, there are many examples of the integration of cultural heritage in socio-economic development. Examples include urban and rural, national and local spaces in both industrialized and developing countries such as in England, European Union countries, Canada, Australia, Japan, Middle Eastern countries, North African countries and others (World Bank, 2001). However, we must emphasize that the cultural heritage, treated in terms of development, still remains an area that needs further research both theoretically and practically.

### **Theoretical conceptualization**

At the end of the 20<sup>th</sup> century, specifically in 1999, the concept of cultural heritage, given by UNESCO (2003) and internationally accepted, includes material and immaterial cultural heritage, as well as the environment. In recent heritage publications, explanations of this concept are evident in the spatial context (in relation to place, leisure and tourism) and in historical reality, national identity, planning and conservation, formal and informal education, business and design. According to researchers in this field (Yahaya A., 2006), the most

characteristic elements of heritage are elasticity and dynamism. What makes heritage resilient is the fact that, in its broad sense, it includes "everything inherited from the past", and in its narrow sense, it includes that which has historical and cultural significance. Other definitions define culture as "contemporary purposes of the past" or "that part of the past that we have chosen in the present for contemporary purposes, whether economic, cultural, political or social" (UNESCO, 2003).

According to Colin Michael Hall & Mc Arthur (1996), four main heritage values are identified: economic values, which are related to the generation of income that comes to a country as a result of using this heritage for tourism and recreational purposes; social and cultural values, which are expressed in a person's strong spiritual connection with the country and his identity at the local and national level; scientific and educational values, which are expressed in the transmission of cultural values from one generation to another, to better understand the high cultural level that characterizes the period of their construction; and political value, which is expressed through the use of cultural heritage and the values it contains by politicians to promote their historical values and national identity.

The World Tourism Organization (WTO) defines tourism as the activities of individuals during their travel and stay in a country outside their usual place of residence, in a period of less than one year, for leisure, business or other purposes (WTO, 2010). In this view, the European Organization of Tourism and Leisure (ATLAS) describes cultural tourism as the movement of people towards cultural attractions, away from their place of residence, in order to gather information and experiences to satisfy the needs of their cultural. Researcher Catherine Trautmann (1994) points out that cultural tourism is not only cultural heritage tourism. Cultural tourism works as a network. Indeed, it includes types of art, such as dance, music, theatre. Thus, cultural tourism can be seen as the visit of people from abroad motivated in whole or in part by the hospitality of the community, with an interest in the historical, artistic, scientific heritage or lifestyle offered by a community, a region, a group, or an institution. The increasing inclusion of culture in tourism as a basic component for the tourism industry is a change that has led many authors to suggest that the current growth of cultural tourism is something "new" and qualitatively and quantitatively different from the cultural tourism of Grand Tour. However, guided tours can be more effective if they are part of a long-term dynamic process (Burrai et al, 2023).

There are several ways in which people conceptualize tourism and do tourism. Theresa Rappensperger (2023) says that, for her, tourism is when she is offline and is skiing or hiking in the mountains. Meanwhile, Kevin Eagan (2024) sees tourism as connected to technology. He indicates that important technological developments, such as artificial intelligence (AI) and green technology, are going to impact the tourism industry through 2024, resulting in beneficial outcomes for travellers, hotels, hosts, vacation rental leaders, OTAs, and other tourism businesses that can forecast future growth (Eagan, 2024). Cultural tourism is also undergoing changes in both terms: in the way in which tourists consume culture and in the way in which culture is offered for tourist consumption. Cultural tourism has repeatedly been identified as a powerful economic and social resource, a development asset that can be used as a catalyst for local development, provide employment, generate income, revitalize urban and rural spaces, protect of the environment and the strengthening of social communities (Richards, 1996). Forecasts show that investments in cultural heritage will increase even further, making it the most important product of the 21<sup>st</sup> century, determining the future of communities (Willmott, et. al., 2001). This means that cultural tourism is part of sustainable development, along with the other three components, economy, society, and environment. Numerous social and economic benefits can be achieved from its appreciation and protection. According to Japanese researcher Loulanski (1996), attention and debates between theorists



and practitioners should focus not so much on the question of "if" but on the question of "how" cultural heritage, tourism and development can be successfully integrated in a sustainable manner?

### **Research methodology**

As mentioned above, the methodology we use to elaborate on this topic is mainly qualitative methodology. For data collection, the main instrument is a semi-structured interview with a focus group. But in order to provide sufficient data and to help in understanding the current tourist situation in our country, we also used some ready statistical data obtained from the Portal of the Ministry of Tourism and Environment of Albania.

### **Purpose of the study**

The purpose of the study is to help create a clear and more complete vision for the management of our cultural heritage, seeing this in relation to the new situation of the tourist movement in general and cultural tourism in particular.

### **Objectives of the study**

- To assess the current state of how cultural heritage is treated and promoted.
- To highlight the problems that tourist attractions are facing today and to contribute in any way to overcoming them.
- To suggest new innovative ideas for the treatment and promotion of tourist attractions according to the standards of the time.
- To give orientations on the enrichment of typologies and marketing alternatives of these attractions.
- To give suggestions and solutions, for the quality of performance, with tourist groups during the development of guides and the practice of historical and cultural tourism.
- These ideas should be put to the function of institutions or subjects, which deal with hospitality tourism.

### **Limitations and limitations of the study**

Regardless of the results, this study has some limitations that should be addressed in future research in the field of cultural heritage management strategies. First, this study is not a purely longitudinal study, nor does it aim to get inside the problem it deals with. Second, the study did not extend to a generalizing sample and did not touch many variables of the relationship of cultural heritage with cultural tourism. Thirdly, the study did not include all the target regional territories of our country, but only in a limited sample of 54 visiting subjects and managers or specialists of some of the most important territories of our cultural heritage. Also, in the study, no other method of expanding information was used to ensure comprehensive benefits, except for the focus group method and some statistical data.

## Ethical issues

First, the subjects were informed of the request to be part of the study as well as their informed consent. Also, the participants were made aware of the importance of confidentiality, which includes not disclosing any information brought up during the focus group discussion. Likewise, before the focus group interview, respect for the diversity of everyone's thoughts, perspectives and experiences was requested, as a high ethical consideration in a group communication.

## Data collection and analysis

Based on the concept of Krueger and Casey (2000), the collection and analysis of data is put at the service of realizing the purpose of the study. For this reason, our analysis also went through meaningful units of identification, coding these units in relation to the context, goals and objectives of the study. This procedure is known as the “open coding process” in the literature (Berg, 2001). Also, the data were coded in terms of the frequency of mention of terms by the participants, for similar terms for the same or similar purpose questions (Gough B. & Madill A., 2008).

The coding process went through a comparative phase in a comparative axial axis, evaluating and repairing the data several times to understand differences and similarities, obtaining issues related to the study participants' interpretation of the topic while converging with the goals and study objectives. The data analysis of this study is presented in three tables, which summarize the demographic data in (Table 1), the most frequent citations from the data collection, the coding of terms and the classification of conceptual categories in (Table 2), and in (Table 3) where conceptual indicators of classifications are listed as findings and conclusions of the study, whenever in accordance with the purpose and objectives of this study.

Table 1. Presentation of demographic data

No. of participants	54 subjects
Gender	40 (M) & 14 (W)
Age	39– 61 years old
Schooling	Highierand medium education
Time period	May-September 2023
Citizenship	40albanians and 14 foreigners
Region	Tirana, Berat, Korça, Gjirokastra, Saranda

Comment: The table above presents demographic data of the subjects that were part of this study. More specifically, subjects (40 men and 14 women) were activated in the study. Of them, 40 have Albanian citizenship and 14 have Italian citizenship. 5 focus group interviews were conducted (4 interviews with Albanians, who were employees and specialists in the Regional Directorates of Culture as well as operators of tourist agencies, while 1 interview was conducted with Italian tourists during a 5-day tourist itinerary that they conducted in Albania during the year 2023). The data were collected in regions such as Tirana, Berat, Korça, Gjirokastra, and Saranda.

Table 2. Citations, indicators, codes

Citations	Indicators	Codes
<p>I had other thoughts about Albania and its cultural heritage.</p> <p>I changed my opinion about cultural tourism and its real values, that's why I practice it.</p> <p>Tourism satisfies my interests when it is well directed and managed.</p> <p>I think cultural tourism is at the top of the list.</p> <p>We want to see as many concrete things as possible and not too many stories.</p> <p>The tourist movement is more oriented towards cultural monuments, but I want to practice other innovations of tourist activities.</p> <p>The tourist movement is more oriented towards cultural monuments, but I want to practice other innovations of tourist activities.</p> <p>I practice more cultural Ecotourism. I want to explore nature, its beauties and values as much as possible.</p> <p>I practice tourist movements with groups, walking or horseback to areas that are far from large urban centres.</p>	<p>Country image</p> <p>Cultural heritage</p> <p>Management strategy</p> <p>Cultural tourism</p> <p>Cultural ecotourism</p> <p>GIS technology</p> <p>Typology of tourist activities</p>	<p>The tourist movement has a strong influence on the growth of the image of a country.</p> <p>Monuments of material culture (medieval castles, arched bridges, museums and others) and monuments of immaterial culture (Folk costumes and traditional clothing, customs and ceremonial rites, traditional songs and dances, traditional cooking and serving food and others).</p> <p>There is a need for effective strategies in the management of cultural heritage.</p> <p>Tourist movement towards a country or region to get to know the culture, history, art, architecture, religion and other elements that have helped in the way of life.</p> <p>Tourist activities for flora and fauna, intertwined with material and spiritual cultural heritage.</p> <p>GIS, Information Device (digital geo-information), which serves all tourists, to get a detailed information on cultural objects as well as the identification of their location, planning well and faster their tourist tour.</p> <p>Development of diverse tourist activities that practice the sport of skiing, tourist trips with special cars, walking or horseback in groups to areas with natural wealth: characteristic rivers, karst caves, waterfalls and others.</p>

The analysis of qualitative data in this study, in order to arrive at assessments and conclusions, has been subjected to a long process of deductive reasoning, passing the stages of de- contextualization, dividing the quotes into small units of meaning. In the re-contextualization phase, checking that all aspects of the content are related to the purpose of the study (Burnard, 1991).

From the analysis of the quantitative data that we were able to provide from the Portal of the Ministry of Tourism and Environment, it is noted that in the last three years there is an increase in the tourist movement in all its indicators. Thus, more specifically, in Albania, there are 621 tourist agencies distributed throughout the territory, 222 tourist operators and 522 tourist guides. If we refer to the data below (Figure1), we must emphasize that from 2021 the number of certified national and local tourist guides has increased.

Table 3. Certified tourist guides during the years 2021-2023

Year	For national category	For category local	Total
2021	35	6	41
2022	54	2	56
2023	118	6	124

Graphic 1. Certified tourist guides during the years 2021-2023



Comment: From the analysis of quantitative data, we come to the conclusion that the tourism movement of recent years increases the responsibility of the institutions that deal with its management to show continued care not only for the expansion and extension of tourist units throughout the territory of the country, but also to increase the care for increasing the quality of the tourist service by the subjects and operators through their training and licensing.

Table 4. Summary table of study findings

The value	The codes
Reflection in thought	The tourist movement affects the thinking and attitude differently.
Vision for the future	The tourist movement affects the growth of the country's image, opens development perspectives.
New management strategies	The tourist movement influences the increase of care for the cultural heritage, draws up development, monitoring and management plans.
Increasing professionalism	The tourist movement affects the increase of professionalism to increase the quality of services to tourists.
Social/economic benefits	The tourist movement affects the increase in employment and income level.
Other material benefits	The tourist movement affects the improvement of tourist infrastructure and information technology.
Enriches promotional ability	The tourist movement affects the improvement of promotional experiences, enlivens the regional market.

### Study findings and their discussion

Based on the growth of the tourist movement in the Albanian reality in recent years, and based on the analysis of the data and facts that we have been able to provide, we are listing the findings of our research as follows:

**The first finding** is related to the fact that in recent years in Albania, especially during 2023, a "boom" of tourist flow has been noticed and all the actors involved in it have started to reflect, thinking somewhat differently to understand. benefit of this movement and taking measures to ensure that this trend remains stable and develops further in the years to come. What stands out is that in today's Albania the tourist movement is more oriented towards cultural tourism. The interviewees emphasize that in the years we have left behind, we have lacked a clear vision for the cultural heritage and the continuous care for it. In this regard, there have been shortcomings not only in the concept of cultural heritage development and especially in terms of its treatment or management, but also in the legal aspect, since many problems that our heritage has encountered have not found a solution. due to vacuums or legal loopholes. In this perspective, the Law on Cultural Heritage (2003), although it is a relatively new law, it has become more than necessary to reformulate it to help in concrete orientation in solving the many problems that our cultural heritage has faced and the restoration of his works in the years of transition.

**The second finding** is related to the fact that the network of state institutions that are responsible for our cultural heritage, so far has not functioned well, and has not been able to protect and manage it properly. In this direction, remarks and suggestions have also been made by foreign experts regarding the deficiencies in human resources as well as efforts to preserve its values during the implementation of restoration projects.

**The third finding** is related to the fact that local government institutions are becoming aware of the importance of drawing up concrete plans in rural areas for the management of cultural heritage in their territory. In this regard, the main responsibility falls on the local government itself, because its structures are not seriously engaged in the proper presentation of the real

values of the works or objects of cultural heritage in their community, or in the general public and especially in the tourist clientele.

**The fourth finding** is related to the fact that the tourist movement has influenced the improvement of the tourist infrastructure. In this direction, in addition to investments for the development of tourist capacities (hotels, bars, restaurants, etc.), staff training has become necessary, as actors of the services offered by tourist agencies and all tourist structures. These trainings aim to increase the quality of services related to food service, hotel services, reception, communication in foreign languages, etc. Likewise, Tourist Houses, especially in cultural centers, are being encouraged to advertise their traditional products, so that tourists can see what is on offer, especially tourists interested in the typical cuisine of all regions. As for hotels, under the pressure of the tourist movement, there is a tendency to increase their capacity and attendance rate throughout the year, improving the quality of services.

**The fifth finding** is related to the fact that, in recent years, Albania has begun to pay more attention to the improvement of information technology in the management of cultural heritage, using modern technology, such as the use of GIS technology, which helps managing cultural heritage through the creation of geo-information, which is digital information that helps management actors to more easily locate damaged objects and the values they contain.

**The sixth finding** is related to the fact that we have begun to gain new experiences regarding the promotion of cultural heritage through the organization of festivals, events, fairs by local enterprises, both in urban and rural areas. This affects the longer stay of tourists and consequently their expenses would be higher.

**The seventh finding** is related to the increase in the number of tourist agencies, which have begun to promote local cultural tourist attractions, including them not only in one-day excursions, but also in tourist packages with longer stays, where the development of guides is. it is also practiced in deep rural areas. This fact is positive, since in recent years, thanks to these initiatives, the licensing process for the employees of these agencies has also started. Through national and local tourist guides, more space and territorial extension has begun to be given to the tourist movement and the promotion of these attractions.

**The eighth finding** shows that not only tourist agencies and guides, but also national and regional media, have begun to contribute more and more to the promotion of cultural values, products and attractions.

**The ninth finding** illustrates that the tourist guide profession is a very good instrument which has served not only the protection and promotion policies of current tourist attractions, but also the bringing to light or advertising of new tourist attractions, as well as the implementation of strategic plans in tourism marketing and involvement in various research projects.

**The last finding** shows that there is an increased interest of tourists in the historical objects of the period of monism, and there are even many premises for these objects to turn into attractions of black tourism or dark tourism.

## **Conclusions of the study**

In the current conditions of integration, Albania is increasingly becoming an attractive country for foreign visitors, but host or active tourism highlights the demand for a better management of the works of the cultural heritage and the need for effective strategies in the

promotion of their values. This means that the time has come for our cultural heritage to become functional, to popularize, to enliven the civic spiritual life, to increase human and financial resources.

Currently, in Albania, it has become necessary to reform the entire organizational scheme of state institutions that deal with cultural heritage to bring a contemporary spirit and a modern attitude regarding the protection, restoration, management and promotion of its values. This must be in sync with the requirement to place professionalism at the foundation of every activity within this field and operating according to a long-term strategy that ensures a correct and effective management of our cultural heritage. The time has come to appreciate and become aware of the values of our cultural heritage, awakening interests and increasing attention to them. Integrating does not mean losing the original, special national identity, but knowing how to treat, how to save this wealth built over centuries, how to present its values, how to preserve and pass them on these values to future generations.

The protection of the cultural heritage and the promotion of its values should be seen as one of the main factors contributing to the European integration of the Albanian society. This should serve as a basis for the development of cultural tourism and as support for the sustainable economic development of our country. Although many problems are encountered in this direction, it should be emphasized that, currently, the tourism sector and its development constitute one of the best opportunities to improve the image of Albania and to develop economically, creating premises for better living standards for its population. For this, we think that clearer and more complete concepts should be developed for the contribution of the tourist movement and its further development. This means that Albania offers quite good potentials in the historical and cultural context, but unlike other Mediterranean countries, these potentials have not been properly used to date, but they are best discovered and required by sustainable development and further of the tourist movement.

The more moderate treatment of our cultural heritage means looking at it also in the mutual relations that are created between it and the development of historical and cultural tourism, about which there is so much talk recently, truly appreciating the great contribution that the interventions make restorative and conservative in its successful practice. It is known that historical and cultural tourism is a very good instrument for strengthening Albanian tourism in general, but, on the other hand, it should be emphasized that to develop and adapt it according to the standards or requirements of the time, more knowledge and creative skills are needed. In the tourist destinations frequented by tourists, there should not only be restored and carefully maintained objects, but also the environment around them should be organized with accessible routes, with physical or digital orientation maps as well as with physical or electronic information boards to orient visitors. In addition, the need for qualified people, who must deal not only with the care of the monuments, but also with the development of animation or recreational activities is always growing. The need for better legal protection of cultural heritage and the awareness of the population about the important role it plays in the development of the country is also increasing.

Today, historical and cultural tourism ranks at the top of the classification and is among the typologies of tourist activities most preferred by tourist agencies and groups of tourists, when they design itineraries or develop tourist guides in Albania. But this also highlights the urgent demand for promoting the values of our heritage, as an important element of strategic plans and sustainable tourism. The time has come that the design and management of projects with an impact in the field of cultural heritage must be done in close cooperation with local communities, sensitizing the population and especially the young generation so that they themselves become aware of protecting cultural heritage and its values. This presupposes that

it is needed to change the approach to cultural monuments, treating them according to the standards of the time, as it happens in the civilized world.

It should be noted that in recent year, important steps have been taken in the good management of tourist movements and in proving the material and spiritual cultural heritage, practicing the development of tourist guides to historical and cultural centres with national tourist guides, local tourist guides or special tourist guides who operate as trained and licensed professionals. It is worth emphasizing that this is really a strategic plan, which serves to promote the cultural heritage and save it, as well as to find alternative opportunities for the employment of the new generation which paves the way for sustainable tourism and economic development of the country.

If we take into account the great prospects that the monuments have received in the framework of the development of a cultural tourism, in those environments where tourism is the primary economic activity for the relevant entities, whether from the local government or private entities, special attention should be paid to tourist propaganda, by publishing various written or electronic materials for the tourist clientele. Their presentation should be done intentionally in different meetings, offering the tourist clientele the cultural values of different territories through leaflets, posters, panoramas, video clips of tourist guides, etc. Today, this is common practice for any tourist environment.

This paper constitutes a step in the field of cultural heritage study from the point of view of its integration in the socio-economic development of a regional or local space. It would be of interest that other studies in the future focus on the broad analysis of the economic, social and cultural effects that derive from placing the values of cultural heritage in the function of tourism development. Cultural tourism, considered as a concrete development alternative, can be studied more broadly and more deeply, being coordinated with such development experiences from neighbouring countries or beyond.

### **Suggestions and Recommendations**

Wanting to contribute to solving the circle of problems that Albania's heritage faces today, below we are giving some suggestions and recommendations, which are triggered not only by the reflection we made about the "boom" or the explosion of the tourist movement in Albania during the year 2023, but also from concrete data that we have collected in the field, as well as comments, suggestions or proposals of specialists as well-versed in this field. Our suggestions are as follows:

**First**, currently, in Albania, it is necessary to reform and restructure the scheme of institutions dealing with our cultural heritage. It is suggested that this reform be done in accordance with the standards required by UNESCO, EC, ICOMOS, ICROM and others to ensure clarification of the duties and competencies of every institution that deals with cultural heritage, its treatment and management. The promoter of this reform movement should be the Albanian government itself, responsible central and local institutions as well as tourist agencies, which are increasing every day.

**Second**, nowadays in Albania, it is more necessary to renew and expand the concept of tourism in general and cultural tourism in particular. In this direction, there is a need for new information and knowledge, for better quality tourist services and for the range of trained and certified professionals to expand further. This would pave the way for finding effective strategies that ensure diverse typologies of activities for tourists visiting Albania, would satisfy their interests, and serve as a basis for maintaining the sustainability of the tourist movement.



**Third,** it is suggested to pay special attention to the development of tourist infrastructure, providing suitable facilities for tourist movement. More specifically, we have many opportunities in this direction, even with little expenses, such facilities can be provided where, for example, group trips on foot (off-road); with bicycles (biking-Tour); cultural ecotourism (hiking and trekking); skiing (ski-tour) in mountain areas or tourist villages; tourist activities with a focus on sailing in characteristic rivers, canyons (rafting, kayak, canoe), etc.

**Fourth,** it is suggested that the government should support tourist agencies to pay more attention to the marketing of tourist destinations. Even in our country, historical and cultural tourism remains the most preferred for tourists. Albanian tourist agencies should pay more attention to the promotion of the cultural identity of our people, suggesting typologies of activities that were mentioned above, stimulating the development of improvised guides with volunteer groups, or rehabilitating, restoring and activating the objects that encourage special tourist activity. Thus, this recreation gives the possibility of developing a year-round tourism, and as a result, it paves the way for sustainable tourism in the country. In this regard, the promotion of digital media and animation marketing would be of incalculable value.

**Fifth,** it is suggested by our specialists that, at the Ministry of Culture, it should be established a special centre which deals with the management of cultural heritage, its development. This centre should have a special focus on the development of new heritage potentials in permanent consultation with the residents and owners of the respective areas for the promotion of heritage values, seeing this as a key component for the development of local tourism.

**Sixth,** it is suggested to define clear criteria for the recruitment of tourism service employees. For this reason, it is suggested that the Regional Directorates of Culture employ qualified specialists in the field of restoration, from the field of archaeology as well as that of education, translators and lecturers (cicerones). They do not only control the works within the territory and keep under control the objects declared cultural heritage, but also bring to light the potential of their values in front of visitors or tourist clientele.

**Seventh,** the national or local tourist guides should be heard more and be more involved in policies and strategic plans related to the promotion of current and new Albanian tourist attractions.

**Eighth,** it is suggested that as many animation and eventual activities as concerts, theatrical plays, interpretation of myths and legends take place in cultural monuments, as these activities would bring about their activation and promotion.

**Ninth,** it is suggested that the historical objects, belonging to the monist period, be revived and turned into assets, being put to the benefit of tourism. This is where creativity and digitization would play a big role, where videos and virtual games turn into marketing instruments against black tourism.

**Tenth,** the school should include in its programs, disciplines related to the promotion of Albanian tourist attractions, in order to cultivate, from the pre-university study cycles, individuals who have all the tendencies to become talented tourist guides.

## References

- Burrai, E., Buda, D-M., & Stevenson, E. (2023). Tourism and refugee-crisis intersections: co-creating tour guide experiences in Leeds, England. *Journal of Sustainable Tourism*, 31:12, 2680-2697, DOI: 10.1080/09669582.2022.2072851
- Eagan, K. (2024). Top 5 Technology Trends Shaping Tourism in 2024. *Tourism Review*. Retrieved from: <https://www.tourism-review.com/travel-technology-trends-in-2024-news14109>
- Escobar, A. (1995). *Encountering Development: The Making and Unmaking of the Third World*. Princeton, New Jersey: Princeton University Press.
- Hall M. & McArthur S. (1996). *The Human Dimension of Heritage Management: Different Values, Different Interests, Different Issues*.
- Loulanski, T. (2006). Revising the Concept for Cultural Heritage: The Argument for a Functional Approach, *International Journal of Cultural Property*.
- Maho, N. (2023). Cultural tourism, visitors increased by 45%, Kruja Museum and Gjirokastra Castle lead. *Monitor*. Retrieved from <https://alfapress.al/english/ekonomi/turizmi-kulturor-vizitoret-u-rriten-me-45-kryeson-muzeu-i-krujes-dhe-kal-i80288>
- Ministry of Tourism and Environment (2019). *National Strategy for the Sustainable Development of Tourism 2019-2023*, June 2019.
- Ministry of Tourism and Environment (2023). <https://turizmi.gov.al>
- Rappensperger, T. (2023). How to Use Social Media to Promote Tour Packages. *Regiondo*. Retrieved from <https://pro.regiondo.com/blog/social-media-tours/>
- Richards, G. (1996). (ATLAS) *Cultural Tourism in Europe*, published by CAB international. Wallingford, UK.
- Trautmann, C. (1994). “Strasbourg mise sur la Culture”, *Cahiers espaces* Nr. 37, Paris, *Espaces 1994* (cit. Karine D., *Sustainable World Heritage Site Management: Between interpretation, conservation and visitor management – case study of Bamberg*, master thesis, 2005, pg.11).
- UNESCO. (2003). *Convention for the Safeguarding of the Intangible Cultural Heritage*. ICOMOS, 32<sup>nd</sup> Session of the General Conference, Paris, 29 September–17 October 2003. (cit. Prof. Dr. Jukka Jokilehto, *On Definitions of Cultural Heritage, Heritage Theory*).
- Willmott, M., and S. Graham (2001). *The world of Today and Tomorrow the European picture*. In *Tourism and Hospitality in the 21<sup>st</sup> Century*. Eds. A. Lockwood and World Tourism Organization. 1999. *Tourism 2020 Vision*. Madrid: WTO.
- World Bank (2001). *Cultural Heritage & Development: A Framework for Action in the Middle East & North Africa*, Washington D. C.: World Bank. p .44.
- WTO, UNWTO. (2010). *Annual Report*, p.61. [www.en.unesco.org](http://www.en.unesco.org) [www.ligjet.com](http://www.ligjet.com) [www.unesco.org](http://www.unesco.org) [www.unesco.org](http://www.unesco.org); [www.unesdoc.unesco.org](http://www.unesdoc.unesco.org)
- Yahaya, A. (2006). The Scope and Definitions of Heritage: From Tangible to Intangible, *International Journal of Heritage Studies* (Routledge)Vol. 12, No. 3, p. 295.

# **THE OVERVALUATION OF THE ALBANIAN CURRENCY AND THE NEGATIVE IMPACT ON EXPORTS AND OTHER ECONOMIC INDICATORS**

**Gjokë ULDEDAJ**

President of the Board, Qiriazhi University College, Tirana, Albania

## **Abstract**

The Albanian economy is a small and open economy. As such, it is quickly influenced by the turbulence of the global, European, and regional economies. Economic theory emphasizes the link between the exchange rate, exports, the consumer price index, and the balance of foreign trade. The purpose of this article is to study the impact of the exchange rate, primarily at the export level, while also considering other economic factors within the framework of the overvaluation of the Albanian currency (ALL) against the currencies of partner countries, mainly the Euro. The overvaluation of the Albanian currency has led to discouraging exports and increasing imports, influencing the rise in the Consumer Price Index, meaning higher consumer prices. This is due to the fact that the Albanian economy is mainly dependent on imports.

The empirical and econometric models used, along with the factors included in this study according to the hypotheses raised, are related to assessing the mutual relationships of the exchange rate with other economic factors for the time period 2018-2023. The results imply and depict the integrated relationship between the exchange rate and exports and other economic factors, as well as supporting the fact that the real exchange rate (RER) has deviated from its equilibrium level. The conclusions in this study confirm that an overvalued domestic currency has increased costs for operations conducted in the local currency ALL, reducing income for operations conducted in Euro and other currencies. This overvaluation of the domestic currency has resulted in losses for exporting companies, impacting the trade balance. Based on the findings in this study, it is crucial for financial institutions and policymakers to be consistent in monitoring the exchange rate, especially EUR/ALL, to improve the long-term relationships between the exchange rate, exports, and other economic factors.

**Keywords:** Exchange Rate, Export Level, Trade Balance, Consumer Price Index.

## **Introduction**

In recent years, the Albanian economy has been facing a situation that cannot be considered as normal in the foreign exchange market of the domestic currency against foreign currencies, mainly the Euro. The overvaluation of the Lek, or in other words, the weakening of the Euro, requires a thorough analysis, primarily by economic experts, as some government institutions, in a hurried manner, have interpreted this overvaluation of the Albanian currency as a strengthening of the national economy, emphasizing some factors that have influenced both sides of the foreign exchange rate equation, where, in fact, the results of some economic indicators reflect the opposite with pronounced negative effects.

Facing a significant loss from exports, which in 2023 reached around 225 million Euros due to the fall of the Euro exchange rate, confirms the impact that the overvaluation of the

Albanian currency has had (Hoxha, 2023). Referring to the reality of the Albanian economy for the period 2018-2023, the negative consequences of disrupting this equilibrium through the overvaluation of the Lek are evident, damaging exports and, at the same time, the effects are felt in other sectors such as fashion businesses working with imported materials, tourism operators, and industries providing services contracted with foreign clients, which are exposing the weakening role of the Albanian economy in the region.

Before the experts, several questions can be raised:

- Why is Albania in this situation in the foreign exchange market?
- Are there other factors, in addition to those officially declared, that explain this situation of the overvaluation of the ALL?
- What are the true consequences of the overvaluation of the ALL?

The overvaluation of the ALL is detrimental to the Albanian economy, and this should not be seen and treated only in terms of restraining domestic exports, but also in worsening the situation of manufacturing and fashion companies, as well as those companies engaged in trade with the euro while having their basic expenses in the ALL currency.

The facts indicate that these companies are more exposed to a risk that is already systematic and occurs due to their use of the ALL currency as operational expenses, with no alternative choice, as their activities are take place in Albania. Our analysis becomes even more complicated when it comes to the dominance of the euro, especially in transactions within the Albanian market.

Statistics show that around 60 percent of business transactions in the Albanian economy are conducted using the euro, especially in real estate sector, online transactions, the rental system, construction works, credit financing, and even in prices for hotels, restaurants, airplane tickets, furniture, etc. (Gjergji, 2023). This situation reinforces the idea suggested from the outset that in the Albanian economy, the primary transactions are not carried out in lek but in the euro currency. This is the main reason why the Albanian currency ALL has been overvalued, limiting it significantly even though it is the national currency.

This situation clearly indicates that the Albanian economy is naturally moving towards a process of euroization, which is not official but has been progressing rapidly, especially in the last ten years. It is the duty of the financial institutions in the country, primarily the Bank of Albania, to manage this phenomenon properly, as it reflects consequences not only with significant losses in exports but also has a noticeable impact on other economic factors in Albania.

The main concern today is the trade risk associated with businesses' exposure to a variety of risks during their trading activities, dealing with competition, technology, suppliers, customers, banks, taxes, and other factors. Managing this risk is not only a managerial problem but also a responsibility of the state.

The Albanian monetary economy is closely related with two main currencies, the official currency Lek (ALL), and the euro. One is official but lacks the necessary authority, while the other has authority and territory but is not official. The monetary pressure exerted by the surrounding geographical economies, such as the eurozone economy and the European economy, is strong from a trade perspective.

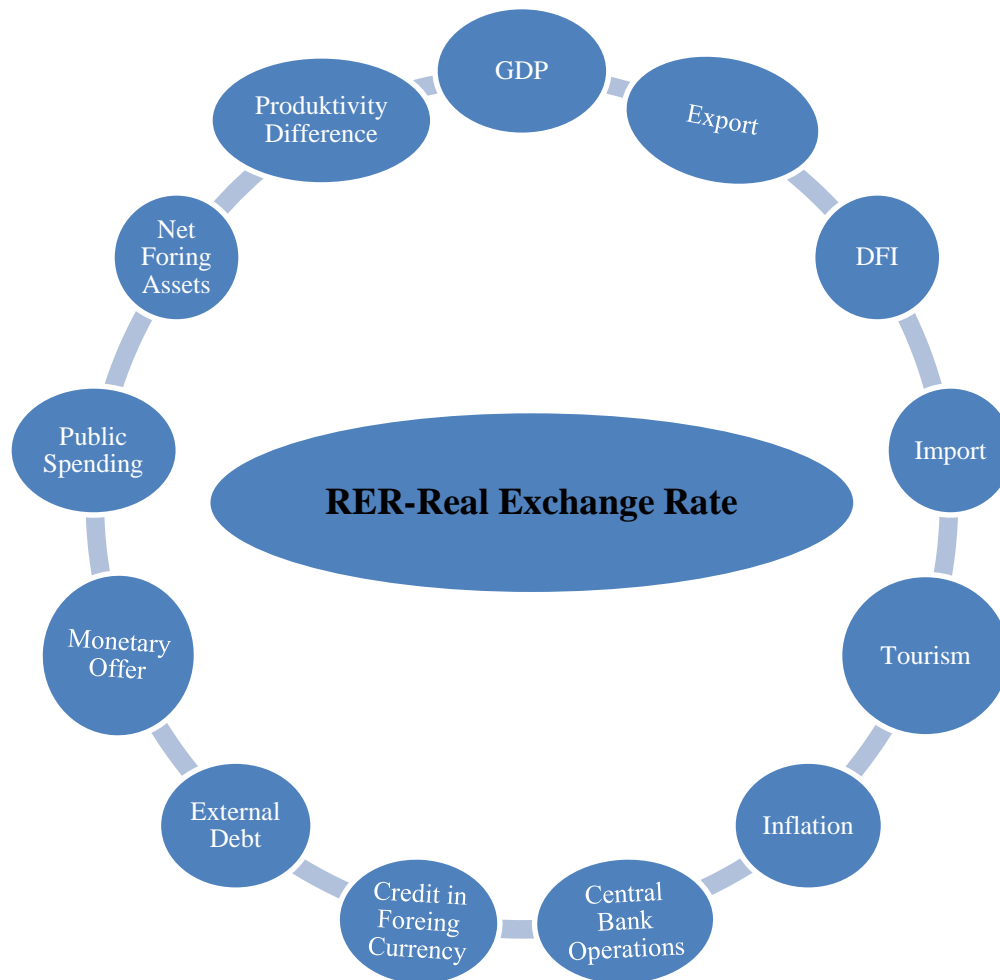
In the circumstances of an established system that has already gained ground in the Albanian economy, the phenomenon of the overuse of Lek is an expected occurrence and will continue in the future. In this context, it is the duty of the Central Bank to act in accordance with the attributes granted by the law, to discourage the use of the euro in circulation through measures of administrative and regulatory nature, in line with its legal competencies.

In the Albanian reality, we have two types of exchange rates:

- ⇒ Fixed exchange rates, which are officially determined by the state and are relatively unchanging.

⇒ Flexible exchange rates determined by factors that constitute the supply and demand for the domestic currency in the market.

Figure 1. The impact of the real exchange rate on the Albanian economy



Source: authors

According to the data, the circulation of the euro in the Albanian market has reached historical records. In our local foreign exchange market, which takes place within the banking system and exchange offices, 7.9 billion euros were converted throughout the year 2022, with a slight emphasis also in 2023, where in just the first four months of the year, the exchanged value of the euro amounted to 2.432 billion euros, 186 million higher than the same period the previous year (Hoxha, 2023). The increase in the quantity of euros in circulation in recent years is higher than the progression of economic growth or its natural growth trend. The mismatch between imports-exports and exchange growth indicates that there is more Euro currency in circulation than the market demands.

Fluctuations in the exchange rate mainly occur due to the euro and other currencies entering the market through exports, remittances, foreign direct investments, tourism, but also due to the high frequency of supply and demand during and after national/local election seasons. In these cases, there are flows of the Euro currency into the market, where the law of supply and demand comes into effect.

All this description of the situation culminates in the legitimate concern of producers and exporters who, due to exchange rate fluctuations and the continuous devaluation of the currency, have been and continue to be harmed in their businesses. This is because the

overvaluation of the Lek hampers the development of local production, such as in industry, agriculture, tourism, etc. If intelligent financial and economic policies are not built, there is a risk that the country's economy will move towards a consumer society.

According to official data from INSTAT and the Bank of Albania (2022), as well as other press sources, it appears that the euro currency entering the market through exports, remittances, foreign direct investments, and tourism expenses amounts to 7.147 billion euros. These flows have mainly come from exports to European Union countries and Kosovo, totaling 3.01 billion euros, from tourists from European countries, Kosovo, and Balkan countries, totaling 2.463 billion euros, from emigrants' remittances amounting to 834 million euros, from foreign investments from European Union countries and Kosovo amounting to 698 million euros, and from operations in the domestic market by the Central Bank totaling 142 million euros.

Confirmed data reveals a difference between the amount of euros entering from documented sources (7.147 billion euros) and the euros converted into lek (7.9 billion euros). This difference amounts to approximately 753 million euros, which come from various sources, mainly through informal channels (Hoxha, 2022).

According to field expert, Selami Xhepa, the increase in euro flows has been accompanied by the overvaluation of the national currency during these years. The dynamics of the euro exchange rate have resulted in pronounced fluctuations. Over a 10-year period, there is an overvaluation of around 26% of the euro, creating disruptions in the currency market and negatively affecting, especially, export-oriented businesses.

### **The impact of the real exchange rate and the trade balance in Albania**

To analyze the impact of the exchange rate of the local currency, we have examined a time period of six years (2018 – Q3-2023). Referring to this period, we have analyzed the trend of the trade balance, considering it in relation to the fluctuations of the exchange rate for this period, which has typically been characterized by a consistently negative current account balance with overall fluctuations showing an increasing trend. In this context, this period has also been accompanied by current transactions with a higher value, experiencing a faster growth compared to other components in the trade of goods and current transfer entries.

Regarding the trade balance, we observe a gradual decline until the year 2020. After this year, there is an accentuation of this situation, deepening the trade deficit in absolute figures. This situation has continued until the year 2022. After this year, there has been again a deepening of this trend, expected to continue into the following year (INSTAT, 2023).

The deepening of the trade deficit in goods is a key factor that has influenced the expansion of the current account deficit. If we delve into our study of exports and imports of goods, we will notice that the coverage rate against imports has been relatively low throughout the entire period under consideration. Looking at the trade balance by goods group, we observe an almost consistent deficit in all categories of goods groups, and it is a deficit that has been gradually increasing from year to year. The growth in exports in the years 2021-2023, compared to imports, is justified by an increase in demand for investments. However, since there is a rapid increase in the import of consumer goods, this indicates that such growth is a consequence of the rising demand for consumption. On the other hand, we see that exports of goods are more concentrated in the textiles and construction materials group, where, in the case of textiles, the trade balance is positive throughout the period under consideration.

### **Research problem**

Economic theory tells us that there is a systematic relationship between the exchange rate of the local currency (ALL) and the trade balance (exports and imports): the overprice of the

local currency (ALL) against foreign currencies, mainly the euro, since it is also the primary foreign currency in the Albanian economy. This leads to an increase in the presence of imported goods in the domestic market, while the exported goods become less competitive in the foreign market, discouraging export promotion with a negative impact on the trade balance.

In these conditions, the exchange rate becomes an efficient regulatory mechanism for competition in international trade between different countries, and this is more pronounced among countries with a relatively significant weight in international trade. Of course, such a strong connection is expected to occur under conditions of perfect competition and accurately measured variables (meaning accurately measuring the actual trade volume and exchange rate existing in the market). However, given the still low weight of Albanian exports and their weak competitiveness in the international market, the fluctuation of the exchange rate between the local currency (ALL) and the euro will influence, not with the same intensity, the fluctuation of consumer prices and the country's trade balance.

In economic theory, it is also explained that there should be a positive relationship between the CPI, the exchange rate, and the trade balance: if the euro depreciates, in an economy where imports of consumer goods are significant, it is expected that goods and services will become cheaper, so, the CPI decreases. Additionally, when the trade balance deepens in favor of imports, especially for consumer goods, it is expected that the Consumer Price Index (CPI) will increase, leading to inflation. In this case, there is a kind of "import" of inflation, especially in cases where the prices of these goods outside the country increase. In this way, the increase in imports may occur not only due to the growth of the physical volume of imports but also due to their high value as a result of high import prices. The problem lies in the fact that these relationships have not been tested and evaluated for the Albanian economy, and, consequently, their effects are not recognized in this economy, departing from the framework of the positive linkage equilibrium.

### **Methodology and Methods**

The methodology used in this research article is econometric and statistical modeling, primarily employing regression models with two or more variables. The data were collected from the Bank of Albania and INSTAT for the time period from 2018 to 2023.

- **The data sources** consist of a combination of primary and secondary data. Primary research is supported by data collected mainly through meetings with business representatives in the export sector, while secondary data are the result of information obtained through official channels and literature.
- **Data processing** is based on the use of various econometric and statistical methods such as SPSS, Excel, descriptive analysis, cross-tabulation tables using analysis and representation methods, as well as correlation analysis between variables.
- **Research methods** in this study include multivariable methods along with factor analysis, regression techniques, correlation, and forecasting techniques. Multivariable methods are employed to discover relationships resulting from the interaction and interdependence of key variables at the same time. On the other hand, factor analysis helps identify relationships between variables and forms "evaluation points" (factors) for these variables.
- **Study period:** The study was conducted in the period from January to November 2023.

### **Study results analysis**

The exchange rate has served as a "beam" for Albanian exports, given that exports represent the basic sector, which trades beyond its borders, generates cash flows in the country's economy, and provides stimulation for continuous economic development. This definition by the American economist Robert Solow, Nobel Prize winner in Economic Sciences in 1987,

along with the arguments of researchers Helpman and Krugman that exports help poor countries and those with small markets benefit from economies of scale, becomes more significant when addressing the foreign trade balance in Albania.

There exists a close relationship between the exchange rate and foreign trade in general, and exports in particular. The results in this study indicate that while income is the main driver of trade flows in Albania, the exchange rate plays a crucial role in promoting export growth and import substitution. The depreciation of the euro and the strengthening of the (ALL) for the studied period have primarily harmed exporting companies, as they earn revenue from selling products in euros, while their operating expenses are in lek. The losses resulting solely from this effect for the year 2022 amount to around 20% of their income.

The table below provides a more complete overview of the progress of the circulation of goods and the exchange rate of EUR with ALL and CPI.

Table. 1. Flow of goods in foreign trade (2018 – Q3-2023)

Million ALL

Year	2018	2019	2020	2021	2022	Q3-2023
Export (FOB)	310 436	298 792	271 955	368 769	486 784	371 123
Import (CIF)	641 466	649 118	605 262	800 718	950 381	723 356
Trade Balance	-331 030	-350 327	-333 307	-431 949	-463 597	-352 233
Trade Volume	951 901	947 910	877 217	1 169 487	1 437 165	1 094 479
The Percentage of Coverage	48,4	46,0	44,9	46,1	51,2	49,0
Exchange rate	118,80	122,99	123,60	122,44	118,92	110,19
Consumer Price Index - CPI	2.025	1.408	1.625	2.050	6.725	4.854

Processed by authors

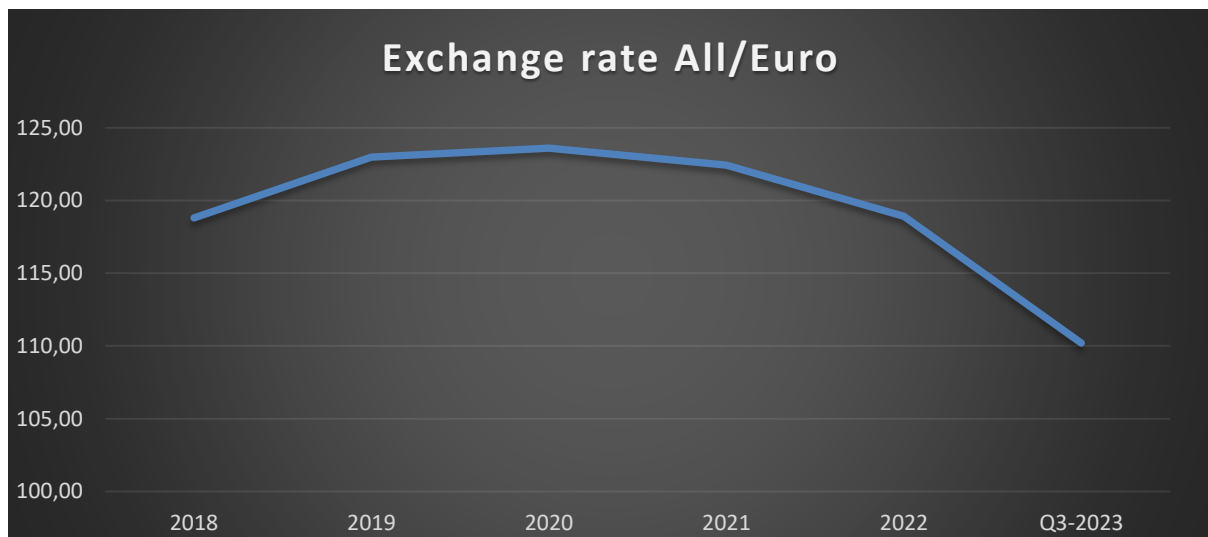
Source: INSTAT; Bank of Albania (2023)

The data from the Institute of Statistics (INSTAT) show that in the month of November 2023, the total value of exported products fell to less than 27.5 billion ALL from over 35 billion in August of the previous year. The loss in this case is calculated to be around 72 million euros (INSTAT, 2023).

Mainly, the negative trend has been influenced by the exchange rate, but other markets have also offered lower prices than Albanian exporters, reducing demand for domestic products. Only towards European Union countries, in the period from January to August 2023, Albanian companies exported 22 billion ALL less. In this context, what makes the situation even more concerning is the fact that the decline in exports is affecting almost all categories of goods. INSTAT data (2023) show that in the period from January to August 2023, there were fewer exports of mineral products, textiles, wood products, exchange equipment, and food sold in foreign markets.



Figure 2. Dynamics of the Euro/ALL exchange rate



Processed by authors, Source: Bank of Albania

**Indicator trends:** The data proves that the exchange rate (of EUR) has a generally negative dynamic, as the chart above illustrates.

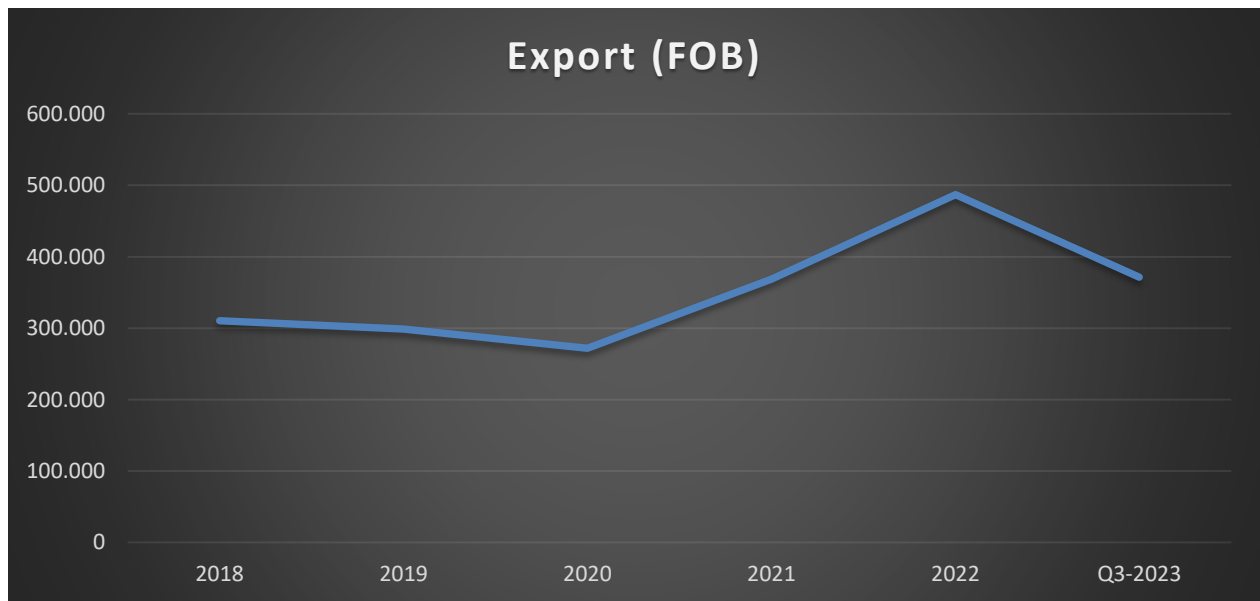
The trend of the euro's decline against the lek has been on a downward trajectory for some time. It was expected that this trend would be further reinforced. Currently, this monetary amount of the foreign currency also comes due to the positive performance of tourism. While this is considered a positive development for tourism, it puts extraordinary pressure on the national currency, creating serious concerns for the economy, which have actually been present for some time.

On the other hand, these exchange rate developments also have a negative effect on the tourism sector itself because all operators with previous contracts tied to the euro earn less as the purchasing power of this currency has decreased. Meanwhile, an increase in tourist packages in the coming years to compensate for the currency depreciation effect will be accompanied by tourism losses. In this sense, we have raised concerns for some time that monetary authorities should pay more attention to the exchange rate (Xhepa, 2023).

The impact of the depreciation of the euro in the export sector will continue to be concerning. The impact extends beyond exports because the entire domestic manufacturing industry that competes with the import sector is under extraordinary competitive pressure, as imports can enter the domestic market at a much more competitive price than local production. This means that the effects of the exchange rate will be felt much more in the coming years.

On its part, the Bank of Albania has been and remains consistently committed to creating a monetary and financial environment that is as secure, sustainable, and transparent as possible, in the interest of the sustainable development of the economy. According to the Governor of the Bank of Albania, Gent Sejko (2022), the banking sector in Albania has long been offering instruments such as forward contracts, which provide protection against strong and undesirable movements in the exchange rate. He emphasizes that the Bank of Albania remains ready to support the production sector for export, providing training and expertise for the use of these instruments (Sejko, 2022).

Figure 3. Dynamics of Albanian exports (2018 - Q3-2023)



Source: INSTAT; Processed by authors

**Trend analysis:** From the data, it appears that the dynamics of exports exhibit continuous fluctuations, consistently remaining in negative terms, as seen in figure 3.

Along with foreign direct investments, tourism, and remittances, the revival of exports is considered crucial for the Albanian economy. The trade balance represents one of the dominant elements in the current account, and its significance lies in providing information regarding trade exchanges with other countries. As such, it allows us to identify production and consumption power, domestic and foreign demand, trends, as well as information on which countries Albania is closely connected to economically and which sectors require careful reforms.

The export and import of goods are not only the essence of a large and successful business but also contribute to the growth and expansion of national economies. Therefore, in these circumstances, enterprises in this sector, along with economists, join forces with the aim of saving exports.

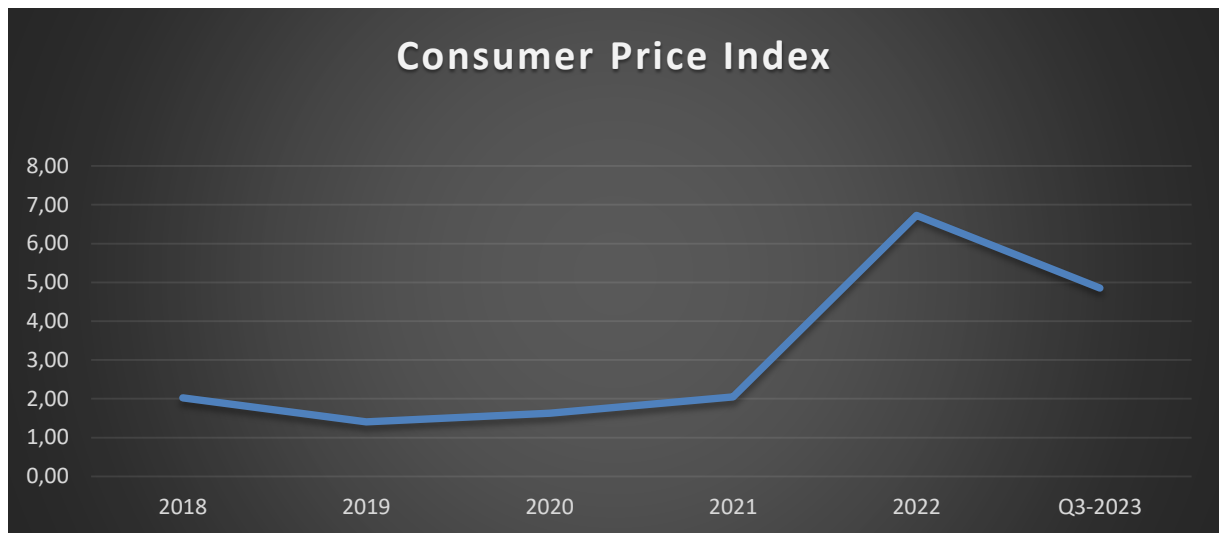
According to official data from INSTAT (2023), the year 2023 witnessed a decline in exports by a rate of minus 8.6 percent compared to the same period one year earlier. The main losers of the overvaluation of the national currency are exporters because, when the domestic currency is overvalued, exports become more expensive for foreign buyers, making domestic products less competitive in the global market. This leads to a reduction in market share, a decrease in profits, job losses in export-oriented industries, and results not only in economic challenges but also in social consequences.

According to Albanian finance expert Arben Malaj (2023), if a country's economy has a large trade deficit, an overvalued currency can worsen it. Mitigating the non-positive effects of the overvaluation of the lek imposes negative effects on exporters. These consequences impose a dual approach that combines monetary and fiscal policies.

The largest decline is noticed in the product groups of textiles and footwear, wood and paper products, as well as chemical and plastic products. Only the outsourcing sector, which works with imported materials, has about 75 thousand employees and represents around 40 percent of Albanian exports (Malaj, 2023). Beyond the economic impact, the most feared prediction is

that this situation could generate a social impact with people exiting the job market, which is challenging to integrate into other sectors later on. The depreciation of the euro is a serious concern because its effects will be felt in the coming years.

Figure 4. Dynamics of CPI (2018 - Q3-2023)



**Indicator Trends:** As illustrated in the above figure, from the data, it appears that the dynamics of the Consumer Price Index are positive and follow an almost linear line with systematic changes.

The question that arises is: Is the exchange rate effective in the strategy of promoting exports and improving the trade balance?

In theory, the overvaluation of the domestic currency ALL, discourages exports and encourages imports, leading to an increase in the trade deficit. However, in the Albanian economy, there is no systematic fulfillment of this relationship for several reasons:

Firstly, the Albanian economy is an open economy and relies mainly on trade, not producing enough for its needs. Secondly, the overvaluation of the domestic currency Lek does not necessarily mean a decrease in the competitiveness of Albanian products in the global market. This is because competitiveness depends not only on the nominal exchange rate but also on the real exchange rate. The real exchange rate is the ratio of price indices in respective countries and is given by the formula:

$$RER = NER \frac{CPI^*}{CPI}$$

Where:

- **RER** =Real Exchange Rate
- **NER** = Nominal Exchange Rate
- **CPI\*** = Consumer Price Index of the countries that use the Euro currency
- **CPI** =Consumer Price Index of the country

The increase in the Real Exchange Rate (RER) expresses the improvement in competitiveness, while the Nominal Exchange Rate (NER) represents the nominal exchange

rate of the Lek against the Euro. Thus, a decrease in NER will cause a decrease in the real exchange rate, but, on the other hand, there is an increase in the Consumer Price Index (CPI). Therefore, competitiveness will not decrease as much as the nominal exchange rate.

The increase in the Real Exchange Rate (RER) expresses the improvement in competitiveness, while the Nominal Exchange Rate (NER) represents the nominal exchange rate of the Lek against the Euro. Thus, a decrease in NER will cause a decrease in the real exchange rate, but, on the other hand, we have an increase in the Consumer Price Index (CPI). Therefore, competitiveness will not decrease as much as the nominal exchange rate.

The increase in the price of domestic products does not automatically mean a narrowing of the trade deficit. With the increase in the price of domestic goods expressed in foreign currency, real income from exports will increase. In circumstances where imports remain constant, the result would be negative for Albania, and the trade deficit would deepen.

In the figure above, the nominal exchange rate of ALL against the Euro is presented, as well as the real exchange rate calculated according to the formula above. The trend of the real exchange rate in Albania during the transition period indicates a relatively strong tendency of overvaluation of the real local currency ALL, which means a decrease in the competitiveness of Albanian goods in the international market.

This confirms the fact that the demand and supply for exports in the Albanian economy are not elastic, aligning with the demand for imported goods, which also lacks elasticity concerning prices. Additionally, this has rendered the policy of lowering prices through changes in the exchange rate ineffective. If we add to this the high profit margins of importing traders, the process becomes even more challenging to analyze.

In conclusion, it can be said that changes in exchange rates are not effective for the Albanian trade. To improve the trade deficit, changes in the trade structure are needed. Improving the trade balance cannot be achieved through the short route of reducing imports. In fact, imports of capital goods should be encouraged rather than reduced. Attempts to reduce the import of basic goods would not be fruitful, but any effort to replace imports with domestically produced goods of the same quality would be beneficial. A positive step would be to encourage the manufacturing and agricultural sectors for the export of these products.

Efforts for sustainable import substitution through economic restructuring and creating a conducive environment for private business align with initiatives to boost exports. Encouraging exports can be considered, in the long term, as the primary path to improving the trade balance.

## **Conclusions**

Albania, over the past three decades, has consistently experienced a negative trade balance, which also contributes to the current account deficit. This is because the trade balance is a key component of the current account. Despite the reduction in the import-export ratio, the trade deficit has remained the primary factor influencing the current account deficit. Regarding the empirical assessment, some of the key conclusions drawn from the analysis are as follows:

- ⇒ The level of consumer prices in Albania is significantly influenced by the exchange rate between the Euro and the local currency, the Lek. This is due to the substantial weight that consumer goods hold in Albanian imports.
- ⇒ Trade balance, contrary to what would be expected on theoretical grounds, does not seem to be influenced so systematically by the exchange rate. This has occurred because competition in the Albanian economy is not yet fully developed in the regional, European, and wider markets. This calls for more in-depth studies to be clarified.
- ⇒ The level of consumer prices depends to some extent, although not significantly, on the trade balance. This can be explained by the fact that Albania's trade balance is negative, and the

change in prices in the global arena is transferred through imports to the level of consumer prices in Albania in what is known as imported inflation.

- ⇒ Regarding the effectiveness of the exchange rate, the overvaluation of the Albanian currency, Lek, has not been effective in increasing exports. In addition, it can be said that this overvaluation has not been effective even for Albanian trade and improving the trade deficit. These distortions need to be addressed through changes in the trade structure.
- ⇒ It is important that currency exchanges be conducted exclusively by banks and licensed exchange agencies, accompanied by the necessary documents for the currency exchange transactions.

### **Recommendations**

- ⇒ It is important for professionals in financial, economic, and legal institutions to study the economic and financial effects resulting from the uncontrolled circulation of currencies in the domestic market.
- ⇒ The results of the study and the opinions of economic specialists suggest considering the possibility of conducting all transactions within the country using the local currency ALL, without allowing transactions with other currencies such as euro, dollar, etc., which currently constitute about 60% of economic and financial circulation in Albania. This would improve economic control through the use of the local currency ALL.
- ⇒ Currently, in the short term, we recommend the conditioned use of foreign currencies in the domestic market, and their conversion to be the prerogative of Albanian banks and licensed exchange units, as a transitional phase.
- ⇒ Monitoring and overseeing the exchange rate can be a tool to keep the acceptable level of consumer prices under control, therefore, it should perhaps be used especially when there are significant fluctuations in the local currency ALL.
- ⇒ Monitoring and observing the exchange rate can be a tool to keep the acceptable level of consumer prices under control; therefore, this tool may be used, especially when there are significant fluctuations in the local currency Lek.
- ⇒ To assess the relative role of the exchange rate in the trade balance, we would recommend a comprehensive study and evaluation of the factors influencing the trade balance, as well as an analysis of how competition functions in foreign trade.
- ⇒ For the improvement of the trade balance, we should not choose the short-term path of reducing imports since imports, especially those of capital goods, should be encouraged rather than reduced.

### **References**

- Bank of Albania. (2011). Ekuilibri i kursit real të këmbimit Lekë-Euro: Sa ishmanur është ai? Bank of Albania. Retrieved from [https://www.bankofalbania.org/Botime/Botime\\_Kerkimore/Materialet\\_studimore/Ekuilibri\\_i\\_kursit\\_real\\_te\\_kembimit\\_Leke-Euro\\_Sa\\_i\\_shmangur\\_eshte\\_ai.html](https://www.bankofalbania.org/Botime/Botime_Kerkimore/Materialet_studimore/Ekuilibri_i_kursit_real_te_kembimit_Leke-Euro_Sa_i_shmangur_eshte_ai.html)
- Bank of Albania. (2023). Raporti Tremujor i Politikës Monetare, 2023/IV. Bank of Albania. Retrieved from: [https://www.bankofalbania.org/Botime/Botime\\_Periodike/Raporti\\_i\\_Politikes\\_Monetare/Raporti\\_Tremujor\\_i\\_Politikes\\_Monetare\\_2023\\_IV.html](https://www.bankofalbania.org/Botime/Botime_Periodike/Raporti_i_Politikes_Monetare/Raporti_Tremujor_i_Politikes_Monetare_2023_IV.html)

Economics Discussion. Formula for the Calculation of RER. Economics Discussion. Retrieved from <https://www.economicdiscussion.net/exchange-rate/formula-for-the-calculation-of-rer/3071>

Gjergji, A. (2023). Problemi i ekonomisë nuk është euroizimi, por informaliteti dhe cash-i. Revista Monitor. Retrieved from: <https://www.monitor.al/problemi-i-ekonomise-nuk-eshte-euroizimi-por-informaliteti-dhe-cash-i-2/>

Hoxha, A. (2023). Euro mbyt Shqipërinë, 8 miliard € u konvertuan në 2022, Artan Hoxha: Bota e kimit bëhet aktive në 2-3 ditët e fundit. Dosja. Retrieved from: <https://dosja.al/ekonomi/euro-mbyt-shqiperine-8-miliard-u-konvertuan-ne-2022-artan-hoxha-bota-e-k-i299539>

Hoxha, B. (2023) Eksportuesit shqiptarë humbën 225 milionë euro në 2022 nga rënia e euros. Revista Monitor. Retrieved from: <https://www.monitor.al/eksportuesit-shqiptare-humben-225-milione-euro-ne-2022-nga-renia-e-euros/>

INSTAT. (2023). Tregtia e Jashtme e Mallrave. Retrieved from <https://www.instat.gov.al/al/temat/tregtia-e-jashtme/tregtia-e-jashtme-e-mallrave/>

Malaj, A. (2023). Mbështetja e eksportuesve ul papunësinë dhe varfërinë. Panorama. Retrieved from: <http://www.panorama.com.al/mbeshtetja-e-eksportuesve-ul-papunesine-dhe-varferine/>

Sejko, G. (2023). Takim i Guvernatorit Sejko me përfaqësues të shoqatave të bizneseve eksportuese. Bank of Albania. Retrieved from: [https://www.bankofalbania.org/Shtypi/Njoftimet\\_per\\_shtyp/Takim\\_iGuvernatorit\\_Sejko\\_me\\_perfaqesues\\_te\\_shoqatave\\_te\\_bizneseve\\_eksportuese.html](https://www.bankofalbania.org/Shtypi/Njoftimet_per_shtyp/Takim_iGuvernatorit_Sejko_me_perfaqesues_te_shoqatave_te_bizneseve_eksportuese.html)

Solow, R. (1987). Growth Theory and After. The Nobel Prize. Retrieved from: <https://www.nobelprize.org/prizes/economic-sciences/1987/solow/lecture/>

Xhepa, S. (2023). Është koha që Shqipëria të përdorë euron. Gazeta Liberale. Retrieved from <https://liberale.al/selami-xhepa-eshte-koha-qe-shqiperia-te-perdore-euron>

## SERMAYE PİYASASI ARAÇLARINA KRIPTO PARA ALTERNATİF MİDİR?

### IS CRYPTOCURRENCY AN ALTERNATIVE TO CAPITAL MARKET INSTRUMENTS?

**Beyza ÖZYURT**

İstanbul Esenyurt Üniversitesi, Lisansüstü Enstitüsü, Finans, İstanbul, Türkiye

ORCID ID: <https://orcid.org/0009-0000-8726-0988>

**Dr. Öğr. Üyesi Şaban Onur VİGA**

İstanbul Esenyurt Üniversitesi, İşletme ve Yönetim Bilimleri Fakültesi, İşletme, İstanbul,  
Türkiye

ORCID: <https://orcid.org/0000-0002-1676-7850>

#### **ABSTRACT**

Today, the trading volume of cryptocurrencies in Turkey is on the rise. Cryptocurrencies are attracting attention as investors seek new alternatives to traditional investment instruments, and the world is evolving into a more digital environment. Factors such as the cryptosystem being far from a centralized management system, being the opposite of framework contracts regarding technical functioning, and intricate control of money transfers can create handicaps for investors. Despite all these, factors such as high profit margins, adaptability to the current market, and high vulnerability to market manipulations are among the attractive moves for investors. In this study, both traditional capital market instruments and cryptocurrencies will be introduced, and their potential alternatives will be explored. For this purpose, the similarities and differences of both sides will be examined in detail, and their advantages and disadvantages will be determined. In the study, today's capital market instruments are different from cryptocurrencies because they have existed for a long time and have less legal recognition, regulations, and price volatility. On the other hand, features such as the fact that cryptocurrencies are close to today's digitalization phenomenon, innovative, have a volatility structure but have more return opportunities than capital market instruments, and the most significant difference is the lack of centralized management are the most critical factors that distinguish them from traditional capital market instruments. While capital market instruments will be discussed in terms of their legal content, structuring, global volumes, and centralized structures, the characteristics of the "coins" used in the cryptosystem, their emergence, systematic connections, and the factors that cause them to be in demand in international markets will be examined in detail. On the other hand, the fact that they are not subject to supervision and have uncertain market conditions is seen as risky and more open to speculation than capital market instruments. The paper will discuss the alternatives of cryptocurrencies by making a more detailed comparison of the different advantages and risks of both financial products.

**Keywords:** Cryptocurrency, Capital Market Instruments, Centralized Financial System, International Finance

## ÖZET

Günümüzde, Türkiye’de kripto paraların işlem hacmi gittikçe yükselmektedir. Yatırımcılar, geleneksel yatırım araçları yerine yeni alternatifler aradığından ve dünyanın daha dijital bir ortama evrilmesinden dolayı kripto paralar bu anlamda dikkat çekmektedirler. Kripto sisteminin merkezi yönetim sisteminden uzak olması, teknik işleyiş açısından çerçeve sözleşmelerin tersi olması ve para transferlerinin kontrolünün zor olması gibi etmenler yatırımcılar için handikap yaratabilmektedir. Tüm bunlara rağmen kazanç marjının yüksek olması, güncel piyasaya uyum sağlaması ve piyasa manipülasyonlarına fazlasıyla açık olması gibi faktörler ise yatırımcı için cazip gelen hamleler arasında yer almaktadır. Bu çalışmada da hem geleneksel sermaye piyasası araçlarının hem de kripto paraların tanımı yapılarak giriş yapılacaktır ve arasındaki potansiyel alternatifliği araştırılacaktır. Bunun için bahse geçen iki tarafın da benzerlikleri ve farklıları detaylı bir şekilde incelenerek avantajları ve dezavantajları belirlenecektir. Çalışmada, günümüz sermaye piyasası araçlarının uzunca bir süre var olması, yasal tanınırlığının, düzenlemelerin ve fiyat hareketliliğinin daha az olması gibi özellikler kripto paralardan farklı olarak kendisini öne çıkarmaktadır. Buna karşın, kripto paraların günümüzdeki dijitalleşme olgusuna yakın, yenilikçi, volatilité yapıya sahip olsa da sermaye piyasası araçlarına göre daha fazla getiri olanağının olması ve en büyük farklılığın merkezi yönetiminin olmaması gibi özellikler geleneksel sermaye piyasası araçlarından ayıran en önemli unsurlardır. Sermaye piyasası araçlarının hukuki içerikleri, yapılanmaları, küresel hacimleri ve merkezi yapılanmaları açısından ele alınacak olup, Kripto sisteminde kullanılan “Coin”lerin özellikleri, meydana gelişleri, sistematik bağlantıları ve uluslararası piyasalarda rağbet görmesine neden faktörlerin detaylarına bakılacaktır. Diğer taraftan, denetlemeye tabii olmaması ve belirsiz piyasa koşullarına sahip olması riskli görülüp sermaye piyasası araçlarına göre daha fazla spekülasyona açık olduğu görülmektedir. Çalışmanın içeriğinde her iki finansal ürünün farklı avantajlar ve riskler sunması hakkında daha detaylı kıyaslama yapılarak kripto paraların alternatifliği tartışılacaktır.

**Anahtar Kelimeler:** Kriptopara, Sermaye Piyasası Araçları, Merkezi Finansal Sistem, Uluslararası Finans

### 1.0 GİRİŞ:

Son yıllarda teknolojinin giderek yaygınlaşması, özellikle de Covid-19 salgını sonrasında hız kazanmasıyla birlikte birçok faktörün dijitalleşme eğiliminde olduğu görülmektedir. Bu durum, finansal konularda yatırımcıların tercihlerinde de dijitalleşme ve yeniliğe doğru bir değişim yaşandığını ortaya koymaktadır. Bu bağlamda, kripto paraların işlem hacminin arttığı gözlemlenmektedir. Bu çalışmada yatırımcıların tercih ettikleri menkul kıymet türlerindeki



değişimlerin başında gelen kripto paraların geleneksel sermaye piyasası araçlarına alternatif olabilir mi sorusuna cevap aranacaktır.

### **1.1 Kısaca Sermaye Piyasası**

Sermaye talep ve arzının bulunduğu piyasaya denmektedir. Sermaye ise belirli amaç için kullanılmak üzere orta, uzun ve sonsuz vadeli fonları kapsamaktadır. Başka bir deyişle sermaye piyasası bu fonların arz ve talebinin aracı kuruluşlar ile ve menkul kıymetler yoluyla karşılaştığı piyasayı ifade etmektedir. Sermaye piyasasının ekonomideki önemi ise ekonomik büyümeye katkı sağlamasıdır, bu da piyasadaki likiditeyi ve tasarrufları artırma, riskleri çeşitlendirme, bilgiye kolay erişim sağlama ve firmaların denetimi kolaylaştırma işlevi görerek olmaktadır (Müslümov ve Aras, 2002). Kısacası, sermaye piyasası ülke ekonomisi açısından küçük tasarrufların tek başlarına yatırım yapmaya yeteri kadar olmayan fonların menkul kıymetlere yatırılarak birleşip büyük yatırımlara dönüşmesini sağlamaktadır.

### **1.2 Sermaye Piyasası Araçları Nelerdir?**

Sermaye Piyasası Kurulunun tanımına göre sermaye piyasası araçlarını şu şekilde açıklamaktadır, “Menkul kıymetler ve türev araçlar ile yatırım sözleşmeleri de dâhil olmak üzere Kurulca bu kapsamda olduğu belirlenen diğer sermaye piyasası araçlarıdır” (2022). Diğer bir deyişle sermaye piyasası araçları; hisse senetleri, tahviller, emtialar, vadeli işlemler, opsiyonlar ve yatırım fonları gibi çeşitli varlık türlerini içermektedir. Bu tür varlıklar, geleneksel finansal piyasalarda işlem görür ve genellikle düzenleyici denetime tabidir. Sermaye piyasası araçları, yatırımcılara çeşitli risk profillerine ve getiri beklentilerine uygun yatırım seçenekleri sunmaktadır.

Sermaye piyasası, banka sektörünün işletmelere sağladığı fonlara kıyasla daha düşük maliyetli finansman kaynaklarını sunabilmektedir. Bu göz önünde bulundurulduğunda sermaye piyasası araçlarının bir kısmı, şirketlere öz kaynak sağladığından ekonomik kalkınmanın hızlanmasına ve sağlam finansman kaynaklarına erişilmesine destek vermektedir.

### **1.3 Düünden Bugüne Kripto paralar**

Kripto paralar, dijital veya sanal para birimleridir ve blockchain teknolojisi üzerine inşa edilmiştir. 2008 yılında ilk Satoshi Nakamoto tarafından bir makale üzerinden bu kavramlar açıklanmıştır. Blockchain, dağıtık defter sistemiyle çalıştığı için her işlemin kayıt altına alındığından, çift harcama sorununa nasıl çözüm olduğunu anlatmaktadır. Bitcoin, Ethereum, Ripple gibi popüler kripto paralar, merkezi olmayan bir yapıya sahiptir ve genellikle geleneksel finansal sistemlerden bağımsızdır. Belirli bir merkez bankası tarafından

düzenlemeye tabi olmayan, belirli bir ülke veya şirket tarafından korunmayan, dağıtımı ve kullanımını internet ağı aracılığıyla yapılan sanal para birimidir. Bitcoin ile birlikte kripto para piyasasında eşler arası, üçüncü tarafın bulunmadığı yani tamamen kullanıcılar tarafından kontrol edilen bir ödeme ağı hakimdir (Dasman, 2021). Kripto paraların getirisi genellikle yüksek olabilir, ancak aynı zamanda yüksek volatiliteye ve düşük likiditeye sahiptirler. Fiyatları uluslararası standartlara sahip olduğundan değeri her yerde aynı ve transfer süresi çok hızlıdır.

Kripto paraların yasal tanınırlığı henüz tam anlamıyla oluşmamış olsa da dijitalleşmenin hız kazanmış ortamında bu piyasanın işlem hacmi tüm dünyada olduğu gibi Türkiye’de de gittikçe yükselmektedir. Binance Research’in (2023) verilerine göre Türkiye’de son 3 yılda kripto benimsemesi %24 oranında artmış ve son 1 yıl içerisinde yaklaşık 170 milyar dolar kripto işlem hacmiyle dünya sıralamasında 4. olmuştur. Kripto konusunda akademisyenler ve ekonomistler görüş ayrılıkları yaşamaktadır. Bir kısmı hızlı ve olağandışı yüksek kar elde etmeye ve kripto paraların üzerinde spekülasyon balonunun oluşmasına karşı uyarılmaktadır. Diğer taraftan ise, kripto paraların değer saklama açısından etkili bir araç olduğu düşünülmektedir (Kozak & Gajdek, 2021).

Yatırımcıların kripto parayı tercih etmelerindeki başlıca nedenleri Binance Research (2023) tarafından yapılan çalışmaya göre ilk üçe giren unsurlar sırasıyla; karlılık, izleme kolaylığı ve gelecek vaat eden teknolojidir. Bu listede kripto paraların güvenli olması unsuru en son sırada almış olması yatırımcıların güvenlikten çok yaptığı işlemde kazanacağı karlılığı daha çok önemseyişini ortaya çıkarmaktadır.

## 2.0 ARAŞTIRMA VE BULGULAR: SERMAYE PİYASASI ARAÇLARI VE KRİPTO PARALARIN KARŞILAŞTIRILMASI

	Sermaye Piyasası Araçları	Kripto Paralar
Avantajlar	<ul style="list-style-type: none"><li>• Uzunca süre var olmaları.</li><li>• Yasal tanınırlılığın olması.</li><li>• Düzenlemelere tabi olması.</li><li>• Fiyat hareketliliğinin daha az olması.</li></ul>	<ul style="list-style-type: none"><li>• Kar marjının yüksek olması.</li><li>• Dijitalleşme ve yenilikçi olgusuna yakın olması.</li><li>• Güncel piyasaya uyum sağlaması.</li><li>• Sermaye piyasası araçlarına göre sistematik riske sahip olmamaları.</li><li>• Hızlı ve ucuz para transferlerine olanak sağlaması.</li><li>• Yüksek şifreleme, hesap güvenliği.</li></ul>
Dezavantajlar	<ul style="list-style-type: none"><li>• Yüksek başlangıç işlem tutarı.</li><li>• Yavaş işlem süreçleri.</li><li>• Sistematik riske sahip olması.</li></ul>	<ul style="list-style-type: none"><li>• Volatilitate yapıya sahip olması.</li><li>• Düzenleme belirsizliği.</li><li>• Yasal altyapısının tam olmaması.</li></ul>

### 2.1 Sermaye Piyasası Araçları

#### 2.1.1 Avantajları

Sermaye piyasası araçlarının avantajlarına bakacak olursak uzunca süre var olmaları güvenli bir liman olarak algılanmaktadır. Aynı şekilde yasal tanınırlılığının olması, düzenlemelere ve denetleyici bir kuruma tabi olması bir güven duygusu yaratmaktadır. Merkezi yapılanmalarının olması yatırımcıların bir sorunla karşılaştığı zaman veya belirsizlik durumunda nereye başvuracaklarını bilmesini sağlamaktadır. Ayrıca kripto paraya göre fiyat hareketliliğinin daha az olması tahmin edilebilirliği artırmaktadır. Bu yüzden de riske girmek istemeyen, güvenli yatırım aracı kullanmak isteyen yatırımcılar için sermaye piyasası araçları daha cazip durumdadır.

#### 2.1.2 Dezavantajları

Kripto paralara göre daha yüksek başlangıç işlem tutarına sahip olması, prosedürlerden ötürü yavaş işlem süreçlerine sahip olması ve özellikle sistematik riske sahip olmaları sermaye piyasası araçları için birer dezavantaj olarak söylenebilir. Sistematik risk, belirli bir sektör veya genel piyasa koşullarının değişmelerinden, ekonomik durgunluklardan, politik gibi sistematik faktörlerden kaynaklanan risklerdir. Sermaye piyasası araçları; örneğin, hisse

senetleri ve emtia gibi ekonomik kořullardan, faiz oranlarındaki deęişikliklerden etkilenmektedir. Ekonomik durgunluk zamanlarında veya geleceęe dair ekonomik olumsuz beklentilerden ötürü hisse senet fiyatlarının düşmesi sistematik riske örnek verilebilir.

## **2.2 Kripto para**

### **2.2.1 Avantajları**

Kripto paralar, yüksek volatil yapılarına rağmen son yıllarda giderek daha popüler hale gelmektedir. Bunların başında daha öncesinde de bahsedildięi üzere kâr marjının yüksek olması bir avantaj olarak nitelendirilebilir. Bunun sebebi ise fiyat hareketliliğinin yüksek olması yani volatiliteye sahip olmasıdır. Dyhberg'e göre (2016) göre Bitcoin, hisse senetleri piyasası, döviz kurları ve emtialarla ilişkilendirilen çeşitli risklere karşı bir koruma aracı olarak kullanabileceğini öne sürmektedir. Bununla birlikte sermaye piyasası araçlarının sahip olduđu sistematik riske sahip olmaması Dyhberg' in kripto paraları bir koruma aracı olarak kullanılması konusunu destekler niteliktedir.

Değişen dünya trendlerinde yenilikçi ve dijitalleşmenin öne çıkmasıyla birlikte kripto paraların bu olguya yakından takip etmesi hem tercih edilme nedenlerinin başında gelmekte hem de güncel piyasayı uyum sağlamaktadır. Fiziksel bir yapıya sahip olmaması, sanal ortamda işlendiğinden transferlerin hem hızlı hem de ucuz bir şekilde gerçekleşmesine olanak sağlamaktadır. Bunun yanında bu özelliğinden dolayı coğrafi sınırlara takılmamaktadır, dünyada interneti olan herkesin işlem yapmasına olanak sağlayıp uluslararası ödemelerde kolaylık sağlamaktadır.

Kripto paraların teknolojik olgusundan dolayı yüksek şifreleme özelliğine sahip olması hesapların kırılma ihtimalini oldukça minimize etmektedir. Böylece yatırımcılara bir güvence vaat etmektedir.

Son olarak arz artışının yapılamaması kur hareketlerindeki spekülâtif durumun yaşanmasına engel olmaktadır. Kripto paraların arzı önceden belirlenen miktara bağlıdır, bu da altın külçe sistemine yakınlığından ötürü benzer avantajlar sunmaktadır. Üretimden fazla para oluşumunu engellemektedir (Çetinkaya, 2018).

### 2.2.2 Dezavantajları

Kripto paralar henüz tüm dünyada kabul görmüş değildir, hatta bazı ülkeler bu hususta yasaklar getirmiştir. Bunun akabinde de yasal altyapısı da eksiktir. Bu yüzden de yasal olarak kayıt altına alınmadığından vergilendirilememektedir. Ayrıca anonim ilkesinden dolayı kullanıcıların bilgisi ifşa edilmeden işlem yapılma fırsatı sunulduğundan ve düzenleme ve denetlemeye tabi olmamasından dolayı yapılan işlemlerin kara para aklama suçlarında kullanılmasının önü açılmaktadır.

Hesap güvenliğinde her ne kadar yüksek derecede olsa da bazı açıkları vardır. Hesaplarda kimlik kontrolü yapılmamaktadır, şifreyi bilen herhangi biri girişi yapabilmesi bir tehdit unsurudur. Ayrıca şifreyi unutma durumunda ise hesaba erişim sağlanamaz durumda olmaktadır.

Merkezi yönetiminin olmaması avantajlı olduğu gibi tehdit unsuru da oluşturmaktadır. Amsyar ve diğerlerinin (2020) de bulgularına göre tüm işlemlerde ortaya çıkan sorunlarla ilgilenen yetkili bir otoritenin olmaması dezavantajdır. Ayrıca kara para aklama suçlarının da genellikle bu piyasada gerçekleşmesi kripto para ve blok zincir teknolojisinin nasıl faydalı kullanılacağı konusunda soru işareti yaratmaktadır.

Hızlı para kazanma cazibesi göz önüne alındığında, hem hisse senetleri hem de kripto paraların sahtekarlık davranışlarından zarar görebilmektedir. En yaygın olanlardan biri "Pump and Dump" dolandırıcılığıdır. Sıkça penny hisse senetlerinde görüldüğü gibi, dürüst olmayan taraflar, kripto paranın fiyatını yanlış veya abartılı beyanlar, ünlü "önerileri" veya sadece yatırımcı açgözlülüğü ile suni olarak şişirip yükselen fiyattan satarak kazanç elde ederler (Hamrick et al., 2021).

### 2.3 Sermaye Piyasası Araçları Türleri İçerisinde Kripto Paraların Değerlendirilmesi:

Mevcut sermaye piyasası araçları içerisinde kripto paraların değerlendirilebilir olup olmadığını bakmak amacıyla 3 ana başlık altında değerlendirilecektir:

- 1) Menkul Kıymetler: SPK'nın tanımına göre "Menkul kıymetler; paylar, pay benzeri diğer kıymetler ile söz konusu paylara ilişkin depo sertifikaları ile borçlanma araçları veya menkul kıymetleştirilmiş varlık ve gelirlere dayalı borçlanma araçları ile söz konusu kıymetlere ilişkin depo sertifikalarıdır". Menkul kıymetler sahibine ortaklık ve alacaklılık hakkı sağlamaktadır.

Bu kapsamda paylar ortaklık hakkına örnek verilirken tahvil de alacaklılık hakkı vermektedir. Kripto paraların bu kapsamda değerlendirilmesi uygun değildir çünkü ortaklık veya alacak hakkı sağlamamaktadır.

2) Türev Araçlar: Sermaye Piyasası Kanuna göre

“Türev araçlar: Aşağıda sayılan veya Kurulca bu kapsamda olduğu belirlenen diğer türev araçları:

1) Menkul kıymetleri satın alma veya satma veya birbirleri ile değiştirme hakkı veren

türev araçları,

2) Değeri, bir menkul kıymet fiyatına veya getirisine; bir döviz fiyatına veya fiyat

değişikliğine; faiz oranına veya orandaki değişikliğe; bir kıymetli maden veya kıymetli taş fiyatına veya fiyat değişikliğine; bir mal fiyatına veya fiyat değişikliğine; Kurulca uygun görülen kurumlarca yayınlanan istatistiklere veya bunlardaki değişikliğe; kredi riski transferi sağlayan, enerji fiyatları ve iklim değişkenleri gibi ölçüm değerleri olan ve bu sayılanlardan oluşturulan bir endeks seviyesine veya seviyedeki değişikliğe bağlı olan türev araçları, bu araçların türevlerini ve sayılan dayanak varlıkları birbirleri ile değiştirme hakkı veren türevleri,

3) Döviz ve kıymetli madenler ile Kurulca belirlenecek diğer varlıklar üzerine yapılacak kaldıraçlı işlemleri,”

olarak tanımlamıştır. Türev araçlar, varlıkların fiyatları değişmesi sonucu değeri ortaya çıkan finansal araçlardır. Kripto paralarda ise piyasanın arzı ve talebine göre fiyatı değerlendirilir, doğrudan belirli bir varlığın fiyat değişikliğinden etkilenmediğinden bu kapsamda değerlendirilmesi uygun değildir.

3) Yatırım Sözleşmeleri: Kanunun j bendine göre “Bu Kanun ve ilgili mevzuatta düzenlenen yatırım sözleşmesinin sektörel uzmanlık gerektiren alanlara ilişkin olması hâlinde, kamu kurum ve kuruluşlarından birlikte çalışmak üzere uzman personel ya da belirli bir konuda çalışma raporu talep etmek” olarak tanımlanmıştır. Howey testine göre bir unsurun bu yönde değerlendirilmesi için dört özelliğe sahip olması gerekir: “bir para yatırımı, müşterek bir teşebbüs, kâr elde etme ümidi ve üçüncü kişilerin veya program organizatörlerinin çabaları” (Adıgüzel, 2017). Yatırım sözleşmelerinde, yatırımcıların ortak bir projeye para yatırması ve kazanç elde etmesi gibi unsurlar bulunurken, kripto paraların bu unsurları yoktur.

Bunun sonucunda kripto paralar yukarıda belirtilen türler içerisinde değerlendirilemediği görülmektedir.

### **SONUÇ: SERMAYE PİYASASI ARAÇLARINA KRIPTO PARA ALTERNATİF Mİ?**

Bu çalışmada sermaye piyasası araçlarına kripto paranın alternatifliği aramak için her iki unsurun neler olduğunu, ne içerdiğini, kendi içlerinde avantajları ve dezavantajları karşılaştırılarak en son günümüz sermaye piyasası araçları içerisinde değerlendirilebilir olup olmadığı konusunda araştırma yapılmıştır.

Mevcuttaki sermaye piyasası kanuna göre kripto paralar sermaye araçları çerçevesinde değerlendirilemediği yukarıda belirtilmiştir. Öte yandan kripto paraların Türkiye’de işlem hacminin büyük olması ve global pazarda rağbet görmesi geleneksel yatırım araçlarına alternatif olabilecek bir yatırım yöntemi olarak gözükmektedir. Sermaye piyasası aracı olarak yasal olması halinde ise denetime tabi olmasını gerektirir bu da olumlu etkiler doğurabileceği gibi olumsuz etkilere de belirsizliklere de yol açabilir. Örneğin, farklı ülkelerin farklı düzenleyici yaklaşımları, küresel bir uyumsuzluk ve belirsizlik ortamı yaratabilir. Denetimden dolayı kullanıcılar hakkında daha fazla bilgi istenebilir, bunun sonucunda da kriptodaki gizlilik ilkesi bozulabilir.

Bunlar göz önünde bulundurulduğunda kripto paraların mevcut sermaye piyasası araçları içerisinde değerlendirilmemesi gerektiği, bunun yerine yeni bir başlık altında değerlendirilip mevcut düzenini fazla sarsmayacak şekilde denetime tabi ve vergilendirilmesi gerektiği söz konusudur. Vergilendirme oranı belirlenirken mevcuttaki yatırımcı potansiyelini korkutmamak gerekmektedir yoksa elde edilmek istenen faydaya ulaşılmayabilir.

Kripto paraların merkezi kontrolünün olmaması birçok yatırımcı açısından cazip gelen temel özelliklerin başında gelmektedir. Sermaye piyasası araçları içerisinde yeni bir başlık altında değerlendirildiğinde kripto paraların özgürlükçü ve merkeze bağlı olmayan yapısı unutulmamalı ve bundan ötürü sermaye piyasası araçlarının sahip olduğu sistematik riskten uzak olduğu altı çizilmelidir. Dolayısıyla kripto paraları güvenli bir liman olmaktadır ve bu özelliğin korunması gerekmektedir.

## KAYNAKÇA

6362 Sayılı Sermaye Piyasası Kanunu, 2012, (SPK).

Adıgüzel, B. (2017). 6362 Sayılı Sermaye Piyasası Kanunun’nda Sermaye Piyasası Aracı Kavramı. TFM, 3(1), 1–8. <https://dergipark.org.tr/tr/download/article-file/346953>

Amsyar, I., Christopher, E., Dithi, A., Khan, A. N., & Maulana, S. (2020). The Challenge of Cryptocurrency in the Era of the Digital Revolution: A Review of Systematic Literature. Aptisi Transactions on Technopreneurship (ATT), 2(2), 153–159. <https://doi.org/10.34306/att.v2i2.96>

Chua, J. X. (2023, November 1). State of the Market: Turkey’s Crypto Landscape. Binance Research. <https://www.binance.com/en/research/analysis/state-of-the-market-turkeys-crypto-landscape>

Çetinkaya, Ş. (2018). Kripto Paraların Gelişimi Ve Para Piyasalarındaki Yerinin Swot Analizi ile İncelenmesi. Uluslararası Ekonomi ve Siyaset Bilimleri Akademik Araştırmalar Dergisi - , 2, 11–21. <https://dergipark.org.tr/en/download/article-file/619560>

Dasman, S. (2021). Analysis of Return and Risk of Cryptocurrency Bitcoin Asset as Investment Instrument. IntechOpen. doi: 10.5772/intechopen.99910

Dyhrberg, A. H. (2016). Bitcoin, Gold and the dollar – A GARCH volatility analysis. Finance Research Letters, 16, 85–92. <https://doi.org/10.1016/j.frl.2015.10.008>

Hamrick, J. T., Rouhi, F., Mukherjee, A., Feder, A., Gandal, N., Moore, T., & Vasek, M. (2021). An examination of the cryptocurrency pump-and-dump ecosystem. Information Processing & Management, 58(4). <https://doi.org/10.1016/j.ipm.2021.102506>

Kozak, S., & Gajdek, S. (2021). Cryptocurrencies or capital markets. comparative analysis of investment efficiency in 2011-2020. Zeszyty Naukowe Uniwersytetu Przyrodniczo-Humanistycznego w Siedlcach, (56), 31–39. <https://doi.org/10.34739/zn.2021.56.04>

Müslümov, A. & Aras, G. (2002), “Sermaye Piyasası Gelişmesi ve Ekonomik Büyüme Arasında Nedensellik İlişkisi: OECD Ülkeleri Örneği”, İktisat İşletme ve Finans, 17(198), 90-100.

Nakamoto, S. (2008). Bitcoin: A peer-to-peer electronic cash system. Bitcoin. <https://bitcoin.org/bitcoin.pdf>



# **THE DYNAMIC IMPACT OF EU MEMBER COUNTRIES POLICIES ON DIRECT INVESTMENT STOCKS IN THE CONTEXT OF SUSTAINABLE DEVELOPMENT**

**Adelina-Andreea Siriteanu**

PhD student, Doctoral School of Economics and Business Administration, Alexandru Ioan Cuza University of Iași, Romania

**Sorin Gabriel Anton**

Professor, Department of Finance, Money and Public Administration, Faculty of Economics and Business Administration, Alexandru Ioan Cuza University of Iași, Romania

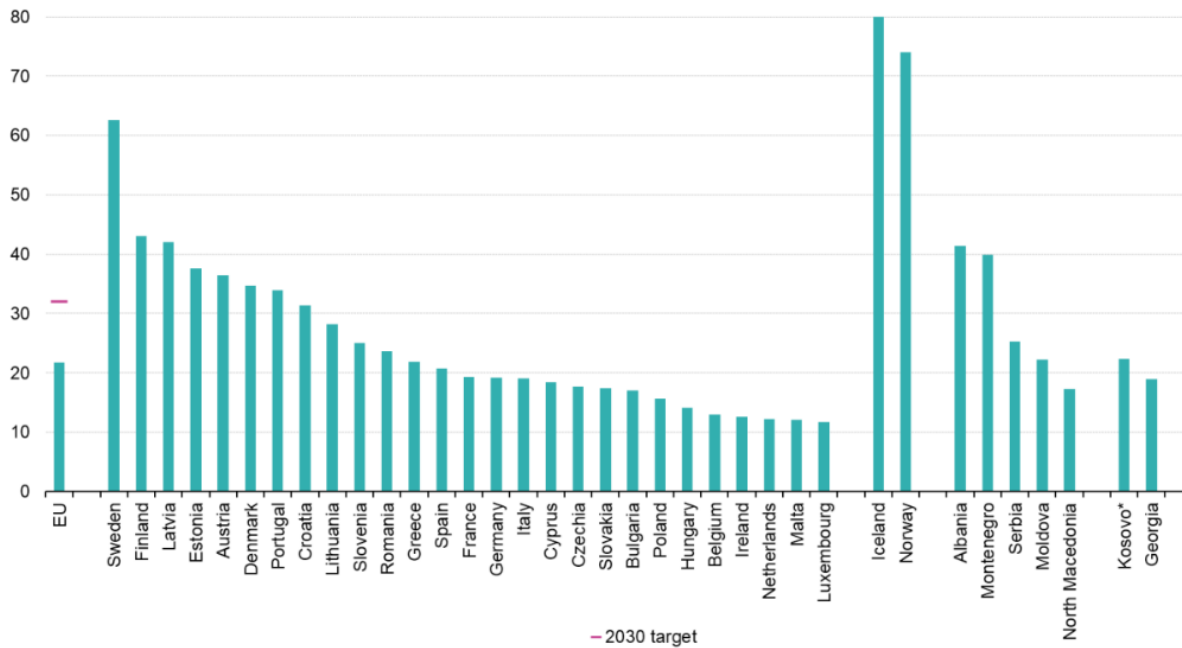
## **ABSTRACT**

European policies aspire to achieve economic growth, energy security and a healthy planet. Furthermore, the well-being of the population, as well as of nature, causes the European states to act jointly on current issues. The desire to solve current problems involving globalization and climate change led to the creation of the 2030 Agenda for Sustainable Development. In this context, as a rule, direct investments intervene, which brings with them access to management ability, skills, and technology. This study focuses on this current issue and analyses how direct investment stocks are supported by policies that support sustainable economic growth. In this sense, we will analyse the EU member states over a period between 2002 and 2021. The results of the study show that direct investment stocks are explained in proportion to 46.1% of the variation of the variables introduced in the model, through the prism of the fixed effects model. Therefore, the stock of direct investment depends on macroeconomic variables and the applied state policy.

**Keywords:** public policies, direct investment, CO2 emissions and sustainable development

## **INTRODUCTION**

The public policies of the EU member states included in their action agenda the fulfilment of sustainable development aims. Sustainable development goals include reducing greenhouse gases or increasing the use of renewable energy. However, the Russian invasion of Ukraine has created a state of fear in European states about the lack of oil and gas. However, this situation has been managed internationally leading to the conclusion that the energy transition cannot replace fossil fuels overnight. At the level of 2021, the level of renewable energy registered a decrease of 0.3% (from 22.1% in 2020 to 21.8% in 2021) compared to 2020, a fact that can be seen in Graph 1.



**Graph 1: Share of energy from renewable sources, 2021 (% of gross final energy consumption)**

Source: Eurostat (2023)

Economic officers focus on building a strong European economy both by creating jobs and supporting national security. But to achieve these aspects capital is needed. The easiest tool to attract capital is represented by direct investments that increase local productivity (Havranek and Irsova, 2010).

The general view is that direct investments support economic growth. At the same time, economic growth is based on a high level of energy consumption. History shows us that the biggest sources of pollution come from plants that use fossil fuels as raw materials for obtaining energy. Contemporary practices focus on finding new environmentally friendly ways to generate energy (Ibrahiem, 2015). However, the conditions of increased social living imply the possibility of constantly benefiting from the spread of direct investment. This fact translates into great efforts by governments to manage the market, as well as fluctuating investor appetite. Considering this fact, we believe that it is not enough for a state to limit itself to maintaining the investors already existing on the territory of the country but should take concrete actions to increase the level of direct investments, implicitly economic expansion. The field of renewable energy has been discussed for several years. And yet, there is a real need for technology and capital to use this field to its full potential.

## CONCEPTUAL FRAMEWORK

In the international context, the subject of sustainable development stands for an area of interest that helps all of humanity but also involves the observance of certain rules. Thus, through the lens of sustainable development aims, a global monitoring of the actions undertaken by states is carried out. And the governments of the countries, in the present context especially the European ones, represent the main actors in realizing and carrying forward this transformative vision (Tichenor et al., 2022). Thus, we can affirm that the omnipresence of governments in carrying out the sustainable development process is a well-known constant, but not sufficiently analysed. Also, Kelley and Simmons (2021) believe that

the world's economies are based on decisions made beyond their borders, but which require collective effort. On the other hand, Bolton (2022) believes that the process of sustainable development is also negatively influenced by the complexity of the operating environment. This opinion differs from other studies (Liodakis, 2010) which state that the public administration of a state has not been effective in implementing a set of direct-action measures in achieving a sustainable development aim. Or there are voices (Aidt, 2010; Venard, 2013; Frolova et al., 2019) who claim that the declared aims were not achieved because of corruption. The subject of corruption is intensively analysed and debated as it is a significant obstacle in achieving the 17 SDGs. We say this because corruption also involves other related events, such as money laundering, bribery, or tax evasion. All these phenomena erode both human and economic development. Also, corruption generates a lack of trust in democratic institutions and the government. To these aspects, we can also include the inhibition of social equality and social inclusion. In the context of corruption, international norms are influenced by decisions made in this regard. Thus, European states cooperate in an increasingly global political framework, even if many of them deal with the problem internally.

According to an analysis carried out by the United Nations Organization (UNSDG, 2023), the need for annual investments estimated at 3.3-4.5 trillion USD was found to reach the 17 SDGs. And corruption generates a loss worth \$3.6 trillion every year. At the European level, the presence of this phenomenon also reduces the volume of international investments and increases business costs. Thus, both companies and citizens must pay more money for the services/products needed for daily living. Likewise, studies (Xie et al., 2021; Leal Filho et al, 2022) in the field of achieving the SDGs support the need to ensure adequate infrastructure, technologies, as well as resources, respectively investments.

On the other hand, it is well known that the general desire of a state is economic growth. And this fact implies the development of infrastructure, an aspect also included in the SDGs. Infrastructure is considered a concrete solution to climate change mitigation (Qureshi, 2015). And vice versa, precarious management of the infrastructure process leads to diminishing prospects for economic growth.

In the European context, we see the need for investments in developing countries, where wages are low and urbanization requires not only funds but also guidance. Furthermore, most of the incremental investment needs appear as a real necessity in the field of energy. The explanation for this fact can be given through the prism of the fact that most of the energy comes from the burning of fossil fuels. This reaction generates an increase in carbon dioxide concentrations.

This type of gas is one of the most important greenhouse gases. The greenhouse effect involves a gas that absorbs and radiates heat. However, the Earth cannot support the average global surface temperature above zero without the existence of CO<sub>2</sub>. Within normal limits, the effectiveness of this type of gas for life, in general, is seen. Humans are overcharging by adding more carbon dioxide to the atmosphere through daily activities in today's context of globalization and digitization. Thus, the increase in global temperature is achieved. For example, at the 2021 level, CO<sub>2</sub> caused about two-thirds of the total warming influence of all human-made greenhouse gases (NOAA, 2023). When we discuss human activities, we must also mention the economic activities that involve the use of this type of gas.

In general, the increased activities carried out by a state in the sphere of economic development led to increased attention from foreign investors. This is also supported by the calculations made by the Bureau of Economic Analysis (BEA, 2023) which claims that

Europe recorded a 54% to 60% increase in the number of companies between 2010 and 2019 American companies that decided to invest in Europe.

A recent study (Borga et al., 2022) proves through the lens of the analysis carried out that the carbon intensity financed by direct investments has recorded decreasing values over time. This reduction was mainly based on carbon reductions in the electricity, gas and water industries in the host economies. The transition to green energy is supported at the European level directly and through the European Institute of Innovation and Technology (IEA, 2023).

We find that there is no clear relationship in the field regarding the direction to follow between renewable energy and direct investment. Some studies (Akpanke et al., 2023; Nyeadi, 2023) claim that FDI positively influences the use of renewable energy in the long term, and other studies contain information showing that there is a bidirectional relationship between FDI and the consumption of this type of energy (Grabara et al., 2021). In this context, in this study, we want to analyse the inverse relationship, where the use of this type of energy by a state causes increases in the level of direct investment. Thus, regarding a country that has already implemented projects that promote or even use renewable energy, we can say that this denotes credibility and stability for a future investor. Renewable energy is an area that relies on firm commitments to implementing the transition to zero carbon emissions. Thus, we can say that once a green energy creation project is implemented, a state offers a predictable and cost-effective business environment. Through the tax exemptions or subsidy schemes offered in a certain state, a new investor analyzes the future returns to be obtained in clear and precise conditions. Thus, fiscal regulation is considered to increase the positive effect of clean energy consumption in the economy (Wang and Lee, 2022).

On the other hand, a country that develops ambitious sustainability projects along the lines of using, mainly, renewable energy in the total energy consumption can represent a safe destination for a capital placement of the nature of direct investments. The reason lies in the fact that investors can align themselves with the global trend of doing business that respects the 17 SDGs. Thus, investors may be tempted to consider a country that supports such projects. The results of a study (Mert and Bölük, 2016, Sarkodie et al., 2020) claim that between renewable energy and FDI, there is an interactive effect that causes transformations in climate change.

Also, when an investor supports extensive initiatives to create a sustainable environment along the lines of using renewable energy, it can have benefits on 2 lines. First, we can say that placing capital in a government-backed project denotes stability and protection. Second, an investor can also enjoy higher consumer appreciation. Thus, involvement in a project that supports environmental practices can bring a favourable image for the investor. Therefore, the psychological factor represents a factor by which participation in certain pro-environmental actions can lead to positive associations with the whole activity.

## DATA AND METHODOLOGY

### **Variable selection and econometric specification**

This paper proposes to analyse how direct investment stocks are supported by policies that support sustainable economic growth. The field of sustainable development stands for an area of interest both at the European and international levels. In this study, we will focus only on the EU member states.

We will use panel data as this data set captures the behaviour of each country at several points in time. The variables used in the research are shown in Table 1.

**Table 1: Presentation of variables**

Symbol	Name	Measurement Unit	Source
Dependent variables			
di_stocks	Direct investment-stocks	% of GDP	Eurostat
Independent variables			
renewable energy	Share of renewable energy in gross final energy consumption	%	Eurostat
energy taxes	Energy taxes by paying sector-Wholesale and retail trade; repair of motor vehicles and motorcycles	%	Eurostat
Control variables			
co2	CO2 emissions	% of total	Eurostat
environ tax rev	Environmental tax revenues	% of GDP	Eurostat
sdg	Real GDP per capita	%	Eurostat
imports	Imports	% of GDP	Eurostat
exports	Exports	% of GDP	Eurostat
unemployment	Unemployment rate, Age class 20-64 years	%	Eurostat

Source: authors' processing

Sustainable development has at its centre climate change that threatens development progress. Along this line, in 196 the Paris Agreement was adopted, which sought to "transition to zero net global emissions by the middle of the century" (World Bank, 2023). Fiscal reforms in the field of sustainable development have included environmental taxation because the sums of money from this type of taxation can generate substantial revenues, even in the medium term. Thus, we introduced the variable `energy_taxes`.

We also introduced a few 6 control variables to measure the impact of policies on investment stocks. When discussing the effectiveness of a country, this fact can be seen through the level of GDP growth. For this reason, we introduced `sdg` as an independent variable. This variable measures the level of total final output within an economy in a year. In the context of globalization, all the actions of making goods and services cannot be done without energy. The field of sustainable development promotes the use of energy from renewable sources. Thus, we introduced the share of renewable energy in gross final energy consumption (`renewable energy`) as an independent variable.

In general, the higher a country's level of direct investment, the lower its unemployment rate (Irpan et al., 2016). In this study, we also want to inspect the reverse effect, in the sense that

we also analyse the impact of the unemployment rate on the stock of direct investment. Thus, we introduced the unemployment variable. The level of economic development can also be measured by the level of imports and exports. Thus, we also introduced these 2 variables.

To analyse how direct investment stocks are supported by policies that support sustainable economic growth, we will use a multiple linear regression of the type:

$$y = \beta_0 + \beta_1 X_1 + \dots + \beta_n X_n + \varepsilon \tag{1}$$

The specific form of the regression of our study is of the type:

$$di_{stocks} = \beta_0 + \beta_1 * sdg + \beta_2 * renewable\ energy + \beta_3 * imports + \beta_4 * exports + \beta_5 * environ\ tax\ rev + \beta_6 * energy\ taxes + \beta_7 * co2 + \varepsilon \tag{2}$$

We will also use quantile regression as it gives us a detailed picture of the distribution of the di\_stocks variable. The general form of this regression is of the type:

$$q_y(\tau) = F_Y^{-1}(\tau) = inf\{y: F_Y(y) \geq \tau\} \tag{3}$$

Where,

$$\tau = \text{quantile of } Y, \tau \in (0,1)$$

Thus, we will analyse the relationships established between the dependent variable and the 2 independent variables at different parts of the distribution, i.e. the amounts of 25%, 50%, 75%).

**Summary statistics and correlation**

In the analysed period, the dependent variable recorded a maximum value of 1889.2% of GDP (see Table 2). We used the Winsorize function in Stata to "winsorize" the extreme values of the variables at the 5th and 95th quantiles. We applied this methodology intending to reduce the impact of extreme values on statistical analysis.

**Table 2: Descriptive Statistics**

Variable	Obs	Mean	Std. Dev.	Min	Max
di_stocks	540	242.503	487.747	12.5	1889.2
renewable energy	540	14.745	11.504	0	38.63
energy_taxes	540	2.317	2.945	0	8.705
co2	540	20.054	20.792	0	67.525
environ_taxrevenues	540	2.396	1.585	0	3.495
sdg	540	2.028	3.386	-5.4	8.3
imports	540	32.729	33.493	0	94.65
exports	540	35.386	37.81	0	121.9
unemployment	540	6.44	4.543	0	16.25

Source: authors' processing

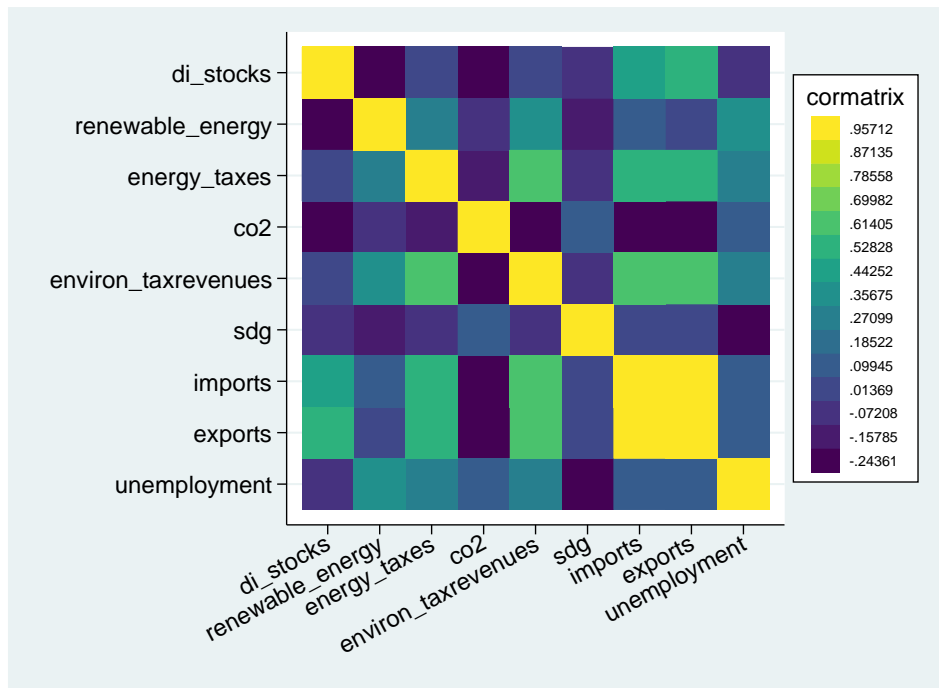
Table 3 shows the correlation matrix. Negative correlations are recorded between the dependent variable and the 2 independents. The highest correlation with the dependent variable is recorded through the prism of the export's variable, respectively 0.727.

**Table 3: Pairwise correlations**

Variables	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	
(1) di_stocks	1.000									
(2) renewable_energy	-	1.000								
(3) energy_taxes	0.217		1.000							
(4) co2	0.007	0.292		1.000						
(5) environ_taxrev~s	-	-	-	0.234	0.048	0.145				
(6) sdg	0.037	0.314	0.646		-	1.000				
(7) imports				0.286			0.077	-	1.000	
(8) exports				0.071	0.150	0.059		0.047		
(9) unemployment	0.474	0.063	0.528		-	0.647	0.032	1.000		
				0.285						
	0.519	0.042	0.508		-	0.616	0.037	0.994	1.000	
				0.281						
	-	0.326	0.291	0.073	0.247		-	0.084	0.064	1.000
	0.060					0.256				

Source: authors' processing

A recent study (Zhao et al., 2022) argues that the development of energy from renewable sources is dependent on the implementation of environmental regulatory policies. Thus, according to our analysis, we find that there is a high degree of correlation between our independent variables. Also, the heatmap of the correlation matrix (Graph 2) highlights the aforementioned relationships more deeply.



**Graph 2: Heat plot matrix**

Source: authors' processing

### Empirical Results

We perform the Hausman specification test to compare the consistent fixed-effects model with the efficient random-effects model (table 4). Through this test, we can make an objective decision. Both types of analysis bring added value, respectively the regression with fixed effects controls the variables that are omitted and differ according to the country. Random effects regression analyzes whether the individual effects are strictly uncorrelated with the regressors. In other words, it looks at whether it is proper for the constant terms to be randomly distributed over cross-sectional units.

**Table 4: Hausman specification test**

	Coef.
Chi-square test value	10.73
P-value	0.060*

\*\*\* p<.01, \*\* p<.05, \* p<.1

Source: authors' processing

P-value is > 0.05, so in this case, we should use a fixed effects model. Table 5 shows the regression results.



**Table 5: Regression Results with Fixed Effects**

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
	di_stoc	di_stoc	di_stoc	di_stoc	di_stoc	di_stoc	di_stoc	di_stoc
	ks	ks	ks	ks	ks	ks	ks	ks
renewable_energ	-	-	-	-	-	-	-	-
	19.07**	21.04**	21.17**	21.53**	22.72**	11.74**	8.926**	10.17**
	*	*	*	*	*	*	*	*
	(-5.14)	(-5.44)	(-5.64)	(-5.64)	(-5.91)	(-3.67)	(-3.11)	(-3.48)
energy_taxes		24.17	13.34	7.764	6.885	-	-	-
						47.03**	43.50**	47.56**
						*	*	*
		(1.74)	(0.98)	(0.46)	(0.41)	(-3.32)	(-3.43)	(-3.72)
co2			-	-	-	-	-	-
			11.92**	11.62**	11.28**	6.930**	6.509**	7.019**
			*	*	*	*	*	*
			(-5.81)	(-5.47)	(-5.31)	(-3.96)	(-4.16)	(-4.45)
environ_taxrevenues				24.30	27.33	-	-	-
						289.1**	176.8**	182.8**
						*	*	*
				(0.54)	(0.61)	(-7.06)	(-4.66)	(-4.82)
sdg					-24.06*	-	-	-
						35.00**	36.13**	32.04**
						*	*	*
					(-2.17)	(-3.87)	(-4.46)	(-3.86)
imports						20.91**	-	-
						*	76.46**	77.79**
							*	*
						(16.57)	(-9.01)	(-9.17)
exports							85.76**	87.04**
							*	*
							(11.57)	(11.74)
unemployment								15.09*
								(2.10)
_cons	648.8**	618.7**	891.8**	873.5**	931.1**	504.9**	506.6**	443.7**
	*	*	*	*	*	*	*	*
	(8.96)	(8.33)	(10.36)	(9.44)	(9.71)	(6.15)	(6.89)	(5.61)
N	540	540	540	540	540	540	540	540

t statistics in parentheses

\* p < 0.05, \*\* p < 0.01, \*\*\* p < 0.001

The stock of direct investment depends on macroeconomic variables and the applied state policy. It is also noted that the included variables have different significance thresholds for the

27 countries analyzed. In this sense, we can affirm the fact that the variables included in the analysis explain the dynamic impact of policies on direct investment stocks in the vast majority of analyzed countries.

We believe that the level of direct investments is influenced by the scope of renewable energy and against the background of minimizing some risks. Thus, when there is already an infrastructure of wind or solar parks, attracting investments is facilitated. An investor may be inclined to allocate capital to areas where operating costs are reduced. Today's environment abounds in innovation, as even the field of renewable energy bears fruit with technological innovation. Studies in the field claim that high institutional quality matters in improving energy efficiency (Kasperowicz et al., 2020; Sun et al., 2022). Thus, long-term public policies should move towards increasing technological progress in energy efficiency.

Energy efficiency is considered to lead to a qualitative growth of the economy (Lin et al., 2022). The possibility of being attracted by the idea of being part of a project that uses cutting-edge technologies can represent another reason for increasing the level of interest for investors. Also, bringing new technologies to a country that already uses renewable energy implies increased safety through the prism of already fruitful results. And the efficiency of this type of project is also increased through the prism of the strategic partners involved. Governments, companies, and investors work together to create projects that bring both financial and environmental benefits. Reducing pollution by using natural resources (Djellouli et al., 2022) to produce the energy necessary for the daily production of companies and households means that the environment no longer suffers from our daily activities. Also, the estimation results note that renewable energy has a positive and statistically significant effect on sustainable development (Ahmed and Shimada, 2019; Güney, 2019).

We also performed the heteroscedasticity in variables and applied the White test, and the results are presented in Table 6.

**Table 6: White test results**

White's test	df	p
H0: Homoskedasticity		
Ha: Unrestricted heteroskedasticity		
chi2(44) = 112.53		
Prob > chi2 = 0.0000		
Cameron & Trivedi's decomposition of IM-test		
chi2		
112.530	44	0.000
32.240	8	0.000
4.240	1	0.039
149.010	53	0.000

Source: authors' processing

It is found that we reject the null hypothesis with a confidence level of 99%, thus we can say that there is no h is no serial correlation in the performed regression.

Table 7 shows the regression results with quantiles.

**Table 7: Simultaneous-quantile regression results**

VARIABLES	(1) q25	(2) q50	(3) q75
renewable_energy	0.174 (0.205)	-0.697 (0.486)	-4.616** (1.794)
energy_taxes	-2.121* (1.159)	-6.107 (4.543)	-29.25*** (8.556)
co2	-0.189* (0.0974)	-0.410* (0.232)	-2.995** (1.203)
environ_taxrevenues	-11.47*** (3.497)	-33.48*** (11.65)	-143.8*** (24.66)
sdg	0.0695 (0.443)	-1.149 (0.763)	-6.181 (4.353)
imports	-4.154* (2.397)	-8.450 (7.134)	-40.46 (31.15)
exports	5.067** (2.540)	11.19 (7.824)	50.64 (32.29)
unemployment	1.031* (0.565)	2.336** (1.159)	11.96*** (4.326)
Constant	23.78*** (5.958)	55.13*** (14.71)	245.1*** (69.84)
Observations	540	540	540

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Source: authors' processing

The entered variables are found to show both positive and negative associations with our variable of interest. The values of the slope coefficients for the energy\_taxes variable are statistically significant at the 25<sup>th</sup> and 75<sup>th</sup> quantiles. The negative impact is increasing, which proves that public policies are strongly focused on creating behaviour that corresponds to the SDGs. The same negative and increasing link is also observed in the case of the CO2 variable.

On the other hand, we find that the unemployment variable has a positive increasing impact for all 3 quantiles and is statistically significant. In other words, it can be said that unemployment can represent an opportunity for investors in the sense that they can place their investment in areas where there is a workforce.

We also performed the interquartile regression that can be seen in Table 8, which is based on the comparison between the 25<sup>th</sup> and 75<sup>th</sup> quantiles, which were more statistically significant.

**Table 8: Interquartile regression results**

VARIABLES	(1) di_stocks
renewable_energy	4.789*** (1.674)
energy_taxes	-27.13*** (7.508)
co2	-2.806** (1.271)
environ_taxrevenues	-132.4*** (25.14)
sdg	-6.251* (3.399)
imports	-36.30 (32.66)
exports	45.57 (32.83)
unemployment	10.93*** (4.045)
Constant	221.3*** (72.68)
Observations	540

Standard errors in parentheses

\*\*\* p<0.01, \*\* p<0.05, \* p<0.1

Source: authors' processing

It can be observed that in the case of this regression, only the variables imports and exports do not significantly impact the quantiles of the dependent variable. The renewable-energy variable has an estimated coefficient of 4.879 and is statistically significant at a significance level of  $p < 0.05$ . This result indicates that there is a significant association between renewable energy and di\_stocks. With a positive coefficient for renewable energy, we can interpret that, holding other variables constant, an increase in renewable energy is associated with an increase in di\_stocks.

We also made a representation of only the link between the dependent variable and the 2 independent ones.

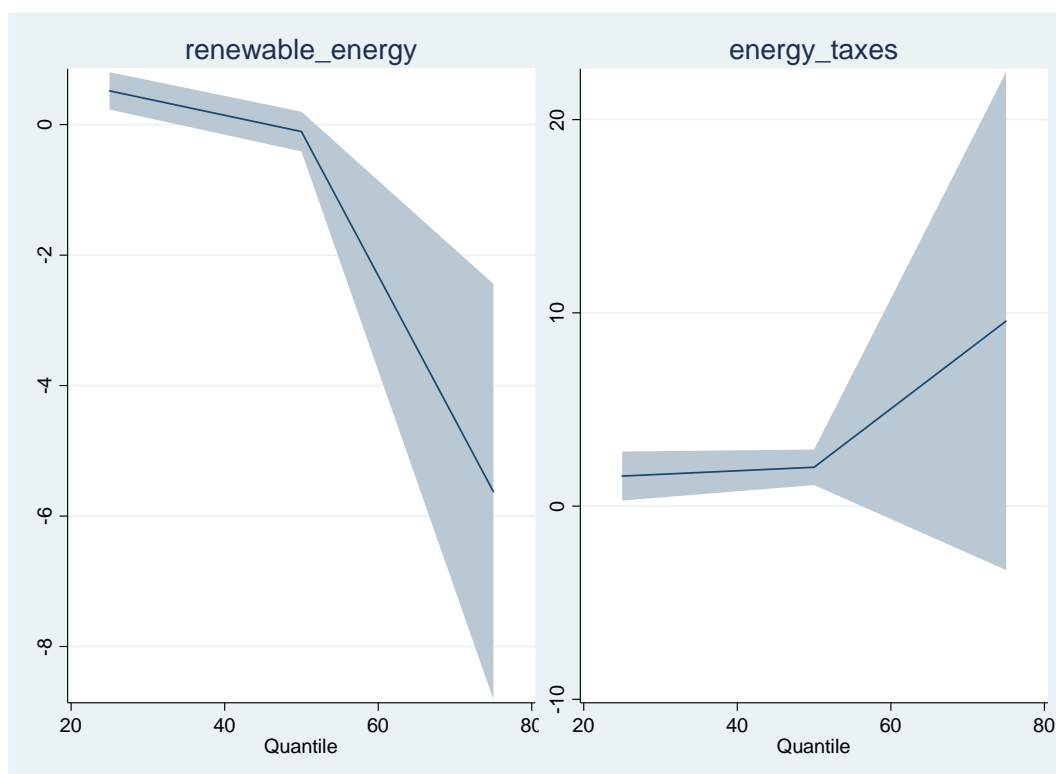
**Table 9: Simultaneous-quantile regression results only for independent variables**

VARIABLES	(1) q25	(2) q50	(3) q75
renewable_energy	0.517*** (0.146)	-0.106 (0.155)	-5.625*** (1.621)
energy_taxes	1.553** (0.646)	2.008*** (0.470)	9.574 (6.558)
Constant	26.39*** (2.108)	53.80*** (4.502)	236.6*** (50.42)
Observations	540	540	540

Standard errors in parentheses  
 \*\*\* p<0.01, \*\* p<0.05, \* p<0.1  
 Source: authors' processing

In this case, it is found that the first variable, renewable\_energy, is significant for quantiles 25 and 75, and the second, energy\_taxes, is statistically significant for quantiles 25 and 50. Their impact on the dependent variable, di\_stocks, can be seen in Graph 3.

**Graph 3: Quantile plot**



Source: authors' processing

The graphic illustration shows us that the level of taxation is increasing. Governments act through policy to create a sustainable environment. The growth trend proves to us that there is political stability in creating a change that we need to move our economy to one that is ecologically sustainable.

## CONCLUSION AND DISCUSSION

In conclusion, mitigating the degradation of changes requires an even deeper involvement of the policymaker. The desire, as well as the real need for the development of countries, is still a variable that also depends on this key factor. In this context, investment intervention is still a desired fact, and all means are created, at least in writing, to increase the level of direct investments from Europe.

The long-term and short-term interactions between economic growth, direct investment and renewable energy consumption represent an area that requires and will require many other analyses. In the future, we propose to analyze the impact of public policies on the stock of direct investment through a cluster analysis, to see the different impact of policies on this variable. We believe that such an analysis will help us make clearer public policy proposals.

The results of our research demonstrated that the level of direct investments is influenced by the field of renewable energy. When countries have wind or solar park infrastructure, attracting investment is facilitated. An investor may be inclined to allocate capital to areas where operating costs are reduced. Directly related to this aspect, we find that the public policies of the analyzed states are strongly focused on creating behaviour that corresponds to the SDGs.

The results of the interquartile regression demonstrate that the policy of the analyzed countries discourages polluting behaviour through taxation. Pollution, including air, water or soil pollution, is an effect generated through human activities. Therefore, it is obvious that all people must find a solution to the generated problems. The most accessible method is taxation, which ultimately causes the population to look for alternative solutions, such as renewable energy.

We mention that the current research was subject to some limitations due to data availability. We have narrowed the analysis down to 19 years, 2022-2021, but this area requires a much broader analysis. Also, in the future, we want to expand the analysis by increasing the sample. Thus, we want to focus our attention also on the states that are not part of the EU and that are not subject to sustainability regulations, but that have activities that negatively impact the environment.

## REFERENCES

- Ahmed, M. M., & Shimada, K. (2019). The effect of renewable energy consumption on sustainable economic development: Evidence from emerging and developing economies. *Energies*, 12(15), 2954.
- Aidt, T. S. (2010). Corruption and sustainable development. *International handbook on the economics of corruption*, 2, 1-52.
- Akpanke, T. A., Deka, A., Ozdeser, H., & Seraj, M. (2023). Does foreign direct investment promote renewable energy use? An insight from West African countries. *Renewable Energy Focus*, 44, 124-131.
- BEA. (2023.). U.S. Bureau of Economic Analysis. Retrieved December 1, 2023, from <https://www.bea.gov/>.

- Borga, M., Pegoue, A., Legoff, M. G. M., Rodelgo, A. S., Entaltsev, D., & Egesa, K. (2022). Measuring Carbon Emissions of Foreign Direct Investment in Host Economies. International Monetary Fund.
- Bolton, M. (2022). A system leverage points approach to governance for sustainable development. *Sustainability Science*, 1-31.
- Djellouli, N., Abdelli, L., Elheddad, M., Ahmed, R., & Mahmood, H. (2022). The effects of non-renewable energy, renewable energy, economic growth, and foreign direct investment on the sustainability of African countries. *Renewable Energy*, 183, 676-686.
- Eurostat. (2023). Database. Accessed December 5, 2023, at <https://ec.europa.eu/eurostat>.
- Frolova, I. I., Voronkova, O. Y., Alekhina, N. A., Kovaleva, I., Prodanova, N. A., & Kashirskaya, L. V. (2019). Corruption as an obstacle to sustainable development: A regional example. *Entrepreneurship and Sustainability Issues*, 7(1), 674.
- Grabara, J., Tleppayev, A., Dabylova, M., Mihardjo, L. W., & Dacko-Pikiewicz, Z. (2021). Empirical research on the relationship amongst renewable energy consumption, economic growth and foreign direct investment in Kazakhstan and Uzbekistan. *Energies*, 14(2), 332.
- Güney, T. (2019). Renewable energy, non-renewable energy and sustainable development. *International Journal of Sustainable Development & World Ecology*, 26(5), 389-397.
- Havranek, T., & Irsova, Z. (2010). Which foreigners are worth wooing? A meta-analysis of vertical spillovers from FDI.
- Ibrahiem, D. M. (2015). Renewable electricity consumption, foreign direct investment and economic growth in Egypt: An ARDL approach. *Procedia Economics and Finance*, 30, 313-323.
- IEA. (2023). European Institute of Innovation and Technology: Raw Materials Project Call – Policies. Retrieved December 2, 2023, from <https://www.iea.org/policies/16656-european-institute-of-innovation-and-technology-raw-materials-project-call>.
- Irpan, H. M., Saad, R. M., Nor, A. H. S. M., & Ibrahim, N. (2016, April). Impact of foreign direct investment on the unemployment rate in Malaysia. In *Journal of Physics: Conference Series* (Vol. 710, No. 1, p. 012028). IOP Publishing.
- Kasperowicz, R., Bilan, Y., & Štreimikienė, D. (2020). The renewable energy and economic growth nexus in European countries. *Sustainable Development*, 28(5), 1086-1093.
- Kelley, J. G., & Simmons, B. A. (2021). Governance by other means: Rankings as regulatory systems. *International Theory*, 13(1), 169-178.
- Leal Filho, W., Vidal, D. G., Chen, C., Petrova, M., Dinis, M. A. P., Yang, P., ... & Neiva, S. (2022). An assessment of requirements in investments, new technologies, and infrastructures to achieve the SDGs. *Environmental Sciences Europe*, 34(1), 1-17.
- Lin, B., & Zhou, Y. (2022). Does energy efficiency make sense in China? Based on the perspective of economic growth quality. *Science of the Total Environment*, 804, 149895.
- Liodakis, G. (2010). Political economy, capitalism and sustainable development. *Sustainability*, 2(8), 2601-2616.
- Qureshi, Z. (2015). The role of public policy in sustainable infrastructure. COP21 at Paris: What to Expect.
- Mert, M., & Bölük, G. (2016). Do foreign direct investment and renewable energy consumption affect the CO<sub>2</sub> emissions? New evidence from a panel ARDL approach to Kyoto Annex countries. *Environmental Science and Pollution Research*, 23, 21669-21681.
- Nyeadi, J. D. (2023). The impact of financial development and foreign direct investment on environmental sustainability in Sub-Saharan Africa: using PMG-ARDL approach. *Economic Research-Ekonomiska Istraživanja*, 36(2), 2106270.
- NOAA. (2023). NOAA Global Monitoring Laboratory. Retrieved December 19, 2024, from <https://gml.noaa.gov/>.

- Tichenor, M., Merry, S. E., Grek, S., & Bandola-Gill, J. (2022). Global public policy in a quantified world: Sustainable Development Goals as epistemic infrastructures. *Policy and Society*, 41(4), 431-444.
- Sarkodie, S. A., Adams, S., & Leirvik, T. (2020). Foreign direct investment and renewable energy in climate change mitigation: does governance matter?. *Journal of Cleaner Production*, 263, 121262.
- Sun, H., Edziah, B. K., Sun, C., & Kporsu, A. K. (2022). Institutional quality and its spatial spillover effects on energy efficiency. *Socio-Economic Planning Sciences*, 83, 101023.
- UNSDG. (2023). *Unlocking SDG Financing: Findings from Early Adopters*. Retrieved December 17, 2023, from <https://unsdg.un.org/resources/unlocking-sdg-financing-findings-early-adopters>, <https://unsdg.un.org/resources/unlocking-sdg-financing-findings-early-adopters>.
- Venard, B. (2013). Institutions, corruption and sustainable development. *Economics Bulletin*, 33(4), 2545-2562.
- Wang, E. Z., & Lee, C. C. (2022). The impact of clean energy consumption on economic growth in China: is environmental regulation a curse or a blessing?. *International Review of Economics & Finance*, 77, 39-58.
- World Bank. (2023). *Environmental Taxes*. Retrieved December 4, 2023, from <https://www.worldbank.org/en/programs/the-global-tax-program/environmental-taxes>.
- Xie, H., Wen, J., & Choi, Y. (2021). How the SDGs are implemented in China--A comparative study based on the perspective of policy instruments. *Journal of cleaner production*, 291, 125937.
- Zhao, X., Mahendru, M., Ma, X., Rao, A., & Shang, Y. (2022). Impacts of environmental regulations on green economic growth in China: New guidelines regarding renewable energy and energy efficiency. *Renewable Energy*, 187, 728-742.



# A REVIEW OF THE SQUID GAME THROUGH LACAN'S DESIRE THEORY

**Doç. Dr. Yasemin ÖZKENT**

Selçuk University, Faculty of Communication, Department of Radio Television and Cinema,

Türkiye

ORCID ID: <https://orcid.org/0000-0002-8617-8429>

## ABSTRACT

The TV series Squid Game (2021- ), written and directed by South Korean Hwang Dong-hyuk, was broadcast on the Netflix video streaming platform. Squid Game reached the most-watched list on the platform in a short time. The thriller drama TV series is about the financial difficulties of 456 people who join a deadly game to get \$40 million. Although Squid Game may seem like a children game full of violence and suspense at first glance, it has many references when analyzed psychoanalytically. As the director pointed out by showing Jacques Lacan's Theory of Desire book in one scene of the TV series, the desire is beyond the demands. What all the characters have in common is desire. Players passion for winning in Rear Window is all to do with their repressed desire fantasies. Desire is manifested in emotions such as cheating, rivalry, revenge, and killing. The primary motivation that the players find in the game where they face death is objet petit a at the center of desire theory.

**Keywords:** Squid Game, Jacques Lacan, theory of desire, objet petit a

## INTRODUCTION

The TV show Squid Game (2021- ), written and directed by South Korean Hwang Dong-hyuk, was released on the Netflix video streaming platform. Squid Game reached the most-watched list on the platform in a short time. The thriller drama TV series is about the financial difficulties of 456 people who join a deadly game to get \$40 million and the struggle for survival in the game process.

Previous studies examined the representation of death in the widely watched Netflix series *Squid Game* (Beaunoyer, 2023) and how social media contributed to the *Squid Game*'s rise in popularity (Ahmed et al., 2022). *Squid Game* they discovered contained materials taken from modern social theory, conversations about homeless guys who are hired to assault one another in a video series, and snippets and analyses of the Holocaust, Nazism, and their representation (Borchard, 2022). Hong and Yang in *Squid Game* analysis examined the communicator, audience, content, and media four components in combination with specific theories to examine the causes behind the communication drama's success (2022). With the use of a survey study, Steffi De Jans et al. (2022) investigated how risk perceptions, subjective norms, and attitudes about gambling, and the role of audience involvement affected young adults' gambling intentions and play behavior after viewing the *Squid Game*.

Implicit meanings reflecting the social unconscious contribute to the international success of a film or TV series and the cinematography elements. Numerous unconscious processes related to groups, societies, and cultures direct cultural work (Poscheschnik, 2018: 1004). Therefore, TV series are important as an object of psychoanalytic research (Bainbridge et al., 2014). Although *Squid Game* may seem like a children's game full of violence and suspense at first facie, it has many references when analyzed psychoanalytically. The game environment created by the mysterious host is like a repository of suppressed desires inspired by the outer world. The money ball, always on top and shining like a sun, represents hope for players. Although players give up playing after more than 200 players die in the first game, they return to the game a few days after they leave in playground. However, the only motivation of the players is not 40 billion dollars. Their addiction is not to make money but to earn it. As the director pointed out by showing Jacques Lacan's *Theory of Desire* book in one scene of a TV series, the desire is beyond the needs. What all the characters have in common is desire. Players passion for winning in *Rear Window* is all to do with their repressed desire fantasies. The study examines how representations of repressed desire fantasies are constructed, using Jacques Lacan's *Theory of Desire* as a reference point.

## LITERATURE REVIEW

Lacan's theory of desire is associated with unconscious fantasies. Childish origins are expressed as what remains after the child's physiological needs have been met. It expresses a deficiency inherent in humans (Lacan et al., 1977). From that first day, the concept of desire was fundamental to both Lacan and Freud (Wunsch): "desire is its interpretation, desire is its lack of being, desire must be taken at its letter, desire is the other's desire, desire is the metonymy of being," etc. (Braunstein, 2003: 102). Though it is not one of the four main ideas of psychoanalysis -unconscious, transference, repetition, and Trieb- desire is a crucial idea in Lacan's theory and practice. In fact, it can be said to underpin all four (De Battista, 2017). According to Lacan the relation of being to lack is desire. Lacan draws a distinction between the absence of having (*manque à avoir*), which is related to demand, and the lack of being, which is related to desire (Evans, 2006: 98).

Lacan's theory of desire should not be confused with demands. While need can be satisfied, desire exists as an insatiable instinct. Desire is always motivated by absence, and humans try to make up for this lack. Lacan's theory of objet petit a is at the center of desire theory (Kirshner, 2005: 83). Expressing lack and early despair, this theory functions as the cause of desire. The common point of squid game players is desire. Staying in the game turns from the purpose of paying their debts to a desire that they can put their lives in danger. These desires come in various forms, such as the desire to win, the desire to compete, the desire to kill, and the desire to share. The primary motivation that the players find in the game where they face death is objet petit a.

According to Lacan, aggression is an important psychological process that is ontologically necessary and permeates narcissistic ego development. Aggression is on the verge of self-destruction and overflows the boundary of libidinal self-investment. The alienating and deadly assault of the imago, which unleashes violence on the subject to the point of self-extinction, is the cause of such "narcissistic suicidal aggression" that occurs during the ego's creation. The signifier of want, objet a (sometimes called objet-petit-a), is the other; as such, the subject is the other that is plucked by the object's desire (Mills, 2012: 101).

An objet petit, or object-cause of desire, is what Lacan refers to. As he states, "The gaze is the object in the field of the visible." This object is described as a lacuna in the visual field rather than a positive entity by the particular word objet petit a. It is the space between the subject's seemingly omnipotent gaze and the object, not the subject's stare at the object. Despite being an item, the glance is not your typical object. Each of our drives has a form of the objet petit a that corresponds to it, according to Lacan. In every instance, the objet petit a is a misplaced object, something from which the subject dissociates itself in order to establish itself as a desiring subject. The process of desiring begins with the loss of the object, and the subject wishes as a result of this loss. The absence of this object renders the subject deficient or incomplete, even though the object only exists to the extent that it is absent. As such, rather than serving as the desired object, it serves as the object-cause of the subject's desire and hence operates as a trigger for it. Even if the subject might succeed in obtaining an object of desire, the objet petit a is unattainable since it has no real status. Lacan suggests that this object is irreducible to the field of the vast Other (l'Autre) or signification, which is why he invents the phrase "objet petit a" and demands that it not be translated. It is a particular kind of small other (petit autre) that is lost in the process of signification and ideological interpellation, as opposed to the social realm of the large other that contains our symbolic identities (McGowan, 2012: 6).

## **DISCUSSION AND CONCLUSION**

All five games played during the TV show first season are Korea's traditional children games. These games, which were a source of entertainment in childhood, represent violence and death. Oh II-nam (001), whom we learned at the end of the first season was the founder of the game, reminds us of our longing for childhood as adults. Even though Oh II-nam has all the money he dreamed of, he invented the game just to have fun as a kid. It is the objet petit a that

Oh II-nam dreams and desires. On the other hand, for Oh II-nam, who is dealing with cancer and facing death, the squid game is the illusion of overcoming the sufferings of life.

From the perspective of the main character, Seong Gi-hun (456), Gi-hun's motivation to continue in the game is to win bets, not make money. Because before participating in the game, it is seen that he invested the money he earned from the bet again. The only common point among gamblers, dealers, investors, and other fraudsters is desire. The places where desire is most manifested are in the game where they face off with their friends and choose themselves over others, surrender to their instincts and ambitions, and cheat at the cost of killing their friends. Clearly, desire is manifested in emotions such as cheating, rivalry, revenge, and killing. Despite the weaknesses and ambitions of runners-up Seong Gi-hun, Cho Sang-woo (218), and Cho Sang-woo (067), their ideal qualities are also highlighted in the end. Although desire is brought to the fore as the cause of moral and symbolic complexity in the story, the presentation of the main three characters with their excellent qualities reveals that even the most ideal human cannot escape from their desires.

An allegorical relationship can be established through the symbols used in the games. In the first game, named red-green, a robotic statue of a girl light commands to kill those who move. The move forward in the play reveals the Lacanian death drive. Desire is not constrained by fear, and therefore players do not stop playing despite the deaths of their friends. While the forward movement here leads nowhere in sight, it does mediate closer to the prize of wealth. For Lacan, desire is the effort to reach the *objet petit a*. When the red-green-light game-winners reach the object, the desire disappears and cannot be satisfied. While they have the right not to participate in other games, they return to the game because the desire cannot reach its goal and is an effort to make up for the deficiency.

The other concept Lacan uses while describing desire is *jouissance*. The term *jouissance* refers to indescribable physical and mental passion. Lacan underlines impulsive emotions by emphasizing the emotion in which pleasure turns into pain. The *jouissance* that we unconsciously pursue is difficult to reach within the limits of reality. It is beyond the pleasure principle and has a fatal aspect (Kirshner, 2005: 85). The pain experienced by the players and the pleasure of winning are exactly reminiscent of *jouissance*. While they were continuing to live, the amount of money they would earn was increasing. However, when Gi-Hun won all the games and got the big prize money, he realized that he could not make up for his deficiency. When he had access to what he desired, money, the object died. The result was the disturbing and deadly side of desire.

On the other hand, for players who have no purpose left in life, the squid game seems to promise justice and hope for the world. Players do not know what to play in the next game and participate with equal opportunities. The game symbolizes hope for the players who took refuge here from a society full of injustice. Thus, all teams that organize the games have a mask on their faces, and they do not have a personal relationship with any competitors. This order, which includes various symbols, motivates the subject to reach their desires. Moreover, masked guards, colorful stairs, and spaces designed for each game were not familiar to the players but close because his childhood inspired them. This scene of things repressed unconsciously served as a trigger of desire. Moreover, the plays referred to the desire of the other (Autre) in the Lacanian sense. It was presented to the VIPs watching the game with the perception that their desires guided the players behavior. The game was set on a level that VIPs would enjoy.

As a result, the universe created in Squid Game seems to contain the fantasies of many people in Korea affected by the global crisis. The symbolic order established based on equality reveals a desire for change by criticizing outside injustices. Therefore, Squid Game is a mirror that reflects fantasies about social and cultural changes. As Arlete dos Santos Petry and Luís Carlos Petry state, psychoanalysis is a construct that has embedded itself in the cultural products of the twentieth century. Therefore, if we understand which human subjects are found in which work, we can use psychoanalysis as a matrix (dos Santos Petry and Petry: 12). Finally, we have made a brief introduction here, but a deeper analysis is required to explore Lacanian themes of theory.

## REFERENCES

- Ahmed W., Fenton A., Hardey M., and Das R. (2022). Binge Watching and the Role of Social Media Virality towards promoting Netflix's Squid Game. *IIM Kozhikode Society & Management Review*, 11(2), 222-234. <https://doi.org/10.1177/22779752221083351>
- Bainbridge C., Ward I., and Yates C. (2014). *Television and Psychoanalysis: Psycho-Cultural Perspectives*, London: Routledge.
- Beaunoyer E. (2023). Commodified Death as the Ultimate Outcome of Social Inequalities: An Analysis of the Squid Game Discourse, *Leisure Sciences*, DOI: 10.1080/01490400.2023.2273387
- Borchard K. (2022). Squid Game(s). *Qualitative Inquiry*, 28(6), 672-680. <https://doi.org/10.1177/10778004211072236>
- Braunstein N. (2003). Desire and jouissance in the teachings of Lacan. Rabaté, J. M. (Ed.). *The cambridge companion to lacan*. Cambridge University Press. 102-116.
- De Battista J. (2017). Lacanian Concept of Desire in Analytic Clinic of Psychosis. *Front. Psychol.* 8:563. doi: 10.3389/fpsyg.2017.00563
- De Jans S., Cauberghe V., and Hudders L. (2023). Red Light or Green Light? Netflix Series' Squid Game Influence on Young Adults' Gambling-Related Beliefs, Attitudes and Behaviors, and the Role of Audience Involvement, *Health Communication*, 38:12, 2640-2651, DOI: 10.1080/10410236.2022.2100184
- dos Santos Petry A and Petry L. C. (2012). Possibilities of encounter between Psychoanalysis and videogames: thinking with Freud and Lacan.
- Evans D. (2006). *An introductory dictionary of Lacanian psychoanalysis*. Routledge.
- Hong X. and Yang H. (2022). Some Thoughts on the Global Trend of Film and Television Works from the Perspective of Communication: The Case of Squid Game. *Open Journal of Social Sciences*, 10, 33-41. doi: 10.4236/jss.2022.106004.
- Hwang Dong-hyuk (Writer and Director) (2021- ) *Squid Game*. (TV Series). South Korean, United States.
- Kirshner A. L. (2005). Rethinking desire: the objet petit a in Lacanian theory. *J Am Psychoanal Assoc* 53: 83-102.
- Lacan J., Miller J-A., and Hulbert J. (1977). *Desire and the Interpretation of Desire in Hamlet*. Yale French Studies: 11-52.
- McGowan T. (2012). *The real gaze: Film theory after Lacan*. State University of New York Press.
- Mills J. (2012). *Paranoiac Episteme*. Mills, J. (Ed.). *Psychoanalysis at the limit: Epistemology, mind, and the question of science*. State University of New York Press. 91-117.
- Poscheschnik G. (2018). *Game of Thrones - A psychoanalytic interpretation including some remarks on the psychosocial function of modern TV series*. *The International Journal of Psychoanalysis* 99: 1004-1016.

## COMMERCIAL CHILD USE AND PERCEPTION OF IDEAL PARENTING: A NETNOGRAPHIC ANALYSIS ON INSTAMOMS

### TİCARİ AMAÇLI ÇOCUK KULLANIMI VE İDEAL EBEVEYNLİK ALGISI: INSTAGRAM ANNELERİ ÜZERİNE NETNOGRAFIK BİR ANALİZ

**Assoc. Prof. Dr. Hacer AKER**

Selcuk University, Faculty of Communication, Department of Radio, Television and Cinema,  
Konya, Turkey.

ORCID ID: <https://orcid.org/0000-0002-0116-6462>

**PhD Student Mürüvvet BİLGİN DİLSİZ**

Selcuk University, Institute of Social Sciences, Konya, Turkey.

ORCID ID: <https://orcid.org/0000-0003-3288-144X>,

#### ABSTRACT

This study analyses the posts of mothers known as “Instamom” (Instagram mothers) operating on the social media platform Instagram and addresses the issues of commercial child use and perception of ideal parenting from a netnographic perspective. In the study, mothers with a high number of followers and at least 3 children (“akademisyenanne”, “ozden.ozdoğan”, “ozlemlinaoz”, “eylulonline”, “caglaa”) were sampled and the posts of these profiles were subjected to a detailed analysis. One of the focal points of the study is the frequency of link sharing and product promotions for commercial purposes in the posts of Instagram mothers with their children. Commercial posts made without the consent of children by utilising the financial gain opportunities of Instagram lead to ethical problems. In addition, dangers such as violation of the privacy of children’s private areas and the risk of online harassment were also observed. A common trend among the five Instagram mums analysed in the study is that their efforts to create an identity as ideal parents are similar. Profile owners create the image of the ideal mother in their posts and produce content to inform, give ideas and raise awareness among followers. However, it has been observed that these efforts are often intertwined with commercial concerns and children are turned into advertising tools in this process. As a result, it was determined that Instagram mums’ profiles are generally open to public access, and they have a large follower base. This means that the messages reach a wide audience, and the posts are seen by millions of people.

**Key Words:** Instamoms, motherhood, child, consumption, representation, privacy.

#### ÖZET

Bu çalışma, sosyal medya platformu Instagram üzerinde faaliyet gösteren “Instamom” (Instagram anneleri) olarak bilinen annelerin paylaşımlarını inceleyerek, ticari amaçlı çocuk kullanımı ve ideal ebeveynlik algısı konularını netnografik bir perspektifle ele almaktadır. Çalışmada, yüksek takipçi sayısı ve en az 3 çocuğa sahip anneler (“akademisyenanne”, “ozden.ozdoğan”, “ozlemlinaoz”, “eylulonline”, “caglaa”) örnekleme alınmış ve bu profillerin paylaşımları detaylı bir analize tabi tutulmuştur. Çalışmanın odak noktalarından biri,

Instagram annelerinin çocuklarıyla gerçekleştirdikleri paylaşımlarda ticari amaçlara yönelik link paylaşımları ve ürün tanıtımlarının sıklığıdır. Instagram'ın maddi kazanç sağlama imkanları kullanılarak, çocukların rızası alınmadan yapılan ticari paylaşımlar, etik sorunlara yol açmaktadır. Ayrıca, çocukların mahrem alanlarının gizliliğinin ihlali ve çevrimiçi taciz riski gibi tehlikeler de gözlemlenmiştir. Çalışmada incelenen beş Instagram annesi arasında ortak bir eğilim, ideal ebeveynlik konusundaki kimlik oluşturma çabalarının benzerlik gösterdiği yönündedir. Profil sahipleri, paylaşımlarında ideal anne imajını oluşturarak, takipçilere bilgi verme, fikir verme ve bilinçlendirme amaçlı içerik üretmektedirler. Ancak, bu çabaların genellikle ticari kaygılarla iç içe geçtiği ve çocukların bu süreçte birer reklam aracına dönüştürüldüğü gözlemlenmiştir. Sonuç olarak, Instagram annelerinin profillerinin genellikle herkesin erişimine açık olduğu ve büyük bir takipçi kitlesine sahip oldukları belirlenmiştir. Bu durum, iletilerin geniş bir kitleye ulaştığı ve paylaşımların milyonlarca insan tarafından görüldüğü anlamına gelmektedir.

**Anahtar Kelimeler:** Instagram anneleri, annelik, çocuk, tüketim, temsil, mahremiyet.

## GİRİŞ

Sosyal medya çağında, Instagram gibi platformlar bireylerin kimliklerini, isteklerini ve yaşam tarzlarını geliştirip yansıtılmaları için verimli bir zemin haline geldi. Dijital ortamı dolduran sayısız kişilik arasında, özellikle etkili bir grup Instagram anneleridir. Instagram topluluğu içinde kendilerine yer edinen anneler, hayatlarından kesitleri, ebeveynlik yolculuklarını ve ailevi deneyimlerini dünya çapında milyonlarca takipçiyle paylaşmak için platformdan yararlanıyor. Çevrimiçi kişiliklerinin merkezinde, besleyicilik, yaratıcılık ve özgünlük ile karakterize edilen idealize edilmiş bir annelik imajının geliştirilmesi yer alıyor. Bununla birlikte, annelik mükemmelliğinin altında genellikle ticari zorunluluklar tarafından yönlendirilen stratejik bir hesap yatıyor; burada çocuklar, marka elçileri ve reklam aksesuarları olarak kullanılıyor. Ticaret ve ebeveynliğin kesişimi rıza, mahremiyet ve aile ilişkilerinin metalaştırılmasıyla ilgili soruları gündeme getirdiğinden, bu alanda etik ikilemler karşımıza çıkıyor. Instagram annelerinin paylaşımlarında sponsorlu içeriklerin ve ürün onaylarının çoğalması, çocukların masumiyetinin metalaştırıldığı ve kâr amacıyla sömürüldüğü anneliğin ticarileştirilmesinin altını çiziyor. Dahası, bu profillerin kamusal niteliği, çocukları mahremiyetin ihlali ve çevrimiçi taciz gibi potansiyel risklere maruz bırakarak etik manzarayı daha da karmaşık hale getiriyor.

Instagram anneleri tarafından örülen dijital dokuyu derinlemesine incelediğimizde, etkilerinin yalnızca sosyal medya gösterisinin ötesine geçtiği, toplumsal normlara nüfuz ettiği ve ebeveynlik ideallerine ilişkin algıları şekillendirdiği ortaya çıkıyor. Çevrimiçi platformlarını savunuculuk, eğitim ve ilham aracı olarak kullanan bu influencer'lar, kamusal söylemi şekillendirmek ve tüketici davranışını etkilemek için önemli bir güce sahipler. Bununla birlikte, ticari çıkarların ebeveyn anlatılarıyla iç içe geçmesi, özgünlük, dürüstlük ve Instagram annelerinin çevrimiçi kişiliklerinin ardındaki gerçek motivasyonlar hakkında derin sorular ortaya çıkarıyor.



Bu düşünceler ışığında, bu çalışma Instagram annelerinin çevrimiçi varlıklarını araştırıyor ve içeriklerine nüfuz eden ticari alt akımları inceliyor. Netnografik analizin imkanlarından yararlanan çalışma, çocukların metalaştırılmasından idealize edilmiş ebeveyn kimliklerinin inşasına kadar çeşitli konulara ışık tutarak, bu yeni gelişen dijital alt kültürün çok yönlü dinamiklerini ortaya çıkarmayı amaçlıyor. Araştırmamızın temelinde, Instagram anneleri tarafından paylaşılan, özellikle de çocuklarının yer aldığı gönderilerin eleştirel bir incelemesi yatıyor. Çalışmada, her biri önemli bir takipçi kitlesine sahip olan ve platformda aile yaşamlarını sergileme eğiliminde olan beş önde gelen Instagram annesinden (“akademisyenanne”, “ozden.ozdoğan”, “ozlemlinaoz”, “eylulonline” ve “caglaa”) oluşan bir örneklem seçildi. Paylaşımların analizi yoluyla, ticari çıkarların anlatılara ne ölçüde sızdığı, potansiyel olarak etik sınırları ne ölçüde tehlikeye attığı ve çocukların maddi kazanç için sömürülmesine ilişkin endişelerin neler olduğu ortaya çıkarıldı.

## **Kavramsal Çerçeve**

### **İlk Adım: Instagram Anneleri Konulu Makalelere İlişkin Sistemantik Derleme**

Sosyal medyada anneliğin nasıl ele alındığı ve bu durumun kadınların annelik rolü üzerindeki etkisinin incelendiği araştırmada, annelerin sosyal destek ihtiyaçlarını karşılamak, iyi bir anne olmayı başarmak ve beğeni kazanmak amacıyla sosyal medya kullandıkları, sosyal medyanın anneliğe uyumlu etkili bir faktör olduğu sonucuna ulaşılmıştır (Özkan ve Özer, 2022, s. 222). Sosyal medya annelerinin sunduğu anneliğin, ahlaki değer sahibi çocuk yetiştirmeye negatif yönlü etkisi olduğu (Kaya, 2023, s. 124), çocukların birer meta olarak kullanıldığı, ebeveynlerin kendileri adına birer ‘temsil’ alanı belirleyerek ‘ideal ebeveyn nasıl’ olur algısı oluşturdukları (Baloğlu, 2023, ss. 767-781), Instagram annelerinin mahremiyeti gizlilik, cinsellik ve özgün değer olarak görmelerine rağmen çoğunluğunun yaptıkları paylaşım içeriklerinin bu alanları ihlal ettiği (Sezerer Albayrak, 2020, s. 1221; Güngör, 2021, s. 20; Köktener ve Akgün, 2020, s. 244) tespit edilmiştir. Kadınların çocukları üzerinden mükemmelliğe dayalı sanal bir kimlik oluşturma çabası, yeni bebek sahibi takipçi annelerin sanal fenomenleri oldukça önemsedikleri, anneliğin ve anne-çocuk ilişkisinin de yeni boyutlar kazandığı (Ergül ve Yıldız, 2021, ss. 611) iddialarına ek olarak anne-babasının yaptığı paylaşımlar ile maddi-manevi zarara uğrayan çocuğun TBK m. 58 hükümlerine göre maddi tazminat elde edebilmesi ve manevi tazminat açarak koruma talep etmesi yönünde uyarılar (Zorlu, 2023) da söz konusudur. Instagram annelerinin kadın takipçileri üzerindeki etkisi de yadsınamaz boyuttadır. Takipçiler, Instagram annelerini sosyal medya aracılığıyla keşfetse de onları bir arkadaş ya da bir akraba gibi algılamaktadır. Kadınların büyük çoğunluğu Instagram annelerini ciddi bir ilişkiye başlama, söz/nişan, evlenme, doğum gibi dönemlerde takip etmeye başladığını ve Instagram annelerinin tanıtımını yaptıkları ürünlere karşı satın alma arzularının yüksek olduğunu ifade etmişlerdir (Aydemir ve Şen, 2020, ss. 41).

## **İkinci Adım: Instagram Anneleri Konulu Lisansüstü Tezlere İlişkin Sistematik Derleme**

Fenomen anneler aracılığıyla Instagram'da tüketicilerin marka etkileşimlerinin incelendiği bir dizi araştırma, fenomen pazarlama bağlamında fenomen annelerin rolünü vurgulamış; fenomen anneleri takip eden katılımcıların duygusal ve bilişsel marka katılımını görünür kılmıştır (Keskin Yılmaz, 2021, ss. 3; Vodinalı, 2022, ss. 10). Instagram annelerinin gerçek yaşantıları ile uyumlu olmayan paylaşımlar yaptıkları, çocuklarının güvenliğini tehlikeye attıkları ve yine kendi çocuklarını para kazanma uğruna istismar ettikleri ve popülerite uğruna aile içi problemlere sebebiyet verdikleri de iddialar arasındadır (Engin Tufan, 2018, s. 70-80). Instagram'da fenomen olan 13 Instagram annesiyle yapılan derinlemesine görüşmelerin analiziyle Instagram kullanıcılarının eğilimleri neler olduğu ortaya koyulmuş, Instagram annelerinin, bu platformu hayatlarında önemli bir yere koydukları sayfalarında kendilerine ve özel hayatlarına dair binlerce fotoğraf paylaşarak mahremiyet algısının değişmesine yol açtığı bulgulanmıştır (Eroğlu, 2018). Instagram annelerinin dijital hikâye anlatıcılığı yoluyla tüketime teşvik ettiği (Uzuner, 2022), sosyal ağlarda yeni bir anne kimliği üretildiği (Mutluer, 2019), pedofili ve sosyal medya paylaşımları arasındaki ilişkinin dikkate alınması gerektiği (Güngör, 2019), sosyal medyada ifşa edilen çocukların ruhsal ve karakter değişimlerinde yaşanan olumsuz döngünün görünürlük kazandığı (Dönmez, 2019), geleneksel annelikten modern anneliğe dönüşüm ile artan tüketim alışkanlıkları ve Instagram uygulamasında Influencer/fenomen annelerin, kendilerini takip eden ve fikirlerini önemseyen diğer takipçileri tüketime yönlendirdiği (Demircan, 2020), anneliği kendi deneyimleri doğrultusunda dijital ortama aktaran kadınların sosyal medya sitelerinde bilgi alışverişinde bulunarak birbirlerine duygusal destek sağladığı (Yıldırım Atlı, 2021), Instagram annesi takipçilerini doyuma ulaştıran ilk ihtiyacın bilgilenme olduğu (Yılmaz, 2021) ve Instagram annelerinin özel alan ya da mahremiyet gibi kavramları daha çok fiziki unsurlar içerisinde değerlendirdikleri görülmüştür (İmamoğlu, 2023).

### **METODOLOJİ**

#### **Netnografik Analiz**

Netnografik analiz, çevrimiçi toplulukları ve kültürleri incelemek için kullanılan nitel bir araştırma metodolojisidir. Antropoloji ve sosyoloji unsurlarını dijital etnografiyle birleştirerek forumlar, sosyal medya platformları ve çevrimiçi gruplar gibi sanal sosyal alanlardaki davranışları, etkileşimleri ve dinamikleri gözlemlemeye, yorumlamaya ve anlamaya odaklanır. Araştırmacılar, incelenen çevrimiçi topluluğa kendilerini kaptırır, tartışmalara aktif olarak katılırken aynı zamanda analiz için kritik bir mesafeyi korurlar. Konuşmaları gözlemleyerek, kullanıcı tarafından oluşturulan içeriği analiz ederek ve topluluk içindeki kalıpları ve temaları belirleyerek veri toplarlar. Sistemantik kodlama ve tematik analiz yoluyla araştırmacılar topluluğun normları, değerleri, ritüelleri ve paylaşılan anlamları hakkında içgörüler elde eder. Netnografik analiz, sosyal yapılar, iletişim kalıpları, kültürel uygulamalar ve kimliklerin oluşumu dahil olmak üzere çevrimiçi toplulukların çeşitli yönlerine ilişkin değerli bilgiler sağlar. Netnografik analiz dijital kültürleri, tüketici davranışlarını ve dijital çağdaki sosyal olguları keşfetmek için pazarlama, sosyoloji, kültürel çalışmalar ve antropoloji gibi disiplinlerde yaygın olarak kullanılmaktadır.

## BULGULAR

Araştırmaya konu olan annelerin eğitim ve ekonomik gelir düzeylerinin yüksek olduğu gözlemlenmiştir. Bu annelerin kendileri, çocukları ve eşleri ile ilgili mahrem görüntüleri veya bilgileri sıklıkla paylaştıkları belirlenmiştir. Paylaşımların genel olarak mükemmel bir yaşam portresi çizdiği, olumsuz anların neredeyse hiç paylaşılmadığı gözlemlenmiştir. Annelerin bu paylaşımları oldukça bakımlı, modern ve çocuk bakımı konusunda bilinçli bir şekilde sunulmaktadır. Sosyal medya hesapları için takipçi sayısının, tanınır olmak için önemli bir unsur olduğu görülmüştür. Seçilen annelerin takipçi sayıları, yakın çevrelerinin dışında genellikle yüksek rakamlara ulaşmaktadır. Annelerin profil sayfaları incelendiğinde, paylaşımlarının büyük çoğunluğunun çocukları ile ilgili olduğu gözlemlenmiştir. Bu durumun nedeni olarak, çocuk fotoğraflarının daha fazla beğeni ve yorum alması gösterilebilir. Artan etkileşim, yeni takipçilerin çekilmesine neden olmaktadır. Anneler, daha fazla takipçiye ulaşmak için çekilişler gibi yöntemlerle tanınmaya ve takip edilmeye çalışmaktadırlar. Her yeni takipçi, beğeni ve yorum döngüsünü genişleterek yeni takipçileri içeri çekmektedir. Bu döngü, her gün yeni görsellerle beslenerek annelerin görünürlük arzularını tatmin etmektedir. Instagram hesapları incelendiğinde, annelerin çocuklarını günlük hayatlarının her aşamasında sosyal medyada var etmeye çalıştıkları görülmektedir. Anneler, çocuklarıyla ilgili her anı ve durumu paylaşmaktadırlar. Bu paylaşımların belli başlı nedenleri arasında tanınır olma, ürün satışı, kendi markasını oluşturma veya yarattıkları ürünleri veya markaları pazarlama isteği bulunmaktadır.

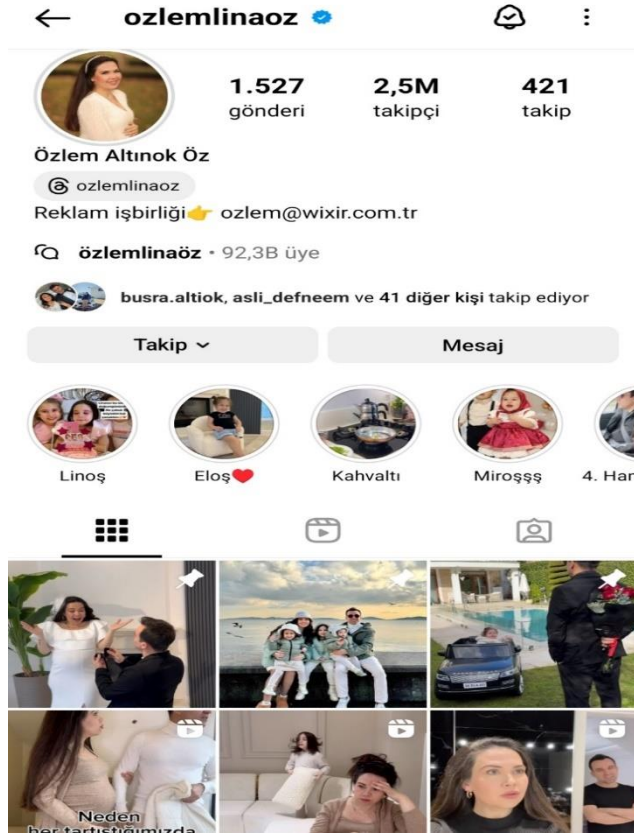
Instagram Anne Hesap Adları	Meslek	Eğitim Durumu	Takipçi Sayısı	Takip Edilen Sayı	Toplam Gönderi	İçerik Türü
Doç.Dr. Saniye BENCİK KANGAL (akademisyenanne)	Akademisyen Influencer	Çocuk Gelişimi Öğretim Üyesi	2M	436	5.663	Eğitimsel içeriklerin olduğu gönderiler
Özden ÖZDOĞAN (ozden.ozdoğan)	Influencer	İstanbul Üniversitesi mezuniyet	1,3M	27	1.213	Anne-Baba ön planda olan gönderiler
Özlem ALTINOK ÖZ (ozlemlinaoz)	Öğretim Görevlisi	Yüksek Lisans Mezunu	2,6M	383	1.496	Ebeveynler ile çocukların olduğu gönderiler
Eylül ÖZTÜRK ÖZKAN (eylulonline)	Oyuncu/Influencer	Lisans Mezunu	3,5M	546	1.857	Ticari amaç içeren gönderiler
Çağla DÜVENÇİ SÖNMEZ (caglaa)	Influencer	Lisans mezunu	782B	620	578	Çocukların olduğu gönderiler

Bu çalışmada 5 Instagram anne hesabı çeşitli kategorilere ayrılmıştır: ticari amaç içeren gönderiler, anne-babanın ön planda olduğu gönderiler, sadece çocukların yer aldığı gönderiler ve eğitimsel içeriklerin yer aldığı gönderiler.

### Özlem Altınok Öz (ozlemlinaoz)

2,5 milyon takipçi sayısı ile anneler arasında en tanınır olanıdır. 2017 yılından bu yana ilk çocuğu ile başlayan ve 3 çocuğu olan her bir çocuğunun günlük yaşam aktivitelerini, çoğu zaman en komik, en eğlenceli haliyle sergilemektedir. Anne hemen hemen çocuğunun her halini özellikle de mutlu ve eğlenceli hallerini paylaşmaktadır. Annenin ara ara çocuğuna başörtü takarak dini günlerde içerikler oluşturduğu görülmüştür. Bununla birlikte çocuğuna ev işlerinde sorumluluk yükleyen içerikler de söz konusudur. Tatilde bikinili görsellerinin yer aldığı içeriklerin de sayfada ön planda olduğu söylenebilir. Bu tarz paylaşımların eğlenceden ziyade istismarı beraberinde getirdiğini ileri sürmek mümkündür. Zira masum kabul edilecek birçok şey gelecek zamanda yıkıcı bir güce dönüşebilir. Eş deyişle masum ve sıradan görünen her bir görsel, kötü niyetli kişilerin elinde istismar aracı olarak kullanılabilir. Pedofili tehlikesinin yalnızca sokaklarda değil sosyal mecrada da var olduğunu düşünürsek, art niyetsiz yapılan bu tür paylaşımların olumsuz durumlarla sonuçlanabilme potansiyelini göz ardı etmemek gerekir. Öyle ki görsellerin kopyalandıktan sonra manipüle edilip çocuk pornografisi sektörüne sunulması da olasılıklar arasındadır. Aynı zamanda çocuklar ebeveynlerini rol model alarak, her davranışını taklit etmektedir. Bu durumda bedeninin

ebeveyni tarafından teşhir edildiğini gören çocuk, beden mahremiyetinin kavramakta zorlanacak ve ilerleyen dönemlerde kendini teşhir etmekten sakınmayacaktır.



### Doç. Dr. Saniye Bencik Kangal (akademisyenanne)


2 milyon takipçi sayısı ile gerek eğitim camiasında gerekse de çoğu anneler arasında en tanınan akademisyenanne Saniye Bencik Kangal'dır. Profili incelendiğinde Demir adında bir erkek çocuğuna sahip olan annenin çocuğuna dair az sayıda gönderi yaptığı söylenebilir. akademisyenanne örnekleme alınan diğer annelerin aksine sayfasına bilimsel içeriklerin yer aldığı (oyun, kaliteli zaman, çocuğun beyninde neler oluyor, televizyon açık ama çocuğum izlemiyor) paylaşımlar koymaktadır. Saniye Bencik Kangal, Akademisyen Anne Anaokulu'nu da kuran bir eğitimci, yazar platform sayfasıdır.

← akademisyenanne 🔵 📧 ⋮


 **5.694** gönderi **2,4M** takipçi **444** takip

**Doç.Dr.Saniye BENCİK KANGAL**  
@akademisyenanne  
Çocuk gelişim uzmanı, eğitimci, yazar  
Hacettepe Ü., Çocuk Gelişimi Öğretim Üyesi  
Akademisyen Anne Anaokulu ❤️  
✉ akademisyenanne@gmail.com  
📖 Kitaplar için  
🌐 oyunperest.com.tr/magaza/


🔍 Saniye Bencik Kangal · 52,4B üye

 busra.altiok, erdm.htc ve 90 diğer kişi takip ediyor

Takip ▼ Mesaj

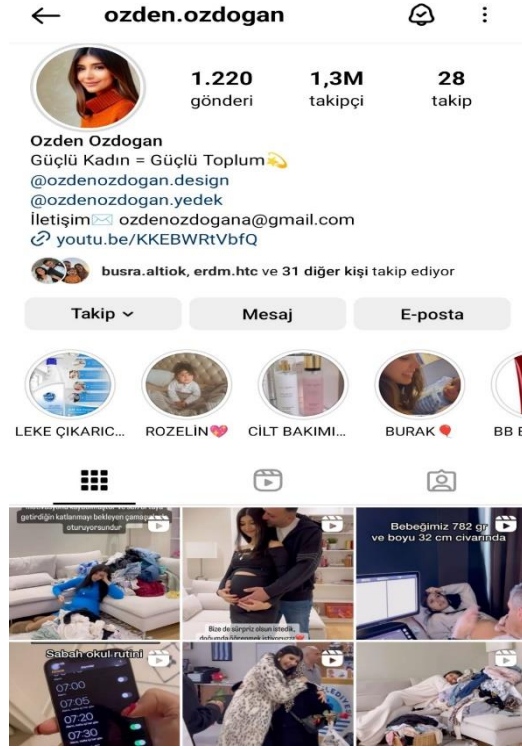
 Franchise

📧 📺 📷



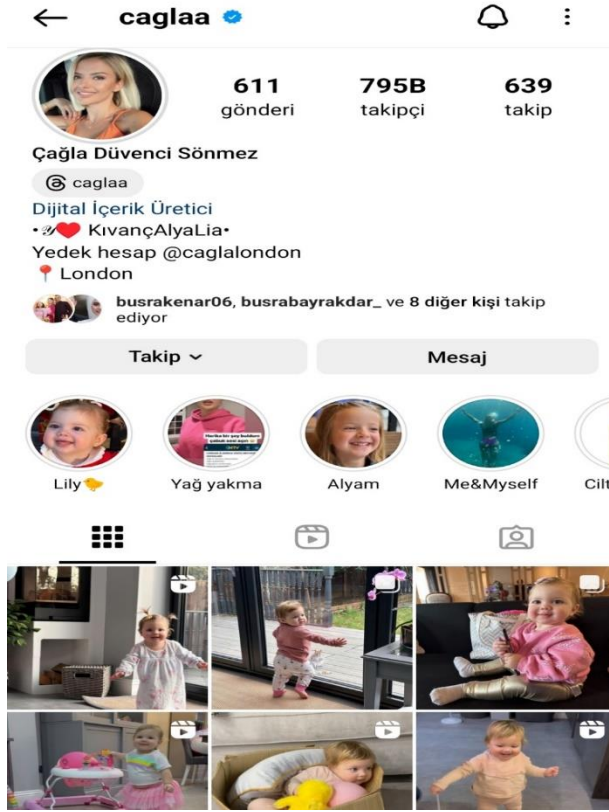
## Özden Özdoğan (ozden.ozdoğan)

Özden Özdoğan, 1,3 milyon takipçisiyle en popüler annelerden biridir ve şu anda 6. bebeğine hamiledir. Gönderilerinde çocuklarıyla birlikte kendisi ve eşinin ön planda olduğu görülmektedir. Bu gönderilerle birlikte cilt bakımı, saç toniği, leke çıkarıcı ve çatlak kremi gibi bakım ürünleri ile sık sık hizmet reklamı yapmayı da ihmal etmemektedir. Anne, ev içinde bornozlu ve pijamalı gönderileriyle ön plana çıkmakla birlikte sık sık göbeğini gösteren ultrason görüntülerini de paylaşmaktadır. Influencer, ilk etapta belirli bir hedef ve amaç için hesabını oluşturmakta daha sonra elde ettiği popülerlik sayesinde ürün ve marka tanıtımı yapmaktadır. Bu noktada Instagram anneliği, popüler olmak ve dolayısıyla satış yapabilmek için etkili bir çıkış noktası olarak düşünülebilir. Çünkü çocuk, özellikle kadınların satın alma davranışını etkileyen en önemli unsurdur. Anne Özdoğan'ın, çocuklarını, tanıtımını yaptığı ürün ve markanın ya da kendi yarattığı markanın tanıtımında kullandığını söylemek mümkündür.



### Çağla Düvenci Sönmez (caglaa)

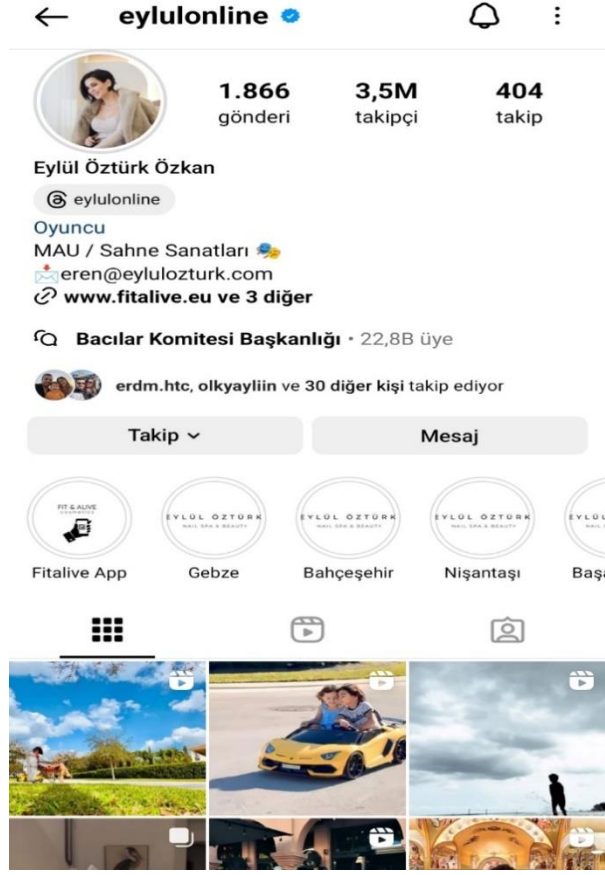
782 bin takipçisi olan Bilgi Üniversitesi Sosyoloji mezunu ve 3 çocuk annesi Çağla Düvenci Sönmez, anne kimliği ile yarattığı değeri sıklıkla reklam iş birliklerinde kullanmaktadır. Fenomen anne, çocuğuna ait görselleri genellikle evde, markette, kafede vb. bulunduğu her ortamda çekmektedir. Bununla birlikte yatağında uyurken, yemek yerken veya tatilde havuz içinde görüntülenmiş fotoğrafları da bulunmaktadır. Anne, çocuklarına dair mayolu veya üzerinde sadece bezli pozlar paylaşmaktadır. Üçüncü kişiler tarafından paylaşımına açık bu gönderiler, cinsel istismara neden olabilecek tehlikelere yol açmaktadır. Çocuğun her haliyle bu kadar sık sayfaya dahil edilmesi, arka planda harcanan emeğin ve zamanın fazlalığı göz önüne alındığında, ekonomik sömürüyü gündeme getirmektedir. Çocuğun hak ihlali ile birlikte gerçeklik algısının bozulabileceği gibi, yaşının doğal getirisi olan eylemlerden uzak kalmasına da neden olabilmektedir.



### Eylül Öztürk Özkan (eylulonline)

İki çocuk annesi Öztürk Özkan, Instagram hesabında sık sık çocuklarını kullanarak ürün ve reklam tanıtımı yapıyor. Çocuğunu kullandığı tanıtımlardan biri de The Royal Pita Maha Resort oteli içindir. Ticari kazanç elde etmeyi amaçlayan annenin sayfası incelendiğinde, fotoğraf seçimi ve paylaşım içeriğine ilişkin verilerin büyük çoğunluğunun fabrikasyon olduğu, profesyonel çekimlerle desteklendiği, marka ve ürünlere ait reklamların fotoğraflara eklenen alt yazı ve yorumlarla pekiştirildiği görülüyor. Instagram annesi, çocuklarıyla birlikte sürdürdüğü hayatın eğlenceli, aktif ve renkli olduğunu vurgulayarak cazip bir yaşam tarzı sunmakta ve çocukları üzerinden dolayı ya da doğrudan ekonomik kazanç elde etmektedir. Milyonlarca kullanıcısı olan Instagram, fotoğraf ve kişisel verilerin çalınmasına ilişkin henüz somut bir girişimde bulunmadı. Hesap ayarlarının gizli olması dışında teknik olarak bu soruna kalıcı bir çözüm bulmak şu an için mümkün değil. Dolayısıyla paylaşılan her görsel, uygulamadan ziyade kullanıcının sorumluluğuna bırakılmış durumda. Çocuğun velayet hakkını elinde bulunduran ebeveyn, onu her şekilde koruyacak tedbirleri almakla yükümlüdür. Bu noktada ebeveynlerin sorumluluğu siber alemde de devam etmektedir.





## SONUÇ VE TARTIŞMA

Instagram, kullanıcılarına maddi kazanç için yollar sunarken, annelerin küçük çocukları adına aldıkları kararlar, reşit olmayanların kişisel hak ve özgürlüklerinin ihlaline ilişkin etik kaygıları gündeme getirmektedir. Bu durum, ilgili çocukların rızası alınmadan, bazen reklam veya iş birliği olarak etiketlenen bağlantı paylaşımı ve ürün tanıtımı için çocukların araç olarak kullanılması uygulamasıyla ilgilidir. Bu çalışma, günümüzün en yaygın sosyal ağlarından biri olan Instagram'da önemli bir takipçi kitlesine sahip olan ve genellikle Instagram anneleri olarak adlandırılan Instagram kullanıcılarının bir analizini yaptı. Çalışmada iki temel kriter kullanıldı: yüksek takipçi sayısına sahip profiller ve çok sayıda çocuk içeren anneliğe adanmış sayfalar. Seçilen profillerin paylaşımları üzerinde özellikle çocuklara yönelik promosyon malzemelerinin yaygınlığına odaklanıldı.

Bu çalışmada incelenen beş Instagram profili arasında Doç. Dr. Saniye Bencik Kangal'ınki (akademisyenanne) hariç hepsi ağırlıklı olarak ürün tanıtımına odaklanan içeriklere sahiptir. Bu paylaşımlar, ürün onaylarını, referanslarını veya kullanım gösterimlerini kapsamakta ve çeşitli şirketlerle ortaklaşa paylaşılan bağlantılar veya reklamlar aracılığıyla ürün satın almayı teşvik etmektedir. Dikkat çekici bir şekilde, bu anneler çocuklarını da bu tanıtım çabalarına dahil ediyor ve ticari amaçlara hizmet etmek için profillerinde yer veriyorlar. Başlangıçta annelik içerikli platformlar olarak kurulmuş olsalar da bu hesaplar zaman zaman asıl amaçlarından saparak leke çıkarıcılardan sivilce sabunlarına, saç toniklerinden yatak çarşaflarına kadar bir dizi ürünü annelik kisvesi altında destekliyor. İncelenen dört anne profilinin de öncelikle ticari amaçlarla içerik yaymaya odaklandığı görülüyor.

Ayrıca, Doç Dr. Saniye Bencik Kangal'ın (akademisyenanne) sayfası hariç diğer dört anne profilinin kullanıcılarının, çocuklarının günlük yaşamlarının mahrem yönlerini paylaştıkları; banyo, tuvalet, uyku düzeni, park, bahçe, kreş ve havuzdaki aktiviteleri, kahkaha ve gözyaşı anlarını yakaladıkları gözlemlenmiştir. Bu paylaşımlar sıklıkla hem ana sayfada hem de öne çıkan hikayelerde yeterli sansür olmaksızın küçükleri şort ve bikinili gösteren fotoğraf ve videolar içermektedir. Bu tür eylemler, potansiyel çevrimiçi taciz ve üçüncü taraf kimlik tespiti ile ilgili endişeleri artırmaktadır. Anneler bu paylaşımları çocuklarının gelişimini belgeleme veya diğer ebeveynlerle bağlantı kurma çabaları olarak gerekçelendirse de bu tür eylemler istemeden çocuklarının haklarını ihlal etmekte ve özerkliklerini ve mahremiyetlerini hiçe saymaktadır. Ayrıca, bu bilinçsiz davranış, Enes Baloğlu'nun "Instagram Çağının Dijital Ebeveynleri" makalesinde yaptığı gözlemlerle uyumlu olarak, çocuklar için gelecekte zorluklar doğurabilir ve onları potansiyel tehditlere maruz bırakabilir.

İncelenen beş Instagram annesinin, ebeveynliğin idealize edilmiş bir versiyonunu kapsayan bir kimlik oluşturma çabaları dikkat çekicidir. Bu profil kullanıcıları, ideal bir anne arketipini somutlaştırmaya çalışmakta ve böyle bir rolle ilişkili nitelikleri ve davranışları tanımlamayı amaçlamaktadır. Analiz, takipçileri arasında bilgilendirme, ilham verme ve farkındalık yaratmaya yönelik içerik yayarak ideal ebeveynliğin bir temsilini sunmaya yönelik uyumlu bir çabayı ortaya koymaktadır. Özellikle Doç. Dr. Saniye Bencik Kangal'ın profili, paylaşımlarını bilimsel ilkelere dayandırması ve eğitim geçmişi ve mesleki uzmanlığı sayesinde seminerlerden ve uzman görüşlerinden elde ettiği değerli içgörüler sunmasıyla öne çıkmaktadır. Buna karşılık, geri kalan dört profil katı gıdalarla tanıştırma, tuvalet eğitimi kolaylaştırma, pediatrik tavsiyelere uyma ve çocuk bakımıyla ilgili diğer çabalar konusundaki deneyimlerini açıklayarak "doğru bakım verme" imajını yansıtmaya çalışmaktadır. Bunu yaparken, anneliğin standartlaştırıldığı ve metalaştırıldığı ideal ebeveyn kategorisi içinde bir yer edinmeye çalışmakta ve idealize edilmiş bir formun temsilini oluşturmak için çocuklarını kullanmaktadırlar. Bu değerlendirme, Aydemir ve Şen (2020) tarafından Kadın Takipçilerin Gözünden Instagram Anneleri Üzerine Bir Değerlendirme adlı çalışmada sunulan bulgularla örtüşmektedir.

Çalışmada dikkati çeken diğer bir ortak nokta ise incelenen tüm annelerin hesaplarının genel olarak erişime açık olmasıdır. Bu durum, isteyen herkesin bu profillere takip etmeden erişebilme, inceleme yapabilme ve bilgi edinebilme imkanını sağlamaktadır. Dolayısıyla bu profillerin gizliliği bulunmamaktadır. Hem açık hem de gizli olarak takip edenlerin hesapları düşünüldüğünde, iletilerin ulaştığı kişi sayısının milyonları aştığı anlaşılmaktadır. Beş Instagram annesine ait profiller incelendiğinde, dört annenin fotoğraf seçimi ve paylaşım içeriklerinin benzerlik gösterdiği görülmüştür. akademisyenanne profili ise diğer profillere kıyasla çocuğuyla ilgili gönderilerin oldukça sınırlı olduğu bir yapıya sahiptir. Profillerde paylaşılan fotoğrafların çoğunun özenle planlandığı, profesyonel çekimlerle desteklendiği ve fotoğraf altı yazılarla marka ve ürünlere ait reklamların pekiştirildiği gözlenmektedir. Fotoğraflara dahil edilen çocukların, firmalarla iş birliği yapan anneler tarafından fotoğrafın çekiciliğini arttıran birer unsur olarak kullanıldığı ve marka/ürün tanıtımında birer araç olarak işlev gördüğü söylenebilir. Diğer dört Instagram annesinin de çocuklarıyla yaşadıkları hayatın eğlenceli, aktif ve renkli olduğunu vurgulayarak doğrudan veya dolaylı olarak ekonomik

kazanç elde ettiği ve ideal ebeveyn kimliği oluşturmaya çalıştıkları öne çıkan bir diğer unsurdur.

Çalışmada incelenen beş Instagram annesi arasında ortak bir eğilim, ideal ebeveynlik konusundaki kimlik oluşturma çabalarının benzerlik gösterdiği yönündedir. Profil sahipleri, paylaşımlarında ideal anne imajını oluşturarak, takipçilere bilgi verme, fikir verme ve bilinçlendirme amaçlı içerik üretmektedirler. Ancak, bu çabaların genellikle ticari kaygılarla iç içe geçtiği ve çocukların bu süreçte birer reklam aracına dönüştürüldüğü gözlemlenmiştir. Sonuç olarak, Instagram annelerinin profillerinin genellikle herkesin erişimine açık olduğu ve büyük bir takipçi kitlesine sahip oldukları belirlenmiştir. Bu durum, iletilerin geniş bir kitleye ulaştığı ve paylaşımların milyonlarca insan tarafından görüldüğü anlamına gelmektedir.

## **GELECEK ARAŞTIRMALARA ÖNERİLER**

- Ebeveynlerin sosyal medyayı nasıl kullandıkları ve bu kullanımın çocuklar üzerindeki etkileri üzerine daha fazla araştırma yapılabilir. Özellikle çocukların dijital dünyadaki temsilleri ve bu temsillerin aile ilişkileri üzerindeki etkileri üzerine odaklanılabilir.
- Ebeveynlerin sosyal medyada nasıl bir kimlik oluşturdukları ve bu kimliğin ebeveynlik pratiklerine nasıl yansıdığı üzerine daha fazla çalışma yapılabilir. Bu çalışmalar, sosyal medyanın ebeveynlik kimliği oluşturma süreçlerini nasıl etkilediğini anlamak için önemli ipuçları sağlayabilir.
- Çocukların sosyal medya üzerindeki mahremiyet hakları ve güvenliği konusunda daha derinlemesine bir inceleme yapılabilir. Özellikle ebeveynlerin çocuklarını sosyal medyada nasıl temsil ettikleri ve bu temsillerin çocukların güvenliğini nasıl etkilediği üzerine odaklanılabilir.
- Çocukların sosyal medyadaki hakları ve bu hakların nasıl korunabileceği üzerine daha fazla araştırma yapılabilir. Özellikle çocukların sosyal medyada temsil edilme şekilleri ve bu temsillerin çocuk hakları açısından nasıl değerlendirilebileceği üzerine çalışmalar yapılabilir.
- Ebeveynlerin sosyal medya üzerinden çocuklarıyla birlikte yaptıkları reklamcılık faaliyetleri ve bu faaliyetlerin çocukların hakları üzerindeki etkileri üzerine daha fazla araştırma yapılabilir.

## **YAZAR KATKISI**

Taslağın hazırlanması ve dataların toplanıp bir araya getirilmesi Mürüvvet Bilgin Dilsiz'e aittir. Sonuçlara ulaşılmasını sağlayacak yöntemi tasarlayan, çalışmanın yürütülmesini organize eden, ilerlemesini gözetten, çalışmanın teslim edilmesinden önce, dil ve yazımsal düzeltmeler dahil bilimsel anlamda çalışmayı yeniden değerlendiren Hacer Aker'dir. Tüm yazarlar bu çalışmaya bireysel olarak katılmış ve sunulan makalenin son halini gördüklerini ve gözden geçirerek onaylamıştır.

## **KAYNAKÇA**

Aydemir, L. ve Şen, İ. (2020). Kadın Takipçilerin Gözünden Instagram Annelerine Yönelik Bir Değerlendirme, *International Journal of Social and Humanities Sciences*.  
Baloğlu, E. (2023). Instagram Çağının Dijital Ebeveynleri: Sharenting Bağlamında Bir İnceleme, *Araştırma Makalesi*, Bozok Üniversitesi, TRT Akademi.

- Demircan, N. (2020). Yeni Medya ile Annelik Kavramının Tüketim Kültürü Çerçevesinde Dönüşümü: Instagram Anneleri Üzerine İnceleme, Yüksek Lisans Tezi, İstanbul Gelişim Üniversitesi, Lisansüstü Eğitim Enstitüsü, İstanbul.
- Dönmez, D. (2019). Yeni Nesil Ebeveynlik ve Sosyal Medya Bağlamında Blogger Annelik, Yüksek Lisans Tezi, İstanbul Üniversitesi, Sosyal Bilimler Üniversitesi, İstanbul.
- Engin Tufan, K. (2018). Türkiye’de Sosyal Medya Kullanımı ve Popüler Instagram Annelerinin Etkileri Üzerine Odak Grup Araştırması, Yüksek Lisans Tezi, İstanbul Ticaret Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Ergül, G. ve Yıldız, S. (2021). Sosyal Medyada Sosyal Annelik: Instagram Anneliği, Araştırma Makalesi, Kırıkkale Üniversitesi Sosyal Bilimler Dergisi.
- Eroğlu, A. (2018). Çocukların Sosyal Medyada Meta Olarak Kullanılması: Instagram Anneleri Örneği, Yüksek Lisans Tezi, İstanbul Arel Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Güngör, A. (2019). Sosyal Medyada Çocuk Hakları İhlali ve İstismarı: Instagram Anneleri, Yüksek Lisans Tezi, Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Güngör, A. (2021). Sosyal Medyada Çocuk Hakları İhlali ve Çocuk İstismarı: Instagram Anneleri, Araştırma Makalesi, Hacı Bayram Veli Üniversitesi, İletişim Kuram ve Araştırma Dergisi.
- İmamoğlu, M. (2023). Dikotomik Algılar Eşliğinde Aleniyet-Mahremiyet: Yeni Annelik Tasavvurları-Instagram Anneleri Örneği, Yüksek Lisans Tezi, Erciyes Üniversitesi, Sosyal Bilimler Enstitüsü, Kayseri.
- Kaya, Z. (2023). Sosyal Medya Anneliği ile Değer Sahibi Çocuk Yetiştirmek, Araştırma Makalesi, Uluslararası Sosyal Bilimler Dergisi.
- Keskin Yılmaz, Y. (2021). Tüketici Marka Katılımı Teorisi Çerçevesinde Sosyal Medyada Tüketici Katılımı: Instagram Anneleri Örneği, Doktora Tezi, Selçuk Üniversitesi, Sosyal Bilimler Enstitüsü, Konya.
- Köktener, A ve Akgün, N. (2020). Mahremiyet Algısının Dönüşümü: Instagram Anneleri Üzerinden Bir Analiz, Avrasya Sosyal ve Ekonomi Araştırmaları Dergisi.
- Mutluer, T. (2019). Sosyal Medyada Benlik Sunumu: Instagram Anneleri Örneği, Yüksek Lisans Tezi, Marmara Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.
- Özkan, H. ve Uzun Özer, B. (2022). Sosyal Medyada Annelik, Derleme, Amasya Üniversitesi, Turkish Journal of Family Medicine and Primary Care.
- Sezerer Albayrak, E. (2020). Sosyal Medya’da Çocuk Mahremiyeti: Ebeveynlerin Instagram’daki Çocuk Mahremiyetine Bakış Açıkları, Araştırma Makalesi, İstanbul Ticaret Üniversitesi Sosyal Bilimler Dergisi.
- Uzuner, G. (2022). Sosyal Medyada Pazarlamanın Hikâye Anlatıcılığı Üzerinden Dönüşümü: Türkiye’de Instagram Anneleri, Yüksek Lisans Tezi, Başkent Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- Vodinalı, S. (2022). Tüketim Kültürü ve Marka Etkileşiminin Yeni Medyada Yeniden Üretimi: Instagram Anneleri Üzerine Araştırma, Doktora Tezi, Kocaeli Üniversitesi, Sosyal Bilimler Üniversitesi, Kocaeli.
- Yıldırım Atlı, A. (2021). Kadınların Yeni İfade Alanı: Anne Temalı Sosyal Medya Hesapları Üzerine Bir İnceleme, Yüksek Lisans Tezi, Gaziantep Üniversitesi, Göç Enstitüsü, Gaziantep.
- Yılmaz, H. (2021). Kullanımlar ve Doyumlar Yaklaşımı Bağlamında Instagram Anneleri Takip Motivasyonları Üzerine Bir Araştırma, Yüksek Lisans Tezi, Selçuk Üniversitesi, Sosyal Bilimler Enstitüsü, Konya.
- Zorlu, Z. (2023). Çocuğun Kişilik Hakkının Anne-Baba Tarafından Sosyal Medyada İhlali, Araştırma Makalesi, Selçuk Üniversitesi, Adalet Meslek Yüksekokulu Dergisi.





**EXAMINATION OF THE RELATIONSHIP BETWEEN SPORT SCIENCES  
FACULTY STUDENTS' NATURE RELATEDNESS AND BRAIN FOG**

**SPOR BİLİMLERİ FAKÜLTESİ ÖĞRENCİLERİNİN DOĞA İLE İLİŞKİLİ OLMA  
DURUMU VE BEYİN SİSİ İLİŞKİSİNİN İNCELENMESİ**

**Ümran SARIKAN**

PhD Student, Ankara University, Health Sciences Institute  
ORCID NO: 0000-0003-1911-9194

**Tuna TURĞUT**

Assoc. Dr., Bartın University, Sports Sciences Faculty  
ORCID NO: 0009-0006-9574-8899

**ABSTRACT**

**Introduction and Objective:** According to Spinoza, any effect in the body creates a parallel thought in the mind. Spinoza calls these effects in the body as "affectio". By affectio, Spinoza states that he means "the different states of the body that increase or decrease the power of the body to act, that help or prevent this power, and at the same time the ideas about these states". Based on this discourse; it is predicted that any activity that an individual performs in nature can reduce brain fog (brain fuzziness). In this context, this study aimed to examine the relationship between the students of the faculty of sport sciences and their nature relatedness and brain fog. **Material and Method:** The study group of the research consisted of 281 people aged between 18-26 years ( $mean_{age} = 21.72-2.18$ ) selected by random sampling method. In addition to the personal information form created by the researcher for data collection, the "Brain Fog Scale" consisting of 30 items and 3 sub-dimensions developed by Atik and Manav (2023) and the "Nature Relatedness" scale developed by Nisbet, Zelenski and Murphy (2009) to determine the level of individuals' relationship with nature were used. The hypotheses formed in the research were tested using t-test, ANOVA and Pearson Correlation analysis methods for independent samples. **Results:** According to the obtained results, a statistical significance was found between the nature relatedness and brain fog according to the gender variable of the participants ( $p < 0,05$ ). On the other hand, a positive correlation was observed between individuals' nature relatedness and brain fog levels ( $p < 0,05$ ). **Discussion and conclusion:** As a result, the state of individuals nature relatedness is very important for their mental health. In fact, it is seen from our research results that the mental fatigue of the individual who is in integrity with nature decreases. In this respect, we think that recreation activities and landscaping works to be conducted in this area can increase the opportunity of individuals to love the environments they live in and a happier society can be formed followingly.

**Key Words:** Individual, Nature, Exercise and Brain Fog

## ÖZET

**Giriş ve Amaç:** Spinozaya göre; bedendeki herhangi bir etki zihinde de buna paralel bir düşünce yaratır. Spinoza bedendeki bu etkileri duygulanış (affectio) olarak adlandırır. Duygu derken de “bedenin etki gücünü çoğaltan ya da azaltan, bu güce yardımcı olan ya da onu engelleyen bedenin değişik hallerini ve aynı zamanda bu haller hakkındaki fikirleri” kastettiğini belirtir. Bu söylemden yola çıkarak; bireyin doğada gerçekleştirmiş olduğu herhangi bir aktivitenin beyin sisini (beyin bulanıklılığını) azaltabileceği öngörülmektedir. Bu bilgiler doğrultusunda araştırmamızda; spor bilimleri fakültesi öğrencilerinin doğa ile ilişkili olma durumu ve beyin sisi ilişkisinin incelenmesi amaçlanmıştır. **Gereç ve Yöntem:** Araştırmanın çalışma grubunda rastgele örnekleme yöntemi ile seçilen ve yaşları 18-26 arasında değişen 281 kişi ( $Ort_{yaş} = 21.72 \pm 2,18$ ) yer almıştır. Veri toplama amacı ile araştırmacı tarafından oluşturulan kişisel bilgi formuna ek olarak, Atik ve Manav (2023) tarafından geliştirilen 30 madde ve 3 alt boyuttan oluşan “Beyin Sisi Ölçeği” ve Nisbet, Zelenski ve Murphy (2009) tarafından geliştirilen bireylerin doğayla ilişki düzeyini belirlemeye yönelik “Doğa İle İlişkili Olma” ölçeği kullanılmıştır. Araştırma kapsamında oluşturulan hipotezler, bağımsız örneklemler için t test, ANOVA ve Pearson Korelasyon analizi yöntemleri kullanılarak test edilmiştir. **Bulgular:** Elde edilen bulgular sonucunda, katılımcıların cinsiyet değişkenine göre doğa ile ilişkisi ile beyin sisi istatistiksel açıdan anlamlılığa rastlanmıştır ( $p < 0,05$ ). Diğer yandan, bireylerin doğa ile ilişkili olma durumları ve beyin sisi düzeyleri arasında pozitif yönde ilişki olduğu gözlemlenmiştir ( $p < 0,05$ ). **Tartışma ve sonuç:** Sonuç olarak; bireylerin doğa ile ilişkili olma durumları zihinsel sağlıkları açısından oldukça önemlidir. Öyle ki; doğa ile bir bütünlük içerisinde olan bireyin, zihinsel yorgunluğunun azaldığı araştırma sonuçlarımızdan görülmektedir. Bu minvalde; kent yaşamının etkisi ile azalan doğa alanlarının yeniden oluşturulabilmesi; bu alanda yapılacak rekreasyon faaliyetlerinin, peyzaj çalışmalarının bireylerin yaşadıkları ortamları sevme olanağını arttırabileceği ve yine bu çerçevede daha mutlu bir toplum oluşabileceği kanaatindeyiz.

**Anahtar Kelimeler:** Birey, Doğa, Egzersiz ve Beyin Sisi

## GİRİŞ (INTRODUCTION)

Egzersiz beyin aktivitesi üzerindeki olumlu etkileri uzun zamandan beri tartışma konusu olmakla birlikte günümüzde egzersizin beyin sağlığı üzerinde pozitif etkileri olduğu bilinmektedir. Bununla birlikte, egzersiz, beyin sağlığını koruma ve nörodejeneratif ve/veya psikiyatrik hastalıkların tedavi edilmesinde önemli bir yere sahiptir. Diğer yandan egzersiz bilişsel işlevler, mekansal öğrenme ve hafıza üzerinde de olumlu etkilere sahiptir.

İnsan beyni, işlevsel ve yapısal özelliklerini ("nöroplastisite") değiştirerek her duruma adapte olabilme yeteneğine sahiptir (Hötting ve Röder, 2013). Egzersiz ile beyin sağlığı arasındaki ilişki geniş çapta araştırılmış ve bu konuda çeşitli hipotezler formüle edilmiştir (Deslandes ve



ark., 2009). Dięer yandan ise, doęayla i ie yapılan fiziksel aktivite ve egzersiz uygulamalarının bilişsel işlevler, beyin aktivitesi, kan basıncı ve zihinsel saęlık üzerinde iyileştirici etkileri olduęu bilinmektedir.

Doęa ile i ie olma ya da bu ortamlara maruz kalmanın zihinsel açıdan iyileştirici olma ve bilişsel işlevler üzerinde koruyucu etkileri olduęu ifade edilmektedir. Doęa ile ilişki içerisinde yapılan egzersizlerin hem bilişsel hem beyin açısından önemi göz ardı edilemez bir gerçektir (Jimenez ve ark., 2021).

Özellikle genç yetişkin bireylerin yaşamlarının belli dönemlerin karşılaştıkları problemler ve bunlara verdiği yanıtlar bu bireylerin zaman zaman bilişsel fonksiyonlarının azalmasına neden olabilmektedir. Bu duruma ise, beyin sisi denilmektedir. Bu bağlamda, genç yetişkinlerin üniversite içerisinde karşılaştıkları zor durumlar ya da üstesinden gelinmesi için mücadele edilmesi gereken durumlarda zihinsel karmaşıklıklar ortaya çıkabilmektedir. Bu durum en nihayetinde kendini unutkanlık, dikkat daęınlıklığı, kelime bulma güçlüğü, bilişsel fonksiyonlarda yavaşlama şeklinde göstermektedir. Dięer yandan bireylerde öğrenme güçlüğü ve okul başarısızlığı olarak da tanımlanabilmektedir. Bu durumların her biri beyin sisi olarak nitelendirilmektedir (Fresko, 2024). Bu minvalde genç yetişkinlerin üniversite yaşamlarında karşılaştıkları zorluklarla mücadele edebilmesinde yardımcı olabilecek unsurlar doęa ile ilişkili olma ve egzersiz protokollerinin uygulanması elzemdir.

Tüm bunlara ek olarak, psikotik sendromlar, 21. yüzyılda karşılaşılan en ciddi halk saęlığı sorunlarından birini temsil etmektedir. Bu durum çoęunlukla, büyük fiziksel, sosyal deęişimlerin yaşandığı ergenlik ve genç yetişkinlik döneminde ortaya çıkmaktadır ve dolayısıyla etkilerin uzun vadeli olumsuz sonuçlar dourabileceęi düşünölmektedir (Hickie ve ark., 2019). Bu bilgilerden yola çıkılarak araştırma, egzersizi nerdeyse gündelik yaşamlarının bir parçası haline getiren spor bilimleri faköltesi öğrencilerinin doęa ile ilişkili olma durumunun beyin sisi ile ilişkisinin incelenmesi ve yorumlanması amacıyla yapılmaktadır.

## **MATERYAL VE YÖNTEM**

### **Katılımcılar**

Araştırma nicel araştırma modeli esas alınarak gerçekleştirilmiştir. Çok sayıda elemandan oluşan evrende, evren hakkında genel bir yargıya varabilmek amacıyla evrenin tümü ya da ondan alınacak bir örneklem üzerinde taramanın yapıldığı tarama modeli uygulanmıştır (Karasar, 2012). Araştırmanın çalışma grubunda kolayda örnekleme yöntemi ile seçilen ve yaşları 18-26 arasında değişen 281 kişi (Ort<sub>yaş</sub>= 21.72—2,18) yer almıştır.

### **Veri Toplama Araçları**

Veri toplama amacı ile araştırmacı tarafından oluşturulan kişisel bilgi formuna ek olarak aşağıdaki ölçüm araçları kullanılmıştır.

**Beyin Sisi Ölçeği:** Katılımcıların beyin sisi düzeylerini ölçmek için Atik ve Manav (2023) tarafından geliştirilen 30 madde ve 3 alt boyuttan oluşan “Beyin Sisi Ölçeği” kullanılmıştır. Ölçek 5’li likert tipinde bir ölçektir

**Doğa İle İlişkili Olma Ölçeği (DİO-6) :** bireylerin doğayla ilişki düzeyini belirleme için Nisbet, Zelenski ve Murphy (2009) tarafından geliştirilen ve daha sonradan kısa formu Sarıçam, Şahin ve Soyuçok (2015) tarafından uyarlanan “Doğa İle İlişkili Olma (DİO-6)” ölçeği kullanılmıştır. Ölçüm aracı tek alt boyuttan oluşmakta ve 5’li likert [(1) Kesinlikle katılmıyorum, ....., (5) Kesinlikle katılıyorum] tipindedir.

### **Verilerin Toplanması**

Araştırmada kullanılan veri toplama araçlarının kullanılması web ortamında hazırlanan form aracılığı ile gerçekleştirilmiştir. Gerekli ölçek kullanım izinlerinin alınmasını takiben çalışma gerçekleştirilmiştir.

### **İstatistiksel Analiz**

Araştırma neticesinde elde edilen verilerin analizi, SPSS 23.0 istatistik paket programı aracılığıyla gerçekleştirilmiştir. Verilerin parametrik testlerin ön şartlarını sağlayıp sağlamadığına çarpıklık ve basıklık (verilerin normal dağılım durumu) değerleri, Kolmogorov-Smirnov ve Levene (varyansların eşitliği) testi sonuçları incelenerek karar verilmiştir (Büyüköztürk vd., 2012). Verilerin analizi için betimsel istatistikler, t-testi ve basit korelasyon testleri kullanılmıştır.

## BULGULAR

**Tablo 1: Cinsiyet Değişkenine Göre Doğa İle İlişkili Olma Ölçeğinden Alınan Toplam Puanlara İlişkin T Testi Sonuçları**

Değişkenler	Cinsiyet	N	$\bar{X}\pm Ss$	t	P
Doğa İle İlişki Olma Ölçeğinden Alınan Toplam Puan	Kadın	163	19,62±3,41	-1,214	,226
	Erkek	118	20,15±3,82		

Doğa İle İlişki Olma Ölçeği toplam puanlarına yönelik analiz sonuçlarına göre cinsiyet değişkeni açısından anlamlılık tespit edilmemiştir ( $p>0,05$ ). Ortalama puanlar incelendiğinde; erkek katılımcıların kadın katılımcılara oranla doğa ile ilişkili olma durumlarının yüksek olduğunu söyleyebiliriz.

**Tablo 2: Cinsiyet Değişkenine Göre Beyin Sisi Ölçeğinden Alınan Toplam Puanlara İlişkin T Testi Sonuçları**

Değişkenler	Cinsiyet	N	$\bar{X}\pm Ss$	t	P
Beyin Sisi Ölçeğinden Alınan Toplam Puan	Kadın	163	66,93±15,59	2,336	<b>,020*</b>
	Erkek	118	62,76±13,60		

Beyin Sisi Ölçeği toplam puanlarına yönelik analiz sonuçlarına göre cinsiyet değişkeni açısından anlamlılık tespit edilmiştir ( $p<0,05$ ). Böylelikle, kadın katılımcıların erkek katılımcılara oranla beyin sisi seviyelerinin yüksek olduğunu söyleyebiliriz.

**Tablo 3: Doğa İle İlişkili Olma Ölçeği Toplam Puanları ile Beyin Sisi Ölçeği Toplam Puanları ve Alt Boyutları Arasındaki İlişkiye Yönelik Korelasyon Tablosu**

Değişkenler		Doğa İle İlişkili Olma Ölçeği Toplam Puan	Bilişsel Semptom Alt Boyutu	Fiziksel Semptom Alt Boyutu	Psikolojik Semptom Alt Boyutu	Beyin Sisi Ölçeği Toplam Puan
Doğa İle İlişkili Olma Ölçeği Toplam Puan	R	1				
	P					
	N	281				
Bilişsel Semptom Alt Boyutu	R	,430*	1			
	P	,003*				
	N	281	281			
Fiziksel Semptom Alt Boyutu	R	,326	,834**	1		
	P	,062	,000			
	N	281	281	281		
Psikolojik Semptom Alt Boyutu	R	,231*	,808**	,849**	1	
	P	,047	,000	,000		
	N	281	281	281	281	
Beyin Sisi Ölçeği Toplam Puan	R	,267*	,965**	,937**	,908**	1
	P	,034*	,000	,000	,000	
	N	281	281	281	281	281

p<0,01\*\*

Doğa İle İlişkili Olma Ölçeği toplam puanları ve beyin sisi ölçeği alt boyutları ve beyin sisi ölçeği toplam puanları arasındaki ilişkiyi test etmek amacı ile yapılan korelasyon analizi sonuçlarına göre; beyin sisi ölçeği toplam puanı ve beyin sisi ölçeği alt boyutları (bilişsel semptom  $r=,965$ ;  $p<0,05$ ; fiziksel semptom  $r=,834$ ;  $p<0,05$  ve psikolojik semptom  $r=,808$ ;  $p<0,05$ ) arasında pozitif yönlü, yüksek derecede istatistiksel olarak anlamlı bir ilişki olduğu gözlemlenmiştir. Diğer yandan; doğa ile ilişkili olma durumu ile beyin sisi ölçeği toplam puanı ve beyin sisi ölçeği alt boyutları (bilişsel semptom  $r=,430$ ;  $p<0,05$ ; (orta) psikolojik semptom  $r=,231$ ;  $p<0,05$ ; (düşük) beyin sisi ölçeği toplam puanı  $r=,267$ ;  $p<0,05$  (düşük) arasında pozitif yönlü bir ilişki saptanmıştır.

## TARTIŞMA VE SONUÇ

Bu araştırmada; spor bilimleri fakültesi öğrencilerinin doğa ile ilişkili olma durumları ve beyin sisi ilişkisinin incelenmesi amaçlanmıştır. Araştırma sonuçlarımıza baktığımızda; doğa ile ilişkili olma durumunda cinsiyet değişkeni açısından anlamlılık tespit edilmemiştir

( $p>0,05$ ). Ancak ortalama puanlar incelendiğinde, erkek katılımcıların kadın katılımcılara oranla doğa ile ilişkili olma durumlarının yüksek olduğu saptanmıştır. Diğer yandan; beyin sisi ölçeği toplam puanlarına yönelik analiz sonuçlarına göre cinsiyet değişkeni açısından anlamlılık tespit edilmiştir ( $p<0,05$ ). Böylelikle, kadın katılımcıların erkek katılımcılara oranla beyin sisi seviyesinin yüksek olduğu belirlenmiştir. Ölçekler arasındaki ilişkiyi test etmek amacı ile yapılan korelasyon analizi sonuçlarına göre; beyin sisi ölçeği toplam puanı ve beyin sisi ölçeği alt arasında pozitif yönlü, yüksek derecede istatistiksel olarak anlamlı bir ilişki olduğu gözlemlenmiştir. Diğer yandan; doğa ile ilişkili olma durumu ile beyin sisi ölçeği toplam puanı ve beyin sisi ölçeği alt boyutları beyin sisi ölçeği toplam puanı arasında düşük dereceli pozitif yönlü bir ilişki saptanmıştır.

Literatür incelendiği zaman; egzersizin beyin işleyişini olumlu etkilediği düşünülmektedir (Deslandes ve ark., 2009; Cassillas ve ark., 2016). Diğer yandan hem egzersizin hem de doğaya maruz kalmanın ayrı şekillerde fiziksel ve zihinsel sağlık üzerinde olumlu etkileri olduğu bilinmektedir (Pretty ve ark., 2005; Barton ve Pretty, 2010).

Yeşil alanlar, kentleşme derecesinden bağımsız olarak kişinin kendi algısının daha iyi olduğu genel sağlık ve daha iyi ruh sağlığı ile ilişkilendirildi. Yeşil alanlar kentleşme, sosyoekonomik durum ve cinsiyet katmanlarında daha iyi genel sağlık ve zihinsel sağlıkla ilişkilidir. (Triguero- Mas ve ark., 2015). Bizim bulgularımıza bakıldığında doğa ile ilişkili olma durumu ile beyin sisi arasındaki ilişkinin var oluşu bu bilgiler ile paralellik göstermektedir.

Sonuç olarak, yeşil alan(lar)da bulunma ya da diğer adı ile doğa ile ilişkili olma durumu ve egzersiz bireylerin zihinsel sağlık durumlarının iyi olmasına olanak tanımaktadır (Dadvand ve ark., 2016). Bizim gerçekleştirdiğimiz araştırmada doğa ile ilişkili olma durumunda cinsiyet değişkeni açısından anlamlılık gözlemlenmese dahi, beyin sisi durumlarında cinsiyet açısından farklılık tespit edilmiştir. Bu durum cinsiyet açısından farklılıkların olabileceğini gözler önüne sermektedir.

Zihin bulanıklığı problemi yaşayan kişiler için sağlıklı bir yaşamı teşvik edebilmek amacı ile doğada gerçekleştirilen egzersiz oldukça etkili olabilmektedir. Sonraki çalışmalarda egzersiz, doğa ve sosyal bileşenlerin birleştirilmesi, zihinsel açıdan yaşanan problemlerden kurtulmanın yönetilmesinde ve desteklenmesinde önemli bir rol oynayabilmektedir (Barton ve ark., 2012). Özellikle spor bilimleri fakültesinde öğrenim gören öğrencilerin, egzersiz gündelik yaşamlarının bir parçasını oluşturmaktadır. Bu minvalde düşünüldüğünde, egzersizlerin yeşil alanda ya da doğada yapılması ile zihinsel rahatlama sağlanacağı fikrini düşündürmektedir.

Diğer yandan okul içerisinde var olan kampüs alanlarının yeşil alan perspektifiyle yapılması ya da düzenlenmesi öğrencilerin bütüncül sağlığına katkıda bulunabilecektir.

## KAYNAKLAR

Barton J, Pretty J. What is the best dose of nature and green exercise for improving mental health? A multi-study analysis. *Environ Sci Technol*. 2010 May 15;44(10):3947-55. doi: 10.1021/es903183r. PMID: 20337470.

Barton J, Griffin M, Pretty J. Exercise-, nature- and socially interactive-based initiatives improve mood and self-esteem in the clinical population. *Perspect Public Health*. 2012 Mar;132(2):89-96.

Büyüköztürk, S. (2012). Sosyal bilimler için veri analizi el kitabı: istatistik, araştırma deseni, SPSS uygulamaları ve yorum. Ankara: Pegem Akademi Yayıncılık.

Cassilhas RC, Tufik S, de Mello MT. Physical exercise, neuroplasticity, spatial learning and memory. *Cell Mol Life Sci*. 2016 Mar;73(5):975-83. doi: 10.1007/s00018-015-2102-0. Epub 2015 Dec 8. PMID: 26646070.

Dadvand P, Bartoll X, Basagaña X, Dalmau-Bueno A, Martinez D, Ambros A, Cirach M, Triguero-Mas M, Gascon M, Borrell C, Nieuwenhuijsen MJ. Green spaces and General Health: Roles of mental health status, social support, and physical activity. *Environ Int*. 2016 May;91:161-7. doi: 10.1016/j.envint.2016.02.029. Epub 2016 Mar 4. PMID: 26949869.

Deslandes A, Moraes H, Ferreira C, Veiga H, Silveira H, Mouta R, Pompeu FA, Coutinho ES, Laks J. Exercise and mental health: many reasons to move. *Neuropsychobiology*. 2009;59(4):191-8. doi: 10.1159/000223730. Epub 2009 Jun 10. PMID: 19521110.

Fresko, B.T. (2024). Tiroid hormonları, sinir sistemi, beyin, bağışıklık sistemi ve nöropsikiyatrik bulgular Categories. [www.banutascifresko.com](http://www.banutascifresko.com) Erişim tarihi: 21.02.2024

Hickie IB, Scott EM, Cross SP, Iorfino F, Davenport TA, Guastella AJ, Naismith SL, Carpenter JS, Rohleder C, Crouse JJ, Hermens DF, Koethe D, Markus Leweke F, Tickell AM, Sawrikar V, Scott J. Right care, first time: a highly personalised and measurement-based care model to manage youth mental health. *Med J Aust*. 2019 Nov;211 Suppl 9:S3-S46. doi: 10.5694/mja2.50383. PMID: 31679171

Hötting K, Röder B. Beneficial effects of physical exercise on neuroplasticity and cognition. *Neurosci Biobehav Rev*. 2013 Nov;37(9 Pt B):2243-57. doi: 10.1016/j.neubiorev.2013.04.005. Epub 2013 Apr 25. PMID: 23623982.

Jimenez MP, DeVille NV, Elliott EG, Schiff JE, Wilt GE, Hart JE, James P. Associations between Nature Exposure and Health: A Review of the Evidence. *Int J Environ Res Public Health*. 2021 Apr 30;18(9):4790. doi: 10.3390/ijerph18094790. PMID: 33946197; PMCID: PMC8125471.

Nisbet, E. K., Zelenski, J. M., & Murphy, S. A. (2009). The nature relatedness scale linking individuals' connection with nature to environmental concern and behavior. *Environment and Behavior*, 41(5), 715-740.

Pretty J, Peacock J, Sellens M, Griffin M. The mental and physical health outcomes of green exercise. *Int J Environ Health Res*. 2005 Oct;15(5):319-37. doi: 10.1080/09603120500155963. PMID: 16416750.

Sarıçam, H., Şahin, S. H., & Soyuçok, E. (2015). Doğayla ilişkili olma ile depresyon, anksiyete ve stres arasındaki ilişkinin incelenmesi. *Uluslararası Hakemli Psikiyatri ve Psikoloji Araştırmaları Dergisi*, 4, 38-57.

Triguero-Mas M, Dadvand P, Cirach M, Martínez D, Medina A, Mompert A, Basagaña X, Gražulevičienė R, Nieuwenhuijsen MJ. Natural outdoor environments and mental and physical health: relationships and mechanisms. *Environ Int*. 2015 Apr;77:35-41. doi: 10.1016/j.envint.2015.01.012. Epub 2015 Jan 30. PMID: 25638643.

# **MEDIA LITERACY IN THE DIGITAL AGE: BIBLIOMETRIC PATTERNS IN GRADUATE THESES**

## **DİĞİTAL ÇAĞDA MEDYA OKURYAZARLIĞI: LİSANSÜSTÜ TEZLERDE BİBLİYOMETRİK ÖRÜNTÜLER**

**Assoc. Prof. Dr. Hacer AKER**

Selcuk University, Faculty of Communication, Department of Radio, Television and Cinema,  
Konya, Turkey.

ORCID ID: <https://orcid.org/0000-0002-0116-6462>

**Master Student Melek İLHAN**

Selcuk University, Institute of Social Sciences, Konya, Turkey.

ORCID ID: <https://orcid.org/0009-0001-3373-8971>

### **ABSTRACT**

This research used YÖKTez Center as the primary data repository and aimed to conduct a comprehensive bibliometric analysis covering theses on “media literacy”. As a selection criterion, theses with media literacy in the title were separated (n=209) and a total of 67 theses written in the Faculty of Communication, Department of Radio, TV, and Cinema were included in the analysis. Theses that could not be accessed through the system were excluded from the study. The methodology adopted for bibliometric data collection adhered to the quantitative paradigm. The findings revealed that 2019 was the peak year for thesis production with a total of 10 theses. Of these, 44 were prepared by female academics and 23 by their male colleagues. The predominantly preferred research approach was qualitative (n=31), followed by quantitative (n=29) and a smaller group adopting mixed methods (n=7). The predominant academic level of the theses was master’s level (n=56) and the number of doctoral theses was relatively low (n=11).

**Keywords:** Media literacy, new media, digital media, social media, bibliometric analysis, graduate thesis, YÖKTez.

### **ÖZET**

Bu araştırma, YÖKTez Merkezi’ni birincil veri havuzu olarak kullandı ve “medya okuryazarlığı” ile ilgili tezleri kapsayan kapsamlı bir bibliyometrik analiz gerçekleştirmeyi amaçladı. Seçim kriteri olarak, başlığında medya okuryazarlığı geçen tezler ayrıştırıldı (n=209) ve İletişim Fakültesi Radyo, TV ve Sinema Bölümü’nde yazılmış toplam 67 tez analize dahil edildi. Sistem üzerinden erişilemeyen tezler çalışmadan dışlandı. Bibliyometrik veri toplama için benimsenen metodoloji, nicel paradigmaya bağlı kaldı. Elde edilen bulgular, 2019 yılının toplam 10 tez ile tez üretiminde zirve noktası olduğunu ortaya koydu. Bunların 44’ünün kadın akademisyenler, 23’ünün erkek meslektaşları tarafından hazırlandığı görüldü. Ağırlıklı olarak tercih edilen araştırma yaklaşımı nitel (n=31) olurken, bunu nicel (n=29) ve

karma yöntemleri benimseyen daha küçük bir grup (n=7) takip etti. Tezlerin ağırlıklı akademik seviyesi yüksek lisans düzeyindeydi (n=56) ve doktora tezlerinin sayısı nispeten daha azdı (n=11).

**Anahtar Kelimeler:** Medya okuryazarlığı, yeni medya, dijital medya, sosyal medya, , bibliyometrik analiz, lisansüstü tez, YÖK Tez.

## GİRİŞ

Teknolojinin ilerlemesiyle internet hayatımıza tamamen girmiş kitle iletişim araçlarından sosyal medya alanında yeni kavramlardan olan medya okuryazarlığı kavramına gereksinim duyulmaya başlanmıştır. Sosyal medya hayatın her alanına yerleştikçe bu alanda gereksinim artmış, araştırmalar da bu doğrultuda artmaya başlamıştır. Medya Okuryazarlığı seçmeli ders olarak 2007-2008 eğitim-öğretim yılında okullarımızda okutulmaya başlanmıştır. YÖK Tez merkezinde medya okuryazarlığı ile ilgili yayınlanan ilk tez çalışması 2006 yılındadır ve 2024 yılının başladığı bu günlerde konu güncelliğini korumakta; tezler, makaleler ve bildirimler yayınlanmaya devam etmektedir. Bu çalışma, YÖK Tez merkezinde yayınlanan medya okuryazar konulu doktora ve yüksek lisans tezleri üzerine yürütülen bibliyometrik bir araştırmadır. Bu çalışmayla medya okuryazarlığı üzerine yazılan lisansüstü tezlerin bibliyometrik haritasını ortaya çıkarmak ve ileri araştırmalar için öneriler sunmak amaçlanmıştır.

### İlk Adım: Medya Okuryazarlığı Konulu Lisansüstü Tezlere İlişkin Sistemik Derleme

#### Medya Okuryazarlığı ve Sosyal Medya Konulu Tezler

Çelik (2008), medyanın egemen ideolojinin bir aracı olarak işlev görmesi ve eleştirel farkındalığın önemini incelemiştir. Araştırması, eleştirel farkındalığın, bireylere dünyayı farklı bir şekilde anlama yetisi kazandırarak, eleştirel medya okuryazarlığı aracılığıyla ise yanlış anlamaların önlenmesi ve egemen ideolojinin yeniden üretiminin durdurulması yoluyla bilinçli bir okuryazarlık düzeyinin sağlanabileceğini ortaya koymuştur. Çetinkaya (2008) ise medya okuryazarlığı çalışmalarının kapsamının genişletilmesi gerektiğini vurgulamıştır. Baş (2015) ise bireylerin, yeni medya ortamlarında aktif katılımcılar haline gelmesinin önemine dikkat çekmiştir. Yiğiter (2022) tarafından yapılan bir çalışmada, bireylerin fonksiyonel üretim, eleştirel üretim, fonksiyonel tüketim ve eleştirel tüketim boyutlarında yüksek bir bilinç seviyesine sahip oldukları bulunmuştur. Görgülü Aydoğdu (2015) ise bilinçli medya okuryazarlarının yetiştirilmesi için özellikle ebeveynlerin, özellikle de annelerin medya okuryazarlığı eğitimi alması gerektiğini savunmuştur. Tezlerde ortaya çıkan diğer tespitler arasında, gençlerin kişisel cep telefonları ve bilgisayar/tabletleri üzerinden sosyal medyaya erişiminin ebeveyn kontrolünü sınırladığı (Tanrıverdi Yılmaz, 2018), ergenlerin haberleri düzenli olarak takip etmemesi (Gündoğan, 2019) ve iletişim fakültelerine 'Sosyal Medya Okuryazarlığı' dersinin eklenmesi gerekliliği (Sabancı, 2018) yer almaktadır. Ayrıca, öğrencilerin çoğunluğunun medya haberlerine güvenmemesi (Çetintaş, 2014) ve medya



okuryazarlığına yönelik projelerin çoğunun web siteleri aracılığıyla sunulması (İslamoğlu, 2015) gibi bulgular da dikkat çekicidir. Devrim (2023) tarafından öne sürülen bir başka tespit, sosyal medya platformlarının daha güvenli ve bilinçli hale getirilmesinin politika yapımcılar, eğitimciler ve sosyal medya şirketleri için önemli bir hedef olabileceğini belirtmektedir. Aslan (2023) ise katılımcıların TikTok'u çeşitli amaçlarla kullandığını, bunların arasında eğlence, sosyalleşme, kendini ifade etme ve bilgi edinme gibi unsurların bulunduğunu belirtmiştir. Buğtekin (2022) ise Türkiye'de dijital medya eğitiminin kısıtlı olduğunu vurgulamıştır.

## **Eğitimde Medya Okuryazarlığı Konulu Tezler**

Eleştirel medya okuryazarlığı bağlamında meslek liselerinde gazetecilik alanı öğrencilerinin sosyal medyayı haber kaynağı olarak kullanımını Civelek (2021) tarafından yapılan bir çalışma, diğer öğrencilerle karşılaştırmıştır. Bu çalışmaya ek olarak, Tacikistan'da ortaokul seviyesinde eğitim gören öğrencilerin medya okuryazarlık düzeyinin orta seviyede olduğu belirtilmiştir (Safarova, 2021). Ayrıca, öğrencilerin geleneksel ve yeni medya ürünlerini bilgi edinme ve eğlence amaçlı kullandıkları gözlemlenmiştir (Sadriu, 2009). Medya okuryazarlığı eğitiminde cinsiyetin belirgin bir fark göstermediği ve öğrencilerin anlama ve yorumlama becerilerinde benzer düzeyde olduğu bulunmuştur (Bakan, 2010). Bu bağlamda, medya okuryazarlığı dersini alan öğrencilerin gazete ve dergi okuma alışkanlıklarının olumlu yönde etkilendiği tespit edilmiştir (Bacaksız, 2010). Türkiye'de ortaöğretimde medya okuryazarlığı dersleri için bir model önerisi geliştirilebileceği öne sürülmüştür (Bilici, 2011; Koç, 2016). Öte yandan, medya okuryazarlığı derslerini alan ve almayan ilköğretim okulu öğrencilerinin medya tüketim alışkanlıklarının farklılaştığı (Şahin, 2012; Oflaz, 2016; Özdiçler, 2023; Hansu, 2019; Yardım, 2019) ve medya okuryazarlığı dersinin faydalı ve gerekli olduğu görüşleri de dile getirilmiştir (Aydoğdu, 2014; Sivritepe, 2014). Ayrıca, medya okuryazarlığı eğitiminin öğrencilere eleştirel bakış açısı kazandırdığı, ancak bu eğitimin zorunlu ve her sınıfta verilmesi gerektiği vurgulanmıştır (Cangin, 2014). Öğretmen adaylarının medya okuryazarlık düzeylerinin yetersiz olduğu ve geliştirilmesi gerektiği belirtilmiştir (Karataş, 2017). Ortaokul sekizinci sınıf öğrencilerinin medya kullanım alışkanlıklarının sosyo-ekonomik ve sosyo-kültürel faktörlerle ilişkili olduğu gözlemlenmiştir (Kara, 2019). Bununla birlikte, öğrencilerin medya mesajlarına olumlu bir şekilde baktıkları, ancak televizyon izleme alışkanlıklarının ödevleri ihmal etmelerine neden olduğu görülmüştür (Tanrikulu, 2019; Najafli, 2018). Sonuç olarak, medya okuryazarlığının öneminin anlaşılabilmesi için akademik çalışmaların daha yoğun bir şekilde yapılması ve sonuçların kamuya paylaşılması gerektiği vurgulanmıştır (Özmen, 2020). Ayrıca, medya okuryazarlığı derslerinin tutumlar ile medya algısına yönelik tutumlar arasında anlamlı bir fark olmadığı belirtilmiştir (Atçi, 2022). Medya okuryazarlığı alanında çeşitli ülkelerde gerçekleştirilen başarılı projelerin, medya okuryazarlığı eğitimindeki müfredat sorunlarının çözümüne katkıda bulunabileceği ifade edilmiştir (Ulusoy, 2018). Medya okuryazarlığı öğretim materyalinin medya eğitimi alanında temel bir kaynak olabileceği belirtilmiştir (Özdemir, 2015). Son olarak, beden eğitimi ve spor öğretmenlerinin medya okuryazarlık düzeyleri ile eleştirel okuryazarlık düzeyleri arasında

pozitif bir ilişki olduğu tespit edilmiştir (Ünlü, 2017). Medyayı ve toplumu eleştirel bir şekilde okumanın bilişsel baskılanmayı engellediği ve eleştirel düşünme becerilerinin geliştirilmesi gerektiği vurgulanmıştır (Okuroğlu, 2016; Uyar, 2020). İletişim Meslek Lisesi eğitim müfredatının medya okuryazarı bireylerin yetiştirilmesinde yeterli olduğu sonucuna varılmıştır (Geyik, 2018).

### **Ulusal ve Uluslararası Alanda Medya Okuryazarlığı Konulu Tezler**

Ulusal ve uluslararası alanda yapılan araştırmalarda, dijital yerlilerle dijital göçmenlerin birlikte çalışmasının sadece çocuklar ve gençler için değil, yetişkinler için de önemli kazanımlar sağlayabileceği belirtilmiştir (Sezen, 2011). Yeni medya okuryazarlığı becerilerine sahip bireylerin artmasıyla nefret söylemi, ırkçılık, yalan haber, siber zorbalık, dijital gözetim, ön yargı, çevrimiçi etik gibi sorunların azalacağı öngörülmektedir (Buluş, 2017). Medya okuryazarlığının vatandaşlara oranla akademisyenlerde daha yüksek olduğu bulgusu da mevcuttur (Barut, 2018). Ayrıca, medya okuryazarlığı eğitim ve uygulamalarının, bireylerin medya karşısında eleştirel ve bilinçli tavır almasında etkili olduğu belirtilmektedir (Ekşioğulları, 2018). Eleştirel medya okuryazarlığının aktif ve katılımcı yurttaş bilincinin geliştirilmesinde alternatif bir yol olarak kullanılabilirliği ifade edilmektedir (Dumlu, 2018). Türkiye'deki sosyokültürel ve sosyoekonomik gelişmelerle birlikte yürütülen medya okuryazarlığı faaliyetlerinin, Etiyopya'daki durumla karşılaştırıldığında sosyal medya okuryazarlık düzeylerinde belirgin bir fark olmadığı gözlemlenmiştir (Eshetu, 2019). Yeni iletişim teknolojileri bağlamında medya okuryazarlığı ve eğitiminin önemini vurgulanmasının yanı sıra, medya okuryazarlığı ders uygulamalarında dünya genelinde bazı eksikliklerin görüldüğü de ifade edilmektedir (Şeylan, 2008). Ayrıca, medya okuryazarlığı özelinde düzenli bir halkla ilişkiler sürecinin yürütülemediği eleştirisi getirilmiştir (Sönmez, 2021). Eleştirel medya okuryazarlığının hem yetişkinlerin hem de çocukların medya mesajlarını doğru bir şekilde çözümlenmelerini sağlayabileceği üzerinde durulmuştur (Zainab, 2019). Yeni medyanın beraberinde getirdiği sakıncaların, sağlık, şiddet, ahlaki endişeler, intihara teşvik, kişilik haklarının ihlali, zaman israfı, kültür bozulması, bilgi kirliliği, bağımlılık gibi sorunlar olduğu vurgulanmıştır (Göç Edin, 2019). Medya okuryazarlığı öğretiminin eğitim temelli yapılandırılmasında lisans ve yüksek lisans seviyesinde medya eğitimi almış uzman eğitimcilerin kullanılmasının toplumsal cinsiyet tartışmalarına olumlu katkı sunabileceği belirtilmiştir (Sevim, 2013). Dijital bölünme ve yeni medya okuryazarlığının kır ve kent kökenlilik bağlamında farklılaştığına dair çalışmalar da bulunmaktadır (Toktaş, 2021). Son olarak, yeni medya araçlarının etik dışı kullanımının insanların ona özen göstermeyi bırakmasından kaynaklandığı öne sürülmüştür (Yüçetürk, 2023).

### **Ebeveynler ve Medya Okuryazarlığı Konulu İlişkin Tezler**

Medya okuryazarlığı eğitimi, öğrenci, öğretmen ve aile bağlamında ele alınan çalışmalara benzer şekilde, anne ve babaların eğitim düzeylerinin medya okuryazarlığı üzerinde etkili bir faktör olduğu belirtilmiştir (Alımcı, 2019; Filiz, 2020). Ayrıca, ebeveynlerin ve çocukların yeni medya araçlarının kullanımı ve yeni medya okuryazarlığı ile ilgili bilinç düzeylerinin doğru orantılı olduğu gözlemlenmiştir (Özsevinç, 2021). Ebeveynlerin medya okuryazarlığı

yeterliliklerinin eğitim, meslek ve medya kullanım oranlarına göre değiştiği de vurgulanmıştır (Yıldız, 2017). Bu bulgular, ailelerin medya okuryazarlığı eğitimine olan katkılarını ve eğitim seviyelerinin önemini vurgulamaktadır.

### **Yeni Medya Okuryazarlığı Bağlamında Z Kuşağının Sosyal Medya Kullanımı Üzerine Tezler**

Türkiye'deki Z kuşağının sosyal medyayı sadece arkadaşlarla iletişimin alternatif bir yolu olarak gördükleri ve bu nedenle medya okuryazarlığı beceri ve yeteneklerini geliştirme ihtiyacı duymadıkları belirtilmiştir (Yardımcı, 2021). Ayrıca, medya okuryazarlığı dersi alan ve almayan Z kuşağı bireyleri arasında sosyal medya kullanımına yönelik tutumlar bağlamında anlamlı bir ilişki olduğu tespit edilmiştir, bu da medya okuryazarlığı eğitiminin sosyal medya kullanımı üzerinde etkisinin olduğunu göstermektedir (Şen, 2019). Bu bulgular, Z kuşağı bireylerinin medya okuryazarlığına yönelik farkındalığının ve eğitimlerinin önemini vurgulamaktadır.

### **Medya Okuryazarlığı ve Medya Metinleri Konulu Tezler**

Etkili medya okuryazarlığı eğitiminin medya metinlerinin olumsuz etkilerini azaltabileceği öne sürülmüştür (Naryaprağı, 2021). Aynı şekilde, egemen ideolojinin medya okuryazarlığı kavramı üzerinde etkili olduğu belirtilmiştir (Özalpman, 2008). Bu durum, medya okuryazarlığı eğitiminin sadece bireylerin medya metinlerini anlamalarına değil, aynı zamanda medyanın ideolojik etkilerini de eleştirel bir bakış açısıyla değerlendirmelerine odaklanması gerektiğini göstermektedir. Ayrıca, uzun vadeli ve tek bir komisyon tarafından düzenlenen bir eğitim sisteminin gerekliliğine vurgu yapılmıştır, bu da medya okuryazarlığı eğitiminin sistematik ve sürekli bir şekilde uygulanması gerektiğini vurgulamaktadır (Pala, 2017). Bu bulgular, medya okuryazarlığı eğitiminin önemini ve etkisini vurgulamakta ve daha kapsamlı bir eğitim stratejisinin gerekliliğine işaret etmektedir.

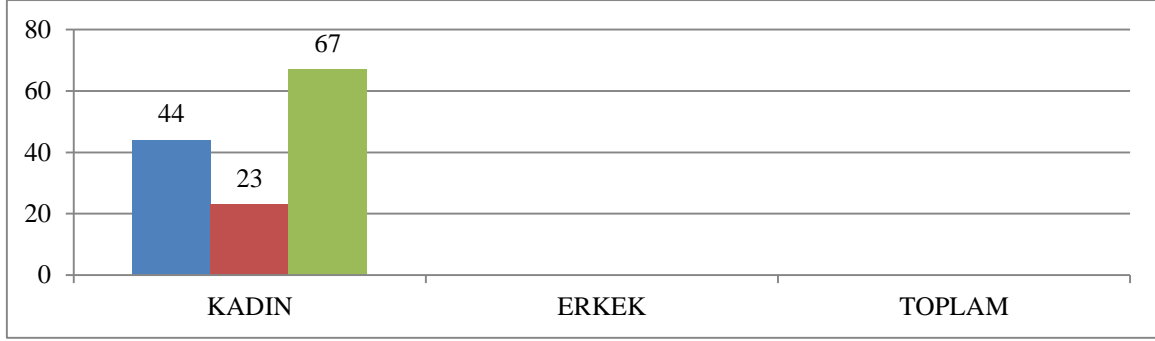
### **Medya Okuryazarlığı ve Dijital Oyun Konulu Tezler**

Medya okuryazarlığı bağlamında, dijital oyun oynayan bireylerin medya okuryazarı olmalarının onlara farkındalık kazandırdığı belirtilmektedir (Şerbetçi Hamiş, 2021). Bu, dijital oyunların içerdiği görsel, işitsel ve metinsel unsurların oyuncuların medya metinlerini anlama ve yorumlama becerilerini geliştirebileceğini öne sürmektedir.

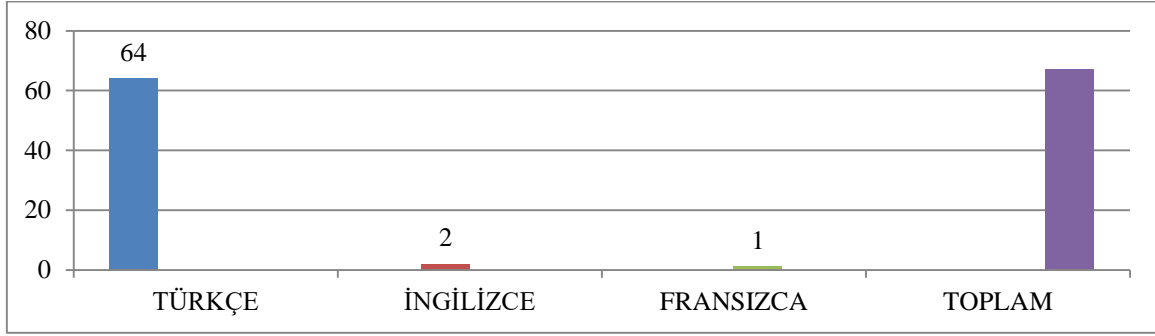
Ayrıca, ergenlik çağındaki çocukların internet oyunları oynama alışkanlıklarının sosyal medya okuryazarlığı bağlamında farklı etkilere sahip olabileceği iddia edilmektedir (Baş, 2021). Bu durum, çocukların dijital oyunlarda edindikleri deneyimlerin sosyal medya kullanımıyla ilişkilendirilerek, medya okuryazarlığı eğitiminde dikkate alınması gereken farklı boyutları göstermektedir. Bu çalışmalar, medya okuryazarlığının geniş bir yelpazede değerlendirilmesi gerektiğini ve dijital oyunların da bu değerlendirme içinde önemli bir yerinin olduğunu vurgulamaktadır.

## İkinci Adım: Medya Okuryazarlığı Konulu Lisansüstü Tezlere İlişkin Bibliyometrik İnceleme

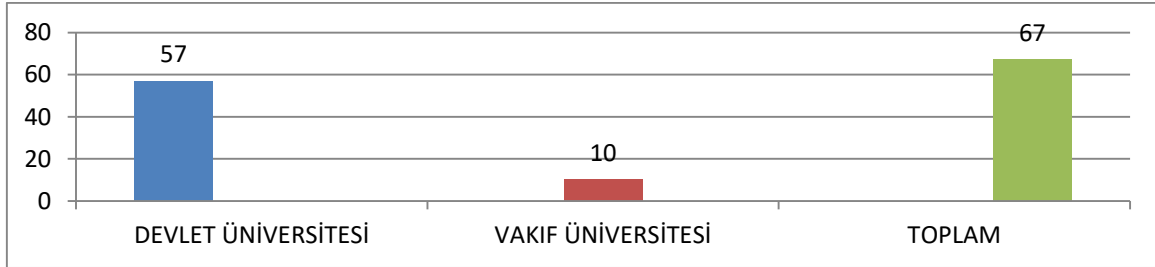
Çizelge 1: Tez yazarlarının cinsiyetlere göre dağılımı



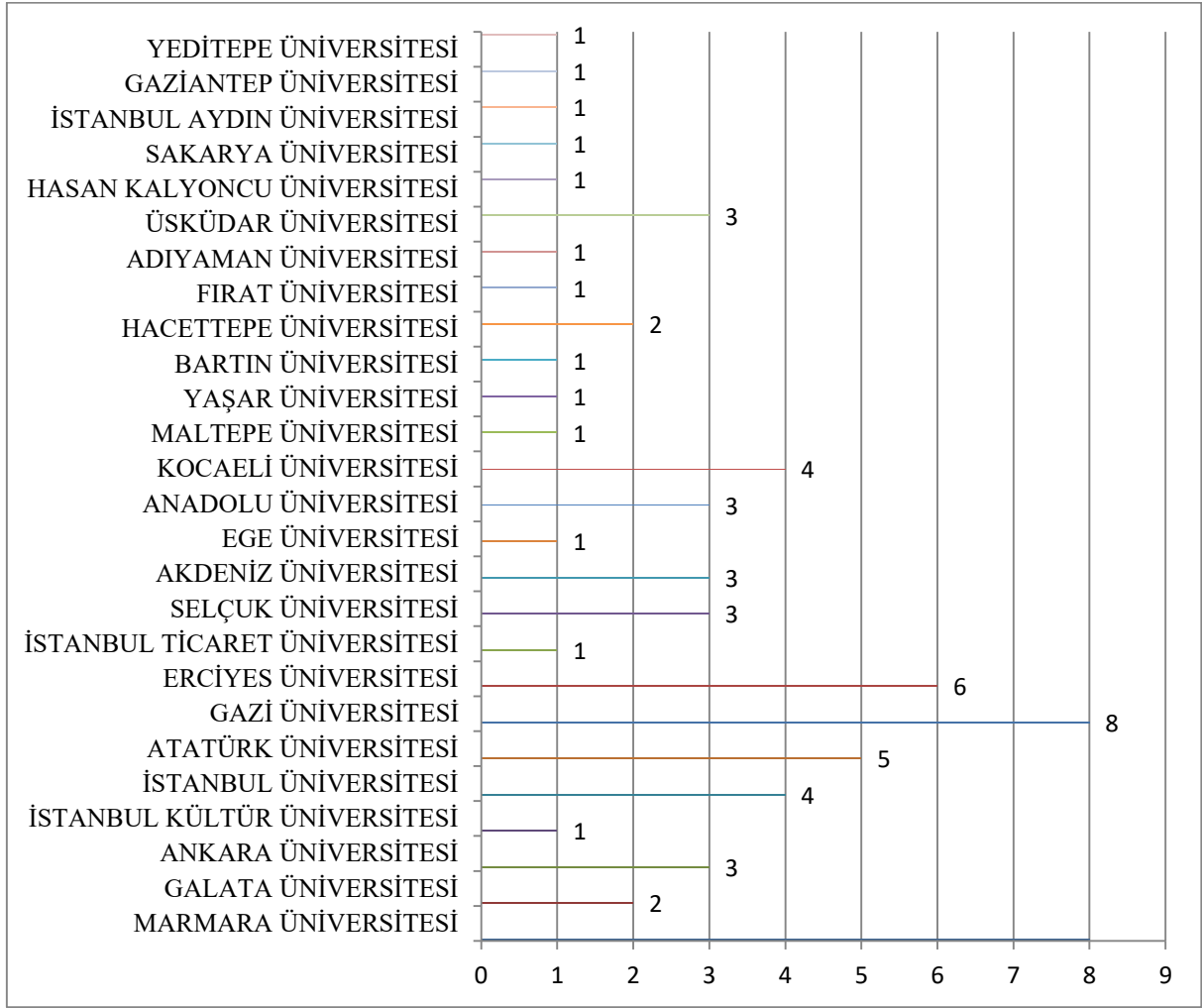
Çizelge 2: Tezlerin yazıldığı dillere göre dağılımı



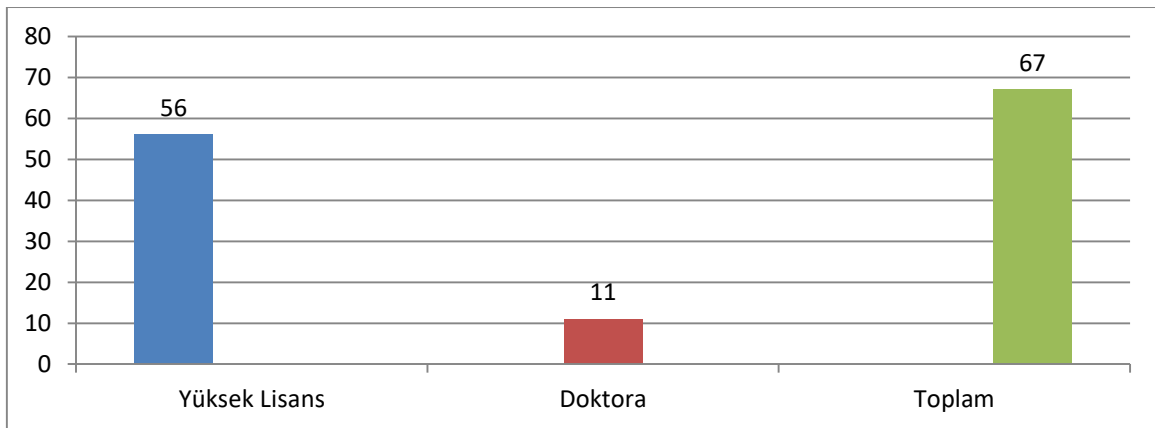
Çizelge 4: Tezlerin devlet/vakıf üniversitesine ilişkin dağılımı



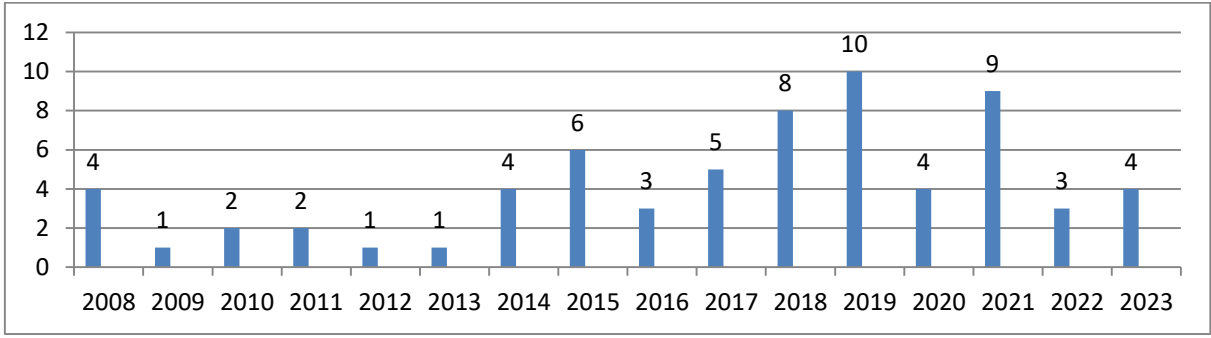
**Çizelge 4: Tezlerin üniversitelere göre dağılımı**



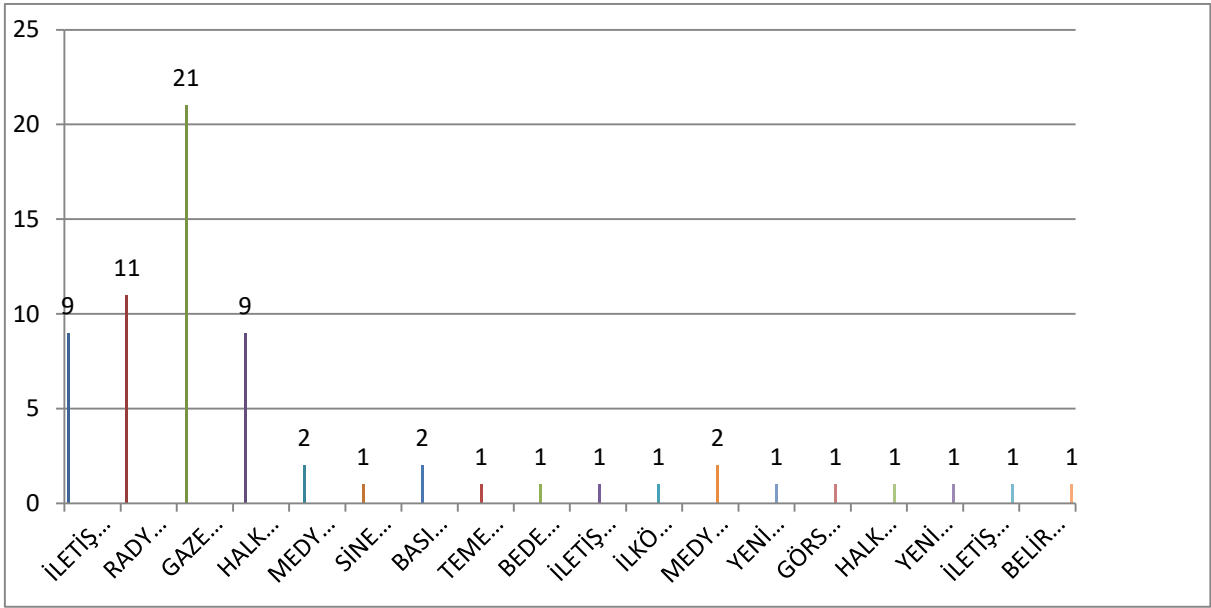
**Çizelge 5: Tezlerin türüne göre dağılımı**



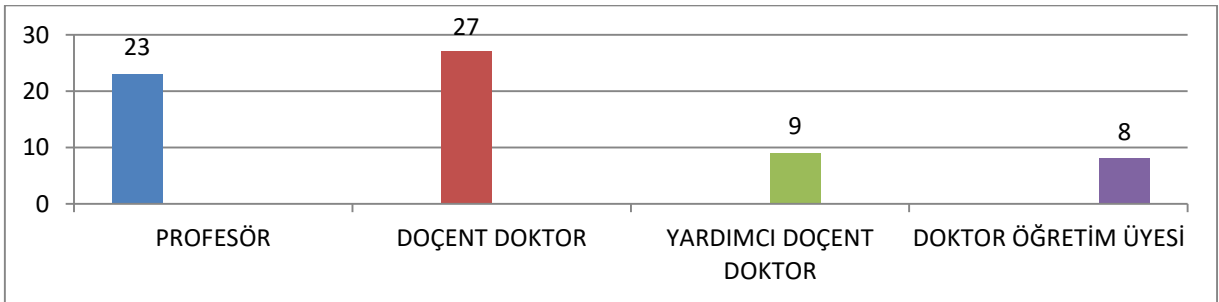
**Çizelge 6:** Tezlerin yıllara göre dağılımı



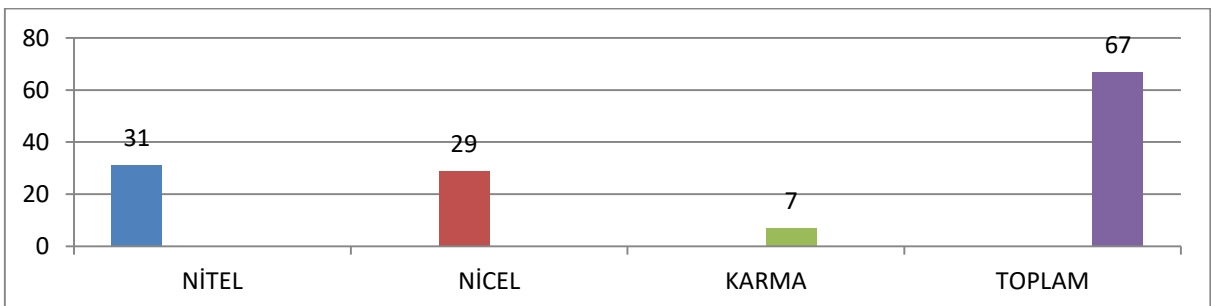
**Çizelge 7:** Tezlerin ana bilim dallarına göre dağılımı



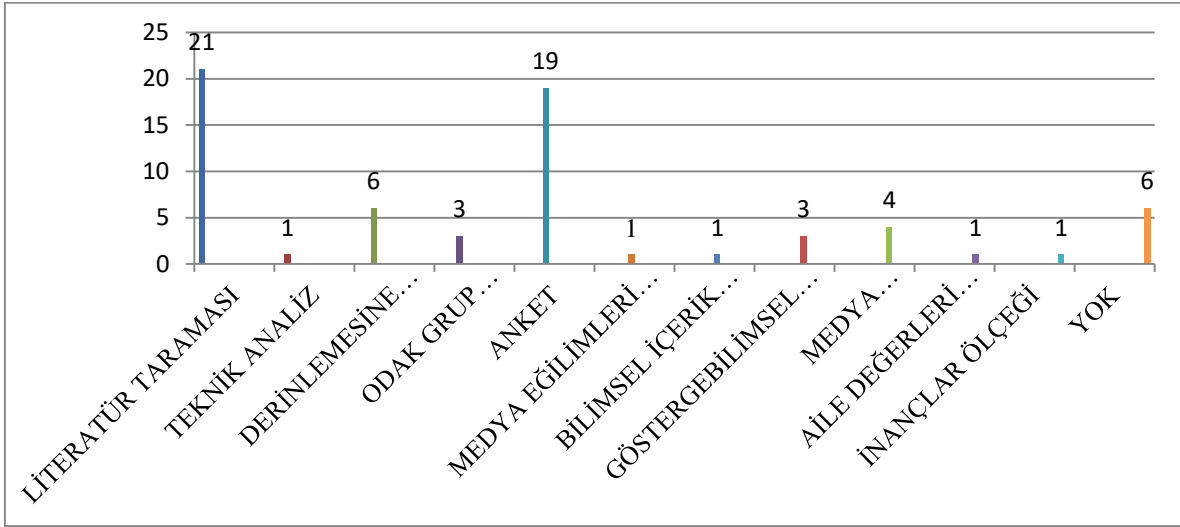
**Çizelge 8:** Tezlerin danışman profillerine göre dağılımı



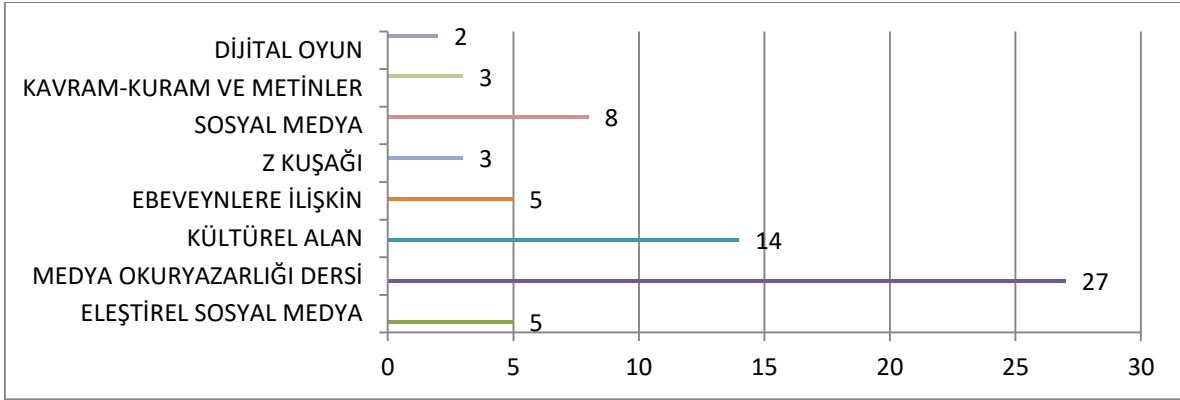
**Çizelge 9:** Tezlerin yöntemlere göre dağılımı



**Çizelge 10:** Tezlerin veri toplama tekniklerine göre dağılımı



**Çizelge 11:** Tezlerin konulara göre dağılımı



## BULGULAR

- Medya okuryazarlığı konulu ilk tez 2006 yılında yazılmıştır.
- 2008-2023 yılları arasında toplamda 67 tez yazılmıştır.
- En çok tez 2019 yılında (n=10) yazılmıştır.
- Kadınlar (n=44), erkeklere (n=23) göre daha fazla tez yazmıştır.
- Devlet üniversitelerinde 57, vakıf üniversitelerinde 10 teze rastlanırken, özel üniversitelerde hiçbir kaynağa rastlanılamamıştır. Konuya ilişkin en fazla tez yazan üniversite Gazi Üniversitesidir (n=8).
- Tezlerde kullanılan yöntemler nicel yöntem (n=29), nitel yöntem (n=31) ve karma yöntem (n=7) şeklindedir.
- Tezlerde ağırlıklı olarak nicel yönetime dayalı anket veri toplama tekniği kullanılmış (n=19), onu sırasıyla nitel araştırma yöntemine dayalı literatür taraması (n=21), derinlemesine görüşme (n=6) ve göstergibilimsel analiz (n=3) takip etmiştir. 6 tane tezin tekniği belirtilmemiştir.
- Tezlerin büyük çoğunluğunun danışmanlığını Doçent Doktorlar (n=27) yapmıştır. Profesörler ise (n=23) 2. sıradadır. Yüksek lisans ve doktora tezlerinde doktor öğretim üyeleri de (n=17) danışmanlık yapmıştır.

- Tezlerin iki tanesi İngilizce, bir tanesi Fransızca yazılmıştır. Türkçe olarak yüksek lisans ve doktora toplam 64 tez yazılmıştır..

## ÖNERİLER

- Tezlerde kullanılan farklı metodolojilerin etkinliğini ve avantajlarını değerlendirmek için karşılaştırmalı bir analiz yapılabilir.
- Sanal gerçeklik, artırılmış gerçeklik gibi yeni teknolojilerin medya okuryazarlığı eğitiminde nasıl kullanılabileceği ve bu teknolojilerin öğrencilerin öğrenme deneyimlerine nasıl katkı sağladığı incelenebilir.
- Kadın araştırmacıların daha fazla tez yazması ve danışmanlık yapısı arasındaki ilişki daha detaylı olarak incelenebilir. Bu, cinsiyet eşitliği ve akademik rehberlik süreçlerindeki potansiyel eşitsizlikleri anlamaya yardımcı olabilir.
- Medya okuryazarlığı eğitiminde öğretim üyelerinin kullandığı farklı pedagojik yaklaşımların ve danışmanlık pratiklerinin etkililiği değerlendirilebilir. Bu çalışmalar, öğretim üyelerinin öğrencilerin medya okuryazarlık becerilerini en etkili şekilde geliştirmek için nasıl bir rol üstlendiklerini ortaya koyabilir.
- Medya okuryazarlığı eğitiminin toplumsal etkileri üzerine odaklanan çalışmalar yapılabilir. Örneğin, medya okuryazarlığı eğitiminin toplumda medya kullanım alışkanlıkları, bilgiye erişim ve demokratik katılım gibi konularda nasıl bir etki yarattığını araştıran çalışmalar yapılabilir.

### Yazar Katkısı

Taslağın hazırlanması ve dataların toplanıp bir araya getirilmesi Melek İlhan'a aittir. Sonuçlara ulaşılmasını sağlayacak yöntemi tasarlayan, çalışmanın yürütülmesini organize eden, ilerlemesini gözetten, çalışmanın teslim edilmesinden önce, dil ve yazınsal düzeltmeler dahil bilimsel anlamda çalışmayı yeniden değerlendiren Hacer Aker'dir. Tüm yazarlar bu çalışmaya bireysel olarak katılmış ve sunulan makalenin son halini gördüklerini ve gözden geçirerek onaylamıştır.

### KAYNAKÇA

- Alımcı, F. (2019). Kayseri'deki Anne ve Babaların İnternet Medya Okuryazarlığı Bilinçliliği Üzerine Bir Araştırma [Yüksek Lisans Tezi]. Erciyes Üniversitesi.
- Aslan, M. H. (2023). Sosyal Medya Okuryazarlığı Bağlamında Ortaöğretim Öğrencilerinin Sosyal Medya Kullanımları: Tiktok Örneği [Yüksek Lisans Tezi]. Kocaeli Üniversitesi.
- Atçi, M. (2022). Medya Okuryazarlık Dersi Alan Öğrencilerin Şiddeti Algılama Biçimleri [Yüksek Lisans Tezi]. Gaziantep Üniversitesi.
- Aydoğdu, E. (2014). Medya Metinlerinin Bilinçli Okunmasında Medya Okur Yazarlığı Dersinin Etkisi Üzerine Bir Analiz ( Ankara İli Örneği) [Yüksek Lisans Tezi]. Gazi Üniversitesi.
- Bacaksız, T. (2010). İzmir'de Medya Okuryazarlığı Dersinin Öğrencilerin Gazete ve Dergi Okuma Alışkanlıklarına Olan Etkisi [Yüksek Lisans Tezi]. Gazi Üniversitesi.
- Bakan, U. (2010). İlköğretim Medya Okuryazarlığı Dersinin Öğrencilerin Eleştirel Düşünme Becerilerine Etkisi [Yüksek Lisans Tezi]. Atatürk Üniversitesi.
- Barut, M. (2018). Medya Okuryazarlığının Toplumsal Karşılığı Üzerine Ampirik Bir Çalışma Elâzığ İli Özelinde Akademisyenler ile Vatandaşlar Arasında Karşılaştırılmalı bir Analiz [Yüksek Lisans Tezi]. Fırat Üniversitesi.



- Baş, G. (2015). Eleştirel Sosyal Medya Okuryazarlığı Bağlamında Yeni Medya İmaj, Görüntü ve Beden Sunumu [Yüksek Lisans Tezi]. Ege Üniversitesi.
- Baş, M. N. (2021). Ergenlik Çağındaki Çocukların İnternet Oyunları Oynama Alışkanlıklarının Sosyal Medya Okuryazarlığı Bağlamında İncelenmesi [Yüksek Lisans Tezi]. Selçuk Üniversitesi.
- Bilici, İ. (2011). Türkiye de ortaöğretimde medya okuryazarlığı dersi için bir model önerisi [Doktora Tezi]. Erciyes Üniversitesi.
- Buğtekin, E. N. (2022). Dijital Medya Okuryazarlığı Farkındalığı Üzerine İnceleme: Atatürk Üniversitesi İletişim Fakültesi Örneği [Yüksek Lisans Tezi]. Atatürk Üniversitesi.
- Buluş, B. (2017). Yetişkin Yeni Medya Okuryazarlığı: Avrupa Birliği ve Türkiye Örnekleri [Yüksek Lisans Tezi]. Hacettepe Üniversitesi.
- Cangin, S. Ş. (2014). İlköğretim Öğrencilerinin Medya Okur Yazarlığı dersine bakış açıları (Ankara- Keçiören Örneği) [Yüksek Lisans Tezi]. Atatürk Üniversitesi.
- Civelek, Ş. (2021). Eleştirel Medya Okuryazarlığı Bağlamında Meslek Liseleri Gazetecilik Alanı Öğrencilerinin Sosyal Medyayı Haber Mecrası Olarak Kullanımlarının Diğer Öğrencilerle Karşılaştırılması [Yüksek Lisans Tezi]. Kocaeli Üniversitesi.
- Çelik, M. (2008). Egemen İdeolojinin Bir Aracı Olarak Medya ve Eleştirel Farkındalığın Gerekliliği:Medya Okuryazarlığı [Doktora Tezi]. Marmara Üniversitesi.
- Çetinkaya, S. (2008). Bilinçli Medya Kullanıcıları Yaratma Sürecinde Medya Okuryazarlığının Önem [Yüksek Lisans Tezi]. Ankara Üniversitesi.
- Çetintaş, A. (2014). Medya-Okur ilişkisi: İletişim Fakültesi Öğrencilerinin kitle iletişim araçlarına Güven Düzeyleri Üzerine Bir Araştırma [Yüksek Lisans Tezi]. Gazi Üniversitesi.
- Devrim, N. (2023). Yeni Medya Okuryazarlık Düzeyinin Sosyal Medyaya Güven Algısına Etkisi [Doktora Tezi]. Ankara Üniversitesi.
- Dumlu, A. (2018). Katılımcı Yurttaşlık Bilincinin Geliştirilmesi Bağlamında AB Ülkelerinde Medya Okuryazarlığı [Yüksek Lisans Tezi]. Akdeniz Üniversitesi.
- Ekşioğulları, (2018). Medya Okuryazarlığı Eğitim ve Uygulamalarının Eleştirel Bağlamda, Kanada, Almanya, Norveç'in Türkiye ile Değerlendirilmesi [Yüksek Lisans Tezi]. Kocaeli Üniversitesi.
- Eshetu, J. M. (2019). Sosyal Medya Okuryazarlığının Kültürel Farklılık Bağlamında İncelenmesi: Karşılaştırmalı Bir Analiz [Yüksek Lisans Tezi]. Marmara Üniversitesi.
- Filiz, H. (2020). Medya Okuryazarlığı ve Aile Değerleri Bağlamında Televizyonun Türk Aile Yapısına Etkisi [Doktora Tezi]. Marmara Üniversitesi.
- Geyik, P. (2018). İletişim Meslek Lisesi Öğrencilerinin Medya Okuryazarlık Düzeylerinin Müfredat ile İlişkisi: "Elazığ Örneği" [Yüksek Lisans Tezi]. Akdeniz Üniversitesi.
- Göç Edin, P. (2019). Avrupa Mevzuatı ile Karşılaştırmalı Olarak Türkiye'de Medya Okuryazarlığı ve Karşılaşılan Sorunlar [Yüksek Lisans Tezi]. Gazi Üniversitesi.
- Görgülü Aydoğdu, A. (2015). Eleştirel Farkındalık Yaratmada Yeni Medya Okuryazarlığı ve Yeni Medya Bilinci Üzerine Bir İnceleme [Doktora Tezi]. Gazi Üniversitesi.
- Gündoğan, B. (2019). Türkiye'de Ergenlerin Medya Okuryazarlığı ve "Fake News" Farkındalığı İlişkisi [Yüksek Lisans Tezi]. Galatasaray Üniversitesi.
- Hansu, E. (2019). Yeni Medya Okuryazarlığı Açısından Ortaöğretim Gençliği Üzerinde Ampirik Bir Çalışma [Yüksek Lisans Tezi]. Üsküdar Üniversitesi.
- İslamoğlu, G. (2015). Medya Okuryazarlığı Geliştiriminde Yeni Medya Platformlarının Kullanımı ve Bir Örnek İnceleme: Media Smart Web Siteleri [Yüksek Lisans Tezi]. Kocaeli Üniversitesi.
- Kara, Ç. (2019). Ortaokul Öğrencilerinin Yeni Medya Kullanım Alışkanlıkları ve Medya Okuryazarlık Farkındalıkları Üzerine Nitel Bir Araştırma [Yüksek Lisans Tezi]. Marmara Üniversitesi.

- Karataş, A. (2017). Öğretmen Adaylarının Medya Okuryazarlık Düzeylerinin Belirlenmesi ve Eğitim Fakültelerine Yönelik Bir ‘Medya Okuryazarlığı’ Eğitim Programı Tasarısı [Doktora Tezi]. Gazi Üniversitesi.
- Koç, E. (2016). Türkiye’deki Medya Okuryazarlığı Eğitimi için bir Uygulama Önerisi [Doktora Tezi]. Maltepe Üniversitesi.
- Najafli, M. (2018). Ortaöğretim Öğrencilerinin Tv İzleme Alışkanlıklarının Medya Okuryazarlığı Bağlamında İncelenmesi: Azerbaycan Örneği [Yüksek Lisans Tezi]. Erciyes Üniversitesi.
- Naryaprağı, İ. H. (2021). Etkili Medya Okuryazarlığı Bağlamında Medya Metinlerini Anlama ve Çözümleme: Uygulama Örneği [Yüksek Lisans Tezi]. Hasan Kalyoncu Üniversitesi.
- Oflaz, T. (2016). Medya Okuryazarlığı Dersi Kapsamında Öğrencilerin Medyaya bakış açılarının Değerlendirilmesi: Denizli İli Örneği [Yüksek Lisans Tezi]. Yaşar Üniversitesi.
- Okuroğlu, M. S. (2016). Eleştirel Medya Okuryazarlığı Kuramı: Eskişehir Okulları Ölçeğinde Bir Alan Araştırması [Doktora Tezi]. Eskişehir Anadolu Üniversitesi.
- Özalpman, D. (2008). Farklı Medya Okuryazarlığı Kavramlarının Teorik Temelleri [Yüksek Lisans Tezi]. Galatasaray Üniversitesi.
- Özdemir, K. (2015). Türkiye’de Medya Okuryazarlığı ve Öğretim Materyalleri – 2014 yılı Medya Okuryazarlığı Materyalinin incelenmesi [Yüksek Lisans Tezi]. Eskişehir Anadolu Üniversitesi.
- Özdiñler, B. (2023). Assessing Media Literacy: An Analysis of University Students [Yüksek Lisans Tezi]. Yeditepe Üniversitesi.
- Özel, B. (2020). Yeni Medya Okuryazarlığı Bağlamında Z Kuşağının Sosyal Medya Kullanım Alışkanlıkları [Yüksek Lisans Tezi]. Ankara Üniversitesi.
- Özmen, C. (2020). Türkiye de Medya Okuryazarlığı ve Geleceği [Yüksek Lisans Tezi]. Üsküdar Üniversitesi.
- Özsevinç, N. (2021). Yeni Medya Okuryazarlığı Bağlamında Teknoloji Bağımlılığının İncelenmesi: İlköğretim Öğrencileri ve Ebeveynlerinin Davranışsal Bağımlılık Analizi [Yüksek Lisans Tezi]. İstanbul Aydın Üniversitesi.
- Pala, C. (2017). Medya Okuryazarlığı :Kavramlar ve Kuramlar [Yüksek Lisans Tezi]. Atatürk Üniversitesi.
- Sabancı, Y. S. (2018). Sosyal Medya Okur Yazarlığı: facebook ve Instagram Örneği [Yüksek Lisans Tezi]. Marmara Üniversitesi.
- Sadriu, S. (2009). İlköğretim İkinci Kademe Öğrencilerinin Ders Sonu Çıktılarına Yönelik Bir Pilot Araştırma [Yüksek Lisans Tezi]. İstanbul Üniversitesi.
- Safarova, F. (2021). Tacikistan’da Ortaöğretim Öğrencilerinin Medya Okuryazarlık Düzeyleri [Yüksek Lisans]. Erciyes Üniversitesi.
- Sevim, F. (2013). Medya Okur Yazarlığı, Toplumsal Cinsiyet ve kadının medyada temsili [Yüksek Lisans Tezi]. İstanbul Ticaret Üniversitesi.
- Sezen, D. (2011). Katılımcı Kültürün Oluşumunda Yeni Medya Okuryazarlığı: ABD ve Türkiye Örnekleri [Doktora Tezi]. İstanbul Üniversitesi.
- Sivritepe, S. (2014). Öğrencilerin Medya Okur Yazarlığı Dersine Bakışı: Konya İli Örneği [Yüksek Lisans Tezi]. Selçuk Üniversitesi.
- Solmaz, T. (2016). Yeni İletişim Teknolojileri Bağlamında Medya Okuryazarlığı [Yüksek Lisans Tezi]. Atatürk Üniversitesi.
- Sönmez, G. (2021). Türkiye’de Kamunun Halkla İlişkiler Uygulamaları: Medya Okuryazarlığı Örneği [Doktora Tezi]. Marmara Üniversitesi.
- Şahin, M. (2012). Medya Okuryazarlığı Dersi Alan ve Almayan İlköğretim Okulu Öğrencilerinin Medya Tüketim Alışkanlıkları Farklılaşması [Yüksek Lisans Tezi]. Marmara Üniversitesi.

- Şerbetçi Hamiş, B. (2021). Medya Okuryazarlığı Bağlamında Dijital Oyun Kültürüne Bakış [Yüksek Lisans Tezi]. Üsküdar Üniversitesi.
- Şeylan, S. (2008). Medya Okur Yazarlığı Ders Uygulamalarında Dünya Üzerinde Görülen Aksaklıklar [Yüksek Lisans Tezi]. İstanbul Kültür Üniversitesi.
- Tan, O. (2015). Medya Okuryazarlığı Eğitimi: Öğrenci, Öğretmen, Aile Bağlamında Örnek Bir Araştırma [Doktora Tezi]. Akdeniz Üniversitesi.
- Tanrikulu, S. (2019). Medya Okuryazarlığı ve Medya Okuryazarlığı Dersinin Öğrencilere Katkısı Üzerine Bir Araştırma [Yüksek Lisans Tezi]. Selçuk Üniversitesi.
- Tanrıverdi Yılmaz, B. (2018). Türkiye’de Sosyal Medya Okuryazarlığının Gerekliliği Üzerine Bir Araştırma [Yüksek Lisans Tezi]. Marmara Üniversitesi.
- Toktaş, N. (2021). Dijital Bölünme ve Yeni Medya Okuryazarlığının Kırsal ve Kent Kökenlilik Bağlamında İncelenmesi [Yüksek Lisans Tezi]. İstanbul Üniversitesi.
- Ulusoy, A. (2018). Dijital Medya Okur Yazarlığı, Gereksinimler ve Yenilikçi Uygulamalar üzerine inceleme [Doktora Tezi]. Erciyes Üniversitesi.
- Uyar, M. (2020). Sayısal Uçurum Medya Okur Yazarlığı Bağlamında Çocukların İnternet Kullanımları: Ankara Örneği [Doktora Tezi]. Gazi Üniversitesi.
- Ünlü, Y. (2017). Beden Eğitimi ve Spor Öğretmenlerinin Medya Okuryazarlık Düzeyleri ile Eleştirel Okuryazarlık Düzeyleri Arasındaki İlişkinin İncelenmesi [Yüksek Lisans Tezi]. Bartın Üniversitesi.
- Yardım, A. (2019). Ortaokul Öğrencilerinin Medya Okuryazarlığına İlişkin Tutumları (Adıyaman İli Örneği) [Yüksek Lisans Tezi]. Adıyaman Üniversitesi.
- Yardımcı, Y. (2021). Z Kuşağının Sosyal Medya Kullanım Alışkanlıklarıyla Değerlerin İncelenmesinde Medya Okuryazarlığının Önemi: Sakarya Üniversitesi İletişim Fakültesi Örneği [Yüksek Lisans Tezi]. Sakarya Üniversitesi.
- Yıldırım Şen, i. E. (2019). Z Kuşağının Sosyal Medyayı Kullanmaya Yönelik Tutumlarının Sosyal Medya Okuryazarlığı Bağlamında Değerlendirilmesi Eskişehir Ölçekli Bir Araştırma [Yüksek Lisans Tezi]. Eskişehir Anadolu Üniversitesi.
- Yıldız, A. (2017). Ebeveynlerde Medya Okuryazarlığı Yeterliliği: Ankara Saha Araştırması [Yüksek Lisans Tezi]. Gazi Üniversitesi.
- Yiğiter, A. (2022). Dijital Medya Okuryazarlığı: Mersin Örneği [Doktora Tezi]. Erciyes Üniversitesi.
- Yüçetürk, C. (2023). Post-Truth Çağda Yeni Medyada Gerçeklik: Bireylerin Yeni Medya Okuryazarlığı ve Epistemolojik İnançları Arasındaki İlişkilerin İncelenmesi [Doktora Tezi]. İstanbul Üniversitesi.
- Zainab, S. (2019). Pakistan’da Medya Okuryazarlığı Politikası [Yüksek Lisans Tezi]. Hacettepe Üniversitesi.

**GÖZETİM KAPİTALİZMİ BAĞLAMINDA İLETİŞİM VE HUKUK ETKİLEŞİMİ;  
DÖNÜŞEN DİNAMİKLER VE GÜNCEL TARTIŞMALAR**

**EXPLORING THE INTERSECTION OF COMMUNICATION AND LAW AMIDST  
SURVEILLANCE CAPITALISM: EVOLVING DYNAMICS AND ONGOING  
DEBATES**

**Prof. Dr. Mine DEMİRTAŞ**

İstanbul Beykent Üniversitesi-İletişim Fakültesi-Medya ve İletişim Bölümü-  
İstanbul, Türkiye

ORCID ID: <https://orcid.org/0000-0003-1157>

**Dr. Öğretim Üyesi Mihriban AKYOL AKIN**

İstanbul Beykent Üniversitesi-İletişim Fakültesi-Medya ve İletişim Bölümü-  
İstanbul, Türkiye

ORCID ID: <https://orcid.org/0000-0002-2718-6170>

**Dr. Nevzer Sebla YAVAŞ**

NSD Hukuk-İstanbul-Türkiye

ORCID ID: <https://orcid.org/0000-0002-6062-8719>

**ÖZET**

Günümüzde, teknolojinin hızlı ilerleyişi ile birlikte, gözetim kapitalizmi kavramı önemli bir tartışma konusu haline gelmiştir. Dijital iletişim araçlarının yaygın kullanımı, bireylerin özel hayatlarının giderek daha fazla gözetim altında olmasına yol açmaktadır. Reklam ve pazarlama stratejilerinde kullanılan kişisel veri analitiği, bireylerin davranışlarını öngörmek ve manipüle etmek adına büyük veri setlerini kullanmaktadır. Bu bağlamda, iletişim araçlarıyla bireyler arasındaki dinamiklerin, gözetim kapitalizmi tarafından nasıl şekillendiği ve bu durumun toplumsal etkileri incelenecektir.

Gözetim kapitalizmi, bireysel haklar ve özel yaşam alanına dair geleneksel hukuk normlarını sorgulamaktadır. Bu çalışmada; hukuk, teknolojik gelişmeler ve gözetim kapitalizmi arasındaki etkileşimi değerlendirerek mevcut hukuki çerçevenin birey haklarını koruma yeteneğini tartışırken, bireylerin kişisel verilerinin ifşa edilmesi ilgili hukuki sorunlara vurgu yapılacak, iletişim ve hukuk perspektifinde gelecekte, daha adil ve sürdürülebilir bir dijital ekosistem için atılacak adımlar ve bu alandaki olası düzenlemeler ele alınacaktır.

Bu bağlamda çalışmanın amacı, iletişim ve hukuk disiplinlerini gözetim kapitalizmi ekseninde inceleyerek, yeni paradigmanın yarattığı zorlayıcı dinamikleri ve etik sorumlulukları ele almaktır. Aynı zamanda, iletişim ve hukukun kesişim noktalarını analiz ederek, bu alanlarda çalışan profesyonellerin ve toplumun karşılaştığı meydan okumaları

vurgulamayı amaçlamak ve dolayısıyla gözetim kapitalizminin yarattığı bu yeni gerçeklikle başa çıkarken hukuk çerçevesinde birey haklarının korunmasının önemine vurgu yapmayı amaçlamaktır.

**Anahtar Kelimeler:** gözetim kapitalizmi, iletişim ve hukuk, bireysel haklar

## **ABSTRACT**

Today, with the rapid advancement of technology, the concept of surveillance capitalism has become a crucial topic of discussion. The widespread use of digital communication tools has resulted in an increasing surveillance of individuals' private lives. Personal data analytics employed in advertising and marketing strategies utilize large datasets to predict and manipulate the behavior of individuals. In this context, we will examine how the dynamics between communication tools and individuals are shaped by surveillance capitalism and explore the social effects of this situation.

Surveillance capitalism challenges traditional legal norms regarding individual rights and privacy. This study delves into the efficacy of the current legal framework in safeguarding individual rights, evaluating the interaction between law, technological developments, and surveillance capitalism. Emphasis will be placed on legal issues related to the disclosure of individuals' personal data, and we will discuss the steps to be taken for a fairer and more sustainable digital ecosystem in the future, considering both communication and law perspectives, as well as potential regulations in this field.

The aim of this study is to scrutinize the disciplines of communication and law within the context of surveillance capitalism and address the challenging dynamics and ethical responsibilities created by the new paradigm. Simultaneously, through an analysis of the intersection of communication and law, the study aims to underscore the challenges faced by professionals in these fields and society. It highlights the importance of protecting individual rights within the legal framework when dealing with this new reality brought about by surveillance capitalism.

**Keywords:** surveillance capitalism, communication and law, individual rights

## **GİRİŞ**

Tarihi çok eskilere dayanan gözetim olgusu toplumsal denetimin en önemli araçlarından biri olup, tarihsel süreç içinde çeşitli amaçlara hizmet etmek için uygulanmıştır. Çalışanların denetiminde, devlete karşı olan borçların tespitinde ya da güvenlik amacıyla gözetim sistemleri kurulmuştur. Toplum ise teknolojiye yaşanan yeni gelişmelerin etkisiyle her taraftan gözetim sistemleri ile kuşatılmıştır.(Binark, 2007, 35).

Bilişim sektörünün yarattığı yeni nesil kapitalizm son derece kazançlı görünmektedir. Ancak kontrol edilemezse büyük olasılıkla liberal demokrasilerin temellerinde ve bireylerin yaşam

kalitelerinde bozulmalara neden olacaktır. Özelleştirilmiş reklamcılık uygulamaları ile kişisel bilgilerin elde edilmesi ve dolayısıyla tüketicimin şirketler tarafından gözetim altında tutulması mahremiyet kayıplarına neden olmaktadır.

Gözetim kapitalizmi terimi, kişisel verilerin toplanması, analiz edilmesi ve pazarlama gibi amaçlarla kullanılması üzerine kurulu bir ekonomik sistemdir. Bu sistemde, bireylerin çevrimiçi davranışları, alışveriş alışkanlıkları, sosyal etkileşimleri gibi birçok veri toplanır ve analiz edilir. Bu veriler daha sonra reklamcılık, pazar araştırmaları, hedefli pazarlama ve daha fazlası için kullanılır. Bu bağlamda, gözetim kapitalizmi, bireylerin gizliliği ve kişisel özgürlükleri konusunda endişelere yol açabilmektedir.

Gözetim kapitalizminde amaç, yapılan iş karşılığında para alınmıyorsa hizmet alıcıların bir ürün ya da başka deyişle meta haline getirilmesidir. Andrejevic bir makalesinde GSM operatörlerinden alınan hizmetlerde bu şirketlerin gözetim alanına girildiği, söz konusu operatörler aracılığıyla telefon üzerinden yapılan her işlemin kayıt altına alındığını (Andrejevic, 2020, 144) ifade etmektedir. Kaydedilen ve şirketlere ücret karşılığı servis edilen bu verilerin de mikro hedefleme yöntemiyle yapılan reklamlarda kullanıldığı görülmektedir.

Bu bağlamda çalışmada, gözetim kapitalizminin süreçleri ve kişisel verilere ulaşımın bireysel hakların korunması ve hukuki sonuçları bağlamında önemi vurgulanmıştır.

## **GÖZETİM KAPİTALİZMİ VE GÖZETİM SÜREÇLERİ**

Dijital mecralara yerleştirilen reklamlar sayesinde kullanıcı eylemleri de izlenmekte, büyük veri tabanları elde edilmektedir. Tüketici profilleri üzerinde dört süreç işletilmektedir. Birincisi, şirketler kullanıcıları takip ederek, potansiyel olarak tarayıcıda gerçekleştirilen eylemler, iletişim adresleri ve mobil konumları ile ilgili potansiyel bilgileri toplarlar. İkincisi, belirli bir kişiye ait kayıtlar bir dizi ziyaret sırasında birbirine bağlanabiliyorsa farklı web siteleri ya da uygulamalar arasında çok daha karmaşık bir kullanıcı profili oluşturulabilmektedir. Bu aynı zamanda Facebook ve Google'ın kullanıcılarının Facebook veya Google hesaplarını diğer kullanıcılarla özdeşleşmek için kullanmalarını sağlamaktadır. Üçüncüsü, bu detaylı kullanıcı profillerinin birçoğunun birbiriyle ilişkili olması, kullanıcı davranışları hakkında istatistiksel tahminler yapmayı mümkün kılmaktadır. Giderek önem kazanan dördüncü uygulama ise kullanıcı bilgilerinin manipüle edilmesidir. Bu verilerin sonucunda, kullanıcıların davranışları hakkında detaylı bilgilerin ifşa edilmesi mümkün olmaktadır (Landwehr, Borning, Wulf, 2023, 71).

Zuboff (Zuboff,2015,) bu eylemleri 'gözetim kapitalizmi' olarak adlandırmıştır. Gözetim kapitalizminin yarattığı sorunlar gözetim ve mahremiyet kaybı ile ilgili olumsuz sonuçların doğmasına neden olmakta, insan hakları ihlalleri yaşanmakta ve dolayısıyla demokratik yaşam zedelenmektedir.

Şirketler artık bilişim teknolojilerinin yardımıyla klasik ürün reklamlarının yanı sıra, özellikle seçim dönemlerinde siyasal etkileri olan reklamları da servis etmektedir. Ayrıca belli bir siyasi görüşü benimsetmek, belli bir partiye oy vermeye yönelik etki yaratmak ve toplum üzerinde güç ve kontrol sahibi olmak için de yararlanmaktadırlar (Landwehr, Borning, Wulf,

2023, 72). İkinci olarak, insanların sosyal ağlarda ne derece etkileşim halinde oldukları (Friedman vd., 2006) haber akışları ve içerikleri yardımıyla manipüle edilebilmektedirler.

Çok çeşitli veri kaynaklarını entegre edebilen ve büyük miktarda veriyi depolayabilen bir altyapı geliştiren Amazon ve Google, bu kapsamlı sunucu yapılarının yanı sıra sofistike programlama ortamlarını ve verilerin nasıl kullanılacağına dair bilgileri kullanıma açan ilk şirketlerdir. Bazı durumlarda, temel hizmetler ücretsiz olarak sunulmakta (Google Cloud) ve toplanan veriler üzerinden para kazanılmaktadır. Daha kapsamlı hizmetler ise ücret karşılığında sunulmakta, en büyük pazar paylarını Amazon Web Services, Azure (Microsoft) ve Google Cloud ellerinde tutmaktadır (Landwehr, Borning, Wulf, 2023, 73).

Teknolojik gelişmelerle giderek dijitalleşen çağımızda, dijital ortamda gerçekleşen her işlem sonucunda bir veri kaydı, başka bir deyişle dijital ayak izi oluşmaktadır. Sensörlerden ve çeşitli araçlardan gelen büyük hacimli, çeşitli, düzensiz ve büyük bir hızla gelen verileri toplama, saklama, temizleme, görselleştirme, analiz etme ve anlamlandırma bilimi olarak ifade edilen büyük veri, köklü bir devrim olarak görülmekte (Mayer, Schönberger, Cukier, 2013, 60, Akın, 2021, 19), bu bağlamda araştırmalardan, arama motorlarından, bloglardan ya da sosyal ağlardan elde edilen verilerin işlendiği, yüksek hacim, hız ve çeşitlilik gibi özelliklere sahip büyük veri ile birlikte kamusal tartışmaları da farklı boyutlarda değerlendirilmektedir.

Dijital alanda oluşan gözetimle birlikte mahremiyetin yitirildiğine vurgu yapan Bauman, çevrimiçi ilişkilerin yüz yüze iletişimin yerini alacağına altını çizmekte ve onun görüşüne göre insanlar dijital platformlarda sosyal ödülleri toplamak adına mahrem mekanlarını görünür kılma çabasına girmektedirler. Sosyal platformlarda arkadaşlık kurmaktan iş arayışına, sosyalleşmekten yeni sosyal aktiviteler edinmeye kadar birçok olanağa kolayca erişen bireyler sosyal ağlar üzerinden bunlara benzer ödülleri toplayarak, sanal ortamların kullanıcılar için cazip bir mecra haline gelmesinde önemli rol oynamaktadırlar (Utma, 2023, 2280, Bauman\ Lyon,2013).

Gözetim araçlarının gündelik hayat içindeki yaygınlığı ve bireylerin gözetim için gönüllü bir hal alması da işin bir başka boyutudur. “Sayısallaştırılmış benlik” kavramında ya da yaşam akışı olarak türkçeleştirilen ve bireylerin günlük yaşamlarını sosyal ağlarda fotoğraflarla, videolarla paylaşma eylemleri olan “livestreaming” uygulamalarında görülen ve özellikle Facebook ve Twitter ile yaygınlaşan, adı geçen mecralarla sınırlı kalmayan bu yeni trendle ilgili “Artık öyle bir noktaya geldik ki; insanlar spesifik bir aktiviteleriyle ilgili, lokasyonlarına, kimle birlikte olduklarına, yaptıklarıyla ilgili ne hissettiklerine ya da ne hakkında konuştuklarına dair veriyi gönüllü olarak vermekteler”(Berry, 2012, 26, Saka\Sayan, 2016) yönünde görüşlerin hakim olduğu görülmektedir.

Gözetim alanında yapılan hukuki düzenlemeler olası çözümlerde kilit unsurları oluşturmaktadır. Mahremiyetin korunması, manipülasyonlara engel olunması, ifade özgürlüğünün, sivil katılımın sağlanması ve korunması ile gözetim kapitalizminin yaratacağı sorunlar engellenebilmektedir. Bu tür alternatiflere sahip olmak, bilişim şirketlerine olan bağımlılığı azaltırken, topluma bu alanda katkılar sağlayacaktır. Avrupa Birliği'nin Genel Veri Koruma Yönetmeliğinin (GDPR) Mayıs 2018'de yürürlüğe girmesi mahremiyetin korunması adına önemli bir adımdır. AB ile sınırlı olmasına rağmen, Avrupa'daki kullanıcı tabanının

yeterince büyük olması nedeniyle devasa kurumsal oyuncuların davranışları üzerinde anlamlı bir etkiye sahip olacağı da kesindir (Landwehr, Borning, Wulf, 2023, 75).

Türkiye’de ise 2001 yılında imzalanan Avrupa Konseyi Siber Suçlar Sözleşmesi, 2004 yılında yürürlüğe girmiştir. Bu sözleşme doğrultusunda Ceza Kanununda bilişim sistemi ve verilerle ilgili suç tipleri düzenlenmiştir. 2007 yılında 5651 sayılı İnternet Ortamında Yapılan Yayınların Düzenlenmesi ve Bu Yayınlar Yoluyla İşlenen Suçlarla Mücadele Edilmesi Hakkında Kanun kabul edilmiştir. 2010 yılında yapılan referandum ile Anayasa m.20/3’te herkesin kendisiyle ilgili kişisel verilerin korunmasını isteme hakkına sahip olduğu kabul edilmiştir. 2016 yılında yürürlüğe giren 6698 sayılı Kişisel verilerin korunması kanunu ile başta özel hayatın gizliliği olmak üzere kişilerin temel hak ve özgürlüklerini korumak ve kişisel verileri işleyen gerçek ve tüzel kişilerin yükümlülükleri ile uyacakları usul ve esaslar düzenlenmiştir.

Google Inc. şirketinin baş ekonomisti Hal Varian, bilgisayar aracılı işlemlerin dört kullanım alanı olduğunu ileri sürmektedir. (Zuboff, 2015):

'veri çıkarımı ve analizi',

'daha iyi izleme sayesinde yeni sözleşme biçimleri',

'kişiselleştirme ve özelleştirme'

'sürekli deneyler'.

Bu kullanımların doğasının ve sonuçlarının incelenmesi, gözetim kapitalizminin örtük mantığına ve dayandığı bilgisayar aracılığının küresel mimarisine ışık tutmaktadır. Bu mimari Zuboff’un "Büyük Öteki" olarak adlandırdığı, yeni bir iktidar öznesi üretmektedir: 'Büyük Öteki' yeni davranışsal tahmin ve değişiklik pazarları üretirken, kişileri kendi davranışlarından etkin bir şekilde uzaklaştıran metalaştırma ve kontrol mekanizmaları oluşturmaktadır. Dolayısıyla gözetim kapitalizmi demokratik normlara meydan okumakta ve piyasa kapitalizminin yüzyıllardır süregelen evriminden önemli şekilde ayrılmaktadır.

2021 yılında yayımlanan “Gözetleme Kapitalizmi Çağı”adlı kitabıyla gözetimin ve kapitalizmin, günümüzdeki işleyişini açıklayan Zuboff’a göre, kapitalizmin yeni biçimi, gelir üretmek ve piyasa kontrolünü sağlamak için bireyin davranışlarını bilmeyi ve üzerinde kontrol gücüne sahip olmayı amaçlamaktadır (Çağatay\Güven, 2023, 2).

Gözetimin kapitalizmle bağı sadece işçilerin denetlenerek kontrol altına alınması ve üretimin arttırılmasında değil, tüketim kısmında da görülmektedir. İnternet profiline göre tüketicilere uygun metaların reklamını yapan firmalar (Demircan, 2019, 2047, Özarslan, 2008, 148) aynı zamanda sosyal medya kanalıyla devamlı bir tüketim kültürü oluşturmaktadır. Bu noktada kredi kartları, banka kayıtları, internet üzerinden herhangi bir ürünü beğeni sonrası benzer ürünlerin sayfalarda sürekli görünmesi gibi birçok teknoloji, kapitalizmin tüketime yönlendirilmesiyle kullanılmaya başlanmıştır (Demircan, 2019, 2047, Altuner, 2014, 2).



## ARAŞTIRMA VE BULGULAR

Kişisel verilerin korunması ve özel hayatın gizliliği, modern insan hakları hukukunun temel taşlarından birini oluşturmaktadır. Bu haklar, 20. yüzyılın ikinci yarısında evrensel insan hakları belgelerinde ve uluslararası sözleşmelerde açıkça tanınmıştır.

Kişisel verilerin korunması ve özel hayatın gizliliği hakkı, 1948 yılında kabul edilen İnsan Hakları Evrensel Beyannamesi'nde ilk kez resmîyet kazanmıştır. Beynamede, özel hayata saygı hakkı, insan haklarından biri olarak vurgulanmıştır (Council of Europe, 2018). Ayrıca, 1950 tarihli Avrupa İnsan Hakları Sözleşmesi'nde de bireylerin özel ve aile hayatlarına saygı gösterilmesi gerektiği belirtilmiştir (European Court of Human Rights, 1950).

Bu temel belgeler, Avrupa Birliği'nin kişisel verilerin korunmasına yönelik çabalarını da tetiklemiştir. Avrupa Birliği, çeşitli düzenlemeler ve direktifler aracılığıyla kişisel verilerin toplanması, saklanması ve işlenmesi konusunda standartlar belirlemiştir. Böylelikle, bireylerin özel hayatlarının korunması amaçlanmıştır.

Günümüzde, teknolojinin hızlı ilerlemesi ve dijitalleşme süreci, kişisel verilerin korunması konusunda yeni zorluklar ortaya çıkarmaktadır. Bilgi gizliliği ve bilginin kendi kaderini tayin hakkı gibi kavramlar, bu bağlamda önem kazanmaktadır. Toplumun yaşam kalitesini artırırken, dijitalleşme aynı zamanda özel hayata yönelik yeni riskler de ortaya çıkarmaktadır.

Özel hayatın gizliliği, İnsan Hakları Evrensel Beyannamesi ve Avrupa İnsan Hakları Sözleşmesi'nde bir hak olarak bilgisayar, internet veya diğer teknolojik gelişmelerin ortaya çıkmasından çok daha önce kabul edilmiştir. Bu hak toplumun ve bireyin yaşam kalitesi başta olmak üzere birçok alanda önemli avantajlar sağlamakla birlikte özel hayata saygı hakkına yönelik yeni riskleri de beraberinde getirmiştir. Kişisel bilgilerin toplanması ve kullanılmasının hangi koşullarda gerçekleşeceğini belirlemeye duyulan ihtiyaç neticesinde “bilgi gizliliği” ve “bilginin kendi kaderini tayin hakkı” gibi ifadelerle bilinen yeni bir gizlilik kavramı ortaya çıkmıştır. Söz konusu durum kişisel verilerin korunmasına ilişkin yeni kanun ve düzenlemelerin geliştirilmesine yol açmıştır (Council of Europe, 2018: 18).

Birleşmiş Milletler (BM), 1990 yılında kişisel verilerin korunmasına ilişkin “Bilgisayarla İşlenen Kişisel Veri Dosyalarına İlişkin Rehber İlkeler” adlı, tamamı tavsiye niteliğinde ve devletlerin insiyatifine bıraktıkları 10 ilke paylaşmıştır (UN General Assembly, 1990):

1. kişisel veriler kanuna uygun ve adaletli toplanmalı ve işlenmelidir.
2. kişisel verilerden sorumlu kişiler verilerin doğruluğunu ve uygunluğunu kontrol etmeli ve eksiksiz tutulmasına özen göstermelidir.
3. kişisel veriler amaca uygun kullanılmalı, ilgili kişinin rızası dışında kullanılmamalı ve saklanma süresi belirtilen süreyi aşmamalıdır.
4. Bireyler kendileriyle ilgili verilerin işlenip işlenmediğini öğrenme, düzeltme ve silinmesini talep etme hakkına sahiptir.
5. Din, ırk, siyasi görüş, inanç ve cinsel yaşam gibi hassas bilgiler toplanmamalıdır.

6. Birden dördüncü maddeye kadar olan tüm şartlar, ancak ve ancak ulusal güvenlik, kamu düzeni ve sağlığı gibi durumlarda sınırları açıkça belirtilmek suretiyle istisna sayılabilir.

7. Saklanan verileri hem doğal afetlerden hem de yetkisiz erişimlerden korunmak için üst düzey güvenliği sağlamak için önlemler alınmalıdır.

8. Her ülke kendi iç hukuk sistemine göre bu ilkelerin takip ve gözetimi için belirli bir birim tayin etmelidir.

9. Sınır ötesi veri akışı, yalnızca ilgili ülkelerin mevzuatları kapsamında mahremiyetin garanti altında olması şartıyla serbestçe dolaşabilir.

10. Mevcut ilkeler tüm kamusal ve kişisel dijital dosyalara ve isteğe bağlı olarak fiziksel dosyalara uygulanabilir hale getirilmelidir.

AB, en kapsamlı ilk veri koruma düzenlemesini 1995 yılında 95/46/EC sayılı “Kişisel Verilerin İşlenmesi ve Serbest Dolaşımı Bakımından Bireylerin Korunmasına İlişkin Avrupa Parlamentosu ve Avrupa Konseyi Direktifi” ile kabul etmiştir. Direktif, genel hatlarıyla kişisel verilerin işlenmesini ve serbest dolaşımıyla ilgili bireylerin korunmasını içermektedir (Council of Europe, 2018: 19).

Avrupa Birliği Genel Veri Koruma Tüzüğü ise (General Data Protection Regulation - GDPR) 10 Nisan 2016'da AB Parlamentosunda kabul edilmiş ve 2018 Mayıs itibarıyla yürürlüğe girmiştir. Bu tüzük şu anda kişisel verilerin korunmasına ilişkin en güncel ve kapsamlı düzenleme olarak karşımıza çıkmaktadır. GDPR, veri işleyen kurum ve kuruluşların yapması gereken yedi temel ilke sunmaktadır. 5. maddede yer verilen bu ilkeler şu şekildedir:

1. İşleme süreci veri sahibi için adil, şeffaf ve hukuka uygun olmalıdır.
2. Toplanan verilerin hangi amaçla kullanılacağı veri sahibine açıkça belirtilmelidir.
3. Yalnızca ihtiyaç duyulduğu kadar veri toplanmalı ve işlenmelidir.
4. Kişisel veriler güncel ve doğru tutulmalıdır.
5. Veri sahibinin kim olduğunu tanımlayan veriler yalnızca belirtilen amaçlar için gerekli olduğu sürece saklanmalıdır.
6. Veri işleme uygun güvenlik ve gizlilik tedbirleri alınarak yapılmalıdır.
7. Veri denetçisi, GDPR'ın öngördüğü tüm bu ilkelerin uygunluğunu sağlamakla sorumludur. GDPR kapsamında bireylerin verilerini işlemek için açık rızalarının alınması gerekmektedir. Tüzüğün 7. maddesine göre veri işleme faaliyeti öncesi talep edilen rızaya ilişkin bilgiler yalın bir dilde, anlaşılır ve kolaylıkla ulaşılabilir olmalıdır. Kişi, verilerinin işlenmesine özgür biçimde rıza göstermeli ve dilediği zaman rızasını çekebileceği bir sisteme erişebilmelidir.

Türkiye, 28 Ocak 1981 yılında Avrupa Konseyi tarafından kabul edilen 108 sayılı sözleşmeyi ilk imzalayan ülkelerden biri olmuş ve sözleşmeyi 17 Mart 2016 tarihinde iç hukuka dâhil etmiştir (KVKK, 2019: 17).

5982 Sayılı Kanun kapsamında 2010 yılında yapılan Anayasa değişikliği ile Anayasa'nın 20. maddesine aşağıdaki fıkra eklenmiştir (Koç, 2020: 119): “Herkes, kendisiyle ilgili kişisel verilerin korunmasını isteme hakkına sahiptir. Bu hak; kişinin kendisiyle ilgili kişisel veriler

hakkında bilgilendirilme, bu verilere erişme, bunların düzeltilmesini veya silinmesini talep etme ve amaçları doğrultusunda kullanılıp kullanılmadığını öğrenmeyi de kapsar. Kişisel veriler, ancak kanunda öngörülen hallerde veya kişinin açık rızasıyla işlenebilir, hatta kişinin açık rızasının sonuçları üzerinde de tam bir bilgi sahibi olması gerektiği vurgulanmaktadır. Bilgilendirme aşaması ise verilerin işlenmesinden hemen önce olmalıdır (Koç, 2020: 122).

Hukuk temelinde bu yaklaşımlar uygulansa da sahadaki uygulamalar kimi zaman yukarıda belirtilen ilkelerin dışında gelişebilmektedir.

Bu bağlamda, mahremiyet, kişisel verilerin usulsüz kullanılması, özel hayatın gizliliği gibi hususlarda sorun yaşayan pek çok küresel firma çeşitli hukuki, toplumsal ve neticesinde medyatik problemler yaşayabilmektedir (Termly Legal Consulting , 2024):

Dijital çağın en büyük oyuncularından biri olan Facebook'un ana şirketi Meta, şimdiye kadar verilmiş en büyük GDPR cezasını 2023 yılında, İrlanda'daki denetim otoritesi tarafından bildirilmiştir. Avrupa Birliği Facebook kullanıcılarından toplanan verileri uluslararası transfer kurallarını ihlal ederek ABD'ye aktardığı için sosyal medya devi Meta'ya rekor kıran 1.2 Milyar Avroluk bir ceza vermiştir. Meta'ya uluslararası transferleri durdurması ve düzeltmeleri yapması için beş ay süre verilmiş, Meta, kararı temyiz etmeyi planladığını duyurmuştur. Süreç halen devam etmektedir.

Benzer bir örnek olay Çevrimiçi perakendeci Amazon tarafında gerçekleşmiş, Lüksemburg'daki AB merkezinin kullanıcı verilerini uygun onay almadan izlediği veya bu izlemeyi reddetme imkânı sağlamadığı tespit edilerek, bu durum Amazon'un o zamana kadar maruz kaldığı en büyük GDPR cezası olan 746 Milyon Avro ödemesine neden olmuştur.

2023 tarihinde, popüler video paylaşım servisi ve sosyal medya platformu TikTok, İrlanda'nın veri koruma otoritesinden GDPR'yi ihlal ettiği için 345 milyon avroluk bir ceza almıştır. İrlanda'nın denetim otoritesi, TikTok Limited'ı GDPR tarafından belirlenen genel veri işleme prensiplerini ihlal ettiği için cezalandırmıştır. Yetkili kurumlar, TikTok'un 13 yaşın altındaki çocukların kişisel bilgilerini nasıl işlediğini belirlemek için bir soruşturma yürütmüş, özellikle TikTok'un çocukların profillerini otomatik olarak herkese açık olarak ayarladığını belirtmişlerdir. Başlangıçta, cezaya karşı bazı itirazlar yapılmış, Berlin'in denetim otoritesi, TikTok'un iddia edilen karanlık algoritmaların kullanımını nedeniyle adil olma ilkesine aykırılıklarını gerekçe göstermiştir. Öte yandan, İtalya'nın veri koruma otoritesi, TikTok'un aslında yaş doğrulama gereksinimlerine uyduğunu iddia etmiş, konu Avrupa Veri Koruma Kurulu'na (EDPB) yönlendirilerek, EDPB inceleme sonrasında adil olma ilkesine ek ihlal eklemeye karar vermiştir.

En büyük dijital platform uygulamalarından biri olan WhatsApp, GDPR'nin rıza tanımına uyum sağlamadığı için 6 Milyon Avroluk bir ceza almıştır. Kullanıcılardan, "katılıyorum ve devam ediyorum" olarak yazan bir düğmeye tıklanarak yeni şartları ve koşulları kabul etmeleri istenmiş ve WhatsApp, bunu bir sözleşmeye giriş olarak gömü ve kişisel verileri toplamanın yasal dayanağı olarak kullanmıştır. Ancak, şikayetçi taraflar onayın rıza dahilinde verilmediğini, rızanın özgürce verilmesi gerektiğini iddia ederek, WhatsApp'ın bireyleri yeni şartlara zorladığını belirtmiştir. Yetkili kurum, WhatsApp'ın aslında izin istediği iddiasını desteklememiş ve şirketin, işleme ilişkin yasal dayanaklarla ilgili olarak şeffaflığı ihlal ettiğini

tespit etmiştir. Whatsapp bu gelişmeler sonucunda kullanım koşullarında değişiklik yoluna gitmiştir.

Meta Platforms'un sahibi olduğu Instagram, İrlanda Veri Koruma Komiseri tarafından 2022 yılına kadar verilen en yüksek GDPR cezası olan ikinci para cezasına çarptırılmıştır. Instagram, çocuk verilerinin işlenmesine ilişkin kuralları yasal bir dayanak olmaksızın ihlal ettiği gerekçesiyle 405 milyon Euro para cezasına çarptırılmıştır. 13 ila 17 yaş arasındaki çocukların, bir işletme veya yaratıcı Instagram hesabı işletiyor olmaları durumunda telefon numaraları ve e-posta adresleri kamuya açık hale getirilmiştir. Instagram, cezanın hesaplanma şekline katılmadığını ve kararı gözden geçirdiğini belirtmiştir.

Popüler yolculuk hizmeti şirketi Uber, İtalyan veri koruma yetkilileri tarafından 4,24 milyon Avroluk para cezasına çarptırılmış, Uber 2016 yılında dünya çapında 57 milyon kullanıcının adı, soyadı, telefon numarası, e-postası, uygulama erişim bilgileri, yerleştirme verileri ve yolculuk paylaşımları gibi diğer kullanıcılarla ilgili veriler dahil olmak üzere kişisel verilerinin saldırıya uğradığı bir veri ihlali yaşamıştır. İtalya'da 52.000 sürücü ve 243.000 yolcu etkilenmiş, İtalyan yetkililer, Uber'in GDPR'yi ihlal ettiğini tespit etmiştir. Uber'in kullanıcılarına sunduğu gizlilik politikası yetersiz olup, verileri rızaları olmadan işlediği tespit edilmiştir. Son olarak, coğrafi konum belirleme amaçlı işleme ilişkin İtalyan otoritelerini bilgilendirme sorumluluğunu da yerine getirmediği gerekçesiyle şikayetlere konu olmuştur. Uber, yargılama boyunca kullanıcılarına her zaman veri işlemenin nasıl yapıldığına dair bilgi verdiğini ve kullanıcılarına güncellenmiş gizlilik politikaları sunduğunu belirtmiş, ancak Uber'in argümanları GDPR ihlallerinin üstesinden gelmeye yetmemiştir.

Global mobil hizmet sağlayıcılardan biri olan Vodafone İspanya da kullanıcı verilerini rıza dışında 3. Partilere satmakla suçlanarak 4 Milyon Avroluk bir ceza ödemek durumunda kalmış, karara itiraz etseler de cezai yaptırımlardan kurtulmuşlardır. Benzer bir durum kurumun İtalya ayağında kullanıcı verilerinin uygunsuz kullanımı ile ilgili olarak yaşanmış ve para cezasına dönüştürülmüştür.

İspanyol yetkililer, Banco Bilbao Vizcaya Argentaria'ya (BBVA), iki ayrı GDPR ihlali nedeniyle biri 2 milyon Avro, biri 3 milyon Avro olmak üzere iki para cezası vermiştir. Cezalardan biri, bankanın müşterinin rızasını almadan SMS üzerinden pazarlama faaliyetleri gerçekleştirmek için müşteri bilgilerini kullanması, diğeri ise kuruluşun ilgili tüm bilgileri gizlilik bildirimine dahil etmemesidir. BBVA, eylemlerinin aslında GDPR'yi ihlal etmediğini öne sürerek her iki cezaya da itiraz etmeye çalışmış, ancak İspanyol mahkemeleri kararı onanmış ve BBVA her iki cezayı da ödemek zorunda kalmıştır.

Giyim perakendecisi H&M veri toplayıcı olarak hemen akla gelmese de şirket aslında günlük olarak önemli miktarda müşteri verisi işlemektedir. Alman yetkililer 2020 yılında, H&M'in çalışanların aileleri, dinleri ve hastalıkları gibi ayrıntılar da dahil olmak üzere işgücüne ilişkin aşırı kayıt tutarak GDPR gerekliliklerini ihlal ettiğini tespit etmiştir. Bu durum şirketin 35,3 milyon Avroluk bir para cezası almasına yol açmış, bu eylem, GDPR'nin kuruluşların verileri yalnızca yasal amaçlarla saklaması gerekliliğini ihlal etmiştir. Ailevi ve dini inançlar çalışanın yeteneklerini etkilemediğinden, işletmenin bu verileri takip etmesi için hiçbir neden yoktur. Ancak H&M bu kuralı göz ardı ederek bu konularla ilgili personel anketleri gerçekleştirmiş ve verileri uzun süre saklamıştır. Cezanın verilmesinin ardından H&M, ihlalin tüm

sorumluluğunu üstlenmiş ve düzenleyici kurumların gerekliliklerine uymanın yanı sıra çalışanlar için bir tazminat planı oluşturmuştur.

## **SONUÇ**

Pazarlama faaliyetlerinin, reklamların, sosyal ağların ve hatta gelecek projeksiyonlarının önemli gelir kaynağı olması nedeniyle kullanıcıların verileri işlenerek şirketlere satılmakta, yüksek gelirler elde edilmektedir. Şirketler kar etmek amacıyla bireylerin satın alma kararlarını tesadüflere bırakmak istememekte ve bu amaçla da onları yönlendirmek için çeşitli yöntemlere başvurumaktadırlar. Kullanıcılar ise dijital platformlarda sosyal ödülleri toplamak adına mahrem mekanlarını görünür kılmışlar, sosyal ağlardaki bu gözetim düzeni ise mahremiyetin yitirilmesine neden olmuştur.

Mahremiyetin sosyal ağlarda dönüşüme uğradığı da gözlemlenmektedir. Sosyal platformlara yüklenen fotoğraflar, resimler, yazılı metinler ilgi görme arzusunun bir yansıması olarak karşımıza çıkmaktadır. Kullanıcılar sosyal ağlarda ilgi görme, beğenilme, takdir edilme, kabul görme, sevilme ve onaylanma gibi arayışlar içine girmişler, bu ihtiyaçlarını sanal ortamlarda karşılamaya çalışıp, gönüllü olarak kendi profillerini gözetime açmışlardır.

Bilişim sektörünün gittiği yol son derece endişe vericidir. Örnekler her türlü hukuki yaptırıma rağmen yaşanan büyük ihlalleri görünür kılarken, maddi cezaların bu durumların önüne geçmekte yeterli olmadığını da göstermektedir. Bu olumsuzluklar kontrol edilmediği takdirde, liberal demokrasiler için varoluşsal bir tehdit oluşturmakta, otokratik rejimlere daha fazla baskı aracı sağlamakta ve yaşam kalitesini tehdit etmektedir. Bireylerin tüketim alışkanlıklarını manipüle etmek ve onları ürünleştirmek amacıyla kullanılan mikro hedefleme yönteminde önce kullanıcıların internet ortamında paylaştığı her türlü veri elde edilmekte, sonra belirli gruplara yönelik belirli içerikler üretilerek son aşamada üretilen bu içerikler reklamlar yoluyla mikro hedef olan kişilere yönlendirilmektedir. Bu döngü böyle süregelmekte ve hemen hemen her kullanıcı bu durumun bilincinde olup, sonuçta umursamaz ve önemsemez bir rahatlıkla internette ya da telefonlarında ürün ya da hizmet arama eylemlerine devam etmektedir. Bu durum mahremiyet, özel hayatının gizliliği, ve kişisel veriler üzerindeki söz hakkı bağlamında değerlendirildiğinde hukuka aykırı olarak görünmektedir. Araştırma edinimlerine göre; hukuk ve iletişim alanının kesiştiği gözetim kapitalizmi sorunsal hakkında kullanıcıların bilinçlendirilmesinin; çeşitli sorgulama yöntemlerini kullanma alışkanlığı edinmeleri, satın aldıkları, gözlemledikleri, kabul ettikleri ve üye oldukları her türlü ürün, hizmet ve platformu değerlendirmeleri konusunda yönlendirilmeleri ve hatta bu konuda eğitilmeleri yoluyla sağlanabileceği düşünülmektedir.

## **KAYNAKLAR**

Akın, Mihriban Akyol, (2021), Dijital Çağda Dönüşen Pazarlama İletişimi: Gözetim Kapitalizmine Yönelik Uygulamalar, Dijital Pazarlama İletişimi, Ed: Aslaner, Sabircan, Ceyhan, Kriter Yayınevi  
Altunay, Alper, (2003), “Biri Bizi Gözetliyor Programı ve Elektronik Gözetim”, Kurgu Dergisi, Sayı:20

- Andrejevic, M. (2020). "Mahremiyet, Sömürü ve Dijital Kapatılma". C. Fuchs ve M. Sandoval (çev.). Osman Burak Tosun, Ethos: Felsefe ve Toplumsal Bilimlerde Diyaloglar 13(1)
- Bauman, Z.\ Lyon, D.(2013). Akışkan Gözetim. (Çev: Elçin Yılmaz), Ayrıntı Yayınları, İstanbul
- Berry, David M.(2012), "Life in Code and Software: Mediated Life in a Complex Computational Ecology."
- Binark, M.(2007), Yeni Medya Çalışmaları, Dipnot Yayınları, İstanbul
- Council of Europe, (2024), <https://www.coe.int/en/web/data-protection>
- Çağatay, N.B. \ Güven, A.(2023), Gözetim Kapitalizminin Yeni Yerel Yönetimleri, Ankara Üniversitesi SBF Dergisi, July
- Çoban, Barış, (2015), "Göz ve İktidar: "Vitrinlere Değil Gökyüzüne Bak!", Lefke Avrupa Üniversitesi Sosyal Bilimler Dergisi, Cilt.5, Sayı: 1
- Demircan, G., (2019), Gözetim Ve Gözetimin Toplumsal Meşruiyeti Üzerine Bir İnceleme , D.E.Ü. Hukuk Fakültesi Dergisi, Prof. Dr. Durmuş TEZCAN'a Armağan, C.21, Özel S.
- European Convention on Human Rights, (2024), <https://www.echr.coe.int/european-convention-on-human-rights>
- Evgeny Morozov, (2019), Capitalism's New Clothes, February 4, <httpsthebaffler.com/latestcapitalisms-new-clothes-morozov>, E.T. 05.02.2024
- Friedman, B., Kahn, P. H., Borning, A., Huldtgren, A., (2006). Value sensitive design and information systems: Three case studies. In Human-computer interaction and management information systems: foundations. M.E. Sharpe.
- Koç, Serhat: "Kişisel Veri Olarak Konum Verisi(nin Korunması) ve Bu Bağlamda Karşılaşılan Hukuki Sorunlar", Konumsal Medya, ed. Cemile Şahoğlu Tokgöz, Betül Aydoğan, 1. bs, İstanbul, Siyasal Kitabevi, 2020, s. 113-141.
- KVKK, Kişisel Verileri Koruma Kurumu, (2024), <https://www.kvkk.gov.tr/>
- Marvin Landwehr, Alan Borning, Volker Wulf, (2023), Problems with surveillance capitalism and possible alternatives for IT infrastructure, Information, Communication & Society, vol. 26, no. 1
- Mayer, Schönberger,V. and Cukier K. (2013), Big Data: the revolution that will transform how we live, work and think. Houghton Mifflin Harcourt
- Özarlan, Zeynep,(2008), "Gözün İktidarı: Elektronik Gözetim Sistemler", Panoptikon Gözün İktidarı, (Ed. Barış Çoban ve Zeynep Özarlan), Su Yayınları, İstanbul
- Shoshana Zuboff, (2015), "Big other: Surveillance Capitalism and the Prospects of an Information Civilization", Journal of Information Technology 30(1)
- Saka\Sayan, E., & Sayan, A. (2016). Büyük Veri Nedir? Olanaklar ve Sınırlar. Dijital : Kavramlar, Olanaklar, Deneyimler, İstanbul, Kalkedon
- Termly Legal Consulting . (2024). Termly Legal Consulting <https://termly.io/resources/articles/biggest-gdpr-fines/>
- Utma, Seçil,(2023), Gözetim Kavramı ve Sosyal Medyada Gözetimin İşselleştirilmesi, International Journal Of Social, Humanities And Administrative Sciences, 9(61)
- United Nations Data Privacy, Ethics And Protection Guidance Note On Big Data For Achievement Of The 2030 Agenda, (2024), [https://unsdg.un.org/sites/default/files/undg\\_bigdata\\_final\\_web.pdf](https://unsdg.un.org/sites/default/files/undg_bigdata_final_web.pdf)
- <https://terrahukukburosusu.com/f/g%C3%B6zetim-toplum-bi%C3%9C%87ri-%C3%9C%87zi-%C3%B6zetli-%C3%9C%87yor-mu-avasli-akbay>

# FİKRƏT ƏMİROVUN YARADICILIĞINDA İSTİFADƏ EDİLMİŞ ŞİFAHİ ƏNƏNƏLİ MUSİQİ JANRLARI

## MUSIC GENRES WITH ROOTS IN ORAL TRADITIONS IN FIKRET AMIROV'S WORK

**Baş müəllim Rumiyə Məmmədova**

Naxçıvan Dövlət Universiteti, İncəsənət Fakültəsi, Musiqinin tarixi və nəzəriyyəsi kafedrası

### XÜLASƏ

Özünəməxsus yaradıcılığı ilə seçilən, bir çox “ilk”lərə imza atan görkəmli bəstəkar F.Əmirov xalq musiqisi intonasiyaları ilə milli musiqidə orijinallığıyla seçilən əsərlər məcmusu yaradıb. F.Əmirov musiqi mədəniyyəti tarixində muğamı simfonik təfəkkürlə işləyərək monumental silsilələr yaradan ilk bəstəkar ünvanı qazanmışdır. Həmçinin o, milli opera sənətində lirik-psixoloji ilk əsərin, ilk instrumental konsertin müəllifi, simfonik janrda vals elementlərindən istifadə edən ilk bəstəkar kimi milli musiqi mədəniyyəti tarixinə düşmüşdür. F.Əmirovun bütün əsərləri milli ruhu ilə seçilir. Onun simfonik muğamları dünya simfonizminin ən parlaq nailiyyəti olaraq milli simfonizmdə inqilabı dəyişiklikləri yetişdirib. Sənətkar şifahi ənənəli musiqi janrlarını istifadə etməklə əsərlərində milli üslub xüsusiyyətlərini bütün dərinliyi ilə vurğulayıb. Çünki onun üçün şifahi ənənəli musiqi janrlarından bəhrələnmək yaradıcılıqda milli üslubun ifadə olunmasında ən mühüm vasitə idi. Qeyd etmək lazımdır ki, F.Əmirovun yaradıcılığında şifahi ənənəli musiqi janrlarından istifadə imkanları və bunun nəticəsində onun özünəməxsus xarakter alan bəstəkarlıq üslubunun ayrı-ayrı tərəflərinə nəzər salmaq, əsərlərini təhlil edərək xalq musiqisi intonasiyaları, aşıq havaları, muğam elementlərinin bu əsərlərdə təzahürünün elmi-nəzəri əsaslarını izah etmək məqalənin əsas vəzifəsidir. Məqalədə F.Əmirovun yaradıcılığında mühüm yer tutan bəzi əsərləri – “Nizami” simfoniyası, “Şur”, “Kürd-ovşar”, “Gülüstan-Bayatı-Şiraz” simfonik muğamları, “Azərbaycan” süitası, “Azərbaycan” kapriçiosu, “Azərbaycan” qravürləri təhlil edilərək bu əsərlərdə bəstəkarın xalq musiqi nümunələrindən istifadə qaydaları təqdim edilir. F.Əmirovun fərdi yaradıcılıq üslubunun Azərbaycan milli simfonizmin simasının formalaşmasında əhəmiyyəti və əsərlərinin forma, melodiya, ritm, harmoniya, polifoniya və struktur kimi mühüm komponentləri məqalədə hərtərəfli tədqiq edilir.

**Açar sözlər:** Fikrət Əmirov, musiqi, şifahi ənənəli musiqi janrları

## ABSTRACT

Famous composer F. Amirov, distinguished by his unique creativity and author of many "firsts", created a set of works distinguished by their originality in national music with folk music intonations. F. Amirov earned the title of the first composer in the history of musical culture who created monumental series by working with mugam with symphonic mentality. Also, he went down in the history of national music culture as the author of the first lyrical-psychological work in the art of national opera, the first instrumental concert, and the first composer who used waltz elements in the symphonic genre. All works of F. Amirov stand out for their national spirit. His symphonic mugams, as the most brilliant achievement of the world symphony, brought revolutionary changes in the national symphony. The artist emphasized the features of the national style in his works by using oral traditional music genres. Because for him, benefiting from musical genres with oral tradition was the most important means of expressing the national style in creativity. It should be noted that the possibility of using oral traditional musical genres in F. Amirov's work and looking at the separate aspects of his unique compositional style, analyzing his works and analyzing the scientific-theoretical basis of the manifestation of folk music intonations, ashiq songs, and mugham elements in these works to explain is the main task of the article. Analysis of some of F. Amirov's important works - "Nizami" symphony, "Shur", "Kurd-ovshari", "Gulistan-Bayati-Shiraz" symphonic mugams, "Azerbaijan" suite, "Azerbaijan" capriccio, "Azerbaijan" engravings and the rules of using folk music examples of the composer in these works are presented. The importance of F. Amirov's individual creative style in the formation of the image of Azerbaijani national symphony and the important components of his works such as form, melody, rhythm, harmony, polyphony and structure are thoroughly studied in the article.

**Key Words:** Fikret Amirov, music, musical genres of oral tradition

## GİRİŞ

Görkəmli Azərbaycan bəstəkarı F. Əmirov milli opera sənətində lirik-psixoloji ilk əsərin, simfonik muğam, ilk instrumental konsertin müəllifi, simfonik janrda vals elementlərindən istifadə edən ilk bəstəkar kimi milli musiqi mədəniyyəti tarixində dərin iz buraxmışdır. F. Əmirov əsərlərində "azərbaycançılıq" məfkurəsini yüksək pafosla işləyən, doğma vətənin gözəlliklərini, yurd yerinə sevgisini yaratdığı monumental əsərlərdə ən ülvi hisslərlə tərənnüm edən böyük sənətkardır. F. Əmirovun bütün əsərləri milli ruh, idealların özünəməxsus təfsiri ilə seçilir. Bəstəkar əsərlərin ideya məzmununu, onlardakı dramaturji inkişafı fərdi yaradıcılıq üslubunun nailiyyətləri ilə zənginləşdirir. Bəstəkarın yaradıcılığında xalq musiqisinin incəliklərinə diqqətli yanaşma və yaradıcı münasibət var. O, şifahi ənənəli xalq musiqisi nümunələri, muğam elementlərini musiqili təfsirlərinin melodik əsasında o qədər mükəmməl işləyir ki, bu əsərlər bir başa müəllifinin imzasını, onun dəst-xəttini daşıyan monumental əsərlər kimi xarakterizə edilir.



Xalq musiqisinə dərin marağı olan, uşaq yaşlarından bu musiqinin ecazkar intonasiyaları ilə böyüyən F.Əmirov hələ tələbəlik illərində milli muğamları nota köçürmüş, bu zəngin mənbədən yaradıcı şəkildə bəhrələnərək əsərlərinin əzəmətli fundamentini hazırlamışdır. Yaradıcılığının bu konsepsiyasını Ü.Hacıbəylinin əsərlərində formalaşan tarixi ənənələrlə əlaqələndirən F.Əmirov bu haqda deyir: “Üzeyir sənətində diqqəti ən çox cəlb edən cəhət xalq musiqisinə münasibət məsələsidir. Bəstəkarın, demək olar ki, elə bir yazısı, çıxışı yoxdur ki, həmin nöqtəyə toxunmamış olsun... Bəstəkarın qəti qənaəti belə idi ki, musiqi folklorundan xalqın arzu və düşüncələrini, həyata, dünyaya baxışını, sənətkarlıq sirlərini öyrənmək və bundan yaradıcılıqla faydalanmaq lazımdır”. (Səfərova, 2018).

1938-ci ildə Azərbaycan Dövlət Konservatoriyasına qəbul olunan F.Əmirov Azərbaycan xalq musiqisinin əsaslarını Ü.Hacıbəylidən öyrənmişdir. Xalq musiqisinə qarşı hədsiz marağı onun bu sahədə yaradıcı fəaliyyəti ilə nəticələnmişdir. Təsadüfi deyil ki, bəstəkar 1932-ci ildən Azərbaycan Dövlət Konservatoriyasının nəzdində Bülbülün rəhbərlik etdiyi Elmi-Tədqiqat Musiqi Kabinetinin işində yaxından iştirak etmişdir. F.Əmirov Q.Qarayevdən sonra “Şur” muğamını nota köçürən bəstəkarlardan biridir. Bu zaman o, xanəndələrdən Bilal Yəhya, Seyid Şuşinski, tarzən Q.Pirimovun ifasına əsaslanmışdır. Bəstəkar eyni zamanda xalq mahnılarının orijinal işləmələrini hazırlamışdır. 1942-ci ildə xəstəliyi ilə əlaqədar Rusiyanın Bryanski şəhərində hospitalda yatan F.Əmirovun burada yaratdığı ansamblın repertuarına Azərbaycan xalq mahnısı “Qubanın ağ alması”nı salmağı onun xalq musiqisinə və bu musiqinin zəngin xüsusiyyətlərinə olan dərin məhəbbətini ifadə edir. Sadəcə xalq musiqisi deyil, xalq çalğı alətlərinin spesifikasiyası ilə də yaxından maraqlanan F.Əmirovun hələ 1945-ci ildə yazdığı fortepiano və Azərbaycan xalq çalğı alətləri üçün konserti milli musiqi mədəniyyətindən bir “ilk”dir. Bu əsərdə bəstəkar Avropada geniş yayılmış unikal musiqi aləti fortepianonun tembr çalarları ilə xalq çalğı alətlərinin ifa imkanlarını uzlaşdırır.

## KONSEPTUAL HİSSƏ

### “Nizami” simfoniyasının təhlili

F.Əmirovun Nizaminin 800 illik yubileyi ilə əlaqədar 1947-ci ildə yazdığı “Nizami” simfoniyası həmin janrın maraqlı məzmununa malik milli nümunələrindəndir. Əsərdə Nizami şeiriyyətinə müraciət edən bəstəkar onun sözlərindən hər hissə üçün epigraf seçmişdir. Dörd hissədən ibarət olan simfoniyanın ən əhəmiyyətli cəhətlərindən biri də budur ki, bəstəkar əsərdə ilk dəfə vals rəqsinin intonasiya xüsusiyyətlərinə müraciət etmişdir.

Simfoniya müqəddimə ilə başlayır. Müqəddimə dinləyicini rəngarəng emosional vəziyyətlərin bir-biri ilə qarşılaşma anlarına hazırlayır. I hissə ənənəvi olaraq sonata-allegro formasında yazılıb. Əsas mövzu emosional olub, enerji ilə doludur. Bəstəkar müxtəlif dinamika ilə əsas mövzuda ifadə olunan əhval-ruhiyyəni tez-tez dəyişdirir. Bağlayıcı mövzu əsas mövzunun materialının lirik planda keçidini verir. Köməkçi mövzu intonasiya cəhətdən əsas mövzu ilə oxşardır. İşlənmə həcminə görə kiçikdir. O, köməkçi mövzunun musiqi materialına əsaslanır. Bəstəkar bu bölmədə polifonik texnika ilə xarakteri gərginləşdirir. Repriza qısdılmış şəkli ilə verilir. Bəstəkar buna köməkçi mövzunu ixtisar etməklə nail olur. Kodada Nizami obrazını

canlandıran leytmotiv keçir. II hissə zərif xüsusiyyətli skertsodur. Məhz burada vals rəqsinin elementləri özünü hiss etdirir. III hissə ağır olub, lirik düşüncələr ifadə edir. Eyni zamanda fəlsəfi mahiyyət daşıyan hiss simfoniyanın lirik mərkəzidir. IV hissə rondo formasında yazılıb. Burada əvvəlki hissədən olan mövzular işlənir. Nizaminin leytmotivi intonasiya cəhətdən dəyişdirilərək səslənir.

“Nizami” simfoniyasında dahi şairin milli portretinin vurğulanmasında lad-məqam əsasının böyük rolu var. Bu əsas müqəddimədən başlayaraq bütün simfoniyanın özəyinə keçir. Demək olar ki, bütün mövzularda milli ladlara əsaslanan bəstəkar “Şur”, “Şüştər”, “Şahnaz” məqamları ilə daha dolğun musiqili təfsir yaradır. Əsərdə həmin məqamların əhəmiyyətini də vurğulayan S.Ağayeva yazır: “Simfoniya simli çalğı alətləri üçün yazılmışdır. Lakin buna baxmayaraq, bu əsər musiqisinin rəngarəngliyinə, impressionist zərifliyinə, istifadə olunmuş “Şur”, Şüştər” və “Şahnaz” muğamlarının çalarlarına və ritmlərin dinamik inkişafına görə dinləyicilərin böyük rəğbətini qazanmış, Azərbaycan xalqının musiqi mədəniyyətində xüsusi yer tutmuşdur”. (Səfərova, 2018).

“Nizami” simfoniyasında milli üslub xüsusiyyətləri bir tək lad-məqam əsası ilə müəyyən olunmur. Burada xalq rəqsləri və aşıq musiqisi üçün səciyyəvi olan metro-ritmik cəhətlər, intonasiyalarla da dramaturji inkişaf təmin edilir. Bu, əsərin II hissəsi olan skertsoda rəngli lövhələrin ortaya çıxmasını təmin edir ki, şifahi ənənəli musiqidə geniş yayılan aşıq musiqisi bəstəkarın orijinal yaradıcılıq üslubu ilə bəzədilərək simfoniyanın harmonik və melodik dilini dolğunlaşdırır.

#### “Şur”, “Kürd-Ovşarı” və “Gülüstan-Bayatı-Şiraz” simfonik muğamlarının təhlili

1948-ci ildə F.Əmirov Azərbaycan milli lad-məqamlarını yeni istiqamətdən təqdim etdiyi simfonik təfəkkürünün zəmininə çevirir. “Şur”, “Kürd-Ovşarı” muğamları əsasında yazdığı möhtəşəm əsərlərlə bir “ilk”ə imza atır. Bu əsərlərdə bəstəkar xalq musiqisinin ifadə imkanlarının əzəmətini vurğulayır, şifahi ənənəli musiqi nümunələrinin silsiləli əsərlərdə inkişaf perspektivliyini açır. Hər iki simfonik muğam sonata-simfonik silsilənin xarakterik dramaturgiyası ilə dəstgah ifaçılığının sintezinə əsaslanır. Bu simfonik muğamlar vahid silsilənin hissələri kimi xarakterizə olunur. Burada “Şur” başlanğıcdır, “Kürd-Ovşarı” isə onda ifadə olunan ideya məzmununun davamını gətirir. “Şur” simfonik muğamında eyni adlı muğamın şöbələri ixtisar olunmuşdur. Belə ki, əsərdə “Zəminxarə” və “Hicaz” şöbələri olmadan “Şur”, “Şur-Şahnaz”, “Bayatı”, “Əraq”, “Şimayi-Şəms” ilə maraqlı kompozisiya ortaya çıxır. Lakin burada maraqlı məqamlardan biri də budur ki, “Rast”ın bölmələrindən olan “Əraq” əsərə daxil edilir, bu da bəstəkarın yaradıcılıq imkanlarının genişliyini diqqətə çatdırır. Bəstəkar “Şur” dəstgahına daxil olan “Bayatı-Qacar”ı “Rast”ın zil şöbələrindən olan “Əraq”la əvəz etməklə onun daha zəngin instrumental xüsusiyyətlərinə əsaslanır.

Girişdə “Şur”dan təsnifin intonasiyaları mövcuddur. Simfonik muğamın bölmələri arasında təsniflər keçir. Bu, bir tək “Əraq” bölməsində özünü nümayiş etdirmir. “Şur-Şahnaz” və “Bayatı” bölməsi üçün xalq mahnılarının intonasiya xüsusiyyətləri səciyyəvidir. “Bayatı”da eyni zamanda “Bayatı-kürd” ilə “Çoban-Bayatı”nın intonasiyaları bir-biri ilə qovuşdurulub. Fleyta aləti çoban tütəyini imitasiya edərək ecazkar melodiya ifa edir. “Şur-Şahnaz”da

bəstəkar “Ay qadası” xalq mahnısından bəhrələnmiş, “Bayatı”nın sonunu “Evləri var xanaxana” xalq mahnısı ilə gətirmişdir.

Nümunə 1.



“Əraq” epik lövhədir. O, təsnif ifa olunmadan birbaşa orkestrin “tutti”si ilə yekunlaşan “Simayi-Şəms”ə keçir. Sonda faqot solo ifa ilə girişin mövzunu səsləndirir.

“Kürd-Ovşarı” simfonik muğamı həcminə görə “Şur”dan kiçikdir. Burada “Ovşarı”, “Şahnaz”, “Kürdi”, “Mani” bölmələri var. İlk üç bölmədən fərqli olaraq “Şahnaz” improvizasiya imkanları ilə daha dolğunlaşdırılıb. “Kürd-Ovşarı” simfonik muğamında bəstəkar yalnız bir təsnifdən istifadə edib. Əsər bas-klarnetdə verilən zərif melodiya ilə başlayır. “Ovşarı” rondo formasının cizgilərini daşıyır. Muğamdan eyni adlı bölmə refren rolunda çıxış edir, epizodlar “Şur” simfonik muğamının epizodlarının intonasiyaları üzərində qurulub.

Nümunə 2.



“Kürd-Ovşarı” simfonik muğamının “Şahnaz” bölməsində orkestr səslənməsi “Şur” simfonik muğamından “Şur-Şahnaz”ın materialına əsaslanan inkişafı kulminasiyaya yetişdirir. Repriza rolunu icra edən koda parlaq, aydın xarakterə malikdir.

F.Əmirovun 1970-ci ilə İrana etdiyi səfərin təəssüratları əsasında 1971-ci ildə yazdığı “Gülüstan-Bayatı-Şiraz” simfonik muğamı bu janrdan olan son əsəridir. Digər iki əsərdən fərqli olaraq burada muğam təfəkkürünə tamamilə sərbəst münasibət özünü hiss etdirir. Hətta əsərə messo-soprano vokal partiyası daxil olunur. Bu isə xalq muğamlarının təsir gücünün simfonik təfəkkürdə ifadəsini yetişdirir.

F.Əmirov “Gülüstan-Bayatı-Şiraz” simfonik muğamının dramaturgiyasında “Humayun”, “Segah”, “Şur”, “Çahargah” məqamlarının zəngin materialına əsaslanaraq, bəzi epizodlarda şifahi ənənəli musiqinin digər janrlarına da müraciət edir və rəngləri xalq rəqsləri, aşıq musiqisi ilə dəyişdirir. Simfonik muğamın əsas mövzusu emosional, köməkçi mövzu isə lirikdir. Onda qədim fars musiqisi intonasiyaları hiss olunur. Köməkçi mövzu “Çahargah”

məqamındadır, orta bölmədə “Cəngi” rəqsi ilə mübariz obraz ifadə olunur. Simfonik muğamda aşiq havaları, müxtəlif məqamların intonasiya xüsusiyyətləri milli üslubun vurğulanmasında əsas cəhətlər olub, simfonik təfəkkürün formatəşkili problemlərində şifahi ənənəli musiqi janrlarının rolu və əhəmiyyətini nəzərə çarpdırır. Simfonik muğamı yekunlaşdıran mövzu epiqraf xarakterli girişə əsaslanır. 6/8 ölçüsü ilə xarakterizə olan yekun parlaq rəqs xüsusiyyətləri daşıyır.

Nümunə 3.



F.Əmirov hər üç simfonik muğamı ilə şifahi ənənəli musiqi janrlarının geniş dramaturji inkişafda əzəmətli rolunu sübut edib, bu vasitə ilə də milli simfonizmin inkişafına mühüm töhfə bəxş edərək, fərdi bəstəkarlıq üslubuna xas zəngin yaradıcılıq fantaziyasını nümayiş etdirib.

#### “Azərbaycan” süitasının təhlili

F.Əmirov simfonik janrda yazmış olduğu bir çox əsərində lad-məqam əsası ilə milli üslub xüsusiyyətini ifadə etməklə yanaşı onların proqram başlıqlarında da mənsub olduğu xalqın mənəvi dəyərlərini yüksək səviyyədə təcəssüm etdirməyə çalışırdı. O, bu kimi əsərlərində doğma xalqın məişəti, ana yurdun təbiətinə xas rəngli palitralar yaradır. Bir çox anda isə əsərlərinin proqram başlıqlarında vətənə olan sevgisini ifadə edir. Bəstəkarın əsərlərində doğma vətən torpağının gözəlliklərinin ifadə olunmasını rus bəstəkarları P.Çaykovski və ya S.Raxmaninovun həmin istiqamətdən çıxışı ilə müqayisə etmək olar. Bu zaman isə bəstəkar şifahi ənənəli musiqi janrlarının özünəməxsus intonasiya cəhətlərindən bəhrələnir.

F.Əmirovun 1950-ci ildə yazaraq, görkəmli şair S.Vurğuna həsr etdiyi “Azərbaycan” süitası ümumi proqram başlığından əlavə hər bir hissəsi üçün tərtib edilmiş başlıqları ilə milli ruh təcəssüm etdirən əsərlərdəndir. Onun I hissəsi “Gənclik gözəllik”, II hissəsi “Çoban-Bayatı”, III hissə “Kəndimiz”, IV hissə isə “Nəğməməsən, Bakı” adlandırılmışdır. Müxtəlif məzmun ifadə edən hər dörd hissə süitanı vahid kompozisiyada birləşdirərək vətən obrazının ümumi portretini canlandırır. Bu mənada milli lad-məqam əsası da mühüm funksiya icra edir. Əsərin I hissəsi “Rast” məqamında yazılaraq, ona xas temperamentlə həyatın erkən dövrünün emosionallığını, fərəhlə dolu gənclik ehtirasını ifadə edir.

II hissə şifahi ənənəli musiqi janrlarının mülayim, lirik duyğuları əks etdirən melodik zənginliklərinə uyğunlaşdırılır. “Çoban-Bayatı” pastoral xüsusiyyətli şifahi ənənəli musiqi janrıdır. Melodik məzmunu malik “Çoban-Bayatı” çobanlar tərəfindən tütəklə ifa edilir və xalq arasında geniş yayılmışdır. “Çoban-Bayatı” eyni zamanda aşıqların da tez-tez ifa etdiyi ənənəvi aşiq havasıdır. XX əsrin əvvəllərində “Çoban-Bayatı” muğam ifaçılığına daxil olmuşdur. F.Əmirov əsərinin II hissəsində bu şifahi ənənəli musiqi janrına müraciət etməklə vətən gözəlliklərini bir başqa tərzdə ifadə etməyə nail olur və bu əhval-ruhiyyənin davamını III hissə olan “Kəndimiz”də gətirir. Bu hissədə isə o, ümumilikdə yaradıcılığı üçün səciyyəvi olan “Şur” məqamına müraciət etmişdir. Son hissə olan “Nəğməməsən, Bakı” “Çahargah”

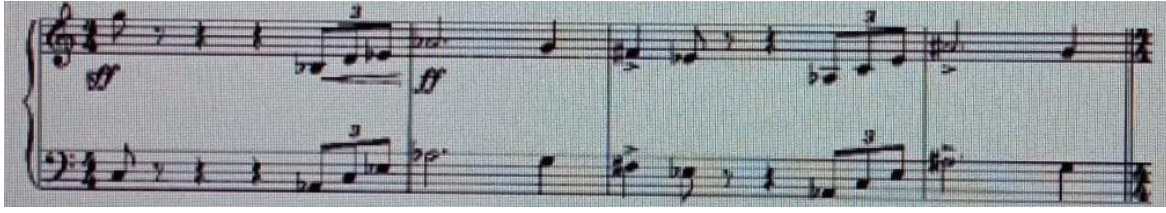
məqamı üzərində qurularaq, marş xüsusiyyəti daşıyır. Bu, vətən obrazının pafoslu təqdimatı, onun qəhrəmanlıqlarla dolu tarixi keçmişinin musiqili təfsirdə daha dolğun ştrixlərlə ifadə olunmasıdır. Beləliklə bəstəkar şifahi ənənəli musiqi janrları, milli lad- məqam intonasiyaları ilə təhkiyə xarakterli musiqili səhnə yaradır, heç bir mətn, səhnə hərəkəti olmadan proqram başlıqlarında ifadə etdiyi fikirləri özünəməxsus bəstəkarlıq üslubu ilə musiqili təfsirə keçirməyi bacarır. Bu isə onun yaradıcılığının milli simasını izah edir.

#### “Azərbaycan kapriçciosu”nun təhlili

F.Əmirov 1961-ci ildə bütün yaradıcılığının əsl mahiyyəti, onda mövcud olan milli üslubun vurğulanmasında əhəmiyyəti ilə seçilən “Azərbaycan kapriçciosu”nu yazır. Bu əsər vahid kompozisiyaya malik olub, üçhissəli formanın ecazkar şəkildə təqdimatı ilə yadda qalır. Kapriçcio milli musiqi mədəniyyətinin parlaq səhifələrini təşkil edir. Təsadüfi deyil ki, o, müxtəlif filmlərin titr musiqisi kimi istifadə olunmuş, “Səhər”, “Böyük dayaq” filmlərində məzmunun açılışında əhəmiyyətli rol oynamışdır. “Azərbaycan kapriçciosu”nun milli cəhətləri ilk başda proqram başlığında ifadə olunan yurd yerinə olan dərin məhəbbət və sevgi hissləri ilə yadda qalır. Əsərin lad-məqam əsası, burada xalq musiqisindən məharətlə faydalanmaq dramaturji inkişafı təmin edərək, bəstəkar üslubunun nailiyyətlərini ümumiləşdirir. Bəstəkar vətən sevgisini, onun tərənnümünü “Rast” məqamının intonasiya xüsusiyyətləri ilə canlandırır. Bu kimi yanaşma əsərdə emosional, ehtiraslı ifadə tərzini ortaya çıxarır. F.Əmirov simfonik əsərdə şifahi ənənəli musiqi janrlarında geniş hərəkəti təmin edən improvizasiya xüsusiyyətlərinə üstünlük vermişdir. Bu haqda S.Ağayeva yazır: “Zəngin yaradıcılıq təxəyyülünə malik olan bəstəkar bu əsərində bir-birini əvəz edən möhtəşəm, coşqun, kəskin ritmik və səmimi-lirik, Azərbaycan ənənəvi musiqisinə xas olan improvizasiyalı melodiyalardan istifadə etmişdir”. (Səfərova, 2018).

“Azərbaycan kapriçciosu” gərgin melodik tərzdə təqdim edilən çağırış xarakterli girişlə başlayır. Bu bölmədən etibarən bəstəkarın alətlərin səs çalarları, onların orkestrdə yerinin düzgün müəyyən olunması sahəsində bacarığı hiss olunmaqdadır. Başlanğıcda *sf* dinamikasının kiçik *crecendo* ilə *anidən ff* dinamikası ilə əvəz olunması gərginliyi daha da dramatikləşdirir. Bu üçhissəli formanın ilk bölməsini yetişdirir. Bölmə emosionaldır və bir-biri ilə çarpışan qüvvələri təmsil edir. Burada bir xalqın, vətən torpağı uğrunda əsrləri əhatə edən mübarizə ruhu, əzmi ifadə olunub. F.Əmirov ilk xanələrdən etibarən orkestr səslənməsinin möhtəşəmliyi ilə orkestr dilində mükəmməl elementlər kəşf edir. O, müxtəlif alətlərə tapşırılmış partiyaları həmin alətlərə məxsus ifa imkanları ilə zənginləşdirir. Bunun nəticəsində melodik və harmonik inkişaf müxtəlif emosional anların bir məcraya yönəlməsində əhəmiyyətli funksiyanı icra edir.

Nümunə 4.



“Azərbaycan kapriçiosu”nda lirik başlanğıc “Şüştər” məqamına əsaslanan melodiya ilə verilir. Sonrakı inkişaf pastoral elementləri daşıyaraq lirik tərzdə təbiət lövhələri yaradır. Orta bölmə lirik motivli olub, burda inkişaf geniş nəfəslidir. Onun melodiyasında bəstəkarın “Gözəlim sənsən” xalq mahnısı üçün işlədiyi instrumental girişin intonasiyaları hiss olunur. Üçüncü bölmədə başlanğıcda ifadə olunan emosional mübarizə ruhu təmin edilir. Əsərin dramaturgiyasında xalqın qəhrəmani keçmişi, dinc həyatı, bu dinc həyata kölgə salan yad qüvvələrə qarşı mübarizəsi, əsərin işıqlı sonluqla yekunlaşması ilə izah olunan gələcəyə inamı ifadə olunur.

“Azərbaycan qravürləri”nin təhlili

F.Əmirovun 1976-1979-cu illərdə yazdığı “Azərbaycan qravürləri” simfonik əsəri 3 hissədən ibarətdir. I hissə “Odun rəqsi”, II hissə “Gözəlim sənsən”, III hissə “Qobustanda” adlandırılmışdır. Əsər Böyük Simfonik orkestr üçün nəzərdə tutulmuşdur. I qravür “Odun rəqsi” həyat enerjisinin rəmzidir. Onun musiqisi temperamentlidir. II qravür “Gözəlim sənsən”də bəstəkar məhz ana vətənin gözəlliyini tərənnüm edir. Son qravürdə isə tarixi keçmişin səhifələrini vərəqləyən F.Əmirov keçmişə gələcəyin pəncərəsindən nəzər salır. Buna görə də əsər müasir həyatın ritmik əhval-ruhiyyəsi ilə nəfəs alır. Əsərdə “Azərbaycan kapriçiosu”nda ifadə etdiyi məzmunun davamını gətirən bəstəkar yenə rəngarəng mövzuları əhatə edən vahid dramaturji inkişaf nümayiş etdirir. Hər bir hissənin proqram başlığında təcəssüm olunan ideya məzmununu melodik zənginliklərlə, milli lad məqam əsası ilə dolğun harmonik dil ilə təqdim olunur. Əsərdə qədim dövrlərdə zərb aləti kimi istifadə olunan “Qavaldaş” səslənməsinin zərb xalq çalğı alətləri vasitəsilə imitasiya olunması, xalq mahnıları, rəqslərinin intonasiyalarından istifadə olunması milli üslubun vurğulanması baxımından əhəmiyyətlidir. Bəstəkar qravürlərin I hissəsində “Tərəkəmə” rəqsi, II hissəsi olan “Gözəlim sənsən” də eyni adlı xalq mahnısı üzərində qurduğu melodiylarla bütün kompozisiyada xalq ruhu, milli xarakter müəyyən edib.

Nümunə 5.



F.Əmirov yaradıcılığının dərin məzmunu onun peşəkar səviyyədə şifahi ənənəli musiqi janrlarından faydalanması ilə izah olunur. Bəstəkarın iri həcmli musiqili səhnə dramlarında bu cəhət daha parlaq şəkildə vurğulanmışdır. Bu cəhət Azərbaycanda ilk lirik-psixoloji opera olan “Sevil”də də öz inikasını tapır. C.Cabbarlının eyni adlı dramı əsasında yazılmış operanın mövzusu dövrünə görə olduqca aktual idi. Qadının mənəvi azadlığı, onun cəmiyyətdə bərabərhüquqlu vətəndaş kimi yer almağı uğrunda mübarizəsi operanın dramaturgiyasında aydın və güclü tonlarla işlənmişdir. Cəmiyyətin həyatına kölgə salan qaranlıq güclər, onlarla mübarizə fonunda köhnəliklə müasirliyin qarşıdurması bəstəkarın yaradıcılıq təxəyyülünün geniş imkanları ilə işlənilib. Operanın musiqisinin milli tonları, obrazlar dairəsinin güclü təfsiri şifahi ənənəli musiqili janrlarının rəngarəng intonasiya xüsusiyyətləri, xalq musiqisi, muğamların improvizasiya imkanları ilə dolğunlaşdırılıb.

## **METODOLOGİYASI**

Məlumatların toplanması və prinsiplərin araşdırılması.

Məqaləni yaratmaq üçün irəli sürülən nəzəriyyələr, təqdim olunan yol və üsullar, bu sahəyə töhfələr və müxtəlif ədəbiyyatlar araşdırılaraq, çoxsaylı məlumat mənbələri nəzərdən keçirilib. Məqalənin əsas hədəfi olan görkəmli Azərbaycan bəstəkarı F.Əmirovun “Nizami” simfoniyası, simfonik muğamları, “Azərbaycan” süitası, kapriççiosu və qravürləri təhlil edilərək not nümunələri ilə təqdim edilir.

Məqələdə hədəflənən prinsipləri və məqsədləri bir neçə bəndlə bu cür ifadə etmək olar.

1. F.Əmirovun yaradıcılığında xalq musiqisi, folklor nümunələrinin yeri və rolunu izah etmək. Bəstəkarın əsərlərinin milli-lad məqam əsasına aydınlıq gətirmək, onun milli lad və məqamlardan yaradıcı şəkildə bəhrələnmək imkanlarını araşdırmaq. F.Əmirovun yaradıcılığında fərdi üslub xüsusiyyətlərinin formalaşma prosesində xalq musiqisi nümunələrinin əhəmiyyətini vurğulamaq.
2. F.Əmirov tərəfindən şifahi ənənəli musiqi nümunələrinin öyrənilməsi, ayrı-ayrı muğamların nota köçürülməsi prosesinin bəstəkarın yaradıcılıq təfəkkürünə təsiri, bunun nəticəsində əsərlərdə özünəməxsus bəstəkarlıq imkanlarının təzahürünü vacib edən şərtləri qeyd etmək. Bunun üçün F.Əmirovun müxtəlif janrlarda yazdığı əsərlərin formatəşkili problemlərini, onların harmonik və melodik inkişafını, bu əsərlərdə lad- məqam əsasını, metro-ritmik xüsusiyyətləri, ifadə vasitələrini diqqətlə təhlil edərək, onlara aydınlıq gətirmək.
3. F.Əmirovun xalq musiqisi, muğam elementləri, aşıq havalarından istifadə etməsi nəticəsində fərdi yaradıcılıq üslubunda əldə etdiyi nailiyyətləri izah etmək.
4. F.Əmirovun xalq musiqisi, folklor nümunələrindən istifadə üsullarını araşdırmaq, musiqişünaslıq üçün maraqlı olan yeni elmi mülahizələrin ortaya atılması və nəticələrin əldə olunmasına nail olmaq.

## NƏTİCƏ VƏ MÜZAKİRƏ

F.Əmirov bədii yaradıcılıqda XX əsrin əvvəllərindən Ü.Hacıbəylinin musiqisində formalaşan ənənələri davam etdirən, öz təfəkkürü ilə bu ənənələri daha da dolğunlaşdıran bəstəkarlardandır. Onun yaradıcılıq təxəyyülünün çoxşaxəliyi məhz xalq musiqisi, şifahi ənənəli musiqi janrlarının diqqətlə mənimsənilərək, onlardan peşəkar səviyyədə istifadə edilməsi ilə izah olunur. Bəstəkarın əsərlərində bu zəngin mənbəyə xüsusi münasibət var. F.Əmirov dolğun obrazlı musiqili təfsirlərində fikirlərini orijinal şəkildə, lakonik ifadə tərzii ilə təcəssüm etdirmək üçün xalq musiqisi ünsürlərindən yaradıcı formada faydalanmışdır. F.Əmirov yaradıcılığının təməl prinsiplərindən olan xalq musiqisi intonasiyalarından yüksək səviyyədə faydalanmaq qabiliyyəti onun bütün əsərlərinin ideya məzmununu və dramaturgiyasında təzahür olunur. Məqalədə F.Əmirov yaradıcılığına bu istiqamətdən yanaşaraq əldə edilən mühüm nəticələrdən biri budur ki, xalq musiqisi, muğam intonasiyaları, ümumilikdə şifahi ənənəli musiqi janrları bəstəkar üçün yaradıcılıq təxəyyülünü geniş şəkildə ifadə etməyin bir vasitəsidir və o, bu zəngin mənbədən bəstəkarlıq üslubunun bütün tərəflərini ifadə etmək üçün bəhrələnmişdir.

F.Əmirov simfonik janrda yazdığı əsərlərində fərdi bəstəkarlıq üslubunun özünəməxsus forma xüsusiyyətlərini işləmişdir. Bu, ilk növbədə onun yaradıcılığının mahiyyətini üzə çıxaran mühüm cəhətdir. Bəstəkar şifahi ənənəli musiqi janrlarından faydalanaraq ümumilikdə bədii təfəkkürünün milli cəhətlərini vurğulamışdır. O, simfonik janr kimi əhəmiyyətli musiqili təfsirlərdə muğam elementləri ilə yeni kompozisiya üslubu nümayiş etdirərək, klassik Avropa musiqi janrında böyük yeniliyə imza atmış və simfonik muğamları ilə janrın spesifikasiyası, forması, janr xüsusiyyətlərini yenilənmiş, inkişaf perspektivliyini genişləndirmişdir.

F.Əmirov instrumental janrda yazdığı əsərlərində də milli lad-məqam əsası ilə müxtəlif emosiyalar, dolğun fikirlər zənciri təqdim edir. Xalq musiqisi bu kimi əsərlərdə bəstəkar üçün fikirlərin lakonik tərzdə ifadə olunmasında mühüm vasitə rolunda çıxış edir. Məqalədə əldə olunan maraqlı nəticələrdən biri də məhz budur ki, F.Əmirov böyük həcmli əsərlərdə olduğu kimi kiçik əsərlərində də şifahi ənənəli musiqi janrlarını musiqinin əsas ifadə vasitələrindən biri kimi təqdim edib. Bu əsərlərdə obrazı, ifadə etmək istədiyi fikirləri daha dolğun təcəssüm etdirmək üçün xalq musiqisi, folklor janrlarından bəhrələnib. O, eyni zamanda yaradıcılığının təməli hesab olunan “azərbaycançılıq” məfkurəsini geniş planda təqdim etmək üçün bu konsepsiyaya baş vurub.

Maraqlı cəhət budur ki, F.Əmirov şifahi ənənəli musiqi janrlarının spesifikasiyasından heç bir şişirtməyə yol vermədən, artıq detal işlətmədən yaradıcı şəkildə faydalanıb. O, obrazı hansı lad-məqam əsası ilə təqdim etməyi və ya hansı xalq mahnısının intonasiya xüsusiyyətləri ilə əsərin ideya məzmununu dolğunlaşdırmağı çox yaxşı bilib. Deməli xalq musiqisi bəstəkar yaradıcılığının əsasını təşkil etməklə yanaşı, onun əsərlərinin ideya məzmunu, dramaturgiyasının özünəməxsus tərzdə təqdim olunmasında mühüm vasitələrdən biridir. O, əsərlərində obrazın xarakteristikasının da müəyyən olunmasında bu vasitəyə üstünlük verir. Bu kimi cəhətlər onun musiqili səhnə dramalarında-“Sevil” operası, “Şur”, “Nəsimi dastanı” xoreoqrafik-poemaları, “Min bir gecə” baletində obrazların çoxplanlı inkişafını təmin edir.



Nəticədə bəstəkarın əsərlərinin obraz dairəsi bütün dramaturgiyanın inkişafının ayrı-ayrı komponentləri kimi daha mükəmməl xarakteristikaya malik olur.

Son olaraq qeyd etmək lazımdır ki, xalq musiqisi, folklor nümunələri, ümumilikdə şifahi ənənəli musiqi janrları F.Əmirovun əsərlərində zəngin melodiya zəncirinin yaradılması, milli üslubun vurğulanması, obrazlar dairəsinin çoxşaxəli inkişafının təmin edilməsi, onların spesifikasiyasının, əsərlərinin milli kimliyinin müəyyən olunması, daha qlobal fikirlərin lakonik şəkildə təcəssümündə əsas ifadə vasitələrindən biri olub, bəstəkarın yaradıcılıq konsepsiyasının mahiyyətini izah edərək, bu yaradıcılığın milli musiqi mədəniyyəti tarixində yeri və rolunu təyin edir.

## **ƏDƏBİYYATLAR**

1. Səfərova, Z. (2018). Azərbaycan musiqi tarixi III cild Bakı, “Elm”.
2. Nağıyev, T. (2007). Azərbaycan Milli Ensiklopediyası. Bakı, Azərbaycan Milli Ensiklopediyası Elm Mərkəzi.
3. Hacıbəyli, Ü. (2005). “Seçilmiş əsərləri” Bakı-“Şərq-Qərb”.
4. Hacıbəyli, Ü. (2014). “Azərbaycan xalq musiqisinin əsasları” Bakı.
5. Həsənova, C. (2004). Azərbaycan bəstəkarlarının əsərlərində milli ladların təzahürü : dərs vəsaiti Bakı, “Mars Print”.
6. Qasımova, S., Bağırov, N. (1984). “Azərbaycan musiqi ədəbiyyatı” Bakı, “Maarif”.
7. Qasımova, S., Abdullayeva, Z. (2004) “Fikrət Əmirov” Bakı, “Nağıl evi”.
8. İsayadə, Ə. (1990). Üzeyir Hacıbəyov haqqında söz. (Üzeyir Hacıbəyov haqqında seçilmiş xatirələr və məqalələr).

### **Rus dilində**

9. Мамедбеков, Д. (1964). «Фортепианный концерт на арабские темы Ф.Амирова и Э.Назировой» Баку, «Азгосиздательство».

### **Məqalələr**

10. Manafova, A. (2018.- 29 noyabr). “Fikrət Əmirov musiqisi: dogma və rəngarəng duyğular aləmi” 525-ci qəzet.

# FINANCIAL INTEGRATION AND MACROECONOMIC VOLATILITY

**Doç. Dr. S. Meral ÇAKICI**

Piri Reis Üniversitesi, İktisadi ve İdari Bilimler Fakültesi, Ekonomi ve Finans Bölümü  
İstanbul, Türkiye

ORCID ID: 0000-0003-4397-1133

## ABSTRACT

The main objective of this study is to investigate the relationship between financial integration and macroeconomic volatility. Financial integration refers to the process of unifying financial markets and financial institutions in order to create a united global financial system. Financial integration is a complex and multidimensional concept that involves reduction or removal of barriers and restrictions constraining capital flows across borders. Macroeconomic volatility captures fluctuations in the price level and the nominal exchange rate. Through enhancing market efficiency by reducing transaction costs and increasing liquidity as well as providing a larger pool of investment opportunities for investors, financial integration leads to a better allocation of resources and higher economic growth. The association between financial integration and macroeconomic volatility exhibits controversial characteristics for different countries and time periods. The implications of varying degrees of financial integration for macroeconomic volatility depend on both country-specific features and international factors affecting the global economy. In countries with high levels of financial development, increasing financial integration seems to reduce macroeconomic volatility. During periods of instability in international financial markets, higher degrees of financial integration tend to have adverse effects on macroeconomic volatility, especially in emerging economies. This study contributes to the existing literature through providing a comprehensive evaluation of the connection between financial integration and macroeconomic volatility.

**Keywords:** financial integration, macroeconomic volatility, global financial system

## 1. INTRODUCTION

Financial integration has been investigated extensively in the literature in terms of its determinants, consequences and relationship with key macroeconomic and financial variables including output, consumption, investment, interest rates and exchange rates. Financial integration is a complex and multidimensional concept that refers to the process of unifying financial markets and financial institutions in order to create a united global financial system. Reduction or removal of barriers and restrictions constraining capital flows across international borders as well as increasing information sharing among financial institutions in different economies constitute main components of financial integration. This study analyzes the implications of varying degrees of financial integration for macroeconomic volatility,

which depend on both country-specific features and international factors affecting the global economy.

The literature on financial integration involves both theoretical and empirical studies that focus on different aspects of financial integration. Kose et al. (2003) examine the effects of financial integration on macroeconomic volatility for a large sample of developing and developed economies covering the period from 1960 to 1999. The authors find that the volatility of output growth has declined in the 1990s relative to the earlier decades while the volatility of consumption growth has increased for financially more integrated developing countries in the 1990s. It is also shown that rising financial openness is associated with increasing relative volatility of consumption up to a certain threshold, beyond which the benefits of financial integration in the form of improved consumption-smoothing and risk-sharing possibilities take place. In another study, Lane and Milesi-Ferretti (2003) investigate the dynamics of international financial integration using data on the amount and the composition of foreign assets and liabilities for a sample of industrial countries. Growth in goods trade and stock market capitalization are identified by the authors as key co-variates of the growth in the scale of international balance sheets. Schindler (2009) introduces a new panel data set containing measures of de jure restrictions on cross-border financial transactions for a sample of 91 countries covering the 1995-2005 period. The structure of the data set allows for the construction of several different subindices for individual asset categories, capital inflows and outflows as well as categorizations of economic agents carrying out the financial transactions.

Macroeconomic volatility has also been studied comprehensively in the literature. Loayza et al. (2007) provide an overview of the literature on macroeconomic volatility in developing countries, focusing on causes and consequences. The authors also examine the welfare and growth costs of macroeconomic volatility, the association between macroeconomic volatility and crises as well as the management of macroeconomic volatility. In another study, Karras (2006) investigates the effects of trade openness on macroeconomic volatility using two data sets; one consisting of 56 countries covering the period from 1951 to 1998 and another consisting of 105 countries covering the period from 1960 to 1997. Trade openness is found to have a negative, sizable and generally statistically significant effect on the variability of output, consumption, investment and exchange rate, when its effect is estimated jointly with economic size. Collard et al. (2017) analyze the implications of government size for macroeconomic volatility in a standard New-Keynesian model with multiple shocks. It is shown that increasing government size mitigates volatility caused by technology, preference, mark-up and monetary policy shocks, but amplifies volatility resulting from expenditure shocks.

This study contributes to the existing literature through providing a comprehensive evaluation of the connection between financial integration and macroeconomic volatility. The association between financial integration and macroeconomic volatility exhibits controversial characteristics for different countries and time periods. The implications of varying degrees of financial integration for macroeconomic volatility depend on both country-specific features and international factors affecting the global economy. In countries with high levels of

financial development, increasing financial integration seems to reduce macroeconomic volatility. During periods of instability in international financial markets, higher degrees of financial integration tend to have adverse effects on macroeconomic volatility, especially in emerging economies.

## 2. METHODOLOGY

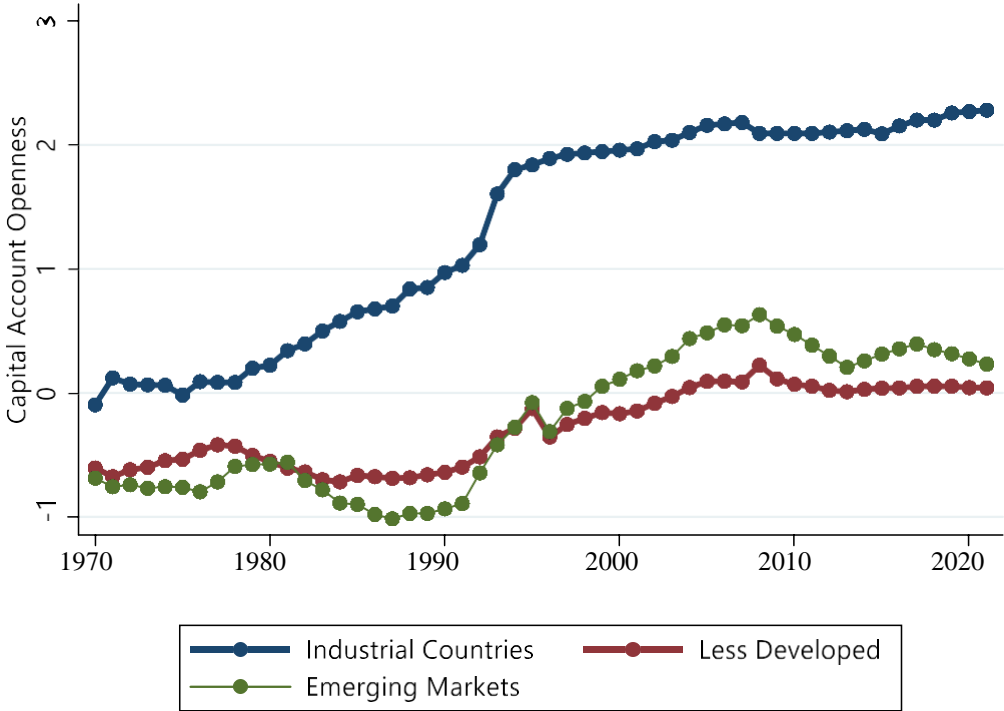
Financial integration is measured in this study by the so-called “financial openness” variable that represents the degree of capital account openness in an economy. The Chinn-Ito Financial Openness Index created by Chinn and Ito (2006) is used to capture varying degrees of financial integration. The Chinn-Ito index, also known as KAOPEN, is based on the binary dummy variables that codify the tabulation of restrictions on cross-border financial transactions presented in the Annual Report on Exchange Arrangements and Exchange Restrictions (AREAER) provided by the IMF.

Macroeconomic volatility captures fluctuations in the price level and the nominal exchange rate. Data for the price level and the nominal exchange rate covering the period from 1990 to 2019 are taken from the FRED Database provided by the Federal Reserve Bank of St. Louis. More precisely, price volatility is measured by the percentage change in consumer prices while data on national currency units per U.S. dollar is used for exchange rate volatility. The analyses are carried out for two samples; one consisting of advanced countries and the other involving emerging and less developed countries. The selection of the countries in both samples is made based on the degrees of financial integration of the countries determined by the KAOPEN index. To be more specific, those countries with the highest degree of financial integration, represented by the highest value of the KAOPEN index, are included in the sample of advanced countries while those countries with relatively lower degrees of financial integration, denoted by lower values of the KAOPEN index, are selected for the sample of emerging and less developed countries. Germany, the United Kingdom, Canada and Switzerland constitute the group of advanced countries whereas Turkey, South Africa, Fiji and Ethiopia take place in the group of emerging and less developed countries.

Figure 1 presents the development of the KAOPEN index for different income groups of countries. Advanced countries exhibit increasing levels of financial openness that are also significantly higher than those in emerging and less developed countries for the entire period from 1970 to 2021. According to this graphical illustration of financial openness, advanced countries are financially more integrated than emerging and less developed countries. Figure 2 depicts the price volatility in advanced countries while Figure 3 shows the price volatility in emerging and less developed countries. It can be seen that the price volatility, measured by the inflation rate, is lower in advanced countries in comparison to emerging and less developed countries. More precisely, the inflation rate moves roughly between 0 and 4 percent in advanced countries whereas the interval is significantly larger for emerging and less developed countries. The inflation rate fluctuates between 0 and 20 percent in emerging and less developed countries for most of the time period while some dramatic rises and falls are observed for Turkey and Ethiopia.

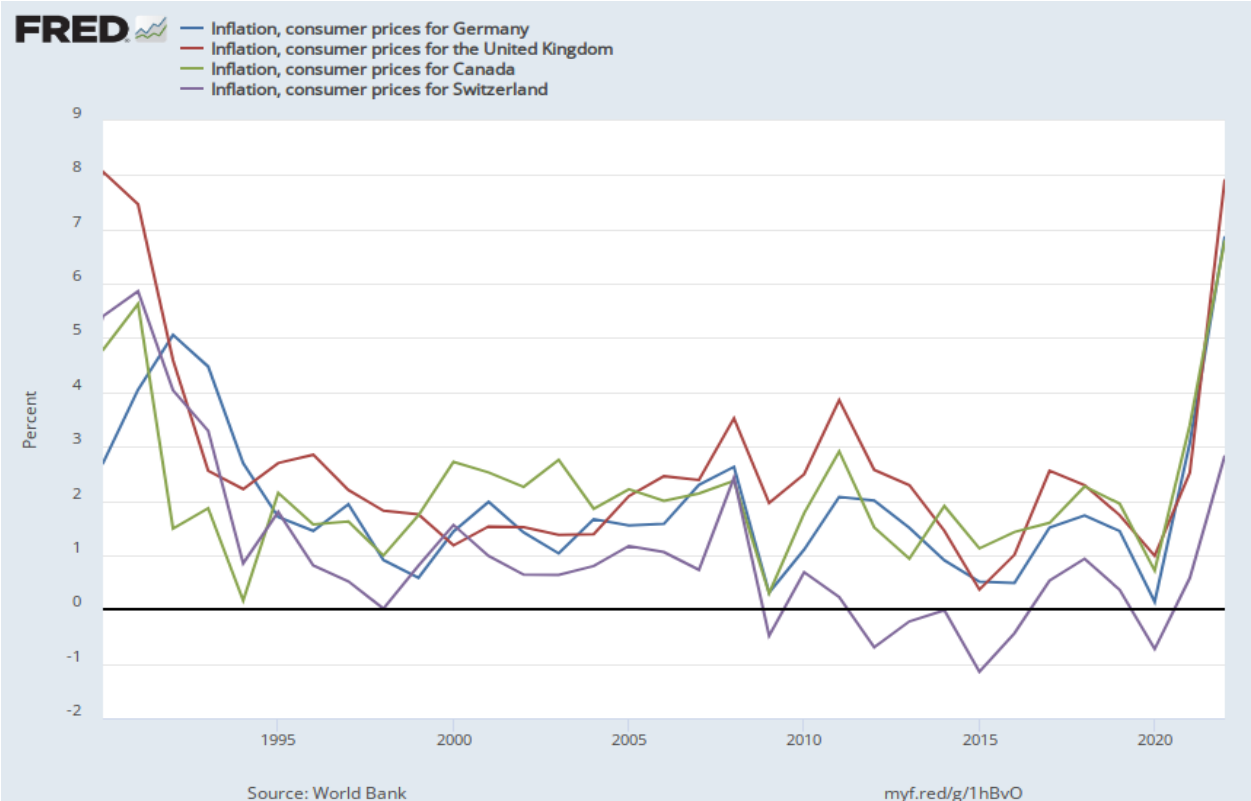
Exchange rate volatility is illustrated in Figure 4 for advanced countries and in Figure 5 for emerging and less developed countries. At first sight, exchange rate volatility appears to be higher in advanced countries in comparison to emerging and less developed countries. However, this illusion occurs only when the difference in the scales on the vertical axes is ignored. It can be seen that the exchange rates in advanced countries fluctuate between 0 and 2 while the exchange rates in emerging and less developed countries move between 0 and 30. A closer look at Figure 5 might be useful to see that exchange rate volatility is actually higher in emerging and less developed countries than in advanced countries. Figure 6 presents the exchange rate volatility in Fiji for the same time period from 1990 to 2019. The high volatility of the exchange rate in Fiji, which cannot be determined in Figure 5, is clear due to the fact that the scale on the vertical axis is from 1.4 to 2.3.

**Figure 1: Development of KAOPEN for Different Income Groups, 1970 – 2021**

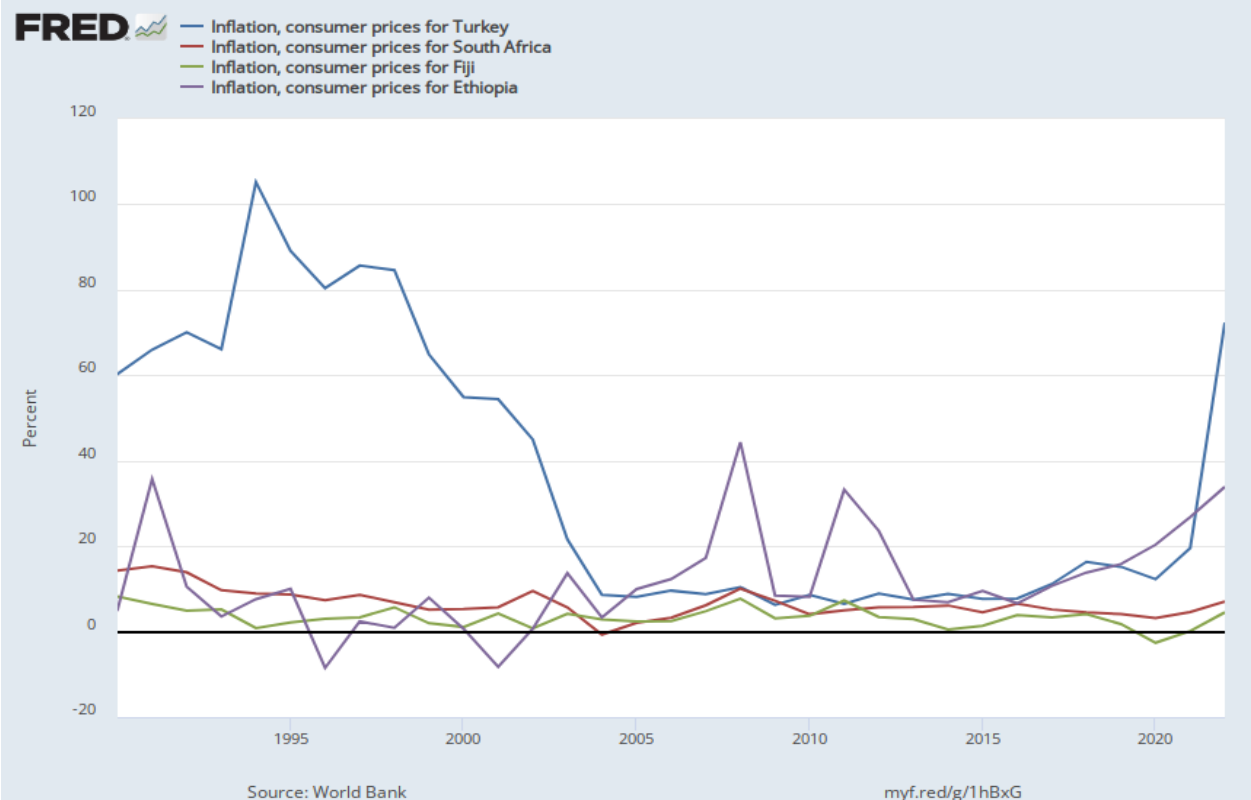


**Source:** “Notes on the Chinn-Ito Financial Openness Index” by Chinn and Ito (2023).

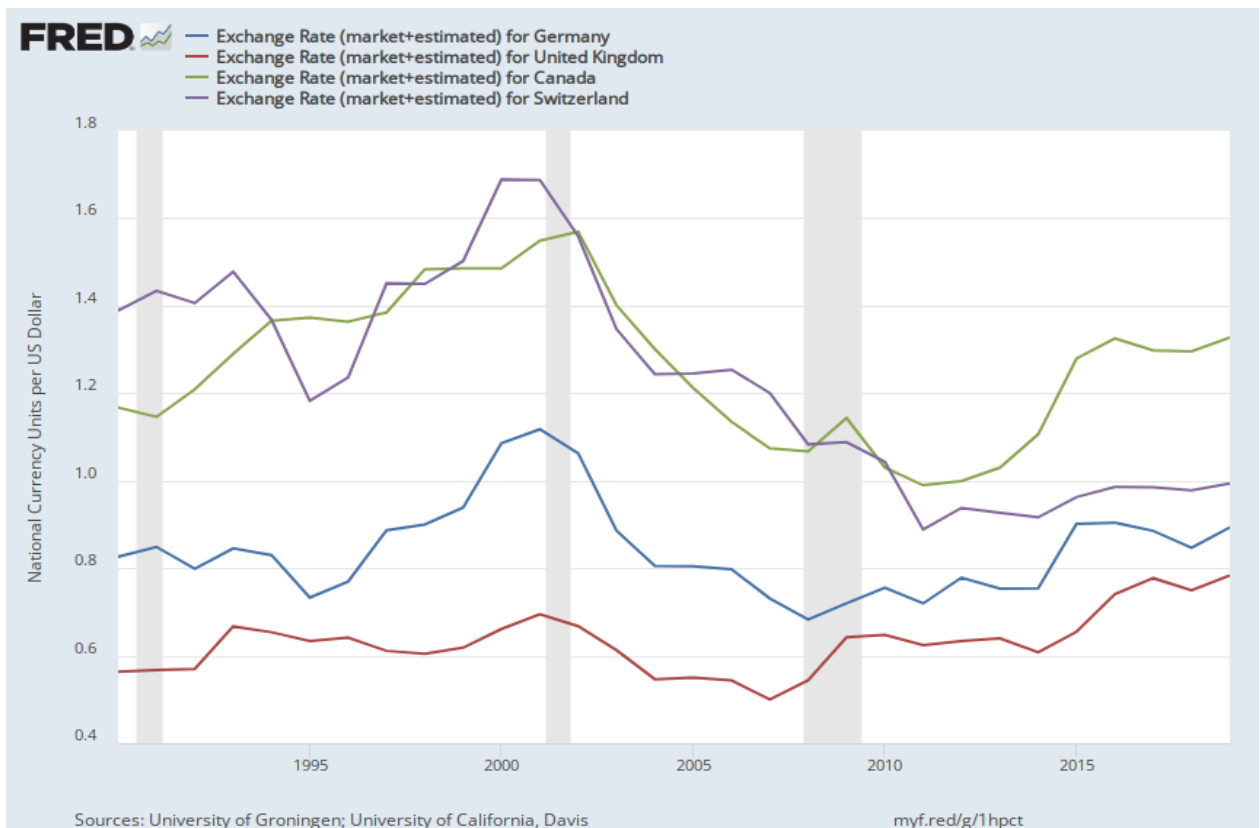
**Figure 2: Price Volatility – Advanced Countries, 1990-2019**



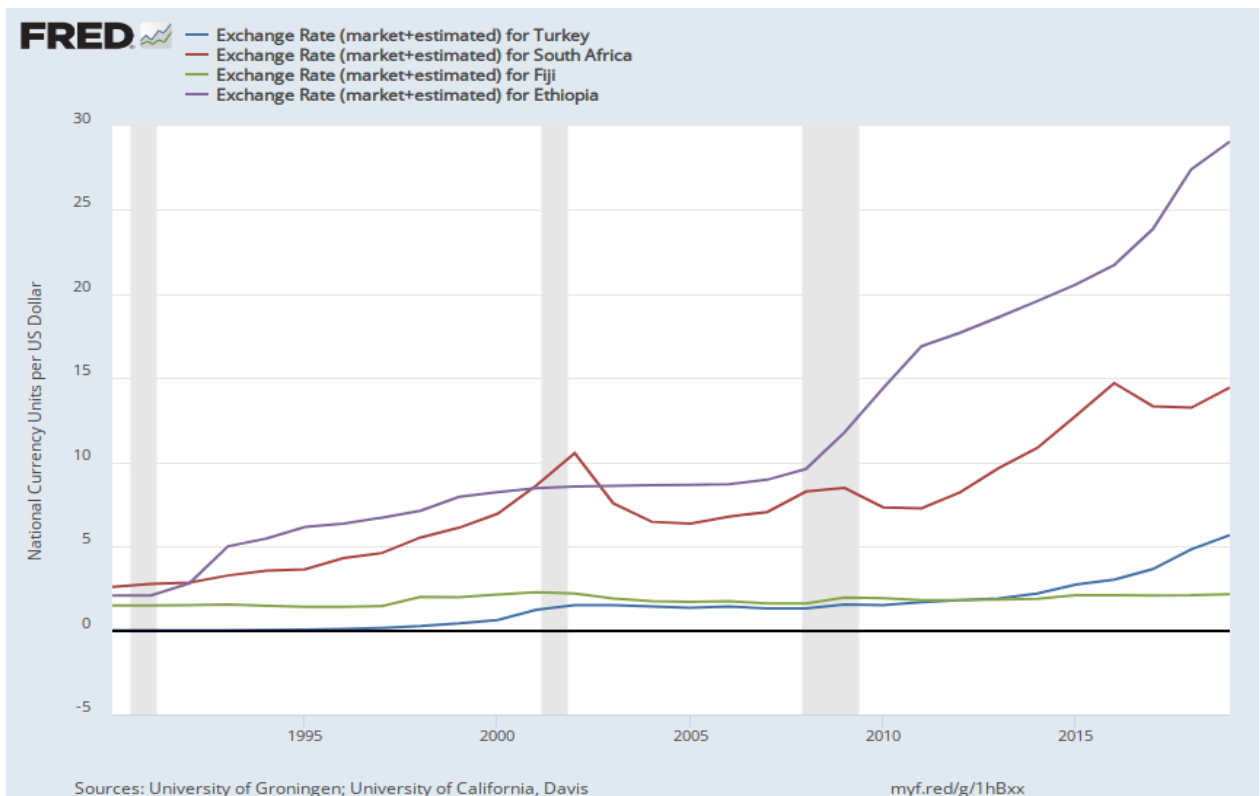
**Figure 3: Price Volatility – Emerging and Less Developed Countries, 1990-2019**



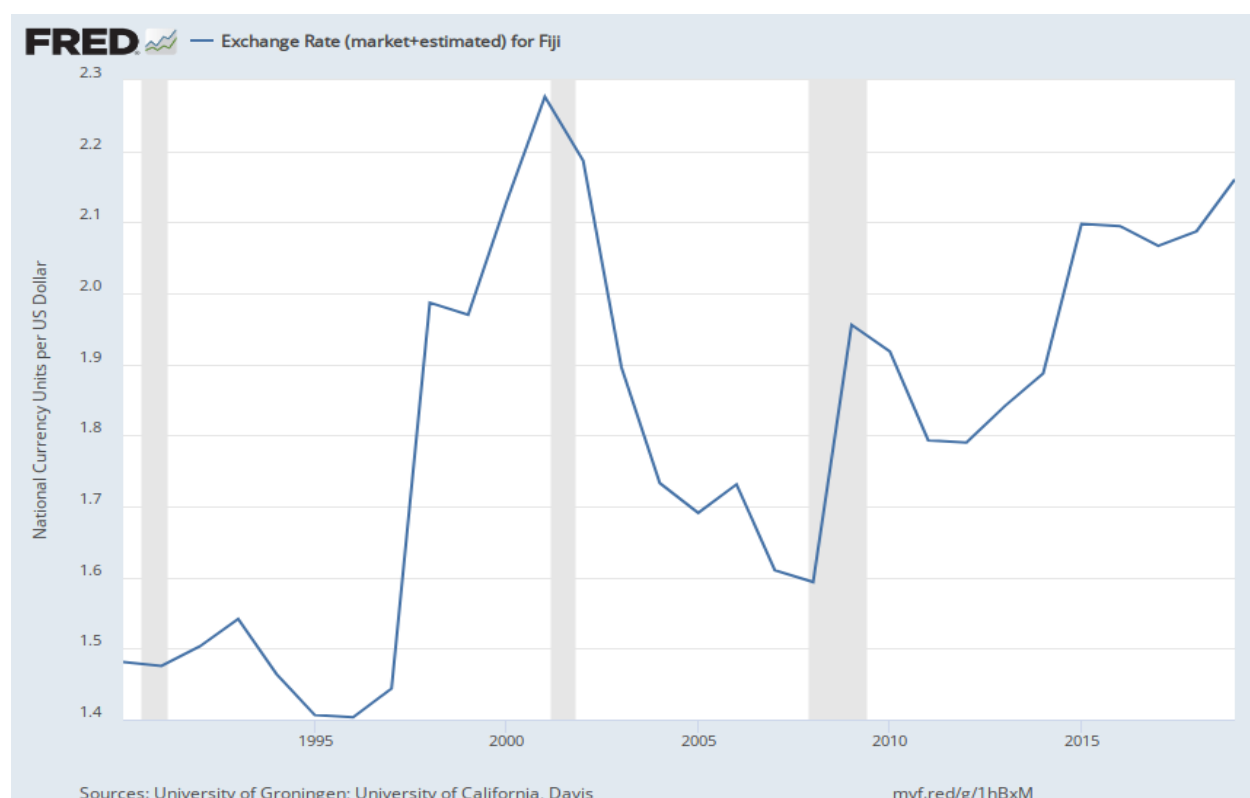
**Figure 4: Nominal Exchange Rate Volatility – Advanced Countries, 1990-2019**



**Figure 5: Nominal Exchange Rate Volatility – Emerging and Less Developed Countries, 1990-2019**



**Figure 6: Nominal Exchange Rate Volatility – Fiji, 1990-2019**



### 3. CONCLUSION

Financial integration leads to a better allocation of resources and higher economic growth through enhancing market efficiency by reducing transaction costs and increasing liquidity as well as providing a larger pool of investment opportunities for investors. The association between financial integration and macroeconomic volatility, however, exhibits controversial characteristics for different countries and time periods. The implications of varying degrees of financial integration for macroeconomic volatility depend on both country-specific features and international factors affecting the global economy. In countries with high levels of financial development, increasing financial integration seems to reduce macroeconomic volatility. During periods of instability in international financial markets, higher degrees of financial integration tend to have adverse effects on macroeconomic volatility, especially in emerging economies. This study contributes to the existing literature through providing a comprehensive evaluation of the connection between financial integration and macroeconomic volatility.

### REFERENCES

- Chinn, M. D. and H. Ito (2006). What Matters for Financial Development? Capital Controls, Institutions and Interactions. *Journal of Development Economics*, 81, 163-192.
- Chinn, M. D. and H. Ito (2023). Notes on the Chinn-Ito Financial Openness Index. [https://web.pdx.edu/~ito/Readme\\_kaopen2021.pdf](https://web.pdx.edu/~ito/Readme_kaopen2021.pdf)
- Collard, F., H. Dellas and G. Tavlak (2017). Government Size and Macroeconomic Volatility. *Economica*, 84, 797-819.



Karras, G. (2006). Trade Openness, Economic Size, and Macroeconomic Volatility: Theory and Empirical Evidence. *Journal of Economic Integration*, 21, 254-272.

Kose, M. A., E. S. Prasad and M. E. Terrones (2003). Financial Integration and Macroeconomic Volatility. *IMF Staff Papers*, 50, 119-142.

Lane, P. R. and G. M. Milesi-Ferretti (2003). International Financial Integration. *IMF Staff Papers*, 50, 82-113.

Loayza, N. V., R. Ranciere, L. Serven and J. Ventura (2007). Macroeconomic Volatility and Welfare in Developing Countries: An Introduction. *World Bank Economic Review*, 21, 343-357.

Schindler, M. (2009). Measuring Financial Integration: A New Data Set. *IMF Staff Papers*, 56, 222-238.

# TRANSFORMATION AND REUSE OF HISTORICAL WATER TOWERS WITHIN THE SCOPE OF INDUSTRIAL HERITAGE

## TARİHİ NİTELİKTEKİ SU KULELERİNİN ENDÜSTRİYEL MİRAS KAPSAMINDA DÖNÜŞÜMÜ VE YENİDEN İŞLEVLENDİRİLMESİ

**Dr. Öğretim Üyesi Zeynep Kerem ÖZTÜRK**

İstanbul Sabahattin Zaim Üniversitesi, Mimarlık Fakültesi

**Bilge TUTAR**

İstanbul Sabahattin Zaim Üniversitesi Doktora Öğrencisi

### ÖZET

Endüstriyel mirasın korunması ve yeniden kullanımı, sürdürülebilir kentsel gelişim açısından temel bir öneme sahiptir ve kültürel mirasın gelecek nesillere etkin bir şekilde aktarılmasının zorunluluğunu ortaya koymaktadır. Su kuleleri mimari, kültürel, sosyal bir perspektiften ele alındığında, kentsel doku içinde görsellikleri, endüstri devriminden günümüze kadar temel işlevlerinin dışında farklı işlevler sunabilen esnek yapılar olarak karşımıza çıkmaktadır. Bu çalışmada, su kulelerinin geometrik formları ve tipolojik çeşitliliğine, mimari gelişimine odaklanılarak, şehir silüetleri içerisindeki estetik değerleri ve kentsel kimlik üzerindeki etkileri incelenmektedir. Yeniden işlevlendirme sürecinde, bu örneklerde en çok turizm, konut ve ticari işlevler olarak sınıflandırıldığı tespit edilmiş, endüstriyel mirasın sadece geçmişin bir kalıntısı olmaktan ziyade, şehirlerin geleceğine dinamik ve işlevsel bir katkıda bulunan bir unsur olduğu görülmüştür. Kapsamlı bir yaklaşım benimsenen çalışmada, su kulelerinin tarihsel gelişimine yönelik ayrıntılı bir literatür taraması ile başlanılarak, farklı ülkelerden seçilen su kuleleri örneklerinin yapısal özellikleri, malzeme kullanımı, form ve estetik yaklaşımlarına detaylı bir inceleme yapılmıştır. Endüstriyel miras kapsamında yeniden işlevlendirilerek farklı fonksiyonlarla kullanıma sunulan örneklem su kuleleri, yazılı literatür ve elektronik kaynaklara dayanılarak analiz edilmiş, orijinal işlevlerin yeni kullanımlara geçişinin ve bu dönüşümlerin kentsel dokuya ve sosyal yaşama etkileri değerlendirilmiştir. Çalışmanın bulguları, sistemli bir şekilde sunularak bir analiz tablosu aracılığıyla özetlenmiştir. Endüstriyel mirasın korunması ve yeniden işlevlendirilmesine yönelik gelecekteki çalışmalar için önemli veriler sağlanması ve bu tür yapıların şehirlere nasıl entegre edilebileceğine dair stratejik bir rehberi tartışmaya açmaktadır. Küresel ısınma, doğanın tahribi ve bilinçsizce su kaynaklarının tüketimi sonucunda suyun varlığının sürdürülebilirliği gün geçtikçe önem kazanmaktadır. Bu bağlamda, su kuleleri yapısal anlamda işlevleri değişse dahi, her birisi işaret-landmark öğeleri olarak kentsel mekanda yer aldığı, suyun hayati öneminin hatırlanmasında yardımcı olacaktır.

**Anahtar Kelimeler:** Endüstriyel ve Kültürel Miras, Su Kuleleri, Yeniden İşlevlendirme, Sürdürülebilir Kentsel Gelişim

## ABSTRACT

The preservation and reuse of industrial heritage are fundamental for sustainable urban development and the effective transmission of cultural heritage to future generations. Water towers, when considered from architectural, cultural, and social perspectives, emerge as flexible structures within the urban fabric, offering aesthetic values and various functions beyond their original purposes since the Industrial Revolution. This study focuses on the geometric forms and typological diversity of water towers, examining their architectural evolution and the impact on city skylines and urban identity. In the repurposing process, these examples were predominantly categorized as tourism, residential, and commercial functions, highlighting the role of industrial heritage as a dynamic and functional contributor to the future of cities. This research, adopting a comprehensive approach, starts with an in-depth literature review of water towers' historical development, followed by a detailed examination of the structural features, material use, forms, and aesthetic approaches of selected examples from different countries. These repurposed water towers, analyzed based on written literature and electronic sources, assess the transition of their original functions to new uses and the impacts of these transformations on urban fabric and social life. The findings are systematically presented and summarized through an analysis table. The study opens up a discussion on providing significant data for future work on the preservation and repurposing of industrial heritage and how these structures can be integrated into cities. With global warming, environmental degradation, and the unconscious consumption of water resources, the sustainability of water's existence is becoming increasingly important. In this context, water towers, even as their functional roles change, will assist in reminding us of the vital importance of water when they stand as landmark elements in urban spaces.

**Keywords:** Industrial and Cultural Heritage, Water Towers, Repurposing, Sustainable Urban Development

## 1. GİRİŞ

Endüstriyel mirasın korunması ve yeniden kullanımı, sürdürülebilir kentleşme ve kültürel mirasın gelecek nesillere aktarılması açısından önemli bir alan olarak öne çıkmaktadır. Bu bağlamda, "Tarihi Nitelikteki Su Kulelerinin Endüstriyel Miras Kapsamında Dönüşümü ve Yeniden İşlevlendirme" başlıklı çalışmamız, Avrupa'daki dokuz özgün su kulesini hem mimari hem de sosyal açıdan ele almakta ve bu yapıların çağdaş şehir dokusuna entegrasyonunu detaylı bir şekilde incelemektedir. Bu yapıların her biri, endüstriyel devrimin belirgin sembollerinden biri olarak, şehirlerin su ihtiyacını karşılamak üzere inşa edilmiş ve zaman içinde farklı işlevlerle yeniden şekillendirilmişlerdir.

Bu çalışma, su kulelerinin geometrik ve zamansal gelişimini, onların tipolojik çeşitliliğini ve bu yapıların mimari karakteristiklerinin nasıl evirildiğini aydınlatmaktadır. İşlevselliğin ötesinde, bu kulelerin şehir silüetlerindeki estetik yönüne ve kentsel kimlikteki rolüne vurgu

yapılmaktadır. Yeniden işlevlendirme sürecinde, turistik, konut ve ticari işlevler açısından kategorize edilen bu örnekler, endüstriyel mirasın sadece korunması gereken bir geçmiş değil, aynı zamanda şehirlerin geleceğine katkıda bulunabilecek canlı ve işlevsel mekanlar olarak değerlendirilmektedir.

Bu çalışmanın, kentsel planlama, mimarlık, şehir sosyolojisi ve tarih disiplinlerinde çalışan araştırmacılar ile kent yöneticileri, mimarlar, şehir plancıları ve koruma uzmanları için bir referans kaynağı olması ve endüstriyel mirasın geleceğinin şekillendirilmesine ışık tutması amaçlanmaktadır.

## 1.1 MATERYAL VE YÖNTEM

Çalışmanın metot ve materyal bölümünde, endüstriyel miras olarak su kulelerinin yeniden işlevlendirilmesine yönelik kapsamlı bir yaklaşım benimsenmiştir. Araştırmanın ilk aşamasında, su kulelerinin tarihi gelişimi üzerine derinlemesine bir literatür taraması gerçekleştirilmiştir. Bu tarama, su kulelerinin kökenlerinden başlayarak, sanayi devriminin getirdiği yeniliklere ve günümüzdeki miras değerlerine kadar uzanan geniş bir spektrumu kapsamaktadır. Elde edilen bilgiler, bu yapıların tarihsel önemini ve toplumlar üzerindeki etkilerini belirginleştirmekte, ayrıca şehirlerin su yönetimi ve kentsel gelişimine dair değerli iç görüler sunmaktadır.

İkinci aşamada, mevcut su kulelerinin tipolojik çeşitliliğini belirlemek için detaylı bir literatür taraması yapılmıştır. Bu tarama, farklı zaman dilimlerinde inşa edilen su kulelerinin mimari ve fonksiyonel özelliklerini sınıflandırmak amacıyla, çeşitli kaynaklar ve mimari analizlerden yararlanılarak oluşturulmuştur. Araştırma, bu tipolojik çeşitliliği, kulelerin yapısal özellikleri, malzeme kullanımı, form ve estetik anlayışları açısından değerlendirmektedir.

Bu tipolojiler ışığında, endüstriyel miras kapsamında çeşitli işlevlere dönüştürülmüş olan örnek su kuleleri seçilmiştir. Seçilen her bir su kulesi, literatür ve internet kaynaklarından elde edilen bilgilerle detaylı bir biçimde incelenmiştir. Bu incelemeler sırasında, kulelerin orijinal işlevlerinden turistik, konut ve ticari gibi yeni işlevlere geçiş süreçleri, bu dönüşümlerin şehir dokusuna ve sosyal yaşama etkileri ele alınmıştır.

Toplanan tüm veriler, araştırmanın bulgular bölümünde sistematik bir şekilde sunulmakta ve elde edilen bilgiler bir analiz tablosu aracılığıyla özetlenmektedir. Bu analitik çerçeve, endüstriyel mirasın korunması ve yeniden işlevlendirilmesine ilişkin gelecek çalışmalar için önemli veriler sağlayarak bu tür yapıların şehirlere nasıl entegre edilebileceğine dair stratejik bir rehber ortaya koymaktadır. Araştırma metodolojisi, multidisipliner bir yaklaşımla hem teorik hem de uygulamalı bilgileri bir araya getirerek, su kulelerinin dönüşüm süreçlerini anlamak için bir çerçeve oluşturmaktadır. Kentsel alanlarda endüstriyel ve kültürel mirasın korunma sürecinde, mimarideki sürdürülebilirlik bağlamında çeşitli çözümler üretilebileceğinin de göstergesidir.

## 2. TARİHİ NİTELİKTEKİ SU KULELERİ VE ENDÜSTRİYEL MİRAS

Endüstriyel yapılar, dönemin teknolojisini, mekanları ve üretim ilişkilerini temsil eden önemli yapılar arasında yer almaktadır. Terk edilmiş çeşitli endüstriyel yapılar, geçmişin bir parçasını temsil ederken aynı zamanda aidiyet, toplumsal diyalog ve eğitim gibi çeşitli konulara da işaret etmektedir. Su kuleleri, kütle-hacim oranları, mekân çözümleri ve kullanılan malzemeler açısından endüstrinin bir alt yapı ürünü olarak öne çıkmaktadır. Kullanılmayan ve terk edilen su kuleleri, çevreleri tarafından genellikle bakımsız ve tehlikeli olarak algılanabilir. Bu tür yapılar, sadece eski teknolojinin kalıntıları olarak kalmak yerine, çevresel nitelikleri ve kendine özgü potansiyelleri göz önünde bulundurularak yeni bir işlev kazandırılmaktadır. İnşa edildikleri dönemin teknolojik yansımalarını taşıyan bu yapıların strüktürel, mimari ve estetik özellikleri korunarak yeni bir kullanım alanı yaratılması önemlidir. Tarihi değeri yüksek olan bu su kulelerinin korunması ve kullanımının sürdürülmesi, yeniden kullanıma uygun hale getirilerek sağlanan önemli bir stratejidir. (Eyüboğlu & Faiz Büyükçam, 2023, s. 1252)

### 2.1 SU KULELERİNİN TANIMI



**Resim 1.** *Castellum aquae, Nîmes, Fransa* (URL-1)

Su kuleleri, içme suyu dağıtım sisteminde basınç oluşturmak için yeterli yükseklikte inşa edilmiş bir su tankını destekleyen yüksek bir yapıdır ve genelde yangın anında acil su temini için depolama amaçlı tasarlanmıştır. Su kuleleri genellikle yer altı veya yüzeydeki servis rezervuarları ile çalışır, bu rezervuarlar işlemde geçirilmiş suyun kullanılacağı yere yakın bir yerde depolar. Diğer su kulesi türleri, sadece yangın koruması veya endüstriyel amaçlar için ham (içilemez) su depolayabilir ve her zaman bir su kaynağına bağlı

olmayabilir. Tarih boyunca farklı yerleşimlerde farklı amaç ve sistemlerle inşa edilmiş su kulelerine rastlanmaktadır.

Roma İmparatorluğu döneminde, *castellum aquae* kelimesi, zemin seviyesinde veya üzerinde bir su kemeri ile beslenen su tankları anlamına gelmekteydi. Roma'nın su kemerleri suyu uzak kaynaklardan şehirlere taşıyan sistemlerden oluşmaktadır ve bu suların depolanması ve dağıtılması için yüksek yerleştirilmiş su kuleleri kullanılmıştır (Cercleux, t.y., s. 4).

Orta çağa gelindiğinde özellikle kalelerde ve savunma amaçlı yerleşim bölgelerinde su kuleleri inşa edilmiştir. Avrupa'nın yeniden inşa dönemlerinde de su kuleleri şehrin su ihtiyaçlarını karşılamak için kullanılmıştır. Literatüre su kulesi ifadesi Fransızca dilinden 1704 gibi erken bir tarihte girmiştir (Cercleux, t.y., s. 4). 19.yüzyılın ortalarında başlayan sanayi devrimi ile su kulelerinin yapımı endüstriyel bölgelerde daha yaygın hale gelmiştir. Özellikle demiryolu hatları üzerine buharlı lokomotiflerin su ikmali için su kulelerinin inşaatı yapılmıştır. 20.

yüzyılın ortalarına doğru su kuleleri sadece işlevsel bir yapı olmaktan çıkmış, estetik ve mimari bir ifade olarak kültürel miras yapılarına dönüşmüşlerdir.

Su kuleleri endüstriyel miras varlıkları olarak "su hizmetleri" kategorisinde kabul edilmiştir (Nijhof, 1993; Gabor-Szabo, 2010) (County Clare Endüstriyel Miras İncelemesi, 2003). Su kuleleri, Uluslararası Teknik Miras Koruma Komitesi (TICCIH) tarafından oluşturulan endüstriyel mirasın tanımına göre, "tarihsel, teknolojik, sosyal, mimari ve bilimsel değere sahip endüstriyel kültür kalıntıları" kategorisine girmiştir (Cercleux, t.y., s. 4).

## 2.2 SU KULELERİNİN TARİHSEL GELİŞİMİ

Su kuleleri tipolojisinin kökeni, Roma su kemer sisteminde temel bir unsur olarak ilk yüzyıla kadar uzanır. Yüksek konumlu bir su rezervuarı olarak, su kemerleri aracılığıyla taşınan suyu şehrin ihtiyaçlarına göre depolamak ve farklı bölgelere dağıtmak için kullanılmıştır. O zamandan beri su kuleleri tarihsel süreç içinde ihtiyaçların, teknik gelişmelerin ve değişen estetik tercihlerin etkisiyle tipoloji çeşitliliği bakımından evrim geçirmiştir.



*Resim 1. Chama, New Mexico'daki Cumbres ve Toltec Demiryolu boyunca bir su deposu, 2006 (URL-2)*

tasarım olarak ahşap şeritlerle kaplı dökme demir su rezervuarlarıydı. Ancak Birinci Dünya Savaşı'ndan sonra, su kuleleri kentsel alanlarda giderek daha fazla inşa edilmeye başladığında, işlevlerinin yanında fiziksel görünümlerine daha fazla vurgu yapılmıştır. Tuğla işçiliğinde renk ve desen çeşitlilikleri öne çıkmış, daha sonra şekil ve yapı malzemesinde de çeşitlilikler görülmeye başlanmıştır. Şehirlerin mimarisi ile bir bütünlük oluşturmaya çalışılan su kulelerinin yapımında, kent peyzajına da uyum sağlamasına özen gösterilmiştir (Donn & Plevoets, t.y., s. 96).

Yirminci yüzyılın ikinci yarısında, su kulelerinin tipolojisinin gelişimi farklılaşmıştır. Bir yanda, banliyö ve kırsal konut alanlarının artan nüfusu nedeni ile su kulelerine söz konusu bölgelerde de ihtiyaç arttığından bu alanlara yapısal ve doku bütünlüğü bağlamında entegre edilmeleri gerekmiştir. Tipolojinin gelişiminde doğal peyzajın önemine odaklanan bir trend gelişmiştir. Kamufraj olarak isimlendirilen bu trendde doğal taştan rustik bir tarzda inşa edilen

On dokuzuncu yüzyıl boyunca, endüstriyel devrim bağlamında su kuleleri, endüstriyel bölgelerde ve altyapısında önemli bir rol oynamıştır. Örneğin, su kuleleri buharlı trenlere su sağlamak amacıyla demiryollarına yakın inşa edilmiştir. O tarihlerde, su kuleleri, tuğla yapıdan yapılmış bir yapı üzerinde dökme demir malzemenin basit ve fonksiyonel yapılarıdır. Başlangıçta su kulelerinin şekli ve görünümü işlevlerine uygun olmayıp,

su kuleleri doğal peyzaja daha iyi entegre olacak şekillerde tasarlanmış ve çoğu zaman manzarayı bozmamak için doğal malzemeler kullanılmıştır. Dikey bir sütun yapısı ile gerçek işlevinden uzaklaşan su kuleleri daha çok kırsal kesime hitap etmiştir. Bu sütun şeklinde yapıya sahip su kuleleri, tabanı için kullanılan malzemenin büyük miktarından dolayı daha pahalı olmuş, bu nedenle de bu tip kısa sürede daha az popüler hale gelmiştir. Diğer yandan, kırsal ve kentsel manzaraların yanı sıra, su kuleleri sıkça endüstriyel alanlarda da kullanılmıştır. Endüstriyel bölgelerde su kuleleri minimum malzeme ile çelikten yapılmıştır. Bazı özelleştirilmiş endüstriyel sitelerde küresel şekilli su kuleleri, o yıllarda garip bir nesne olarak karakterize edilmiştir.



**Resim 3.** *Lusk, Wyoming demiryolu raylarının ahşap su deposu (URL-3)*



**Resim 4.** *Su kulesi- Duisburg Wedau (URL-4)*

Su kulelerinin konumunun etkisi yanı sıra, yapı malzemeleri ve inşaat tekniklerindeki yeniliklerde tipolojinin gelişimini güçlü bir şekilde etkilemiştir. Prototip olarak dökme demir su rezervuarlarının ardından, 1900-1920 yılları arasında iskele üzerine asılı beton su kuleleri inşa edilmiştir. 1920-1940 döneminde büyük beton su kulelerinin gelişimi yaşanmış; 1940-1970 döneminde çokgen su kuleleri ortaya çıkmış; 1960-1980 döneminde mantar şeklinde kuleler; 1970-1990 döneminde konik su kuleleri kullanılmıştır. Her su kulesinin şekli, ilgili su kulesinin amacıyla bağlantılıdır.<sup>1</sup>

<sup>1</sup> Cercleux, “CONVERSION OF WATER TOWERS- AN INSTRUMENT FOR CONSERVING HERITAGE ASSETS”, 4.



**Resim 5.** Leicestershire Su Kulesi-1853 (URL-5).



**Resim 6.** Almanya, Singen 1907 yapımı betonarme su kulesi (URL-6).



**Resim 7.** Iowa Eyalet Üniversitesi Marston Su Kulesi, Çelik yapı, 1895 (URL-7).

### 2.3 ENDÜSTRİYEL MİRAS KAVRAMI VE ÖNEMİ

Zamanla değişen yaşam tarzları, sosyo-kültürel ve ekonomik yapıdaki evrim, mekânların yeni işlevsel gereksinimlere uyum sağlamasına yol açmaktadır. Yeniden işlevlendirme kavramı, bir yapının tadilatlarla yeni ihtiyaçlara uygun hale getirilmesi olarak açıklanabilir (Burden, 2004:215). Bu tanımı daha geniş bir perspektiften ele alınırsa, yeniden işlevlendirme, korunmaya değer olan ancak mevcut işlevselliğini yitirmiş binaların fiziksel varlıklarının korunarak ve yeniden işlevlendirilerek tekrar insan kullanımına sunulmasıdır (Kaşlı, 2009, s. 13).

Bir başka deyişle yeniden işlevlendirme tarihi değer taşıyan yapıların ve alanların gelecek nesillere ulaşabilmesi, kültürel sürekliliğin sürdürülmesi, yapı ve alanların ekonomik ve kültürel çevreye katkısının artırılabilmesi, ayrıca mevcut çevrenin güzelleştirilerek kentin ihtiyaçlarını karşılaması için gerekli bir uygulama olarak tanımlanabilir (Doğan, t.y., s. 22).

Teknolojik ilerlemeler, sanayi sektöründeki geleneksel meslekleri azaltarak, mekânsal gereksinimlerin düşmesine yol açmıştır. Kullanılmayan, atıl durumdaki mekanlar, fiziksel boyutlarıyla şehir manzaralarında boşluklar olarak görünmeye başlamıştır (Gök & Kerem Öztürk, 2023, s. 2201).

Değişen ve gelişen dünyada tarihsel niteliğe sahip, miras değeri taşıyan yapıların yeniden işlevlendirilerek kullanımı artan bir trend haline gelmiştir. Endüstri mirası yapıları da günümüzde yeniden kullanıma uyarlanan yapı gruplarından biri sayılmaktadır (Eyüboğlu & Faiz Büyükçam, 2023, s. 1251).





**Resim 8.** Sol-Hughes Aircraft Firması Ahşap Kargo Binası, Los Angeles 1943

*Sağ-Hangar Binası Zgf Mimarlık Tarafından Google ofis binasına dönüştürülmesi*

Endüstri mirası, Endüstri Devrimi'nin sona ermesiyle önemini yitiren ve işlevini kaybeden sanayi yapılarıdır. Endüstri Devrimi, 18. yüzyılın sonları ve 19. yüzyılın başlarında İngiltere'de teknoloji, üretim ve ulaşım olanaklarının gelişmesiyle birlikte bir dizi köklü değişimi beraberinde getirmiş ve mimari alanda da çeşitli değişimlere neden olmuştur. Üretimde makineleşme, standardizasyon ve seri üretimin yaygınlaşmasıyla birlikte, insan gücüne olan talep azalmıştır. Gelişen teknoloji yeni iş alanlarını ortaya çıkarmış ve bu da insan gücüne dayalı zanaat atölyelerini ve küçük imalathaneleri kentlerdeki yeni ve yüksek katlı endüstri yapılarına bırakmıştır. Endüstri yapıları, tarihi, teknolojik, sosyal, mimari veya bilimsel değere sahip olan ve endüstri kültürünün izlerini taşıyan bir dizi yapıyı içerir; atölyeler, su kuleleri, değirmenler, depolar, makineler, imalathaneler, fabrikalar, ambarlar, depolar, madenler, arıtma tesisleri, enerji üretimi ve kullanımı gibi çeşitli yapı türleri sayılabilir.<sup>2</sup>



**Resim 9.** Terkedilmiş bir hangar binası, Charleroi, Belçika (URL-9).

## 2.4 ENDÜSTRİYEL MİRASIN SÜRDÜRÜLEBİLİR KALKINMAYA KATKISI

Endüstriyel miras, özgün mimari ve tarihi değerlere sahip olan ancak işlevselliğini yitirmiş sanayi yapılarından oluşan bir kategoriyi temsil etmektedir. Bu tür mirasın yeniden

<sup>2</sup> Eyüboğlu ve FaiZ Büyükçam, “Bir Endüstri Mirasının Dönüşümü”, 1251.

işlevlendirilmesi, sadece tarihi dokuyu korumakla kalmaz, aynı zamanda sürdürülebilir kalkınma hedeflerine önemli katkılarda bulunur. Endüstriyel dönemin simgeleri olan fabrika ve atölyeler, depo ve ambarlar, enerji santralleri, su kuleleri, demiryolları ve limanlar gibi çeşitli yapı türleri yeniden işlevlendirilerek kültürel miras canlandırılabilir, sürdürülebilir bir ekosistem oluşturulabilir, turizm açısından çekici noktalara dönüştürülerek bölge ekonomisine katkıda bulunabilir.

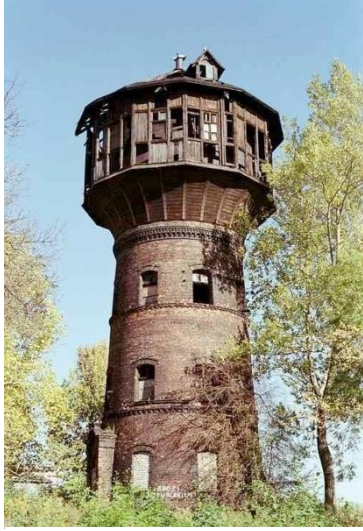
Endüstriyel mirasın korunması ve yeniden işlevlendirilmesi, yeşil bina standartlarına uygun olarak gerçekleştirildiğinde çevresel sürdürülebilirliği desteklemektedir. Yeniden işlevlendirme projeleri, yerel toplulukların katılımını teşvik ederek sosyal sürdürülebilirlik sağlarken, yeni işletmelerin açılması istihdamı artırmaktadır. Endüstriyel mirasın yeniden işlevlendirilmesi geçmişin kültürel değerlerini günümüze taşırken turizm ve eğitim faaliyetlerini destekleyerek kültürel zenginliği korumaktadır.

Su kuleleri, endüstriyel bir miras olarak sürdürülebilir kalkınmaya önemli katkılarda bulunmaktadır. Kuleler, geçmişte su temini için kritik bir rol oynadıkları için tarihî ve kültürel açıdan önemli bir miras olmuştur. Bu endüstriyel yapıların sürdürülebilir kalkınmaya katkısı, çeşitli yönlerden gelmektedir. İlk olarak, su kuleleri, yerel su kaynaklarını etkili bir şekilde yöneterek suyun sürdürülebilir kullanımını desteklemektedir. Suyun verimli bir şekilde dağıtılması ve atılmadan önce geri kazanılması anlamına gelir. İkinci olarak, su kulelerinin yeniden kullanımı, boşaltılmış veya kullanılmayan kulelerin ekonomik ve çevresel açıdan sürdürülebilir bir şekilde değerlendirilmesine olanak tanımaktadır. Bu yapılar, konut, kültür alanları veya turistik mekanlar gibi çeşitli amaçlar için dönüştürülerek bölgeye ekonomik canlılık kazandırır. Ayrıca, bu projeler, tarihî ve mimari değerleri koruyarak yerel kimliği güçlendirebilir. Su kuleleri ve bu tür endüstriyel mirasın sürdürülebilir kalkınmaya katkısı, bu alanlarda istihdam yaratma potansiyeli ile de ilişkilidir. Yeniden canlandırma projeleri, inşaat, turizm ve kültür sektörlerinde iş fırsatları yaratarak bölge ekonomisine olumlu etkiler sağlamaktadır. Bu nedenle, su kuleleri endüstriyel bir miras olarak sürdürülebilir kalkınma stratejilerine entegre edildiğinde hem çevresel hem de ekonomik açıdan önemli katkılarda bulunabilirler.

## **2.5 SU KULELERİNİN YENİDEN İŞLEVLENDİRİLME POTANSİYELİ**

İşlevini yitirmiş ve terkedilmiş su kuleleri, âtıl durumlarıyla çevreleri tarafından ihmal edilmiş ve tehlikeli olarak nitelendirilmektedir. Bu yapılar, zamanla teknoloji kalıntıları olarak kalmaktan çıkarılarak çevresel özelliklerinin öne çıkarılmasına, inşa edildikleri dönemin teknolojisinin yansıması olan yapısal, mimari ve estetik özelliklerinin korunmasına olanak tanıyan yeni işlevlerle kullanıma kazandırılmaktadır. Tarihi öneme sahip bu yapıların korunması ve kullanım sürekliliğinin sağlanması için yeniden kullanıma uyarlanması, önemli bir stratejidir<sup>3</sup>.

<sup>3</sup> Eyüboğlu ve FaiZ Büyükçam, “Bir Endüstri Mirasının Dönüşümü”, 1251.



**Resim 10.** Polonya Zabrze su kulesi,1871 (URL-10).



**Resim 11.** Humboldt Su Kulesi, Saskatchewan,Kanada, 1915 (URL-11).

Endüstri Devrimi sonrasında inşa edilen büyük ölçekli endüstri yapıları üzerine yapılan bir değerlendirmeye göre, bu yapıları korumak için üç temel özellik belirlenmiştir. İlk olarak, bu yapılar büyük ölçekleri nedeniyle çevresel algıyı etkileyen bir yer işareti olma özelliğine sahiptirler ve aynı zamanda belirgin mimari ve teknik özelliklere sahiptirler. İkinci olarak, çoğu yapı uzun fiziksel ömre sahip olacak şekilde, dayanıklı malzemeler kullanılarak inşa edilmiş sağlam yapılar olarak tasarlanmıştır. Son olarak, bu yapılar doluluk-boşluk, aydınlık-karanlık ilişkileri açısından bir ritme ve mimari oranlara sahiptirler. Bu nedenle, çoğu büyük ölçekli endüstriyel yapı, iç mekân değişikliğine izin veren esnek hacimlere sahiptir (Marcus, 1990:9,22). Birçok su kulesi tarihi, mimari ve peyzaj değerlerine sahip olduğundan onları yeniden işlevlendirilerek kullanımı, yıkıma karşı değerli bir alternatiftir. Ancak su kulelerinin yeniden işlev kazanması mimari tasarımı gereği kolay değildir. Yaşanabilir iç mekanlara sahip bir bina yerine bir makine olarak işlevsel bir altyapı olarak tasarlanan su kuleleri bazı durumlarda kulenin tabanı dahil edilse bile, kullanılacak mekân olarak çoğunlukla su deposuyla sınırlıdır. Ayrıca kule içindeki orijinal sirkülasyon, günlük kullanımdan ziyade bakım amaçlı tasarlanmıştır. Bu nedenle zemin alanı sınırlamaları ve dikey sirkülasyon, yeniden tasarımda dikkate alınması gereken zorlu unsurlardır. Son olarak su depolama kısmının sağlam yapısı ve tabanın varlığı iç-dış ilişkisine izin vermemektedir.<sup>4</sup>

### 3. SU KULELERİNİN MİMARİ ÖZELLİKLERİ VE TİPOLOJİLERİ

Endüstriyel miras olarak değerlendirilen su kuleleri, şehir peyzajına benzersiz bir karakter katan ve tarihi öneme sahip olan yapılar olarak kabul edilmektedir. Su kulelerinin mimari özellikleri genellikle işlevsellikleri, tarihî önemleri ve şehirle olan etkileşimleri göz önüne alınarak tasarlanmıştır. Bu özellikler, su kulelerini sadece su depolama yapılarından ziyade şehir peyzajının önemli birer unsuru haline getirerek dönemin mimari akımlarını da yansıtmışlardır.

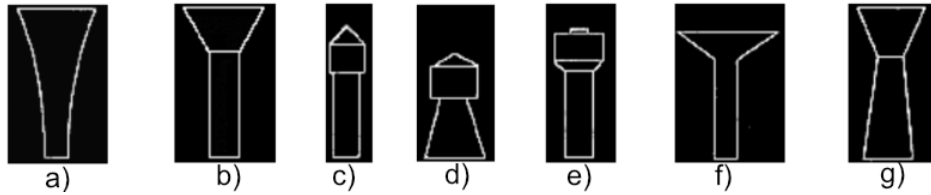
<sup>4</sup> Donn ve Plevoets, “WATER AS MEDIUM ADAPTING WATER TOWERS”, 97.

Sanayi Devrimi sırasında inşa edilen su kulelerinin birçoğu tuğla, çelik ve beton gibi malzemelerden yapılmıştır. Suyun güvenli bir şekilde depolanması ve uzun vadeli dayanıklılık malzeme seçiminde önemli bir kriter olmuştur. Malzeme seçimi, genellikle inşa edildikleri dönemin endüstriyel yeteneklerini ve mimari tercihlerini yansıtmıştır.

Su kuleleri, suyu basınç altında depolamak ve çevreye su sağlamak için fonksiyonel yapılar olarak tasarlanmış olsalar da birçokları sade tasarımlardan farklı üsluplara çeşitli mimari stilleri de içermektedir. Günümüzde bazı su kulelerinde Art Nouveau, Viktoryan veya Endüstriyel Gotik unsurları işlevsellik ve form ile bütünleşmiş bir şekilde görülmektedir. Döneminde tamamen işlevsel amaçlı inşa edilen su kulelerinin yanı sıra dekoratif unsurlarla da süslenmiş olanları mevcuttur. Bu unsurlar arasında terakota detayları, tuğla işçiliği ve heykelsi öğeler sayılabilir.

Su kuleleri dağıtım işlevleri sebebi ile genellikle buldukları yerin en yüksek yapıları arasındadır. Bu yükseklik sadece işlevsel bir amaç için değil, aynı zamanda şehir manzarasında belirgin bir silüete sahip bir simge olma özelliği taşımaktadır.

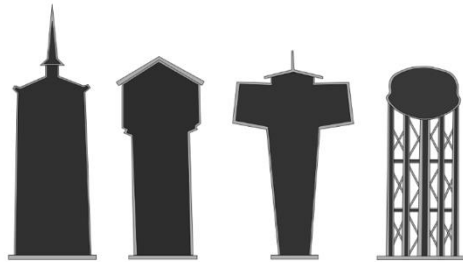
Endüstriyel miras kapsamında değerlendirilen su kulelerinin geometri ve form açısından tipolojileri, genellikle bu yapıların işlevselliğine, konumlarına ve inşa edildikleri dönemin mimari anlayışına göre farklılık gösterir. Avrupa'daki su kuleleri çeşitli mimari akımları ve endüstriyel gelişmeleri yansıtarak, kentsel peyzajda benzersiz öğeler olarak öne çıkmışlardır. Bu tipolojiler geometrik form olarak farklılıklar gösterip, Şekil 1' de gibi örneklendirilebilir (Debled & Leroux, 2004, s. 91).



*Şekil 1. Debled ve Leroux'a göre geometrik form olarak 7 ayrı kategorize edilebilen su kuleleri*

a) hiperbolik; b) konik; c) sütun; d) mantar; e) standart; f) konsol; g) kum saati.

Debled ve Leroux'a göre geometrik olarak 7 ayrı formda şekillenebilen su kuleleri tipolojinin gelişimi bağlamında Inge Donne & Bie Plevoets' göre tarihsel süreçte 4 tipolojik evrim geçirmiştir. Bu araştırmada da bu 4 tipolojiden seçilen örneklerin yeniden işlevlendirilip günümüzde aktif olarak nasıl kullanıldıklarını incelenmiştir (Donne & Plevoets, t.y., s. 4).



*Şekil 1. Inge Donne & Bie Plevoets'a göre tarihsel süreçte 4 tipolojik evrim geçiren Su Kuleleri*

19. Yüzyılda, su kulelerinin inşasında öncelikli amaç işlevsellik olup, genellikle dökme demir bir su deposu ve bu depoyu destekleyecek tuğla yapılar kullanılmıştır. Ancak Birinci Dünya Savaşı sonrası, şehir merkezlerinde meydana gelen nüfus artışıyla birlikte, kentsel alanlarda su kulelerine olan talep artmıştır. Bu talebe yanıt olarak inşa edilen su kuleleri, estetik açıdan daha fazla önem kazanmış ve tuğla işçiliği, renk uyumu ve malzeme seçimi ile kentsel mimari dokuya uyumlu hale gelmiştir. 20. Yüzyılın ortalarına gelindiğinde, banliyö ve kırsal konut alanlarının genişlemesiyle su kulelerine olan ihtiyaç daha da artmıştır. Bu dönemde, kırsal alanlarda inşa edilen su kulelerinin, peyzajla uyumlu bir şekilde tasarlanması önem kazanmıştır. Doğal peyzaja entegre edilecek, kamufle olacak ve genellikle doğal taştan yapılmış sütun şeklindeki bu kuleler, mimari açıdan su kulesinin asıl işlevinin göstergesini kaybetmiştir. Kırsal alanlarda inşa edilen bu tür su kuleleri, taban alanının genişliği ve kullanılan malzeme miktarı nedeniyle daha maliyetli olmuştur. Diğer taraftan, kırsal ve kentsel peyzajların yanı sıra, su kuleleri endüstriyel alanlarda da sıklıkla kullanılmıştır. Bu alanlarda inşa edilen su depoları daha çok çelikten yapılmış, küresel formda ve minimal malzeme kullanımı ile karakterize edilmiştir.

Su kulelerinin tarihsel ve geometrik evrimi, inşa edildikleri yerlerin konumunun yanı sıra, inşaat malzemeleri ve tekniklerindeki gelişmeler tarafından da güçlü bir şekilde etkilenmiştir. Dökme demir su depolarının ardından, 1900-1920 yılları arasında bir iskelet üzerinde asılı beton su kuleleri ortaya çıkmıştır. Teknolojik gelişmeler, bu taşıyıcı sistemleri daha zarif ve ince bir forma evrilmiştir. 1960'larda, artan su ihtiyacına cevap verebilecek kapasiteli ve farklı formlarda su kuleleri geliştirilmiştir. Bu gelişmeler, şehircilik ve kentsel dönüşüm süreçlerindeki su kulelerinin önemini ve rolünü pekiştirmiştir (Donn & Plevoets, t.y., s. 97).

#### **4. TARİHİ NİTELİKTEKİ SU KULELERİNİN YENİ FONKSİYONLARI**

Endüstriyel miras kapsamında ele alınan su kuleleri, teknolojik ve toplumsal değişimlerin bir sonucu olarak, orijinal işlevlerini yitirmiş ve yeni kullanım alanlarına dönüştürülmüş durumdadır. Bu araştırma, bu kulelerin üç ana işlev grubuna nasıl dönüştürüldüğüne odaklanmaktadır: turistik ve ticari işlevler, sergi ve kültürel alanlara dönüşüm ve konut olarak kullanım.

Birinci grup olan turistik ve ticari işlevlere dönüştürülen su kuleleri, şehirlerin ve bölgelerin turizm potansiyelini artırmakta ve yerel ekonomiye katkıda bulunmaktadır. Bu tür dönüşümler, su kulelerinin benzersiz mimari yapılarını ziyaretçilere sunarak, tarihi ve kültürel mirası koruma altına almakta ve aynı zamanda bu yapıları modern şehir yaşamının bir parçası haline getirmektedir.

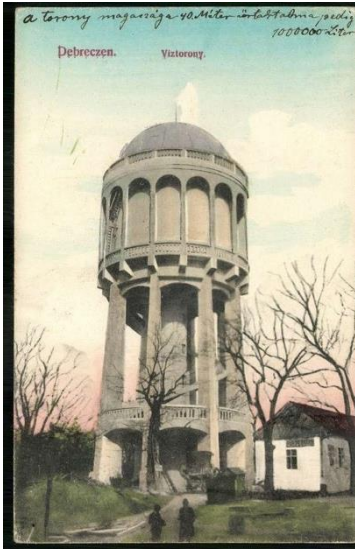
İkinci grup olarak sergi ve kültürel alanlara dönüştürülen su kuleleri, sanat ve kültürün sergilenmesi için benzersiz mekanlar sunmaktadır. Bu dönüşümler, su kulelerinin sadece tarihi yapılar olmaktan çıkıp, toplum için değerli kültürel merkezler haline gelmelerini sağlamaktadır. Bu tür mekanlar, sanatçıların eserlerini sergilemek, kültürel etkinlikler düzenlemek ve toplumun sanatsal faaliyetlere katılımını teşvik etmek için idealdir.

Son olarak, konut olarak kullanılan su kuleleri, şehirlerin dönüşümünde önemli bir rol oynamaktadır. Bu dönüşümler, atıl durumdaki tarihi yapıları yeniden canlandırarak, şehir merkezlerinde ve banliyölerde yeni yaşam alanları yaratmaktadır. Konut olarak dönüştürülen su kuleleri, modern yaşamın gereksinimlerine uygun, sıra dışı ve estetik açıdan çekici mekanlar sunmaktadır.

Bu şekilde, endüstriyel miras olarak değerlendirilen su kulelerinin yeniden işlevlendirilmesi, şehirlerin kültürel ve sosyal dokusuna yeni bir soluk getirmekte ve tarihi yapıların korunması ile şehirlerin yeniden canlandırılması arasında bir köprü görevi görmektedir.

#### 4.1 SERGİ VE KÜLTÜREL ALANLARA DÖNÜŞTÜRÜLMÜŞ SU KULELERİ

##### Nagyerdei Víztorony Su Kulesi (Debrecen, Macaristan)



**Resim 12.** Nagyerdei Su Kulesi, 1913

Tarihî bir eser olan Macaristan, Debrecen su kulesi, Nagyerdei Víztorony olarak isimlendirilmiş ve 1913 yılında Debrecen Üniversitesi'ne ve çevresindeki villalara su temini amacıyla inşa edilmiştir. Kule, mimar József Boros tarafından bin metre küplük su kapasitesiyle tasarlanmıştır. Seçilen tasarım, o dönemde daha modern bir tasarım olup, donatılı beton yapının detaylarını sergilemektedir. Kule, Budapeşte'den makine mühendisi Dezső Adorján ile inşaat müteahhidi Sándor Fried Aladár'ın ortaklığıyla inşa edilmiştir. Pallagi út ve Nagyerdei Körút arasında konumlanan kule, çevresinin adını almıştır; "Büyük Orman Su Kulesi" anlamına gelmektedir.

2014 yılında binanın sahibi olan Debrecen Üniversitesi, AB fonlarından yeterli finansman sağlayarak kuleye yeni işlevler kazandırmak için bütçe elde etmiştir. Geleneksel işlevinin yanı sıra, hâlâ su kulesi olarak işlev gören kule, turistik bir mekân ve manzara kulesi olarak da hizmet vermektedir. Kulenin

merkezinde yer alan merkezi sütunun çevresinde 5 ayrı rota içeren 12 metre yüksekliğinde bir tırmanma duvarını içermektedir. Toplamda 34 metre yüksekliğinde ve 207 basamakla çıkılan gözlem terası, ziyaretçilere şehrin benzersiz bir panoramik görünümünü sunmaktadır. Kulenin zemin katında bir adet kafe/bar tasarlanmıştır.

Gündüzleri, kulenin bodrum katı galeri, sergi alanı ve toplantı salonu olarak eşzamanlı kullanılabilir. Akşamları ve festival zamanları mekân müzik etkinlikleri için de kullanılmaktadır (*The Great Forest Water Tower – Nagyerdei Víztorony – Visitdebrecen*, t.y.).



**Resim 13.** Nagyerdei Su Kulesi (URL-13).

### **Balkerne Su Kulesi (Colchester,Essex)**

Balkerne Su Kulesi (Jumbo), Essex,Colchester'da Viktoryan mimarisi ile dikkat çeken bir anıt yapıdır ve şehrin tarihi yapılarından biri olarak kabul edilmektedir. 19. yüzyılın ortalarında şehrin su temin altyapısının bir parçası olarak inşa edilen kule, Colchester'ın büyüyen nüfusuna su sağlama konusunda önemli bir rol oynamıştır.



**Resim 14.** Balkerne Su Kulesi (URL-14)

1858 yıllarında Colchester sokaklarının yarısından çoğunda su şebekesi olmaması nedeni ile dizanteri ve ishal hastalığı yaygınlaşmıştır. 1882 yılında yerel inşaatçılar ve dökümhane kullanılarak su kulesinin inşaatına başlanmıştır. Su tankının panelleri Newcastle'daki bir dökümhane tarafından dökülmüş, ayrıca kulenin yapımında 1,2 milyon tuğla ve 819 ton taş kullanılmıştır. Tank dökme demir cıvatalı panellerden yapılmıştır ve kullanımdayken 1069 metreküp su kapasitesine sahiptir. Yapıldığı yıllarda İngiltere'nin en büyük ikinci su kulesi olduğu iddia edilmektedir. 1884 yılında yaşanan Büyük İngiltere depreminde zarar gören kulenin tankına ilave destekleyici kirişler eklenmiştir.1988 yılına kadar su kulesi olarak kullanılan yapı, o yılda Evanjelik bir Hristiyan grup tarafından 'dua kulesi' olarak kullanılmak için satın alınmıştır.1995 yılında bir firma tarafından tekrar satın alınan kule ofis binasına çevrilmek istenmiş, fakat belediye tarafından reddedilmiştir (Haneenarshad, 2020).



**Resim 15.** Balcerne Su Kulesi Tankının 3d iç mekân tasarımı ve su tankının günümüzdeki fotoğrafı

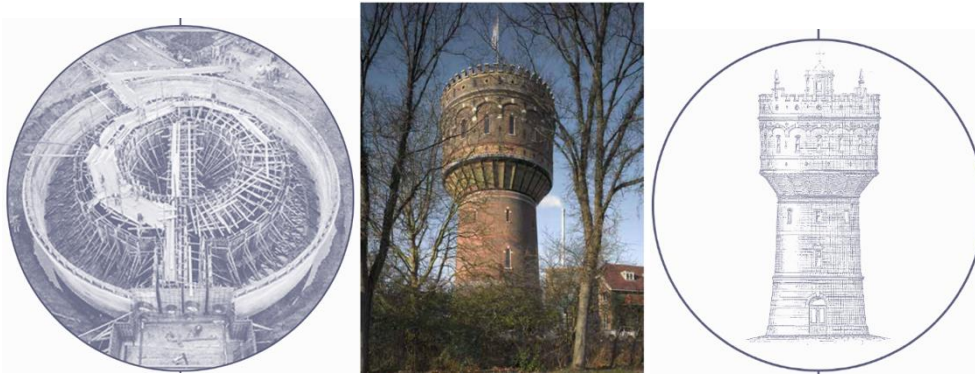
Son 30 yılda birçok yeniden işlevlendirme proje önerisi reddedilmiş, 2023 yılında sonuçlanan yarışmayı kazanan Londra merkezli AJ100 firmasının önerisi kabul edilmiştir. Henüz projeleri tamamlanmamış olan yapının ziyaretçi ve eğitim merkezi olması planlanmaktadır (*Purcell wins contest to revamp Colchester's 'Jumbo' water tower, t.y.*).

## 4.2 TURİSTİK VE TİCARİ KULLANIMLAR İÇİN DÖNÜŞTÜRÜLMÜŞ SU KULELERİ

### Delft Su Kulesi (Delft, Hollanda)

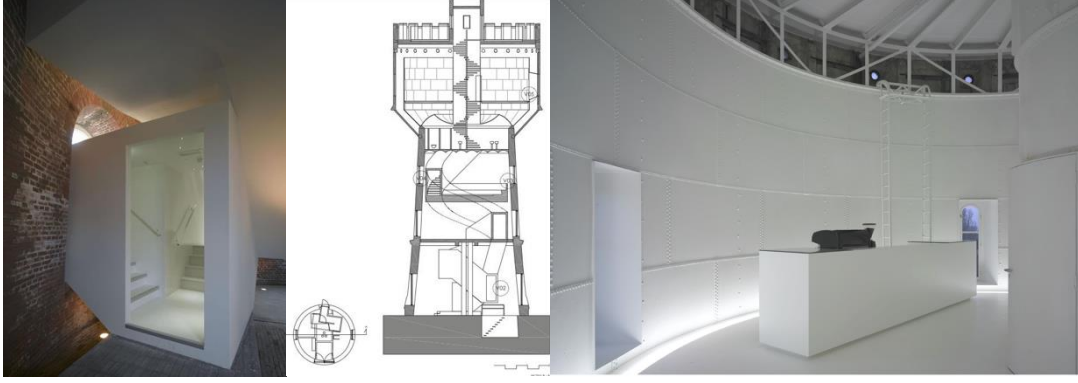
Hollanda Delft Schie yakınlarındaki 30 metre yüksekliğinde yer alan neo-Rönesans su kulesi, 1895 yılında Mimar Hartman tarafından inşa edilmiştir. Hartman, dekoratif tuğla ve eğimlerle çevrili bir çatı terası ile 29 metre yüksekliğinde bir kule çizmiştir. Tuğla kulenin alt parçası demir su deposunu taşıyabilmesi için konik olarak tasarlanmıştır. Kulenin su deposu 600 m<sup>3</sup> su kapasitelidir. Rezervuar, dışbükey tarafı yukarı doğru olan ve yığma kule şaftına dayanan çift tonozlu bir tabana sahiptir. 1896 yılında su kulesinin yapımı tamamlanmış, açılışı sonrası ziyaretçiler için turlar düzenlenmiştir.

1972'de bölgede 3.000 m<sup>3</sup>'lük iki ayrı su deposu inşa edildiğinden, Delft Su Kulesi sadece basınç regülatörü olarak kullanılmaya başlamıştır. 1996 yılında ise su kulesi işlevini tamamen kaybetmiştir.



**Resim 16.** Delft Su Kulesi (URL-16)

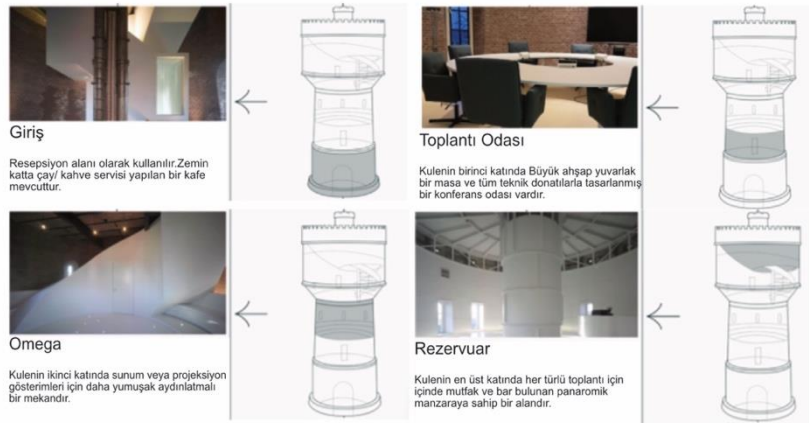




**Resim 17. Delft Su Kulesi (URL-16)**

2021 yılında su kulesi yeniden işlevlendirilerek meditasyon merkezine çevrilmiştir. Kuleye dışarıdan bakıldığında hala 1895 yılında inşa edilmiş hali gibi görünmektedir.

Kulenin merkezinde yer alan merdiven, yukarıya doğru tırmanan meditatif bir labirent şeklinde tasarlanmış olup yeni işlevlerin ifadesini oluşturmuştur ve kulenin en üstünde yer alan çelik tankın içindeki kafeteryaya ulaşımı sağlamaktadır. Yeniden tasarlanan iç mekân formu mevcut olanın yanında güçlü bir kontrast oluşturmuştur. Merdivenin geometrisi ve parlayan beyaz yüzeyi ile dikkatleri tuğla işçiliğinin sertliğine yönlendirmektedir. Eski ve yeni duvarlar arasındaki "ışık halkaları", zeminlerdeki aydınlatma noktaları ile mekân belirgin bir atmosfer kazanmıştır (*Watertower / Rocha Tombal Architects / ArchDaily, t.y.*).



**Resim 18. Delft Su Kulesi Kat Çözümleri (URL-18)**

### **Chateau d'eau Su Kulesi (Zaventem, Belçika)**

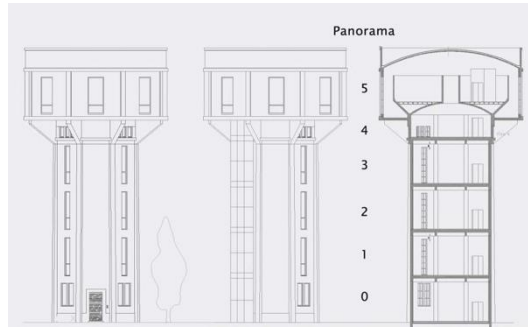
1938 ve 1941 yılları arasında Belçika'nın Steenokkerzeel köyü için 30 metre yüksekliğinde inşa edilmiştir. 1990'ların başına kadar amacına uygun kullanılan yapı, 2. Dünya savaşı sırasında Naziler tarafından gözetleme kulesi olarak kullanılmıştır. Su Kulesi 2004 yılında koruma altına alınmıştır.



**Resim 19.** Chateau d'eau Su Kulesi (URL-19)

Su kulesinin yenileme ve konut projesine dönüştürme çalışmaları 2007 yılında başlanmıştır. Kulenin dış cephesi orijinal durumundaki gibi yenilenmiştir. Hasarlı beton kolonlar tamir edilip boyanmış, tuğla derzleri tamamen söküp değiştirilmiş ve zemin üstündeki pencereler büyütülmüştür. Kulenin yanındaki havalimanından gelen sesler için kuleye yüksek teknoloji ses yalıtımı yapılmıştır.

İlk yıllarda konut amaçlı kullanılan yapı şu an havaalanına da yakınlığı nedeniyle şirketlerin organizasyonları ve yüksek profilli firmaların atölye çalışmaları için kiralanmaktadır. Bunun için kulenin her odası teknolojik ekipmanlar ve projektörler ile donatılmıştır (Chatrau D'eau | ncbham, t.y.).



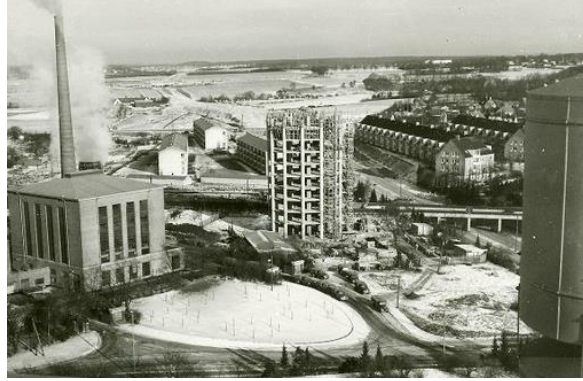
**Resim 20.** Chateau d'eau Su Kulesi (URL-19)

### 4.3 KONUT KULLANIMI AMAÇLI DÖNÜŞTÜRÜLMÜŞ SU KULELERİ

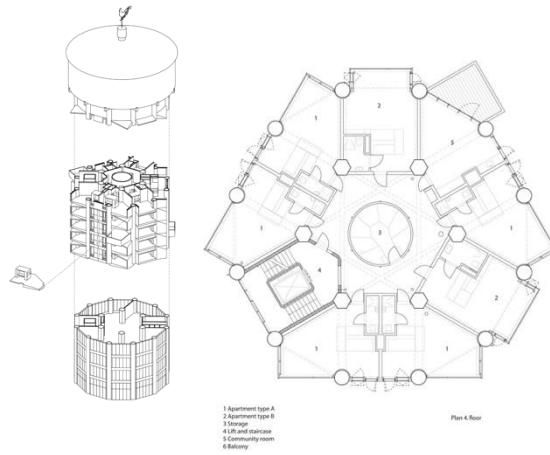
#### Jaegersborg Su Kulesi (Danimarka)

Danimarka, Jaegersborg bölgesi hızlı bir büyüme yaşaması, nüfusun artması ve bölgenin yüksek konumu nedeni ile şehre verilen su basıncı düşmüştür. Bu nedenle, Rævebakken'deki su

kulesine ek olarak yeni bir su kulesi inşa edilmesine karar verilmiştir. Kulenin projesi Mimar Edvard Thomsen tarafından 24 Haziran 1954'te tamamlanmış ve inşaat 1955'te bitirilmiştir. Projenin ilk planlamasında su deposunun altına daireler inşa edilmesi planlanmış, ancak suyun gürültüye neden olacağı düşünülerek vazgeçilmiştir. Betonarme olarak inşa edilen su kulesi 45 m yüksekliğinde olup, en üstünde 3m yüksekliğinde bir rüzgâr gülü vardır. Kulenin tepesindeki kırmızı su deposu 2.000 metreküp su tutmaktadır.



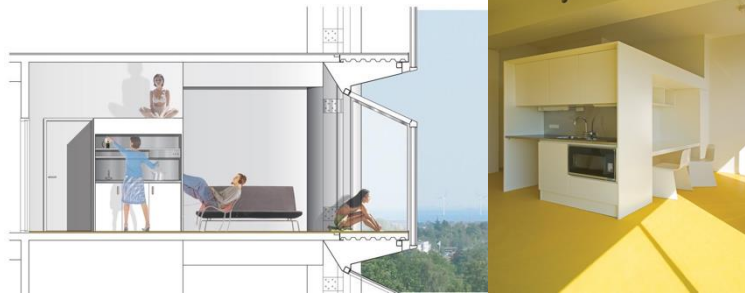
**Resim 21.** Jaegersborg Su Kulesi İnşaat aşamasında,1954 (URL-20)



**Resim 22.** Jaegersborg Su Kulesi Yurt projesi Çizimleri (URL-21)

Kopenhag merkezli Dorte Mandrup Arkitekterfirması 2004 yılında Jægersborg Su Kulesi'ni karma kullanımlı bir binaya dönüştürme yarışmasını kazanmıştır. Üst katlarda, öğrenci konut birimleri mevcut yapıyı çevreleyen sınırları belirlemektedir. Her birim, daireye gün ışığı getiren ve çevredeki manzaraya engelsiz manzaralar sunan çıkıntılı kristal benzeri bir eklenti ile ifade edilmiştir.

Kristal formundaki kütleler ve ortak balkonlar bir araya gelerek hem insan ölçeğini hem de kuleyi vurgulayan heykelsi bir yapı oluşturmaktadır. Alt katlarda bir gençlik merkezi ve birkaç çok amaçlı oda tasarlanmıştır. Uzun pencereler ve renkli panellerin birlikteliği, gençlik merkezini çevreleyen bir desen oluşturmaktadır. Zemin kattaki büyük garaj tarzı kapılar, iç mekânı dış mekâna genişletmek için açılır (Jaegersborg Water tower / Dorte Mandrup / ArchDaily, t.y.).



**Resim 23.** Jaegersborg Su Kulesi Yurt projesi İç Mekan (URL-21)

### Lambeth Su Kulesi (Londra)



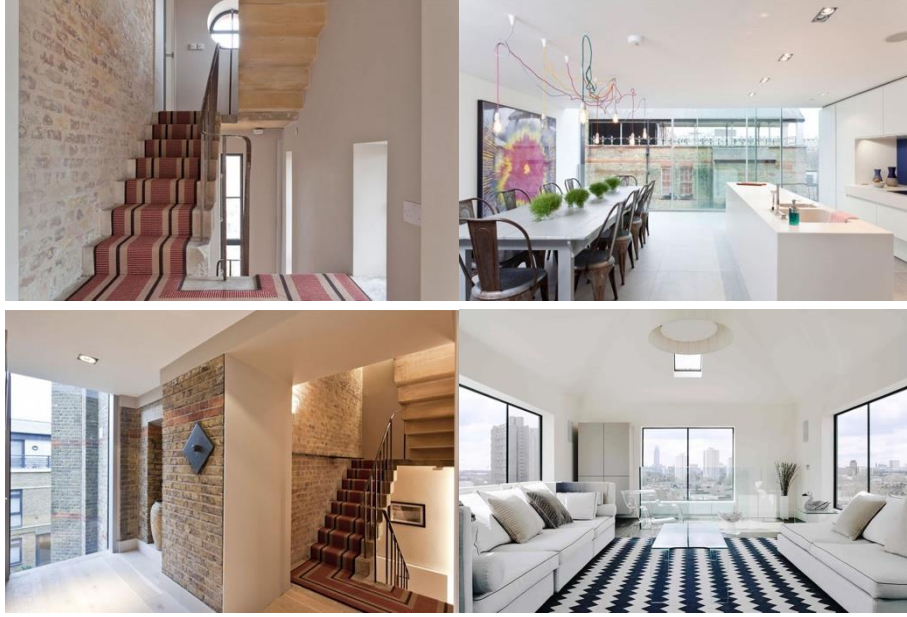
**Resim 24.** Lambeth Su Kulesi Konut İşlevine Dönüştürülmesi Ön Cephe (URL-22)

Lambeth su kulesi, 1877'de Londra'daki Thames Nehri'nin güneyinde Lambeth Hastanesi için dokuz katlı olarak inşa edilmiştir. Çevresindeki binalara benzer bir şekilde Venedik Gotik mimarisine sahiptir. Ancak su kulesi ve birkaç bina geçmişten günümüze ulaşmıştır. Hastane binası ve atölye binalarının çoğu 1930'larda Londra Şehir Konseyi tarafından yıkılmıştır. Su Kulesi, modern su altyapılarının geliştirilmesi ve hastane kullanımının durdurulmasıyla terkedilmiş ve kullanım dışı kalan su kulesi binlerce güvercinin evi olmuştur. Dokuz katlı Lambeth Su Kulesi 1990 yılında Planlama (Binalar ve Renfrew Koruma Alanı) Yasası kapsamında II. Sınıf koruma altına alınmıştır.

Su depolamak için inşa edilmiş bir yapıyı insan faaliyetlerine daha elverişli bir yapıya dönüştürmek ve yaşam alanları için yeterli alan yaratmak için kuleden çok fazla sayıda tuğla çıkarılmak zorunda kalınmış ve yapıya bir mutfak, oturma odası ve spor salonu eklenmiştir. Daha önce 2840 metreküp su depolanan kulenin tepesi, 360 derecelik Londra manzarasına sahip bir oturma odasına dönüştürülmüştür.

Kule beş yatak odası, dört banyo ve Londra silüetinin 360 derecelik manzarasına sahip en üst katta bir oturma alanı ile dokuz kattır oluşmaktadır. İlk üç kat, gri alüminyum kaplama ile modern bir küp benzeri eklentiye, ona bağlı 5,3 m yüksekliğinde cam sürgülü kapılara sahiptir ve büyük bir mutfak, yemek odası, oturma odası ve spor salonu içerir. Kahverengi tuğla dış cephesi ve eski ve yeni yapıyı ayıran cam pencerelerle, kuleye bir ilave olarak yedi katlı bir

asansör shaftı da eklenmiştir (“19th Century London Water Tower Transformed into a Unique, High-Flying Home”, 2013).



**Resim 25.** Lambeth Su Kulesi Konut İç Mekan Fotoğrafları (URL-22).

### Appleton Su Kulesi (Sandringham, Norfolk)



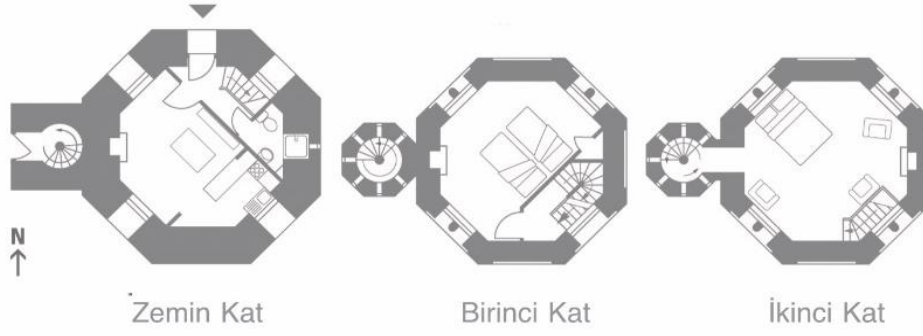
**Resim 26.** Appleton Su Kulesi (URL-23)

1871'de Galler Prensi (geleceğin kralı VII. Edward), Sandringham Malikânesinde kalırken tifoya yakalanmasının ardından malikanenin su kaynağının temiz, güvenilir ve sağlıklı bir su kaynağına ihtiyacı vurgulanarak 1877 yılında 12 aylık bir inşaat çalışması sonucunda Appleton Su Kulesi inşa edilmiştir.

Kuleye su sağlayacak su kaynağının kulenin olduğu bölgeden kot farkı olarak 6 metre aşağıda ve 1 km uzaklıkta olması nedeni ile olağanüstü bir proje geliştirilmiş ve getirilen su kulenin üstündeki 120 metreküp kapasiteli depo da toplanmıştır. Kulesinin üst seviyelerinin Norfolk'un göz kamaştırıcı bir manzarasına sahip olacağını fark eden yapının

mühendisi, ikinci kattaki odayı kraliyet ailesi ve misafirleri için av partilerinde veya pikniklerde kullanmak üzere ayırmıştır.

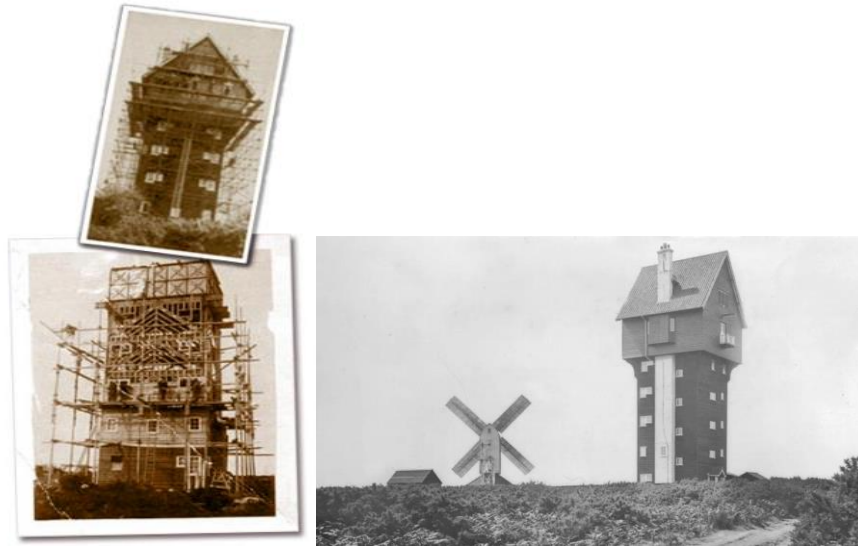
3 yıl boyunca işlevsiz olarak bekleyen su kulesi 1976 yılında bina, tarihi ve mimari öneme sahip binaları kurtarmada uzmanlaşmış bir hayır kurumu olan Landmark Trust'a kiralanmış ve Appleton su kulesi artık yeni bir işlev aşamasına girmiştir. Ek binalar yıkılmış ve kule çevresi temizlenmiştir. Çürüyen su deposunun çatısı değiştirilmiş, tuğla işçilikleri onarılarak, yeni pencereler ve kapılar takılmış ve bir iç merdiven sayesinde Appleton su kulesi, tarihinde ilk kez tam bütünleşmiş bir konut haline gelmiştir(*Holiday at Appleton Water Tower, Sandringham / The Landmark Trust, t.y.*).



**Resim 27.** Appleton Su Kulesi Kat planları ve iç mekân Fotoğrafları (URL-23)

### The House in the Clouds (Bulutların İçinde) Su Kulesi (Thorpeness, Suffolk, İngiltere)

Bulutlardaki Ev, İngiltere Thorpeness, Suffolk sahil kasabasına su temini ve depolama sağlamak için 1923 yılında açılmıştır. Glencairne Stuart Ogilvie, F. Forbes Glennie (mimar) & H. G Keep su kulesini 21 metre yüksekliğindeki ağaçların üzerinden görülecek şekilde bir kasaba evi olarak tasarlamıştır. Binanın su deposu, üst kısmında tasarlanan ev formunun içindedir. Tankın altında bir yaşam yeri sağlamak için destekleyici çelik yapılar kullanılmıştır.



**Resim 28.** Thorpeness Su Kulesi inşaat Aşamaları ve yanında yel değirmeni (URL-24)



**Resim 29.** *House In The Clouds Su Kulesinin ağaçların üzerinden görünüşü (URL-25)*

Su kuyusuna, yanına inşa edilen Aldringham Değirmeninden yeterli rüzgâr veya yardımcı güç kaynağı olarak kullanılan bir benzinli motorla saatte 7 metreküp su pompalanmıştır. 1977 yılında su tankının depolama amacıyla kullanımı durdurulmuş ve Thorpeness Estates'in zorunlu tasfiyesinin ardından mülk Ogilvie ailesinden özel mülkiyete geçmiştir. 1987'de binanın iç kısmının onarımı, yeniden dekorasyonu ve

bahçenin peyzajı tamamlanmıştır. Başlangıçta 7 yatak odası ve 2 oturma odası olan konaklama alanı su tankının kaldırılması ile 5 yatak odası ve 3 banyo ilave olmuştur (*House in the Clouds*, 2007).



**Resim 30.** *House in the Clouds İç mekân fotoğrafları (URL-25)*

### **Rummelsburg Su Kulesi (Berlin)**

Rummelsburg Su kulesi, Friedrichshain bölgesinde Berlin konut ve rekreasyon alanı olan Rummelsburg Körfezi'nin simgesidir. 1875'te 22 metre yüksekliğinde inşa edilen tuğla kule, zemin yüksekliği 4 ila 5 metre olan beş seviyeye ayrılmıştır. 2015 yılında Beyer-Schubert Architekten tarafından yenilenerek konut işlevi verilmiştir.



**Resim 31.** Rummelsburg Su Kulesi (URL-26)

Her kata farklı bir işlev verilen kulede: 1.kat, terasa ve küçük bahçeye erişimi olan giriş alanıdır. 2.kat, sabah veya akşam güneşinin tadını çıkarabileceğiniz iki balkonlu mutfağı içerir. 3. katta bir banyo, ardından 4. katta yatak odası bulunmaktadır.5.kat ise, şömineli ve etrafı saran balkonlu yaşam alanıdır. 96 basamak ile ulaşılan en üst katta ise Berlin şehrinin 360 derecelik bir panoraması ile karşılaşılmaktadır (Team, 2015).



**Resim 32.** Rummelsburg Su Kulesi İç mekân Fotoğrafları (URL-26).

## 5. BULGULAR

Görselde yer alan grafik, dört farklı tarihi tipolojiye ait dokuz adet su kulesinin yeniden işlevlendirilme süreçlerini göstermektedir. Grafikte, her tipolojinin bir bölümüne ait olduğu ve merkezden dışa doğru, su kulelerinin yeni işlevlerine göre kategorize edildiği görülmektedir. İşlevler, turistik ve ticari mekanlar, sergi ve kültürel alanlar ile konut olarak ayrılmıştır. Her bir tipoloji bölümünde, belirli bir renkle temsil edilen yeni işlevlere ait su kulelerinin sayısı ve dağılımı gösterilmiştir.

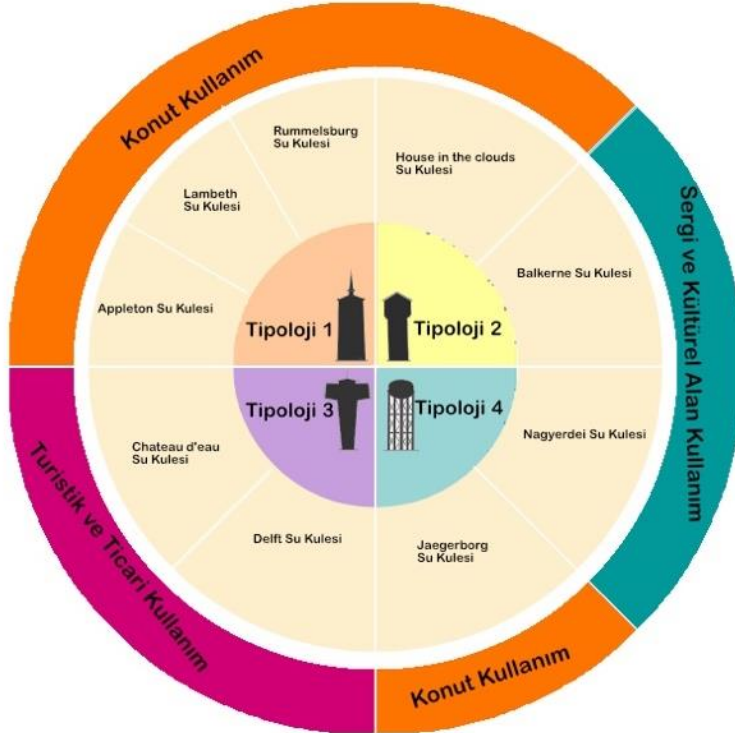
Grafiksel analiz, Tip 1 kategorisine dahil edilen su kulelerinin tamamının konut amaçlı olarak yeniden işlevlendirildiğini ortaya koymaktadır. Bu olgu, özellikle bu tipolojinin geniş taban alanına ve kırsal bölgelerdeki yaygın kullanımına atfedilebilir. Mimari yapının sütun gibi yükselen iskeleti ve geniş kullanım alanı, bu tipolojideki yapıların konutlara dönüştürülmesine olanak tanımıştır. Söz konusu su kuleleri, orijinal işlevlerinin ötesine geçerek, yeni konut ihtiyaçlarına uygun şekilde adaptasyonunun mümkün olduğu bir yapısal özellik



sergilemektedir. Bu durum hem geniş iç hacimleri hem de yapının stabilitesini koruma kapasitesi açısından, bu tipolojiyi konut dönüşümü için elverişli kılmaktadır.

Tarihsel evrim içerisinde, Tipoloji 1'in geniş tabanının daraltılarak daha sade bir sütun formuna dönüştürüldüğü Tipoloji 2, konut, sergi ve kültürel alanlara dönüşüm için uygun mimari özellikler sunmaktadır. Bu bağlamda, örneklem olarak seçilen Balkerne Su Kulesi'nin ilk dönüşüm projesinde konut işlevi önerilmiş olup, yapısal özellikleri bu amaç için elverişli olmasına karşın, kule şehrin merkezi konumu ve kültürel miras değeri göz önünde bulundurularak, şehir halkının genel kullanımına yönelik bir işleve yönlendirilmesi belediye tarafından daha uygun bulunmuştur. Bu tür yapılar hem konut ihtiyaçlarını karşılayabilecek hem de kültürel aktiviteleri destekleyebilecek çok fonksiyonlu merkezlere başarıyla dönüştürülebilir, bu süreçte kentin sosyal ve kültürel dokusunun zenginleştirilmesine katkı sağlar.

Tipoloji 3, dar ve yüksek bir taşıyıcı yapının üzerine konumlandırılmış genişçe bir su tankı karakteristiğini barındırmaktadır. Taşıyıcı yapının sınırlı çapı, bu alana merdiven boşluğu veya diğer işlevsel alanların entegre edilmesini kısıtlar niteliktedir. Bu yapısal özellik, su kulelerini turistik ve ticari amaçlar için daha uygun hale getirmektedir. Su tankının geniş hacmi, konferans salonları veya etkinlikler düzenlemek için ideal bir mekân sağlayabilirken, alt kısmındaki dar alanlar, küçük ofisler veya ticari üniteler için uygun alanlar oluşturabilir. Bu tipolojinin, kentsel dokuya entegre edilmesinde, ticari ve turistik kullanımın yanı sıra, sosyal toplulukların ihtiyaçlarına hizmet edecek çok fonksiyonlu mekânlar yaratma potansiyeli bulunmaktadır.



Şekil 2. 4 farklı tarihi tipolojiye ait 9 adet su kulesinin yeniden işlevlendirilme alanları(Çizen: Bilge Tutar)

Tarihi gelişim sürecinde, çelik taşıyıcıların hakimiyetiyle birlikte, daha ince taşıyıcı sistemlere ve üzerlerinde artırılmış su kapasitesine sahip küresel su depolarına yer veren Tipoloji 4,

yeniden işlevlendirme projelerinde önemli zorluklar sunan yapılar arasında yer almaktadır. Bu tipolojiye ait su kulelerinde, alt kısmındaki açık taşıyıcı sistem nedeniyle, işlevsel kullanım alanı esas olarak su deposu ile sınırlıdır. Bununla birlikte, seçilen örneklerden biri olan Nagyerdei Su Kulesi, mevcut çelik iskelet yapısını, üniversite kampüsünde sergi alanları ve kafeleri de içerecek şekilde tırmanma duvarına dönüştürerek, öğrencilere yenilikçi bir mekân deneyimi sunmuştur. İkinci örnek olarak belirtilen Jaegerborg Su Kulesi'nde ise, inşaatın ilk aşamalarında alt taşıyıcı bölümün konut olarak kullanılması planlanmış, ancak ses yalıtımının yetersizliği nedeniyle bu düşünceden vazgeçilmiştir. Daha sonraki dönüşüm projesi kapsamında, çelik taşıyıcılar arasına entegre edilen kübik modüller, yapıyı bir öğrenci yurdu kompleksine dönüştürmüştür. Bu, dönüşüm potansiyeli açısından belki de en zorlu, ancak aynı zamanda en yaratıcı çözümlerin geliştirildiği Tipoloji 4'tür.

## 6. SONUÇ

Su kulelerinin yeniden işlevlendirilmesi, onların sahip olduğu kültürel miras değerinin bir parçası olarak, mimari, endüstriyel, arkeolojik, bilimsel, tarihsel ve kentsel bileşenler açısından büyük önem arz etmektedir. Yeniden işlevlendirme sürecinde, yapının fiziksel özelliklerinin dikkate alınması, tercih edilen bir yaklaşımdır. Zaman zaman, yapının içine doğal ışık girişi sağlamak ve dışarıya görünüm imkanı sunmak amacıyla açıklıklar yaratmak, mevcut açık yapının kapatılması veya dış mekan sirkülasyonu için ek yapısal elemanların eklenmesi uygun olmayabilir. Bu gibi durumlarda, su kulesinin mevcut kapalı yapısını tamamlayacak ve geniş çaplı altyapısal değişikliklere gerek kalmadan adapte edilebilecek yeni bir işlev seçimi yapılmalıdır.

Genelde, su kuleleri, malzeme kullanımı bakımından kısıtlamalara sahip yapılar olarak inşa edilir. Özgün amacı gereği halka kapalı olan bu yapıların iç mekanları, çoğunlukla ham ve temeldir ve dış görünüşü ile zaman zaman tezatlık oluşturabilir. Yapının yeniden kullanımı için tercih edilen malzemeler, orijinal yapının bütünlüğünü ve basitliğini korumalıdır.

Su depolama ve taşıyıcı yapı, tek bir hacim olarak tasarlandığında, farklı kat seviyelerine ayrılarak her bir kat yeni bir işlev için uyarlanabilir. Açık taşıyıcı sistemlerle desteklenen kulelerde ise, taşıyıcı yapı iç mekan olarak kullanılabilir üzere kapatılabilir.

Su kulesinin iç mekanının yaşanabilir alanlara dönüştürülmesinde, gün ışığının içeri alınması esastır. Bu bağlamda, tarihten günümüze farklı kule tiplerinde çeşitli tasarım çözümleri geliştirilmiştir. Şeffaf malzemelerle çevrelenmiş tabanı açık kulelerde, doğal ışık için açıklıklar yaratılmıştır. Kapalı taşıyıcı bölümlü kulelerde ise, açıklıklar yaratılabilir; ancak bu açıklıkların formu ve yerleşimi, kule görünümü üzerinde önemli bir etkiye sahip olup, mimari ve tarihsel önemin dikkatlice değerlendirilmesini gerektirir. Yeni açıklıklar eklemenin bir başka avantajı, yüksek kotlardan çevre manzaralarının sağlanmasıdır. Mevcut açıklıklara alternatif olarak, manzaralar aynı zamanda kule tepesinden veya yapısal hacme entegre edilmiş gözlem platformlarından da elde edilebilir.

Su kulelerinin işlevsel dönüşümü, buldukları konumun özgül önemiyle doğrudan ilişkilidir. Bir yapının fiziksel olarak belirlenen yeni işleve uygun olması, onun tarihi önemi ve şehir hafızasındaki yerinin göz ardı edilmesi anlamına gelmemelidir. Yeniden işlevlendirme süreci, sadece mekanın fiziksel olanaklarına dayalı pragmatik bir yaklaşımdan ziyade, şehrin tarihsel dokusunu ve toplumsal belleğini de dikkate almalıdır.

Bu nedenle, su kulelerinin gelecekteki kullanımları, şehrin kültürel mirasının korunması, halkın belleğindeki yerinin sürdürülmesi ve kentsel kimliğin güçlendirilmesi açısından önem taşır. Yapının yeniden işlevlendirilmesi sırasında, özellikle tarihi yapılar söz konusu olduğunda, bu tür kararlar çok boyutlu bir yaklaşım gerektirir. Koruma kurulları, belediye ve yerel halk gibi paydaşların katılımıyla, şeffaf ve kapsayıcı bir süreç yönetimi esas alınmalıdır. Bu sürecin merkezinde, yapıya ve şehre dair kolektif hafızanın korunması ve gelecekteki nesillere aktarılması yer almalıdır.

Bu bağlamda, su kuleleri gibi yapıların yeniden işlevlendirilmesi, çok katmanlı bir değerlendirme gerektirir. Kullanılabilirlik, erişilebilirlik, yapısal uygunluk gibi faktörlerin yanı sıra, sosyal ve tarihsel bağlamlar, halkın ihtiyaç ve beklentileri, ve kentsel dokunun bütünlüğü gibi kavramlar da karar verme sürecinde belirleyici olmalıdır. İdeal olarak, bu kararlar, kapsamlı bir kamuoyu istişaresi ve interdisipliner bir diyalog yoluyla alınmalıdır. Bu yaklaşım, su kulelerinin sadece korunması ve onarılması değil, aynı zamanda şehrin canlı bir parçası olarak yeniden şekillendirilmesi ve toplum için değer yaratılması sürecini içermelidir.

## KAYNAKÇA

19th Century London Water Tower Transformed into a Unique, High-Flying Home. (2013, Şubat 9). *Inhabitat - Green Design, Innovation, Architecture, Green Building | Green Design & Innovation for a Better World*. <https://inhabitat.com/19th-century-london-water-tower-transformed-into-a-unique-high-flying-home/>

Cercloux, A.-L. (t.y.). *CONVERSION OF WATER TOWERS - AN INSTRUMENT FOR CONSERVING HERITAGE ASSETS*.

*Chatrau D'eau | ncbham*. (t.y.). Geliş tarihi 20 Ocak 2024, gönderen <https://www.ncbham.be/work/water-tower-design-house/>

Debled, E., & Leroux, Y. (2004). *DebledEmilie.pdf*. UFR des Lettres et Sciences Humaines Université de Rouen.

Doğan, G. E. (t.y.). *TARİHİ ÇEVRELERDE YENİDEN İŞLEVLENDİRME VE YENİ BİNA ÜRETİM SÜREÇLERİNİN YÖNETİMİ*.

DonnÃ, I., & Plevoets, B. (t.y.). *WATER AS MEDIUM ADAPTING WATER TOWERS. BACK TO THE FUTURE*, 96-120.

Eyüboğlu, H., & Faiz Büyükçam, S. (2023). Bir Endüstri Mirasının Dönüşümü: Su Kuleleri. *Kent Akademisi*, 16(2), 1250-1264. <https://doi.org/10.35674/kent.1178365>

Gök, B., & Kerem Öztürk, Z. (2023). “Küçülen Şehirler” de Kentsel Yenileme için Yapılan Çalışmalar: Liverpool Örneği. *Kent Akademisi*, 16(4), 2196-2217. <https://doi.org/10.35674/kent.1349243>

Haneenarshad. (2020, Nisan 7). Adaptive Reuse of Victorian Water Towers. *Old Buildings Addict*. <https://oldbuildingsaddict.wordpress.com/2020/04/07/adaptive-reuse-of-victorian-water-towers/>

*Holiday at Appleton Water Tower, Sandringham | The Landmark Trust*. (t.y.). Geliş tarihi 20 Ocak 2024, gönderen <https://www.landmarktrust.org.uk/search-and-book/properties/appleton-water-tower-4670/#Overview>

*House in the Clouds: History*. (2007, Ağustos 21). <https://web.archive.org/web/20070821115443/http://www.houseinthecLOUDS.co.uk/history.html>

*Jaegersborg Water tower / Dorte Mandrup | ArchDaily*. (t.y.). Geliş tarihi 20 Ocak 2024, gönderen [https://www.archdaily.com/6748/jaegersborg-water-tower-dorte-mandrup-arkitekter?ad\\_source=search&ad\\_medium=projects\\_tab](https://www.archdaily.com/6748/jaegersborg-water-tower-dorte-mandrup-arkitekter?ad_source=search&ad_medium=projects_tab)

Kaşlı, B. (2009). *İstanbul'da Yeniden İşlevlendirilen Korumaya Değer Endüstri Yapıları Ve İç Mekan Müdahaleleri: Santral İstanbul Örneği*.

*Purcell wins contest to revamp Colchester's 'Jumbo' water tower*. (t.y.). Geliş tarihi 20 Ocak 2024, gönderen <https://www.architectsjournal.co.uk/news/purcell-wins-contest-to-revamp-colchesters-jumbo-water-tower>

Team, H. W. D. (2015, Ağustos 14). *Water Tower Converted into a Unique Vacation Home*. HomeWorldDesign. <https://homeworlddesign.com/water-tower-converted-into-a-unique-vacation-home-with-beautiful-views-over-the-rooftops-of-berlin/>

*The Great Forest Water Tower – Nagyerdei Viztorony – visitdebrecen*. (t.y.). Geliş tarihi 20 Ocak 2024, gönderen <https://visitdebrecen.com/hot-now/the-great-forest-water-tower-nagyerdei-viztorony/>

*Watertower / Rocha Tombal Architects | ArchDaily*. (t.y.). Geliş tarihi 20 Ocak 2024, gönderen <https://www.archdaily.com/238588/watertower-rocha-tombal-architects>

## WEB Kaynakları

URL-1. [https://tr.wikipedia.org/wiki/Castellum\\_aquae](https://tr.wikipedia.org/wiki/Castellum_aquae) (Erişim Tarihi: 21.01.2024)

URL-2. [https://en.wikipedia.org/wiki/Water\\_stop](https://en.wikipedia.org/wiki/Water_stop) (Erişim Tarihi: 22.01.2024)

URL-3 [https://en.wikipedia.org/wiki/Lusk\\_Water\\_Tower](https://en.wikipedia.org/wiki/Lusk_Water_Tower) (Erişim Tarihi: 22.01.2024)

URL-4 <https://www.fotocommunity.de/photo/wasserturm-duisburg-wedau-ehem-ausbesseru-dampfer96/41354675> (Erişim Tarihi: 17.01.2024)

URL-5 <https://www.walesonline.co.uk/news/homes-property/property-news/gallery/look-around-quirky-converted-water-19816421> (Erişim Tarihi:21.01.2024)

URL-6 <https://twitter.com/concretelibrary/status/1316299435975081986>(Erişim Tarihi: 20.01.2024)

URL-7 <https://historicexhibits.lib.iastate.edu/buildings/watertower.html>(Erişim Tarihi: 22.01.2024)

- URL-8 <https://www.arkitera.com/haber/ahsap-hangarin-icine-google-ofisi/> (Erişim Tarihi: 20.01.2024)
- URL-9 <https://www.flickr.com/photos/svenvr/19099768113/in/photolist-e2mUJ8-e2B8Zp-Ax7hD1-2n9UdMf-zURv2p-2kpHZPx-Dr5wK5-iJ1RpZ-78ShWh-JRGc3p-2iQWWuh-5cvcAD-v6MiCM-2dsPRC-Kwda3b-2dnwh4-iJ1QUR-2hfhJqu-K1LDzS-2n9WX9E-2mPT78n-fPAiKB-PTsBuY-w4tqvm-2mPUnNj-qaqzj5-KXn4Kp-2moHTmG-iJ356r-nm6VkB-w6eX5P-KQFpmk-iJ363g-iJ5LUu-iJ1Qdv-iJ33KF-iJ1MfB-iJ3QZA-iJ1P3z-KUCMxb-eMLrWQ-2moRASL-eMLvjs-KXnPhp-KN4rkf-iJ36eZ-iJ36HV-iJ34s2> (Erişim Tarihi: 22.01.2024)
- URL-10 [https://commons.m.wikimedia.org/wiki/File:Zabrze\\_wieża\\_cisnień\\_Huty\\_Zabrze\\_01\\_09\\_2011\\_P9019422.jpg](https://commons.m.wikimedia.org/wiki/File:Zabrze_wieża_cisnień_Huty_Zabrze_01_09_2011_P9019422.jpg) (Erişim Tarihi: 22.01.2024)
- URL-11 <https://humboldt-museum.ca/water-tower/experience/> (Erişim Tarihi: 17.01.2024)
- URL-12 <https://debrecenikepeslapok.blogspot.com/2023/03/110-eves-nagyerdei-viztorony.html?spref=fb&m=1> (Erişim Tarihi: 20.01.2024)
- URL-13 <https://visitdebrecen.com/hot-now/the-great-forest-water-tower-nagyerdei-viztorony/> (Erişim Tarihi: 22.01.2024)
- URL-14 <https://oldbuildingsaddict.wordpress.com/2020/04/07/adaptive-reuse-of-victorian-water-towers/> (Erişim Tarihi: 22.01.2024)
- URL-15 <https://www.architectsjournal.co.uk/news/purcell-wins-contest-to-revamp-colchesters-jumbo-water-tower> (Erişim Tarihi: 20.01.2024)
- URL-16 <https://www.archdaily.com/238588/watertower-rocha-tombal-architects/5018390e28ba0d33a800006f-watertower-rocha-tombal-architects-image> (Erişim Tarihi: 22.01.2024)
- URL-18 <https://watertoren.webflow.io/onze-ruimtes> (Erişim Tarihi: 20.01.2024)
- URL-19 <https://www.ncbham.be/work/water-tower-design-house/> (Erişim Tarihi: 22.01.2024)
- URL-20 [https://en.wikipedia.org/wiki/Jægersborg\\_Water\\_Tower](https://en.wikipedia.org/wiki/Jægersborg_Water_Tower) (Erişim Tarihi: 22.01.2024)
- URL-21 [https://www.archdaily.com/6748/jaegersborg-water-tower-dorte-mandrup-arkitekter?ad\\_source=search&ad\\_medium=projects\\_tab](https://www.archdaily.com/6748/jaegersborg-water-tower-dorte-mandrup-arkitekter?ad_source=search&ad_medium=projects_tab) (Erişim Tarihi: 17.01.2024)
- URL-22 [https://inhabitat.com/19th-century-london-water-tower-transformed-into-a-unique-high-flying-home/?\\_cf\\_chl\\_tk=9f1\\_1BFkINYTpQm8st06By.4MuzDrfiqcqBV1wXq5y0-1705404631-0-gaNycGzNDJA](https://inhabitat.com/19th-century-london-water-tower-transformed-into-a-unique-high-flying-home/?_cf_chl_tk=9f1_1BFkINYTpQm8st06By.4MuzDrfiqcqBV1wXq5y0-1705404631-0-gaNycGzNDJA) (Erişim Tarihi: 20.01.2024)
- URL-23 <https://www.landmarktrust.org.uk/search-and-book/properties/appleton-water-tower-4670/#Overview> (Erişim Tarihi: 21.01.2024)
- URL-24 <https://web.archive.org/web/20070821115443/http://www.houseintheclouds.co.uk/history.html> (Erişim Tarihi: 22.01.2024)
- URL-25 <https://www.uniqhotels.com/house-in-the-clouds/> (Erişim Tarihi: 01.01.2024)
- URL-26 <https://homeworlddesign.com/water-tower-converted-into-a-unique-vacation-home-with-beautiful-views-over-the-rooftops-of-berlin/> (Erişim Tarihi: 14.01.2024)

# THE ROLE OF YOUTH IN LATIN AMERICA IN THE 21ST CENTURY: A PROSPECTIVE ANALYSIS

Perez Gamon Carolina Margarita

Universidad del Nordeste- Facultad de Humanidades-Argentina  
<https://orcid.org/0000-0002-4600-1039>

## ABSTRACT

**Introduction and Purpose:** the present analysis aims to examine the role of youth in Latin America in the 21st century, considering their potential as an agent of social change, innovation, creativity and environmental sustainability. We intend to identify their contribution in the fight for social justice, their participation in politics and culture in the recent history of the region. The methodology we use is Qualitative: location, compilation and processing of written sources as well as reading and analysis of them. As first results, Latin American youth are heterogeneous, their realities are very diverse, which means that not all of them have access to the same economic, social and cultural opportunities. Furthermore, its active participation in social movements for free education, gender equality and social justice has been a driving force for transformation in the region. Discussions and conclusions young people become a political actor capable of listening to the diverse voices of the Latin American people and are ready to participate in politics at any time and place, without being limited by the structural traditions rooted in public institutions. Its role continues to evolve in shaping the region's political and cultural landscape.

**Key Words:** youth, environment, culture, politics, participation.

## Introduction

“...To you, dreamers under forty years old, you have the historical task of fixing these enormous messes. Remember that the things of this world, from heart transplants to Beethoven quartets, were in the minds of their creators before they were in reality. Do not expect anything from the 21st century, because it is the 21st century that expects everything from you. A century that is not factory-made but ready to be forged by you in our image and likeness, and that will only be as glorious and ours as you are able to imagine...”

Gabriel Garcia Marquez<sup>5</sup>.

This study aims to analyze the leading role played by youth in 21st century Latin America, considering their potential as an agent of social transformation, innovation, creativity and

<sup>5</sup> Discurso de Gabriel García Márquez 1999 en el Foro América Latina y el Caribe frente al Nuevo Milenio. available <https://fundaciongabo.org/es/recursos/discursos/discurso-de-gabriel-garcia-marquez-en-el-foro-america-latina-y-el-caribe-frente>

environmental sustainability. Their invaluable contribution in the fight for social justice, political and cultural participation, and their impact on the recent history of the region will be addressed.

Regarding the methodology: a qualitative methodology is used, which includes the location, compilation and analysis of documentary sources, including their critical reading and interpretation. We include the preliminary results, as well as a graph that helps us visualize the research topic. At the end of the work you will find the conclusions and references consulted

### **Investigation.**

The young population of Latin America, made up of people between 15 and 29 years old, this figure varying briefly depending on the author, constitutes an invaluable asset for regional development. In the context of the 21st century, its role becomes even more crucial as an agent of social change, innovation, creativity and environmental sustainability. "Currently, the young population (10 to 24 years old) in the Region of the Americas is the largest in the history of the continent: it reaches about 237 million and is expected to decrease to 230 million in 2030"<sup>6</sup>.

We are going to establish what we understand by adolescents taking the following concept "...youth refers to the period of the life cycle in which people transition from childhood to adulthood, and during which important biological, psychological, social and cultural changes occur. ..."<sup>7</sup>.

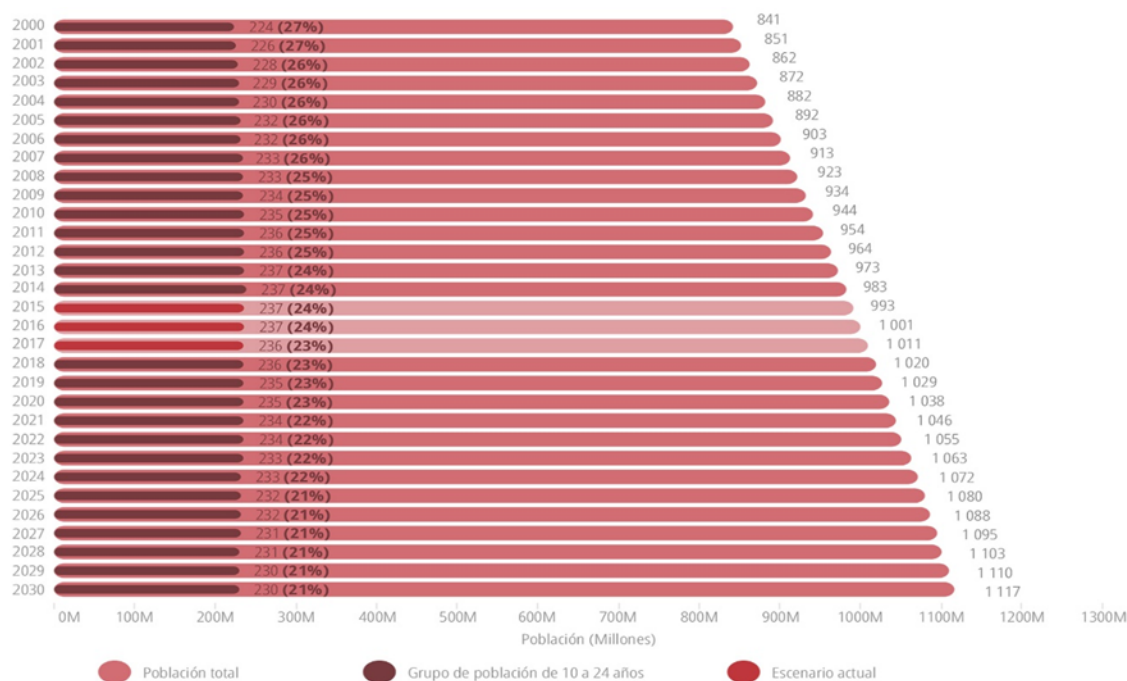
More than one hundred million young Latin Americans make up the central core of two of the main issues that afflict the region: unemployment and citizen insecurity. At the same time, these young people also constitute a highly relevant factor in a regional topic: democratic fragility. However, these young people are also the central axis of new development strategies. These strategies are based on a clear commitment to investment in human capital, considered the key to gaining competitiveness and recovering the stable economic growth necessary to build more prosperous societies. This is especially important in a globalized world that has undergone a radical transformation in the last three decades. This highlights the vision that Latin American society has of its young people<sup>8</sup>.

<sup>6</sup> Organización Panamericana de la Salud. Organización Mundial de la Salud. Parte I Perfil de los adolescentes y jóvenes de la región de las Américas. Población adolescente y joven en la Región de las Américas. available : <https://www3.paho.org/informe-salud-adolescente-2018/part-one-a-profile-of-adolescents-and-youth-in-the-americas.html>

<sup>7</sup> Centro Latinoamericano de Demografía. División de Población Comisión Económica para América Latina y el Caribe. (Santiago de Chile 2000) Juventud, Población y desarrollo en América Latina y el Caribe. Problemas, oportunidades y desafíos. p.26, available: <https://repositorio.cepal.org/server/api/core/bitstreams/0e9fa1fe-658f-44ea-8d43-9981b6a0bb0b/content>

<sup>8</sup> Rodríguez Ernesto. *Juventud y desarrollo en América Latina: desafíos y prioridades en el comienzo de un nuevo siglo*. available: <https://ibero.mx/campus/publicaciones/jovenes/pdf/epieck2.pdf>

**Figure I.1: Estimated population of adolescents and young people (10 to 24 years old) in the Region of the Americas and percentage of the total population, 2000-2030<sup>9</sup>.**



In this regard, the author Rossana Reguillo adds that, during the first decade of the 21st century, there was a reorientation of youth actors. This reorientation was characterized by a meticulous observation of the impact that social transformations were having on their universes. Particular attention was paid to the growing boredom they expressed towards the prevailing system. This boredom was exacerbated by pre-existing socioeconomic conditions, to which were added new disadvantages such as job insecurity, ambiguously masked as flexibility. Taken together, these circumstances generated an accumulation of obstacles that had a negative impact on the development prospects of young people, "... Minimalism of social policy compared to the maximalism of the police and repressive arm of the State, became a "pincer", a machine to wage war against many and many young people in precarious situations and today, against activists, as we have been able to see in Egypt, Turkey, Spain, the United States, Mexico, Chile, to name some emblematic examples of repression against young people..."<sup>10</sup>.

The work of Olivia Leyva Muñoz allows us to know that in contrast to the regions of Europe, Asia and Africa, where various political systems such as democracies, dictatorships and socialist systems coexist, the Latin American region is distinguished by the preponderance of contemporary democracies as a form of predominant government. Most States implement a presidential type system, with the exceptions of: Haiti: It is structured as a semi-presidential republic, with a president and a prime minister, the president, elected by popular vote, plays a fundamentally ceremonial role. , and the prime minister, elected by Parliament, holds responsibility for the government; while Cuba: is defined as a State of socialist character, with

<sup>9</sup>Organización Panamericana de la Salud. Organización Mundial de la Salud. Parte I Perfil de los adolescentes y jóvenes de la región de las Américas. Op.cit

<sup>10</sup>Hipermediaciones. Scolari Carlos A. (2013) Entrevista a Reguillo Rossana Jóvenes, sociedad digital y política. available: <https://hipermediaciones.com/2013/09/01/entrevista-a-rossana-reguillo-jovenes-sociedad-digital-y-politica/>



a single political party: the Communist Party of Cuba, the president serves as head of State and government, and the National Assembly of People's Power stands as the unicameral legislative body. It is necessary to highlight that the characterization of political systems in Latin America is of considerable complexity, not limited to a simplistic dichotomy between democracy and dictatorship. A variety of nuances and particularities are observed in each country, which must be considered comprehensively to fully understand the political reality of the region "...The relationship between the binomial politics and youth outlines an important approach to the contrasts and developments that give life to various forms of political participation, which young people undertake as part of the emergencies typical of the sociocultural contexts that prevail in the reality that surrounds them. The political participation schemes that young people adopt make visible the enormous inequalities that surround them..."<sup>11</sup>.

### **Findings.**

As first results, Latin American youth are heterogeneous, their realities are very diverse, which means that not all of them have access to the same economic, social and cultural opportunities.

With greater political awareness and access to information, youth are demanding greater participation in decision-making and fairer representation in governments. Furthermore, their active participation in social movements for free education, gender equality and social justice has been a driving force for transformation in the region.

### **Conclusions.**

Lack of employment opportunities and poverty are major obstacles to youth participation in development. Strengthen political participation mechanisms so that young people can have a voice and vote in decisions that affect them. It is necessary to invest in education, training and employment so that young people can develop their full potential. Young people become a political actor capable of listening to the diverse voices of the Latin American people and are ready to participate in politics at any time and place, without being limited by the structural traditions rooted in public institutions. Its role continues to evolve in shaping the region's political and cultural landscape. Latin American youth have enormous potential to transform the region; it is essential to support and empower this generation so that they can lead social change, innovation, creativity and environmental sustainability in the 21st century.

<sup>11</sup> Leyva Muñoz Olivia *Pandemia y participación política de los jóvenes en América Latina. ESTUDIOS - N° 46 - ISSN: 1852-1568 (Julio-diciembre 2021) 113-131.* available: <https://revistas.unc.edu.ar/index.php/restudios/article/view/33991/34391>

## References.

Centro Latinoamericano de Demografía. División de Población Comisión Económica para América Latina y el Caribe. (Santiago de Chile 2000) Juventud, Población y desarrollo en América Latina y el Caribe. Problemas, oportunidades y desafíos. Disponible: <https://repositorio.cepal.org/server/api/core/bitstreams/0e9fa1fe-658f-44ea-8d43-9981b6a0bb0b/content>

Discurso de Gabriel García Márquez 1999 en el Foro América Latina y el Caribe frente al Nuevo Milenio <https://fundaciongabo.org/es/recursos/discursos/discurso-de-gabriel-garcia-marquez-en-el-foro-america-latina-y-el-caribe-frente>

Hipermediaciones. Scolari Carlos A. (2013) Entrevista a Reguillo Rossana Jóvenes, sociedad digital y política. disponible: <https://hipermediaciones.com/2013/09/01/entrevista-a-rossana-reguillo-jovenes-sociedad-digital-y-politica/>

Leyva Muñoz Olivia Pandemia y participación política de los jóvenes en América Latina. ESTUDIOS - N° 46 - ISSN: 1852-1568 (Julio-diciembre 2021) 113-131.available: <https://revistas.unc.edu.ar/index.php/restudios/article/view/33991/34391>

Organización Panamericana de la Salud. Organización Mundial de la Salud. Parte I Perfil de los adolescentes y jóvenes de la región de las Américas. Población adolescente y joven en la Región de las Américas. disponible: <https://www3.paho.org/informe-salud-adolescente-2018/part-one-a-profile-of-adolescents-and-youth-in-the-americas.html>

Rodríguez Ernesto. Juventud y desarrollo en América Latina: desafíos y prioridades en el comienzo de un nuevo siglo disponible: <https://ibero.mx/campus/publicaciones/jovenes/pdf/epieck2.pdf>

# THE EFFECTS OF SOCIAL MEDIA ON DEVELOPMENT OF ADOLESCENCE

**Zeynep OZKAN**

Istanbul Galata University, Art and Social Science Faculty, Psychology Department, Istanbul,  
Türkiye

ORCID ID: <https://orcid.org/0009-0009-6130-6082>

**Ulas Basar GEZGIN**

Istanbul Galata University, Art and Social Science Faculty, Psychology Department, Istanbul,  
Türkiye

ORCID ID: <https://orcid.org/0000-0002-6075-3501/print>

## **Abstract:**

Social media network usage has increased noticeably during the Covid-19 period according to statistical research. Especially for adolescents between the ages of 13 and 17 who are in search of identity, and both are prone to social interaction and closed to communication, social media use has become more widespread than adults in this period. Young people's demand for social media has made examining the impact areas of social media on adolescents important for the health of the cognitive and emotional development of generations. According to research, social media channels have both negative and positive effects on adolescents in terms of mental health, academic life, and communication skills. There are particularly fundamental points that social media has negative effects on for adolescents such as triggering adolescents' tendency to compare themselves and so strengthening mental illnesses such as depression and anxiety, disrupting sleep routines and creating addiction, causing face-to-face communication skills to deteriorate, and facilitating bullying. Although social media has negative effects on the development of adolescents, there are undeniable advantages using social media for instance, it has wide range of platforms that teenagers can reflect their personalities and reaching wider circles, being able to work in groups in more practic and rapid ways and gaining support groups about the issues they feel lonely or insufficient.

**Key Words:** Mental Health, Academic Performance, Adolescence and social media, Social Development

## **Introduction:**

Social media has largely taken over today's world. Social media networks, which were established to enable individuals to communicate and thus be aware of each other, have developed over time and become more accessible. The use of advantageous social media networks, which individuals can easily and quickly communicate with their distant relatives or with an important person they need to communicate with, has increased in popularity. In addition, the fact that social media offers a wide range of content not only for communication but also for entertainment and research is attractive for users. One of the periods when the number of social media users increased most rapidly worldwide was undoubtedly the 2019 quarantine period (Cauberghe, Van Wesenbeeck, De Jans, Hudders, & Ponnet, 2020; Drouin, McDaniel, Pater, & Toscos, 2020; Mann and Blumberg, 2022). In his report titled "Digital 21", Kemp (2021) states that there are approximately 4.20 billion social media users in the world, which corresponds to more than half of the world's population, and has positively affected the number of social media users, especially since the Covid-19 pandemic period. During the quarantine period, it meant great importance for individuals to receive news of important developments, be stayed abreast of the latest news about Covid-19 in the fastest and most practical way and to have some form of contact with the outside world. For this reason, after the global quarantine period, communicating with the outside world has become a necessity, not a desire. McLuhan (1964) uses the term "global village" for social communication that brings distant people closer and facilitates access to materials. The golden period that enlarges and urbanizes the village is perhaps the Covid-19 period.

Although social media sites or applications are made for adults, adolescents are at a more advanced point than adults in learning to use technology according to their own purposes and needs (Margolin and Shapiro, 2014). According to research, 81% of young people are social media users (Madden et al., 2014; Zilka, 2018). When the social media usage choices of individuals between the ages of 3-17 are examined in 2023, 88% of young people preferred YouTube, 55% of them preferred WhatsApp, 53% of them chose TikTok, 46% of them preferred Snapchat, 41% of them chose Instagram and %34 of them preferred Facebook to spend time (Ofcom, 2023). According to these results, the most used applications by young people were determined as YouTube, Instagram, TikTok, Snapchat, Facebook and WhatsApp in 2023. One of the remarkable data obtained as a result of research is that the frequency of social media use of young people increases up to four hours a day (Ofcom, 2023). Due to these data, how the increase in social media use among young people in recent years affects their development process has become one of the important research areas. In an article published by *Clinical Child and Family Psychology Review* (2013), at the point of popularity of social networking sites have come, adolescents benefit from social media greatly even though unknowingly and sometimes unconsciously in their development processes, especially in the process of identity search. The fact that social media has a place in the emotional and cognitive development of adolescents requires questioning its positive and negative aspects (American Academy of Pediatrics, 2011). In the rest of the article, the positive and negative effects of social media on the development of adolescents will be examined under the following subheadings: Social relations, Mental Health, Academic Performance.

## Social Relations and Social Media:

When it comes to social relationships, undoubtedly one of the most important topics is friendship relationships. According to the theories produced by researchers who examine the differences between the friendships young people make on social media and the relationships they make face-to-face, the use of social media is generally advantageous for young people to develop social connections (Margolin and Shapiro, 2014). For example, one of the theories that claims to be advantageous is the Stimulation Hypothesis proposed by McKenna and Bargh (2000). According to this hypothesis, young people experience disclosure problems due to reasons such as talking to a new person in face-to-face communication or having difficulty expressing themselves in a group due to various reservations (Margolin and Shapiro, 2014). They have difficulty feeling a sense of disclosure because they cannot show their own characters sufficiently. On the other hand, social media is an easier way to communicate. It can disable communication channels such as tone of voice, gestures and facial expressions, and eye contact. This greatly reduces the communication tension of young people (Margolin and Shapiro, 2014). In fact, according to young people, stronger relationships can be established through social networks compared to face-to-face relationships (Lee, 2009; Margolin and Shapiro, 2014). Feeling comfortable online is more common among boys than girls (Schouten, Valkenburg, & Peter, 2007; Valkenburg & Peter, 2009; Santrock, 2002).

According to the "Rich-Get-Richer" hypothesis, which argues that social media is an advantageous communication tool for some type of the adolescents, young people who have good social skills in face-to-face communication crown their social connections with well done online communication (Kraut et al., 2002; Margolin and Shapiro, 2014). On the other hand, quiet and introverted young people cannot benefit from limited social media networks and cannot create quality relationships (Margolin and Shapiro, 2014).

According to The Social Compensation Hypothesis in the literature, young people with good communication skills can be quite skilled and comfortable in online communication with social media networks that have voice conversation/voice recording options such as Discord (McKenna et al., 2002; Margolin and Shapiro, 2014). The fact that theories about the effects of social media on young people include several different perspectives provides researchers with a perspective on how the impact of social networks is shaped. Another benefit of social media regarding social relations is that it creates opportunities for users to more easily meet people and groups to which they feel they belong. In this way, adolescents can develop their own interests and ideas and gain new perspectives by meeting people from different ethnic groups, countries, or races (Markstrom, 2010; Margolin and Shapiro, 2014). In terms of social interaction, although social networks generally seem to have positive effects on young people's personality formation, they also contain some risks that young people may face (Slater and Bremner, 2017).

Social media is an immense oasis and everyone can own one or more social networks. If a person wishes, he can even open more than one user account just in one social media network. For this reason, social media is a pool that contains millions of characters and personalities. There are some important issues that young people and their parents should pay attention to while in this deep pool. Firstly, and most importantly, cyberbullying and harassment (Slater and Bremner, 2017). Cyberbullying includes all sharing of videos, audio, software programs, photographs and similar posts that contain embarrassing, false information or hate content about a person (Genachowski, McDowell, Capps, Clyburn, & Baker, 2009; Livingstone & Görzig, 2014; Livingstone & Smith, 2014; Ringrose, Harvey, Gill & Livingstone, 2013;

Zilka, 2018). Cyberbullying can cause serious psychological problems in young people: Anxiety, isolation, depression, suicide and so on. While 43% of adolescents believe that cyberbullying is dangerous, 38% of adults find it dangerous. This may indicate that young people experience more realistic psychological problems than adults and are more intertwined with social media (Zilka, 2018). When young people are exposed to cyber harassment or bullying, it can lower their self-confidence and have a negative impact on their well-being.

Incompetence in face-to-face communication is one of the main problems that young people may encounter in the long term as they get used to communicating on social media. Worse, long-term use of social networks also causes social isolation in young people (Margolin and Shapiro, 2014). When the satisfaction level of young people's connection needs is low, social media networks are seen as the easiest way to participate in social life and increase the tendency to use them (Casale & Fioravanti, 2015; Wegmann, Stodt, Grand et al., 2017). It causes them to experience ruptures with physical interaction and to be negatively affected in terms of social development.

#### Mental Health and Social Media:

Mental health is the aspect of social media with the most significant impact. When mental health symptoms in recent years are examined, an increase in depression (Keyes et al., 2019), eating disorders (Galmiche et al., 2019) and suicidality (CDC, 2017) has been observed (Roberts, Maheux, Nesi et al., 2022). In a sensitive issue such as mental health, it is very important for parents to be conscious about the purposes for which their adolescent children use social media networks, what groups and people they communicate with, and what sites they have memberships in (American Academy of Pediatrics, 2011). If this control is provided carefully, social media networks can be very enjoyable, developing, and supportive for young people. For example, thanks to the networks it contains, social media can help young people who have difficulties or loneliness in some matters to find support groups. People with physical disabilities who struggle with chronic or life-threatening diseases can join support groups and join Instagram and Facebook pages in accordance with the doctor's or nurse's advice (Margolin and Shapiro, 2014). This accessibility of communication channels on social media also makes it easier for people living in a multi-ethnic country to communicate with people from their own ethnic group and feel less lonely. Even if they do not live in a multi-ethnic country, individuals can meet people from their own race, immigrant group, or country of origin and reinforce their sense of belonging (Markstrom, 2010; Margolin and Shapiro, 2014). On the other hand, social media networks are important safe platforms for LGBT individuals who are excluded from or prejudiced by society (Margolin and Shapiro, 2014). Lesbian, Gay, Bisexual, or transgendered adolescents see social media as a place where they can express their identities. and feel less threatened than they would in a face-to-face communication (e.g., Hillier and Harrison, 2007; Margolin and Shapiro, 2014). According to recent research, LGBT adolescents who are driven to suicide by social pressure can potentially be easily identified and reached through social media networks (Silenzio et al., 2009; Margolin and Shapiro, 2014). Platforms such as Instagram, TikTok, Facebook and Youtube can support the mental health of individuals by turning into important social interaction channels where people who cannot receive the moral support, they expect from the people around them or who feel strange/alien can share their own stories, and feel inspired or hopeful by learning the stories of people with similar problems. Moreover, for individuals in a healthy or balanced mental state who can access the platforms, these stories are considered to

be empathy enhancing, which is very important for breaking judgments in society and forming a collective (Yu et al., 2011; Margolin and Shapiro, 2014).

But on the other hand, social media also has very risky aspects for the mental health of adolescents. As stated by many researchers, there is a positive correlation between excessive or long-term use of Facebook and similar social media channels and the development of mental diseases such as depression and anxiety (Eraslan-Capan, 2015; Toker, Baturay, 2016; Masoed, Omar, Mad et al., 2021). In a study conducted in 2022, the effects of adolescents' social media use on self-image and social comparison were examined. 90% of adolescents aged 13-17 have an account in at least one of the social media platforms (Anderson and Jiang, 2018; Blumberg and Mann, 2022). The most common behavior seen in this age group's social media use is the emphasis on sharing the best version of themselves (Fullwood, James, & Chen-Wilson, 2016; Blumberg and Mann, 2022). According to Harter et al. (1997), this attitude of adolescents enables the shaping of self-presentation and the formation of self-concept, which are important stages for the development processes of adolescents (Blumberg and Mann, 2022). While young people present themselves through social media, they are also exposed to other people's posts. And this naturally causes them to make comparisons (Margolin and Shapiro, 2014). Young people resort to a lot of comparison and imitation in their adolescence search for identity, and their appearance is very important (Shaffer and Kipp, 2013). However, the comparison made on social media has a different effect than the comparison made in real life (Chou & Edge, 2012; Blumberg and Mann, 2022). Everyone's tendency to share their good, beautiful, and entertaining aspects on social media is more deceptive than in real life, where naturalness can be observed more clearly (Chou & Edge, 2012; Blumberg and Mann, 2022). Adolescents' being influenced by other people's ideas and behaviors in their self-concept creation (Harter et al., 1997; Blumberg and Mann, 2022) increases the risk of danger from social comparison. In another study, the impressions young people gained from their Facebook surfing were analyzed. It has been noted that young people express that they think other people are happier (Chou and Edge, 2012; Margolin and Shapiro, 2014). The comparisons that young people make on social media can be between the lifestyle, body shapes or the perception of beauty highlighted by social media (Margolin and Shapiro, 2014). In the article "Facebook Files" published by The Wall Street Journal in 2021, it is stated that the products of social media companies have a negative effect on young people (Roberts, Maheux, Nesi et al., 2022). Much research on the impact of social media on adolescents has confirmed that social media use causes adolescents to have negative feelings about their bodies (e.g., de Vries et al., 2016; Marengo et al., 2018; Rodgers et al., 2020; Roberts, Maheux, Nesi et al., 2022). Lots of research certifies that teenage girls are more sensitive than teenage boys when it comes to body image. For example, more widespread use of visual-oriented social media networks such as Instagram, TikTok, Tumblr, Snapchat, and Facebook has been observed among young girls than boys (Anderson & Jiang, 2018; Roberts, Maheux, Nesi et al., 2022). The fact that the media manages beauty and fashion trends and that young girls' peers, influencers or popular people appear to fit the trends perfectly on visual-oriented platforms creates a feeling of having to comply with the trends in order to be accepted. These feelings have made healthy eating and exercising a necessity (Tiggemann & Zaccardo, 2018; Roberts, Maheux, Nesi et al., 2022). As the toxicity of social media and the mental health problems it creates begin to attract attention, some celebrities and activists try to reduce the intense pressure adolescents feel on their bodies by emphasizing self-compassion and self-love as a social media movement and share their own unedited and unphotoshopped photos on their personal social media accounts to increase awareness. These kinds of social media movements, trends highlight the importance of being "natural", "being yourself", and accepting that acne and similar physical elements that are considered flaws are normal to adolescents.

One of the negative intersections of mental health and social media is FOMO. FOMO, which is defined as the fear of missing out, refers to the behavior of people constantly monitoring what other people are doing due to their fear of missing important information or experiences in an environment they are not present in, in a broader sense (Przybylski, Murayama, DeHaan, & Gladwell, 2013, p. 1841; Roberts, 1841). Maheux, Nesi et al., 2022). Research has revealed that young people may have some internal motivation for FOMO-based social media interaction (Wegmann, Stodt, Grand et al., 2017). FOMO acts as a bridge between social media engagement and psychological needs. Moreover, it also bridges the need for satisfaction, life satisfaction and mood with social media participation (Przybylski et al., 2013; Wegmann, Stodt, Grand et al., 2017). For this reason, "FOMO" is one of the prominent negative situations of social media use in the mental category, as it causes the development of maladaptive social media use and leaves negative traces on the emotional and cognitive development of adolescents (Wegmann, Stodt, Grand et al., 2017). In summary, social media binding effect created by the psychologically motivating emotional states it provides on young people has serious negative consequences in the long term in terms of life expectancy and mental health (Masoed, Omar, Mad et al., 2021). Moreover, some studies conducted on young people show that social media use It has also been confirmed that it influences academic performance (Karpinski, Kirschner, Ozer et al., 2013; Masoed, Omar, Mad et al., 2021).

#### Academic Performance and Social Media:

Social media networks lag in providing academic information resources provided by Wikipedia and similar social networks. However, it can enable young people to reach experts in their field. Through platforms such as LinkedIn young people can have academic and career-oriented profiles, thus allowing them to interact with people and projects that can have a positive impact. In addition, it allows young people to work together on school projects and similar issues via social media networks such as Facebook and WhatsApp.

Negative evaluation of social media and academic performance can be made, starting with social media addiction. Social media networks can be highly addictive through their impact on young people's dopamine levels (Kuss and Griffiths, 2011; Osharive, 2015). In the literature, social media addiction is explained as "...impulsive disorder that does not require intoxicant." (Gammal, Soliman, Elsheikh, 2019; Masoed, Omar, Mad et al., 2021). The entertainment, beauty, art, science and similar contents hosted by social media creates an irresistible attraction for young people and this increases the screen time of young people (Osharive, 2015). It should also be emphasized that young people have developed habits of checking their social media profiles at short intervals, and according to Itodo (2011), increasing social media obsessions have a lot of negative aspects for adolescents in academic life (Osharive, 2015). Reports show that approximately 12% of young people suffer from social media addiction (Hung, Cheung, Wu et al., 2015; Masoed, Omar, Mad et al., 2021). In a six-month study on Facebook addiction and the academic life of young people, a significant decrease in the academic performance of young people was observed (Wohn & LaRose, 2014; Koning, Gurp, Bogt et al., 2018). Academic performance includes activities of students such as going to school, preparing for exams, completing projects, and fulfilling the responsibilities given by teachers (Milgram et al. 1998; Durak, 2018). Intensive social media use or social media addiction unconsciously alienates young people from issues related to academia (Odaci, 2011; Durak, 2018). Many studies conducted in high schools around the world have revealed that the efficiency and success rates of high school students who are



active on social media are low in academic subjects (Durak, 2018). Another issue that can be evaluated regarding social media and academic performance is the negative effect of social media addiction on sleep patterns (Masoed, Omar, Mad et al., 2021). The main effect of sleep on young people is to support the mind's learning capacities, memory power, and emotional processing (Masoed, Omar, Mad et al., 2021). Insufficient sleep naturally causes concentration deficits, mood instability, and fatigue (Boer and Van, 2017;). These negative effects of insufficient sleep also cause a decrease in academic performance. As a result, it can be said that the effects of social media on academic performance develop directly and indirectly.

## **CONCLUSION:**

Young people's mental health, academic performance and social interactions are important issues for their quality of life and satisfaction. The development of social media networks, their increasing accessibility, and the binding nature of the opportunities they provide cause young people to have problems in these matters. Perhaps the most important of the opportunities provided by social media and the point that attracts the attention of young people the most is that it helps them in their search for identity. Thanks to social media, young people can meet people from many groups and ethnicities and observe the existence of different lives. In addition, it can enable young people to come together on various issues they care about and support each other or produce a project. But on the other hand, research on the relationship between social media and young people shows that long-term social media use does not affect young people well in terms of mental, academic or social interaction. It causes young people to make too many comparisons, lose sleep, not be able to have time for their responsibilities, and become incompetent in face-to-face communication. Based on my observations of my surroundings, I believe that the point social media has reached today is very intertwined with the cognitive and emotional development of young people. The apparent view emphasizes an attitude that today's adolescents do not prefer to participate in social media, on the contrary, they almost coexist with social media. Of course, this situation should be investigated in detail with its negative and positive aspects. In the articles I read while writing the article, there was sometimes insufficient research on some topics, such as social media addiction and academic performance (Durak, 2018). Another important action that needs to be taken is to create environments and reasons for young people to interact more with real life and to raise awareness of parents and adolescents about their habits of using social media. At the end of the day, the important thing to teach adolescents is that balance is vital in social media use, as in everything else.

## **REFERENCES**

Ahn, J. (2011). The effect of social network sites on adolescents' social and academic development: Current theories and controversies. *Journal of the American Society for Information Science and Technology*, 62(8), 1435-1445.  
<https://doi.org/10.1002/asi.21540>

- Beyens, I., Pouwels, J. L., van Driel, I. I., Keijsers, L., & Valkenburg, P. M. (2021). Social media use and adolescents' well-being: Developing a typology of person-specific effect patterns. *Communication Research*, 00936502211038196.  
<https://doi.org/10.1177/00936502211038196>
- Choukas-Bradley, S., Roberts, S. R., Maheux, A. J., & Nesi, J. (2022). The perfect storm: A developmental–sociocultural framework for the role of social media in adolescent girls' body image concerns and mental health. *Clinical Child and Family Psychology Review*, 25(4), 681-701.  
<https://doi.org/10.1007/s10567-022-00404-5>
- Crone, E. A., & Konijn, E. A. (2018). Media use and brain development during adolescence. *Nature communications*, 9(1), 588.  
[www.nature.com/naturecommunications](http://www.nature.com/naturecommunications)
- Mann, R. B., & Blumberg, F. (2022). Adolescents and social media: The effects of frequency of use, self-presentation, social comparison, and self esteem on possible self imagery. *Acta Psychologica*, 228, 103629.  
<https://doi.org/10.1016/j.actpsy.2022.103629>
- Masoed, E. S., Omar, R., Magd, A., & Elashry, R. (2021). Social media addiction among adolescents: Its relationship to sleep quality and life satisfaction. *International Journal of Research in Paediatric Nursing*, 3(1), 69-78.  
[10.33545/26641291.2021.v3.i1b.59](https://doi.org/10.33545/26641291.2021.v3.i1b.59)
- Oberst, U., Wegmann, E., Stodt, B., Brand, M., & Chamarro, A. (2017). Negative consequences from heavy social networking in adolescents: The mediating role of fear of missing out. *Journal of adolescence*, 55, 51-60.  
<https://doi.org/10.1016/j.adolescence.2016.12.008>
- OfCom, U. K. (2023). Children and parents: media use and attitudes report. London: Office of Communications London.
- O'Keeffe, G. S., & Kathleen Clarke-Pearson, K. (2011). The impact of social media on children, adolescents, and families. *Pediatrics* 127.4 (2011): 800-804.  
<https://doi.org/10.1542/peds.2011-0054>
- Osharive, P. (2015). Social media and academic performance of students. Research project submitted to Department of Educational Administration, 100302125.
- Sivakumar, R. (2020). Effects of social media on academic performance of the students. *The Online Journal of Distance Education and e-Learning*, 8.2: 90-97.
- Santrock, J. W. (2002). Life-span development.
- Shaffer, D. R., & Kipp, K. (2013). *Developmental psychology: Childhood and adolescence*. Cengage Learning.
- Slater, A., & Bremner, J. G. (Eds.). (2017). *An introduction to developmental psychology*. John Wiley & Sons.
- Spies Shapiro, L. A., & Margolin, G. (2014). Growing up wired: Social networking sites and adolescent psychosocial development. *Clinical child and family psychology review*, 17, 1-18.  
 DOI 10.1007/s10567-013-0135-1
- Yıldız Durak, H. (2020). Modeling of variables related to problematic internet usage and problematic social media usage in adolescents. *Current Psychology*, 39, 1375-1387.  
<https://doi.org/10.1007/s12144-018-9840-8>

**YAPISAL SAĞLIĞI İZLEMENİN ÖNEMİ VE KÖPRÜLERE OLAN FAYDALARI:  
LORAWAN KULLANMA İMKANI**

**THE IMPORTANCE OF STRUCTURAL HEALTH MONITORING AND ITS  
BENEFITS FOR BRIDGES: POSSIBILITY OF USING LORAWAN**

**Abdallah Tariq Hasan ALABED**

İstanbul Sabahattin Zaim Üniversitesi, Lisansüstü Eğitim Enstitüsü,

Bilgisayar Bilimleri ve Mühendisliği, İstanbul, Türkiye.

0009-0006-7794-8491

**Tarık ÖZKUL**

İstanbul Sabahattin Zaim Üniversitesi, Mühendislik ve Doğa Bilimleri Fakültesi,

Bilgisayar Bilimleri ve Mühendisliği, İstanbul, Türkiye.

0000-0002-3501-9911

**ABSTRACT**

Over the past years, structural health monitoring systems (SHMs) have been used to track and assess the structural health of various structures such as tall buildings and skyscrapers, dams, tunnels, aerospace and the mostly important structure which is bridges. Given the vital role bridges play in transportation, SHM is frequently used for bridges. It is capable of identifying problems including foundation settling, corrosion, and fatigue. Nowadays, most structures are designed and built with a SHMs as a standard mechatronic system. New bridges are built every year, and in some countries the maintenance of these bridges is often neglected. Modern wireless sensor technologies are helping to develop automatic bridge safety monitoring systems. Sensors can be used to collect a variety of information such as vibration, water level and fire data. These data will be useful in assessing the structural health status of bridges. The main scope of the paper is to develop an integrated monitoring system for durability assessment of bridges and also trying to benefit from using LoRaWAN IoT technology. At the first section of the paper we will be discussing about how important the structural health monitoring (SHM) is and its utilities in general and on bridges fields. Afterwards we will briefly discuss about LoRaWAN Iot technology and how we can configure it and make it possible to be used to make the information handover more easier and safer.

**Key Words:** Structural Health Monitoring, SHM, IoT, Wireless Sensor Network, LoRaWAN, Internet of Things.

## 1. INTRODUCTION

Bridges, buildings, and dams are examples of infrastructure that are essential to our everyday existence because they keep us safe and make it easier for us to travel and conduct business. However, over time, many things might cause these structures to fail, including aging, environmental effects, and catastrophic events like accidents or earthquakes. For engineers and authorities, Structural Health Monitoring (SHM) has become an essential instrument in ensuring the longevity and safety of such infrastructure.

The process of continuously or occasionally inspecting structures to look for any indications of deterioration, abnormal behavior, or damage is known as structural health monitoring. It evaluates the structural integrity of civil engineering structures using a range of sensors and data analysis methods. The basic objective of SHM is to spot possible problems before they get serious so that repairs or maintenance can be done on time, improving safety and cutting expenses.

In this paper, we will be discussing structural health monitoring of bridges. With technological advancements, bridges around the world are becoming longer, larger, and there is a rapid increase in the number of old bridges. Bridges play a vital role in the transportation system and are designed to last for 50, 60, 70, or even more than 100 years. However, there are around 1.5 million bridges in the USA, Canada, and Europe that have completed their design life, which makes it essential to monitor their structural health and take urgent precautions in case of any adverse events. [1] [2] [3]

To better understand a structure's behavior, you need to be clear about why you want structured monitoring. Structural monitoring is briefly used to find out whether a structure or component is safe for daily use or not. Structural monitoring can also be used to understand what is the best way to protect a structure and extend its design life. Bridges naturally age like humans, but the implementation of a strategy based on monetary systems and their analysis to identify damage in real-time in the early stages is our goal. Instead of looking for disease, we should look for damages that may happen to a structure such as scarring cracks and corrosion. With the relatively high number of bridge collapses observed worldwide, structural health monitoring has gained significant importance. As an illustration, consider the Hintze Ribeiro Bridge in Portugal, the Morandi Bridge in Italy, and the I-35W Mississippi River Bridge in the USA [4]. Bridges are an important element of a country's transportation network, but they are prohibitively expensive to build and maintain. They are constantly exposed to the harmful effects of corrosion of reinforcing bars in concrete structures, increased traffic volume and overloading, or simply general deterioration and wear. Bridge health monitoring systems using IoT give us preliminary indications that we can easily save many lives and prevent losses.

## 2. RESEARCH AND FINDINGS

Studies on Structural Health Monitoring (SHM) date back several decades; The primary goal of the research under review is to monitor the deformation of bridges using a variety of sensors to assess their structural integrity. The data is then transmitted to a central location over a LoRaWAN network for analysis. The proposed systems were generally created using a

sensor unit consisting of an ultrasonic sensor, acceleration (vibration) sensor, IR sensor, fire sensor, and temperature sensor. All systems included IoT for long and short-range wireless data communication.

## **2.1 Internet of Things (IoT)**

The Internet of Things, or IoT, is a network of interrelated devices that connect and exchange data with other IoT devices and the cloud. IoT devices are often equipped with technologies such as sensors and software and can include mechanical and digital machines as well as consumer objects [5]. With IoT, data can be transferred over a network without requiring human-to-human or human-to-computer interaction. The Internet of Things (IoT) ecosystem is made up of web-enabled smart devices that gather, transmit, and act upon data from their surroundings using embedded systems, including CPUs, sensors, and communication gear. IoT devices share the data they collect through sensors connecting to an IoT gateway, which acts as a central hub to which IoT devices can send data. In the studies we examined in this article, IoT-based systems, especially the LoRaWAN network were always used to monitor the structural health of bridges.

### **2.1.1 Characteristics of LoRaWAN Network**

LoRa is an IoT wireless communication technology that operates in an unlicensed communication spectrum. A private network can serve as the base for a sensor network. According to LOS (Line of Sight), the signal reach distance is 5~10 km, and according to non-LOS, the wireless signal radius is 2~5 km [6].

What is the difference between Lora and LoRaWAN? Lora is a type of modulation. It's the method that is used for two entities to understand each other. Lora modulation uses chirp symbol and in addition to that the Lora frame format has been defined, which is mainly a preamble at the beginning to synchronize the receiver and then at the end a code for error detection. So, with Lora, the data can be transmitted from an end device to another end device, from an end device to a gateway, the other way round works as well, so from a gateway to an end device, and finally the Lora transmission between two gateways is also possible. The content of the frame which is called payload does not matter; anything can be put in it. The desired application protocol can be built depending on any unique use case.

However, it is important to use security features while sending data or information from an end device to a network server. Furthermore, a standard communication protocol is necessary to enable our end device to communicate with any network server. This process is called interoperability. Hence, we must define a protocol, a transmission method, this protocol is called '**LoRaWAN**'.

The LoRaWAN protocol involves a network server and an application server. Working with LoRaWAN limits transmission from one end device to a gateway; it does not allow transmission from one end device to another. The packet is subsequently sent to the network server by the gateway itself. A LoRa packet transmission conveying a message from the LoRaWAN protocol is occurring between the end device and the gateway. First of all, Lora is a must if we use LoRaWAN. However, it is feasible to work with Lora exclusively. For instance, we may send a Lora packet between two terminals without using an application

protocol. However, the LoRaWAN protocol is necessary if we wish to transmit data to the network server.

As with other secure networks, the LoRaWAN infrastructure requires data integrity, confidentiality, and authentication. It should be impossible for anyone to alter the transmitted frame. Whatever the end device transmits should be understood only by the intended receiver. Lastly, only authorized endpoints can submit data to the network server.

End-to-end security is intended to be supported by the LoRaWAN protocol. The ability of a network to encrypt data on the side of end devices and decrypt it on the user's end is known as end-to-end security. Therefore, in our scenario, the IoT platform itself ought to handle the LoRaWAN decryption. Furthermore, end-to-end security eliminates the possibility of malevolent incursions occurring between the user and the device.

In the Internet of Things universe, our first considerations when launching a fleet of devices are operators and subscriptions. However, LoRaWAN operates on open bands, making its frequencies universally accessible. This makes its systems unique. This frequency is 868 MHz in Europe, 915 MHz in the US, and 470 MHz in China.

LoRaWAN consists of four distinct networks: public operators network, private network, hybrid network, and community network. We need to consider the benefits and drawbacks of each of these architectures to determine which is the best fit for our use case.

We can install our own network servers and application servers, set up our own gateways, and even create our own IoT platform in a private network. The LoRaWAN operator provides us network coverage in public networks. Its numerous gateways are dispersed around the country and are all set up to transfer data to an operator network server. In the case of a public network, everything is owned by the operator aside from your own device because the server infrastructure is also provided. A significant disadvantage of a public network is that the gateway cannot be located anywhere. In that scenario, a hybrid network that combines the benefits of both public and private networks is an alternative that allows us to use our own gateways while utilizing the services of a LoRaWAN operator. As a result, we can control the network coverage, but the server will continue to be dependent on the LoRaWAN provider. In addition to my personal coverage, a community network offers network coverage. Consequently, not only can I profit from my gateway coverage but also from every gateway that is registered on this network server. Thus, the greater the number of users within the community, the greater the coverage available to all, and in certain cases, it's even free.

### **2.1.2 LoRaWAN network configuration and measurement equipment specifications**

We require an operational network in order to manage a full LoRaWAN network configuration. Therefore, if you are running a private network, you need to have the LoRaWAN server configured yourself and have your gateway connected to the internet. And, if you decide to use a hybrid network architecture, you will need to have a subscription to a LoRaWAN provider and have your gateway up. Lastly, you can subscribe to a public network for a small fee if you only want to deploy your end device. Public network coverage is typically fairly strong, however you should confirm this on the website of the public operator.

In general, to get everything to function, we have four configuration steps. But, in the event that you select an alternative gateway for a public or community network, there will only be two configuration steps to go:

### **2.1.2.1 Gateway Configuration**

Setting up the gateway is the first step, which enables it to recognize the protocol being used as well as the network server it is targeting. Regretfully, there isn't a single protocol specified by LoRaWAN between the network server and the gateway. So many people using LoRaWAN have created their own solution [7]. The packet forwarder, a small installed piece of software, manages the protocol used between the gateway and the network server. And it's quite simple to configure our packet forwarder after it's ready. Installing the best packet forwarder on the gateway is the next step after selecting it. Information to control this procedure is provided by all packet forwarder designers. We simply need to input the IP address of the network server together with the protocol's UDP or TCP port. Afterward, we will need to supply a private key and connection certificate if we have a secure transmission.

### **2.1.2.2 Gateway Registration**

In essence, this task grants permission for this gateway to communicate with the server. Three pieces of information are required for registration: the gateway EUI, a name or ID, and occasionally both. The user selects these fields, which are merely there to aid the network server in categorizing our gateway. Lastly, we must define our region to use it in our frequency plan.

The Gateway EUI, a unique number that identifies the gateway and is supplied with the gateway upon purchase, is the most crucial piece of information among them. It can be modified occasionally, but for it to be distinct, the MAC address of the network interface linked to a random number is frequently used to generate it.

### **2.1.2.3 Device Registration**

In the third step, we're going to register our device on the network server. Our network server will allow our device's LoRaWAN frame to reach the application server once it has registered. We can register hundreds of devices, each of which will have a unique configuration. Then we enter the LoRaWAN settings based on whether we want to utilize 'OTAA' or 'ABP' as the activation mode. On certain network servers, grouping devices together is possible. Designed to bring together devices with similar use cases, the groups—often referred to as applications—are formed. An application is simply a box or folder that we use to organize our devices.

### **2.1.2.3 Device Configuration**

Finally, the fourth step is the device configuration. And, a new firmware is programmed onto the device itself to input the LoRaWAN settings.

## **2.2 List of Sensors**

This section will look at sensors whose data is gathered over a LoRaWAN network. When it comes to wireless sensor networks, it is preferable for the sensors to have low power consumption, long battery life, affordable prices, and relatively tiny data sizes. The use of

such sensors for bridge monitoring has several benefits. First, the sensors are wireless, so no cables are needed to connect them to your data acquisition system. Secondly, the sensors are reasonably small, making installation simple. Lastly, they are reasonably priced, allowing for the installation of multiple sensors for the low cost.

### **2.2.1 RTD Sensors**

RTDs use a platinum, nickel, or copper element whose resistance varies with temperature precisely and consistently. A temperature reading is then correlated with this resistance change. Longer cables or connectors, which by nature contribute more resistance to the circuit, can negatively affect the accuracy of an RTD when used; therefore, a means of compensating for this higher resistance must be found. This is the point at which various cabling configurations are useful. Different wiring configurations are available for RTDs, including two, three, and four wiring configurations overall [8]. The most precise findings are obtained using a four-wire RTD, which entirely isolates the resistance of the RTD element from the resistance of the wire. The four-wire bridge design measures temperature based on the voltage signal rather than resistance and fully adjusts for any resistance found in the cables or the connectors between them. Because of this, laboratories and other settings requiring great accuracy are the primary situations in which four-wire RTD systems are utilized [9].

### **2.2.2 Ultrasonic Sensors**

Just like bats and dolphins use sonar to perceive their surroundings, ultrasonic sensors use sound waves at frequencies above the range of human hearing to determine distance. After sending out a high-frequency pulse into the atmosphere, the sensor waits for an object to reflect the identical signal back to it [10]. The time difference between sending and receiving is multiplied by the sound speed and divided by two to determine the distance from the sensor to that object.

$$distance = \frac{time \times sound\ speed}{2}$$

### **2.2.3 Acceleration Sensors**

Vibration sensor is another name for an accelerometer. In essence, they detect the degree of acceleration, and based on their measuring range, they can then communicate this acceleration value to other systems that are connected. Vibration sensors can also be employed as safety barriers to safeguard systems and facilities in the event of a potential earthquake and to monitor seismic activity [11].

### **2.2.4 Load Cell**

Load Cell, is a transducer that produces a measurable electrical output signal from an input force, mechanical load, weight, tension, compression, or pressure.

### **2.2.5 Temperature and Humidity Sensors**

Temperature and humidity sensor, These are inexpensive electronic devices with humidity and air temperature sensors. They can also report the temperature and humidity data by converting it into electrical impulses. They include an 8-bit microprocessor to output the



temperature and humidity values as serial data, as well as a specialized NTC for measuring temperature [12].

### **2.2.6 IR Sensor**

An infrared sensor is a gadget that can identify infrared radiation in its surroundings, even when it's invisible to the human eye, and it can also generate an electrical signal when it does so. An infrared sensor can measure an object's temperature and detect motion [13].

### **2.2.7 Strain Gauge**

A sensor known as a strain gauge is one whose strain varies in response to variations in the voltage of electrical resistance that is being measured [14]. Strain is the material's displacement or distortion brought on by an applied stress.

### **2.2.8 Flexible Flex Sensors**

Flex sensors are used to detect structural bends [15]. The quantity of flaws that will cause a sensor to bend in the wrong direction is measured by a flex sensor. The multitude of sensors makes it simple to identify any kinks that may be present.

## **3. DISCUSSIONS**

The use of less expensive MEMS sensors in favor of pricey piezoelectric ones is a significant development in SHM. A comparison of a MEMS sensor and a piezoelectric sensor for vibration-based SHM is given in [16], showing that MEMS is a practical technology for SHM with notable cost savings. Another example is provided by [17], which is the primary reference used in this study and has been verified in production. The primary drawbacks of this design are as follows: (i) it requires power cabling and relies on short-range, power-hungry wireless communication (Wi-Fi) for data; (ii) it is not intended for battery operation.

In [18], They examined and adjusted the primary parameters of the NB-IoT communication protocol, which was selected due to its low power consumption and ability to offer wireless connectivity to the 4G (and soon to be 5G) global infrastructure network—making it appropriate for ongoing monitoring. They compared the newest NB-IoT modules available and determined which would work best in a continuous SHM situation. They demonstrated the hardware and software architecture of a SHM node that can run independently for up to ten years, or even forever with the help of a tiny 72  $cm^2$  solar panel. By contrasting their inexpensive instruments with a cutting-edge piezoelectric transducer utilized in upscale commercial instrumentation for transient cabled installations, they verified the system's measurement accuracy. The accuracy of estimating the modal vibration frequencies differs by less than 0.08%, according to the results, and there is a cost savings of about 10×. Furthermore, because of the long operation lifetime and complete lack of connections, their approach makes deployment simple. Finally, they demonstrate three laboratory studies on structural damage that validate the applicability of their method in SHM settings.

The system suggested by [19] was put to the test using particular stress assessment in order to verify the crack meters performance in demanding conditions. The ceramic material that

serves as the reference substrate and has an extremely low thermal expansion coefficient of  $0.37\mu\text{m}/^\circ\text{C}$  is glued to the plastic support. A thermal chamber with realistic weather conditions was used to test every component, including the batteries and electronics. The initial experiments were conducted between  $-15$  and  $65^\circ\text{C}$ , which are large temperature variable ranges, in order to confirm the hysteresis inaccuracy. Unpredictable developments make it challenging to make up for these kinds of problems. The primary causes of hysteresis are (1) Allegro A1319; (2) Non-reversible changes in the magnetic field; and (3) Non-reversible PLA box thermal expansion. In the initial test, a ceramic support was directly fixed with magnets and a Hall sensor (no plastic box or support). Verifying the hysteresis component resulting from the non-reversible fluctuation of the magnetic field was the aim. The sensor behaves very well ( $\pm 5\mu\text{m}$ ) in the temperature range of  $-15$  to  $65^\circ\text{C}$ ; in the range of  $7$  to  $45^\circ\text{C}$ , the hysteresis component is almost nonexistent ( $\pm 2\mu\text{m}$ ). They then assessed the ABS case's crack meter's overall components. The results in this instance indicate a notable hysteresis, which impairs measurement accuracy. The inaccuracy in the ( $-10 - 65^\circ\text{C}$ ) range is  $\pm 20\mu\text{m}$ . The crack meter features are ensured and the hysteresis error is contained at  $\pm 5\mu\text{m}$  within the temperature range of  $7$  to  $45^\circ\text{C}$ . The ABS support prevents the crack meter from reaching its maximum sensitivity, but it does enable the creation of a relatively affordable tool. The polycarbonate support was used to acquire the results. Verifying the hysteresis component resulting from non-reversible polycarbonate change was the aim. The sensor's behavior is better in the temperature range of  $-15$  to  $65^\circ\text{C}$  when compared to ABS support. The hysteresis is decreased from  $\pm 20\mu\text{m}$  to  $\pm 5\mu\text{m}$  and then to only  $\pm 3\mu\text{m}$  in the  $7$  to  $45^\circ\text{C}$  region. When the temperature's first derivative varies, an odd effect appears. Tiny spikes impact the measurement of distance, causing a nonlinear inaccuracy of about  $5\mu\text{m}$ . However, the effect can be seen as minimal because of the little window of time in which it reveals itself. The long-term output response of the crack meter was displayed with a resolution of  $\pm 1\mu\text{m}$  following the implementation of linear temperature adjustment.

In [20] LoRa P2P system was proposed, and the suggested LoRa P2P communication sequence's security was examined against the five assaults. Which are, Tracking attack, Man-In-The-Middle attack, Replay attack, Key Disclosure attack and DE-Synchronization attack. They unveiled the TenSense M30, an innovative Internet of Things sensor node designed for smart city integration that monitors pre-tension in bolted joints. The suggested design, in contrast to the products already on the market, enables remote, accurate monitoring of the pre-tension load on bolted joints without requiring any changes to the target structure or the bolt itself. The TenSense M30 node's physical examination and FEA analysis both demonstrated that the design is safe under the imposed pre-tension force. Additionally, it was evident from the physical testing that the system can accurately track the relevant strain. Through LoRa P2P, the suggested communication protocol guarantees a secure channel. In the worst case scenario, battery life is anticipated to be more than five years when using the  $20\text{ dBm}$  transmission mode. The current coverage range, in a non-line-of-sight scenario, reaches over  $800$  meters. All of this guarantees that the design can monitor the target construction's health on a daily basis.

A proof of concept for a LoRaWAN battery-free wireless sensing node for SHM applications in the construction industry is provided by the sensing node prototype that was developed and presented in [21]. It has been suggested to implement a wireless sensor network as part of a cyber-physical system for structural health monitoring applications in the construction industry. It is made up of a wireless mesh network with LoRaWAN sensing and communication nodes that don't require batteries. Two sensing nodes and one communication node made up a basic implementation that was experimentally tested over the air and presented (for proof-of-concept purposes). Two battery-free sensing nodes that are powered wirelessly by a single dedicated RF power source measure the temperature and relative humidity. Using a cold-start process, the sensing nodes are turned on and begin to function as long as they are exposed to electromagnetic waves with a power density greater than  $0.5 \mu\text{W}/\text{cm}^2$ . The experimental results show that the temperature and relative humidity data that the sensing nodes have acquired may be wirelessly sent to a communicative node, such as a LoRa gateway that is 1.3 km away from the sensing node, utilizing LoRa technology and the LoRaWAN protocol. By connecting their streamlined sensor network to the Internet, this communication node creates a link between the real and virtual worlds. The energy autonomy of the sensing nodes is achieved by the use of a wireless power transmission mechanism, which allows periodicity of measurement and data transmission to be controlled without requiring any hardware or software modifications to the sensing nodes. The employment of a wireless power transmission system, which can be adjusted to control the periodicity of the measurement and communication, ensures energy autonomy. This SN prototype can be enhanced to be more comprehensive, effective, small, and pertinent for the intended applications, as it is neither integrated nor downsized. Thus, they have put up a comprehensive plan for the wireless, long-distance communication of sensor nodes via far-field radio frequency power transmission, which eliminates the need for batteries and makes use of LoRa technology and the LoRaWAN protocol. The power transmission system of the sensing nodes regulates the temperature and relative humidity that they measure. With the eventual goal of being implemented within reinforced precast concrete, this prototype is presently working toward cyber-physical systems designed for structural health monitoring applications in the construction arena.

Another study on the use of a LoRa LPWAN-based wireless measurement system for monitoring the structural health of bridges was carried out in [6]. Additionally, a self-networked LoRa LPWAN-based sensor network was built and implemented on the cable-stayed bridge portion of the Cheonsa Bridge, which is situated in Shinan-gun, Jeollanam-do. The gateway for receiving wireless signals in the LoRa LPWAN sensor network is a smart sensor node with integrated MEMS accelerometers at one on the outside and one inside the reinforced type, ten cables on the cable-stayed bridge, two on the pylons, and four inside the reinforced type. It is made up of external measuring tools that are attached to the device, such as a member thermometer and an elastic displacement gauge. Through the use of a built-in MEMS accelerometer, the self-developed distributed processing-based smart sensor node determines and wirelessly transmits the cable tension, pylon slope, and reinforced natural

frequency. It also transmits the measurement results of the stretchable displacement gauge and member thermometer that are connected via an external interface. Smart sensor nodes gather it and send it to the LoRa network server. The sensor network used to monitor the structural health of the newly built bridge is based on LoRa LPWAN. Accuracy is determined by comparing the sensor network's robustness with that of existing wired-based sensor networks and by analyzing wireless signal characteristics like reception rate. It was investigated whether the wireless measurement system might be used on big bridges. A bridge structural health monitoring system can be inexpensively built, run, and maintained by utilizing a LoRa LPWAN-based sensor network. The current wire-based measuring and maintenance systems are economical to install, operate, and maintain, despite the fact that bridges are decaying at a rapid rate.

#### 4. CONCLUSION

Wireless sensor technology has advanced quickly in the past several years and found use in many different fields. In the context of structural monitoring, wireless communications combined with conventional structural sensors can significantly lower the cost of monitoring systems and offer features not seen in currently available commercial structural monitoring platforms. For the sake of public safety, monitoring systems for bridge structural health are therefore necessary. The primary goal is to use a sensor network to identify bridge degradation and to transmit the information that was collected from the sensors through a private LoRaWAN network. LoRaWAN, one low-power wide area network (LPWAN) technology that has attracted a lot of interest from the research community recently. It provides communication over a large covered area with low power and low data rate. Bridge health monitoring problems can be resolved with the help of sensors and the internet of things. Numerous lives can be saved by these technologies. This work can be expanded by creating a sophisticated system with industry-grade sensors and controllers, adapting it to practical uses, and providing in-depth dynamic signal analysis for the interpretation of other crucial factors.

## References

- [1] T. Check, "archpaper," The Archpaper Newspaper, 16 Aug 2018. [Online]. [Accessed Jan 2024].
- [2] "Showcasing Canadian Steel Bridges From Coast to Coast," cisc, 17 Dec 2019. [Online]. Available: [www.cisc-icca.ca](http://www.cisc-icca.ca). [Accessed Jan 2024].
- [3] E. Commission, "Keeping European bridges safe," EU Science Hub, 5 April 2019. [Online]. Available: [joint-research-centre.ec.europa.eu](http://joint-research-centre.ec.europa.eu). [Accessed Jan 2024].
- [4] T. Ö. Abdallah ALABED, "Nesnelerin İnterneti Tabanlı Sistemlerle Köprülerin Yapısal Sağlığının İzlemesi," in GAP Zirvesi, Gaziantep, 2023.
- [5] A. S. Gillis, "TeachTarget," Iot Agenda, Aug 2023. [Online]. Available: <https://www.techtarger.com/>. [Accessed Oct 2023].
- [6] K.-D. K. S.-H. P. Jin-Oh Park, "Structural Health Monitoring System for Large-Bridge-Based LoRa LPWAN," Journal of the Computational Structural Engineering Institute of Korea, vol. 49, no. 56, p. 13, 2023.
- [7] S. MONTAGNY, LoRa - LoRaWAN and Internet of Things, Chambéry, France: University of Savoy Mont Blanc, 2021.
- [8] rmc, "RMC," Teknopark , 10 Aug 2021. [Online]. Available: <https://rmc.com.tr>. [Accessed 04 Oct 2023].
- [9] E. Staff, "Inst Tools," thermo metrics, 21 Jun 2022. [Online]. Available: <https://instrumentationtools.com/>. [Accessed 05 Oct 2023].
- [10] D. Jost, "FIERCE Electronics," FIERCE, 07 Oct 2019. [Online]. Available: <https://www.fierceelectronics.com/sensors>. [Accessed 07 Oct 2023].
- [11] H. Sensors, "imb electric," Hansford Sensors, 23 Feb 2021. [Online]. Available: <https://imbelectric.com/>. [Accessed 09 Oct 2023].
- [12] Renkeer, "Renke," Renke, 04 June 2021. [Online]. Available: <https://www.renkeer.com/>. [Accessed 10 Oct 2023].
- [13] RoboCraze, "Robo Craze," 2022. [Online]. Available: <https://robocraze.com/>. [Accessed 02 Nov 2023].
- [14] T. Nachazel, "mich," Michigan Scientific Corporation, 13 Aug 2020. [Online]. Available: <https://www.michsci.com/>. [Accessed Nov 2023].
- [15] M. B. N. M. D. Y. S. M. H. V. M. J. P. Dr. Nagendra Kumar M, "A LOW COST MULTI-SENSOR SYSTEM FOR INVESTIGATING THE STRUCTURAL RESPONSE OF BRIDGE," S J C Institute of Technology, Mumbai.
- [16] M. M. M. D. B. N. T. A. M. a. L. D. M. F. Zonzini, "Vibration-based SHM with upscalable and low- cost sensor networks," IEEE Trans. Instrum. Meas., vol. 69, no. 10, p. 7990–7998, 2020.
- [17] D. B. a. L. B. A. Girolami, "Low-cost and distributed health monitoring system for critical buildings," in in Proc. IEEE Workshop Environ., Energy, Struct. Monitor. Syst. (EESMS), Proc, 2017.
- [18] D. B. T. P. a. L. B. Flavio Di Nuzzo, "Structural Health Monitoring System With Narrowband IoT and MEMS Sensors," IEEE SENSORS JOURNAL, vol. 21, no. 14, p. 16371, 2021.
- [19] D. B. M. G. a. L. B. Tommaso Polonelli, "An accurate low-cost Crackmeter with LoRaWAN communication and energy harvesting capability," University of Trento, Trento.

- [20] P. V. N. Y. M. A. R. O. MICHAÏL SIDOROV, "LoRa-Based Precision Wireless Structural Health Monitoring System for Bolted Joints in a Smart City Environment," *IEEE Access*, vol. 10, no. 1109, p. 17, 2019.
- [21] A. T. E. G. A. D. L. F. U. a. D. D. Gaël Loubet, "LoRaWAN Battery-Free Wireless Sensors Network Designed for Structural Health Monitoring in the Construction Domain," *MDPI*, vol. 19, no. 1510, p. 26, 2019.
- [22] S. S. P. R. S. P. R. M. Balpande, "Design and low cost fabrication of green vibration energy harvester," *Sensors and Actuators A: Physical*, Mumbai, 2016.
- [23] S. S. B. M. L. P. R. S. Balpande, "Low-cost fabrication of polymer substrate-based piezoelectric microgenerator with PPE, IDE and ME," *Electronics Letters*, 53(5), Mumbai, 2017.
- [24] S. S. K. J. P. P. R. S. Balpande, "Development of strain energy harvester as an alternative power source for the wearable biomedical diagnostic system," *Micro & Nano Letters*, Mumbai, 2019.
- [25] R. P. A. V. M. S. A. V. R. e. a. Swaraj, "RIBO-SIM: A parametric simulation tool for triboelectric energy generators.," *International Journal of Ambient Energy*, p. 11, 2022.
- [26] M. D. G. P. G. B. S. S. Dhone, Frequency band widening technique for cantilever-based vibration energy harvesters through dynamics of fluid motion, *Errachidia: Materials Science for Energy Technologies*, 2018.
- [27] S. H. Z. M. A. M. K. T. M. R. Ali, "SHM of concrete bridge structures using wireless sensor," in *Systems and Technologies*, Munich, Germany, 2018.
- [28] S. K. P. J. L. K. P. S. K. AKSHATA DHURI, "IoT Based Bridge Health Smart Monitoring System," K.C. College of Engineering & Management studies, Kopri, Thane (E)-400 603, India, 2019.
- [29] J. A. M. V. Kavitha, "Development of an IoT-Based Bridge Safety Monitoring System," *International Journal of Engineering Research in Computer Science and Engineering*, vol. 6, no. 7, p. 3, 2019.
- [30] M. P. P. V. M. S. S. P. M. N. P. C. Ms. Arohi. D. Sonawane, "Bridge Monitoring System Using IOT," *Journal of Advances in Electrical Devices*, vol. 3, no. 2, p. 4, 2018.
- [31] S. S. B. Sheetal A. Singh, "Development of IoT-Based Condition Monitoring System for Bridges," in *Tech Science Press*, Nagpur, India, 2022.
- [32] D. Y. A. Sangita Gore, "IOT BASED BRIDGE SAFETY MONITORING SYSTEM," *International Journal Of Creative Research Thoughts*, vol. 10, no. 7, p. 4, 2022.

# **THE ROLE AND IMPORTANCE OF INNOVATION IN SMALL AND MEDIUM ENTERPRISES. THE CASE OF ALBANIA**

**Dr. Ledia Sula**

Head of Agribusiness Department, Faculty of Economics, University College of “Logos”,  
Albania

## **Abstract**

Innovation has now become a key factor for every economy or company that claims to successfully face global competition. The era of the knowledge economy and rapid technological progress means that innovation is not a matter of preference, but a non-negotiable necessity for both developing and developed economies.

Albanian small and medium-sized businesses, as part of a developing country economy, have an urgent need to grow and become competitive.

Investment in technology and innovation is now considered the most important long-term factor that ensures sustainability and success.

Although all companies can talk about innovation, only a few of them realize innovation in themselves, and even fewer of them manage to profit from it.

We can talk about product innovation, process innovation, marketing innovation, and organizational innovation.

Small and medium-sized businesses, due to their flexibility and low level of bureaucracy, are more inclined to bring innovation. They have the ability to more easily control all stages of innovation, from the initial idea to implementation and control.

As firm size increases, the number of R&D and innovation activities increases, but R&D productivity tends to decrease.

The paper will try to examine the importance of innovation in SME – s research aims to explain the role of innovation on small and medium-sized businesses. Additionally, the paper will explore some specifics of SME – s, concept of innovation, innovative types and determinants of innovation, as well as the obstacles to innovation faced by the SME – s.

**Key words** : Innovation, literature review, SME, competitiveness, Albania.

**JEL Classification** : O36, L25, L36

## **Introduction**

SMEs are considered to be one of the key driving forces of the economic growth and job creation. Around 90% of all businesses in the global economy are SMEs; their share in total private sector employment is between 61%-81%.

SMEs' activities have large contribution in the production and growth processes in all developed economies. This role of the SMEs is connected to the fact that SMEs' business initiative very often results in innovation, which, on the other hand, is one of the key sources for economic growth and prosperity in the modern economies.

Innovation is particularly recognized feature of the SMEs because of their flexibility to the market changes. Innovative activities and SMEs are closely related – SMEs have to undertake innovative activities if they want to stay competitive, to develop, and to ensure long-term existence, in a dynamic and competitive environment.

The main objective of this work is to study and explain the role of innovation on small and medium – sized businesses.

The paper will explore some specifics of SME – s, concept of innovation, innovative types and determinants of innovation, as well as the obstacles to innovation faced by the SME – s.

### **Distinguish between invention, technological innovation, creativity and discovery**

In the economic literature, the terms invention and innovation are often used interchangeably<sup>12</sup>. It is necessary to emphasize what distinguishes and unites these two concepts. Creativity and innovation are inseparable and the bond that unites them is doubly paradoxical. Innovation is distinguished from invention or discovery by its operational nature and its concrete application.

**Discovery:** it is the result of both a man and the use of a body of knowledge that he and his predecessors had accumulated. Discovery can also be used to meet a specific, applied need for a process or a product. This is then a revelation.

**Invention:** is a technical discovery which consists in the production or creation of a product that someone can adopt, using their imagination; it is an act that is both original and directly implemented. Therefore we can consider that the invention is a new resource for the company integrated into a good placed on the market, in this case it becomes an innovation. An

<sup>12</sup> RICHARD Frank, « recherche invention et innovation », Edition Economica, Paris, 1998, P7.



invention is a new idea, a discovery that serves to solve a problem or change a certain field. Inventions can be the result of independent work or the collaboration of a team of people.

**Technology:** is a means of implementing inventions and new ideas into systems that will bring about advances in any given industrial field, including or not the end consumer. Technology can adopt a wide range of options, including hand tools, process automation, information technology and robotics.

**Innovation:** it is the combination of different activities that go from R&D through invention, then investment, to bring it to the market, therefore it has to do with the industrialization of a new object<sup>13</sup>. An innovative company is constantly overwhelmed by the satisfaction of its staff to see their suggestions taken into account, to realize that they are no longer preaching in the wilderness.

Innovation and creativity certainly have some important commonalities, nor should they be limited to technology, they should concern all staff.

Innovation may or may not involve technology and may be a strategy undertaken by organizations to change an old process, product or market area.

In order not to confuse innovation with invention and technology, we can say that innovation is the process of updating ideas, concepts and changes created in order to improve or create a new product or service, then this innovation may or may not be implemented through technology . . .

In the conditions where the invention was discovered, organizations can still pursue and adopt innovations by trying to drive progress in their industry and apply new ideas in new or innovative ways.

### **Different forms of innovation**

Innovation has many classifications and its perception by economists, sociologists and management specialists remains different.

Let's take the classification of SCHUMPETER who in his work "the theory of economic development, 1934", proposed five types of innovation<sup>14</sup> and which are:

- Production of a new product
- Introducing a new production method;
- Opening a new point;
- Conquest of a new source of raw materials;
- Creation of a new organization.

<sup>13</sup> RICHARD Frank, Op. Cit, P8.

<sup>14</sup> S.D'Agostino, P. Deubel, M. Montoussé, G. Renouard, « Dictionnaire de Sciences Economiques et Sociales », Edition Bréal, Rosny, 2008, P.474.

## **Depending on the nature of the innovation**

This classification includes four essential types: product innovations, process innovations, organizational innovations and marketing innovations<sup>15</sup>.

### **A- Product innovation**

A product innovation is the introduction of a new or significantly improved product or service. It is perceived as a modification of the technological content of the product or an improvement of its conditions of use.

Its objective is to improve the services offered to customers and meet new needs, because given the fierce competition and the rapid evolution of technologies, customer demands have increased and encourage every company to offer great value. developing new or improved products and/or services.

### **B- Process innovation**

Process innovation is the implementation of a new or significantly improved method of production or distribution.

“We can talk about process innovation as soon as we transform the processes or production processes used to design, manufacture or even distribute the final offering. This kind of innovation cannot be perceived by the customer”<sup>16</sup>.

### **C- Innovation in marketing**

Marketing innovations aim to better satisfy consumer needs, open new markets, or position a company's product in a new way in the market to increase sales. They consist of the implementation of new marketing methods that involve significant changes in the design or packaging, promotion or price of a product. This type of innovation is often necessary for successful product innovations. products<sup>17</sup>.

### **D- Organizational innovation**

Improves business management practices, work organization, knowledge management and relations with external partners of the firm.

Therefore, this type of innovation is the adoption by the company of a new organization of production, work and relations between the company and its environment.

## **According to the impact of the innovation on the market**

C. FREEMAN distinguishes two types of innovations: incremental innovation and radical innovation<sup>18</sup>.

### **A- Incremental innovation (continuous or small)**

<sup>15</sup> Manuel d'Oslo, Op.Cit, P.21

<sup>16</sup> R.SOPRANOT et E.STEVEN, « Management de l'innovation », Ed.Dunod, Paris, 2007, P.19.

<sup>17</sup> M. RAHMOUNI, « Motivations et déterminants de l'innovation technologique : Un survol des théoriesnouvelles », cahiers du GRETHA,n°2011-10, P.4.

<sup>18</sup> B.BELLON, « L'innovation créatrice », Ed. ECONOMICA, Paris, 2002, P.5.

It consists of progressively improving the performance of the existing offer in terms of cost benefits.

This type of innovation is the most common in the market because it does not require new knowledge and presents important effects for increasing business productivity and therefore for the entire economic system.

## **B- Radical innovation (disruptive or major)**

It consists in offering new and original products, using new production processes, knowledge and new knowledge, to increase the performance of the offer.

This type of innovation is dangerous for large companies because it causes technical, social and commercial changes.

### **Characteristics of innovation**

Innovation generally responds to the need to strengthen the company's financial and competitive situation.

ROGERS identifies five characteristics of innovation which are: relative advantage, comparability, complexity, the possibility of testing an innovation and observation<sup>19</sup>.

#### **- Relative advantage**

It is the difference in value perceived by individuals between the new innovation and the old one or between the new situation that is created after adopting the innovation and the old situation. It is the degree to which the new innovation is perceived to be better than the existing one. An innovation may not be advantageous, but it is important that individuals perceive it as advantageous.

#### **- Comparability**

It is about the degree to which an innovation is perceived to correspond to existing values. And an idea that is incompatible with current values and norms will take longer to be adopted.

#### **- Complexity**

It refers to the degree to which an innovation is perceived as difficult to understand or use. New ideas that are simple to understand will be adopted more quickly than others that require more skill to understand.

#### **- The possibility of testing an innovation (testability)**

This is the ease with which an innovation can be tested or modified on a small scale before its full adoption. This will allow potential users to have more confidence in the product because they will have the opportunity to learn how to use this innovation.

<sup>19</sup> B.BELLON, « L'innovation créatrice », Ed. ECONOMICA, Paris, 2002, P.5.

- **Observability**

It is the ability to observe the effects of the innovation, or the extent to which the results and benefits of an innovation are clear. The more visible these effects are, the faster the innovation spreads and individuals easily adopt it.

## **SME Innovation in Albania**

### **What are the typical characteristics of SMEs according to some researchers.**

In summary, they are as follows:

- They are very flexible
- They bring innovation
- Quick in implementing the decisions made.
- Vertical integration. SMEs are more vertically integrated than other categories of businesses because they have fewer layers of administration and bureaucracy.
- Success depends on the skills of the general manager
- In SMEs, working relationships are often loose and informal; the standardization process is missing.
- Completely different policy-making procedures from those of large companies.

According to Storey (1994), there is a lack of uniformity regarding the definition of SMEs. Definitions using dimensions (such as number of employees, turnover, profitability and net profit) if used in an industry can lead to all companies being classified as small, while the same dimensions, when applied to another sector, can lead to different values.

99.8% of active companies are occupied by small and medium-sized businesses, in the same percentage as in 2020, and 81.6% of employees were employed there, compared to 81.9% in 2020.

Meanwhile, small and medium-sized businesses account for 79% of net revenue, up from 79.7% achieved in 2020.

These companies made 76.4% of investments instead of 74% made in 2020.

According to INSTAT, around 10.6% of the net turnover of SMEs is intended for export. Medium-sized companies make the highest percentage of exports with 18.3% of their net sales. Micro enterprises export the lowest value, with around 4.5% of their net sales exported.

Data shows that micro businesses have the highest employment percentage in the accommodation and food services sector at 69%. Small businesses have the highest percentage of employment in the extractive industries sector at 29.5%.

Medium-sized businesses have the highest employment percentage in the manufacturing sector at 38.1%.

Tab.1 Treguesit kryesorë dhe struktura e tyre sipas madhësisë së ndërmarrjes, 2021

Madhësia e ndërmarrjes	Ndërmarrjet		Të punësuarit		Shitjet neto		Investimet		Vlera e Shtuar	
	nr.	%	nr.	%	mln Lekë	%	mln Lekë	%	mln Lekë	%
<b>Gjithsej</b>	<b>104.031</b>	<b>100.0</b>	<b>519.240</b>	<b>100</b>	<b>2.652.240</b>	<b>100</b>	<b>174.008</b>	<b>100</b>	<b>664.217</b>	<b>100</b>
<b>NVM (1-249 të punësuar)</b>	103.857	99,8	423.570	81,6	2.095.877	79,0	132.904	76,4	505.186	76,1
Mikrondërmarrje	97.022	93,2	191.250	36,9	582.764	22,0	30.723	17,7	151.693	22,9
Nd. Vogla	5.608	5,4	111.318	21,4	810.182	30,5	63.942	36,7	179.338	27,0
Nd. Mesme	1.227	1,2	121.002	23,3	702.931	26,5	38.240	22,0	174.155	26,2
<b>Nd. Mëdha (250+ të punësuar)</b>	174	0,2	95.669	18,4	556.363	21,0	41.104	23,6	159.031	23,9

Source INSTAT, Albania

Tab.2 Innovation activity in the company according to the economic activity of the company 2018-2020

Activités Economic Activity	Total	Industry	Services
Companies active in innovation	36.6	32	41
Companies not active in innovation	63.4	67.9	59
Companies active in innovation that have collaborated	25.9	24.7	26.7
Companies that have at least one product innovation	23.6	21.2	25.8
Companies that have at least one business process innovation	31.6	27	36
Companies that have only product and business process innovation	19.1	16.8	21.3
Company with at least one product innovation similar or identical to the product on the market	66.8	64.5	68.6
Company with at least one product innovation not previously offered in the market	42	47.9	37.4

Source: INSTAT, Albania

## Discovery, investigation results

We surveyed around 165 small and medium-sized businesses, interviewed by google forms surveys. (October – December 2023)

According to the results obtained so far from the survey, most Albanian SMEs, i.e. 47.4%, have been operating in the market for more than 10 years.

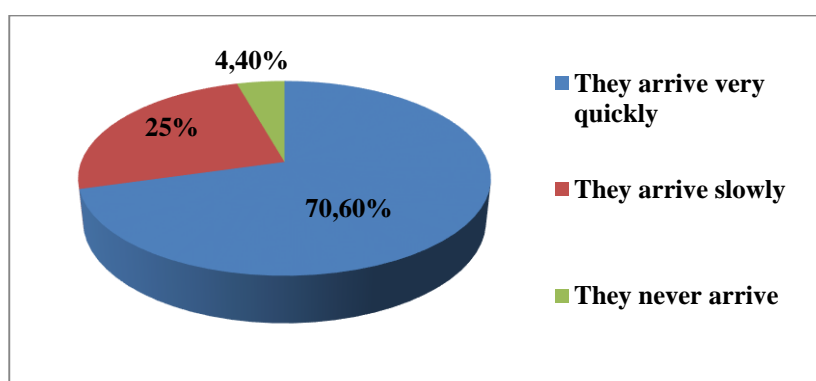
Most of the surveyed companies are located in the cities of Tirana 33.9% and Durres 16.95%. The rest were located in other cities like Elbasan, Lezha, Vlora, etc. Furthermore, most of the companies surveyed belonged to services (56.7%), production companies (26.1%), in the field of consulting (12.3%) and the rest are scientific research, etc.

**Tab. 3 Importance of innovation categories**

Innovation Categories	Percentage
New factory or new machines	22.50%
New production technology	24.60%
Changes in business services	23.2%%
New processes or systems of work or product design	29.7

**Source:** developed from the results of the survey

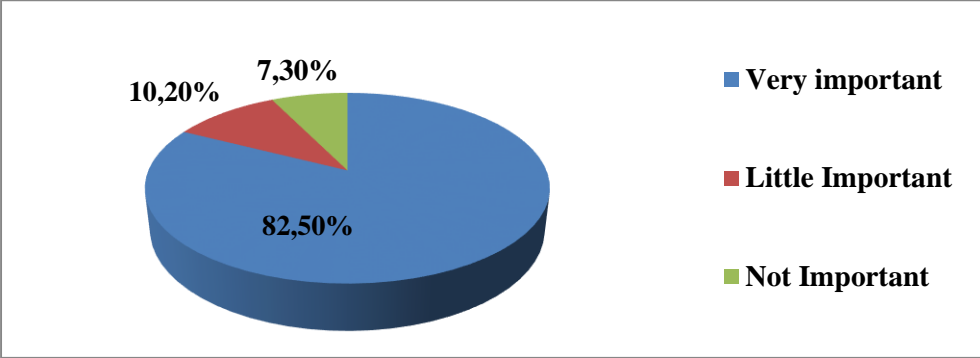
**Graph. 1 The speed of technological progress**



**Source:** developed from the results of the survey

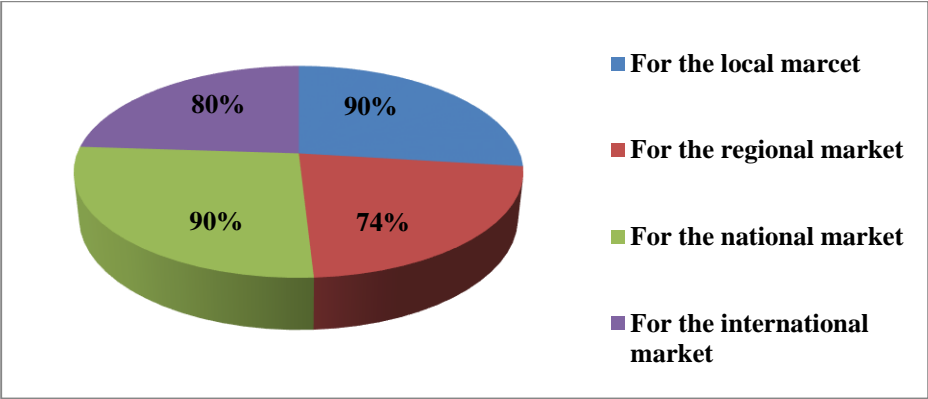
Asked how quickly new technological developments reach your business, 70% think they come very quickly, 25% think they come slowly, and 4.4% answered never.

**Graph. 2 Importance of innovation in Human Resources (HR)**



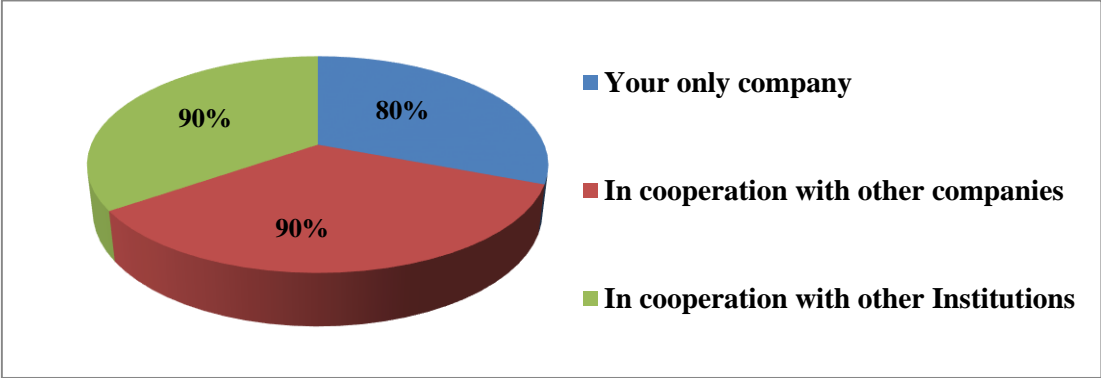
Source: developed from the results of the survey

**Graph. 3 Product innovation for the market**



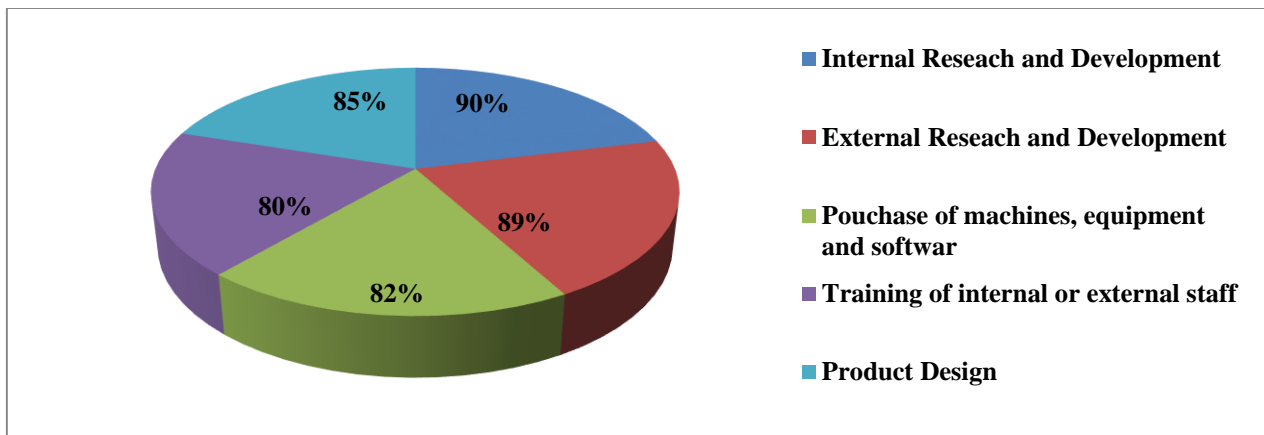
Source: developed from the results of the survey

**Graph: 4 The initiator of product innovation development**

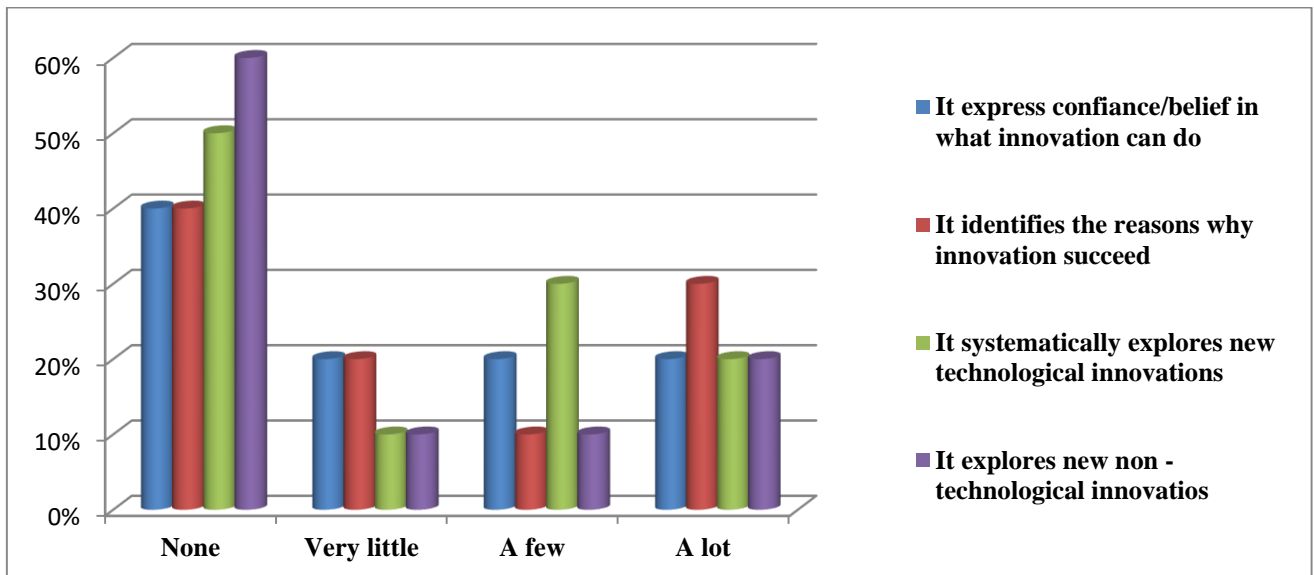


Source: developed from the results of the survey

**Graph. 5 Innovative activities**



**Graph. 6 The link between human resources and innovation**



### Conclusions and Recommendations

Small and medium-sized enterprises (SMEs) are the engine of the global economy. They constitute an essential source of jobs, create entrepreneurship and drive innovation and are therefore important for boosting competitiveness and employment. Flexibility in the face of changes occurring in the environment, innovation, impact on employment, increased economic dynamics make the SME sector not only attractive but also important in economic and strategic development.

Most of the companies surveyed appreciate more as a source of information what comes from the market 34.8%. For most companies, new processes or work systems or product design are considered the most important innovation category 29.7%, compared to a new factory or new machines 22.5%, new production technology 24.6% or changes in business services 23.2%. Innovation in human resources is considered very important by the majority of Albanian companies surveyed (82.5% of them). Most of the studied Albanian companies developed their product innovation more for the local and national market (90% of them) than for the regional and national market (74% and 80%). Innovations in the companies' products were



carried out in most of them in cooperation with other companies and institutions (90% of them expressed themselves as such), while product innovation was developed by the company as a sole proprietorship. Most companies are involved in innovation activities such as internal or external research and development (90%), product design (85%), purchasing of machinery, equipment and software (82 %) and staff training (80%). Around 70.6% of the companies surveyed think that new technological developments reach them very quickly, for 25% of them new developments reach them slowly, and only for 4.4% of them these new technological developments do not reach them at all.

### **Recommendations**

- Due to the sheer importance of innovation these days, small and medium-sized businesses should increase the portion of their budget they spend on technology improvement, research and development, and other elements which have an impact on innovation.
- Albanian companies consider innovation as an element with considerable influence on business performance, but they mainly refer to product innovation, i.e. the improvement or launch of 'a completely new product. At the same time, they should pay more attention to marketing innovation, process innovation, human resource innovation or organizational and social innovation.
- Albanian companies, in their product innovation efforts, must not only take into account the requirements of the local and national market, but also strive to be adaptable and compatible with the regional and international market. Only in this way will Albanian products be competitive with products on the European market or beyond.
- Companies' efforts to innovate in the market must be coordinated and combined with the macroeconomic initiatives and policies of the country's governments.

### **Bibliography :**

- Nairobi Country, Mulei Muli Alex , 2015. The impact of innovations on financial performance of small and medium enterprises in starehe constituency.
- HABIBI. Z & GUATI. R (2022) «L’impact de l’innovation sur la performance des entreprises : une revue de littérature théorique et empirique», Revue Internationale des Sciences de Gestion «Volume 5 : Numéro 2» pp : 341 – 362
- N’Doli Guillaume ASSIELLOU, « Evaluation des processus d’innovation », thèse de doctorat, Nancy university INPL, Nancy, France, 2008,
- Amabile T. (1988), « A model of creativity and innovation in organizations », Research in Organizational Behavior, p. 123-167.
- Raymond L.; Bergeron F. & Croteau A.M. (2013), « Innovation Capability and Performance of Manufacturing SMEs: The Paradoxical Effect of IT Integration », Journal of Organizational Computing and Electronic Commerce, vol. 23, n.3, p. 249-272.
- St-Pierre J. et Mathieu C. (2004), « Innovation de produits et performance : une étude exploratoire de la situation des PME canadiennes », Institut de recherche sur les PME Départ. des sciences de la gestion Université du Québec à Trois-Rivières.
- St-Pierre J. & Audet J. (2003), « Les nouveaux modèles d’affaires des PME manufacturières : une étude exploratoire », Rapport de recherche, Institut de recherche sur les PME.
- Drucker P. F., Innovation and Entrepreneurship, Harper and Row Publishers, New York, 1985.
- Eurostat, European Commission, Science, technology and innovation in Europe, Eurostat pocketbook, ISSN 1830-754X, 2011 edition.
- KanterRosabeth M., Innovation: The Classic Traps, Harvard Business Review, November 2006.

- O.C.D.E. (1997), « La mesure des activités scientifiques et technologiques Principes directeurs proposés pour le recueil et l'interprétation des données sur l'innovation technologique. », Manuel d'Oslo, OCDE, Commission européenne, Eurostat, 2e éd., 1997, <http://www.oecd.org/dataoecd/35/58/2367554.pdf>.
- [http://ec.europa.eu/enterprise/policies/sme/facts-figures-analysis/sme-definition/index\\_en.htm](http://ec.europa.eu/enterprise/policies/sme/facts-figures-analysis/sme-definition/index_en.htm)
- <http://innovationzen.com/blog/2006/11/17/the-definition-of-innovation>
- INSTAT, Albania.

# TO CHINA OR UKRAINE: WHERE TO PLACE BUSINESSES OF INTERNATIONAL COMPANY? A TAX PLANNING COMPARATIVE APPROACH

**Master Songjiayan**

Taras Shevchenko Kyiv National University, Institute of International Relations

**Assoc. Prof. Ph.D. Vyacheslav Prylyuk**

Taras Shevchenko Kyiv National University, Institute of International Relations

## ABSTRACT

Benefits arising from application of a certain instrument of tax optimization depend on the location of a MNC (Multinational Corporation). Different jurisdictions offer diversified tax conditions for enterprises conducting business activity at an international scale with the purpose to attract them to make business on their territory. Ukraine and China also look for investments. A decision to locate a company (a parent company or a subsidiary) in the best tax environment depends on a number of determinants of both non-tax and tax nature. The aim of this article is to present these determinants. Under tax planning of the enterprise, we understand a set of actions and relevant measures in the field of tax calculation and payment which allow us to forecast tax payments and adjust the MNC's activities in the best way. As for Ukrainian and Chinese scholars, in recent years a number of studies have appeared in this area. There are certain gaps in a special comprehensive analysis of the tax mechanism and assessment of its impact on the efficiency of companies. The purpose of the study is to analyze and substantiate the scientific and methodological provisions and practical recommendations for improving the mechanism of taxation of business entities and increasing the efficiency of the regulatory impact of tax on the development of companies. The main terms, principles, functions and peculiarities of tax systems were overlooked, including Ukraine and China. A set of indicators for comparative tax planning is presented. To identify the benefits of the country for creation the unit of MNC PESTLE analysis is advised to use. MNCs tax avoiding tools were analyzed. Specific features of tax planning in China and Ukraine were overviewed. Evaluation of the effectiveness of the proposed measures was made.

**Keywords:** Tax Planning, tax, Ukraine, China, MNC, Tax Burden, Tax Benefit.

## INTRODUCTION

**Relevance of the study.** Benefits arising from application of a certain instrument of tax optimization depend on the location of a MNC (Multinational Corporation). Different jurisdictions offer diversified tax conditions for enterprises conducting business activity at an international scale with the purpose to attract them to make business on their territory. Estonia according to the 2023 Tax Competitiveness Index seems to be the best being at the top for 10 years straight, beating other contenders in the OECD at the simplicity and business friendliness of its tax system. But other countries also try to be in the mainstream with their proposals. Ukraine declared all its budget to spend for military goals including arms

manufacturing that should be increased in several times. China also looks for money suffering of latest outflow of billions of capitals being in danger of sanctions in case of support Russian aggression in Ukraine. Both countries have different tax systems and opportunities for MNCs. For example, many tax reliefs are available for enterprises of a specified legal form, conducting business activity within a legally defined scope and investing in strictly specified assets. Tax havens have always been a popular subject of such type. Over the last few years the so-called aggressive tax planning has been grown up. Its instruments are used by enterprises conducting economic activity in at least two jurisdictions. Aggressive tax planning means taking advantage of technical aspects of tax systems or of differences between two or more tax systems in order to avoid taxation. The schemes of such planning usually involve subsidiaries located in tax havens. However, what is defined as aggressive tax planning by tax authorities, may be considered as tax optimization by the entrepreneurs.

A decision to locate a company (a parent company or a subsidiary) in the best tax environment depends on a number of determinants of both non-tax and tax nature. The aim of this article is to present these determinants with particular emphasis on the latter group. The priorities given to them by MNC are changing with time and are diversified depending on the companies' scope of activity, its purpose and strategy. For each type of MNC there is a different set of factors influencing location decisions. That is why we look at the scope of their business activity and discuss tax factors decisive for the location of MNC operating at an international scale. Under tax planning of the enterprise, we understand a set of actions and relevant measures in the field of tax calculation and payment which allow us to forecast tax payments and adjust the MNC's activities in the best way. At the state level tax planning involves a well-founded determination of the necessary sizes and real volumes of revenues for the budgets of all levels which will allow for the formation of the budget necessary for the state to perform its functions. It is also the establishment of such tax rates and tax benefits that will attract MNC and most effectively fulfill the task of stimulating entrepreneurship in combination with the minimization of state losses. As for Ukrainian and Chinese scholars, in recent years a number of studies have appeared in this area. These works consider the corporate income tax as one of the important elements of the tax system. At the same time, there are certain gaps in a special comprehensive analysis of the corporate profit tax mechanism and assessment of its impact on the efficiency of companies. The need for further in-depth research in this area determined the choice of the research topic, its purpose and objectives.

**The purpose and tasks of the study.** The purpose of the study is to analyze and substantiate the scientific and methodological provisions and practical recommendations for improving the mechanism of taxation of business entities and increasing the efficiency of the regulatory impact of tax on the development of companies.

To achieve this goal, the study sets the following **tasks**:

- to define the economic essence of taxes and identify the peculiarities of their individual types;
- theoretical foundations of company taxation are analyzed;
- the essence and importance of tax optimization of economic activity of MNC are revealed;
- the main directions of optimization of the administration of taxation of MNC are proposed.

#### CONCEPTUAL FRAMEWORK AND METHODOLOGY

The **theoretical and methodological basis** of the study is the general principles of objectivity, historicity, priority of facts and concrete truth which provide an objective analysis of events and phenomena based on the scientific and critical use of various sources. Among

the special research methods used were the methods of observation and document analysis and a structural-functional, dialectical and systems approaches were used.

It is known that material wealth of society is distributed in favor of the state to fulfill its inherent functions - defense, law enforcement, maintaining social balance, etc. Thus, the essence of taxes is the compulsory redistribution of national income in order to form state financial funds. The peculiarity of taxes is their compulsory, mandatory nature, which does not require any individual payment by the state.

The main terms of taxation in many countries, Ukraine and China include [1, p. 9]:

1. Tax (fee, contribution to the state trust fund) is a mandatory payment to the budgets of different levels or state trust funds, which are made in accordance with the procedure and on the conditions determined by the legislation on taxation.

2. The subject or payer of taxes, duties and obligatory payments is a person who is obliged by the Constitution of different countries and tax legislation to:

a) pay taxes, duties and obligatory payments;

b) accrue, withhold and transfer taxes, duties and mandatory payments to the budgets and state trust funds.

A taxpayer may be recognized as a taxable entity for one or more taxes, duties and mandatory payments depending on the activities it conducts, ownership of property or other circumstances that give rise to tax liabilities. A taxable person may also be a person who, in accordance with the tax legislation of country, is responsible for calculating taxes, duties and mandatory payments, withholding them from the payer and transferring them to the budget.

Taxpayers or payers of taxes, duties and mandatory payments are legal entities or individuals, banks, budget organizations, international associations and organizations that are directly obliged to calculate, withhold and pay taxes, duties and other mandatory payments in accordance with the applicable tax legislation. Tax legislation always begins with the definition of taxable entities or payers of taxes, duties and mandatory payments as it is necessary to know clearly who should make a particular type of payment to the budget or to a state trust fund and who is liable to the state for non-payment or late payment of this payment.

3. The object of taxation is a legally determined fact or event after the occurrence of which the subject is obliged to pay the tax; from the economic point of view the object of taxation may be income, profit, property, monetary capital or consumption [2, p. 41]. Each tax, fee and mandatory payment has an independent object of taxation, which is determined by the current tax legislation. The object of taxation must be stable, clearly defined, and directly related to the taxpayer.

4. Subject of taxation is a physical, qualitative characteristic of an object that is equivalent to the object for taxation purposes.

5. Taxation unit is a unit of measurement (physical or monetary) of the object of taxation. The physical measurement accurately reflects the object of taxation. For example, the assessment of a land plot for taxation is carried out in hectares, hundredths of a hectare, etc. The larger the size of the object of taxation, the larger the unit of measurement. Monetary measurement can be direct - in the assessment of income and indirect - in the assessment of the same land plot (at market or normative price), property, etc.

6. Source of tax payment is the income of the tax, fee and mandatory payment payer from which he/she pays the tax, fee and mandatory payment.

7. Tax rate is the legally established amount of tax per unit of taxation. There are the following approaches to setting tax rates:

– universal (a single tax rate is set for all taxpayers);

– differentiated (different levels of rates exist for different taxpayers).

According to the structure, the rates are [3, p. 104]:

– fixed (set in monetary terms per unit of taxation in kind). They are:

a) fixed - set in specific amounts;

b) relative - determined in relation to a certain value (for example, as a percentage of the minimum wage).

– Interest rates are set in relation to the object of taxation, which has a monetary value. They are divided into three types:

a) proportional rates, which do not depend on the size of the object of taxation;

b) progressive rates, the amount of which increases with the increase in the volume of the object of taxation;

c) regressive rates, unlike progressive rates, decrease as the object of taxation increases.

8. The tax quota is a share of the taxpayer's tax, which can be determined both in absolute amount and in relative terms. The value of the tax quota is that it characterizes the level of taxation.

9. Tax rate is the final amount payable to the budget; in most taxes it is defined as the product of the tax base and the tax rate.

10. Source of tax payment means the financial fund of the taxable entity from which the tax is paid. As a rule, the source may be profit, gross income, net income of an individual, etc. 11. Tax exemption is a legislatively enshrined full or partial exemption from paying taxes, duties and other mandatory payments.

Since taxes have the features of financial relations (redistribution of funds and formation of funds), their functions can be considered identical to the functions of finance. The following functions of finance are distinguished [4, p. 82]:

1. Fiscal - the main purpose is to mobilize and accumulate funds in public funds.

2. Distributive (social) - one of the purposes of taxes is the distribution of public income from more solvent segments of the population and business entities in favor of the poor; at the expense of the productive sectors of the national economy in favor of non-productive entities, etc. This function maintains social equilibrium and ensures relative equality of income of different groups of citizens.

3. Regulatory function - taxes as an instrument of forced withdrawal of a part of the society's income can significantly affect the state of the national economy. A positive impact allows us to talk about the stimulating role of taxes, while a negative impact is a discouraging role of taxation. The importance of taking this function into account in the state economic policy was proved by the new economic course of F.D. Roosevelt during the Great Depression of 1920-30s.

4. Control function is an auxiliary function, which consists in controlling with the help of taxes the sources and amounts of society's income and the directions of their use.

Analysis of the research problem

Taking into account the presented above, tax planning of MNC is aimed in reducing the tax burden on it and tries to maximize tax deduction.

Establishing of MNC provides a lot of benefits to it regarding market expansion and internalization as well as a lot of tax benefits in the form of reduced tax payment and asset shielding. E.g., a corporate income tax rate in the US is one of the highest in the world—pegged at 35%; but many American MNC pay only 2.3%. While this is surprising, it is indicated in the US tax code in the form of tax-offsetting incentives. To achieve such results the MNCs use various tools.

TAX HAVENS. Tax haven, as defined by the Organization for Economic Cooperation and Development (OECD), are countries that impose low to no taxes and lacks economic

transparency. Many countries outside the United States offer lower scale tax brackets to enterprises and these are countries usually clustered in Europe and the Caribbean. Such places include Cayman Islands, Switzerland, and the Bahamas. These countries have created policies to reduce the net levy liability of corporations. If you want to benefit from reduced taxes, you can use lawful foreign incorporations to protect your assets. This is the reason why 80% of American corporations use tax havens.

#### OFFSHORE BUSINESS TAX DEFERRALS

The tax system of the US is worldwide. This means that all US citizens and companies need to pay federal income taxes wherever they are in the world. However, it also features the deferral system that allows taxpayers to delay paying US taxes on all overseas profits made, as long as the profits are made offshore. The profits are only taxed once the income is repatriated back to the United States thus giving ample time for international enterprises to prepare their tax documents.

Many corporations in the United States take advantage of the tax deferral by creating international subsidiaries. Tax incentives such as this encourage international enterprises to create investments offshore, making it profitable for the United States' federal government.

#### PROFIT SHIFTING

MNC can avoid paying taxes by shifting its income to its foreign subsidiary through profit shifting. Profit shifting is an accounting practice of transferring assets to subsidiaries that are located in tax haven countries. As a result, all income earned from the assets is picked up by the foreign subsidiary, so it is not subjected under the US taxation law.

#### EARNING STRIPPING

This is a practice wherein the US parent corporation goes through corporate inversion so that the subsidiary located in a tax haven country becomes the parent company while the US corporation becomes the subsidiary. Also called paper inversion, this allows the corporation to have its global income to be booked by the new parent company thus the tax becomes deductible.

Considering tax planning as a certain sequence of actions aimed at optimizing tax flows, let's distinguish the main stages of tax planning of a company [5, p. 49]

Tax planning should be carried out already at the stage of establishing an enterprise, taking into account the specifics of the chosen business area and future commercial activities [5, p.52].

Information support can be built in different ways, depending on the financial, technical and other needs and capabilities of the business entity. Various options are possible here, for example, creation and constant updating of one's own information base, use of one of the specialized databases, combination of information capabilities of third-party organizations and own sources and data.

The key element of information support is the information base which consists of four large data sets that differ in the degree of systematization

- 1) data of the accounting system,
- 2) data of the tax accounting system
- 3) statistical data
- 4) non-systematic data.

The main tools of tax planning include:

- specifics of the company's accounting policy;
- various tax regimes that a company can apply in the process of tax planning;
- various benefits that can be applied by the company for specific types of activities in order to optimize taxation;
- tax benefits provided by international law to eliminate double taxation;

- choosing the best form of implementation and documentation of relations under contracts with partners for rational tax planning;
- creation of various targeted reserves at the enterprise, etc. [6, p. 25].

Accordingly, special structural units of tax planning should be formed in the organizational structure of the enterprise. These units should include:

- financial analysts who develop tax planning schemes and evaluate their effectiveness;
- accountants - to analyze the possibility of reproducing such schemes in financial accounting;
- lawyers - prepare the necessary documents for the execution and implementation of transactions, as well as analyze tax planning schemes in terms of their legal protection, taking into account the norms of tax, financial, commercial, civil and international law.

The growing importance of economic levers of enterprise management requires the application of optimal approaches to tax planning and assessment of its effectiveness.

Quantitative assessment of the effectiveness of the tax policy implemented by a company should be carried out through a system of well-known indicators which determine

- the level of tax burden on the enterprise;
- the level of influence of certain tax planning measures on the amount of tax liabilities of the enterprise;
- efficiency of tax planning and tax policy of the enterprise in general.

Tax planning, interacting with the management functions, is one of the main tools for generating performance indicators of the enterprise, since the calculation of the latter without taking into account the tax consequences seems unreasonable and irrational. Thus, tax planning should become a mandatory tool for the management of a domestic enterprise when making a particular management decision. Competent tax planning allows you to legally optimize the amount of tax payments based on a detailed study of tax legislation and organization of business activities in accordance with the requirements of tax optimization. Indicators for assessing the tax burden on an enterprise are shown in Table 1 [7, p. 55]

In order to achieve high efficiency of tax planning of the enterprise, it is recommended to form a project group, which should be created on a permanent basis with the inclusion of specialists with relevant knowledge about taxation in the countries and delegation additional powers to them. It is recommended to use a combined approach to the forms of participation of employees of subdivisions in tax planning activities, which combines individual transfer of information (contact) and group discussion of the problem. This is especially important when you want to assess the advantages of placing businesses in various countries, e.g. China or Ukraine. Each member of the group should perform clearly defined functions:

- the head of the company decides on the feasibility of a particular activity or scheme, gives instructions to the lawyer and accountant regarding the actual conditions of implementation and the expected results of tax optimization;
- the lawyer analyses the legal aspects of the transaction and its compliance with the law, coordinates the specifics of the transaction with the counterparties;
- an accountant calculates financial parameters, the procedure for their reflection in accounting and tax reporting, and the calculation of taxes to be paid;
- a tax planning specialist evaluates all the information received from the manager, lawyer and accountant and gives an opinion on the feasibility and expediency of implementing such a scheme. If all members of the project team work together, tax planning can be highly effective.



Table 1

**Indicators.**

The amount of taxes, duties, and mandatory payments paid by the company

The structure (share) of taxes and their individual types in the cost of production, in the producer price and in the sales price

**Calculation procedure**

- total amount of taxes
- The amount of taxes for certain periods (months, quarters, years), their dynamics
- the amount of certain types of taxes
- the amount of taxes on the components of sales prices (taxes attributable to
  - on the cost of production, income taxes, excise taxes)
  - Amounts of taxes on certain types of products, works and services
  - Amounts of taxes for certain types of production
- Amounts of taxes for certain structural units of the enterprise

This structure can be formed both for the total volume of production or sales and for the volume of certain types of products, works and services.

Tax intensity ratio of products sold

$$K_p = P / Or$$

P - the amount of tax payments by the company for a certain period, USD.

Or - is the volume of product sales for the period, USD.

Income taxation ratio

$$Cod = P_c / D_v,$$

P<sub>c</sub> - is the amount of taxes included in the product price and paid from the company's income for a certain period, USD. D<sub>v</sub> - gross income for the period, USD.

Cost taxation ratio

$$Cov = P_s / C,$$

P<sub>s</sub> - the amount of taxes that are attributed to production (turnover) costs, i.e., included in the cost of production (works, services) for a certain period, USD;

C - production costs

The amount of taxes, duties, and mandatory payments paid by the company  
 The structure (share) of taxes and their individual types in the cost of production, in the producer price and in the sales price

- total amount of taxes
- The amount of taxes for certain periods (months, quarters, years), their dynamics
- the amount of certain types of taxes
- the amount of taxes on the components of sales prices (taxes attributable to
  - on the cost of production, income taxes, excise taxes)
  - Amounts of taxes on certain types of products, works and services
  - Amounts of taxes for certain types of production
- Amounts of taxes for certain structural units of the enterprise

This structure can be formed both for the total volume of production or sales and for the volume of certain types of products, works and services.

Tax intensity ratio of products sold

$$K_p = P / O_r$$

P - the amount of tax payments by the company for a certain period, USD.

O<sub>r</sub> - is the volume of product sales for the period, USD.

Income taxation ratio

$$C_{od} = P_c / D_v,$$

P<sub>c</sub> - is the amount of taxes included in the product price and paid from the company's income for a certain period, USD. D<sub>v</sub> - gross income for the period, USD.

Cost taxation ratio

$$C_{ov} = P_s / C,$$

P<sub>s</sub> - the amount of taxes that are attributed to production (turnover) costs, i.e., included in the cost of production (works, services) for a certain period, USD;

C - production costs

To identify the benefits of the country for creation the unit of MNC PESTLE analysis can be used that relies on marketing principles. Moreover, this concept is used as a tool by companies to track the environment they're operating in or are planning to launch a new project/product, etc. PESTLE is a mnemonic which in its expanded form denotes P for Political, E for Economic, S for Social, T for Technological, L for Legal, and E for Environmental. It gives a bird's eye view of the whole environment from many different angles that one wants to check and keep a track of while contemplating a certain idea/plan.

The PESTLE framework has undergone certain alterations as gurus of Marketing have added certain things like an E for Ethics to instill the element of demographics while utilizing the framework while researching the market [8].

PESTLE is a handy acronym for exploring external factors. It stands for Political, Economic, Social, Technological, Legal, and Environment.

The purpose of PESTLE is to give you a clear idea about your environment as a business. Are there any key opportunities that you can exploit for rapid growth? Alternatively, should you be focusing on any threats that exist, or have a potential to materialize in future?

These are all questions for which you can find answers using this tool. The advantages are pretty self-explanatory,— the lower the level of uncertainty in your business, the lower your risk.

PESTLE analysis helps you to plan. It is broken down into the following sections:

#### 1. Political Factors

Politics can have a massive impact on business. Just look at what is happening in the United States now. Or Ukraine where the war is going on. Or China where democracy is retreating.

Political factors that could affect your business include elections, government formation, and their impact on issues such as taxes and trade. Political instability is yet another factor, with war, civil unrest and ongoing protests capable of having a negative impact on your organisation.

#### 2. Economic Factors

The health of a country's economy is determined by a variety of elements, including political and social; these are all interconnected systems, after all. From a business perspective, factors such as inflation rates, current rates of interest and other fiscal policies of the government, and foreign exchange rate can all have massive implications.

Long-term economic trends can also determine the future trajectory of your business; effective planning requires a clear insight into the present economic climate. The future cannot be predicted with precision, of course, but you can still glean broad trends if you have enough information about the presence.

#### 3. Social Factors

We exist as active members of a society and are shaped by our culture, customs and conventions. However, these aspects do not remain static and can change with time. Business organizations need individuals in multiple capacities – as consumers, as employees/staff, and as representatives of other firms (vendors, clients). Your business needs to be respectful towards the social and religious norms of your target market, too.

#### 4. Technological Factors

Technology is having an unprecedented impact on all aspects of life, including business. The capabilities enabled by the growth of the internet have revolutionized the way business organizations interact with their target demographics. If you want to stay relevant in today's market, then you have to be aware of these technological changes, which, given the pace of development in IT and other allied fields, can admittedly feel like a tall order. Modern technologies are undoubtedly worth the investment, though, given the growth and productivity they facilitate.

#### 5. Legal Factors

Businesses are bound by the laws of the land as well as any international treaties and agreements wherever applicable; statutory factors are closely related to the political environment. However, the legislature framed by the government is only a part of the legal challenges that your business may encounter. As business owners, we need to keep abreast of any changes in the legal environment.

#### 6. Environmental Factors

Concerns about issues including global warming and environmental degradation have reached unprecedented levels in recent years, with the climate strike undertaken by millions of schoolchildren, and the awareness efforts of Greta Thunberg putting corporate responsibility firmly in the spotlight.

Consumers are increasingly concerned about the environmental impact of their actions, including any purchases they make in the market. They want sustainable and environmentally friendly products, from companies that are willing to do more to offset their carbon footprint. Since tax planning is a part of financial planning, a company is usually guided by the basic principles developed by the practice of its implementation:

- pay the minimum of what is due;
- pay tax, as a rule, on the last day of the established period;
- use options for reducing the tax base within the framework of an integrated and interdependent corporate taxation system;
- use preferential taxation regimes provided for by law;
- prevent increased taxation through the use of special accounting methods.

The scientific literature has developed different approaches to defining the purpose of tax planning and the concepts of tax minimization and optimization.

In the theory of tax planning, the following principles are recommended for tax optimization at domestic enterprises

- legality of transactions (tax optimization methods should not contradict the current tax legislation);
- prudence (optimization should be based on the logical use of shortcomings in the legislation, rather than on the creation of artificial schemes for tax understatement);
- consistency (the selected tax planning tools should form an optimization scheme inherent in a particular company, based on compliance with its typical business operations);
- moderation (maximizing benefits with minimal costs while complying with the legality of tax calculation and payment);
- efficiency (the costs of tax planning optimization measures should not exceed the savings from tax minimization).

Tax planning that is a subsystem of internal corporate planning and management of MNC and therefore it is based on general principles that are inherent in any type of planning at an enterprise. These include the following:

1. Unity (systematicity).
2. Continuity.
3. Flexibility.
4. Accuracy.
5. Participation (collegiality).

1. The principle of unity (systematicity) implies that tax planning should be systematic. This means, in particular, that tax plans should be coordinated with the company's budgets, and tax plans of individual departments of the company should be coordinated with the overall tax plan of the company.

2. The principle of continuity means that the process of tax planning should be carried out continuously, and it is necessary that previously developed tax plans are constantly analyzed and adjusted depending on changes in legislation.

3. The principle of flexibility means that tax plans should be prepared in such a way that they can be adjusted later to take into account unforeseen changes.

4. The principle of precision means that tax plans should be specific and detailed to the extent that external and internal factors allow. Adherence to this principle makes it possible to make timely adjustments to previously prepared tax plans to achieve the desired result.

5. The principle of participation means that every employee of the company who is directly involved in tax planning should participate in the development of tax plans.

The special principles of tax planning at the enterprise include:

1) The principle of legality. This principle is fundamental for tax planning as the taxation system in any country including Ukraine and China is regulated by the current legislation. It is the use of this principle that allows us to distinguish between tax planning and tax evasion. According to this principle, all methods, techniques and means of tax planning, as well as their documentary support, must be exclusively within the legal framework, i.e. strictly comply with the current legislation.

2) The principle of optimality. The main content of this principle is that the final result of tax planning should be the option of organizing business activities that is optimal under the given conditions. In this case, the criteria of optimality and possible limitations are determined by the goals and capabilities of a particular company at a particular time.

3) The principle of alternatives. According to this principle, the justification for choosing the best option for tax optimization should be made on an alternative basis, taking into account various options for organizing business activities or formalizing a business transaction.

4) The principle of comprehensiveness. Planning of all tax payments should be carried out in conjunction with consideration of their mutual influence. Even if the subject of tax planning is payments under a particular tax or fee, the real effectiveness of the proposed measures can be assessed only with due regard to the corresponding changes in other taxes and fees.

4) The principle of prospectivity. According to this principle, in the process of tax planning, it is necessary to take into account all possible changes in legislation in the future. Of course, the dynamic and sometimes unpredictable nature of domestic tax legislation does not allow for a 100% certainty.

Under the current tax system in China as of 1st May 2016, there are Five Categories of Taxes [9, p. 53]:

1. Turnover tax – includes Value Added Tax (VAT), Consumer Tax (CT), Customs which is regulated by China Customs not Tax Bureau.

2. Income Tax – includes Corporate/Enterprise Income Tax (CIT) and Individual Income Tax (IIT).

3. Property and Behavior Taxes – includes Real Estate Taxes (RET), Vehicle and Vessel Usage Tax (VVUT), Stamp Duty (SD), Deed Tax (DT).

4. Tax on Resources – includes Resource Tax (RT), Land Appreciation Tax (LAT), Urban Land Use Tax (ULUT).

5. Special Purpose Taxes – includes Urban Maintenance and Construction Tax (UMCT), Vehicle Purchase Tax (VPT), Farmland Occupation Tax (FOT), Vessel Tonage Tax (VTT), Tobacco Tax (TT).

For the comparison with Ukraine - it has more than 130 various taxes and duty payments.

### **Specific features of tax planning in China and Ukraine.**

**Tax planning in China** .When operating in overseas markets a key challenge is always navigating the various local tax laws and regulations that apply to the business and its activities.

Tax planning is the means by which businesses regularly assess and strategically manage the tax liability arising from their business activities. Generally, this includes Corporate Income Taxes (CIT), Value-Added-Tax (VAT), and Individual Income Taxes (IIT). As the complexity of a business increases, so does the tax planning considerations. Here we share some of the key tax planning considerations for businesses of all complexities to guide foreign investors in China.

**Company Setup Tax Planning.** During the company setup, the business owners must make several decisions that affect the future tax payables of the business.

**Taxpayer Status.** Applying for small-scale VAT taxpayer status allows businesses to apply a flat 3% VAT rate for both products and services – as opposed to the standard 6% (servicing) and 13% (product trading) paid by General VAT Taxpayers. However, small-scale VAT taxpayers are not allowed to offset their VAT payable using input VAT deductions. Instead, they pay a flat 3% VAT on gross sales revenue. Determining which taxpayer status is more efficient varies case by case depending on several factors including the amount of estimated input expenses, whom your suppliers are, the expected turnover of the company, and more. We suggest working with a professional tax accountant to determine the most efficient taxpayer status based on individual circumstances.

**Business Scope.** Tax rates vary between products (9% – 13%) and services (6%). Separating products and services allows businesses to apply a lower tax rate for revenue generated through services. Generally, both product and service business scopes can be applied for under a single business license. However, in some cases where it is difficult to separate the service from the product – such as certain hardware and software applications – the company may be required to register two separate companies to effectively apply a lower tax rate.

Additionally, in order to qualify for various preferential policies and incentives, businesses must meet a specified business scope. The business scope cannot be too broad or it might affect their ability to apply for preferential treatment and incentives.

**Preferential policies and incentives.** There are various preferential policies and incentives provided in China including – reduced tax rates, special “super deductions”, tax holidays, reduced interest rates, cash incentives, and other fiscal stimuli. Preferential policies follow the current economic agenda outlined in the various “Encouraged Catalogues” and can change frequently. Generally, they are awarded based on the following factors:

**Business activities** – such as infrastructure investment, high-new technology enterprises (HNTEs), and other industry sectors which meet the economic and social development needs of each region.

**Location** – such as Free Trade Zones (FTZ), High-Tech parks, Belt and Road Initiative (BRI) areas, Guangdong-Hong Kong-Macao Greater Bay Area (GBA), Hainan Free Trade Port and other areas outlined as “in-need” for investments (Example: China’s Western Regions).

The first stage of applying for preferential tax treatment and incentives requires you to engage with an advisor to determine whether your business meets the qualifications set out by local jurisdictions. In some cases, the criteria are clearly laid out and other times this involves liaising with the relevant regional authorities over the permissible business activities and incentives.

**Micro- and Small Sized Enterprises.** Micro- and Small Sized Enterprises (MSEs) are defined as “having a relatively small size in personnel and scope of business”. The standard for classification of MSEs is based on the industry, operating income, total assets, and the number of employees belonging to a company. Over 95% of all Chinese businesses classify as MSEs.

Various preferential tax policies are targeted to China MNCs and effectively reducing the tax payable up to prescribed limits, including:

- the first RMB 1 million of taxable income will be taxed at a preferential CIT rate of 20% for 25 percent of their income, with the remaining 75 percent tax-free (effective tax rate 5%);
- taxable income for the next RMB 1 million to RMB 3 million will be taxed at a preferential CIT rate of 20% for 50 percent of their income, with the remaining 50 percent tax-free (effective tax rate of 10%). Till the end of year 2027, there is extra 50% tax exemption (effective tax rate 5%);
- taxable income above RMB 3 million will be taxed at CIT rate of 25%;

– small-scale VAT taxpayers with monthly revenue of less than RMB 100k will be exempted from remitting VAT on certain items. If monthly revenue is above RMB100K (monthly filing taxpayer) or quarterly revenue is above RMB 300K (quarterly filing taxpayer), all revenue of small-scale VAT payer will be taxed at VAT rate of 1% till the end of year 2027.

#### Daily Tax Planning.

The transactions a business engages in on a daily business not only have an impact on the cash flow, but also the underlying tax liability of the business. Effectively managing the taxes you pay requires an understanding of how transactions are recorded and their related bookkeeping procedures. Below are some tax planning matters to be considered:

#### VAT planning

China's official VAT invoices (fapiao) play an important role in the daily tax planning of businesses. Once a fapiao is issued, the resulting VAT payable is due upon the next VAT declaration. Chinese businesses are required to self-declare and pay VAT monthly or quarterly depending on their taxpayer status. However, special transactions – such as overseas remittances – can sometimes require the business to pre-pay VAT. Generally, businesses should be mindful when issuing fapiao and carefully monitor each invoice to avoid issuing duplicate fapiao. Good practice is to specify in sales contracts when a fapiao is issued and align those terms with the collection of sales revenues. Businesses should also be mindful of purchase contracts and request fapiaos be issued together with the payments made to those suppliers.

#### CIT planning.

Taxable income is revenue minus qualified expense deductions. Regardless of whether the company made a profit, an unqualified deduction can result in the business paying CIT on some of its expenses. Expenses entered into the financial records without an accompanied fapiao, or an unqualified fapiao attached are considered to be unqualified expenses. It is important the business maintains up-to-date financial records and implements procedures to ensure supporting fapiao are qualified to protect the integrity of their accounting records.

The deductibility for certain expenses is limited based on the thresholds set by the tax authority. Expenses beyond these limits are required to be “added back” for income calculation purposes and levy applicable CIT rates to said amount. It is important to monitor these tax-deductible thresholds and be mindful of the additional tax payable above these limits.

#### Benefits of tax planning.

Tax planning has many benefits for companies of all sizes ranging from operational cash flow to a lower underlying tax liability. Companies are advised to consider the tax planning methods discussed and adopt policies to monitor their tax payable regularly. A majority of businesses, especially MSEs can enjoy the benefits of tax planning using these methods.

In addition, the tax planning methods available to companies meet a certain degree of size and complexity go beyond those discussed here. These include businesses with large R&D expenditure, multinational companies with subsidiaries in China and overseas, and companies with a mix of both services and products. Companies that meet these general criteria should spend more time exploring the tax planning options available to them and how they can maximize their benefits.

In 2021, the Enterprise Income Tax (EIT) in China raised CNY 4.2041 trillion in revenue (equivalent to USD 651.5 billion), making it the world's largest corporate income tax.<sup>2</sup> The EIT has consistently contributed a significant share to total tax revenue in China during the last two decades,<sup>3</sup> and is surpassed currently only by general taxes on goods and services and social insurance contributions in importance (see Figure 1). Capital taxation in China has

become a critical piece in the measurement of global factor income taxation and the EIT clearly constitutes the most substantial component of Chinese capital taxation.

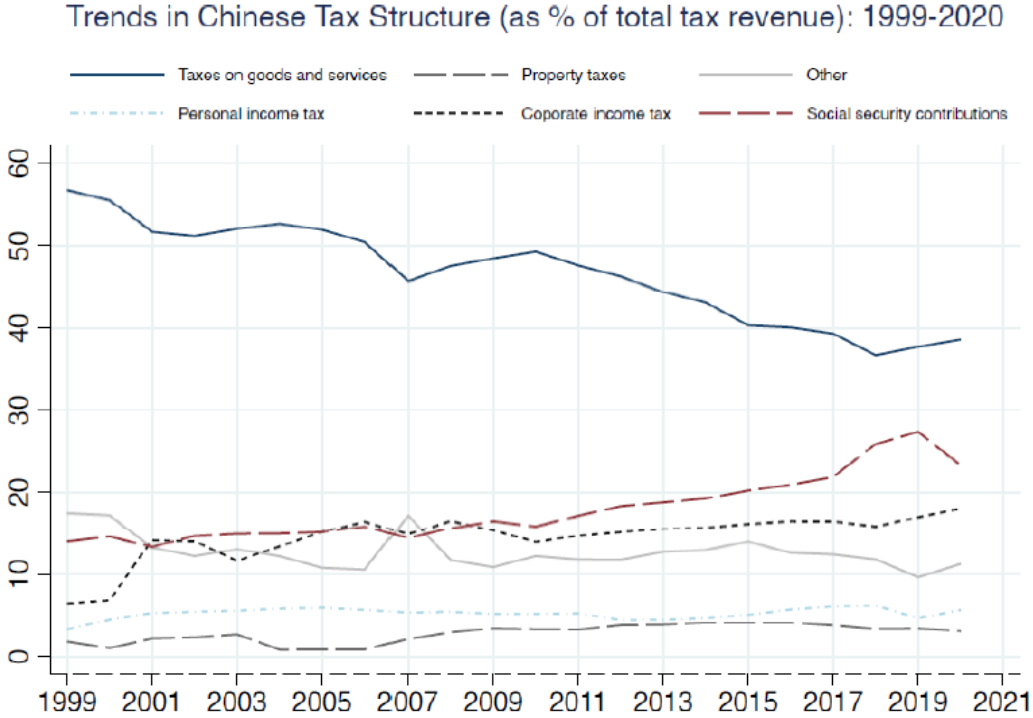


Figure 1. Composition of Tax Revenue in China [10, p. 8]

Second, during the same early stages of evolution of the CIT in developed countries (in the first half of the 20th century) the law played a crucial role in shaping its content. In countries like the U.S. and Canada legislators debated about and crafted detailed CIT rules and courts actively interpreted such rules. In this setting both public and scholarly understandings of the CIT rested on legal foundations. By contrast, the articulation of EIT rules through legal institutions in China is sparse. Statutory language provides limited guidance. Courts are rarely involved in the interpretation and application of EIT rules.

Most guidance on the EIT’s application takes the form of informal policy announcements by the Ministry of Finance (MOF) and State Taxation Administration (STA), public knowledge of which used to be patchy, and such national guidance is in any case often lacking in detail. The resulting shallowness of common knowledge about the EIT arguably also impedes scholarly research. A third explanation relates to China’s political structure. China’s central government claims exclusive authority in tax lawmaking. Yet it does not engage in tax administration. Instead, tax collection is handled by city-, county- or even lower-level tax bureaus which are separated from the central government by at least one (the province) and often more bureaucratic tiers. Decentralized tax collection has resulted in large frictions in upward information transmission. Until recently, most provinces did not have centralized taxpayer databases, and consequently the MOF and STA, which rely on provinces for taxpayer information, lacked access to taxpayer data. Little EIT statistics is publicly available, and national policy discussions often generate little information regarding policy impacts. Data available for economic analyses is scant: to this date, most empirical studies of the EIT are based on highly aggregated statistics, financial disclosures of large listed companies, surveys of industrial firms conducted by statistical agencies, or, at best, taxpayer surveys (but not tax returns) of larger firms.



Besides these general institutional backgrounds, a critical legal background to understanding the Chinese EIT is that the Chinese personal income tax (PIT) remains quite under-developed. In addition to its relatively meagre revenue intake the PIT's arrested development is manifest also in its excessive simplicity. In U.S. tax law lingo, there are few "above-the-line" deductions permitted to arrive at accurate depictions of income earned. This is important for the EIT for two reasons. First, it means that EIT rules are the most important area in which income tax norms are elaborated. One cannot assume that income tax accounting applies similarly to individual and corporate taxpayers, and that, in discussing the CIT, only rules special to corporate level taxation or those governing transactions among corporations and shareholders require consideration.

Second, the tax consequences of corporate transactions with individual shareholders become much simpler. There is, for example, no such thing as "capital loss" for individual shareholders, because the PIT has no place for the deduction of losses from investments (against either capital gains or other types of income). Also, few shareholders would have ordinary (i.e. non-capital) gains or losses from shareholding, because trading activities are not treated as a type of "business" that would give rise to taxable sole proprietor business income.

As one of the directions of the policy of deepening economic reforms, the leadership of the People's Republic of China considers support and dissemination of positive experience in the development of so-called "free trade zones" (FTZs).

In this context, the Chinese government is taking measures to disseminate the experience of the experimental Shanghai FTZ to accelerate reforms and liberalization of trade and economic relations, increase openness, optimize government functions and strengthen market instruments for resource allocation in the interests of creating new mechanisms and models of economic development oriented to the outside world.

The pilot FTZ project in Shanghai was launched in September 2013, which unites the territories of the duty-free zone of the Yangshan Port, the duty-free zone of the Pudong International Airport, the Weigaoqiao Logistics Park and the first free trade zone in Shanghai, Weigaoqiao.

As of the end of March 2015, 2438 new companies were registered in the experimental FTZ, bringing the total number of companies to 7392.

The State Council of the People's Republic of China approved the Master Plans of three more new pilot free trade zones - Guangdong, Tianjin and Fujian, as well as the program for further deepening reforms and increasing the openness of the Shanghai pilot free trade zone.

These pilot FTZs are supposed to serve the implementation of the "Belt and Road" strategy and become pioneers in deepening reforms, openness and innovative development, and the experience gained should be copied and implemented throughout the country.

These zones will work on the model of the Shanghai FTZ to test the program of easing controls on foreign exchange transactions and foreign direct investment. At the same time, the Chinese government intends to expand the Shanghai FTZ to include new areas and sectors of the economy. As a result, the territory of the Shanghai zone will increase from 28 square kilometers to 120 square kilometers.

The new FTZs will use the advantages of their geographical location in their development. For example, the Guangdong zone will implement a program of economic integration with Hong Kong and Macau. Fujian will base its development on joint development with Taiwan. Tianjin will start working together with Beijing and Hebei Province.

The Guangdong FTZ will cover a total area of 116.2 square kilometers, with locations in and around the cities of Guangzhou, Shenzhen and Juhai. The Tianjin FTZ will cover an area of 119.9 square kilometers in the vicinity of one of China's largest metropolitan areas - the city

of Tianjin. The Fujian FTZ will occupy an area of 118.04 square kilometers in Fuzhou Province.

On June 1, 2020, the CPC Central Committee and the State Council of the People's Republic of China jointly promulgated the "General Plan for the Development of the Hainan Free Trade Port", which provides for:

- by 2025, the introduction of a system of relevant state regulations of the Hainan Free Trade Port aimed at liberalizing trade and investment climate;
- by 2035, improving the above-mentioned regulatory system in accordance with current realities, achieving trade liberalization, investment climate, unimpeded cross-border movement of capital, transport, people, and secure orderly data flow within the Hainan Free Trade Port;
- by 2050, transforming Hainan Island into a world-class free trade port.

At the same time, a certain number of imported goods, namely some raw materials and certain types of goods, can already be imported to Hainan under the so-called "zero tariff".

Enterprises registered within the Hainan Free Trade Port that have the status of an independent legal entity will be exempt from importing raw materials used for processing, manufacturing and selling finished products under the "two-way outward" formula (import of raw materials for processing, manufacturing of value-added goods and their export abroad), and will be exempt from import duties, value added tax charged on imports of goods, and consumption tax.

After 2025, the vast majority of all imported goods will be exempt from import duties, value added tax on imports, and consumption tax. However, a list of goods will be determined to which the above fees will continue to apply.

China's experimental FTZs are not international trade zones and are based on the laws and regulations of the PRC. This is their main difference from traditional FTAs (Free Trade Areas), which are governed by agreements between the participating countries with mutual tax preferences at the country level.

For companies participating in the FTZ, a simplified procedure for obtaining a registration certificate has been introduced, with reduced requirements for the amount and timing of the authorized capital contribution. A package of registration documents can be submitted in the "single window" mode, which means a one-time submission of documents without additional paperwork.

Foreign investors are allowed to open branches of international banks in the FTZ (Citigroup and DBS have already taken advantage of this opportunity), subsidiaries of insurance companies providing medical services, investment companies, and some financial companies. The FTZ is not an offshore zone in the usual sense. The traditional corporate tax of 25% remains for companies participating in the trade, but it is possible to get a deferral for its payment. Import duties on equipment imports have been reduced (but not completely abolished). The VAT rate on aircraft leasing has been reduced (but not completely eliminated).

Trade in the zones can be carried out in a special Chinese currency, the offshore renminbi (CNH), which becomes a freely convertible currency within the FTZ, and thus companies move funds through Free Trade Accounts (multi-currency accounts), which are protected from currency fluctuations and save on currency conversion. RMB loans are available for foreign partners. The Shanghai FTZ already has an "offshore yuan" issued by the Bank of China (Hong Kong), HSBC (Hong Kong) and Standard Chartered Bank (Hong Kong, South China).

The benefits of the FTZ for participating companies include reduced customs clearance time, simplified document flow for customs procedures, automated delivery within the customs zone, and reduced duties.

The FTA also allows the use of such Internet platforms as Twitter, Facebook and YouTube, which are closed in mainland China.

The only limiting instrument of the FTA is the Negative List for foreign investors, created to protect Chinese companies from competition, which means that China is in no hurry to allow foreigners into some industries. Foreign companies specializing in such industries as agriculture, energy, livestock, construction (other industries supported by the Chinese government and which account for the maximum number of state-owned companies) may be subject to restrictions in the FTZ - they may be denied registration and, accordingly, the right to conduct business in such a zone. Before registering a foreign company in the FTZ, it is necessary to make sure that the investor's field of activity is not included in the Negative List.

### **Evaluation of the effectiveness of the proposed measures**

The tax system includes the totality of taxes and fees, as well as all taxation conditions existing in this state: the procedure for establishing and implementing taxes, types of taxes the procedure for their distribution between budgets of different levels, rights and obligations of taxpayers, methods of tax control. The nature and goals of the tax system are determined by the state tax policy, one of the tasks of which is to achieve economic growth. In the light of this task, the state should use the tools of the tax system as widely as possible, which allows to adjust the economic processes in society.

State stimulation of economic growth should be carried out with the help of a system of benefits (a component of the tax system), which has a mechanism of encouragement and inducement to a certain type of activity. Such a mechanism should include the determination of the object of stimulation (type of activity) and methods of stimulation (types of preferential taxation). Focusing on the subject of stimulation (a specific economic unit or group of enterprises) is inadmissible as it would violate the principle of equality in taxation. Lobbying of the interests of certain groups of enterprises, e.g. in the Ukrainian Parliament “Verkhovna Rada” leads to granting them benefits that put this group in a more favorable position alongside other taxpayers. Therefore, we propose to focus the benefits on the object - activity aimed at increasing the production of the gross domestic product (namely, investment, innovation, conversion activities, etc.).

The stimulating function of the tax system occupies a prominent place among its other functions (see Fig.2.), as a means of influencing the economic system. It is important to highlight the stimulating possibilities of the tax system, as they are often equated with tax regulation of the economy. We consider it expedient to distinguish these functions on the basis of differences in objects and methods of swimming. Thus, the regulatory function of taxes refers to the distribution of added value in society, revenues between budgets of different levels, establishment of objects, subjects and the tax base for the purpose of fair distribution of the tax burden among taxpayers. And the stimulating function of taxes encourages investment and innovative activity, expanded reproduction through the provision of tax deferrals and installments, differentiation of tax rates, discounts and exclusions from the tax base, simplification of the taxation system.

The interaction of the fiscal and stimulating functions of taxes is implemented through the construction of an optimal tax system that would contribute to the fullness of the budget and at the same time preserve the interest of enterprises in economic activity. Interaction with the control function of taxes should be based on the priority of the incentive function, since excessive severity of penalties can negatively affect the desire of enterprises to work, thereby nullifying the influence of the incentive function.

The system of benefits is one of the links of the tax system of the state, which must be legally established and operate. However, the principles of taxation, the rights and duties of taxpayers, and a low tax culture are violated in Ukraine. Several links fall out of the closed

circle that the tax system should create. In such an open-ended and unbalanced system (as well as in an electrical one), there is a leakage of energy, and the voltage is zero. Speaking in economic terms, the shadow economy is growing, and the efficiency of the tax system is sharply decreasing. The application of a system of benefits to stimulate economic development is possible only in case of compliance with the principles of taxation and creation of an optimal tax system. In particular, it is necessary to observe the principles of equality and justice, stability, flexibility, transparency, coherence and a systemic approach. The construction of an optimal tax system always depends on the form of state administration, and in the early stages of state formation, it is frankly fiscal in nature. In economic history, the problem of optimizing the taxation system and wide application of taxes to influence the economy arose only in the 19th century. Until that time, taxes were considered an inevitable evil and the smaller they were, the better.

However, economic conditions have changed, economic relations and connections have become more complicated, and the role of the state has increased. Such changes required a new economic doctrine that would allow effective management of the economy.

Consequently, theories appeared that substantiated the active use of tax benefits in order to change the proportions in the economy and encourage non-profit activities that were a priority for the state. As history has shown, such extreme positions did not justify themselves. Modern trends in the globalization of economies pose new challenges to the state and its tax system – the unification and harmonization of taxation within the boundaries of new economic entities. Against the background of these changes, the state tax policy should take into account the factors that distance the theoretical models of taxation from the real ones. Namely: the possibility of moving the activities of business entities dissatisfied with the level of taxation to the shadow sector of the economy, the growth of the state management apparatus and the number of civil servants in various control bodies (which reduces the number of people employed in the economy), the desire of the government to maximize its own benefit and increase budget expenditures.

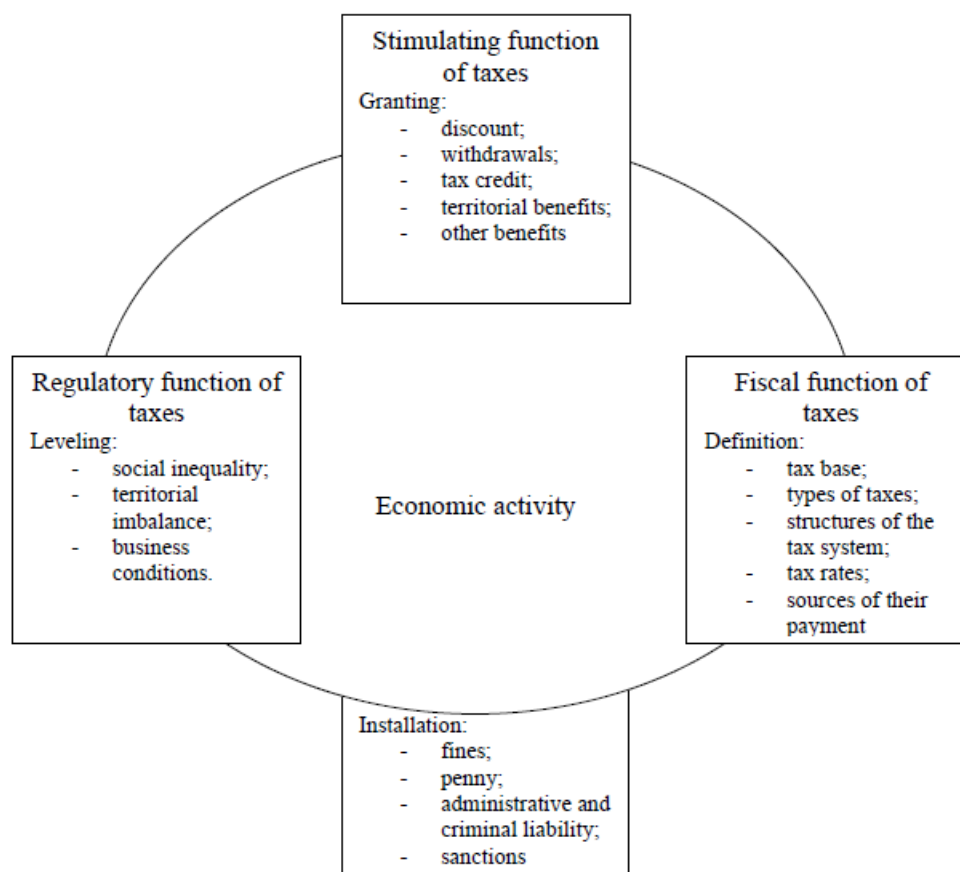


Fig. 2. The impact of taxes on economic activity [10, p. 35]

These factors have a negative impact on the efficiency of the tax system. Therefore, the introduction of tax benefits to stimulate economic development in such conditions can only worsen the situation - increase the tax burden on those who do not use benefits and exacerbate social tension in society.

Here, it is expedient to first reduce the overall tax burden and simplify tax administration, which will restore confidence in the state's tax system and allow the further use of other instruments of influence, in particular the system of tax benefits.

The structure of the tax system of Ukraine differs from the tax systems of developed countries in a number of features that cause problems in taxation. First, the tax system of Ukraine is characterized by a low share of individual income tax on citizens (9% compared to 25% on average in countries with a market economy) and a high share of corporate income tax (17% compared to 8%) [11, c. 111]. This is a fundamental difference. In our opinion, the main problems of taxation were related to it - since the state received a significant part of budget revenues from this tax, the implementation of tax incentives (reduction of rates or complete exemption from payment of income tax) threatened the fullness of the budget. Secondly, it should be noted the relatively high share of value added tax both in the total tax revenues and in the group of taxes on goods and services. Thirdly, the peculiarity of the tax system is that the amounts of deductions for social security and social insurance significantly exceed the amounts of personal income tax - in most developed countries they are equal.

It should be added that in the state of aggression from Russia Ukrainian state budget is completely used for military purposes and the state tries to attract investments first of all into military sector of economy though no significant tax stimuli or preferences were introduced by law. VAT and customs duty administration remain the sphere of corruption for many years as well as the law system, especially judicial system.

In the structure of benefits, the majority are social benefits, and among those that should stimulate production, there are ineffective ones or those that do not fulfill their purpose. Therefore, we have proposed systematization of the current benefits according to the effectiveness of their impact on the economy. Since the income tax has the strongest impact on business conditions and the future possibilities of the enterprise, the work focuses on the benefits of this tax (see Fig. 3). Benefits should not only increase the company's profit, which remains at its disposal, but also stimulate it to reinvest profits and expand production. Therefore, an important clarification that must be made to the first group of benefits which concerns free economic zones and priority development territories is the requirement for reinvestment of saved funds and planned expansion of activities. Otherwise, all these benefits will allow the profit to be used for consumption or distributed among the founders, and this will not lead to an expansion of production or an increase in budget revenues. Such a benefit will look like a "gift" to certain categories of payers.

The group of benefits related to investment activities avoided the aforementioned problem, as it requires the contribution of a certain amount of investment resources to a new or existing enterprise. However, the size of the investment to which this benefit applies is extremely high. Therefore, only large-scale projects can use it which does not contribute to the development of small and medium-sized businesses, on which the welfare of the state as a whole depends. Based on this, we also suppose it is reasonable to reduce the minimum investment required to receive the benefit [2, c. 91].

To increase the effectiveness of the system of preferential taxation, interaction in the "state-enterprise" system is required, as well as the establishment of mutually beneficial relations. This, first of all, means compliance with the current tax legislation by both parties. Secondly, it is tax planning both at the level of the state and at the level of the economic entity.

The mechanism of corporate income taxation in Ukraine which has been improving for more than fifteen years is generally built on sound ideas that have been tested in countries with developed market relations. However, their implementation in practice was not very successful.

First, it concerns special tax rules for recognizing income and expenses (according to the first of the events that happened earlier), which contradict the generally accepted principle of compliance and accrual basis when calculating financial results. The application of such tax rules undermines the very conceptual principles of income taxation (removal of a part of the increase in income, not its source, for public needs).

Secondly, it is necessary to adjust the mechanism of income taxation in such a way that, other things being equal, it is as neutral as possible and brings as few undesirable distortions as possible, and first of all with regard to the influence on the decisions of investors. For this purpose it is necessary to improve the taxation of profit distributed on dividends.

Thirdly, such a mechanism should be more economically and fiscally effective. In other words, it is necessary to ensure that the tax regulation, based on a set of incentives specially created and built into the mechanism of the tax, achieves the intended goals with minimal losses for the budget. In this context it is of fundamental importance to consider the expediency and effectiveness of the application of income tax benefits as well as the justification of the main directions of the implementation of the policy of benefits.

Based on the analysis of the advantages and disadvantages of individual methods of eliminating such a wedge as well as taking into account the unsatisfied needs of Ukraine to attract foreign capital for the modernization of domestic production potential, it would be reasonable to follow Germany and establish in the legislation that only half of the profit that is distributed as dividends as the benefit of both residents and non-residents is subject to corporate income tax (which, according to its consequences equivalent to the application of a

reduced tax rate on dividends). This, on the one hand, will create better than the current tax conditions for non-residents, and on the other hand, will preserve the role of the corporation as a tax collector at the source of dividend payments.

Analysis of the effectiveness of the use of corporate income tax benefits to stimulate industrial development showed that nowadays there is no convincing evidence of a significant direct relationship between the sectoral benefits and the final results of the economic activity of enterprises in the relevant industries. Such sectoral benefits in conditions of imperfection of democratic institutions and fiscal decision-making procedures easily turn into a method of political manipulation, which in practice may have little to do with real public interests.

Given this circumstance as well as taking into account the course of Ukraine's integration into European Union and other international economic structures, they should be gradually abandoned.

At the same time, the condition for increasing the effectiveness of the use of the regulatory potential of the corporate income tax is, firstly, the coordination of the policy of tax benefits with the main goals of the economic policy and the general strategy of the development of the national economy.

Secondly, the transition from partial (including sectoral) benefits to general benefits, which create fewer distortions and are intended, first of all, to stimulate an innovative path of economic development.

And, thirdly, the granting of benefits under the conditions of compliance with the dependence between social costs (benefits) and results (socially beneficial effect).

Based on the burdensome nature of taxing the wage fund of enterprises to the pension and mandatory social insurance funds (37 percent or more of accruals) which is the main cause of illegal wage payments, the most dynamic should be the reduction of interest from these tax payments.

The single social contribution introduced instead of these payments in 2007 should amount to 34-35%, and after a gradual reduction should be equal to no higher than 22-24% of the company's salary fund.

The compensating factors for the reduction in the rates of deductions to the pension and mandatory social insurance funds will be, firstly, alternative contributions to individual pension accounts of citizens, and, secondly, the expansion of the range of payers and the increase of the base of these deductions (i.e., the legally accrued salary fund).

No less relevant is the reduction of value added taxation: this tax, which stimulates exports while limiting domestic consumption, is too high and weakens the competitiveness of Ukrainian enterprises.

Compensating factors for a possible decrease in revenues to the budget due to a decrease in the corporate income tax rate should be considered an increase in the net profit and investments of enterprises, as well as an expansion of the tax base due to the legalization of a part of hidden corporate profits.

The tax on wages and other individual incomes of citizens (including profits from business and property rights) needs another type of transformation. Now the individual income tax is 18% and there is no progressive taxation proportionally to the volume of income no matter you earned 10000 or 10 million hryvna (the official rate is \$1= 37,86 hryvna).

## **CONCLUSION**

The methods of tax incentives which really allow to encourage the development of entrepreneurship and need improvement are differentiation of tax rates and provision of tax deferral; attribution to production costs of expenses related to scientific research and experimental design works; use of accelerated depreciation and investment credit;

simplification of taxation and creation of free economic zones (implies a combination of several types of tax benefits based on territorial characteristics).

One of the important directions of state influence on the economy is ensuring dynamic economic growth by supporting the accumulation and renewal of capital by business entities. Effective influence can be tax benefits in the field of depreciation which enable the state to influence the investment sphere at the micro level, stimulate the introduction of innovations, and maintain the level of scientific and technical progress. The depreciation policy of the state should provide for the use of such methods of depreciation write-offs and depreciation rates, which make it possible to compensate previously made investments in optimal terms and at the same time reduce the amount of profit before taxation.

Tax simplification is a method of tax stimulation, albeit indirect, such as a reduction in the interest rate of the tax. This is a comprehensive approach to taxation, mainly of small businesses and the agricultural sector. Starting from 1998 alternative ones began to appear in Ukraine in parallel with the main taxation system, which, first of all, include: carrying out entrepreneurial activities with the use of a special patent and a simplified system of taxation, accounting and reporting of small business entities.

The advantages of the simplified small business taxation system are: stability and clarity of taxation against the background of general taxation and easing of the tax burden; no need to pay many taxes, replacing them with a single tax; the possibility not to pay VAT, which is extremely difficult to administer, and payroll tax; simplification of document flow and accounting.

The stimulating effect of simplified taxation depends not only on the arithmetical reduction of tax pressure but on the improvement of other equally important components of the tax system, namely: the procedure for setting and implementing taxes, their number, rights and obligations of taxpayers. The fact that taxpayers received the opportunity to pay a smaller number of various taxes, the right to keep simplified accounting and documentation, had a decisive influence on entrepreneurs when choosing a method of taxation and improved their business conditions.

It was found that among the sixty-three existing benefits there are twenty-one benefits that provide for exemption from taxation or a reduction in the tax rate for subjects of free economic zones and priority development territories (the first group of benefits). Such benefits only encourage the creation of new enterprises in certain regions and do not affect their further development and improvement of operational efficiency.

The next two groups are the avoidance of double taxation, the fulfillment of the conditions of international programs and charitable activities – not related to the encouragement of a certain type of activity.

The last group is the granting of benefits to certain types of activities, in particular, investments, metallurgical and automotive industries and agriculture. In our opinion, the benefits of this particular group must be reduced as they were provided forcibly, taking into account the critical state of this or that industry. Currently these benefits discriminate against enterprises that cannot use them and accordingly lose competitive advantages in the market struggle with beneficiary enterprises.

To assess the effectiveness of income tax benefits, it is not enough to identify their positive impact on the enterprise that uses them. It is necessary to calculate a number of absolute and relative indicators that objectively characterize the result of the introduction of this or that benefit. To do this, it is worth equating tax benefits with a kind of public investment at the micro level. Such a comparison is not unfounded: by granting benefits, the state thereby "puts" funds at the disposal of the enterprise which under other conditions would have ended up in the revenues of the state budget. That is, there is an investment of "potentially state" funds in the company's activities, and the attractiveness of such an investment depends on the



results of the use of these funds. It follows from this that investment efficiency indicators can be used in assessing the effectiveness of tax benefits provided by the state.

Maybe, to provide better proposal of tax benefits the countries should take into account the experience of Estonia – a champion for decade in tax competition with its tax code that has 4 four positive features:

- It has no corporate income tax on reinvested and retained profits (and a 14-20 per cent corporate income tax rate on distributed profits; to be changed to unified 22 per cent from January 1, 2025). This means that Estonia's corporate income tax system allows companies to reinvest their profits tax-free, and grow their business much faster without additional burdens.

- It has a flat 20 per cent tax (22 per cent from January 1, 2025) on individual income.

The tax is not applied in the case of distributed dividends that have already been taxed with a corporate income tax (see above).

- Its property tax applies only to the value of land, rather than to the value of real property or capital.

- It has a territorial tax system that exempts 100 per cent of foreign profits earned by domestic corporations from domestic taxation, with few restrictions.

## REFERENCES

1. Kovalchuk I.V. The real economy: a textbook on business economics. - K.: VIPOL, 2021. - 393 p.
2. Smovzhenko T.S., Lyutkevich O.M., Fedorova H.P. Strengthening the impact of the stimulating function of taxes on the development of entrepreneurship / National Academy of Sciences of Ukraine; Institute of Regional Studies; National Bank of Ukraine. Lviv Banking Institute / M.A. Kozoriz (op. ed.). — L.: LBI NBU, 2001. — 50 p.
3. Savchuk V.P. Monitoring the current state of the enterprise Project "Management: methodology and practice" [WWW document]. URL <http://www.management.com.ua/finance/fin076.html> (January 21, 2021)
4. Golov S., Parkhomenko V. "Accounting: construction and application" // Accounting and Audit, No. 1, 2021 // "Debit-Credit", Nos. 10, 11, 2021
5. Bilukha M.T. Theory of financial and economic control and audit. - K.: Manuscript, 2019. - 212 p.
6. Audit of Montgomery - M.: Audit - UNITY, 2021 - 155 p.
7. Badida M.P. Taxation of enterprises and ways of its improvement in Ukraine: Diss. Ph.D. economy Sciences: 08.04.01 / Kyiv National University of Economics — K., 2019. — 201 sheets.
8. Bukhantseva M. V., Kamenska T. O., Tsereteli L. G. Accounting of expenses at the enterprise: Manual. / M.V. Bukhantseva (edited), G.V. Bad weather (edited). — K.: Editorial office of the magazine "Bulletin of the Tax Service of Ukraine, 2022. — 80 p.
9. Boytsova M. Single tax payer - legal entity: Pract. manual — Kh.: Factor Publishing House, 2021. — 368 p.
10. Program of the course "Tax Administration": For students. special 7.050114 of all forms of education. / Kharkiv State. University of Economics / Yurii Borisovych Ivanov (compiler), Leonid Mykolayovych Karpov (compiler). — Kh.: KhDEU, 2021. — 14 p.
11. Yu.I. Lyashenko, O.V. Soldatenko Taxation in Ukraine: Workshop: Study guide for students. higher education closing / State Tax Administration of Ukraine; State Academy tax service of Ukraine. — Irpin: Academy of the DPS of Ukraine, 2020. — 272 p.
12. Vasylyk O.D. State finances of Ukraine: [Havch. manual for students of economics. special higher education institutions]/ [Ed. Piven V.V.]. - K.: Vyshcha shk., 2021. - 382, [1]p.

# UNDERSTANDING SILENCE THROUGH WOMEN CAUGHT IN A PATRIARCHAL YOKE: A READING OF LOLA SHONEYIN'S *THE SECRET LIVES OF BABA SEGI'S WIVES*

Assist. Prof. Ouarodima Maina

Abdou Moumouni University / Niamey-Niger

## Abstract

Over the years, literature serves a medium to inform, to persuade, to convince and to change the world into a better living place. Improving women's living condition in Africa, in general, and Nigeria, in particular, has continued to be a challenge due to some persistent socio-cultural, political, religious and economic structures that oppress women and defy the attempts made to eliminate them. Through the reading of Lola Shoneyin's *The Secret Lives of Baba Segi's Wives*, by applying the Reader Response Criticism, the paper brings to surface that while some marginalizations are imposed by men, some remain 'consented' by women themselves as a survival strategy. As such, no socio cultural, educational and political progress could be achieved until awareness is raised on the matter. Raising awareness is what Lola, implicitly, reverberates on the pages of her novel that retraces the difficulties that women go through and the strategies they develop for their survival. The conspiracy of silence of Baba Segi's wives is enough to be cited as women's survival strategy within patriarchal societies. However, a lifestyle quote goes on that "Only those who care about you can understand your silence."

**Keywords:** Childlessness, motherhood, gender, sexuality, patriarchy.

## 1. Introduction

It is commonly admitted that if one wants to learn about a given culture or way of living, it is necessary to go and live with the people from the culture. It sounds much reasonable enough if the research deals with sociological or anthropological features. Literature is also a channel through which we learn a lot about a given culture. This is true even in the case of a novel. It is good to point out that even fictional narratives are very often based on real life situations. In other words, actions and reactions that are going on in our societies serve as ingredients to our creative writers. Wale (2008:20) rightly supports that "In every literary work the writer always attempts to mirror the society by making his work exposit or reflect the contemporary realities of his society."

There is therefore a need to read and understand the message or messages that writers vehiculate on the pages of their novels. One such novel is Lola Shoneyin's *The Secret Lives of Baba Segi's Wives*. As woman, Lola was able to observe her patriarchal environment critically in its relation to women and she finally narrates the story on the pages of her novel. This is so because she cannot stay insensitive and voiceless and just content to be a bench warming spectator, while action is needed to denounce problems that affect women, to persuade the perpetrators of the problems and to be able to move towards a positive change of attitude. Nnolim (2009:108) rationalizes that "the function of the artist in Africa, in keeping with our traditions and needs, demands that the writer, as a public voice, assumes a responsibility to reflect public concerns in his [or her] writings..."

Following the above statement and quotation, there is no doubt that Lola attempts to put things right in bringing to surface marriage-related African cultural constraints that affect women in

societies and began to question issues such as marriage, motherhood, childlessness, sexual abuse, polygyny, ect... It is good enough to recall that despite the fact that her novel is set among the Yoruba of Nigeria, it is, still, true that the issues highlighted are widespread throughout many different African societies.

In the novel, Lola has certainly answered Flora Nwapa's call to value women when the latter says: "the woman writer cannot fail to see the woman's power in her home and society. She sees her economic importance both as mother, farmer and trader. She writes stories that affirm the woman, thus challenging the male writers and making them aware of inherent vitality... courage, self-confidence..." (528). Although the novel describes a terrible secret in Baba Segi's polygamous home, the primary goal of the author is to identify the marginalization of women and the silence that women endure due to socio cultural and political factors that constitute rules for patriarchal institutions.

*The Secret Lives of Baba Segi's Wives* sheds light to the universal themes that run through all women's experiences: the struggles they face, the difficulties they try to identify, and their intense desire to keep the people they care about safe. In fact, Lola's novel is about Ishola Alao, also known as Baba Segi (Baba Segi will be used throughout the paper). The novel describes a family that was kept together for a while by a conspiracy of silence involving the three wives, until Bolane, a formally educated and youngest woman, was able to join the family and become Baba Segi's fourth wife.

In fact, Bolane stresses Baba Segi too much right from the beginning of the novel due to her purported infertility. Community belief holds it that since Baba Segi has already fathered seven children with his first three marriages, Bolanle, only, bears the responsibility of childlessness. From the traditionalist view, what makes Bolanle guilty is that she even dismisses conventional healers. Finally, Teacher, who serves as Baba Segi's mentor, advises the anxious husband to take his wife to the University Hospital for examinations. Eventually, there will be a cascade of unanticipated outcomes from this technique. Baba Segi, who was confident in his virility at the time, lately discovered the tragic tale of the numerous dark secrets his wives had concealed. Therefore, the novel by Lola is used as a case study to understanding the conditions of silence that many women in many African countries go through as accomplices and victims.

The overall message of the novel, as the current paper tries to bring it to surface, is that while some marginalizations are imposed by men, some of the marginalizations remain consented by women themselves, just to be able to live 'peacefully' within male dominated societies. So, therefore, there is an absolute need to understand the reasons behind women's silence and struggle hard to remove the yoke of patriarchy on their shoulders.

## **2. Background to the study**

Ouarodima (2018) in an abstract to his paper "Women and Patriarchy: A Reading of Zaynab Alkali's *The Stillborn*" and upon summarizing the heavy hands of patriarchy on women, rightly quotes Uchendu (2007:280) who rationalizes that "Men are presented as the first in everything even when they are not, and the best also when they are not. They are the king and they are the head. They lead in every matter whether they can take decisions that would be of importance to the society or not. They are made more important than women." Ouarodima (2018:178) points it out that "Such a quotation gives us a hint at who are the true decision makers in a patriarchal society."

African writers, both men and women, have diversely tackled women related issues be it in a form of a prose narrative, drama or even poetry. If one only reads some portrayal of women by some writers, mainly some male writers, one would come to the conclusion that women are not only marginal characters but ignorant and voiceless. For instance, Achebe's *Things Fall Apart* or Ayi Kwei Armah's *The Beautiful ones are not yet born* are quite illustrative of such a perception of

female characterization. Nnolim (2009), upon analyzing *Things Fall Apart* supports that women are marginal characters to the extent that there is no such interaction between a husband and his wife though living in the same compound. Also, upon examining Ayi Kwei Armah's 1968 socio-political critique novel, *The Beautiful Ones Are Not Yet Born*, Davies (1986) notes that Armah's female characters are either the main male characters' spouses, lovers, or biological relatives.

However, when one reads portrayal of female characters by women writers, one can witness a new female characterization. Most African women writers have begun to reject the way African male writers portray or depict women in their literary productions. For instance, while Chinua Achebe's *Things Fall Apart* depicts women as weak and voiceless; Lola Shoneyin's *The Secret Lives of Baba Segi's Wives* depict women positively with not only a voice of their own but also and mainly with a strategy of their own. Consider for instance the way Baba Segi's first three wives were able to conspire to conceive out of wedlock just to avoid the criticism of the patriarchal society. If not for the medical test that has proved them wrong, the secret would have been kept forever.

As said earlier, no one writes in a vacuum and it is inclusive of women writings. The heavy hand of patriarchy that stagnates, marginalizes and exploits women serves as a catharsis for them to write and give their genuine point of view on matters that concern them. However, the literatures, by male writers, contribute to a distinctive literary discourse that might be used to provide background information on issues affecting women which have urged Lola to Write. Accordingly, many women have broken the silence and the titles of their fictional narratives suffice to point out the injustice and the deprivations that women find themselves in. To mention only a few of the titles that are quite illustrative: *Double yoke*, *The Joys of Motherhood*, *So Long A Letter*, *The Stillborn*, *Women are Different*, *Faceless*, *Women at Point Zero*, *The Secret Lives of Baba Segi's Wives*...

Issues such as marriage, motherhood, childlessness, sexual abuse, polygyny are not only Lola's focus in *The Secret Lives of Baba Segi's Wives*, but also and mainly the above themes constitute a good starting point to understand the position of women in a patriarchal society. What is more, on the premise that fictional narratives generate very often from real life situations, it is good to learn the narrative 'from a horse mouth'; that is from the victims rather than the victimizers, from a novel by a woman rather than through a novel by a man.

### **3. Theoretical Framework**

Scholars like Norman Holland, Stanley Fish, Wolfgang Iser, Hans-Robert Jauss, and Roland Barthes contributed to the rise of Reader Response Criticism in the late 1960s, especially in the US and Germany (Bennett, 1995). This kind of criticism opposed formalism and New Criticism, which downplayed the reader's role in reconstructing literary works. This vast field of Literary studies teaches us about how we read and how our reading processes relate, among other things, to different aspects of the texts we read.

The theory focuses on the individual interpretation of a text, by the reader, as it is believed that the reader alone can meaningfully interpret a text. Carlisle (2000:12) describes reader-response theory as a theory which: "emphasizes the creative role of the reader". Each and every reader may come at different interpretation of a text based on his /her intellect or knowledge of the history of which the text describes, mood, ideologies, and culture. The theory supports, as well, that regular readers are capable of coming up with accurate interpretations.

Cagri (2019:79) supports that the theory plays an encouraging role in "literature discussions for the learners to create meaning and verbalize thoughts." However, in contrast to popular perception, reader-response criticism is not an anything goes theory; rather, it is a theory that employs particular techniques to assist the readers understand their own responses as well as the responses of others. In short, the different responses of individual readers, in analyzing a given text, are key to discovering the variety of possible meanings that a writer can provide in his or her literary

productions. After setting a background and elaborating a theory, we, tentatively, try to approach the domains of women's distress in Lola's Novel, *The Secret Lives of Baba Segi's Wife*.

#### 4. The Anguish of Marriage

Gift (2019:4), upon paraphrasing Stan Chu Ilo (2006), states that "African societies have embraced incorrect perceptions that through marriage a woman earns respect and dignity. What this insinuates is that outside the institution of marriage, a woman remains a nobody." In other words, within the patriarchal African societies, a man is always a man either he is married or not but when it comes to a woman, then marriage is a must of social integration, respect and dignity.

Marriage, though a highly regarded social institution, is supposed to be a union of love based on self-acceptance; but this is not always the case in Africa where many societies are largely patriarchal. In other words, in traditional Africa, silence is imposed on women to the extent that often love has little or no place at all in marital relations. Lola portrays marriage as a pre-planned arrangement over which the female has little control.

In fact, *The Secret Lives of Baba Segi's Wives* shows us how women are oppressed and compelled into unions that they may not necessarily want. It is apparent, through Baba Segi's first wife's comment that love was not the foundation of their union: "I [that is Segi who was later called Iya Segi] came home from the farm to find Baba Segi sitting in my father's hut. I was twenty-three years old; I remember. It was later in the year that my older brother declared that I *was ripe for marriage*" (Lola, 2010:86 *italic mine*). As for Baba Segi's second marriage with Tope, later known as Iya Tope thanks to procreation, it does seem to be arranged as a remedy to Tope's father's misfortune due to the bad season. Tope, herself, rationalizes that she "...was compensation for the failed crops" (Lola, 2010:91). Baba Segi's third wife, Femi, later known as Iya Femi, was also forced to marry a man she did not love merely because her father thought it was essential. Finally, even Bolanle, the fourth wife who is not 'Iya' as she is a mother to none, informs us of the reason why she marries Baba Segi, on top of her educational level as a graduate: it was due to the life-changing events of rape and abortion, "I was lost and I didn't want to do anything with my life. He [Baba Segi] was prepared to take me like that [referring to her rape]. All he wanted was for me to be his wife [ Baba Segi did not care whether Bolanle was virgin or not]. Imagine how appealing that was to me! (Lola, 2010:169).

Upon analyzing the Nigerian Society which provides the setting for Lola's book, Dora (1991) points out that the foundation of the girl-father relationship is the belief that a girl should follow her parents' instructions, particularly those from her father, which includes marrying the man he has selected for her. Marriage, therefore, turns into a weapon for men to demonstrate their authority over women. Women are required to serve their husbands' needs and be in subservience to them. The silence was also the rule when Baba Segi married his second wife, Iya Tope, without informing the first, Iya Segi, or even considering her feelings.

Such an attitude towards women does seem to be a rule within patriarchal societies where men are always right in everything. Bolanle, Baba Segi's fourth wife, says that: "In the two years I've been living in Baba Segi's house, he has never apologized for his mistakes" (Lola, 2010:100). For instance, if more evidence is needed, it was long after his wedding with Segi (Iya Segi) that Baba Segi asked if she was happy for the union. At least, this is what Iya Segi reports: "In the middle of all this noise, Baba Segi asked me if I was happy about being his wife. I couldn't utter a single word. I wanted to say something. I should have said something. But *I couldn't*" (Lola, 2010: 92 *italic mine*). She 'couldn't' because such a question should have been asked prior to the marriage not after.

Some women just engage themselves in marriage as a way of escaping from certain unpleasant experiences. This is, certainly, what we call the patriarchal yoke or the heavy hands of patriarchy

that control women and subjugate them in silence. The case of Bolanle in *The Secret Lives of Baba Segi's Wives* is quite illustrative. In fact, Bolane, as said earlier, who is educated, accepts Baba Segi's demand for marriage because she was raped and as such, she is not worth for a marriage with someone she loves but rather with anyone who loves her. Lola is very critical of such situation that drives women to consent to cultural norms that in reality destroy them.

### 5. The Anguish of Polygyny

Scholars have researched the issue of polygyny to draw the attention of people on the causes and consequences of this practice. By Polygyny, we mean the practice or condition of having more than one spouse, especially wife, at one time. It is, however, important to note from the outset that polygyny is not only an African phenomenon, as it occurs in all continents, and that it is not solely linked to Islam, as it occurs in various cultures. For instance, the Biblical King Solomon is said to have one thousand wives: seven hundred wives and three hundred concubines (1Kings, 11:3). Considering one thousand wives and providing that he spends a single night with each wife, then it takes almost three years for a wife to wait for her turn.

In contrast to other cultures, Islam gives polygyny certain circumstances and a restricted space to grow. This is because in Islam, a man is not allowed to marry more than four wives. Ali (1983:100) provides a quotation, from the chapter four verse three of the Holy Qur'an, that can, rightly, serve as a justification for the above statement: "Many women of your choice, two, three or four but if ye fear that one shall not be able to deal justly (with them) then only one."

Upon demonstrating the way polygyny is firmly rooted in Africa, Nnolim (2009:223) states that it is like "foofoo and couscous" to Africans. To Africans, marrying many wives will certainly add value to a man's value especially if he is able to control them and rule them conveniently. For instance, *Things Fall Apart*, through Nwakibi's status, echoes such perception of marrying many wives as enhancing a man's value: "there was a *wealthy* man who had three huge barns, nine wives and thirty children" (Achebe, 1958: 13-14 italic mine). In the novel under analysis, Baba Segi has four wives.

The truth of the matter is that Lola, aesthetically, brings the issue of polygyny to surface to raise awareness. This is because, unless patriarchal yokes are removed, polygamous household would be a mere compound where women compete and conspire and very often to their own disadvantages. If Polygyny has to be a rule but not an exception, then the polygamous man has to be able to fulfil conditions such as care and security. He has to value each woman based on her own potentials or personal qualities rather than procreation which happens only through a joint action. Lola's message to her readers, with regards to polygyny, is to be able to read the novel, to understand it and to properly judge Baba Segi's polygamous stand. As for Baba Segi, he has already made his decision based on circumstances surrounding him and by experience. Upon advising Akin, his 'son', on top of circumstances, experiences and regret, Baba Segi has this to say:

Before you go, child [Child because now Baba Segi is quite aware that he is not the father to him], I have some words for you...Keep these words in your left hand lest you wash them away after eating with your right. When the time comes for you to marry, take *one wife* and *one wife* alone. And when she causes you pain, as all women do, remember it is better that your pain comes from one source alone (Lola, 2010: 271 Italic mine).

## 6. The Anguish of Childlessness

It is earlier stated that in a patriarchal society, for a woman, marriage constitute a factor of social integration. But within the marriage itself, Gift (2019:4) supports that “respect is actually conditional; that is, until a child is born, a woman will not be respected fully as ‘Iya’.” Furthermore, Gift (2019:4) rationalizes that:

In Shoneyin’s novel, Bolanle is addressed by her name, while the other three are addressed as ‘Iya’ (mother of). Already, there is a challenge of failing to understand that the use of the term ‘Iya’ has power dynamics in the lives of women. It contributes in the process of disempowering and undermining women and the essence of being human with full rights and dignity. ‘Iya’ becomes a determinative title for women’s freedom in society today, and where the title ‘Iya’ is not applicable, a woman suffers greatly.

From the above quotation, it is then clear that marriage is contracted for many reasons but the most fundamental remains a way to procreation rather than a mere union of couples who would accept to live for the better and the worse. Not even the educational level of a wife could content a husband if she is childless. Iya Femi reacts to Bolanle that: “Being a graduate does not make you beautiful. I know *true beauty*” (Lola, 2010:75 italic mine). ‘True beauty’ is certainly to be a mother. To give birth to a child. That is certainly why Bolanle is at the center of what is claimed to be a societal norm. Thus, barrenness serves as a catharsis to identify most of the problems in Baba Segi’s household.

It is true that the prayer of almost every African married couple is to have children. What is more, women are frequently and often wrongly held responsible for cases of marriages ending in divorce because they were never blessed with children without considering the possible flaws in manhood. In the novel under analysis, when Dr. Dibia recommended that the infertility test should be extended to Baba Segi, himself, the latter rationalizes “Are the tests you want to do on me not a waste of time?” (Lola, 2010:214) and pointing at Bolanle, Baba Segi adds “...this is the wife who cannot conceive” (Lola,2010:13). That is often true even though medical tests may show that a woman is not infertile.

In many cases, a woman with infertility received less love and attention from her husband. Kwame Gyekye (1996: 84) observes that: “there is no wealth where there are no children (...) and nothing is as painful as when one dies without leaving a child behind.” No doubt, Baba Segi’s wives are fully aware of the burden on their shoulders regarding social expectations that childbearing is the condition that determines the longevity of their marriage. What is more, in the traditional African milieu, the above condition is known to both men and women.

For instance, Iya Segi, upon advising and urging Iya Tope to become pregnant, has this to say: “Get pregnant quickly or he will soon start to force feed you bitter concoctions from medicine men until your belly rumbles in your sleep” (Lola, 2010:93). This is because men are never held responsible for the failure of procreation. Baba Segi made it very clear to Bolanle that her barrenness brought shame on him and his own ugly warning to Bolanle was that: “If your father [ that is Bolanle’s Father] has sold me a rotten fruit, it will be returned to him’ (Lola, 2010:93). This attitude of Baba Segi or his attachment to children is even well known to his first wife, Iya Segi, when the latter comments on Bolanle’s supposed barrenness: “when she [Bolanle] fails to give him a child, Baba Segi will throw her out!” (Lola, 2010:56).

Childbearing is so important that during Bolanle’s supposed infertility, Baba Segi, her husband, speaks to her in the following terms: “Yes, I have come to talk about the matter that threatens to

turn us into *enemies*” (Lola, 2010:16 italic mine). That is certainly why, the medical doctor who examined Bolanle, aesthetically, seems to convey Lola’s message that procreation is made possible through the joint action of both a man and a woman. The Doctor rightly speaks to Bolanle in the following terms: “It is *important* that he [Baba Segi] comes. I am sure that he’ll understand that *it takes two to make a baby*” (Lola, 2010:193 italic mine).

In fact, Lola (2010) is very critical of such attitude of pointing at women as the only responsible of childbearing. The medical test is to prove to Baba Segi, and to the whole society, that any other man could make Baba Segi’s wives pregnant but not Baba Segi himself as the fault lies with him. Henrietta (1989:32) rightly says that: “It is not right to blame all cases of infertility and childlessness on the wife.” It is certainly to redirect such attitude that in *The Secret Life of Baba Segi’s Wives*, Lola, aesthetically, inform her readers on the reason why most of Baba Segi’s wives fall on adulterous action. The reason behind their action is nothing else than to escape the criticism of both their husband and the society as well.

### **7. The Anguish of Silence as a golden rule**

In many African societies, women are seen as objects in marriage, while their male counterparts are seen as agents. As objects or second-class citizens, women remain most often silent; unable to fight against the patriarchal yoke imposed on them. Christine (1980:16) observes that the “...majority of women assume ‘silence is golden’ because they lack the confidence or education to deal with male dominance.” Thus, to fight the voicelessness, Lola uses the aesthetics of education which is, according to her, one of the major agents of women’s liberation and emancipation.

It is thanks to education that Bolanle accepts the option of going to hospital rather than “...bitter concoctions from medicine men...” (Lola, 2010:93). It is the hospital that, finally, reveals the secret of Baba Segi’s three wives. However, our concern, in this section, is not about why is it that the secret is revealed; but rather, it is about understanding the conspiracy of silence that the wives went through.

To begin with, Baba Segi’s society is a very restrictive society, especially for women who, intentionally or unintentionally obey patriarchal rules and regulations that surround them. Then, as patriarchy is firmly rooted, there is a need to understand women’s silence or conspiracy of silence such the one that occurs in Baba Segi’s household.

In fact, Baba Segi is, after all, the father of seven children with his first three wives and because he is no slacker in his marital sexual obligations, something needs to be done to address Bolanle’s condition. What is called Bolanle’s condition is well known to the three wives. It is known to Iya Segi, to Iya Tope and to Iya Femi as well. Lola, aesthetically, raises the issue to point out the way women struggle hard to satisfy the patriarchal norms. The root of the problem is that the society, in general, and Baba Segi, in particular, give credit to procreation at any cost. This is known to Iya Segi who says: “...my husband valued children above all things...” (Lola, 2010:245). Knowing that the longevity of their marriage with Baba Segi depends upon their capacity to procreate, they have no other choice but try it at any cost. Lola’s message is that women would cease to act accordingly the day men cease to see not only procreation as a must that only a woman has to fulfill.

Jealousy does not seem to be the only reason why the three wives refuse to share their secret with Bolanle. Bolanle is certainly such a woman who does not, due to her education, bother much about children as the traditionalist women do. Upon describing Bolanle’s attitude, Baba Segi, himself, rhetorically asked a question when he notices that Bolanle’s actions and reactions may have stemmed from a manual: “Where did you [Baba Segi wonders] read that a wife should leave the room when her husband is ailing?” (Lola, 2010: 15). Iya Tope, upon recalling what Iya Segi has said during a meeting, on the morning that Baba Segi took Bolanle to the hospital, has this to say:



“...Bolanle is a trouble maker...She will destroy our home. She will expose our private parts to the wind. She will reveal our secret. She will bring woe” (Lola, 2010:62).

The yoke of patriarchy is so heavy on women that there is a need to understand their conspiracy of silence as a survival strategy. Also, though Bolanle was raped, she did not tell it to Baba Segi, prior to their marriage. She did not tell it to her own mother either; at least, as early as it happens: “I was raped, Mama! *Did you know that?* I was raped when I was fifteen years old” (Lola, 2010:168 *italic mine*). The expression “Did you know?” proves that the mother was not aware for long. Bolanle was able to keep the secret for more than five full years. What is more, even after she told her mother, the latter refuses to inform the father. This is at least what we learn through Bolanle’s comment: “I was glad that Mama hadn’t told him [her father Baba Segi] I was raped” (Lola, 2010:196). Both Bolanle’s silence and her mother’s, as well, proves that men are truly the decision makers. Neither Bolanle nor her mother, dare voice or make the issue of rape known to the public just to avoid the criticism of the male dominated society.

In fact, the reason why Lola, as a writer, does not mention, in her novel, any police station, any judiciary system, any national or international organizations, struggling hard to protect the right of women, does seem to say that these institutions are accomplice of what is going on in the society. Women should wake up and fight for their rights. Iya Segi’s mother, upon advising her daughter has this to say: “Only a foolish woman leans heavily on a man’s promises” (Lola, 2010:108). This is so because as Iya Tope once reacts: “The choices we [women] have to make in this world are hard and bitter” (Lola, 2010:58); but yet, a choice has to be made. The choice that Lola, as a writer, made for women is to be educated and take up the challenge.

## 8. Conclusion

*The secret lives of Baba Segi’s Wives* is a novel that vividly depicts the position of women in a patriarchal Nigeria and to a large extent in Africa. The conditions are appreciated through women in their relations to men. Not only the conditions are not enviable enough, but the conditions are not enviable at all. Either the issue is related to marriage, to polygyny or childbearing, men are always on top while women are at the bottom struggling hard to move from the margin to the center. The situation is that of a master, eating food, and its dog waiting for the master to hand it over the rest of the food. To apply the above metaphor to a context of man - woman relationship, the crux of the matter is that there is, unfortunately, no single parcel of power that men are ready to relinquish.

There is certainly a long way to go to free women from the yoke of patriarchy. This is because not only patriarchy is firmly rooted; but also, it does seem to be that everyone conspires to make it a rule. However, there is a need to continuously raise awareness to shift the societal scale of justice towards a correct balance. Thus, the silence of women should be understood if the patriarchal yokes are not removed. Understanding women’s silence is what the whole novel of Lola is about but still, as a lifestyle quote goes on: “Only those who care about you can understand your silence.”

## 9. References

- Achebe, C. (1965). *Things Fall Apart*. London: Heinemann.
- Ali, A. Y. (1983). *The Meaning of the Glorious Qur’an*. London: Nadim & Co.
- Armah, A. K. (1969). *The Beautiful Ones Are Not Yet Born*. London: Heinemann Educational Books.
- Bennett, A. (1995). *Readers and Reading*. Oxon: Routledge. p. 32. ISBN 978-0-582-21290-9.
- Cagri, T. M. (2019). “Reader-Response Theory and Literature Discussions: a Springboard for

Exploring Literary Texts” *The New Educational Review*. DOI:10.15804/tner.2019.56.2.06  
accessed 21/02/2024.

- Carlisle, A. (2000). “Reading logs: An application of reader response theory” in *ELT Journal*,  
54(1), 12-19.
- Christine. O. (1980). *African Women: Their struggle for Economic Independence*. London:  
Hutchinson & Co. Publishers Ltd, 1980.
- Darah, G. G. (2008). *Radical Essays on Nigerian Literatures* . Lagos: Malthouse Press Limited.
- Davies, B. C. (1986). *Ngambika: Studies of Women in African Literature* . New Jersey:  
Africa World Press.
- Dora, O. C. (1991). *Nigerian Women and the Challenges of Our Time*. Lagos: Malthouse Press  
Limited.
- Gyekye, K. (1996). *African Cultural Values: An Introduction*. Legon, Accra: Sanfoka.
- Henrietta, O. (1989). *Nigerian Female Writers: A Critical Perspective*. Lagos: Malthouse Press  
Limited.
- Holy Bible. (1984). New International Version, Zondervan Publishing House.
- Jones, El. D., Eustace, P., & Marjori, J. (1987). *Women in African Literature Today No. 15*.  
London:  
James Curvey.
- Klein, E. (1984). *Gender Politics*. Cambridge: Harvard University Press.
- Lola, S. (2010). *The Secret Lives of Baba Segi’s Wives*. New York: HarperCollins Publishers.
- Nnolim. E.C. (2009). *Issues in African Literature*. Nigeria: Malijoe Soft Print.
- Nwapa, F. (1966). *Efuru*. Ibadan: Heinemann Publishers.
- Nwapa, F. (1981). *One is Enough*. Nigeria: Tana Press.
- Ouarodima M. (2018) “Breaking the Taboo of Marriage and Childbearing: Nwapa’s Commitment  
in  
*One is Enough*” *Advance Research Journal of Multidisciplinary Discoveries*.31(9) pp. 55-59
- Ouarodima, M. (2018). “Shifting the Canon: An Analysis of Achebe’s Women in *Things Fall  
Apart*  
and *Anthills of the Savannah*”. *Advances in Literary Study*, 6, 109-119.
- Wale. O.S. (2009). *Topics and Issues in Literature for Nigerian Undergraduates*. Nigeria: Super  
Prints Plus.

**A STUDY ON THE RELATIONSHIP BETWEEN TALENT MANAGEMENT STRATEGIES IMPLEMENTED IN PRIVATE SCHOOLS AND THE EDUCATIONAL BACKGROUND OF THE TEACHERS WORKING THERE**

**UNE ÉTUDE SUR LA RELATION ENTRE LES STRATÉGIES DE GESTION DES TALENTS MISES EN ŒUVRE DANS LES ÉCOLES PRIVÉES ET LE NIVEAU D'ÉDUCATION DES ENSEIGNANTS QUI Y TRAVAILLENT**

**Rahile GÜRAN GÖVEN**

École Professionnelle d'İzmir Kavram, Département de Gestion et d'Organisation,  
Programme de Gestion des Ressources Humaines, Izmir, Turquie

**Çağatay SÜKAN**

Université d'Istanbul, Institut des Sciences Sociales, Département de Gestion des Ressources Humaines, Istanbul, Turquie

**Gönen İlkar DÜNDAR**

Université d'Istanbul, Faculté d'Administration des Affaires, Département de Gestion des Ressources Humaines, Istanbul, Turquie

## **RÉSUMÉ**

**Introduction et but:** Les ressources humaines constituent le principal facteur de réussite des organisations. Les talents des employés sont importants pour fournir un avantage concurrentiel et maintenir la continuité de l'organisation. L'objectif de cette étude est d'examiner la relation entre les sous-dimensions des stratégies de gestion des talents appliquées aux enseignants travaillant dans les écoles privées et leurs domaines d'enseignement selon les opinions des enseignants travaillant dans les écoles secondaires des écoles privées d'Istanbul. **Matériel et méthode:** Les données ont été collectées auprès de 124 enseignants travaillant dans des écoles privées dans différents districts d'Istanbul au cours de l'année scolaire 2023-2024. Une échelle a été utilisée pour déterminer l'opinion des enseignants sur les stratégies de gestion des talents. **Résultats:** Selon les résultats de l'étude, il a été déterminé que les stratégies de gestion des talents étaient "partiellement" utilisées dans les écoles privées. Les stratégies dans les sous-dimensions "attirer les talents", "développer les talents" et "retenir les talents" sont utilisées dans les écoles privées, respectivement. **Discussion et conclusion:** Les opinions des enseignants des écoles privées sur les stratégies de gestion des talents ne diffèrent pas significativement selon la variable des domaines de formation des enseignants. Il convient de noter que les pratiques de rétention, l'une des sous-dimensions des stratégies de gestion des talents, sont les moins appréciées. Cette constatation peut s'expliquer par l'augmentation du nombre d'écoles privées en Turquie et par les différences de salaires et d'autres avantages sociaux entre les écoles. Les résultats de cette

étude soulignent l'importance de réévaluer les stratégies de gestion des talents des organisations opérant dans le secteur de l'éducation. En particulier, les résultats suggèrent que les approches et stratégies actuelles en matière de pratiques de gestion des talents devraient être revues. Dans ce contexte, la recherche ouvre la voie aux établissements d'enseignement pour développer des stratégies de gestion des talents plus efficaces et plus inclusives.

**Mots clés:** Les stratégies de Gestion des talents, écoles privées, enseignants, zones de formation des enseignants

## ABSTRACT

**Introduction and Purpose:** The most important power that leads organizations to success is human resources. The talents of the employees are important for providing competitive advantage and maintaining the continuity of the organization. The purpose of this study is to examine the relationship between the sub-dimensions of talent management strategies applied to teachers working in private schools and their fields of education according to the opinions of teachers working in high schools in private schools in Istanbul. **Materials and Method:** Data were collected from 124 teachers working in private schools in different districts of Istanbul during the 2023-2024 academic year. A scale was used to determine teachers' views on talent management strategies. **Results:** According to the results of the study, it was determined that talent management strategies were "partially" used in private schools. Strategies in the sub-dimensions of "attracting talent", "developing talent" and "retaining talent" are used in private schools, respectively. **Discussion and Conclusion:** Private school teachers' views on talent management strategies do not differ significantly according to variable of teachers' training areas. It is noteworthy that retention practices, one of the sub-dimensions of talent management strategies, is the least preferred practice. This finding can be explained by the increase in the number of private schools in Turkey and the differences in wages and other social benefits among schools. The findings of this study emphasize the importance of re-evaluating talent management strategies of organizations operating in the education sector. In particular, the results suggest that current approaches and strategies in talent management practices should be reviewed. In this context, the research paves the way for educational institutions to develop more effective and inclusive talent management strategies.

**Key Words:** Talent Management, Private Schools, Teachers, Teachers' Training Areas

## INTRODUCTION

Avec la mondialisation, un environnement concurrentiel où les différences sont au premier plan est apparu. Dans cet environnement concurrentiel, les ressources humaines ont dû développer une nouvelle perspective et renouveler leur point de vue à l'égard de leurs employés. Dans le passé, les employés, qui étaient considérés comme le coût immuable des organisations, sont devenus les investissements centraux et les plus précieux des organisations, conformément à cette nouvelle perspective. Aujourd'hui, il est devenu

important que chaque employé contribue à l'organisation et possède un talent unique (Doğan et Demiral, 2008).

Dans le domaine du management, l'importance des talents et le fait qu'ils soient considérés comme une caractéristique distinctive en tant que facteur de compétitivité remontent à trente ou quarante ans. Dans la concurrence inter-organisationnelle, il est très important non seulement d'avoir des employés talentueux mais aussi de les garder dans l'organisation. Dans cette étude, les stratégies de gestion des talents et ses sous-dimensions, qui sont récemment devenues une question de plus en plus importante pour les chercheurs et les praticiens, sont examinées sous différentes rubriques en fonction des informations disponibles dans la littérature.

## **1. CADRE CONCEPTUEL**

### **1.1 Aperçu du concept de talent et de ses sous-dimensions**

Le mot "talent", fréquemment utilisé dans la vie quotidienne, fait référence à une ressource créée à l'aide de méthodes, de processus et de diverses politiques pour les entreprises dans le cadre de la vie professionnelle. Le mot "talent", qui est l'équivalent anglais de talent, comprend des concepts spécifiques à l'individu tels que la réussite, la compétence, le leadership, le sens pratique, la créativité et le bon usage du temps ([www.insankaynaklari.com](http://www.insankaynaklari.com)). En d'autres termes, il est défini comme la capacité d'un individu à terminer un travail donné de la meilleure façon en utilisant sa propre créativité dans un certain laps de temps, de manière plus facile et plus rapide ([www.buzzle.com](http://www.buzzle.com)).

Le point principal qui attire l'attention dans ces définitions est que l'élément nécessaire pour s'adapter à une situation, apprendre ou effectuer un travail existe dans la personne (Çırpan, 2009). Les entreprises veulent gérer leurs organisations en utilisant ce talent existant. Les talents et la gestion se rejoignent pour former une nouvelle philosophie de gestion: les stratégies de gestion des talents. Ce concept a été mis à l'ordre du jour en 1997 après les recherches menées par le cabinet de conseil MCKinsey dans 77 grandes entreprises aux États-Unis (Güneş et Kara, 2017 : 143). D'un point de vue théorique, la gestion des talents est basée sur la "recherche Mc Kinsey" (Michaels, Handfield-Jones et Axelrod, 2001), l'"approche basée sur les ressources", le "modèle classique : Approche systémique", la théorie des talents de base (Pralhad et Hamel, 1990), le "modèle de l'usine à talents" (Fang Li et Devos, 2008). Au sens le plus général, ces approches affirment que l'avantage concurrentiel et la durabilité seront obtenus grâce aux talents et à la gestion des talents (Akar et Balcı, 2016:957).

Les stratégies de gestion des talents, qui est fondamentalement exprimée comme la gestion des talents dans toutes ces approches, comprend le recrutement d'individus ayant les performances et le potentiel nécessaires aux objectifs stratégiques de l'organisation, en leur offrant des opportunités de développement et en les retenant (Tabanlı et Korumaz, 2014:143).

Le concept de "talent" est à la base de nombreux facteurs tels que les systèmes de pensée innovants, la valeur ajoutée pour les parties prenantes internes et externes, le développement de produits, les ventes, le marketing, les coûts et la productivité, et c'est pour cette raison qu'est apparu le concept de "gestion des talents", qui garantit l'utilisation efficace des talents dans les ressources humaines (Doğan et Demiral, 2008:148). Chaque personne travaillant dans l'organisation, qui est la pierre angulaire de la gestion des talents, peut être considérée comme un talent à part entière. Les compétences et les aptitudes de l'individu constituent le principal facteur de cette évaluation. La gestion des talents gagne en importance en termes de supériorité de l'organisation sur ses concurrents et de croissance et de développement de l'entreprise. Les buts et objectifs de l'entreprise et la gestion des talents ont un point commun. Les deux concepts couvrent un processus continu et à long terme. Dans ce processus, il est nécessaire d'attirer et de retenir les talents dans l'entreprise, de s'assurer de leur loyauté et de les développer. Ces quatre dimensions constituent le mécanisme de la gestion des talents.

**Attirer des personnes talentueuses** dans l'organisation est la première étape après avoir déterminé les postes clés en établissant des objectifs et des stratégies. Les organisations utilisent divers systèmes et stratégies pour recruter leurs employés talentueux pour les postes ouverts aujourd'hui, et tentent d'intégrer les candidats talentueux dans l'entreprise en les attirant vers elle. Le processus de recrutement de personnel talentueux comprend des questions telles que la détermination des besoins des employés, le recrutement et le développement de la personne appropriée, comme dans la planification des ressources humaines. Le processus de recrutement du personnel talentueux comprend également des questions telles que le codage hiérarchique, les règles de recrutement et de licenciement, la rémunération (Geniş et Usta, 2020:13).

**Retenir les talents et accroître la loyauté** se définit comme l'ensemble des efforts déployés par l'organisation pour ne pas perdre ses employés afin d'atteindre ses objectifs (Fredric D. Frank, Richard P. Finnegan, Craig R. Taylor, 2004:13). En d'autres termes, il s'agit de stratégies qui visent à assurer la loyauté des employés à long terme. Cet effort de fidélisation devient de plus en plus difficile pour les entreprises qui ne parviennent pas à déterminer ou à mettre en œuvre pleinement leurs stratégies, ce qui se traduit souvent par la perte de ces personnes talentueuses. Dans cet environnement concurrentiel, il convient d'accorder la même importance au client interne qu'au client externe de l'entreprise. En matière de gestion des talents, l'essentiel est de savoir ce qui satisfait ces personnes précieuses pour l'entreprise (Berglas, 2006:2). Outre la satisfaction, la confiance est également un facteur important. Dans un environnement où la confiance n'existe pas, il sera difficile pour les personnes talentueuses de se consacrer au travail (Martin, 2010:58). Bien que le sentiment de confiance soit réciproque, les entreprises doivent également tenir compte de facteurs externes pour ne pas perdre leurs employés talentueux. Des conditions de marché concurrentielles extérieures à l'entreprise peuvent entraîner la perte soudaine d'un employé expert et hautement qualifié. Dans ce contexte, les ressources humaines devront s'efforcer de prédire quel employé quittera son emploi et à quel moment (Capelli, 2000:105). Le dernier aspect critique de la rétention des talents est la nature du travail de l'employé. Un employé classé selon cette nature doit être traité dans une catégorie distincte s'il ne peut être perdu ou remplacé. Toutefois, si un travail

doit être effectué temporairement et rapidement, aucune planification à long terme ne doit être faite pour la personne dont le talent est nécessaire.

**Le processus de développement** consiste à offrir aux employés des opportunités d'emploi leur permettant de s'améliorer, à leur proposer des formations, à créer des programmes de développement individuel et à effectuer tout le travail nécessaire pour devenir des professionnels (Doğan et Demiral, 2008:155). La gestion des talents, qui est directement liée à la gestion des carrières, guide les employés des organisations dans l'analyse de leurs talents et de leurs intérêts. La gestion de carrière réunit les individus et les organisations en un seul point: l'optimisation du potentiel. L'individu utilise tous ses talents au plus haut niveau et l'organisation offre toutes les opportunités (argent, promotion, etc.) au bénéfice de l'individu (Karcioğlu et Atasever, 2019:114). Cette situation motive tout le monde en fournissant des attentes mutuelles de part et d'autre. Une personne très motivée n'a pas besoin de changer d'emploi dans des conditions de marché concurrentielles, et l'entreprise n'a pas besoin de tourner à nouveau la roue de la gestion des talents (processus de recrutement, de promotion et de développement). Ce processus se poursuit avec le maintien de nouveaux talents jusqu'à ce qu'ils soient nécessaires.

## **1.2 Les stratégies de gestion des talents dans les organisations éducatives**

Dans le dictionnaire des sciences de l'éducation, le talent est défini comme "le pouvoir personnel et inné d'apprendre quoi que ce soit, de faire un travail" (Çırpan, 2019). Selon le Chartered Institute of Personnel and Development, le talent fait référence aux individus qui peuvent faire la différence en matière de performance organisationnelle dans l'éducation en réalisant des performances au plus haut niveau à long terme ou à court terme (Tabançalı et Korumaz, 2014:147).

Les approches post-positivistes en particulier soulignent que les ressources humaines n'ont pas d'importance en raison du fait que les établissements d'enseignement sont gérés uniquement en fonction des besoins et que, par conséquent, les personnes de l'organisation sont gérées avec une compréhension commune qui couvre tout le monde (Aslanargun, 2012).

On constate que la fréquence des stratégies de gestion des talents dans les établissements d'enseignement est plus faible que dans d'autres secteurs. La principale raison en est que jusqu'au 20e siècle, les organisations éducatives étaient considérées comme des institutions travaillant conformément aux règles générales établies par l'État. Dans la seconde moitié du même siècle, lorsque l'État a autorisé la privatisation de l'éducation, un environnement concurrentiel a été créé. Cette concurrence a entraîné la nécessité de trouver, de sélectionner et de retenir des enseignants talentueux pour que les établissements privés puissent survivre. Les stratégies de gestion des talents ont donc pris de l'importance dans les écoles privées et la nécessité d'y recourir s'est accrue. Les responsabilités et les devoirs des chefs d'établissement se sont accrus, en particulier dans le processus d'attraction, de rétention et de développement d'enseignants et d'administrateurs talentueux (Behrstock, 2010).

On peut dire que les administrateurs des établissements d'enseignement en Turquie ont besoin d'une structure capable à la fois de diriger leurs écoles et de gérer les viviers de talents

composés d'administrateurs et d'enseignants qui façonneront l'avenir et développeront l'organisation de l'école (Aytaç, 2013 ; Davies et Davies, 2011). Comme les organisations, chaque employé des écoles est important, mais on peut penser que les enseignants sont la principale ressource humaine qui maintient l'entreprise à flot. Il est possible pour les écoles d'avoir une bonne stratégie de gestion afin de travailler avec des enseignants qui les feront progresser et contribueront à leur renouvellement et à leur changement.

Les enseignants sont recrutés dans les écoles chaque année en fonction des besoins. Parmi les enseignants sélectionnés dans les écoles privées sur la base de diverses compétences ou aptitudes, les professeurs d'anglais, de mathématiques, de physique, de chimie, de biologie, de physique, de chimie, de physique, de chimie et de biologie sont les plus demandés pour le niveau secondaire (<https://www.ogretmensitemiz.com>). Ces branches sont obtenues soit à partir du pool de candidats de l'école, soit à partir de candidatures individuelles. Dans ce contexte, la première étape du processus des stratégies de gestion des talents, qui consiste à attirer les candidats vers l'organisation, est réalisée soit par des entreprises intermédiaires, soit par les responsables de l'établissement.

La rétention des enseignants talentueux attirés par l'école est une autre variable des stratégies de gestion des talents. Le maintien des employés dans les organisations dépend de nombreux facteurs. Il peut s'agir de facteurs internes tels que la satisfaction au travail, l'engagement, la motivation, et de facteurs externes tels que les possibilités de formation et de développement, le leadership et la récompense (Erdemli et Topbaş, 2011). Pour que l'employé reste au travail, il est important que le manager détermine quels sont les facteurs les plus importants en fonction des besoins des employés, qu'il élabore un plan en conséquence et qu'il fournisse à l'employé tous les éléments sur lesquels il s'est mis d'accord lors de la sélection de l'enseignant. En effet, lorsque ces facteurs ne sont pas pris en considération, les enseignants peuvent quitter leur emploi. Comme les départs se répètent, la première étape de l'attraction pour l'organisation peut ne pas aller plus loin.

L'enseignant sélectionné et retenu doit être développé afin d'être plus utile à l'organisation. Le développement professionnel est une stratégie qui fait la différence pour les enseignants. Selon Özer (2004), les responsabilités des administrateurs scolaires sont d'une grande importance pour l'efficacité du développement professionnel des enseignants. Bümen (2012) souligne que le fait que les directeurs d'école guident et encouragent les enseignants dans leur développement professionnel peut les motiver. Cemaloğlu (2002) mentionne également que les administrateurs scolaires ont besoin de plans de carrière afin d'assurer le développement professionnel des enseignants à court et à long terme. En effet, selon Korkmaz (2015:57-61), les administrateurs scolaires jouent un rôle important dans le développement professionnel des enseignants. Cependant, les administrateurs scolaires sont plus intéressés à s'occuper des affaires officielles des enseignants au sein de l'école qu'à les aider dans leur développement professionnel. Selon les conclusions de Turhan et Yaraş (2013), les administrateurs ne prêtent pas attention à la planification de la carrière des enseignants. Ces conclusions, en parallèle avec les résultats de la recherche, confirment que les attitudes et les comportements des administrateurs ont un effet important sur le développement professionnel des enseignants et que les enseignants qui ne trouvent pas l'opportunité de s'améliorer quittent l'école.



On constate que les recherches sur la gestion des talents, qui ont d'abord été menées sur les entreprises en Turquie, ont été menées dans les établissements d'enseignement ces dernières années (Tabancalı et Korumaz, 2014 ; Aytaç, 2014, Demirkasımoğlu et Taşkın, 2015 ; Tabancalı, Şimşek, et Korumaz, 2015, Akar et Balçı, 2016). La concurrence existe non seulement dans les entreprises, mais aussi dans les organisations éducatives, et c'est pourquoi il est nécessaire que des individus talentueux travaillent dans ces institutions.

Dans une étude menée par Akar (2012) sur quatre universités pour déterminer les opinions des membres du corps enseignant sur les dimensions de la gestion des talents, il a été conclu que la dimension de l'attraction des talents, qui est l'une des dimensions de la gestion des talents, est appliquée au niveau "un peu" dans les universités, tandis que les dimensions du placement, du développement, de la rétention et de la sauvegarde de l'organisation sont appliquées au niveau "très peu". Il a été observé qu'il y avait une différence significative entre les opinions des enseignants des universités publiques et privées dans toutes les dimensions de la mise en œuvre de la gestion des talents dans les universités et que les opinions des enseignants des universités privées étaient plus positives que celles des enseignants des universités publiques.

Dans la recherche menée par Aslanargun (2012), on constate que les directeurs d'école primaire et de lycée travaillant dans l'État sont généralement sélectionnés parmi les administrateurs indexés sur les examens dans le cadre des règlements de nomination du ministère et que des concepts tels que la justice, la confiance, la diligence, la carrière, le mérite, qui sont constamment discutés mais pas entièrement définis dans les institutions, sont évoqués. Toutefois, les administrateurs des établissements mettent l'accent sur des qualifications supplémentaires telles que la performance, l'expérience, les relations humaines, la formation, les caractéristiques personnelles et la formation postuniversitaire. Les conséquences négatives de la nomination des directeurs uniquement sur la base d'un examen sont soulignées par tous les directeurs. Au vu de la littérature, on peut dire que cette étude est l'une des premières études sur la gestion des talents dans les établissements d'enseignement.

Dans l'étude menée par Güneş et Kara (2016), les opinions des enseignants concernant la gestion totale des talents ne montrent pas de différence statistiquement significative en fonction des variables de genre, de statut éducatif et d'âge.

Malgré toutes ces études, la gestion des talents peut encore être considérée comme un nouveau sujet de recherche dans le domaine de l'éducation. Des études détaillées sur sa mise en œuvre sont encore nécessaires, en particulier dans les établissements d'enseignement spécialisé.

## **2. RECHERCHE**

### **2.1 Importance de la recherche**

On sait que la qualité des enseignants est l'un des principaux facteurs de réussite des élèves. D'autre part, le problème des enseignants qualifiés est l'une des raisons de l'échec du système éducatif. Toutes les écoles souhaitent travailler avec des enseignants qui ont les qualifications requises pour enseigner et qui sont très performants. Les écoles qui souhaitent travailler avec de tels enseignants devraient avoir leur mot à dire dans la sélection des enseignants, trouver des enseignants talentueux et continuer à travailler avec ces enseignants. Bien que les enseignants travaillant dans les établissements publics ne soient sélectionnés qu'en fonction des résultats des examens, les écoles privées peuvent sélectionner les enseignants avec lesquels elles souhaitent travailler selon leurs propres méthodes. Dans cette étude, les sous-dimensions de la gestion des talents, telles que l'attraction, la rétention et le développement, ont été analysées sur la base des points de vue des enseignants des écoles privées. En outre, dans la recherche d'Aytaç (2014) sur les enseignants travaillant dans des établissements publics d'enseignement secondaire, les enseignants ont défini la gestion des talents comme "le recrutement, le développement et la rétention des personnes qui répondent aux attentes afin de progresser dans le secteur dans un environnement concurrentiel et l'état d'entrelacement de ces derniers". Sur la base de ces informations, le problème de cette recherche est la relation entre les sous-dimensions de la gestion des talents appliquées dans les établissements privés d'enseignement secondaire et les branches des enseignants.

### **2.2 Objectif de la recherche**

L'objectif de cette étude est de déterminer la relation entre les sous-dimensions de la gestion des talents appliquées par les écoles privées selon les opinions des enseignants travaillant dans les lycées des écoles privées de la province d'Istanbul et de leurs succursales. Dans le cadre de cet objectif, on a cherché à répondre à la question suivante: "Y a-t-il une différence significative entre les dimensions des stratégies de gestion des talents et les branches des enseignants?"

### **2.3 Population et échantillon**

La population étudiée dans le cadre de cette recherche se compose de lycées privés anatoliens situés dans la partie européenne d'Istanbul. Il y a au total 8 écoles privées sur la rive européenne. Les établissements d'enseignement préscolaire, primaire et secondaire n'ont pas été inclus dans l'étude. L'échantillon de l'étude se composait de 124 enseignants déterminés par une méthode aléatoire simple. Les informations sur les caractéristiques démographiques des enseignants participant à l'étude sont présentées ci-dessous.

**Tableau 1** : Informations démographiques sur les enseignants de l'échantillon

		f	%			f	%
<b>Sexe</b>	Homme	53	42,7	<b>Âge</b>	25-30	36	29
	Femme	71	57,3		31-35	57	46
<b>Niveau d'éducation</b>	Licence	105	84,7		36-40	28	22,6
	Master - Doctorat	19	15,3		46 ans et plus	3	2,4
<b>Branches</b>	Cours de groupe verbal	61	49,2	<b>Temps de travail</b>	Moins d'un an	21	16,9
	Cours de groupe numérique	63	50,8		De 1 à 3 ans	49	39,5
					3 à 6 ans	44	35,5
					6 ans et plus	10	8,1

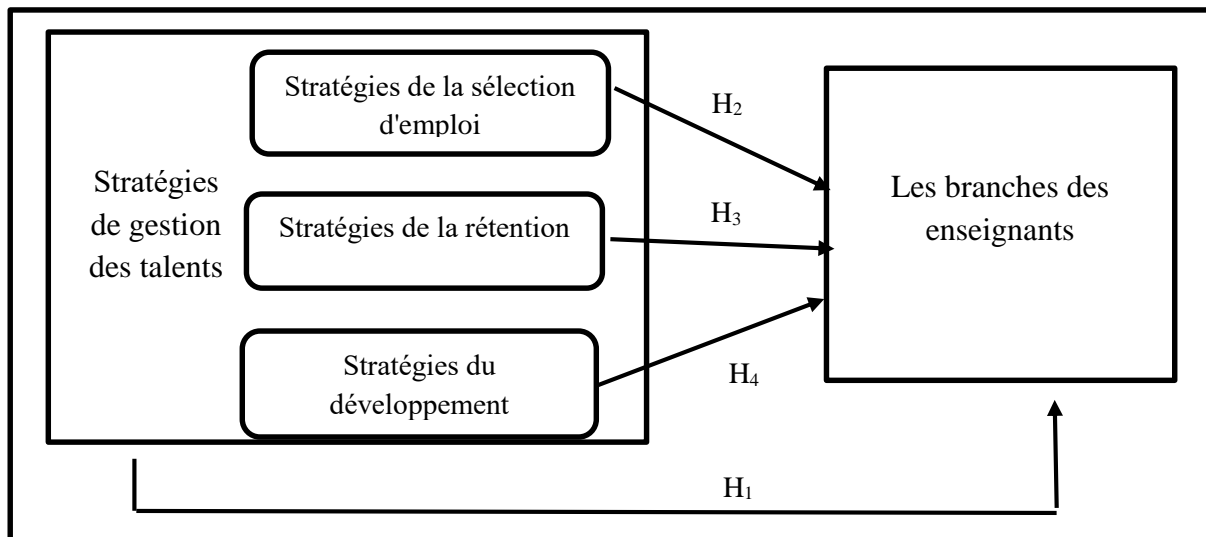
Selon le tableau 1, 57,3 % des enseignants sont des femmes et 42,7 % des hommes. On constate que la majorité des participants sont âgés de 31 ans et plus et que 39,5 % d'entre eux ont entre 1 et 3 ans d'ancienneté. D'autres informations démographiques sur les participants figurent dans le tableau 1.

#### 2.4 Limites de l'étude

Cette étude se limite aux opinions des enseignants travaillant dans huit lycées d'Istanbul au cours de l'année scolaire 2023-2024.

#### 2.5 Méthode de recherche

La recherche a été menée à l'aide d'un modèle d'enquête relationnelle de type comparatif. Avec le modèle d'enquête relationnelle, les données nécessaires ont été collectées auprès des individus de la population étudiée, définie comme le groupe cible de la recherche, à l'aide d'un outil de mesure. La situation existante liée au problème a été décrite telle qu'elle est (Balçı, 2007). Dans cette optique, les variables dépendantes de la recherche sont le recrutement, la fidélisation et le développement. La variable indépendante de la recherche est la branche des enseignants. Le modèle de recherche est présenté dans la figure ci-dessous.



**Figure 1.** Modèle de recherche

## 2.6 Hypothèses

Les hypothèses de la recherche sont les suivantes:

H<sub>1</sub>: Il existe une relation significative entre les stratégies de gestion des talents et les branches des enseignants.

H<sub>2</sub>: Il existe une différence significative entre les stratégies de la sélection d'emploi des enseignants au travail et leurs branches.

H<sub>3</sub>: Il existe une différence significative entre les stratégies de la rétention des enseignants et leurs branches.

H<sub>4</sub>: Il existe une différence significative entre les stratégies du développement des enseignants et leurs branches.

## 2.7 Méthode de collecte des données

Les données ont été collectées à l'aide de l'échelle de gestion des talents pour les écoles privées. L'échelle a été préparée selon la méthode de Likert en 5 points. Des informations sur les analyses de validité et de fiabilité de l'échelle sont fournies ci-dessous.

### **2.7.1 Analyses de validité**

Afin de créer le pool d'items dans le processus d'élaboration de l'échelle, la littérature sur le sujet a tout d'abord été examinée en détail. Les échelles développées sur la base de la gestion des talents dans les organisations (Tutar, Altınöz et Çöp, 2011 ; Demirkasimoğlu et Taştan, 2015 ; Tabanlı, Şimşek, et Korumaz, 2015 ; Akar et Balcı, 2016) et l'échelle développée pour les écoles privées (Güneş et Kara, 2017) ainsi que les recherches menées ont été examinées en détail. Après ce processus de recherche, un pool de 25 items a été créé. Après ces études, une instruction détaillée sur la manière d'appliquer l'échelle a été créée et l'application générale a commencé.

### **2.7.2 Validité de la structure**

L'analyse factorielle consiste à regrouper les items qui mesurent un même facteur en calculant la corrélation entre les variables en fonction des réponses données par les participants à la recherche (Karasar, 2010). Des analyses factorielles exploratoires et confirmatoires ont été menées pour révéler la structure factorielle de l'échelle de gestion des talents pour les écoles privées.

Une analyse factorielle exploratoire a été réalisée pour déterminer la structure factorielle de l'échelle de gestion des talents pour les écoles privées. La valeur de Kaiser-Meyer-Olkin pour l'adéquation des données à l'analyse factorielle est acceptable et se situe à un bon niveau puisqu'elle s'approche de 1. Une valeur inférieure à 0,50 indique qu'elle ne peut pas être acceptée. Le coefficient KMO d'adéquation à l'échantillon est de 0,83 ( $p < 0,00$ ). Ces résultats montrent que les données sont appropriées et suffisantes pour une analyse factorielle.

La valeur de charge factorielle est un coefficient qui explique la relation entre les éléments et les sous-dimensions. Dans la littérature, il est indiqué que les charges factorielles comprises entre 0,30 et 0,40 peuvent être considérées comme le point le plus bas dans la formation du modèle factoriel (Büyüköztürk, 2002:127). Dans cette étude, 0,50 a été accepté comme point limite inférieur. Lorsque les premiers résultats de l'analyse factorielle ont été analysés, il a été observé que certains éléments avaient une charge factorielle élevée dans les deux facteurs. Les items 13 et 25 ont été retirés de l'échelle pour cette raison. Après ces procédures, des analyses de rotation orthogonale Varimax ont été effectuées pour déterminer la distribution des éléments dans les facteurs et les résultats sont présentés dans le tableau 2. Dans les analyses, tout d'abord, la valeur Eigen a été déterminée comme étant égale à 3 et il a été déterminé qu'il y avait 3 facteurs dans les analyses. En conséquence, une structure tridimensionnelle expliquant 61,26 % de la variance totale a été obtenue. Les coefficients de pondération de l'échelle se situent entre 0,52 et 0,85 (tableau 2).

**Tableau 2.** Charges factorielles de l'échelle de gestion des talents pour les écoles privées

Déclarations d'enquête (DE)	Facteur 1 <sup>ère</sup> (Sélection d'emploi)	Facteur 2 <sup>ème</sup> (Rétention)	Facteur 3 <sup>ème</sup> (Développement)
DE1 Nos administrateurs sont conscients qu'attirer des enseignants talentueux dans notre école est la clé de la compétitivité.	<b>,746</b>		
DE2 Nos administrateurs soulignent l'importance d'attirer des enseignants talentueux dans notre école à chaque occasion.	<b>,624</b>		
DE3 Les initiatives nécessaires sont prises pour attirer des enseignants qualifiés d'autres écoles dans notre école.	<b>,700</b>		
DE4 Les initiatives nécessaires sont prises pour attirer les candidats enseignants à fort potentiel qui sont sur le point d'obtenir leur diplôme.	<b>,749</b>		
DE5 Notre école dispose des compétences nécessaires pour attirer les enseignants les plus talentueux.	<b>,787</b>		
DE6 Les processus de recrutement sont équitables et objectifs pour tous les candidats.	<b>,821</b>		
DE7 Au cours du processus de recrutement, la contribution que les enseignants peuvent apporter à notre école est évaluée de différentes manières.	<b>,820</b>		
DE8 On veille à ce que les comportements et les valeurs des nouveaux enseignants soient conformes à la culture de notre école.	<b>,810</b>		
DE9 Au cours du processus de recrutement, on veille à sélectionner des employés ayant des qualifications différentes afin de s'assurer que les différences de sexe, d'âge et de culture sont représentées.	<b>,855</b>		
DE10 Lorsqu'un poste est à pourvoir dans notre école, les candidats potentiels sont pris en considération afin de ne pas perturber le travail.	<b>,811</b>		
DE11 Les enseignants se voient confier différentes tâches dans lesquelles ils peuvent démontrer leurs capacités et leur potentiel individuels.	<b>,754</b>		
DE12 Les capacités et les compétences des enseignants sont prises en considération lorsqu'ils sont sélectionnés pour certaines tâches au sein de l'école.	<b>,669</b>		
DE14 Notre école fournit une formation de développement pour les connaissances et les compétences qui pourraient être requises par la profession d'enseignant à l'avenir.			<b>,657</b>
DE15 Notre école offre des possibilités de développement professionnel adaptées aux besoins des enseignants.			<b>,883</b>
DE16 Des réunions sont organisées pour présenter aux enseignants les opportunités de carrière dans l'institution.			<b>,769</b>
DE17 Notre école offre des opportunités de développement personnel adaptées aux besoins des enseignants.			<b>,815</b>

DE18 Chaque enseignant dispose d'un plan de développement spécifique.		<b>,613</b>	
DE19 À la suite de l'évaluation des performances, les personnes appropriées se voient proposer différentes options de poste, telles que la direction.		<b>,763</b>	
DE20 Les enseignants sont nommés pour diverses récompenses organisationnelles.		<b>,804</b>	
DE21 De nouvelles dispositions sont prises lorsque les enseignants ne sont pas satisfaits de leur travail.		<b>,617</b>	
DE22 Les performances exceptionnelles et le potentiel de développement des enseignants de mon école sont évalués par le biais d'un système d'évaluation ouvert à tous.		<b>,561</b>	
DE23 La satisfaction professionnelle des enseignants est régulièrement évaluée.		<b>,552</b>	
DE24 Les salaires payés aux enseignants sont compétitifs par rapport aux salaires du marché.		<b>,694</b>	
Variance expliquée (%)	31,06	16,31	13,89

À la suite de l'analyse factorielle, les éléments qui appartenaient à des facteurs différents (éléments 13 et 25) ont été retirés de l'échelle. Une fois ces éléments retirés de l'échelle, il n'y a aucun élément de l'échelle qui donne des valeurs élevées à plus d'un facteur. Les éléments inclus dans les sous-dimensions de l'échelle et le nombre d'éléments sont présentés dans le tableau 2.

**Tableau 3.** Sous-dimensions déterminées à la suite de l'analyse factorielle et items correspondant à ces dimensions

<u>Facteur</u>	<u>Numéro d'item</u>	<u>Numéro d'item</u>
Sélection d'emploi	12	1,2,3,4,5,6,7,8,9,10,11,12
Développement	4	14,15,16,17
Rétention	7	18,19,20,21,22,23,24

Dans le tableau 3, le premier facteur est composé de douze items (items 1,2,3,4,5,6,7,8,9,10,11,12) ; le deuxième facteur est composé de huit items (items 14, 15,16,17) et le troisième facteur est composé de sept items (items 18, 19, 20, 21, 22, 23, 24). Aucun item de l'échelle ne doit être noté à l'envers. Dans sa forme finale, l'échelle se compose de 23 items. Chaque facteur a été nommé en analysant les items du facteur concerné. Dans ce contexte, il a été jugé approprié de nommer la première sous-dimension "Recrutement", la deuxième sous-dimension "Développement" et la troisième sous-dimension "Rétention".

### 2.7.3 Analyses de fiabilité

Le coefficient de cohérence interne (Alpha de Cronbach) de l'échelle pour chaque sous-dimension s'est avéré être de 0,86 pour la sous-dimension recrutement, 0,77 pour la sous-dimension développement des talents, 0,77 pour la sous-dimension rétention et 0,91 pour l'échelle totale de gestion des talents pour les écoles privées. D'après ces données, on peut dire que les coefficients de fiabilité de l'échelle sont suffisants.

### 2.8 Outil de mesure

Les participants ont été invités à répondre aux questions du questionnaire de l'échelle de gestion des talents élaborée pour les écoles privées. Ensuite, des questions d'information personnelle ont été posées afin de déterminer leurs données démographiques.

### 2.9 Analyse des données

Les valeurs de Skewness et de Kurtosis pour chaque sous-dimension de la variable de branche étant comprises entre  $-1,5 < x < +1,5$  (Tabachnick et Fidell, 2013) et les variances étant homogènes selon l'analyse de Levene, il a été supposé que la distribution était normale. On a supposé que la distribution était normale. Pour l'analyse de la variable de branche, des tests t-test et ANOVA à une voie ont été utilisés. Les données ont été analysées à l'aide du programme statistique développé pour les sciences sociales (SPSS). Les résultats ont été testés au niveau  $p < 0,05$ . Les scores obtenus sur les échelles de type Likert à cinq points ont été évalués comme suit : (1,00-1,80) "aucun", (1,81-2,60) "faible", (2,61-3,40) "moyen", (3,41-4,20) "élevé" et (4,21-5,00) "très élevé". En valeur absolue du coefficient de corrélation, 0,00 - 0,29 a été interprété comme une relation "faible", 0,30 - 0,69 comme une relation "moyenne" et 0,70 - 1,00 comme une relation "élevée" (Büyüköztürk, 2009).

**Tableau 4.** Résultats du test de corrélation

	<b>Sélection d'emploi</b>	<b>Rétention</b>	<b>Développement</b>	<b>Gestion totale des talents</b>	<b>Branche</b>
<b>Sélection d'emploi</b>	1	,831**	,741**	,907**	,747*
<b>Rétention</b>	,831**	1	,850**	,878**	,168
<b>Développement</b>	,741**	,850**	1	,934**	,818**
<b>Gestion totale des talents</b>	,907**	,878**	,934**	1	,819**
<b>Branche</b>	,747*	,168	,818**	,819**	1



## 2.10 Résultats

Les statistiques descriptives des opinions des enseignants sur les pratiques de gestion des talents et les résultats liés à la variable de branche sont présentés ci-dessous.

**Tableau 5.** Statistiques descriptives de l'opinion des enseignants sur les pratiques de gestion des talents

	N	$\bar{x}$	SS
<b>Sélection d'emploi</b>	124	3,9456	0,75
<b>Rétention</b>	124	3,9153	0,65
<b>Développement</b>	124	3,8000	0,77
<b>Gestion totale des talents</b>	124	3,9068	0,53

Les opinions des enseignants participant à l'étude sur les pratiques de gestion des talents sont présentées dans le tableau 5. Selon ce tableau, les opinions des enseignants sur les dimensions du recrutement  $\bar{x} = 3,94$ , de la rétention  $\bar{x} = 3,91$ , du développement  $\bar{x} = 3,80$  et de l'ensemble de la gestion des talents  $\bar{x} = 3,90$  se situent à un niveau "élevé". Lorsque les scores les plus élevés et les plus faibles de chaque sous-dimension sont analysés, l'élément "Lorsqu'un poste est à pourvoir dans notre école, les candidats potentiels sont évalués afin d'éviter de perturber le travail" dans la dimension du recrutement, l'élément "Des réunions sont organisées pour présenter aux enseignants les possibilités de carrière dans l'établissement" dans la dimension du développement, et l'élément "Des réunions sont organisées pour présenter aux enseignants les possibilités de carrière dans l'établissement" dans la dimension de la gestion des talents. "Dans la dimension développement, et dans la dimension rétention, c'est l'item "Les enseignants sont nommés pour diverses récompenses institutionnelles" qui a obtenu la moyenne la plus élevée.

**Tableau 6.** Résultats du test T concernant l'opinion des enseignants sur les pratiques de gestion des talents en fonction de la variable sujet

	BRANCHE	N	$\bar{x}$	SS	sd	t	p
Sélection d'emploi	Cours de groupe verbal	61	3,96	0,77	122	,233	0,593
	Cours de groupe numérique	63	3,92	0,74			
Rétention	Cours de groupe verbal	61	3,93	0,72	122	,319	0,189
	Cours de groupe numérique	63	3,89	0,58			
Développement	Cours de groupe verbal	61	3,96	0,66	122	,319	0,189
	Cours de groupe numérique	63	3,63	0,84			
Gestion totale des talents	Cours de groupe verbal	61	11,8	1,69	122	1,37	0,171
	Cours de groupe numérique	63	11,4	1,52			

Dans le tableau 6, les opinions des enseignants concernant les pratiques de gestion des talents : sélection [ $t_{(124)}=0,59$ ,  $p>0,05$ ], développement [ $t_{(124)}=0,18$ ,  $p>0,05$ ], rétention [ $t_{(124)}=0,18$ ,  $p>0,05$ ] et gestion totale des talents [ $t_{(124)}=0,17$ ,  $p>0,05$ ], ne présentent pas de différence statistiquement significative en fonction de la variable de branche. Cette constatation montre que la variable "branche" n'est pas un déterminant significatif de la gestion des talents et de toutes ses sous-dimensions. L'opinion des enseignants du groupe verbal sur toutes les sous-dimensions et sur la gestion totale des talents est plus élevée que celle des enseignants du groupe numérique. Toutefois, cette différence n'est pas statistiquement significative.

#### 4. CONCLUSION ET DISCUSSION

Dans une étude menée pour déterminer le niveau des pratiques de gestion des talents dans les écoles privées, les niveaux de sélection, de développement et de rétention des enseignants et le niveau total de gestion des talents ont été jugés "élevés". Selon l'étude menée par Güneş et Kara (2017), le niveau de mise en œuvre de la gestion des talents dans les universités des écoles privées s'est avéré "moyen" dans le total et les sous-dimensions. Dans une étude menée par Aytaç (2015), selon les perceptions des enseignants, le niveau de leadership en matière de gestion des talents des administrateurs scolaires a été jugé moyen, et Demirkasımoğlu et Taştan (2015) ont déterminé que les pratiques de gestion des talents dans les établissements d'enseignement privés se situaient à un niveau "moyen". Ces résultats ne sont pas similaires à

ceux de la présente étude. Contrairement à d'autres études, le fait que les pratiques dans la dimension du développement des talents soient à un niveau "élevé" peut s'expliquer par le fait que les pratiques de gestion des talents dans les écoles privées de l'échantillon sont perçues comme étant plus élevées que les écoles incluses dans d'autres études. D'après les avis des enseignants, les pratiques de gestion des talents dans les sous-dimensions du développement des talents se classent en première position, le recrutement en deuxième position et la rétention en troisième position. On remarque que les pratiques de rétention dans les écoles privées sont évaluées comme étant les plus faibles. On peut dire que cela s'explique par l'augmentation du nombre d'écoles privées en Turquie et par le fait que les salaires et autres droits sociaux varient en fonction des écoles.

Cependant, contrairement aux résultats de la recherche, d'autres études (Akar et Balcı, 2016 ; Güneş et Kara, 2017) ont constaté que la dimension du recrutement a reçu le score le plus élevé, tandis que Demirkasimoğlu et Taştan (2015) ont constaté que la dimension du recrutement a reçu des scores plus faibles. À la lumière des résultats, afin d'améliorer les pratiques des écoles privées dans les dimensions du recrutement et de la rétention, des formations sur la gestion des talents peuvent être dispensées au personnel chargé du recrutement dans les écoles privées. Dans les études futures, les données peuvent être collectées à partir d'échantillons différents et plus complets et les résultats peuvent être comparés. Il sera possible de déterminer si différentes variables sont des prédicteurs ou des corrélats des pratiques de gestion des talents. En plus de la recherche quantitative, des méthodes de recherche qualitative peuvent être utilisées pour collecter des données plus détaillées, et les problèmes rencontrés par les enseignants en matière de recrutement et de rétention peuvent être abordés et les déficiences dans ces dimensions peuvent être éliminées.

## SOURCES

- Akar, F. et Balcı, A. (2016). Yetenek Yönetiminin Bazı Türk Üniversitelerinde Uygulanmasına İlişkin Öğretim Üyesi Görüşleri. *Kastamonu Eğitim Dergisi*, 24(2), 955-974
- Aslanargun, E. (2012). Okul müdürlerinin sahip olması gereken değerler. *Kuram ve Uygulamada Eğitim Bilimleri*, 12(2), 1327-1344.
- Aytaç, T. (2013). Eğitim yönetiminde yeni paradigmlar: okul merkezli yönetim, Ankara: Nobel Yayın Dağıtım.
- Balcı, A. (2007). Sosyal Bilimlerde Araştırma. Ankara: PegemA Yayıncılık
- Behrstock, E. (2010). Talent management in the private sectors and education sectors: a literature review. Learning Point Associates, Retrieved from <http://www.learningpt.org>.
- Berglas, S. (2006), "How to Keep A Players Productive", *Harvard Business Review*, Vol. September, 1-9.
- Bümen, N.T., Ateş, A., Çakar, E., Ural, G. et Acar, V. (2012). Türkiye bağlamında öğretmenlerin meslekî gelişimi: Sorunlar ve öneriler. *Millî Eğitim Dergisi*, 194, 31-50.
- Cappelli, P. (2000). A Market-Driven Approach to Retaining Talent. *Harvard Business Review*. 78. 103-111.
- Cemaloğlu, N. (2002). Öğretmen performansının artırılmasında okul yöneticisinin rolü. *Millî Eğitim Dergisi*, 153-154.
- Çırpan, H. (2009, Eylül) "İşletmelerde Yenilikçiliği Geliştirmede Etkili Bir Araç: Yetenek Yönetimi" *Çerçeve Dergisi*, 110-116.

- Davies, B. et Davies, B. J. (2011). Talent management in education. London; Sage Publications.
- Dođan S.et Demiral Ö. (2008), “İnsan Kaynakları Yönetiminde Çalıřanların Kendilerine Doğru Yolculuk Yöntemi: Yetenek Yönetimi”, Ç.Ü. Sosyal Bilimler Dergisi, 17(3), 145-166.
- Fredric D. F., Finnegan R. P., Craig R. T. (2004) “The Race For Talent: Retaining And Engaging Workers In the 21st Century”, Human Resource Planning, Vol.27, No.3,13
- Geniř, N., et Usta M. (2020, Décembre 19). Metin Usta. Aralık 19, 2020 tarihinde Metin Usta: <http://www.metinusta.net/events/talent%20management.pdf>
- Karciođlu, F. et Atasever S. (2019). Yetenek Yönetimi Ve Örgütsel Kariyer Yönetimi İliřkisi: Farklı Sektörlerde Bir Uygulama. Hak İř Uluslararası Emek ve Toplum Dergisi. 8. 106-124. 10.31199/hakisderg.543750.
- Korkmaz, İ. (2015). Öğretmenlerin meslekî gelişimlerinde okul yöneticileri ve denetmenlerin etkililiđinin incelenmesi. Uluslararası Eğitim Bilimleri Dergisi (INESJOURNAL), 2 (4), 55-64
- Martin J., Schmidt C., (2010) “How To Keep Your Top Talent” Harvard Business Review, Vol.88. No.5, 54-61.
- Özer, B. (2004). In-sevice training of teachers in Turkey at the beginning of the 2000s. Journal of In-Service Education, 30(1), 89-100.
- Sıldırođlu-Erdemli, Ö. et Toptař, B. (2016). Çalıřanı iřte tutma içinde Prof. Dr. Ziya Bursalıođlu'na Armađan (Balcı, A. ve Aydın, İ. Ed.) s. 553-574.
- Tabancalı, E. et Korumaz, M. (2014) “Eđitim örgütlerinde yetenek yönetimi” International of Social Science, 25(1), 139-156.
- Turhan, M. et Yarař, Z. (2013). Öğretmen ve öğrencilerin öğretmen, disiplin, müdür, sınıf kuralları, ödül ve ceza kavramlarına iliřkin metafor algıları. Fırat Üniversitesi Sosyal Bilimler Dergisi, 23(1), 129-145.
- Zafer G., D. et K. Kara, S. Bilge (2017), “Özel Okullarda Yetenek Yönetimi Uygulamaları”, Sakarya University Journal of Education, 7(1): 142-154.

**TRADITIONAL TOKAT PRAYER RUGS IN THE YASEMİN ERTEN  
MANUSCRIPT PRINT COLLECTION**

**YASEMİN ERTEN YAZMA BASKI KOLEKSİYONUNDA BULUNAN  
GELENEKSEL TOKAT SECCADELERİ**

**Ayşe DUMAN**

Ondokuz Mayıs Üniversitesi, Lisansüstü Eğitim Enstitüsü, Sanat Tarihi Anabilim Dalı

**Doç. Dr. M. Sami BAYRAKTAR**

Ondokuz Mayıs Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, Sanat Tarihi  
Bölümü

**ABSTRACT**

Manuscript, which is among the traditional handicrafts, is generally defined as a fabric drawn by hand on cotton fabrics or patterned with wooden molds. In Anatolia, Tokat, Kastamonu, Zile, Amasra, Elazığ, Diyarbakır, Ankara and Beypazarı are known for their manuscripts reflecting their local characteristics. Tokat province has a history of at least 600 years in the history of manuscript. The best examples of the art of manuscript are given in Tokat. In this study, the seven traditional Tokat prayer rugs in Yasemin Erten's collection are analyzed in four groups: "prayer rugs with mosque motifs", "prayer rugs with mihrabs and oil lamps", "prayer rugs with cypress trees" and "prayer rugs with columns and oil lamps". Aniline, alizarin and hot water powder paints were used to color the prayer rugs. The dismantling process was applied to the painted prayer rugs to embroider the motifs. The 1st prayer rug is thick coarse woven and the other prayer rugs are cotton Tokat cloth. Pencil drawing and elvan printing process were applied in the patterning of the prayer rugs. Black charcoal printing served as a contour on the prayer rugs in the collection. The insides of the motifs were colored using separate elvan molds for each color. Blue, yellow, green, purple, red, ice green, cobalt blue, burgundy and ivory are the most common colors used in prayer rugs. Intermediate colors and elegant pastel tones predominate in the prayer rugs. Composition with floral motifs is predominantly seen on prayer rugs. Mihrab, oil lamp, tulip, rose, cypress tree, pomegranate, violet, porticoed mosque, minaret, bunched flowers, flower vase, dragon and bird figures are among the compositions embroidered on the prayer rugs. In terms of their compositional characteristics, based on some similar examples, we believe that the prayer rugs in the collection may have been made between the late 18th and late 19th centuries.

**Keywords:** Manuscript, Prayer Rug, Charcoal Print, Elvan Print, Tokat.

**ÖZET**

Geleneksel el sanatları arasında yer alan yazma, genellikle pamuklu kumaşlar üzerine el ile çizilen veya tahta kalıplarla desenlendirilen kumaş şeklinde tanımlanmaktadır. Anadolu'da Tokat, Kastamonu, Zile, Amasra, Elazığ, Diyarbakır, Ankara, Beypazarı yöresel özelliklerini

yansıtan yazmaları ile tanınır. Tokat ilinin yazmacılık tarihinde en az 600 yıllık bir geçmişi bulunmaktadır. Yazmacılık sanatının en güzel örnekleri Tokat'ta verilmiştir. Bu çalışmada Yasemin Erten koleksiyonunda bulunan yedi geleneksel Tokat seccadeleri, “cami motifli seccadeler”, “mihraplı ve kandilli seccadeler”, “servi ağaçlı seccadeler” ve “sütunlu ve kandilli seccadeler” olmak üzere dört gruba ayrılarak incelenmiştir. Seccadeleri renklendirme işleminde anilin, alizarin ve sıcak su toz boyalar kullanılmıştır. Boyanmış seccadelere motifleri işlemek için söktürme işlemi uygulanmıştır. 1. seccade kalın kaba dokuma olup diğer seccadeler pamuklu Tokat bezidir. Seccadelerin desenlendirilmesinde karakalem ve elvan baskı işlemi uygulanmıştır. Koleksiyonda yer alan seccadelerde karakalem baskı kontur görevi görmüştür. Her renk için ayrı elvan kalıplar kullanılarak motiflerin içleri renklendirilmiştir. Mavi, sarı, yeşil, mor, kırmızı, buz yeşili, kobalt mavisi, bordo ve fildişi seccadelerde en çok kullanılan renklerdir. Seccadelerde ara renkler ve zarif pastel tonlar ağırlıklıdır. Bitkisel motifli kompozisyon seccadelerde ağırlıklı olarak görülmektedir. Mihrap, kandil, lâle, gül, servi ağacı, nar, menekşe, revaklı cami, minare, demetlenmiş çiçekler, çiçekli vazo, ejder ve kuş figürü seccadelerde işlenen kompozisyonlar arasında görülmektedir. Kompozisyon özellikleri bakımından, benzer bazı örneklere bakılarak, koleksiyonda bulunan seccadelerin 18. yüzyıl sonları ile 19. yüzyıl sonları arasında yapılmış olabileceğini düşünmekteyiz.

**Anahtar Kelimeler:** Yazma, Seccade, Karakalem Baskı, Elvan Baskı, Tokat.

## GİRİŞ

Bu bildiriye Yasemin Erten yazma baskı koleksiyonunda bulunan yedi yazma baskı seccade, Sanat Tarihi disiplini kapsamında, kompozisyon ve çeşitli özellikleri itibariyle gruplandırılarak tanıtılmış, benzer örneklerle karşılaştırılarak tarihlendirilmiş ve geleneksel yazmacılık sanatındaki yeri değerlendirilmeye çalışılmıştır.

Geleneksel yazma baskı kalıp oyma ustası 1970 yılı Tokat doğumlu Yasemin Erten, Tokat Ticaret Meslek Lisesi'ni bitirdikten sonra Tokat Kız Meslek Lisesi'nin akşam kurslarına katılarak Naci Öncüler'in baskı atölyesinde yazma baskı dersleri almıştır. Yazmacılık sanatına ilgi duyarak konuyla ilgili araştırmalar yapan Erten, bu sanatla alakalı girişimcilik kursları almıştır. Akabinde yazmacılık sanatıyla ilgili kurs vermeye başlayan ve ilk kursunu Tokat Cezaevi'nde veren Erten, Anadolu Sigorta'nın hayata geçirdiği “bir usta bin usta” projesiyle,<sup>20</sup> kaybolmakta olan el sanatlarından olan Tokat yazmacılığı dalında, 2016 yılında en iyi zanaatkar ödülünü almıştır. Tokat merkezde bulunan atölyesinde halen yazma baskı ve kalıp oyma kursları veren Erten, otuzdan fazla kalıp oyma ustası yetiştirmiştir. Yazma koleksiyonunu 2008 yılında oluşturmaya başlayan Erten, koleksiyonunda bulunan yazma

\* Bu çalışma, Ondokuz Mayıs Üniversitesi, Lisansüstü Eğitim Bilimleri Enstitüsü, Sanat Tarihi Anabilim Dalı'nda Doç. Dr. M. Sami Bayraktar danışmanlığında yürütülen, Ayşe Duman tarafından hazırlanan Yasemin Erten Yazma Baskı Koleksiyonunda Bulunan Geleneksel Tokat Bohça ve Seccadeleri adlı Yüksek Lisans Tezinden üretilmiştir.

\*\* Yüksek Lisans Öğrencisi, Ondokuz Mayıs Üniversitesi, Lisansüstü Eğitim Bilimleri Enstitüsü, Sanat Tarihi Ana Bilim Dalı, Samsun-TÜRKİYE, e-mail: aysed8498@gmail.com; ORCID: 0009-0003-1340-5074.

\*\*\* Doç. Dr., Ondokuz Mayıs Üniversitesi, İnsan ve Toplum Bilimleri Fakültesi, Sanat Tarihi Bölümü, Samsun-TÜRKİYE, e-mail: msami.bayraktar@omu.edu.tr / ms.bayraktar@hotmail.com; ORCID: 0000-0001-8454-4045.

<sup>20</sup> 2010 yılında, kamuoyunun ilgisini kaybolmaya yüz tutan mesleklere ve yerel değerlere çekmek, bu mesleklerin yeniden canlanmasını ve meslek ustalarının deneyimlerinin geleceğe taşınmasını sağlamak amacıyla gerçekleştirilen proje, Kültür Bakanlığı Araştırma ve Eğitim Genel Müdürlüğü'nün teknik danışmanlığında gerçekleştirilmiştir. Ayrıntılı bilgi için bk. <https://www.anadolusigorta.com.tr/hakimizda/sosyal-sorumluluk/bir-usta-bin-usta-projesi>

eserlerin % 80'ine Sırrı Demirci<sup>21</sup> sayesinde ulaştığını ifade etmektedir. İl il dolaşım araştırmalar yapan ve Tokat yöresine ait eserlerin tekrar Tokat'a gelmesi için çok büyük katkı sağlayan Sırrı Demirci bir Tokat sevdalıdır. Yasemin hanımın Türkiye'nin birçok yerinde antikacılarla bağlantısı bulunmaktadır. Antikacıların Tokat'a ait ellerine geçen ürünleri Yasemin hanıma haber vermeleriyle koleksiyon genişlemiştir. Erten'in özel koleksiyonunda Tokat'a ait; seccade, bohça, yorgan yüzü, başörtüsü, kâğıt içi yazma, para kesesi, sofrası, bebek yorganı, runner, sedir örtüsü, yastık örtüsü ve mermerşahi yazmalar bulunmaktadır. Koleksiyondaki yazmalar sandıklarda saklanmaktadır.<sup>22</sup>

Geleneksel el sanatları arasında yer alan yazma, genellikle pamuklu kumaşlar üzerine el ile çizilen veya tahta kalıplarla desenlendirilen kumaş şeklinde tanımlanmaktadır (Kaya, 1988, s. 62). Anadolu'da Tokat, Kastamonu, Zile, Amasra, Elazığ, Diyarbakır, Ankara, Beypazarı yöresel özelliklerini yansıtan yazmaları ile tanınır. Tokat ilinin yazmacılık tarihinde en az 600 yıllık bir geçmişi olup Osmanlı döneminde özellikle 17. ve 18. yüzyılda Tokat'ta yazma gelirlerinin Valide Sultanlara has olarak verildiği bilinmektedir (Türker, 1996, s. 6-7). Hanlarda toplu üretim yapan yazmacılar, hazırladıkları yazmaları boyahanelere verir ve damga resmi bedeli öderlerdi. Bu vergiyi zorunlu tutmak için Tokat dışında yazmacılık yapmak yasaklanmıştır. Yazmacılık sanatının en güzel örnekleri Tokat'ta verilmiştir (Türker, 1996, s. 7). Günümüzde yazmacılık sanatı neredeyse yok olma noktasına gelmiştir. Tokat'ta yazma satan dükkânların ve yazmacı ustalarının sayıları azalmıştır.

Seccade, İslam dininde üstünde ibadet edilen yaygı; namazlık olarak bilinmektedir (Girgök, 1997, s. 1381). Kaynaklardan edinilen bilgilere göre, Arapça "secde" kelimesinden gelen seccade kelimesine, Kur'an da rastlanılmakta ve namaz kılarken seccade kullanma geleneği, peygamberler zamanına kadar gitmektedir (Bayraktaroğlu, s. 58).

Seccade genellikle tek kişilik dokunur. Fakat camilerde toplu ibadet yapıldığından, birden çok insanın namaz kılmasına imkân verecek şekilde yan yana sıralanan seccadeler yapılmış bu tür seccadelere Anadolu'da "saf seccade" denilmiştir. Namaz esnasında ayakta dururken seccadelerde ayak basılan bölümlere "tabanlı", mihrabın üst kısmına da seccade alının konulduğu bölüme de "ayetlik" denilmektedir (Eroğlu, 2020, s. 710). En yaygın seccade tipi halı seccadelerdir. Zamanla halı seccade grupları içinde kendi sınıflarını oluşturmuştur. Bunlar Uşak, Gördes, Ladik, Kula gibi dokundukları yerin farklı özelliklerini yansıtmakla beraber boyutları ve motifleriyle mihrap, kandil, Kâbe resmi, yazı gibi süslemeleriyle ayrılırlar (Bozkurt, 2009, s. 269).

Türkiye'de halı seccade örnekleriyle ilgili yayınlar nispeten bol olsa da yazma baskı seccadeler üzerine yapılan araştırma ve yayınlar oldukça sınırlı düzeydedir. Geleneksel yazma baskı seccadelerle ilgili bilimsel bir makaleye rastlanılmamıştır. Konuyla alakalı son derece sınırlı sayıda tez ve kitap bulunmaktadır. Yazmacılık sanatı ile ilgili sınırlı sayıda birkaç araştırmada yazma baskı seccadeler de konu edinilmiştir.<sup>23</sup> Demirci'nin "Elvan Yazmalar Diyarı Tokat" adlı kitapta 14 kadar Tokat yazma seccadenin görseli konulmuş ancak herhangi bir tanım veya değerlendirme yapılmamıştır (Demirci, 2016, s. 157-162). "Tokat Yazmacılığı" adlı kitapta dört adet yazma baskı seccadenin görseli konulmuş olup tanımları yapılmamıştır (Daşkın, 2017). Kemal Türker'in "Ağaç Baskı Tokat Yazmaları" kitabında

<sup>21</sup> Emekli resim öğretmeni ve fotoğrafçı olan Demirci, "Elvan Yazmalar Diyarı Tokat" kitabının yazarıdır.

<sup>22</sup> Yasemin Erten, Kişisel Görüşme, 17.12.2022.

<sup>23</sup> Reyhan Kaya'nın, "Türk Yazmacılık Sanatı" adlı kitabında dört adet İstanbul yazma seccadeleri kısaca tanıtılmıştır (Kaya, 1988, s. 98-99). N. Didem Öz'ün, "Türk Yazmacılık Sanatı ve Son Dönem İstanbul Yazmaları" adlı yüksek lisans tezinde beş adet İstanbul yazma baskı seccadeleri tanıtılmıştır (Öz, 2006, s. 149-158). Dilan Tölük'ün, "Kandilli Yazmalarının Plastik ve Teknik Açısından Analizi" adlı yüksek lisans tezinde yine İstanbul'dan üç adet yazma baskı seccade tanıtılmıştır (Tölük, 2022, s. 45-50). F. Pamir Akbil'in "Türk El Sanatlarından Örnekler" kitabında bir adet yazma baskı seccade kısaca tanıtılmıştır (Akbil, 1970, s. 31).

Tokat yazma baskı seccadelerinde görülen motifler üzerine kapsamlı bir tanıtım ve fazla ayrıntıya girilmeden bir inceleme yapılmıştır (Türker, 1996, s. 85).

Tokat'a ait yedi adet yazma baskı seccadeleri ele alan bu çalışmanın, geniş bir alana yayılan geleneksel yazma sanatımızın pek fazla bilinmeyen bir grubunu oluşturan yazma baskı seccadelerinin tanınmasına katkı sağlamasını ümit etmekteyiz. Çalışmamız halen yazma baskı seccadelerle ilgili yapılan en kapsamlı bilimsel çalışma konumundadır.

### Seccadelerin Hazırlanışı

Yazmacılıkta kullanılan kumaşın kalitesi önemlidir. En uygun kumaşlar hammaddesi pamuk olanlardır. Pamuk, baskı esnasında boyayı çabuk emmekte ve boya akmasını önlemektedir. Yöresel tezgâh dokuması bezler yazmalarda kullanılmaktadır (Tezel, 2009, s. 30). Koleksiyonda bulunan seccadelerde kullanılan dokuma pamuklu Tokat bezi ve kalın kaba dokuma kumaş kullanılmıştır.

Yazma baskı uygulanacak kumaşın kalıba temasını kolaylaştırmak ve kumaştaki boya fazlasını azaltmak için keçe ile kaplanmış bir tezgâh kullanılmaktadır (Tölük, 2022, s. 16).

Yazmacılıkta desenleme işlemi dört aşamada tamamlanır. Bunlar sırasıyla şaplama<sup>24</sup>, kaynatma, yıkama ve çeşitlemedir (Kaya, 1988, s. 64). Bu işlemler bazen karakalem baskısından sonra uygulanır.

Karakalem baskı yazmacılıkta genellikle kontur olarak kullanılır (Şekil 23). Kontur rengi genellikle siyahtır.

Siyah karakalem boya için 18-20 litre soğuk suyun içine nişasta ilave edilir ve kaynatılarak boza kıvamında bir pat hazırlanır. Daha sonra çömlek bir kaba boşaltılır. 300 gram göztaşı ve 300 gram potasyum klorat, pat sıcakken koyulur ve karıştırılır. Ilıdıktan sonra anilin ilave edilir ve üzeri kaymak tutmasını diye soğuyana kadar aralıklı karıştırılır. Siyah anilin boya baskıya hazırlanmış olur (Kaya, 1988, s. 63). Hazırlanan boya renklendirilecek kumaşa karakalem baskı yöntemiyle uygulanır ve şaplama işlemine geçilir.

Büyük bir kazan içine 18-20 litre su ilave edilir. Hafif bir renk vermesi ve kumaşa yapılan baskının görülebilmesi için sarı (cehri)<sup>25</sup> boyası eklenir. Su kaynama noktasına gelince 2,5 kg şap (alüminyum potasyum sülfat) ilave edilerek karıştırılır ve erimesi beklenir. Daha sonra 2,5 kg kurşun tozu konularak 5 dakika kaynatılır. Daha sonra çömleğe boşaltılır ve 24 saat dinlenmeye bırakılır. Kitre<sup>26</sup> patı ile kıvamı koyu hale geldikten sonra teknelere konulur. Zemin kalıbı içinde şap olan tekneye batırılır ve kumaş üzerine bastırılır. Kumaş açık havada 12 saat bırakılır. Kuruduktan sonra içinde hayvan olan ağırlarda veya ağıllarda 3-4 gün bekletilir. Gerekli amonyağı alan yazmalar temiz su dolu havuzlarda 10 dakika bekletilir ve süzülür (Kaya, 1988, s. 65). Yazma amonyağı ne kadar iyi alırsa alizarin boya o kadar iyi tutar. Böylece şaplama işlemi tamamlanmış olup kaynatma işlemine geçilir.

Tuğla ile örülü büyük kazan içine su ilave edilir ve ılık suya 1 kg tetri yaprağı<sup>27</sup> atılır. Su mavimsi bir renk alır. Sonra suyun içine 200 adet yazma için 1 kg alizarin boyası eklenir.

<sup>24</sup> Alizarin boya kullanılan yazmalarda uygulanan bir işlemdir.

<sup>25</sup> Yazmacılıkta kullanılan doğal boyadır. Cehri, ülkemizde birçok yerde bulunan ve tohumlarından boya elde edilen bir ağaçtır. Bunun yanında iyi bir boya sabitleyicidir. Tarihi süreçte, Tokat, Erbaa ve Zile'de cehri üretimi yapılmıştır (Kaya, 1988, s. 60; Erkan, 1990, s. 30-31-40; Tezel, 2009, s. 31).

<sup>26</sup> Baklagillerdendir, bir kaç çeşidi olan bir bitkidir. Salkım biçiminde beyaz, sarı, mor ve fes rengi çiçekler açar. Anayurdu Anadolu, İran ve Ermenistan'dır. Kitreden zank elde edilmektedir (Ay, 2018, s. 42).

<sup>27</sup> Gül kadar büyük bir bitkidir. Kekik bitkisine benzer bir görünümü vardır. Alizarin boya ile kullanılmaktadır (Ay, 2018, s. 43).



Alizarin eski doğal kırmızı sentetik kök boya maddesinden biridir (Erkan, 1990, s. 41). Havuzdan çıkan şaplı yazmalar kazana atılır ve iki saat devamlı karıştırılarak kaynatılır. Alizarin boya ile kırmızı, kırmızının tonları, mor, fes rengi ve kahverengi tonları kaynama süresi ve ilave edilen alizarine göre elde edilmektedir. Daha önce şap ve kurşun tuzu basılan fon<sup>28</sup> kırmızı rengini alır. Diğer taraflar parlak bir beyaz olarak kalır. Yazmalar cereklere/tağ<sup>29</sup> asılır ve kurutulur. Kaynatma işleminden sonra yıkama işlemine geçilir büyük havuzlarda yazmalar yıkanır ve yine cereklere asılarak kurutulur (Erkan, 1990, s. 42-43). Fon rengini alan yazmalar kuruduktan sonra istenilen renkte baskı yapılır. Buna çeşitleme denir (Kaya, 1988, s. 66).

İndigo ve çivitotu, mavi renk elde etmek için yazmalarda kullanılır (Demirci, 2016, s. 74). Sarı, yeşil, kırmızı ve maviyi sökmede sıcak su boyası<sup>30</sup> ile renklendirilmiş yazmalara sarıpotas+okselin'in suda eritilmesiyle elde edilen karışımla baskı<sup>31</sup> yapılarak aşındırma yapılır. Sarı ve mavi çeşitlerinde karakalem işlendikten sonra, çiçeklerdeki sarı ve maviler tuzruhu+geven<sup>32</sup> ile aşındırılır. Yazmalar yıkanır ve elvan baskı işlemi uygulanır (Türker, 1996, s. 55). Elvan (elvant), kelimesi Arapça, renkler, renkli, rengârenk anlamlarına gelmektedir (Ay, 2018, s. 51). Her renk için ayrı bir kalıp hazırlanır (Şekil 24). Kalıpla yapılan baskı yüksek baskı çeşitlerindedir (Yurt, 2020, s. 611). Bu teknik genellikle pamuklu kumaş üzerine desenlendirilmiş ağaç kalıplarla uygulanan baskı işlemidir (Cebeci, 2021, s. 504).

Koleksiyonda pamuklu Tokat bezi kullanılarak yapılan altı seccade, baskı işleminden sonra astar arasına pamuk doldurulup tersten temiz dikiş atılarak işlenmiştir. Bu işleme “yorganlama” tekniği adı verilmektedir (Aydoğan & Oyman, 2021, s. 742). Tokat yöresinde halk arasında bu işlem “pamukla elde sırma” olarak da geçmektedir.<sup>33</sup> Koleksiyondaki bir kaba dokuma kalın kumaş, iki parça halinde olup tersten temiz dikiş ile birleştirilmiştir. Alt kısmına yama eklenmiştir.<sup>34</sup>

Seccadelerin, işinin ehli yazma baskı ustaları tarafından yapılmış olmalıdır. Elvan kalıpların uygulanmasında kaymaların olmadığı görülmektedir. Seccadeler çoğunlukla genç kızların çeyizi için üretilmiş olmalıdır.

## **YASEMİN ERTEN KOLEKSİYONUNDA BULUNAN YAZMA BASKI GELENEKSEL TOKAT SECCADELERİ**

Yasemin Erten Koleksiyonunda bulunan yedi adet geleneksel Tokat seccadesi karakalem ve elvan baskı tekniğinde yapılmıştır. Tokat'tan vaktiyle farklı illere gitmiş olan seccadeler, antikacılardan satın alma yoluyla tekrar Tokat'a geri kazandırılmıştır. Koleksiyonda bulunan seccadeler kompozisyon düzeni itibariyle; “cami motifli seccadeler”, “mihraplı ve kandilli seccadeler”, “servi ağaçlı seccadeler” ve “sütunlu ve kandilli seccadeler” olmak üzere dört gruba ayrılmaktadır.

<sup>28</sup> Yazmaların zeminine verilen ad.

<sup>29</sup> Yazmalar boyandıktan sonra kurutulması için ahşap direkler üzerinde uzatılan ince uzun ahşap sıruk/ağaç (Ay, 2018, s. 3). Tokat yöresinde cerekler “tağ” olarak da anılmaktadır.

<sup>30</sup> Kazanda kaynatılarak boyanmıştır. Kazan boyama olarak da geçmektedir. Yasemin Erten, Kişisel Görüşme, 17.12.2022.

<sup>31</sup> Lap kalıp (içi dolu) ile baskı yapılır. Yasemin Erten, Kişisel Görüşme, 17.12.2022.

<sup>32</sup> Geven ağacından elde edilen süte benzeyen madde (Ay, 2018, s. 46).

<sup>33</sup> Yasemin Erten, Kişisel Görüşme, 17.12.2022.

<sup>34</sup> Yasemin Erten, Kişisel Görüşme, 17.12.2022.

## Cami Motifli Seccadeler

<b>Tablo 1: 1 Numaralı Seccade</b>			
<b>Eserin Türü (İşlevi)</b>	Baskı Seccade	<b>İnceleme Tarihi</b>	17.12.2022
<b>İmal Malzemesi</b>	Kaba dokuma pamuklu kalın kumaş	<b>Eserin Geliş Şekli</b>	Satın alma
<b>Yıpranmışlık Durumu</b>	Kısmen yıpranmış	<b>Boyama Tekniği</b>	Kumaşın öz rengi
<b>Baskı Kalıbı Malzemesi-Cinsi</b>	Ağaç kalıp - İhlamur ağacı	<b>Yazma Baskı (Desenlendirme) Teknikleri</b>	Karakalem baskı, Elvan baskı
<b>Boyutları (En x Boy)</b>	81 x 114 cm	<b>İşleme Tekniği<sup>35</sup></b>	Tersten temiz dikiş
<b>Tarihlendirme</b>	18. yüzyıl sonları?	<b>Biçim - Bordür Sayısı</b>	Dikdörtgen - 3
<b>Kompozisyon</b>	Bitkisel, geometrik, sembolik ve mimari		
<b>Motifler</b>	Baklava dilimleri, zikzaklar, revaklı cami, minare, kuş, vazodan çıkan çiçekler ve servi ağacı		
<b>Renkler</b>	Siyah, fildişi, bordo ve açık yeşil		

**Tanım:** 81 x 114 cm ebatlarında dikdörtgen biçimindeki seccade, 40.5 cm iki parça kumaşın birleştirilmesiyle oluşturulmuştur. Pamuklu kalın kaba dokuma üzerine karakalem ve elvan baskı işlemi uygulanmıştır.

Birinci bordürde zikzaklar, ikinci bordürde baklava dilimleri ve üçüncü bordürde geometrik motifler işlenmiştir. Seccadenin alınlığı iki bölüm halindedir. Birinde yan yana dört kare pano içinde simetrik düzenle sıralanan revaklı ve minareli bir cami tasviri tekrar edilmiştir. Panoların içinde cami çevresinde kuş, servi ağacı ve vazodan çıkan çiçeklere yer verilmiştir. Diğer kesim bu dört panonun yanın da uzanan kıvrık dal, yaprak, hatai ve pençerle doldurulan bir bordürdür. Alınlık kompozisyonu baş aşağı durur halde ters basılmıştır.

Seccadeye altı farklı karakalem kalıpla ortasında 24, birinci bordürde 14, ikinci bordürde 15, üçüncü bordürde 17 olmak üzere toplam 70 adet karakalem baskı uygulanmıştır. Konturlar siyah renk karakalem baskı ile renklendirilmiştir. Her biri için ayrı elvan kalıplarla fildişi, bordo ve açık yeşil renk boyalar kullanılarak renklendirme işlemi yapılmıştır. Tabanlıkta kumaşa ekleme yapılmıştır. Seccade artan kumaşlardan yapılmış veya yırtıldığı için onarımdan geçmiş olabilir. Koleksiyonda bulunan seccadeler arasında en eski seccade olma özelliğine sahiptir.

<sup>35</sup> Kumaşları birleştirmek amacıyla el işlerinde kullanılan dikiş teknikleri kastedilmektedir.

**Tarihlendirme:** Türk yazmacılık sanatının elimize ulaşan örnekleri, Osmanlı döneminin 16-19. yüzyıllarına ait yazmalardır (Kaya, 1988, s. 46). Kaynaklarda yer alan yazma seccade örnekleri 17., 18. ve 19. yüzyıla tarihlendirilmiş olup kompozisyonda çeşitli bitkisel motifler kullanılmıştır. Konuyla ilgili yayınlarda Tokat'ta bulunan İstanbul Eyüp Sultan Camii'ni tasvir eden bir kalıptan<sup>36</sup> bahsedilmektedir. (Öz, 2006, s. 17). Buradan Tokat yazmalarında cami motifinin kullanıldığı anlaşılmaktadır. Bu kalıbın baskı seccadelerde kullanılmış olabileceğini düşünmekteyiz. Yazma baskı seccadelerde cami tasvirli seccade örneğine ilk defa bu koleksiyonda rastlamaktayız. 18. ve 19. yüzyıla tarihlenen bazı halı seccadelerde baskı seccadelerine benzer şekilde minareli cami tasvirlerine yer verilmiştir. (Aslanapa, 1987, s. 185; Etikan, 2015, s. 557). Yasemin Erten, seccadenin 18. yüzyıl sonlarında imal edilmiş olabileceğini düşünmektedir. Seccadenin kalın kaba kumaş ile dokunması diğer seccadelerden daha eski olabileceğine işaret sayılabilir. Koleksiyondaki diğer seccadelerden farklı olarak sütun-kemer-kandil düzeninin görülmediği bu seccadenin kompozisyonu, halı seccadelere yakın durmaktadır. Bu seccadede; orta alan-bordürler-alınlık şeklinde bir düzen görülmektedir. Diğer seccadelere göre daha fazla yıpranması ve cami tasvirli farklı bir kompozisyona sahip olması nedeniyle bu seccadenin koleksiyondaki diğer seccadelerden daha eski olduğuna işaret etmektedir. Belirttiğimiz kompozisyon özelliklerine göre seccadenin 18. yüzyıl sonlarında yapılmış olabileceğini düşünmekteyiz.



Şekil 1: 1 numaralı cami motifli seccadenin görünümü



Şekil 2: Secde kısmı ve birinci bordürden ayrıntı (üstte)

Şekil 3: Alınlık kısmı cami, revak, minare, servi ağacı, kuş ve vazo ayrıntı

<sup>36</sup> İki minareli cami tasvirinin altında "Eyüp Sultan" yazısı bulunmaktadır.

## Mihraplı ve Kandilli Seccadeler

<b>Tablo 2: 2 Numaralı Seccade</b>			
<b>Eserin Türü (İşlevi)</b>	Baskı Seccade	<b>İnceleme Tarihi</b>	17.12.2022
<b>İmal Malzemesi</b>	Tokat bezi	<b>Eserin Geliş Şekli</b>	Satın alma
<b>Yıpranmışlık Durumu</b>	Kısmen yıpranmış, tabanlılık kısmında yırtılmalar var	<b>Boyama Tekniği</b>	Kazan boyama
<b>Baskı Kalıbı Malzemesi-Cinsi</b>	Ağaç kalıp - İhlamur ağacı	<b>Yazma Baskı (Desenlendirme) Teknikleri</b>	Karakalem baskı, Elvan baskı
<b>Boyutları (En x Boy)</b>	83.5 x 134 cm	<b>İşleme Tekniği</b>	Yorganlama
<b>Tarihlendirme</b>	19. yüzyıl başları?	<b>Biçim - Bordür Sayısı</b>	Dikdörtgen - 1
<b>Kompozisyon</b>	Bitkisel, geometrik, sembolik ve mimari		
<b>Motifler</b>	Baklava dilimi, kurdele, sümbül, lâle, papatya, gül, haşhaş, enginar, nergis, hezaren, çiçekler ve yapraklar, kandil ve horoz kuyruğu		
<b>Renkler</b>	Siyah, fildişi, buz yeşili ve bordo		

**Tanım:** Seccade 83,5 x 134 cm ebatlarında dikdörtgen biçiminde olup tek mihraplı ve tek bordürden ibarettir. Pamuklu Tokat bezi üzerine alizarin boya ile kazan boyama yöntemiyle fon bordo rengine boyanmıştır.

Seccadenin orta kesiminde kurdele ile başlayıp kurdele ile biten, baklava dilimi ve fiyonklarla oluşturulan bir mihrap kompozisyonu yer alır. Mihrapta baklava dilimlerinin arasından sarkan dokuz hezaren çiçeği<sup>37</sup> yer almaktadır. Alınlık, sümbül, haşhaş, hezaren çiçeği ile bezenmiştir. Mihrap nişinin ortasında, kurdelelerden sarkan kandilde zincir ve lâle motifleri görülmektedir. Seccadenin mihrap köşeliklerine ve kandilin yanlarına dört ayrı papatya motifi basılmıştır. Tabanlılığında gül, sümbül ve horoz kuyruğu<sup>38</sup> motifi görülen seccadenin etrafını çevreleyen bordür, enginar, nergis, yapraklar ve dallarla bezenmiştir.

Seccade 11 farklı karakalem kalıpla desenlendirilmiştir. Seccadenin ortasında 33, bordürde 16 olmak üzere toplam 49 adet karakalem baskı işlemi uygulanmıştır. Konturlar siyah renk karakalem baskı ile renklendirilmiştir.<sup>39</sup> Her bir renk için farklı elvan kalıplar kullanılarak fildişi, buz yeşili ve bordo rengi boya ile renklendirilmiştir.

<sup>37</sup> Demiriz'in kitabında 18. yüzyıl kitap süsleme sanatında kullanılan natüralist çiçekler arasında yer alır (Demiriz, 1989, s. 315).

<sup>38</sup> Geleneksel Tokat yazmacılık sanatında sık kullanılan motifler arasındadır (Aktürk, 2022, s. 312).

<sup>39</sup> Motif karakalem ile basılıp içi renklendirilince karakalem baskı işlemi kontur görevi görmektedir.

Yorganlama tekniği ile işlenen seccadenin tabanlığında yırtılmalar, renginde hafif solmalar görülmektedir.

**Tarihlendirme:** Diğer seccadeler için de geçerli olduğu üzere seccadenin tarihi ile alakalı yazılı bir belge veya bilgi bulunmamaktadır. Koleksiyonun sahibi Yasemin Erten, seccadenin 19. yüzyıl başlarında imal edilmiş olabileceğini düşünmektedir. Kompozisyon özellikleri bakımından 18. ve 19. yüzyıllarda üretilen yazma seccadelerle uyum göstermektedir. Yazmalarda kurdele ve fiyonkların 18. yüzyılda kullanılmaya başladığı görülmektedir (Kaya, 1988, s. 85-99; Demirci, 2016, s. 161). Topkapı Sarayı Müzesi'nde bulunan 17. ve 18. yüzyıla tarihlenen iki yazma seccade ile kompozisyon özellikleri bakımından benzerlik göstermektedir (Tölük, 2022, s. 45-50). Mihrabı oluşturan motiflerin benzerlerinin kullanıldığı bir yazma seccade 19. yüzyıla tarihlendirilmiştir (Öz, 2006, s. 69-157). Yıpranmışlığını göz önüne alarak ve yukarıdaki seccade örnekleriyle benzer kompozisyon özelliklerinden dolayı seccadenin, 19. yüzyıl başlarında yapılmış olabileceğini düşünmekteyiz.



Şekil 4: 2 numaralı mihraplı ve kandilli seccade görünümü



Şekil 5: Alınlık ve bordür ayrıntı



Şekil 6: Tabanlık ayrıntı

## Servi Ağaçlı Seccadeler

**Tablo 3: 3 Numaralı Seccade**

<b>Eserin Türü (İşlevi)</b>	Baskı Seccade	<b>İnceleme Tarihi</b>	17.12.2022
<b>İmal Malzemesi</b>	Tokat bezi	<b>Eserin Geliş Şekli</b>	Satın alma
<b>Yıpranmışlık Durumu</b>	Kısmen yıpranmış	<b>Boyama Tekniği</b>	Kazan boyama
<b>Baskı Kalıbı Malzemesi-Cinsi</b>	Ağaç kalıp - Ihlamur ağacı	<b>Yazma Baskı (Desenlendirme) Teknikleri</b>	Karakalem baskı, Elvan baskı
<b>Boyutları (En x Boy)</b>	75 x 120 cm	<b>İşleme Tekniği</b>	Yorganlama
<b>Tarihlendirme</b>	19. yüzyıl ortaları?	<b>Biçim - Bordür Sayısı</b>	Dikdörtgen - 1
<b>Kompozisyon</b>	Bitkisel, geometrik, sembolik ve mimari		
<b>Motifler</b>	Çift başlı ejder, yıldız motifleri, servi ağacı, gül, leylak, nar, lâle ve çiçekler		
<b>Renkler</b>	Siyah, sarı, pastel sarısı, mor ve mavi		

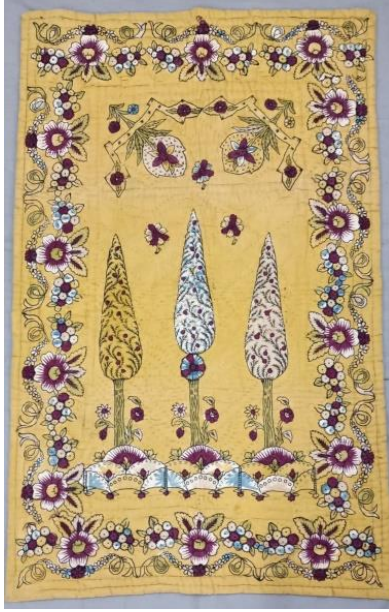
**Tanım:** Seccade 75 x 120 cm ebatlarında dikdörtgen şeklindedir. Pamuklu Tokat bezi üzerine kazan boyama yöntemiyle fon pastel sarısı rengine boyanmıştır.

Seccadenin alınlığında stilize edilmiş karşılıklı çift başlı ejder motifinin içinde yıldız motifleri görülmektedir. Seccade ortasında penç motifleri, üç servi ağacı ve ağaçların dalları arasında nar, tabanlığında geometrik motifler içerisine lâleler, bordüründe kurdele, gül ve leylak çiçeklerine yer verilmiştir.

Konturlar siyah renk karakalem baskı ile renklendirilmiştir. Dokuz ayrı karakalem kalıpla ortasında 68, bordüründe 14 olmak üzere toplam 82 karakalem baskı işlemi uygulanmıştır. Her renk için farklı elvan kalıp kullanılarak motiflerin içleri sarı, mor ve mavi renklere boyanmıştır.

Seccade yorganlama tekniğiyle işlenmiştir.

**Tarihlendirme:** Koleksiyonun sahibi Yasemin Erten, seccadenin 19. yüzyıl ortalarında imal edilmiş olabileceğini düşünmektedir. Seccade kompozisyon özellikleri bakımından 18. ve 19. yüzyıllarda üretilen seccadelerle uyum göstermektedir (Kaya, 1988, s. 99; Öz, 2006, s. 157; Demirci, 2016, s. 160). Yıpranmışlığını ve kompozisyon özelliklerini göz önüne alarak seccadenin 19. yüzyıl ortalarında yapılmış olabileceğini düşünmekteyiz.



Şekil 7: 3 numaralı servi/hayat ağacı seccadenin görünümü



Şekil 8: Servi ağaçları ve tabanlıkların ayrıntı



Şekil 9: alınlık, çift başlı ejder ayrıntı (üstte)



Şekil 10: Servi ağacı ayrıntı

#### Sütunlu ve Kandilli Seccadeler

**Tablo 4: 4 Numaralı Seccade**

<b>Eserin Türü (İşlevi)</b>	Baskı Seccade	<b>İnceleme Tarihi</b>	17.12.2022
<b>İmal Malzemesi</b>	Tokat bezi	<b>Eserin Geliş Şekli</b>	Satın alma
<b>Yıpranmışlık Durumu</b>	Kısmen yıpranmış	<b>Boyama Tekniği</b>	Kazan boyama
<b>Baskı Kalıbı Malzemesi-Cinsi</b>	Ağaç kalıp - İhlamur ağacı	<b>Yazma Baskı (Desenlendirme) Teknikleri</b>	Karakalem baskı, Elvan baskı
<b>Boyutları (En x Boy)</b>	86 x 131 cm	<b>İşleme Tekniği</b>	Yorganlama
<b>Tarihlendirme</b>	19. yüzyıl ortaları?	<b>Biçim - Bordür Sayısı</b>	Dikdörtgen - 1
<b>Kompozisyon</b>	Bitkisel, geometrik, sembolik ve mimari		
<b>Motifler</b>	Sütun, mihrap, istiridye kabuğu, kenger yaprağı, lâle, gelincik, sümbül, leylak, çeşitli çiçekler, baklava dilimleri, kurdele ve kandil		
<b>Renkler</b>	Siyah, buz yeşili, gül pembe, kobalt mavisi, yeşil ve sarı		

**Tanım:** Seccade 86 x 131 cm ebatlarında dikdörtgen forma sahiptir. Tek mihrap ve tek bordürden oluşmaktadır. Pamuklu Tokat bezi üzerine kazan boyama yöntemiyle fon buz yeşili rengine boyanmıştır.

Asimetrik zikzakların arasında lâle motifleri ile bezenmiş mihrap kemerinin geometrik ve bitkisel desenli iki sütunun üzerine oturtulduğu görülmektedir. Sütunların kaidesinde ve başlıklarında kenger yaprağı, gövdelerinde çeşitli çiçekler, geometrik motifler ve horoz kuyruğu motifi görülmektedir. Zikzaklı mihrap nişinde baklava dilimleri ve kurdelelerle

sarkıtılmış halde üç kandil motifi yer alır. Seccade alınlığının köşelerinde birer papatya, tabanlığında gelincik, sümbül ve leylak, bordüründe istiridye kabuğu, leylak ve çiçekler görülmektedir.

Karakalem baskı işleminde dokuz farklı kalıp ile seccadenin ortasında 23, bordüründe 20 olmak üzere toplam 43 adet karakalem baskı uygulanmıştır. Konturlar siyah renk karakalem baskı ile renklendirilmiştir. Motiflerin içleri 59 farklı elvan kalıp kullanılarak gül pembe, kobalt mavisi, yeşil ve sarı renk boyalarla renklendirilmiştir.

Seccade yorganlama tekniğiyle işlenmiş olup sandık/katlama izleri dışında başka bir yıpranmışlık görülmemektedir.

**Tarihlendirme:** Koleksiyonun sahibi Yasemin Erten, seccadenin 19. yüzyıl ortalarında imal edilmiş olabileceğini düşünmektedir. Kompozisyon özellikleri bakımından 18. ve 19. yüzyıllarda üretilen yazma seccadelerle uyum göstermektedir (Kaya, 1988, s. 99; Öz, 2006, s. 69). Eserin yıpranmışlığını ve kompozisyon özelliklerini göz önüne alarak seccadenin 19. yüzyıl ortalarında yapılmış olabileceğini düşünmekteyiz.



Şekil 11: 4 numaralı Sütunlu ve kandilli seccade görünüşü



Şekil 12: Alınlık ve bordür ayrıntı



Şekil 13: Tabanlık ayrıntı



<b>Tablo 5: 5 Numaralı Seccade</b>			
<b>Eserin Türü (İşlevi)</b>	Baskı Seccade	<b>İnceleme Tarihi</b>	17.12.2022
<b>İmal Malzemesi</b>	Tokat bezi	<b>Eserin Geliş Şekli</b>	Satın alma
<b>Yıpranmışlık Durumu</b>	Kısmen yıpranmış, yırtılmalar görülmektedir.	<b>Boyama Tekniği</b>	Kumaşın öz rengi
<b>Baskı Kalıbı Malzemesi-Cinsi</b>	Ağaç kalıp - İhlamur ağacı	<b>Yazma Baskı (Desenlendirme) Teknikleri</b>	Karakalem baskı, Elvan baskı
<b>Boyutları (En x Boy)</b>	83 x 148 cm	<b>İşleme Tekniği</b>	Yorganlama
<b>Tarihlendirme</b>	19. yüzyıl ortaları?	<b>Biçim - Bordür Sayısı</b>	Dikdörtgen - 1
<b>Kompozisyon</b>	Bitkisel, geometrik, sembolik ve mimari		
<b>Motifler</b>	Sütun, mihrap, çiçekler, yelpaze motifi, gül, baklava motifi ve kandil		
<b>Renkler</b>	Siyah, beyaz, bordo ve buz yeşili		

**Tanım:** Seccade 83 x 148 cm ebatlarında dikdörtgen forma sahip olup tek mihraplı ve tek bordürden ibarettir. Pamuklu Tokat bezi üzerine karakalem ve elvan baskı uygulanmıştır.

Konturlar siyah renk karakalem baskı ile renklendirilmiştir.

Seccadenin ortasında çiçekler, yapraklar ve dallarla oluşan iki sütun üzerine mihrap oturtulmuştur. Alınlıkta yelpaze ve gül motifi, ortada baklava dilimleri ile sarkıtmış halde üç kandil motifi, bordüründe gül ve bahar dalları yer alır.

Seccadede sekiz ayrı karakalem kalıp kullanılmıştır. Seccadenin ortasında 28, bordüründe 14 olmak üzere toplamda 42 adet karakalem baskı işlemi yapılmıştır. Her renk için farklı kalıplar kullanılarak beyaz, bordo ve buz yeşili boyalarla elvan baskı tekniği uygulanarak renklendirilmiştir.

Seccade yorganlama tekniğiyle işlenmiş olup tabanlığında yırtılmalar görülmektedir.

**Tarihlendirme:** Koleksiyonun sahibi Yasemin Erten, seccadenin 19. yüzyıl ortalarında imal edilmiş olabileceğini düşünmektedir. Seccade kompozisyon özellikleri bakımından 18. ve 19. yüzyıllarda üretilen seccadelerle uyum göstermektedir (Kaya, 1988, s. 99; Öz, 2006, s. 69; Demirci, 2016, s. 159). Kompozisyon özelliklerini göz önüne alarak seccadenin 19. yüzyıl ortalarında yapılmış olabileceğini düşünmekteyiz.



Şekil 14: 5 numaralı sütunlu kandilli seccade görünümü



Şekil 15: Kandil ve alnlık ayrıntı



Şekil 16: Bordür ayrıntı

**Tablo 6: 6 Numaralı Seccade**

<b>Eserin Türü (İşlevi)</b>	Baskı Seccade	<b>İnceleme Tarihi</b>	17.12.2022
<b>İmal Malzemesi</b>	Tokat bezi	<b>Eserin Geliş Şekli</b>	Satın alma
<b>Yıpranmışlık Durumu</b>	Kısmen yıpranmış, yırtılmalar görülmektedir.	<b>Boyama Tekniği</b>	Kazan boyama
<b>Baskı Kalıbı Malzemesi-Cinsi</b>	Ağaç kalıp - İhlamur ağacı	<b>Yazma Baskı (Desenlendirme) Teknikleri</b>	Karakalem baskı, Elvan baskı
<b>Boyutları (En x Boy)</b>	80 x 117 cm	<b>İşleme Tekniği</b>	Yorganlama
<b>Tarihlendirme</b>	19. yüzyıl ortaları?	<b>Biçim - Bordür Sayısı</b>	Dikdörtgen - 1
<b>Kompozisyon</b>	Bitkisel, geometrik, sembolik ve mimari		
<b>Motifler</b>	Mihrap, sütun, kenger yaprağı, zikzaklar, gül, lâle, çiçekler ve kandil		
<b>Renkler</b>	Siyah, lal kırmızısı, fildişi, pastel yeşili, buz yeşili ve pastel sarısı		

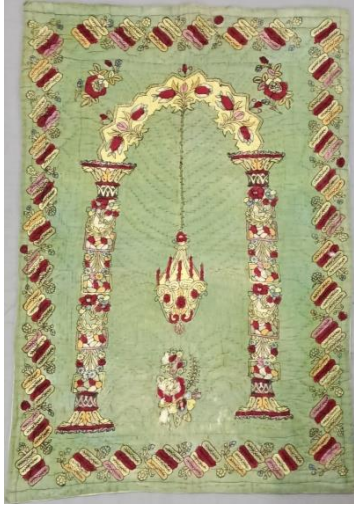
**Tanım:** 80 x 117 cm ebatlarında dikdörtgen şeklindeki seccade tek mihraplı ve tek bordürlü bir kompozisyona sahiptir. Pamuklu Tokat bezi üzerine kazan boyama yöntemiyle fon pastel yeşili rengine boyanmıştır.

Seccadenin ortasında asimetrik zikzak mihrap nişi, lâle motifleriyle bezenmiş olup geometrik ve bitkisel motiflerle oluşturulan iki sütun üzerine oturtulmuştur. Sütunların kaide ve başlıklarında kenger yaprağı, alınlıkta lâle, alınlık köşelerinde gül, mihrapta sarmaşıkla sarkıtılmış bir kandil görülmektedir. Tabanlıkta gül ve leylak çiçeği, bordüründe geometrik ve bitkisel motifler arasında gonca gül ve karanfillere yer verilmiştir.

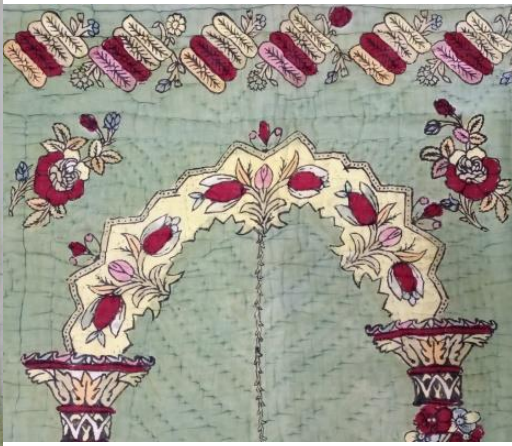
Konturlar siyah renk karakalem baskı ile renklendirilmiştir. Karakalem baskı işleminde sekiz farklı kalıp ile seccadenin ortasında 17, bordürde 36 olmak üzere toplamda 53 adet karakalem baskı uygulanmıştır. Bu motiflerin içi, her bir renk için farklı elvan kalıpları kullanılarak lal kırmızısı, fildişi, pastel yeşili, buz yeşili ve pastel sarısı rengine boyanmıştır.

Seccade yorganlama tekniğiyle işlenmiş olup tabanlığında yırtılmalar görülmektedir.

**Tarihlendirme:** Koleksiyonun sahibi Yasemin Erten, seccadenin 19. yüzyıl ortalarında imal edilmiş olabileceğini düşünmektedir. Seccade kompozisyon özellikleri bakımından 18. ve 19. yüzyıllarda üretilen seccadelerle uyum göstermektedir (Kaya, 1988, s. 99; Öz, 2006, s. 157). Yıpranmışlığını ve kompozisyon özelliklerini göz önüne alarak seccadenin 19. yüzyıl ortalarında yapılmış olabileceğini düşünmekteyiz.



Şekil 17: 6 numaralı sütunlu ve kandilli seccade görünüşü



Şekil 18: Alınlık ve bordür ayrıntı



Şekil 19: Tabanlılık ayrıntı

**Tablo 7: 7 Numaralı Seccade**

<b>Eserin Türü (İşlevi)</b>	Baskı Seccade	<b>İnceleme Tarihi</b>	17.12.2022
<b>İmal Malzemesi</b>	Tokat bezi	<b>Eserin Geliş Şekli</b>	Satın alma
<b>Yıpranmışlık Durumu</b>	Kısmen yıpranmış	<b>Boyama Tekniği</b>	Kazan boyama
<b>Baskı Kalıbı Malzemesi-Cinsi</b>	Ağaç kalıp - İhlamur ağacı	<b>Yazma Baskı (Desenlendirme) Teknikleri</b>	Karakalem baskı, Elvan baskı
<b>Boyutları (En x Boy)</b>	72 x 120 cm	<b>İşleme Tekniği</b>	Yorganlama
<b>Tarihlendirme</b>	19. yüzyıl sonları?	<b>Biçim - Bordür Sayısı</b>	Dikdörtgen - 1
<b>Kompozisyon</b>	Bitkisel, geometrik, sembolik ve mimari		
<b>Motifler</b>	Mihrap, sütun, zincir, papatya, lüle, kenger yaprağı, rumi, inci dizisi, kurdele, kandil, palmet, haşhaş, safran ve çiçekler		
<b>Renkler</b>	Siyah, fuşya, bordo, su mavisi, açık yeşil ve sarı		

**Tanım:** Seccade 72 x 120 cm ebatlarında ve dikdörtgen forma sahip seccade tek mihraplı ve tek bordürden ibarettir. Pamuklu Tokat bezi üzerine kazan boyama yöntemiyle fon fuşya rengine boyanmıştır.

Seccadenin ortasında yarım daire mihrap nişi, stilize bitkilerle donatılmış iki sütun üzerine oturtulmuştur. Sütun başlıklarında kenger yaprağı, rumi ve inci dizisi yer almaktadır. Sütunların gövdelerinde rumi, palmet, haşhaş, safran ve çiçekler bilezik ve kaidelerinde kenger yaprakları görülmektedir. Alınlıkta ortadaki stilize çiçek demetinden sağa sola uzanan lâleler ile birer papatya motifi yer almaktadır. Mihrap nişi ortasında minik çiçeklerle sarılı zincirle sarkıtılan ve lâle ve penç motifleriyle bezenmiş bir kandil yer alır. Tabanlıkta fiyonklu stilize çiçekler ve karanfiller görülmektedir. Dikdörtgen bir çerçeve çizen bordür art arda sıralanan stilize menekşe yapraklarıyla donatılmıştır. Seccadenin sağ üst kesiminde kalın kırmızı bir kumaşla yapılan tespih tutacağına/kulpuna yer verilmiştir.

13 farklı karakalem baskı kalıbı kullanılan seccadenin ortasında 27, bordürde 38 olmak üzere 65 adet karakalem baskı uygulanmıştır. Konturlar siyah renk karakalem baskı ile renklendirilmiştir. Karakalem baskının içi her renk için farklı elvan kalıplar kullanılarak bordo, su mavisi, açık yeşil ve sarı renklere boyanmıştır.

Seccade yorganlama tekniğiyle işlenmiştir.

**Tarihlendirme:** Koleksiyonun sahibi Yasemin Erten, seccadenin 19. yüzyıl sonlarında imal edilmiş olabileceğini düşünmektedir. Seccade kompozisyon özellikleri bakımından 18. ve 19. yüzyıllarda üretilen seccadelerle uyum göstermektedir (Kaya, 1988, s. 99; Öz, 2006, s. 69; Demirci, 2016, s. 162). Kompozisyon özelliklerini göz önüne alarak seccadenin 19. yüzyıl sonlarında yapılmış olabileceğini düşünmekteyiz.



Şekil 20: 7 numaralı sütunlu ve kandilli seccade görünümü



Şekil 21: Alınlık ve bordür ayrıntı



Şekil 22: Tabanlık ve sütun ayrıntı

## KARŞILAŞTIRMA DEĞERLENDİRME

Yasemin Erten koleksiyonunda bulunan geleneksel Tokat seccadeleri antikacıardan satın alma yoluyla tekrar Tokat'a geri kazandırılmıştır. 1, 3 ve 7 numaralı seccadeler kısmen yıpranmış durumdadır. 2, 5 ve 6 numaralı seccadelerin tabanlıkları yırtılmış olup renkleri solmuştur. 4 numaralı seccadede katlama/sandık izleri görülmektedir. Hafif yıpranmışlık

durumu dışında özgün hallerini büyük ölçüde koruyan seccadeler geleneksel hayatta olduğu gibi sandıklarda muhafaza edilmektedir.

#### Malzeme - Teknik ve Boyama

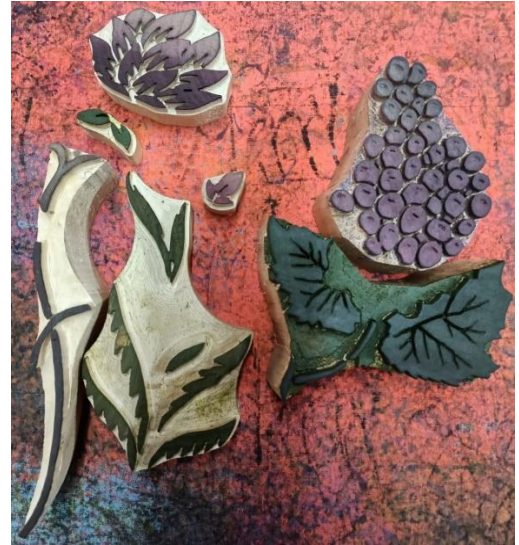
Çalışmanın konusunu oluşturan 1 numaralı seccade, pamuklu kalın kaba dokuma kumaş olup iki parça halinde tersten temiz dikiş dikilerek birleştirilmiştir. Alt kısımlarına yama yapılmıştır. 2, 3, 4, 5, 6 ve 7 numaralı seccadelerde pamuklu Tokat bezi olup yorganlama tekniğiyle işlenmiştir. Seccadelerin boyutları 72 x 120 cm, 75 x 120 cm, 80 x 117 cm, 81 x 114 cm, 83 x 148 cm, 83.5 x 135 cm ve 86 x 131 cm arasında değişmektedir. Bu ebatlar geleneksel seccadeler için alışıldık normal ebatlardır.

Tokat ilinde yazmalarda kullanılan kalıplar genellikle dişi ihlamur ağacından yapılmaktadır. Dişi ihlamur ağacı erkek ihlamur ağacına göre daha yumuşak olup oyumu kolaydır.<sup>40</sup>

Seccadelerde kullanılan yazma teknikleri (desenlendirme-boyama) kara kalem ve elvan baskı uygulamalarıdır. Karakalem kalıpları kontur kalıpları olup elvan kalıplar motiflerin içlerini renklendirmede kullanılmıştır. 2, 3, 4, 6 ve 7 numaralı seccadeler pamuklu Tokat bezi üzerine fon kazan boyama tekniği ile renklendirilmiştir. Boyanan kumaşları desenlendirmek için şaplama ve aşındırma/söktürme işlemi uygulanmaktadır (Kaya, 1988, s. 64; Türker, 1996, s. 55). 1 ve 5 numaralı seccadeler fon boyama işleminden geçmemiştir. Bu seccadelerin öz rengi üzerine karakalem ve elvan baskı işlemi uygulanmıştır. 7 numaralı seccadede diğer seccadelerde olmayan tespih tutacağı bulunmaktadır.



Şekil 23: Karakalem/kontur baskı kalıpları



Şekil 24: Elvan baskı kalıpları

#### Kullanılan Motifler ve Kompozisyon Özellikleri

Çalışma konusu yazma baskı seccadelerde bitkisel, geometrik, sembolik, figür ve mimari tasvirler görülmektedir. Seccadeleri kompozisyon düzeni bakımından; “cami motifli seccadeler”, “mihraplı ve kandilli seccadeler”, “servi ağaçlı seccadeler” ve “sütunlu ve kandilli seccadeler” olmak üzere dört gruba ayırmak mümkündür.

<sup>40</sup> Yasemin Erten, Kişisel Görüşme, 17.12.2022.

Kompozisyon düzeni bakımından bu tiplerin benzerlerini bazı yazmalar ile halı seccadelerde görmek mümkündür. Tokat Şehir Müzesi'nde bulunan 19. yüzyıl sonu 20. yüzyıl başlarına tarihlenen halı seccadelerde mihraplı ve kandilli seccade ile sütunlu ve kandilli seccade örneklerine rastlanır (Günay, 2023, s. 128-132). 17. yüzyıl Gördes seccade halısı sütunlu ve kandilli seccade grubuna örnek olarak gösterilebilir (Karaçay, 2019, s. 60). 19. yüzyıl sonu İstanbul yazmalarında sütunlu ve kandilli seccade örnekleri görülmektedir (Öz, 2006, s. 157).

1 numaralı seccade iki parça kumaşın birleştirilmesinden meydana gelmiş olup diğer seccadelerden farklı olarak halı seccadelere benzemektedir (Şekil 1). Bu seccade orta alan, bordürler ve alınlıktan oluşmaktadır. 2 numaralı seccade mihraplı ve kandilli seccadeler grubuna girmektedir (Şekil 4). 3 numaralı seccade servi ağaçlı olup alınlıkta karşılıklı ejder figürü bulunmaktadır (Şekil 7). 4, 5, 6 ve 7 numaralı seccadeler sütun, kemer ve kandil düzeni görülmektedir (Şekil 11, 14, 17-20).

Seccadelerde kullanılan bitkisel motifler; lale, gül, sümbül, papatya, leylak, kenger yaprağı, servi ağacı, gelincik, nergis, enginar, haşhaş, nar, rumi, palmet, safran, hezaren ve vazodan çıkan çiçekler olup bu çiçekler bazen demet halinde işlenmiştir.

17. yüzyıl ortalarından itibaren seccadelerde kullanılan motifler, bazı dinsel kavramların simgesel dili durumundadır (Girgök, 1997, s. 1627). Seccadelerde yer alan lale, gül, servi ağacı, nar, vazodan çıkan çiçekler ve çiçek demetlerinin biçimsel bakımdan bitkisel motif olmanın yanı sıra geleneksel sanatlarımızda sıklıkla görüldüğü üzere bazı sembolik anlamlar taşıdığını düşünmekteyiz.

2, 3, 4, 6 ve 7 numaralı seccadelerde lâle motifi görülmektedir (Şekil 6, 8, 12, 18-21). Lâle, Arapça Allah kelimesine benzediği için Allah Teâlâ'yı temsil ettiği düşünülmektedir (Çal, 2019, s. 517). Süsleme sanatlarında sık karşımıza çıkan bir motiftir. Kayseri'nin Tomarza ilçesi Büyük Söveğen köyü mezarlığının başucu şahidesinde lâle motifinin altında Allah yazısı görülmektedir (Arslan, 2018, s. 269).

2, 3, 5 ve 6 numaralı seccadelerde gül yer almaktadır (Şekil 6, 9, 13-17). Gül, Hz. Muhammed'i (as) temsil ettiği için kutsal sayılmış ve çok yerde Hz. Peygamberimizi simgeleyen bir süsleme unsuru olarak kullanılmıştır (Etikan, 2015, s. 550).

1 ve 3 numaralı seccadelerde servi ağacına yer verilmiştir (Şekil 3-8). Servi ağacı, yaz ve kış aylarında rengini koruyan ve mezarlıklara dikilen uzun ve zarif şekilli bir ağaçtır (Gez, 2022, s. 6). Servi ağacı uzun ömür, dayanıklılık, güzel şekil ve boyluluk, hayâ ve güzellik gibi anlamlar taşımaktadır (Gez, 2022, s. 6).

İslam inancında çok önemli bir yere sahip olan ve Müslümanlara farz kılınan namaz ibadeti Allah'a yakınlaşma, ölümden sonra ebedi ahiret hayatında cennete kavuşma bakımından değerlidir. Bu nedenle seccadelerde -çalışmamıza dahil seccadelerin çoğunda olduğu gibi- cenneti ifade eden çeşitli sembolik motifler sıklıkla işlenmiştir.

3 numaralı seccadede nar motifi servi ağacının dalları arasına işlenmiştir (Şekil 10). Nar, bereketin sembolü olarak sonsuz yaşam sembolü olan hayat ağacının dalları arasında görülür (Yılmaz, 2022, s. 35). Nar; Çin, Hindistan, İtalya ve İspanya geleneksel yazmalarında çok kullanılan bir motiftir (Kaya, 1988, s. 39). Seccadede servi, hayatı; ağaçların dalları arasına işlenen narlar ise ebediyeti ve cenneti sembolize etmektedir. Halk arasında da kutsal sayılan bir meyve olan nar için "Nar ye ki cennete giresin!" ifadeleri kullanılmaktadır (Şenocak, 2016, s. 246).

1 numaralı seccade örneğinde vazodan çıkan çiçekler yer almaktadır (Şekil 3). Seccadelerde vazodan çıkan çiçekler cennet bahçesini sembolize etmektedir (Etikan, 2015, s. 549). Vazodan çıkan çiçekler mezarlıklarda da bu düşünceyle kullanılmış olmalıdır. Tomarza

(Kayseri) Gülveren Köyü Mezarlığı'ndaki bir başucu şahidesinde vazodan çıkan çiçek motifi görülmektedir (Arslan, 2018, s. 237).

2, 3, 4 ve 7 numaralı seccadelerde tekli çiçekler/penç görülmektedir (Şekil 5, 7, 12-21). Tekli çiçeklerin esasen gülden stilize edilen bir motif olarak (penç) geleneksel süsleme sanatlarının her alanında çok yoğun bir şekilde kullanılmıştır. Yazma seccadelere işlenen tekli çiçekler/penç motiflerinin Hz Muhammed ve Allah Teâlâ'yı temsil ettiğine inanılmaktadır.<sup>41</sup> Bunlar genellikle mihrap köşeliklerinde sağlı sollu birer adet olarak işlenmiştir (Şekil 4, 11-20).

6 ve 7 numaralı seccadelerde görülen mihrap nişinin içinde yer alan bir demet çiçek motifi, (Şekil 17-20) cennetteki irem bahçesini simgelemektedir (Girgök, 1997, s. 1627).

Görüldüğü üzere seccadelerde bulunan hemen tüm bitkisel motifler, sembolik bir dilin aracı olarak yer almıştır. Seccadeler izleyiciye/kullanıcıya yoğun bir sembol dünyası sunmaktadır. Koleksiyondaki seccadelerde, yukarıda saydıklarımızdan başka sembolik motifler de görülmektedir. Bunlar çoğu araştırmacının doğrudan sembolik motif olarak sınıflandırdığı kandil, kurdele, yıldız ve yelpaze motifleridir.

2, 4, 5, 6 ve 7 numaralı seccadelerde yer alan ve geleneksel sanatlarımızda yaygın olarak kullanılan kandil motifi, (Şekil 6, 13, 15, 19-22) ilahi ışığı (Girgök, 1997, s. 1627), nuru temsil etmektedir. Kandil motifinin, Kur'an kelâmından feyz alarak fikren aydınlanma; iman etme, hidayete erme sembolü olarak seccadelere işlendiği düşünülmektedir (Çokay, 2007, s. 195). 2, 4, 6 ve 7 numaralı seccadelerin alınlığına lale, seccadede kalbin geldiği yere kandil işlenmiştir. Lâle ve kandilin yazma seccadelerde birlikte kullanılması Allah'tan gelen nurun kalbi aydınlatması olarak yorumlanmaktadır.<sup>42</sup>

3 numaralı seccadede stilize ejder figürünün içinde yıldız motifleri görülmektedir (Şekil 9). Yıldızlar geceleri vakti öğrenme, yön bulma, mevsim döngüsü ve tabiat olaylarını tahmin etmek için kullanılmaktadır (Soysaldı & Çatalkaya Gök, 2020, s. 138). Yıldız motifi aynı zamanda aydınlığın sembolüdür (Soysaldı & Çatalkaya Gök, 2020, s. 150). Burada yer alan yıldız motifi doğru yolu bulma, doğruya yönelme olarak yorumlanabilir. Kanımızca seccadede İslam inancının hak din olduğu ve emredilen beş vakit namazın kılınmasıyla ebedi hayata; cennete gidileceği betimlenmiş olmalıdır.

Tokat yöresinde Alevilik yaygın bir inanıştır. Dolayısıyla seccade kompozisyonlarını Alevi inanışla izah etmek gerekirse farklı yorumlar yapılabilir. Seccade de karşılıklı iki ejder motifinin içine on iki tane yıldız işlenmiştir. On iki yıldız, on iki imam ve on iki hizmeti temsil ediyor olabilir (Güneş, 2013, s. 59). Seccadede üç tekli çiçek görülmektedir ki bu Alevilikteki Allah Teâlâ, Hz. Muhammed ve Hz. Ali üçlemesini temsil ediyor olabilir.

5 numaralı seccadenin alınlığında yelpaze motifi yer almaktadır (Şekil 15). Yelpaze, serinlemek için kullanılan bir araçtır. Cennet hayatında; cennet girenlere hizmet edenlerle dolu bir ortamdan haber veren dini kaynaklardan ilham alan sembolik bir anlatım söz konusu olabilir. Bir başka deyişle yelpaze motifi ile sözü edilen huzurlu cennet ortamına bir göndermede yapılarak namaz ibadetinin mükâfatı olan cennet hayatı sembolize ediyor olmalıdır.

Seccadelerde görülen bir başka motif grubu kuş, ejder ve istiridye kabuğundan oluşan ve sembolik bir dile sahip olan figürlerdir. 1 numaralı seccadede yer alan kuş figürü ölümü sembolize etmektedir (Şekil 3). Orhun abidelerinde ölenin ruhunun kuş olup uçtuğu ifadesi

<sup>41</sup> Yasemin Erten, Kişisel Görüşme, 17.12.2022. Erten, bu bilgiyi, İstanbul ve Tokat'ta görüştüğü yazma baskı ustalarından edindiğini belirtmiştir.

<sup>42</sup> Yasemin Erten, Kişisel Görüşme, 17.12.2022.

geçmektedir (Çal, 2019, s. 514). Günümüzde bu ifade ölen kişiler için, özellikle günahsız küçük çocuklar için “kuş olup uçtu” şeklinde kullanılır. Eski Türk kültüründe Cennetin bir diğer adı da “uçmağ/uçmak”dır. Cennete gitti anlamında uçmağ/uçmak kelimesi kullanılmaktadır. Namaz kılan kimsenin cennete gireceğine olan inançtan dolayı, cennete girmek/kavuşmak dileği seccadelere işlenen kuş figürüyle ifade edilmiştir. 1 numaralı seccadede kuş figürüyle yan yana işlenen vazodan çıkan çiçekler bu düşünceyi desteklemektedir. Kuş figürünün diğer sanatlarda da ruha ışık eden varlık olarak kullanıldığı örnekler vardır. Tomarza (Kayseri) Büyük Söveğen Köyü Mezarlığındaki bir mezarın başucu şahidesinde kuş kabartması görülmektedir (Arslan, 2018, s. 261).

3 numaralı seccadenin alınlığında stilize olarak karşılıklı işlenen çift başlı ejder figürü yer alır (Şekil 9). Çok çeşitli ve birbirinden farklı anlamlara gelen sembolik bir figür olan ejder, dini konularda daha çok insanı yoldan saptıran tuzakları sembolize etmektedir. Türk kültüründe ejder, esasen bereket, refah, güç ve kuvvet sembolü olarak kabul görmüştür (Çoruhlu, 2000, s. 133). Ejderin yer altı ve karanlığı sembolize ettiği düşünülmektedir (Öney, s. 183). Çift başlı ejderin ay ve güneşi temsil ettiğine de inanılır (Çaycı, 2000, s. 122). Ejder ölü ruhu taşıyıcı ve hayat ağacını koruyucu ruh olarak mimaride kullanılmaktadır (Yılmaz, 2022, s. 35). Kur’an-ı Kerim’de geçtiği üzere Hz. Musa Firavun’un sihirbazları ile mücadele ederken Allah Teâlâ, Hz. Musa’dan asasını yere atmasını emreder, akabinde asa, yılan veya ejderhaya dönüşür. (Şamlıoğlu, 2020, s. 43). Seccadede yer alan ejder, Erten’e göre Hz. Musa’nın asasını, sonsuzluğu sembolize ediyor olabilir.<sup>43</sup> İslam inancındaki ahiret inancı gereği, ölen kişi cennet veya cehenneme gider. İbadetini yapan; namaz kılan kimsenin de cennete gideceğine inanılır. İslam inancına göre namaz insanın ahlakını güzelleştirir ve kötülüklerden uzaklaştırır. İslam öncesinde kötü ruhu kovan ejder burada günahlardan korunmak amacıyla işlenmiş olabilir. 1 ve 3 numaralı seccadelerde görülen stilize kuş ve ejder figürü, ölümü hatırlatma ve seccadeyi kullanan kişinin öldükten sonra ruhuna eşlik etmesi için işlenmiş olabilir. Bu figürlerin cenneti sembolize eden motiflerle birlikte verilmesi ise ölen kişinin cennete gitmesi temennisi ile ilgilidir.

Yazma seccadelerde gördüğümüz servi ağacı, nar ve ejder motiflerinin benzerlerine çeşitli geleneksel sanatlarda sıklıkla karşılaşılır. 19. yüzyıl başı Bünyan (Kayseri) ilçesi Girveli Köyü Mezarlığı’nda bulunan ayakucu şahidesinde servi ağacı motifi görülmektedir (Arslan, 2018, s. 108). Ankara Vakıf Eserleri Müzesi’nde bulunan bir 19. yüzyıl Kırşehir halı seccadesinde stilize ejder ve servi ağacı (Karaçay, s. 151) işlenmiştir. 19. yüzyıla ait İzmir’in İsmaili Köyünde bulunan Bergama halı seccadenin üçüncü bordüründe stilize ejder figürü görülmektedir (Akpınarlı, Begiç, & Kuzey Demir, 2020, s. 112). Erzurum Çifte Minareli Medresede (13. yüzyıl sonları) (Yavaş, 1993, s. 312) hayat ağacı ve ejder figürü görülmektedir. Konya İnce Minareli Medresede (1265-1280) nar ve hayat ağacı motifi yer almaktadır (Yılmaz, 2022, s. 85-100). İstanbul Eyüp Sultan Türbesi’nde (1457) çift ve tekli servi ağaçlı panoların etrafında cennet meyvesi olan üzümlerle betimlenmesiyle 3 numaralı seccade (Şekil 8) ile benzerlik göstermektedir (Gez, 2022, s. 82-93). Koleksiyonda bulunan çift başlı ejder figürüne benzer örnekler halı seccade ve türbelerde karşılaşmaktayız. İstanbul Türk ve İslam Eserleri Müzesi’nde bulunan 17. yüzyıl sonuna tarihlenen Gördes seccadesinin alınlığında üç ejder figürüne yer verilmiştir (Aslanapa, 1987, s. 155). Ankara Arslanhane Camii (13. yüzyıl başları) mihrabının taç tepeliğinde stilize ejder bulunmaktadır (Erdogan & Erdogan, 2022, s. 104).

4 numaralı seccadede istiridye kabuğu motifi görülmektedir (Şekil 12). İstiridye kabuğu yeniden doğuşu, ikinci hayatı simgelemektedir (Kuru, 2008, s. 113).

<sup>43</sup> Yasemin Erten, Kişisel Görüşme, 17.12.2022.



Seccadelerde yer alan geometrik kompozisyonlarda; yıldız<sup>44</sup>, baklava dilimleri, inci dizisi ve basit zikzak motifleri kullanılmıştır (Şekil 1-21). 1 numaralı seccadede zikzaklara yer verilmiştir (Şekil 1). 1, 2, 4 ve 5 numaralı seccadelerde baklava dilimleri görülmektedir (Şekil 1, 5, 12-15).

Seccadelerde yer alan bir başka kompozisyon/motif grubu; mihrap, sütun, revaklı cami ve minareden oluşan mimari tasvirlerdir. Koleksiyonda yer alan 2, 4, 5, 6 ve 7 numaralı seccadeler mihraplıdır (Şekil 4, 11, 14, 17-20). Camilerde kible istikametinde önünde namaz kılınan girintili yer olarak bilinen mihrap, cennetin kapısını temsil etmekte olup seccadelerde süsleme kompozisyonunun vazgeçilmez bir parçasıdır (Eroğlu A. A., 2020, s. 711; Karaçay, 2017, s. 108). Mekke ve Kâbe ile ilişkilendirilen mihrap, Medine’de bulunan Kabe ile ve Medine’de yer alan Mescid-i Nebevi’yi sembolize etmektedir (Karaçay, 2017, s. 108).

4, 5, 6 ve 7 numaralı seccadelerde görülen sütunlar, mihrabı oluşturan öge olarak kullanılmıştır (Şekil 11, 14, 17-20). 1 numaralı seccadede revaklı cami ve minare tasviri yer almaktadır (Şekil 3). Seccadeler ibadet amaçlı üretildiği için Müslümanların ibadet mekânı olan cami ve Müslümanları namaza çağıran minare seccadelerde süsleme unsuru/motif olarak kullanılmıştır. 18. yüzyıl sonu 19. yüzyıl başlarında yapıldığı tahmin edilen seccadede kullanılan motiflerin bu yüzyıllarda kullanıldığı örneklerle rastlanmıştır. 19. yüzyıla ait bir Mucur (Kırşehir) seccadesinin bordüründe ters işlenmiş iki minareli cami motifi yer alır. 18. yüzyıla ait bir Yahyalı (Kayseri) seccadesinin mihrap zemininde cami motifi yer alır. 18. yüzyıla ait Bodrum Kalesi’nde bulunan bir kadın mezar taşında minareli cami kabartması görülmektedir (Etikan, 2015, s. 548-556). 19. yüzyıla ait bir Hereke (Konya) seccadesinin alınlığında dört minareli büyük bir cami motifine yer verilmiştir (Yavuziğit, 2022, s. 29).

Tokat yazma baskı seccadelerinin bir grubunu oluşturan Yasemin Erten koleksiyonu seccadelerinin renk düzeni de bir dereceye kadar sembolik bir anlatım diline sahiptir. Seccadelerde ağırlıklı olarak sarı, mavi, yeşil, buz yeşili, bordo renkleri görülmektedir. Ayrıca mor, lal kırmızısı, fuşya, su mavisi, açık yeşil, fildişi, pastel sarısı, gül pembe ve kobalt mavisi kullanılmıştır. Konturlar daima siyahtır. Tokat yazmalarında en çok görülen renkler; patlıcan moru, koyu kırmızı, bordo, sarı, mavi, siyah ve yeşildir (Ay, 2018, s. 40).

Özellikle klasik dönemde birçok geleneksel süsleme sanatında, ana renkler ve canlı tonların tercih edildiği bilinmektedir. Koleksiyondaki seccadelerde bunun yerine daha çok ara renkler ve pastel tonlar tercih edilmiştir. Bu durumu özgün Osmanlı üslubunun Batı etkisiyle yaşadığı değişimle izah etmek mümkündür.

Sanatın birçok alanında sıklıkla kullanılan renklere anlamlar yüklenmiştir. Seccadelerdeki bazı renkleri yorumladığımızda 3 numaralı seccadenin zemininde sarı renk kullanılmıştır (Şekil 7). Toprağın rengi olan sarı imanla ilişkilendirilen bir renktir. (Çoruhlu, 2000, s. 193). “Topraktan geldik toprağa gideceğiz” ifadesinin sembolü olarak ölümü hatırlatma amacıyla seccadenin zeminde kullanılmış olabilir. 4 numaralı seccadenin zemin rengi mavidir. Mavi göğün rengi olup idrak, iffet, lekesizlik, sadakat, Allah Teâlâ’ya hürmet ve erdemli davranışların sembolüdür (Çoruhlu, 2000, s. 188). 6 numaralı seccadenin zemininde cennet rengi olan yeşil (Şekil 17) renk kullanılmıştır (Girgök, 1997, s. 1627). Aynı zamanda hayat ağacı ile ilişkilendirilen bir renktir (Çoruhlu, 2000, s. 191).

## Üslup Özellikleri ve Tarihlendirme

<sup>44</sup> Yıldız motifinin sembolik anlatım konusuna yukarıda değinilmiştir.

Koleksiyonda bulunan seccadeler, Yasemin Erten'den alınan bilgiler ve konuyla alakalı yapılan çalışmalarda yer alan seccadelerdeki motif ve kompozisyon özelliklerine bakılarak, 18. yüzyıl sonları ve 19. yüzyıl sonları arasına tarihlendirilmiştir.

Osmanlı'nın Batılaşma dönemine girmesiyle birlikte, 1730-40'lı yıllardan itibaren barok ve rokoko üslubuyla şekillenen süslemeler görülmeye başlanmıştır. Bu dönemde kenger yaprağı, istiridy kabağı, demetlenmiş çiçekler, vazo, bazı abartılı kompozisyonlar ve perspektif olgusu dikkat çekmektedir (Kuban, 2007, s. 517). 18. ve 19. yüzyılda barok, rokoko ve ampir üslubundaki süslemelerde vazo motif ve vazolu kompozisyonlar sık kullanılmıştır (Okumuş, 2016, s. 47-64). 4, 6 ve 7 numaralı seccadelerin korint sütun başlıklarında rokoko üslupta kenger yaprağı motif ve seccadelerde yarı natüralist çiçek demetleri görülmektedir (Şekil 6,13, 19-22). 4 numaralı seccadenin bordüründe yine rokoko üslupta istiridy kabağı görülmektedir (Şekil 12). 7 numaralı seccadede rokoko üslupta perspektif uygulaması görülmektedir (Şekil 20). Bunlar bu dönemde çeşitli bezeme alanlarında açıklı koyulu renk tonlamalarıyla sağlanan ve klasikte görülmeyen yeni/Batı tarzı bir perspektif meydana getirmektedir.

Yazmacılık sanatında özellikle yorgan yüzü ve bohçalarda görülen demetlenmiş çiçekler ve fiyonklar 19. yüzyıl karakterlerini taşımaktadır (Kaya, 1988, s. 85). Reyhan Kaya'nın kitabında yer alan manzara motifli seccadeler (Kaya, 1988, s. 99) 18. yüzyıla tarihlenmiş olup koleksiyonda bulunan seccadelerle benzerlik göstermektedir. 2, 3 ve 6 numaralı seccadelerin mihrap kompozisyonu ile benzerlik gösteren İstanbul yazma seccadeleri, 19. yüzyıl sonralarına tarihlendirilmiştir (Öz, 2006, s. 149-158). Topkapı Sarayı Müzesi'nde bulunan 17. ve 18. yüzyıla tarihlenen iki yazma seccade ile kompozisyon özellikleri bakımından koleksiyonda bulunan seccadelerle benzerlik göstermektedir (Tölük, 2022, s. 45-50). Sahip Ata Müzesi'nde bulunan halı seccade örneğinde sarmaşık, yaprak, gül, çiçek, servi, sütun, vazo ve kandil motif görülmekte olup 19. yüzyıla tarihlendirilmiştir (Yavuziğit, 2022, s. 111).

## SONUÇ

Koleksiyonda bulunan yedi geleneksel yazma seccade, kısmen yıpranmış olmakla birlikte iyi durumda özgün örneklerdir. Yıpranma, ağırlıklı olarak seccadelerin tabanlığında görülür. Seccadeler sandıkta saklandığı için sandık izleri görülmektedir.

Koleksiyonda bulunan yazma baskı seccadelerde pamuklu Tokat bezi ve kalın kaba dokuma kumaş kullanılmıştır. 1 numaralı seccade kalın kaba dokuma olup iki parça halinde tersten temiz dikiş ile birleştirilmiş olup alt kısmına yama yapılmıştır. Seccadenin kalın kaba kumaş ile dokunması diğer seccadelerden daha eski olabileceğine işaret sayılabilir. Bu yazma seccade, kalın kaba kumaş ile dokunması ve cami tasvirli kompozisyonu itibarıyla yayınlara yansıyan bilenen tek örnektir. 2, 3, 4, 5, 6 ve 7 numaralı seccadeler yorganlama tekniği ile tersten temiz dikiş atılarak işlenmiştir.

Koleksiyonda bulunan seccadeler arasında Tokat'ın meşhur alizarin boyası 2 numaralı seccade örneğinde kullanılmıştır (Şekil 4). Şaplama işlemi sadece bu seccadeye uygulanmıştır. 3, 4, 6 ve 7 numaralı seccadelerin fonları sıcak su bovalarıyla renklendirilmiştir. Boyanan kumaşlara aşındırma işlemi uygulanarak desenlendirme işlemine zemin hazırlanmıştır. Seccadelerin hepsi Tokat'a özgü elvan baskı yöntemiyle renklendirilmiştir. 1 ve 5 numaralı seccadeler kumaşın öz rengi olup renklendirme işleminden geçmemiştir. Bu seccadelere doğrudan karakalem ve elvan baskı işlemi uygulanmıştır.

Her biri birbirinden farklı kompozisyona sahip eserlerde, birbirlerine yakın sayılabilecek kompozisyon tercihleri dikkat çekmektedir. Bunları "cami motifli seccadeler", "mihraplı ve

kandilli seccadeler”, “servi ağaçlı seccadeler” ve “sütunlu ve kandilli seccadeler” olmak üzere dört gruba ayırmak mümkündür.

Orta alan, bordürler ve alınlıktan oluşan kompozisyon düzeniyle “cami motifli seccadeler”, grubunun tek örneği olan 1 numaralı seccade daha çok halı seccadelere benzemektedir. 2, 3, 4, 5, 6 ve 7 numaralı seccadelerde çeşitli düzenlerde bitkisel kompozisyonlar görülür. Bitkisel kompozisyon, koleksiyonu oluşturan yazma seccadelerde görülen baskın kompozisyonun türüdür.

Mihrap, kandil, sütun, lâle, gül, kenger yaprağı, leylak, servi ağacı, nar, papatya, sümbül, nergis, haşhaş, enginar, hezaren, menekşe, kurdele, horoz kuyruğu, yelpaze motifi, baklama dilimleri, zikzaklar, istiridye kabuğu, revaklı cami, minare, çiçekli vazo, stilize ejder ve kuş figürü koleksiyonda bulunan seccadelerde kullanılan motifler arasındadır.

Yazma seccadelerde bitkisel motiflerle oluşturulan mihrap ve yine bitkisel motiflerle oluşturulan sütun kompozisyonu yaygındır. Mihrap kıbleyi göstermesi açısından seccadelerde önemli bir yere sahiptir. Koleksiyonda yer alan seccadelerin süsleme unsurlarında geçmişten günümüze gelen ejder gibi bazı mitolojik varlıkların etkisi de görülmektedir. Seccadelerde dünya hayatını ve ebedi hayatı sembolize eden motiflerle birlikte ölümü hatırlatan renkler ve unsurlar ile kullanılmıştır.

Seccadelerde ağırlıklı olarak sarı, mavi, yeşil, buz yeşili, bordo renkleri görülmektedir. Ayrıca mor, lal kırmızısı, fuşya, su mavisi, açık yeşil, fildişi, pastel sarısı, gül pembe ve kobalt mavisi kullanılmıştır. Koleksiyondaki seccadelerde ana renklerden ziyade daha çok ara renkler ve pastel tonlar tercih edilmiştir. Seçilen renklerin, alışılmış ana renklerden biraz farklı ve oldukça zarif tonlarda oluşuna bakılarak seccadelerin kız çeyizleri için yapılmış olabileceği izlenimini vermektedir.

Geleneksel yazma baskı seccadelerde; mavi, sarı, yeşil, mor, kırmızı, buz yeşili, kobalt mavisi, bordo ve fildişi renkleri en çok kullanılan renkler arasındadır.

Seccadelerin yapılışına dair herhangi bir belge bulunmadığından belgeye dayalı bir tarihleme yapmak mümkün olmamıştır. Bu nedenle eserler, üslup eleştirisi/stil kritiği yöntemiyle tarihlendirilmeye çalışılmıştır. Erten'den alınan bilgiler ve konuyla alakalı kaynaklarda yer alan İstanbul ve Tokat<sup>45</sup> yazma baskı seccadeleriyle karşılaştırma yapılmak suretiyle tarihlendirme yapılmıştır. Buna göre koleksiyonda yer alan yedi seccade 18. yüzyıl sonları ile 19. yüzyıl sonları arasında Osmanlı'nın Batılılaşma döneminde imal edilmiş olmalıdır.

Seccadelerde imal yeri, imal tarihi, seccadeyi yapan sanatkar adı, sahibinin adı gibi unsurlara işaret eden bir huşu bulunmamaktadır. Seccadelerle ilgili yayınlarda -koleksiyon dışındaki diğer seccadeler için- bu hususlarla ilgili bir tespitte rastlanılmamıştır.

Seccadelerin motif ve kompozisyon özelliklerine bakıldığı zaman Tokat yazma baskı seccadeleri ile İstanbul'daki örneklerde olduğu gibi bitkisel motifler en çok tercih edilen kompozisyonlardır.

Geleneksel yazma sanatının önemli bir parçası olan Tokat yazma baskı seccadelerinde çok güçlü bir sembolik dil kullanıldığı görülmektedir. Kullanılan birçok motif (lâle, gül, servi ağacı, nar, vazodan çıkan çiçekler, tekli çiçekler (penç), demetlenmiş çiçekler, kandil, yıldız, yelpaze, kuş, çift başlı ejder, istiridye kabuğu, mihrap, revaklı cami ve minare) ibadet, ölüm, ahiret hayatı ekseninde çeşitlenen çeşitli duygu ve anlamları ifade etmektedir. Motiflerin morfolojik/biçimsel açıdan gayet zarif ve kendine özgü bir yerel/özgün biçim taşıdığı görülmektedir. Başkent/saray üslubunda görülen yoğun ve katı üsluplaştırma anlayışının şekillendirdiği bir biçim dili yerine, üsluplaştırma bağlamında daha serbest/yerel/özgün bir tercih söz konusudur.

<sup>45</sup> Yukarıda değinildiği üzere İstanbul ve Tokat dışındaki illere ait yayınlanmış seccade örnekleri bulunmamaktadır.

## KAYNAKLAR

- Akbil, F. P. (1970). Türk El Sanatlarından Örnekler. İstanbul: Akademi Yayınları.
- Akpınarlı, F., Begiç, N., & Kuzey Demir, G. (2020). Çözümden düğüme, Düğümden Motife Bergama Halıları. Ankara: Atlas Akademik Basın Yayın Dağıtım.
- Aktürk, M. (2022). Geleneksel Yazmacılık Sanatı ve Kullanılan Motifler. Konya: Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Doktora Tezi.
- Arslan, A. S. (2018). Kayseri Zamantı Irmağı Çevresindeki Bezeli Mezar Taşları. Kayseri: Kayseri Büyükşehir Belediyesi Kültür Yayınları.
- Aslanapa, O. (1987). Türk Halı Sanatının Bin Yılı. İstanbul: Eren Yayıncılık ve Kitapçılık.
- Ay, M. C. (2018). Tokat Yöresi Geleneksel Yazma Baskı Sanatının Tarihsel Süreci ve Öğreniminin Çözümlemesi. Ankara: Gazi Üniversitesi Eğitim Bilimleri Enstitüsü Yüksek Lisans Tezi.
- Aydoğan, M., & Oyman, N. (2021). Batık Tekniğinin Farklı Tekstil Yüzey Düzenleme Yöntemleriyle Kullanımı ve Uygulamaları. Güzel Sanatlar Fakültesi Sanat Dergisi, 14(28), 728-752. 11 3, 2023 tarihinde <https://doi.org/10.21602/sduarte.986173> adresinden alındı
- Bayraktaroğlu, S. (tarih yok). Seccade. (10/28). 01 14, 2023 tarihinde 687985 ([dergipark.org.tr](http://dergipark.org.tr)) adresinden alındı
- Bozkurt, N. (2009). Seccade. Türkiye Diyanet Vakfı İslam Ansiklopedisi (Cilt 36). içinde İstanbul: Türkiye Diyanet Vakfı yayınları. 01 14, 2023 tarihinde TDV DİA ([islamansiklopedisi.org.tr](http://islamansiklopedisi.org.tr)) adresinden alındı
- Cebeci, D. T. (2021). Tokat Yazmacılık Sanatında Elvan Baskı Uygulamaları. Forklor Akademi Dergisi, 4(3), 495-521.
- Çal, H. (2019). Türkiye'de Selçukludan Osmanlıya Türk İslam Mezar Taşları. A. Dündar içinde, Türk İslam Sanatları Tarihi El Kitabı (s. 485-519). Ankara: Grafiker Yayınları.
- Çaycı, A. (2000). Anadolu Selçuklu Sanatında Gezegen ve Burç Tasvirleri. Ankara: Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü Doktora Tezi.
- Çokay, M. Ö. (2007). Seccâde ve Saf Seccâdelerdeki Bazı Motiflerin İkonografik Değerlendirmeleri. İstem, 187-208.
- Çoruhlu, Y. (2000). Türk Mitolojisinin Anahatları. İstanbul: Kabalcı Yayınevi.
- Daşkın, H. (2017). Tokat Yazmacılığı. Tokat: Tokat İl Kültür ve Turizm Müdürlüğü Yayınları.
- Demirci, S. (2016). Elvan Yazmalar Diyarı Tokat. Tokat: Tokat Belediyesi Kültür Yayınları.
- Demiriz, Y. (1989). Osmanlı Kitap Sanatında Natüralist Üslupta Çiçekler. İstanbul : Acar Matbaacılık Tesisleri.
- Erdogan, H. A., & Erdogan, E. (2022). Arslanhane (Ahi Şerafeddin) Cami Mihrap Süslemelerinin Biçim Grameri Metodu ile Analizi. Kent Akademisi Dergisi, 91-109.
- Erkan, N. (1990). Tokat Yazma Baskı Sanatı. Ankara: Gazi Üniversitesi Sosyal Bilimler Enstitüsü Yüksek Lisans Tezi.
- Eroğlu. (2020). 16. ve 17. Yüzyıl Safavi Dönemi Seccâde Örnekleri 26(45). Atatürk Üniversitesi Güzel Sanatlar Enstitüsü Dergisi, 26(45), 710. 11 27, 2022 tarihinde <https://doi.org/10.35247/ataunigsed.781803> adresinden alındı
- Eroğlu, A. A. (2020). 16. ve 17. Yüzyıl Safevi Dönemi Seccade örnekleri. Atatürk Üniversitesi Güzel Sanatlar Enstitüsü Dergisi, 26(45), 710-721.
- Etikan, S. (2015). Seccade Halılarda Kullanılan Bazı Motifler ve Bu Motiflerin İslam Sanatında Yeri. 545-564.
- Gez, C. P. (2022). Türk Mimarisinde Selvi Ağacı Motifi. Çanakkale: Çanakkale Onsekiz Mart Üniversitesi Lisans Üstü Eğitim Enstitüsü Yüksek Lisans Tezi.

- Girgök, L. (1997). Seccade. Eczacıbaşı Sanat Ansiklopedisi (Cilt 3). içinde İstanbul: Yapı Endüstri Merkezi Yayınları.
- Günay, İ. (2023). Tokat Kent Müzesi Bulunan Osmanlı Dönemi Halı ve Düz Dokumaları. Samsun: Ondokuz Mayıs Üniversitesi Sosyal Bilimler Enstitüsü Yüksek Lisans Tezi.
- Gündüz, F. (2020). <https://islamansiklopedisi.org.tr/minare>. 11 10, 2023 tarihinde <https://islamansiklopedisi.org.tr/minare> adresinden alındı
- Güneş, D. (2013). Tokat Yöresi Alevi Bektaşî İncancında Zakirlik Geleneği. İstanbul: İstanbul Teknik Üniversitesi Sosyal Bilimler Enstitüsü.
- Karaçay, Ç. (2017). Ladik Seccade Halılarında Mihrap Özelliklerinin incelenmesi. Dumlupınar Üniversitesi Sosyal Bilimler Dergisi(55), 106-118.
- Karaçay, Ç. (2019). 20. Yüzyıla Ait Bir Grup Gördes Halısının Motif Özelliklerine Dair Değerlendirmeler. ARIŞ Halı, Dokuma ve İşleme Sanatları Dergisi, 52-64.
- Karaçay, Ç. (tarih yok). Kırşehir Manzaralı Halılar Üzerine Bir İnceleme. Recep Tayyip Erdoğan Üniversitesi Sosyal Bilimler Dergisi, 141-155.
- Kaya, R. (1988). Türk Yazmacılık Sanatı. İstanbul: İş Bankası Kültür Yayınları.
- Kuban, D. (2007). Osmanlı Mimarisi. İstanbul: Yapı Endüstri Merkezi Yayınları.
- Kuru, A. Ç. (2008). İkonografik açıdan Orta Çağ Türk Mimarisinde Yer Alan İstiridye Kabuğu. Erdem , 112-124.
- Ok, Ç. (2015). Tokat İlinde Geleneksel Yazmacılık. Ankara: Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü.
- Okumuş, A. (2016). Türk Süsleme Sanatlarında Barok ve Rokoko. İstanbul: İlke Basım Yayım.
- Ödekan. (1997). Cami. Eczacıbaşı Sanat Ansiklopedisi. içinde İstanbul: Yapı Endüstri Merkezi Yayınları.
- Öney, G. (tarih yok). Anadolu Selçuklu Sanatında Ejder Figürleri. 172-192.
- Öz, N. D. (2006). Türk Yazmacılık Sanatı ve Son Dönem İstanbul Yazmaları. İstanbul: Mimar Sinan Güzel Sanatlar Üniversitesi Sosyal Bilimler Enstitüsü.
- Öz, N. D. (2021). Yazmacılık. Sanat ve Sanatkarın İzinden (s. 336-345). içinde İstanbul: Kuveyt Türk Katılım Bankası Kültür Yayınları.
- Soysaldı, A., & Çatalkaya Gök, E. (2020). Türk Kumaşlarında Görülen Ay Yıldız Motifleri. Milli Folklor, 136-152.
- Şamlıoğlu, İ. E. (2020). Antik Mısır Mitolojisinde Apep- Ra Düellosu ve Hz Musa'nın Yılana Dönüşen Asası: Karşılaştırmalı Değerlendirme. Ankara Üniversitesi İlahiyat Fakültesi Dergisi, 31-57.
- Şenocak, E. (2016). Halk Anlatı ve İnanışlarında Mitolojik Bir Meyve: Nar. Avrasya Uluslararası Araştırmalar Dergisi, 228-251.
- Tezel, Z. (2009). Yazmacılık Sanatında Desenleme Teknikleri (Kalıp Tekniğiyle Ağaç Baskı Uygulama Örneği). Gazi Üniversitesi Endüstriyel Sanatlar Eğitim Fakültesi Dergisi(25), 27-40. 01 13, 2023 tarihinde (PDF) YAZMACILIK SANATINDA DESENLEME TEKNİKLERİ (KALIP TEKNİĞİYLE AĞAÇ BASKI UYGULAMA ÖRNEĞİ) ([acarindex.com](http://acarindex.com)) adresinden alındı
- Tölkük, D. (2022). Kandilli Yazmalarının Plastik ve Teknik Açısından Analizi. Ankara: Başkent Üniversitesi Sosyal Bilimler Enstitüsü Yüksek Lisans Tezi.
- Turani, A. (1975). Sanat Terimleri Sözlüğü. Ankara : Toplum Yayınları.
- Türker, K. (1996). Ağaç Baskı Tokat Yazmaları. İstanbul: Türkiye İş Bankası Kültür Yayınları.
- Yavaş, D. (1993). Türkiye Diyanet Vakfı İslam Ansiklopedisi (Cilt 8). İstanbul: Yapı Endüstri Merkezi Yayınları.

Yavuzyiğit, Z. P. (2022). Konya Seccadelerinde Kandil Motifi İkonografisi ve Tasarım Özellikleri. Ankara: İksad Yayınevi.

Yılmaz, K. (2022). Anadolu Selçuklu Dönemi Eserlerinde Hayat Ağacı Sembolizmi ve İkonografisinin Yorumlanması. Yozgat: Yozgat Bozok Üniversitesi Lisansüstü Eğitim Enstitüsü Yüksek Lisans Tezi.

Yurt, D. (2020). Osmanlı Kumaş Sanatında Ahşap Kalıp Baskı Tekniği. *The Journal of Social Science*, 4(8), 605-616. 05 13, 2023 tarihinde <https://doi.org/10.30520/tjsosci.734940> adresinden alındı

## FACTORS AFFECTING CONSUMER ACCEPTANCE IN ENRICHED PROCESSED MEAT PRODUCTS

### ZENGİNLEŞTİRİLEREK İŞLENMİŞ ET ÜRÜNLERİNDE TÜKETİCİ KABULÜNÜ ETKİLEYEN FAKTÖRLER

**Dilay YILDIZ**

Manisa Celal Bayar University, Engineering Faculty, Food Engineering Department  
Manisa, Türkiye

ORCID ID: <https://orcid.org/0000-0001-9288-0508>

**Kıvılcım YILDIZ**

Manisa Celal Bayar University, Engineering Faculty, Food Engineering Department  
Manisa, Türkiye

ORCID ID: <https://orcid.org/0000-0001-6807-6472>

**Ceyda SÖBELİ**

Manisa Celal Bayar University, Engineering Faculty, Food Engineering Department, Manisa  
Türkiye

ORCID ID: <https://orcid.org/0000-0001-8275-8410>

**Semra KAYAARDI**

Manisa Celal Bayar University, Engineering Faculty, Food Engineering Department, Manisa  
Türkiye

ORCID ID: <https://orcid.org/0000-0003-1747-0976>

## ABSTRACT

**Introduction and Purpose:** Foods of animal origin are among the products necessary for human health and nutrition. Knowing the purchasing preferences of animal products, which have an important place in human nutrition, is important in terms of determining the nutrition model. In addition, in parallel with the development of technology and the change in people's lifestyles, the demand for processed products and ready-to-eat foods is increasing day by day. Processed meat products, including products such as ham, bacon, salami, sausages, hamburgers, are produced by applying different processes such as salting, curing, smoking, marinating or cooking. Due to the increasing health problems associated with the consumption of processed meat products, the consumption of these products is approached with concern. For this reason, processed meat-based functional foods are obtained by the meat industry with the addition of many health-beneficial ingredients such as omega-3 fatty acids, conjugated linoleic acid, vitamin E, dietary fiber, probiotics, calcium, selenium, plant sterols, coenzyme Q10 and plant extracts to processed meat products in order to improve the properties of such foods. In this study, it was aimed to measure the attitudes and purchasing intentions of consumers in enriched processed meat products. In addition, it is aimed to determine whether the level of knowledge of consumers, their acceptance and demographic characteristics such as gender, age, education level, occupation, and health status affect the acceptance of these products. **Materials and Methods:** In the study, field research was

carried out with 300 randomly selected consumers. In order to determine the distribution of factors affecting the acceptance of enriched and processed meat products, 21 questions were asked to the participants together with demographic questions. As a result of the research, the effect of enriching demographic characteristics on the acceptance of processed meat products was determined by using the SPSS program. **Results:** When the results were examined, it was concluded that 51.7% of the consumers participating in the survey did not have information about enriched and processed meat products. It was determined that soudjouk, sausage, salami, bacon and smoked meat products were consumed the most, respectively. In addition, it was concluded that consumers did not have an opinion on this issue, as the answers to the statements "I can compromise on the taste of processed meat if it has positive effects on health", "enriched processed meat products are a sales trick", "processed meat products have no health benefits" and "enriched processed meat products carry unexpected risks" were mostly answered as "neither agree nor disagree". **Discussion and Conclusion:** As a result of the survey, the majority of the consumers participating in the survey think that enriched processed meat products are healthy and can be consumed if the price is acceptable. From this point of view, it is thought that the scientific world and the meat industry should ensure the production of healthy functional products by conducting P&D studies on the production of enriched processed meat products.

**Key Words:** Food, Processed meat products, Enriched foods, Consumer, Survey

## ÖZET

İnsan sağlığı ve beslenmesi için gerekli olan ürünlerin başında hayvansal kaynaklı gıdalar gelmektedir. İnsan beslenmesinde önemli bir yeri olan hayvansal ürünlerin satın alma tercihlerinin bilinmesi, beslenme modelinin belirlenmesi açısından önem taşımaktadır. Ayrıca teknolojinin gelişmesine ve insanların yaşam tarzlarının değişmesine paralel olarak işlenmiş ürünlere ve hazır gıdalara olan talep gün geçtikçe daha da artmaktadır. Aralarında jambon, pastırma, salam, sosis, hamburger gibi ürünlerin yer aldığı işlenmiş et ürünleri tuzlama, kürlleme, tütsüleme, marine etme veya pişirme gibi farklı işlemler uygulanarak üretilmektedir. İşlenmiş et ürünlerinin tüketimiyle ilgili artan sağlık sorunları nedeniyle bu ürünlerin tüketimine endişeyle yaklaşılmaktadır. Bu nedenle et endüstrisi tarafından bu tür gıdaların özelliklerini iyileştirebilmek amacıyla işlenmiş et ürünlerine omega-3 yağ asitleri, konjuge linoleik asit, E vitamini, diyet lifi, probiyotikler, kalsiyum, selenyum, bitki sterolü, koenzim Q10 ve bitkilerden alınan ekstraktlar gibi çok sayıda sağlığa faydalı ingredientlerin ilavesi ile işlenmiş et bazlı fonksiyonel gıdalar elde edilmektedir. Yapılan bu çalışmada zenginleştirilerek işlenmiş et ürünlerinde tüketicilerin tutumunu ve satın alma niyetlerini ölçmek amaçlanmıştır. Ayrıca bu ürünler hakkında tüketicilerin bilgi düzeylerinin, bu ürünlere karşı kabullerinin ve cinsiyet, yaş, eğitim seviyesi, meslek, sağlık durumu gibi demografik özelliklerin bu ürünlerin kabulünü etkileyip etkilemediğinin de belirlenmesi hedeflenmiştir. Çalışmada rastgele seçilmiş 300 tüketiciyle saha çalışması gerçekleştirilmiştir. Yapılan anket çalışmasında zenginleştirilerek işlenmiş et ürünlerinin kabulünü etkileyen faktörlerin dağılımının tespit edilmesi amaçlı, katılımcılara demografik sorularla birlikte 21 adet soru sorulmuştur. Araştırmanın sonucunda SPSS programından yararlanılarak demografik özelliklerin zenginleştirilerek işlenmiş et ürünlerinin kabulüne etkisi belirlenmiştir. Elde edilen sonuçlar incelendiğinde ankete katılan tüketicilerin %51,7'sinin zenginleştirilerek işlenmiş et ürünleri hakkında bilgi sahibi olmadığı sonucuna varılmıştır. İşlenmiş et ürünlerinden en çok sırasıyla sucuk, sosis, salam, pastırma ve füme et tüketildiği



saptanmıştır. Ayrıca anket soruları içerisinde yer alan “sağlığa olumlu etkileri fazlaysa, işlenmiş et ürünlerinin tadı konusunda taviz verebilirim”, “zenginleştirilmiş işlenmiş et ürünleri bir satış hilesidir”, “işlenmiş et ürünlerinin sağlık üzerine faydası yoktur” ve “zenginleştirilmiş işlenmiş et ürünleri beklenmedik riskler taşır” ifadelerine ise çoğunlukla “ne katılıyorum ne katılmıyorum” cevabının verilmiş olması sebebiyle tüketicilerin bu konuda fikirlerinin olmadığı sonucuna varılmıştır. Yapılan anket çalışması sonucu ankete katılan tüketicilerin çoğunluğu zenginleştirilerek işlenmiş et ürünlerinin sağlıklı olduğunu ve fiyatı kabul edilebilir olduğu takdirde tüketilebileceğini düşünmektedir. Bu açıdan değerlendirildiğinde zenginleştirilerek işlenmiş et ürünleri üretimi konusunda bilim dünyası ve et endüstrisinin daha fazla ÜR-GE çalışması yaparak sağlıklı fonksiyonel ürünlerin üretilmesinin artırılması gerektiği düşünülmektedir.

**Anahtar Kelimeler:** Gıda, İşlenmiş et ürünleri, Zenginleştirilmiş gıdalar, Tüketici, Anket

## GİRİŞ

Beslenme; sağlığı korumak, geliştirmek ve yaşam kalitesini artırmak gibi amaçlarla vücudun ihtiyacı olan gıdaların uygun zamanda ve yeterli miktarda alınması için yapılması gereken eylemdir (Besler ve ark., 2015). Yeterli ve dengeli beslenme, bireylerin yaşamlarını sürdürebilmeleri ve tüm toplumun gelişebilmesi için gereklidir. Dengeli beslenme ve sağlıklı bir yaşam için gerekli düzeyde vitamin, mineral, karbonhidrat, yağ ve protein alınması gerekmektedir (Tümer ve ark., 2016).

İnsan sağlığı ve beslenmesi için gerekli olan gıdaların başında hayvansal kaynaklı ürünler gelmektedir (Tosun ve Hatırlı, 2009). Sağlıklı ve dengeli beslenme için alınması gereken günlük protein ihtiyacının %40-50’si hayvansal kaynaklı proteinlerden karşılanabilmektedir (Ertürk ve ark., 2014). Et önemli bir hayvansal protein kaynağı olmakla birlikte büyüme, gelişme ve fizyolojik fonksiyonların yerine getirilmesinde gerekli olan esansiyel mineraller, iz elementler ve B grubu vitaminleri gibi birçok bileşeni içeren zengin bir gıdadır (Uzundumlu ve ark., 2011; Köseoğlu, 2014). Ete uygulanan tuzlama, kürlenme, tütsüleme, marine etme veya pişirme gibi korunma yöntemleriyle işlenmiş veya yemeye hazır ürünler olarak satılan işlenmiş et ürünleri elde edilmektedir. Bu ürünler arasında jambon, pastırma, salam, sosis, hamburger gibi ürünler bulunmaktadır (Linseisen ve ark., 2006). Söz konusu ürünlerin uzun süreli ve aşırı tüketiminin sağlık açısından risk taşıyabileceği bildirilmekte olup bu konuda endişeler bulunmaktadır (Chao ve ark., 2005). Bu ürünlerin neden olacağı sağlık sorunlarına çözüm olarak, et endüstrisi tarafından bu tür gıdaların özelliklerini iyileştirmek amacıyla çeşitli çalışmalar yapılmaktadır. Bu doğrultuda işlenmiş et ürünlerine omega 3 yağ asitleri, konjuge linoleik asit, E vitamini, diyet lifi, probiyotikler, kalsiyum, selenyum, bitki sterolü, koenzim Q10 ve bitkilerden alınan ekstraktlar gibi çok sayıda sağlığa faydalı ingredientlerin bu ürünlere ilavesi, ayrıca yağ, kolesterol ve tuz miktarının azaltılması, yağ asidi profilinin değiştirilmesi, biyoyararlılığın artırılması ile işlenmiş et bazlı fonksiyonel gıdalar elde edilmektedir (Jimenez-Colmenero ve ark., 2015; Shan ve ark., 2017; Karabıyıkoglu ve Serdaroglu, 2017).

Son yıllarda teknolojinin gelişmesi ve insanların yaşam tarzlarının değişmesine paralel olarak tüketicilerin çabuk hazırlanabilen ya da hazır olan gıdalara yöneldiği görülmektedir (Ergezer

ve Gökçe, 2004; Sayılı, 2006). Ayrıca tüketicilerin bilinçlenmesiyle birlikte fonksiyonel ve besin değeri zenginleştirilmiş gıdalara olan yönelimin arttığı bilinmektedir. Gıdaların tüketim alışkanlıkları ülkeden ülkeye, bölgeden bölgeye hatta şehirler arasında yöresel olarak bile farklılık gösterebilmektedir. Bir toplumun gıda talebi ve tüketim alışkanlıkları; ürünlerin kalitesine, fiyat ve hijyen özelliklerine, gelir dağılımına, tüketicinin eğitim seviyesine, gelir düzeyine vb. sosyo-ekonomik özelliklerindeki farklılıklara, bunun yanı sıra cinsiyet, yaş, gıda ile ilgili bilgi ve deneyimler gibi faktörlere bağlı olarak değişebilmektedir (Yaylak ve ark., 2010). İnsan beslenmesinde önemli bir yeri olan hayvansal ürünlerin satın alma tercihlerinin bilinmesi, yetiştirme ve beslenme modellerinin belirlenmesi açısından önem arz etmektedir (Armağan ve Özdoğan, 2005).

Bu çalışmada zenginleştirilerek işlenmiş et ürünlerinde tüketicilerin tutumunu ve satın alma niyetlerini ölçmek amaçlanmıştır. Ayrıca söz konusu ürünler hakkında tüketicilerin bilgi düzeylerinin, bu ürünlere karşı kabullerinin ve cinsiyet, yaş, eğitim seviyesi, meslek, sağlık durumu gibi demografik özelliklerin ürünlerin kabulünü etkileyip etkilemediğinin de belirlenmesi hedeflenmiştir.

## MATERYAL ve METOT

Bu araştırma İzmir ve Manisa bölgesindeki 170'i kadın, 130'u erkek olmak üzere toplam 300 gönüllü katılımcıyı kapsamaktadır. Çalışma cinsiyet, yaş, eğitim durumu ve meslek ile ilgili sorular ile başlamaktadır. Bu sorular doğrultusunda zenginleştirilerek işlenmiş et ürünleri hakkında tüketici bilgisinin cinsiyet, yaş, eğitim durumu ve meslek ile ilgili bilinç düzeyleri karşılaştırılarak belirlenmiştir. Anket çalışması yüz yüze görüşme tekniği kullanılarak gerçekleştirilmiş ve yaklaşık 4 ay içerisinde tamamlanmıştır.

### Yöntem

Çalışmada; veri toplama yöntemi olarak "anket çalışması" yöntemi kullanılmıştır. Anket cinsiyet, yaş, eğitim durumu ve meslek durumlarının öğrenilmesinin ardından, kişilerin herhangi bir sağlık sorunu olup olmadığı, gıda takviyesi olarak bir ilaç kullanıp kullanmadıklarını ve fonksiyonel gıda tüketimlerini öğrenmek amacıyla sorulan sorularla başlamıştır. Ardından işlenmiş et ürünleri tüketim sıklığının öğrenilmesi amacıyla salam, sosis, sucuk, pastırma, jambon ve füme et olmak üzere 6 işlenmiş et ürününün üzerinden sorular yöneltilmiştir.

Ürünlerin tüketim sıklığını ölçmek için 5 kategorili bir skala (ayda bir defadan az, ayda bir kez, 2-3 haftada bir, haftada bir, haftada birkaç kez) kullanılmıştır. Daha sonra katılımcılara zenginleştirilerek işlenmiş et ürünleri hakkında bilgi sahibi olup olmadıklarının sorusu yöneltilmiştir. Alınan cevabın olumsuz olması durumunda bu ürünler hakkında katılımcılara bilgi verilmiştir.

Ankette özellikle tüketicilerin söz konusu ürünler hakkındaki sağlık algısının üzerinde durulmuştur. Bu kapsamda tüketicilere bazı sorular yöneltilmiştir. Yöneltilen sorulardan ilki ‘Zenginleştirilerek işlenmiş et ürünlerini sağlıklı buluyor musunuz?’. Bu soru ve bundan sonraki soruların cevapları 5 kategorili bir skala (kesinlikle katılıyorum, katılıyorum, ne katılıyorum ne katılmıyorum, katılmıyorum, kesinlikle katılmıyorum) kullanılarak değerlendirilmiştir.

Tüketicilerin sağlık algısı öğrenildikten sonra ‘Fiyatı sizin için kabul edilebilir varsayılırsa sağlıklı maddelerle zenginleştirilmiş işlenmiş et ürünlerini satın alır mısınız?’ sorusu yöneltilerek satın alma tercihlerini öğrenmek amaçlanmıştır. Tüketicilerin bu ürünler hakkındaki sağlık algısı ‘Zenginleştirilerek işlenmiş et ürünlerinin sağlığım üzerinde olumlu etkisinin olması muhtemeldir.’ ve ‘Zenginleştirilerek işlenmiş et ürünleri geleneksel et ürünlerinden daha sağlıklıdır.’ cümlelerine verdikleri yanıtlarla pekiştirilmeye çalışılmıştır.

Bu çeşit ürünlerin üretiminin teşvik edilmesi hakkındaki tüketici görüşlerinin verdikleri yanıtlarla öğrenilebilmesi amacıyla ‘Günümüzdeki teknolojilerin zenginleştirilerek işlenmiş et ürünlerinin gelişimine izin vermesi çok iyidir.’ ‘Sağlığa olumlu etkileri fazlaysa, işlenmiş et ürünlerinin tadı konusunda taviz verebilirim.’ ve ‘İşlenmiş et ürünlerinden çok tüketen insanlar zenginleştirilerek işlenmiş et ürünlerinden de yararlanabilir.’ cümleleri yöneltilmiştir.

Tüketicilerin zenginleştirilerek işlenmiş et ürünleri hakkındaki görüşleri ‘Zenginleştirilerek işlenmiş et ürünleri bir satış hilesidir.’ ‘Sağlıklı bir kişi için zenginleştirilerek işlenmiş et ürünlerini tüketmek gereksizdir.’ ‘İşlenmiş et ürünlerinin sağlık üzerine faydası yoktur.’ ve ‘Zenginleştirilerek işlenmiş et ürünleri beklenmedik riskler taşır.’ cümlelerine verdikleri cevaplar ile kesin olarak belirlenerek anket konumuz olan zenginleştirilerek işlenmiş et ürünlerinde tüketici kabulünü etkileyen faktörler araştırılmıştır.

#### Veri analizi

Manisa Celal Bayar Üniversitesi kapsamında yapılan zenginleştirilerek işlenmiş et ürünlerinde tüketici kabulünü etkileyen faktörler anketine ilişkin, alınan yanıtların istatistiksel değerlendirilmesi amacıyla SPSS paket programı kullanılmıştır. Araştırma verileri değerlendirilirken değişken olarak cinsiyet, yaş, eğitim durumu, meslek ve hastalık parametreleri alınmış; istatistik analiz olarak ki-kare ( $\chi^2$ ) kullanılmıştır.

#### BULGULAR VE TARTIŞMA

Anket çalışması toplamda 300 kişiyle gerçekleştirilmiş olup katılımcıların %56,7’si kadın, %43,3’ü erkek olup yaş aralığının çoğunluğunun %61,3 oranla 18-24 yaş aralığında olduğu görülmüştür. Katılımcıları %67 oran ile öğrenci ve eğitim seviyesinin %83,3 oranla lisans düzeyinde olduğu belirlenmiştir.

Katılımcılarının; %4'ü yüksek kolesterol, %4'ü yüksek tansiyon, %0.3'ü kanser, %2,7'si diyabet, %1,7'si obezite, %6'sı kalp hastalığı bulunduğu ve %86'sının ise hiçbir hastalığının bulunmadığı belirlenmiştir.

Katılımcıların fonksiyonel gıda tüketimi ve gıda takviyesi kullanımını incelendiğinde çoğunlukla %58 oranla fonksiyonel gıda tüketilmediği ve %84,3 oranla gıda takviyesi kullanılmadığı tespit edilmiştir. Genel olarak bakıldığında gıda takviyesi ve fonksiyonel gıda tüketmemekle birlikte tüketenlerin çoğunluğunun kadınlar olduğu görülmektedir.

Demografik özelliklerden yaş ve hastalıklardan obezitenin etkisi incelendiğinde ( $p<0,05$ ); gıda takviyesi kullanımının en fazla 18-24 yaş aralığında olduğu ve %7 (21 kişi) oranıyla kullanıldığı, %54,3 (163 kişi) oranıyla kullanılmadığı belirlenmiştir. Obezite hastası olan kişilerin fonksiyonel gıda tüketmediği, obezite hastası olmayan kişilerin ise %42 (126 kişi) oranla fonksiyonel gıda tükettikleri sonucuna varılmıştır.

Anket çalışmasında salam, sosis, sucuk, jambon, pastırma ve füme et olmak üzere 6 işlenmiş et ürününün tüketimi değerlendirilmiştir. İşlenmiş et ürünlerinden en fazla tüketilen %25,7 oranla sucuk en çok 2-3 haftada bir tüketilmekte; en az tüketilen füme et ise %79 oranla en çok ayda bir defadan az tüketilmektedir. İşlenmiş et ürünleri tüketim sıklığına göre sucuk, sosis, salam, pastırma, jambon ve füme et olarak sıralanmaktadır. Diğer işlenmiş et ürünlerinin tüketimi incelendiğinde; salam %45,7, sosis %46,3, pastırma %73 ve jambon %77 oranla ayda bir defadan az tüketilmekte olduğu görülmüştür. Genel olarak işlenmiş et ürünlerinin fazla tüketilmediği fakat sucuk tüketiminin normal düzeylerde olduğu sonucuna varılmıştır.

Demografik özelliklerden cinsiyetin işlenmiş et ürünleri tüketimine etkisi incelendiğinde, salami %6,3 oranla (haftada birkaç kez), sucuğu %16,3 oranla (haftada birkaç kez) en çok erkeklerin tükettiği ve jambonu ise %46,7 oranla en az (ayda bir defadan az) kadınların tükettiği sonucuna varılmıştır. Hastalıkların etkisi incelendiğinde; yüksek tansiyon hastalarının %0,7'sinin pastırmayı haftada birkaç kez tükettikleri, kanser hastalarının pastırmayı %0,3 oranla 2-3 haftada bir, jambonu ve füme eti ise %0,3 oranla haftada birkaç kez tükettikleri, kalp hastalarının pastırma ve füme eti %3,7 oranla ayda bir defadan az tükettikleri, hiçbir hastalığı bulunmayan tüketicilerin ise pastırmayı %63,7 oranla ayda bir defadan az, jambonu ise %68 oranla ayda bir defadan az tükettikleri görülmüştür.

Katılımcılara “Zenginleştirilerek işlenmiş et ürünleri hakkında bilgi sahibi misiniz?” sorusu yöneltildiğinde %51,7 oranla 155 katılımcı tarafından hayır cevabı verilmiş ve çoğunlukla zenginleştirilerek işlenmiş et ürünleri hakkında bilgi sahibi olunmadığı sonucuna varılmıştır. Ardından "hayır" cevabı veren katılımcılara “Omega3 yağ asitleri, linoleik asit, E vitamini, lifli besinler, probiyotikler, kalsiyum, selenyum, bitki sterolu, koenzim ve bitkilerden alınan ekstraktlar gibi çok sayıda sağlığa faydalı malzemeler işlenmiş etle birleştirilebilir ve bunun sonucunda işlenmiş et bazlı fonksiyonel gıdalar elde edilir. Bu da zenginleştirilerek işlenmiş et ürünü olarak tanımlanır” bilgisi verilerek söz konusu ürünler ile ilgili sorular sorulmuştur.

Demografik özelliklerden cinsiyet, eğitim ve hastalıklardan yüksek tansiyon ve diyabetin zenginleştirilerek işlenmiş et ürünleri bilincine etkisinin ( $p<0,05$ ) daha fazla olduğu görülmüştür. Bu durumda kadın (%31,3) ve eğitim düzeyi lisans (%43,7) olan katılımcıların zenginleştirilerek işlenmiş et ürünleri hakkında daha bilinçli olduğu kanısına varılmıştır. Hastalık bakımından incelendiğinde ise; yüksek tansiyon hastalarının %0,7 sinin bilinçli, %3,3'ünün bilinçsiz olduğu; diyabet hastalarının %0,3 oranla bilinçli, %2,3 oranla ise bilinçsiz olduğu sonucuna varılmıştır.

300 katılımcı arasında yapılan anket çalışmasında tüketicilerin büyük çoğunluğu (135 kişi) zenginleştirilerek işlenmiş et ürünlerini sağlıklı bulduklarını belirtmiştir. 135 kişinin katılıyorum (%45) cevabının %30'unu kadınların, %15'ini erkeklerin oluşturduğu tespit edilmiştir. Kadınların erkeklere oranla zenginleştirilerek işlenmiş et ürünleri hakkında daha bilinçli olduğu görülmüştür.

Katılımcılardan 151 (%50,3) kişinin fiyatı kabul edilebilir varsayıldığında zenginleştirilerek işlenmiş et ürünleri tüketeceği belirlenmiştir. Bu kişilerin %30'unu 18-24 yaş aralığındaki katılımcılar oluşturmaktadır. Yüksek kolesterol hastalığı olan %43,3'lük kesim ve bu hastalığa sahip olmayan %7'lik kesim de fiyatı kabul edilebilir varsayıldığında söz konusu ürünleri tüketceklerini ifade etmişlerdir.

%26,7'si kadın, %12,7'si erkek olmak üzere toplamda %39,4 oranında katılımcı zenginleştirilerek işlenmiş et ürünlerinin sağlıkları üzerinde olumlu etkisinin olması muhtemel olduğunu düşünmektedir. Bu ifade de %36,7 oranla bir fikirlerinin olmadığını belirten kesim ise yüzdesi bakımından göz ardı edilemeyecek durumda olup bu kesimin %20,3'ünü kadınlar %16,3 'ünü erkekler oluşturmaktadır.

Sağlığa olumlu etkileri fazla olduğu sürece işlenmiş et ürünlerinin tadı konusunda taviz verilebileceği fikrinde katılımcılar kesin bir sonuca varamamış olup 88 kişi “ne katılıyorum ne katılmıyorum”, 80 kişi “katılıyorum”, 77 kişi ise “katılmıyorum” cevaplarını vermişlerdir. En çok verilen cevabın %16,7'sini kadınlar, %12,7'sini erkekler oluşturmakta ve bu verilen cevaba göre katılımcıların bir fikirlerinin olmadıkları kanaatine varılmıştır.

Ankete katılan 300 kişiden 153'ünün zenginleştirilerek işlenmiş et ürünlerinin bir satış hilesi olup olmadığı konusunda “ne katılıyorum ne katılmıyorum” cevabı vererek kararsız kaldıkları görülmüştür. %51 olan bu oranın %30,7'sini kadın, %20,3'ünü erkek bireyler oluşturmaktadır.

“Sağlıklı bir kişi için zenginleştirilerek işlenmiş et ürünlerinin tüketmek gereksizdir.” ifadesine katılımcılar “ne katılıyorum ne katılmıyorum” ve “katılmıyorum” cevapları üzerinde yoğunlaşmış ve %32,7 oranıyla en çok “ne katılıyorum ne katılmıyorum” cevabını vermişlerdir. Bu cevabı verenlerin %19,7' sini kadın, %13'ünü erkek bireyler oluşturmaktadır.

“İşlenmiş et ürünlerinin sağlık üzerine faydası yoktur.” ifadesi üzerinde eğitim hariç bütün demografik özelliklerin etkisinin olduğu görülmüştür. Cinsiyetin etkisine bakıldığında %25,3 ve %22 oranıyla sırasıyla kadın ve erkekler bu soruya “ne katılıyorum ne katılmıyorum” cevabını vermişlerdir. Yaşın etkisi incelendiğinde “ne katılıyorum ne katılmıyorum” cevabını verenlerin büyük çoğunluğunu (%28,3) 18-24 yaş aralığındaki bireylerin oluşturduğu belirlenmiştir. 7 meslek grubundan %32’lik oranla öğrenciler tarafından en çok “ne katılıyorum ne katılmıyorum” cevabı verilmiştir. Hastalığın etkisine bakıldığında ise en fazla kanser hastalarının etkisi görülmektedir. Kanser hastası olan 1 bireyin (%0,3) bu soruya “kesinlikle katılmıyorum” cevabını vererek işlenmiş et ürünlerinin sağlık üzerine faydası olduğunu düşündüğü, kanser hastalığı bulunmayan bireylerin ise (142 kişi) %47,3 oranla “ne katılıyorum ne katılmıyorum” cevabıyla bu konuda bir fikirlerinin olmadığı görülmüştür.

“Zenginleştirilerek işlenmiş et ürünleri beklenmedik riskler taşır.” ifadesi üzerinde sadece cinsiyetin ve hastalığın (hastalığı bulunmayan bireyler) etkisi olduğu görülmektedir. Katılımcılarından %26 oranıyla kadınların ve %18,7 oranıyla erkeklerin en fazla “ne katılıyorum ne katılmıyorum” cevabını verdikleri görülmüştür. Hiçbir hastalığı bulunmayan 113 katılımcının ise (%37,7) zenginleştirilerek işlenmiş et ürünlerinin beklenmedik riskler taşıyıp taşımadığı konusunda bir fikri olmadığı ve bu soruya “ne katılıyorum ne katılmıyorum” cevabını verdikleri belirlenmiştir.

Literatüre bakıldığında işlenmiş et ürünleri ile ilgili yapılan anket çalışmalarında tüketicilerin biyoaktif bileşiklerle zenginleştirilerek işlenmiş et ürünlerini satın almak için istekli oldukları görülmektedir (Tobin ve ark., 2014). Hung ve ark. (2016) tarafından yapılan bir çalışmada doğal bileşikler eklenerek nitrit seviyesi azaltılarak işlenmiş et ürünlerine yönelik tüketici tutumu ve satın alma beklentisi araştırılmıştır. Araştırma sonuçlarına katılımcıların çoğunluğunun işlenmiş et ürünlerine nitritin etin raf ömrünü uzatmak ve rengini iyileştirmek için eklendiğini bildiği, ancak neredeyse yarısının (%45,1) araştırma öncesinde işlenmiş et ürünlerine nitrit eklendiğini hiç bilmedikleri belirtilmiştir. Buna göre tüketicilerin genellikle et ürünlerine eklenen nitrit hakkında sınırlı bilgisi olduğu ancak yeni işlenmiş et ürünlerine yönelik olumlu tutum ve satın alma niyetlerini dile getirdikleri görülmüştür. Katılımcıların, nitrit içeren işlenmiş et ürünlerinin tüketiminin, kabul edilebilir günlük alım miktarı dahilinde kaldığı sürece güvenli olduğu konusunda hemfikir oldukları belirtilmiştir. Shan ve ark. (2016) tarafından yapılan bir çalışmada işlenmiş et ürünlerinin sağlıklı içeriklerle (fonksiyonel işlenmiş et ürünleri) zenginleştirilmesine yönelik tüketici tutumları ve ilgisi araştırılmıştır. Çalışma sonucunda katılımcıların çoğunun, lezzet ve fiyattan ödün verilmediği sürece bu gıdaları satın almaya açık oldukları ifade edilmiştir.

## SONUÇ

Yapılan çalışmada genel olarak tüketiciyle ilişkili faktörlerin, zenginleştirilerek işlenmiş et ürünleri üzerine kabulü ve etkisi araştırılmıştır. Sonuçlar, tüketicilerin bu tür ürünlere yönelik satın alma niyetlerinde, genel gıda seçim tercihlerinin ve sosyo-demografik faktörlerle birlikte tüketim sıklığı ve psikolojik faktörlerin (işlenmiş et ürünleri üzerine tutum ve sağlık algısı)

etkili olduğu arařtırmalarla desteklenmiřtir. Tüketicilerin büyük çoğunluğunun zenginleřtirilerek iřlenmiř et ürünlerini saėlıklı bulduėu görülmüřtür. İřlenmiř etin saėlıklı maddelerle zenginleřtirildiėi takdirde ve fiyatı kabul edilebilir düzeyde olduėunda satın alabilecekleri saptanmıřtır. Bu kapsamda geliřen teknolojiyle birlikte söz konusu ürünlerin üretimine destek verilmesinin, tüketicilerin bilinçlendirilmesinin ve iřlenmiř et ürünü yerine zenginleřtirilerek iřlenmiř et ürünlerinin tüketiminin teřvik edilmesinin gerekli olduėu düşünölmektedir.

## KAYNAKLAR

- Armaėan, G., & Özdoėan, M. (2005). Ekolojik yumurta ve tavuk etinin tüketim eğilimleri ve tüketici özelliklerinin belirlenmesi. *Hayvansal Üretim*, 46(2).
- Besler H. T., Rakıcıoėlu N., Ayaz A., Büyüktüncer Demirel Z., Gökmen Özel H., Samur F. ...& Yürük A. A. (2015). Türkiye'ye Özgü Besin ve Beslenme Rehberi. Merdiven Reklam Tanıtım, Ankara.
- Chao, A., Thun, M. J., Connell, C. J., McCullough, M. L., Jacobs, E. J., Flanders, W. D., ... & Calle, E. E. (2005). Meat consumption and risk of colorectal cancer. *Jama*, 293(2), 172-182.
- Ergezer, H., & Gökçe, R. (2004). Kanatlı etlerinin marinasyon tekniėi ile iřlenmesi. *Pamukkale Üniversitesi Mühendislik Bilimleri Dergisi*, 10(2), 227-233.
- Ertürk E.Y., Karadař K., řahin K. (2014). Iėdır İlinde Tüketicilerin Tavuk Eti ve BalıkTercihlerini Belirleyen Faktörler. XI. Ulusal Tarım Ekonomisi Kongresi 3-5 Eylül2014, Samsun.
- Hung, Y., de Kok, T. M., & Verbeke, W. (2016). Consumer attitude and purchase intention towards processed meat products with natural compounds and a reduced level of nitrite. *Meat science*, 121, 119-126.
- Jimenez-Colmenero, F., Salcedo-Sandoval, L., Bou, R., Cofrades, S., Herrero, A. M., & Ruiz-Capillas, C. (2015). Novel applications of oil-structuring methods as a strategy to improve the fat content of meat products. *Trends in Food Science & Technology*, 44(2), 177-188.
- Karabıyıköėlu, M., & Serdaroėlu, M. (2017). Et ürünleri formölasyonlarında emülsifiye edilmiř yağların kullanımı. *Akademik Gıda*, 15(1), 95-102.
- Köseoėlu İ. (2014). Çeřitli Et Ürünlerinde Üretim Ařamalarının Yaė Asidi Bileřimi ve Yaė Oksidasyonu Üzerine Etkisi T.C. Selçuk Üniversitesi Saėlık Bilimleri Enstitüsü, Doktora Tezi, Konya 2014.
- Linseisen, J., Rohrmann, S., Norat, T., Gonzalez, C. A., Iraeta, M. D., Gómez, P. M., ... & Riboli, E. (2006). Dietary intake of different types and characteristics of processed meat which might be associated with cancer risk—results from the 24-hour diet recalls in the European Prospective Investigation into Cancer and Nutrition (EPIC). *Public health nutrition*, 9(4), 449-464.
- Sayılı, M. (2006). Kuř gribinin tüketicilerin tavuk eti tüketim alışkanlıklarına etkisi (Tokat ili örneėi). *Journal of Agricultural Faculty of Gaziosmanpařa University (JAFAG)*, 2006 (2).
- Shan, L. C., Regan, A., Monahan, F. J., Li, C., Murrin, C., Lalor, F., ... & McConnon, A. (2016). Consumer views on “healthier” processed meat. *British Food Journal*, 118(7), 1712-1730.
- Shan, L. C., Henschion, M., De Brún, A., Murrin, C., Wall, P. G., & Monahan, F. J. (2017). Factors that predict consumer acceptance of enriched processed meats. *Meat science*, 133, 185-193.
- Tobin, B. D., O'Sullivan, M. G., Hamill, R., & Kerry, J. P. (2014). European consumer attitudes on the associated health benefits of neutraceutical-containing processed meats using Co-enzyme Q10 as a sample functional ingredient. *Meat Science*, 97(2), 207-213.

- Tosun, Ö. O., & Hatirli, S. A. (2009). Tüketicilerin Kırmızı Et Satın Alım Yerleri Tercihlerinin Analizi: Antalya İli Örneği. Süleyman Demirel Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi, 14(2), 433-445.
- Tümer, E. İ., Akbay, C., Koşum, T., & Ünal, S. A. (2016). Kahramanmaraş İli Kent Merkezinde Tavuk Eti Tüketim Alışkanlıkları ve Tüketimi Etkileyen Faktörler. KSÜ Doğa Bilimleri Dergisi, 19(4), 433-437.
- Uzundumlu, A. S., Işık, H. B., & Kırılı, M. H. (2011). İstanbul ili Küçük çekmece ilçesinde en uygun et tipinin belirlenmesi. Alinteri Journal of Agriculture Science, 21(2), 40-48.
- Yaylak, E., Taşkın, T., Koyubenbe, N. ve Konca, Y., 2010. İzmir İli Ödemiş İlçesinde Kırmızı Et Tüketim Davranışlarının Belirlenmesi Üzerine Bir Araştırma. Hayvansal Üretim 51(1):21-30.



# EVALUATION OF SORGUN /YOZGAT (TÜRKİYE) AND ITS SURROUNDINGS IN TERMS OF RURAL TOURISM

## YOZGAT/ SORGUN VE ÇEVRESİNİN KIRSAL TURİZM AÇISINDAN DEĞERLENDİRMESİ

**Assoc. Prof. Dr. Kübra YAZICI**

Yozgat Bozok University, Agriculture Faculty, Landscape Architecture Department, Yozgat, Türkiye

ORCID ID: <https://orcid.org/0000-0000-0002-6046-1648>

**Asisst. Prof. Dr. Tuba ALBAYRAK**

Yozgat Bozok University, Agriculture Faculty, Department of Agricultural Economics, Yozgat, Türkiye

ORCID ID: <https://orcid.org/0000-0002-3745-8352>

### ABSTRACT

**Introduction and Purpose** The definition of rural tourism has emerged as a result of the decrease in green living spaces in cities, the monotony of human life, and the destruction of local characteristics of the city. In modern life, people want to spend their free time in natural, undisturbed areas. Rural tourism, which approaches tourism activities from a different perspective, has developed as an alternative tourism branch that aims to recognize and explore the physical and social characteristics of rural areas other than sand, sun, and sea. In this study, the rural tourism potential of Yozgat Sorgun District is discussed. The study aims to emphasize the areas that are important for the region in terms of rural development and rural tourism and to evaluate their contributions to the region. **Materials and Methods:** Data on the Sorgun District were obtained by examining different literature. As a result of the data obtained, a SWOT analysis was made to determine the strengths, weaknesses, and opportunities in terms of rural tourism. **Results:** Sorgun District is important for rural tourism in terms of natural and cultural landscapes. Hot water spas in Sorgun district have an important place in district tourism. In addition, although the Kerkenez Underground City near the district is not well known at present, it is thought that it will make a significant contribution to the economy of the district in the future. In addition, the presence of mounds such as the Alişar mound also contributes to rural tourism. In many studies conducted by different professional disciplines, In this text, various topics related to sustainable tourism practices are discussed. Specifically, the focus is on concepts such as ecotourism, landscape preservation, rural development, and rural tourism. It has emerged that a holistic assessment should be made in determining the potential of rural areas. A place with rich cultural characteristics is also remarkable in terms of tourism activity. There are rural areas and cultural heritage sites in the region that contribute to rural tourism and will gain economic and cultural importance in the future. First of all, farmers who live in this region and earn their living through agricultural activities as well as local people should protect these areas and take an active role in rural development projects. In addition, studies should be carried out to increase the level of user awareness of local/foreign visitors, and long-term plans should be made by local governments in their initiatives for rural development, sustainability, use, and protection of natural protected areas. **Discussion and Conclusion:** This study is of great

significance as it aims to prioritize the cultural landscape structures in the rural development projects of the Sorgun district in Yozgat Province. Rural tourism There are several challenges that this project faces. These include inadequate promotion, limited transportation accessibility, and institutional barriers to collaboration, and lack of organization. Necessary measures must be implemented to ensure the sustainability of rural tourism in Sorgun District and to safeguard cultural heritage sites from destruction.

**Key Words:** Rural Tourism, Rural Development, Cultural Landscape

## ÖZET

**Giriş ve Amaç:** Kırsal turizm tanımı, kentlerdeki yeşil yaşam alanlarının azalması, insan hayatının monotonlaşması ve kentin yerel özelliklerinin yok olmasından kaynaklı insanların yeni arayışlar içine girmesiyle ortaya çıkmıştır. Modern hayatta insanlar doğal, tahrip olmamış alanlarda boş vakitlerini geçirmek istemektedir. Turizm faaliyetine farklı bir bakış açısıyla yaklaşan kırsal turizm, kum, güneş, deniz dışında kırsal alanlarda yapılan fiziksel ve sosyal özellikleri tanıma ve keşfetmek amacıyla yapılan alternatif bir turizm kolu olarak gelişmiştir. Bu çalışmada Yozgat Sorgun İlçesi'nin kırsal turizm potansiyeli ele alınmıştır. Çalışmanın amacı, bölge için kırsal kalkınma ve kırsal turizm açısından önemli olan alanların vurgulanması ve bölgeye katkılarını değerlendirmektir. **Gereç ve Yöntem:** Sorgun İlçesi'ne ait veriler farklı literatürler incelenerek elde edilmiştir. Elde edilen veriler sonucunda SWOT analizi yapılarak kırsal turizm açısından güçlü yönleri, zayıf yönleri ve fırsatları tespit edilmiştir. **Bulgular:** Sorgun İlçesi doğal ve kültürel peyzajları bakımından kırsal turizm için önemlidir. Sorgun ilçesinde sıcak su kaplıcaları ilçe turizmde önemli bir yer tutmaktadır. Ayrıca ilçe yakınlarında bulunan Kerkenez Yeraltı Şehri hâlihazırda fazla tanınmasa da gelecekte ilçe ekonomisi açısından önemli bir katkı sağlayacağı düşünülmektedir. Ayrıca Alişar höyüğü gibi höyüklerin varlığı da kırsal turizme katkı sağlamaktadır. Farklı meslek disiplinleri tarafından yapılan birçok araştırmada ekoturizm, peyzaj, kırsal kalkınma, kırsal turizm gibi kavramlar ele alınmaktadır. Kırsal alanların potansiyellerini belirlemede bütüncül şekilde değerlendirilme yapılması gerektiği ortaya çıkmıştır. Kültürel özelliği zengin olan bir yerin turizm faaliyeti açısından da dikkat çekici olduğu aşikardır. Ele alınan bölgede kırsal turizme katkı sağlayan ve de gelecekte ekonomik ve kültürel açılardan önem kazanacak kırsal alanlar ve kültürel miras alanları mevcuttur. Öncelikle bu bölgede yaşayan ve geçimlerini tarımsal faaliyetler ile kazanan çiftçilerin yanı sıra yerel halkın da bu alanları koruması ve kırsal kalkınma projelerinde aktif rol almaları gerekmektedir. Ayrıca yerel/yabancı ziyaretçilerin kullanıcı bilinç düzeyinin artırılmasına yönelik çalışmalarının yapılması, yerel yönetimlerin kırsal kalkınmaya yönelik girişimlerinde, sürdürülebilirlik, doğal sit alanlarını kullanma ve korumada uzun vadeli planlarının yapılması gerekmektedir. **Tartışma ve Sonuç:** Bu çalışma, Yozgat İli, Sorgun ilçesinin kırsal kalkınma projelerinde kültürel peyzaj yapılarının ön plana çıkması açısından önemlidir. Yeterli tanıtımın yapılmaması, ulaşımdaki erişilebilirlik, kurumlar arası işbirliği, organizasyondan kaynaklı eksiklikler nedeniyle ortaya çıkan sorunların çözülmesi kırsal turizm açısından önemlidir. Sorgun İlçesinde kırsal turizmin sürdürülebilir olması, kültürel miras alanlarının tahrip görmemesi ve korunması için gerekli önemlerin alınması gerekmektedir.

**Anahtar Kelimeler:** Kırsal Turizm, Kırsal Kalkınma, Kültürel Peyzaj

## INTRODUCTION

Economic, social, and technological development have led to significant changes in the perception, and practice of tourism in the last fifty years. In the 21st century, when globalization is in question, countries are looking for ways to transform various natural

resources into a form that will create economic benefits, and offer them to the service of people to ensure the welfare of their people (Torun, 2013). Today, Rural tourism is a type of tourism practiced in many countries. Rural tourism has become a "development tool" for many communities aiming to diversify the economy due to its capacity to create local employment, encourage foreign investment in communities and support traditional industries (Yiannakis et al., 2012; MacDonald et al, 2003; Albayrak and Yazici, 2023). Rural tourism has become one of the most effective tools for diversifying economic activities and providing additional income to rural communities (Sharpley et al., 2006). Rural tourism is defined as a type of tourism that emerges as a result of tourists visiting these areas to learn about rural areas and experience the traditions, lifestyles, important values and activities of local people living in rural areas (MacDonald et al., 2003; Ersoy et al., 2018). In addition, new searches about tourism changes in the expectations of tourists, increasing interest in the discovery of new places and local cultures, reactions to mass tourism have played a role in the spread of rural tourism. The fact that rural tourism can be seen as a tool in rural development. It has brought it to gain more and more importance (<http://kirsalturizm.gen.tr>). Rural tourism contributes to socio-economic rural development by providing employment to rural women at the local level, revitalizing local economies and preventing migration. In addition, it prevents the destruction of rural culture, supports the protection of natural environments and could be easily integrated with other types of tourism. Tourism in different areas enables long-term activities throughout the year and attracts tourists almost every year, and is also important in terms of providing justice by reducing interregional differences in income distribution (Merkez and Yılmaz, 2022). The natural and cultural resources of Türkiye create a high tourism potential. However, this potential cannot be effectively protected and utilized sufficiently because it is not properly evaluated. Tourism is the most effective means for natural and cultural potential. Especially economic input and employment can be provided for the region by utilizing this effect of tourism in rural areas.

Because the Sorgun district of Yozgat province has a wealth of natural resources, has a high rural tourism potential with its historical richness, and is an area where alternative initiatives have not yet been researched, studies are carried out by the public and non-governmental organizations to evaluate the tourism potential. In these studies, it has been seen that thermal tourism activities and the increase in job and income opportunities of the rural population in the economy of the research area do not balance each other. In this study, the importance of new job opportunities and income diversity in developing the rural tourism potential of the region was emphasized. The fact that the Sorgun district has a wealth of natural resources, is a rural tourism area that is still being explored, and has been considered a significant rural tourism destination has been effective in its selection as a research area. Rural tourism has been considered a significant economic activity for the local development of the Sorgun district. Natural resources and rural tourism should be handled with a sustainable approach in the increasing rural tourism activities of the region. The opinions of local stakeholders are significant for the implementation of sustainable rural tourism management by local authorities. In the study, firstly, a literature review was conducted on the subject and a SWOT analysis was conducted to make evaluations for the development of rural tourism potential. The results obtained from the study were been expected to shed light on decision-makers, policy implementers, local people and producers, and entrepreneurs who will invest in rural tourism.

## METHODOLOGY

The study area consisted of Yozgat Sorgun district. Sorgun is a district of Yozgat province. It is 55 km away from the city center. Regarding its history and general structure, the following are according to the sources. The following could be stated; it had a history dating back to the

Etherians. The excavations in Alişar Mound, located within the borders of Sorgun, found artifacts dating back 5000 years. Sorgun lands became a Turkish homeland after the 1071 Malazgirt victory and then hosted many Turkish tribes in its bosom. Sorgun gained the identity of the municipality in 1905 and became a district on June 26, 1926. In 1928, the name Köhne-i Kebir (Big Köhne) was changed to Sorgun (Sorgun Municipality official Web page; Access 2024).

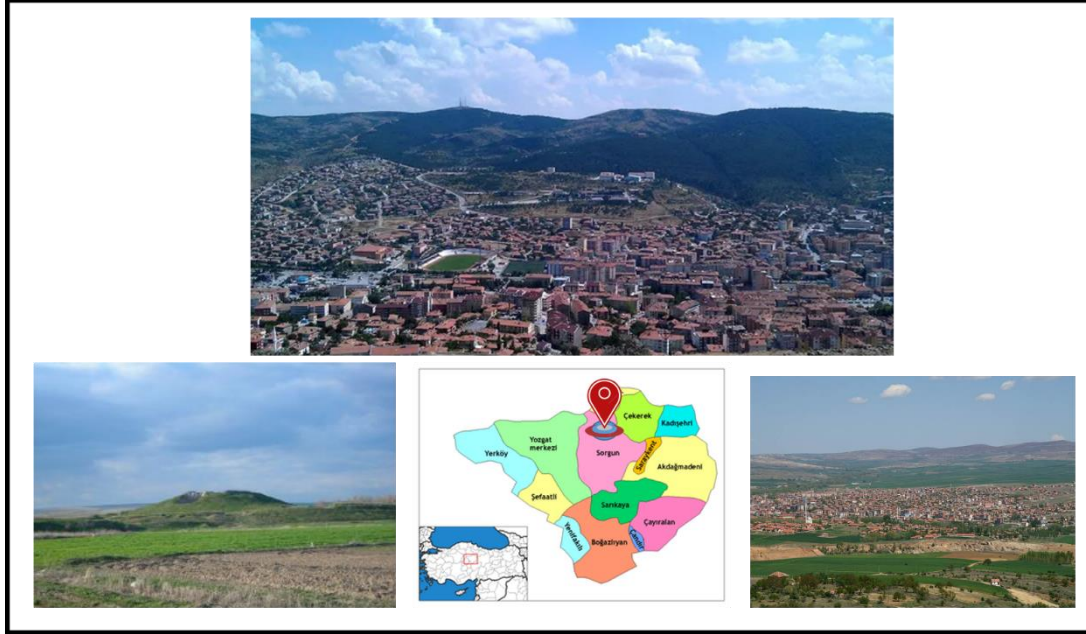


Figure 1. Sorgun/ Yozgat

### Sorgun/Yozgat History

Sorgun lands became a Turkish homeland after the 1071 Malazgirt victory and then hosted many Turkish tribes in its bosom. Sorgun gained its municipal identity in 1905 and became a district on June 26, 1926. In 1928, the name Köhne-i Kebir (Big Köhne) was changed to Sorgun. It is known that the district was called Yeşilova for a while. It is located on the junction of the E-88 highway connecting the east of Turkey to the west and the Samsun-Adana highway connecting the north to the south.

There are 21 protected areas within the borders of the district, including Kerkenez Castle, Alişar Mound, Çadırhöyük and Hapis Boğazı ruins. The region has been the center of the Hittite Empire since the early ages, then recognized the Phrygian and Persian domination, and became a Roman province for a while, in the Hellenistic period, it was taken over by the Galatians, who were active in Central Anatolia, and then came under the rule of Byzantium. Since 1927, as a result of the excavations and research carried out by local and foreign archaeologists in the mentioned mounds and ruins, the existence of many cultural layers in the region has been revealed. The Roman domination of Anatolia, which started in II BC, continued by expanding continuously, and from the first years of Christ, all Anatolian lands came under Roman rule. From this date onwards, the region generally remained under Byzantine rule until it came under Turkish rule. It was rumored that this region was called "Pitriya" during the Byzantine period. Byzantium's long periods of war with the Sassanids before Islam, and then a continuous war with the Muslims during the Umayyad and Abbasid periods, which occurred with mutual raids, caused the region to empty. As a matter of fact, in

the first years of the arrival of the Turks, the region was almost empty in terms of population and lost its importance.

SWOT analysis was used as a method in the study. In the research, the brainstorming method was utilized in conducting the SWOT analysis study. Brainstorming is a democratic and participatory working technique used to generate as many collective ideas as possible by combining the thinking powers of a working group in a short period to identify problems and reveal solutions (Rawlinson, 2017; Acıbuca & Doğan, 2022). For brainstorming, participants, the meeting manager, and the meeting place are first selected. At the beginning of the meeting, participants are informed about the subject of the meeting and the implementation of brainstorming, and groups are formed so that each group has a rapporteur. Finally, the opinions of all groups are discussed with the participants, and the items are ranked in order of importance. SWOT Analysis; SWOT, which is very important because it is used in many fields, consists of the initials of 4 English words. It is expressed as Weaknesses, Strengths, Threats, and Opportunities. Swot analysis is a method used to discover strengths and weaknesses, to recognize and take advantage of opportunities, to examine threats and to take measures against risks that may arise. In November 2023, with the participation of a total of 10 different people who have information about the Sorgun district and people from different professional disciplines, the opinions of the participants were taken verbally and noted by the rapporteurs. After all the opinions were discussed with the participants, the accepted ones were rewritten and presented to the votes of the participants and listed as items from the most preferred to the least preferred. SWOT analysis is widely used in the field of rural tourism. According to Demir and Arpacı (2022), it is one of the most popular topics that researchers have studied in recent years. There is no study integrated with rural tourism and swot analysis within the scope of Yozgat Sorgun district.

## CONCLUSION AND DISCUSSION

Sorgun is one of the districts that hosts many historical heritage and has touristic features. The region generally has the potential to develop health and cultural tourism. Sorgun is the most populous district of Yozgat in terms of population. There are many places to visit and see in the district located in the Middle Kızılırmak section. In Sorgun, which has a continental climate, there are also forested areas, although limited, except for steppe areas. Since there are not many natural beauties in the region, historical places could make up for this deficiency. Touristic trips can be easily made in the region during the dry summer season when there is no precipitation (Access 1). Places that could contribute to Rural Tourism are as follows:

### Alişar Höyüğü- Alisar Mound

Alisar Mound is located in Alisar Village and approximately 45 kilometers away from Yozgat. Studies conducted at the mound revealed. There was a settlement between 4000 BC and 1000 BC. In 3000 BC, the region, which had been turned into a walled city in the Early and Middle Bronze Age, was home to many civilizations. Many excavations were carried out in the area within the framework of scientific research, but the structures found were destroyed due to looting by treasure hunters. Some of the artifacts found in the area are exhibited for the curious in the Ankara Museum of Anatolian Civilizations.

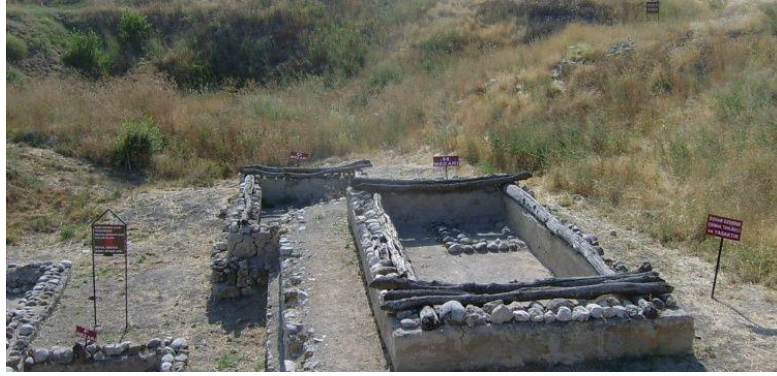


Figure 2. Alisar Mound (Access 2)

### **Kerkenes Ruins (Lost City of Pteria)**

Kerkenes Ruins are within the borders of Şahmuratlı Village of Sorgun. The ruins, located about 10 kilometers from the center of Sorgun, are described as the "Lost City". Discovered in 1988, many excavations were carried out in the ruins. The artifacts found as a result of excavations are exhibited in various museums. The ruins are not suitable for tourist trips, but it is one of the suitable places for historical research.



Figure 3. Kerkenes Ruins (Culture Portal, 2024)

### **Sorun Hot Springs**

The waters of Sorgun Hot Springs contain chlorinated sulfate, sodium chloride, and sodium sulfate. The local people reported that the waters, whose temperature ranges between 50 and 61 degrees, are healing for diseases. Chronic inflammatory diseases, spasms, painful gynecological diseases, and rheumatic pains are among the diseases that Sorgun Hot Springs is healing. There are also facilities for those who want to stay in Sorgun Hot Springs.



Figure 4. Sorgun hot springs

### **Çadırhöyük (Peyniryemez Village)**

Çadırhöyük is approximately two kilometers away from Peyniryemez Village of Sorgun. The mound was first discovered in 1926. It 32 meters high and 220 meters in diameter, research excavations have been ongoing since 1999. As a result of excavations and research, many historical remains and artifacts were found.



Figure 5. Çadırhöyük (Peyniryemez Village) (Culture Portal, 2024)

### **Garipler Village Church**

Garipler Village Church is in the Garipler Village of Sorgun. It is not known when and by whom the church was built. The church has been worn out and some parts have been destroyed as a result of natural disasters and home-made destructions over time. The church measures 17x12,3 meters. The length of the apse is 3,4 meters. The roof is partially collapsed. All the walls are intact except the upper part of the southwest corner. Cut stone was used in the corners, windows, arches, and doors, and rubble stone was used in other parts. The narthex is in the west. The church was used as a mosque for a period and then as a school. The church has a rectangular plan, extending east-west, with a narthex and three naves, built with smooth cut stone and rubble stone.



Figure 6. Garipler Village Church (Culture Portal, 2024)

### **Hapisboğazı Hittite Sculpture Workshop**

In Hapisboğazı Mevkii, which is located within the borders of Karakız Town, two kilometers away from the town center, two basalt lion statues and semi-worked stones and beds where the stones were processed were found. It is an important sculpture workshop used during the Hittite Period.



Figure 7. Hapisboğazı Hittite Sculpture Workshop (Kültür Portalı,2024)

### **Sorgun Karakız and Kazankaya Hittite Sculpture Workshops -**

Worked and semi-worked basalt stones were found in the rocky area 500 meters north of the Karakız Municipality service building, where a lion statue was found, indicating that it was used as a sculpture workshop during the Hittite Period. A carved water cistern with a diameter of two meters and semi-worked basalt stones were found at Kazankaya Mevkii, located approximately 1 kilometer south of the Karakız-Kadışehirli road passing through Karakız Municipality.





Figure 8. Sorgun Karakız and Kazankaya Hittite Sculpture Workshops (Culture Portal, 2024)

### Yozgat Sorgun Mükremin Lake

Trout farming is carried out in Mükremin Pond located in the Sorgun District of Yozgat Province. It offers a natural landscape view with the sunset.



Figure 9. Yozgat Sorgun Mükremin Pond (Kültür Portal, 2024)

Sorgun is also important in terms of farm tourism. It is the tourism movements that people make to green areas to fulfill their rural longing (Kızılarşlan and Ünal, 2014). Healthy living conditions are offered to visitors in farms where animal activities are carried out as well as plant activities. It is a type of tourism that is carried out in a natural atmosphere with complementary treatments such as physical therapy, psychotherapy, rehabilitation, diet, mineralized thermal waters, and mud under the guidance of a specialist physician to benefit human health (Soley, 1998). In this context, in terms of thermal tourism, that is, geologically based tourism, there are thermal areas in the Sorgun District of Yozgat Province. In addition, it has been registered as a thermal tourism center by the Council of Ministers. Today, tourism includes many different resources such as anthropology, archaeology, and archaeological sites (Pacifico and Vogel, 2012). Archaeological sites have been used as attractions since the beginning of modern tourism (Cohen, 1995). In this respect, archaeological sites attract tourists. In this sense, the archaeological tourism approach, which includes different dimensions of archaeological heritage and its marketing (Ross et al., 2017), is becoming

increasingly popular. It is also an important place in terms of archaeological tourism with its mounds.

### SWOT Analysis Evaluation Results

As a result of the SWOT analysis evaluation results, six items were determined for the strengths, weaknesses, opportunities and possible threats of the district in terms of rural tourism and shown in Table 1.

Table 1. SWOT analysis evaluation of Yozgat Sorgun District in terms of Rural Tourism

<b>Strengths</b>	<b>Weaknesses</b>
<p>The unspoiled nature of the region, the hospitality of the local people, Sorgun Thermal Springs, Thermal Tourism Sorgun is close to Hittite settlements such as Alacahöyük, Boğazkale, Hattuşuş and tourism centers such as Fairy Chimneys, Ürgüp, Göreme, etc, Mineral wealth in underground waters for thermal tourism, Presence of tourism values that can serve different tourism activities (trekking, mountaineering, plateau, nature, faith, thermal culture tourism, etc.), The richness of local food types, handicrafts and traditional motifs (birth, death, wedding, minstrel tradition, etc.) are still in existence, Within the scope of the I. International Bozok Symposium held on May 7, 2016, the geological structure of Yozgat, thermal resources, historical and protected areas, history of Yozgat, etc. issues were included. The fact that Sorgun has accommodation places within the scope of thermal tourism Alisar Mound, Çadırhöyük, presence of a Hittite sculpture workshop</p>	<p>Sorgun is not sufficiently promoted in terms of culture and tourism, Sorgun's continuous emigration, The lack of cooperation between non-governmental organizations and public institutions to develop Sorgun's rural tourism, Not enough exemplary entrepreneurs and businesses in the field of rural tourism, Irregular settlements in rural areas, Lack of a structure to market rural tourism and products, Local people are not sufficiently informed about the importance of protecting historical and natural beauties, and rural tourism awareness is not developed, Insufficient promotion and advertising for potential rural tourism visitors, Lack of an airport, Financing problems, Problems arising from physical infrastructure.</p>
<b>Opportunities</b>	<b>Threats</b>

<p>The IPARD program through the KDK encourages investments in the region,  Having the opportunity of KOP support  The existence of Bozok University,  Supports of Central Anatolia Development Agency,  Existence of EU grant funds for Rural Tourism,  A potential visitor audience of individuals who love nature and rural areas who want to get away from the stress of urban life in crowded cities such as Ankara, Kayseri, and Sivas,  An up-to-date inventory of geothermal resources will be prepared, and thermal tourism potential can be increased through bilateral cooperation with business owners, public institutions and organizations in Afyonkarahisar and other regions that are prominent in thermal tourism,  14. The subject of the II. The International Bozok Symposium to be held on May 4-6, 2017 will be about Yozgat's Tourism Potential and Problems, and the city hospital will be operational in Yozgat  Being the district with the highest population</p>	<p>Insufficiency of qualified personnel due to the increase in rural tourism potential,  The risk of degeneration, degeneration, destruction, pollution, and loss of natural and cultural values due to excessive and uncontrolled development of rural tourism,  Climate changes due to global warming negatively affect rural tourism and its season  Declining youth population due to rural migration,  Insufficient perception of rural tourism at the national level,  Weakening and deterioration of local and traditional culture,  Destruction of natural beauty due to businesses and individuals who do not care about environmental conditions.</p>
---	---

## CONCLUSION

The tourism sector is one of the important building blocks of economic, social and cultural development. Tourism activities provide great socio-economic, socio-cultural, and socio-political contributions to the people of the region. Tourism causes regional development to gain momentum, and in addition, tourists coming from Turkey and abroad provide socio-cultural changes in that region and are themselves affected by this change. Today, rural tourism has an important place among the development items since it will contribute to keeping the region's economy alive, changing the social structure over time, and creating socio-political openings. Sorgun District of Yozgat province, located in the Central Anatolia region, is a candidate to become an alternative tourism center with its existing rural tourism areas. Although the Sorgun district of Yozgat province has the natural, cultural, and historical values necessary for the development of rural tourism, it has been understood that it cannot utilize its existing rural tourism potential in the desired way.

Among the reasons why Yozgat Sorgun District cannot use its existing potential in terms of rural tourism; employees working in rural tourism enterprises do not have enough information about tourism, rural tourism enterprises cannot benefit enough from incentives and supports, local people do not have enough knowledge about tourism, transportation, zoning and infrastructure problems in rural areas, insufficient capacity of existing touristic facilities, inability to promote rural areas of Yozgat at the desired level, lack of coordination of public and private sectors and non-governmental organizations on rural tourism, lack of

entrepreneurship awareness and spirit throughout Yozgat province as stated in the study of Ersoy et al. (2018), the inadequacy of entrepreneurship awareness and spirit in Yozgat province can be shown. Evaluating the existing rural tourism potential can reduce migration, revitalize the economy, increase employment, increase women's participation in employment and social life, help young people look to the future with hope, and increase their desire to protect the rural areas where they were born and raised, contribute to the social, cultural and economic development of the region and the promotion of Yozgat/Sorgun. It is necessary to modernize existing facilities, build new facilities, and encourage and develop other types of rural tourism. It is of great importance for the sustainability and development of rural tourism that local people, relevant institutions and organizations, professional chambers, non-governmental organizations, and private sector authorities work together in a coordinated manner. A training curriculum for rural tourism should be created and radio and television programs should be made to arouse interest in rural tourism in Yozgat.

## REFERENCES

- Acıbuca, V. & Doğan, Y. (2022). Midyat/Mardin İlçesinde Tarımsal Faaliyetlerin SWOT Analizi . Bahri Dağdaş Bitkisel Araştırma Dergisi , 11 (2) , 173-179 . Retrieved from <https://dergipark.org.tr/en/pub/bdbad/issue/74353/992027>
- Albayrak, T. Ve Yazici K. (2023). The Effect of Ecotourism on Rural Development Example of Yozgat Sarıkaya. Presented at the V. International Halıç Congress on Multidisciplinary Scientific Research, İstanbul.
- Ateş, A. & Başaran, M. (2019). Kırsal Kalkınmanın Sağlanmasında Kadın İstihdamı: Afyonkarahisar Gazlıgöl Termal Turizm Bölgesi Araştırması . Yaşar Üniversitesi E-Dergisi , 14 (54) , 87-95 . DOI: 10.19168/jyasar.538967.
- Can Gaberli, Y. & Gaberli, Ü. (2023). Siirt'in Kırsal Turizm Potansiyelinin Değerlendirilmesi. Journal of Current Debates in Social Sciences, 6(Special Issue-1), 20-36.
- Cohen, E. (1995). Contemporary Tourism Trends and Challenges: Sustainable Authenticity or Contrived Post-Modernity? In Change in Tourism: People, Places, Processes, (Edited by Richard Butler and Douglas Pearce), London: Routledge
- Demir, M. & Aracı, S. (2022). Eleştirel Bir Bakış Açısıyla Kırsal Turizm İle İlgili Çalışmaların Bibliyometrik Analizi . Journal Of Applied Tourism Research, 3 (1), 25-36. Retrieved From <https://Dergipark.Org.Tr/En/Pub/Jator/Issue/68723/1053831>.
- Ersoy, Y. , Tehci, A. & Ersoy, B. (2018). Kırsal Turizm Potansiyelinin Swot Analizi İle Değerlendirilmesi: Yozgat İli Örneği . Hitit Üniversitesi Sosyal Bilimler Enstitüsü Dergisi , 11 (1) , 649-664 . DOI: 10.17218/hititsosbil.369468.
- Kızılaslan, N. & Unal, T. (2014). Tokat İlinin Ekoturizm/Kırsal Turizm Potansiyeli ve SWOT Analizi . Gaziosmanpaşa Bilimsel Araştırma Dergisi , (9) , 45-61 . Retrieved from <https://dergipark.org.tr/en/pub/gbad/issue/29703/319599>.
- Merkez, M. (2022). Yerel paydaşlar tarafından İzmirKaraburun, Mordoğan beldesinin kırsal turizm açısından değerlendirmesi. Journal of Humanities and Tourism Research, 12 (2): 379-390.
- Macdonald, R., ve Jolliffe, Lee. (2003). Cultural Rural Tourism: Evidence From Canada. Annals of Tourism Research, 30 (2): 307-322. Doi: 10.1016/S0160-7383(02)00061-

Pacifico, D. and Vogel, M. (2012). Archaeological Sites, Modern Communities, and Tourism, *Annals of Tourism Research*, 39 (3), 1588-1611.

Rawlinson, J.G. (2017). *Creative Thinking and Brainstorming*. Routledge. ISBN: 9781315259000. DOI: 10.4324/9781315259000

Ross, D., Saxena, G., Correia, F. and Deutz P. (2017). Archaeological Tourism: A Creative Approach. *Annals of Tourism Research*, 67, 37-47.

Sharpley, R. and Vass, A. (2006). Tourism, farming, and diversification: an attitudinal study. *Tourism Management*. 27 (5): 1040-1052. Doi: 10.1016/j.tourman.2005.10.025.

Soley, Selçuk V. (1998). *Turizmde Yapısal Gelişim*, Ankara.

Sorgun belediyesi Resmi Web Sayfası: <https://www.sorgun.bel.tr/sayfa/sorgun-hakkinda>

Torun, E. (2013). Kırsal Turizmin Bölge İnsanına Katkıları . *Karamanoğlu Mehmetbey Üniversitesi Sosyal Ve Ekonomik Araştırmalar Dergisi* , 2013 (1) , 31-37 . Retrieved from <https://dergipark.org.tr/en/pub/kmusekad/issue/10212/125485>

Türkiye Kültür Portalı Resmi sayfası, (2024). <https://www.kulturportali.gov.tr/turkiye/yozyat/gezilecekyer/kerkenes-harabeleri-kayip-sehir-pteria>

Yiannakis, J. and Davies, D. (2012). Diversifying rural economies through literary tourism: A review of literary tourism in Western Australia. *Journal of Heritage Tourism*, 7(1): 33–44. Doi: 10.1080/1743873X.2011.618538

Faydalanılan Linkler:

Erişim 1: <https://otelleri.net/sorgunda-gezilecek-yerler.htm>

Erişim 2: <https://www.arkeolojikhaber.com/haber-alisar-hoyugunun-hafriyat-uzerine-bir-soylesi-13560/>

# **EXPLORING CULTURAL NARRATIVES: ARCHITECTURAL MARVELS IN ALBANIA AND BEYOND THROUGH THE LENS OF ALBERT KAHN'S PHOTOGRAPHS**

**Assoc. Prof. Dr. Etleva Dobjani**

BARLETI University, Faculty of applied sciences and creative industries, Head of the Department of Architecture and Design

**Assoc. Prof. Dr. Vera Bushati**

BARLETI University, Faculty of applied sciences and creative industries, Department of Architecture and Design

## **Abstract**

The amazing "Archives of the Planet" initiative was started in 1909 by the rich French banker and philanthropist Albert Kahn. He thought it would be a great idea to compile a huge collection of pictures showing off various people from around the world. A millionaire who had a strong desire for world peace, Kahn used his wealth in promoting visual information. His focus was on promoting international dialogues through the use of the innovative autochrome process, which was the first user-friendly true-color photo system in history. Thus, Kahn assembled a group of photographers and dispatched them on a global tour, visiting more than fifty nations, including Albania and its surrounding areas. During the Balkan Wars, these Albanian-populated areas saw significant upheaval. Beginning in May 1913 in Kosovo, the photographic expedition captured the essence of Pristina, Graçanica, Lipjan, and Prizren. In October 1913, the expedition proceeded to Albania, with Durrës serving as its center. This scientific investigation delves into the specifics of those first color images, examining the technology, conventional buildings, and metropolitan landscapes of the day. Autochromes by A. Kahn from 1913, during the Balkan War, provide a fascinating look into early developments in architecture and urban planning. It's interesting to note that, despite the fact that these vibrant images offer a vital viewpoint on Albania's early architecture, historical texts typically conclude their accounts of the country's architecture by 1912. Through his revolutionary autochromes, Albert Kahn has given us a unique window into the early urban and architectural ethos of Albania. This study seeks to shed light on his landmark work.

**Key Words:** Autochrome, Albert Kahn, Archives of the Planet, Architectural Processes, Urban Development

## INTRODUCTION

Established in 2022, the "Archives of the Planet" photography museum pays homage to the visionary endeavors of Albert Kahn, a wealthy French banker who embarked on a monumental mission in 1909. His ambitious goal was to amass a visual record of nations and cultures across the globe. Recognizing the potential of the autochrome process, the first photographic technique to capture 'true-couleur,' Kahn sought to leverage this innovation to foster international understanding, peace, and cultural exchange. Committing his fortune to this noble cause, Kahn championed internationalism throughout his lifetime.

In the early years of photography, artists painstakingly hand-painted images in color, a practice that persisted for nearly seven decades. The breakthrough came in 1907 when the Lumière brothers, pioneers of cinematography, introduced "autochromes." These color photographs were created by tinting potato starch with three distinct colors and depositing it onto a glass surface. According to David Sean Thomas, heritage conservation officer and exhibition manager at the museum (Nisan, 2022, in *actualnewsmagazine*), "Kahn aimed to document the world objectively and from a documentary perspective. He envisioned these archives as a legacy for future generations, providing them with the knowledge to construct a more just and peaceful society."

The Albert Kahn Departmental Museum, housed in a striking structure designed by Japanese architect Kengo Kuma, officially opened on April 2 in Boulogne-Billancourt (Hauts-de-Seine). Nestled against the picturesque grounds envisioned by Albert Kahn, the museum showcases a collection of early 20th-century photographs. Kahn's financial support enabled a group of photographers to traverse more than fifty nations, including Albania and its linguistically aligned border regions. These Albanian-populated areas were undergoing profound transformations during a pivotal juncture in their history, shaped by conflict and the relentless march of 20th-century globalization.

Capturing historic moments in "real color," the photographers documented the fall of the Austro-Hungarian and Ottoman Empires, as well as the movements of soldiers during the First World War. The journey to the locales inhabited by Albanians commenced in Kosovo in May 1913, with the first autochromes immortalizing Pristina, Graçanica, Lipjan, and Prizren. Leo Freundlich, an Austrian-Jewish author, highlighted the tumultuous period in his book "Albanian Golgothaii," drawing attention to the severe consequences faced by Albanian villages caught in the whirlwind of war.

The photographic duo of Brunes and Leon embarked on a route from Skopje to Thessaloniki, capturing 69 color images of the city before heading to Bursa in Asia Minor. The fall of 1913 saw the expedition reach Albania, with Brunes and Leon arriving in Durrës on October 16. This essay critically examines the early evolution of architectural and urban processes, utilizing the first colored autochromes as a unique reference point.

## CITY DEVELOPMENT

Photographer Auguste Léon and the College of France's professor of human geography, Jean Brunhes, undertook a groundbreaking expedition between 1869 and 1930. Their mission aimed to document the characteristics, customs, and patterns of human activity in the Balkans, marking the first of its kind. Before the eruption of the First Balkan War in October 1912, Brunhes and Leon captured the essence of Bosnia. Their lenses focused on Banja Luka, Jajce, Mostar, and Sarajevo. In May 1913, amid the war's aftermath in the Albanian countryside, they ventured into Kosovo, capturing autochromes in Pristina, Graçanica, Lipjan, and Prizren.

The fall of 1913 saw the duo conducting a mission in Albania. On October 16, 1913, Brunhes and Leon journeyed from Montenegro to Durrës. From there, they traveled to Erzen, guarded by Esad Pash Toptani (1864–1920), reaching Tirana for a brief two-day stay. Departing Tirana, they returned to Durrës, eventually taking a ship to Tivar in Montenegro before arriving in Shkodra on October 21, 1913. Shkodra, the final Ottoman bastion in the Balkans, had been captured by Montenegrin soldiers on April 22, 1913, resulting in the destruction of a significant portion of the ancient city.

On October 22, 1913, the team moved north to Cetinje, the former capital of Montenegro, and Rijeka, capturing 94 photographs in Kosovo and 97 in Albania. Both sets were displayed at the Sorbonne during a planned conference on Albania.

This study focuses on two cities featured in Kahn's album, "Images of Albanian Cities," known for their steep terrains – Durrës and Prizren. Durrës, with a history spanning three thousand years, has borne various names, including Dyrrakum and Epidamus. The A. Kahn collection provides a visual record of the city's perimeter walls (Figure 1). Scholars like Heuzey (Zheku, 1997) have highlighted the anti-seismic construction technique, drawing parallels to the most regular and ancient portions of the great Durrës enclosure.

Post-Ottoman conquest in 1501, Durrës, dubbed "Second Constantinople" by 16th-century chroniclers, transformed into a town with 100–120 homes. The city experienced a slow recovery until the 17th century, emerging as a crucial hub for Central Albania. By 1912, with a population of approximately 4,700, Durrës became a vital link in the national struggle for independence. The Ottoman occupation of Albania came to an end as the country declared its independence.





Figure 1 Durrës' surrounding walls and a fragment of Saint Spiridhoni church

The city's development unfolded across two distinct zones: one situated on the elevated hill, and another adjacent to the bustling port. Along the southwestern slope of the hill, a series of Ottoman-style structures adorned the landscape (refer to Figure 2.1). When observed from an aerial perspective, these parallelepiped volumes exhibit an irregular distribution, each structure occupying a unique position within the varied topography (see Figure 2.2).

Over the centuries, the significance of the port has waned. Historical images preserved in the Archives of the Planet of A vividly capture the early 20th-century maritime scene, featuring passenger and freight ships. Albert Kahn's lens captured moments where vessels awaited unloading at the Durrës harbor or were anchored alongside two wooden bridges (depicted in Figure 2.3).

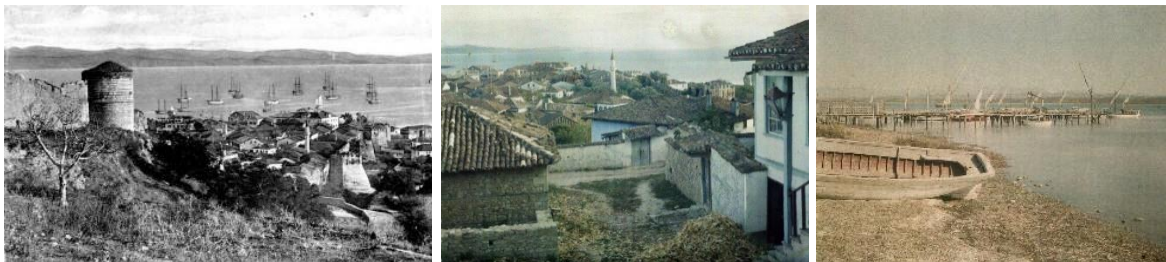


Figure 2.1, 2.2 Aerial image of the Harbour and the Residential complex in Durrës / 2.3 Harbour of Durrës

Only 490 meters of the original walls in Durres remain visible today, along with a few meters in Porto Romano, boasting a thickness of 3.5 meters. The sturdy connection between the bricks is reinforced by substantial layers of mortar, and historical accounts suggest the presence of a protective moat. The vaults, measuring 30 x 40 x 5 cm, and bricks, approximately 30 x 36 x 4.5–5 cm, contribute to the robust structure. The horizontal junction, surpassing the brick thickness, ranges from 6 to 8 cm. Intriguingly, brick fragments with granule sizes up to 3–4 cm are sporadically interspersed throughout the mortar, accompanied by fine gravel filler. The

foundation stones, broader than the wall by 15 cm, adapt to the sloped terrain in a staggered manner.

Moving to Prizren in Kosovo's southern region, the old town showcases exquisite structures blending Byzantine and Ottoman architectural styles. Recognized as "the city of lilies" due to the proliferation of these flowers in alleys, on bridges, and in bazaars, Prizren was once hailed as the "Jerusalem of Kosovo." A testament to a harmonious past, the city features the coexistence of various faiths, with Catholic cathedrals, Orthodox churches, mosques, and synagogues standing as witnesses to its diverse history. Noteworthy is the former Ottoman stone bridge, believed to have been completed by the late 15th century, connecting the historic parts of Prizren. For panoramic views of the city, plains, and mountain ranges, visitors can ascend the fortified hill of Prizren Castle situated east of the historic city (see Figure 3.1, 3.2, 3.3).



Figure 3.1 Prizren Castle walls and the bridge / 3.2 Aerial image of the city of Prizren / 3.3 The Residential complex of Prizren

One of Kosovo's most distinctive cultural heritage sites is the Castle of Prizren, situated on the left bank of the Bistrica of Prizren stream. Positioned atop a rocky massif, the castle commands a unique vantage point, overlooking the city of Prizren. According to CHwB in 2011, the urban layout comprises three distinct areas: the southern city, the lower city, and the upper city, each characterized by distinct architectural features. Standing at an elevation of 525 meters above sea level, the castle's encompassed area of approximately 1.5 hectares imparts an oval-shaped impression from north to south.

Archaeological excavations conducted in 2004 and 2009–2011 revealed evidence of the site's occupation since the Bronze Age. Across the river, the city extends along a hillside, with asymmetrical streets that gracefully follow the natural slope, descending toward the river's edge. Figure 4 in Kahn's photographs captures the charm of Prizren's streets, revealing them to be paved with river stones.

Notably, the Prizren Market is situated in the lower city, distinguished by its flatter terrain. The castle and its surroundings, as documented by Albert Kahn's photographs, offer a captivating glimpse into the historical and architectural richness of Prizren, showcasing the city's resilient connection to its cultural past.

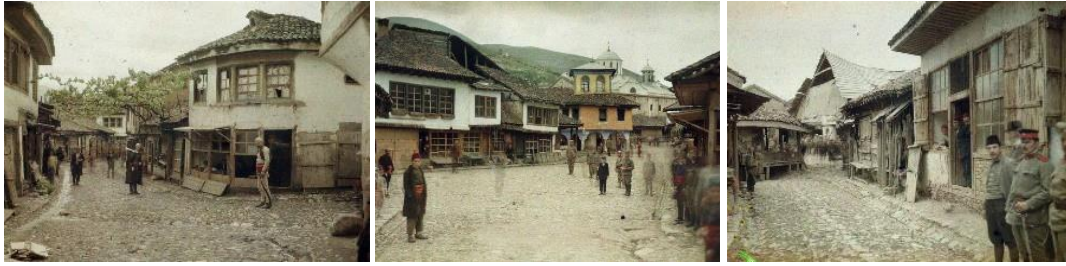


Figure 4 Cobble Street of Prizren and bazaar

In the Middle Ages, this city held immense historical significance, comprising twenty-four distinct neighborhoods featuring twenty-six mosques, two Orthodox churches, and a Catholic church. The hillside outside the castle, densely populated and intricately connected by roadways, is marked by geographic features. The city's largest building unit is constituted by apartments and their interconnected structures. A shift in landscape, induced by rotating structures predominantly on one side, has reshaped the city assembly. Notably, a half-story type composition characterizes these ensembles, emphasizing their close relationship with the terrain and a commitment to organic architecture.

Constructed from a mix of stone, adobe, and wood, the buildings contribute to the area's unique native physiognomy. A distinctive fifth facade, situated on the hillside's highest points, enriches the architectural panorama. The roofs, adorned with Laraman-colored country tiles, exhibit a subtle inclination (see Figure 3.3). This cityscape is a testament to the intricate interplay between history, geography, and architectural innovation.

#### BAZAAR

The nexus between cult objects and the bazaar is evident, particularly in Prizren, where the bustling marketplace aligns with the city's religious and historical landmarks. Positioned in the lower section of the city, adjacent to the mosque and the river, Prizren's bazaar mirrors the layout of many modern marketplaces. Among the city's plethora of mosques, the Mosque of Sinan Pasha stands out as a prominent symbol. Constructed in 1615 during the Ottoman era, this mosque, located beneath the Castle of Prizren, occupies a central place in the city.

The Sinan Pasha Mosque distinguishes itself through its strategic location, distinctive shape, choice of materials, and construction method. Noteworthy for its rich interior décor, it serves as a focal point in Prizren's architectural landscape. Unlike typical mosques in Kosovo, this particular mosque adopts a square layout, featuring a niche in the south-eastern corner. Adjacent to it stands the kroi, built contemporaneously with the mosque. Serving as one of the earliest tributes to the city's expansion beyond the castle, the retail area along the banks of the Lumbardh river showcases Prizren's evolution, where life extended from the castle to develop the surrounding suburbs.



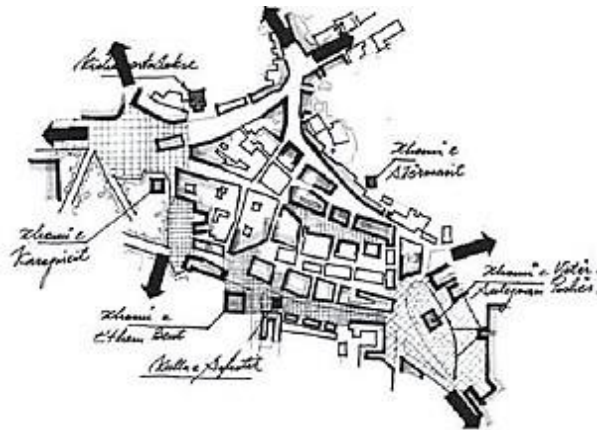
Figure 5 Prizren bazaar

Observing bazaars initially reveals their distinctive street-facing facades, a noteworthy aspect of their architecture. Some feature modest, rustic wooden porches, while others boast expansive, open-air shelters that directly interface with the street (see figure 5, 6). Security measures for these establishments were traditionally managed through tarabas, with horizontal channels directing the flow toward the store's front. These tarabas were carefully placed on the sofa before the commencement of daily business. Over time, the original stalls were replaced by hinged shutters that could be opened both upwards and downwards.

The shops, serving as the fundamental structural component of the bazaar, previously integrated workshops and storage areas at the rear. In Prizren, these establishments might span one or two floors, their functional design shaped by the unique products and wares of the surrounding mountainous region. Cobblestone roadways often feature central curbs, with occasional side curbs contributing to the overall character of the bazaar environment.



Figure 6. Durres bazaar



The historic bazaar in Tirana occupied a pivotal position at the intersecting routes from Durrës, Kavaja, Dibra, and Elbasan. While it is advantageous for markets to align with the geographic center of a city, this is not always the case. The origins of such markets can often be linked to a revered item, exemplified by Tirana's Haxhi Ethem Beu Mosque. Beyond the fortress walls, these markets typically evolved as the initial urban core. Some instances see their inception at the convergence of two or more road arteries, precisely meeting the criteria as illustrated in the example above (Figure 7).

Figure 7 Tirana Urban Structure (Sketch of Maks Mitrojorgji, in *Monumente*, 2017, no. 56, pg. 20)<sup>vii</sup>

Within the broader urban landscape, the Tirana Bazaar stands as a significant component, featuring not only commercial establishments like the bazaar itself but also religious structures such as the now-destroyed Orthodox church and surviving mosques, with those erected by Sulejman Pasha and Karapice having faced destruction. Cult artifacts surround the bazaar, forming a distinctive boundary.

Adjacent to the bazaar, clock towers rise prominently (see Figure 8.1, 8.2, 8.3), contributing to the city's architectural diversity. The Tirana Bazaar, coeval with the city's inception, has played a pivotal role in shaping Tirana's commercial identity over its extensive history, serving as the central hub for approximately three centuries. At its zenith in the late 1800s, boasting 727 stores, the bazaar facilitated a dynamic commercial atmosphere. Street-specific specialties streamlined navigation for residents, who were well-acquainted with each area's offerings.

In 1907, the bazaar underwent a transformative facelift, with cobblestone pathways and contemporary shutters modernizing its appearance. This compelled merchants to adapt to evolving trends. The modestly sized, adobe and brick-built stores, arranged side by side, featured wooden shutters and shelters. Bazaar-goers hitched their horses, mules, or donkeys at the center, selling poultry in the square.

Emin Riza's account (1972) highlights the architectural layout of the original bazaar, where the front portions of businesses were more visible, concealing sleeping quarters and watch posts in the rear. Store closures evolved from broad boards to "tarabats" and later "tartabenas," extending up to one and a half meters outside the store. While this tartabena system occasionally impeded street circulation, it fostered camaraderie among shop owners, who

exchanged congratulations and condolences within their stores.

The historic bazaar was a vibrant hub, featuring cafes, bars, and eateries, contributing to its rich and diverse cultural tapestry.



Figure 8.1 TIRANE center / 8.2 Old bazaar of Tirana and the clock tower / 8.3 Bazaar of Tirana

## MOSQUES

"Tirana distinguishes out, in the first place, for their mosques' great and attractive colour combinations, which give them a unique attraction among these nations' shrines," claims Eduard Lir in 1848. <sup>x</sup>

The construction of the mosque next to the bazaar in Tirana began in 1794 by Petrelian Molla Bey. The construction was put on hold after a year, but Et'hem bey, the son, subsequently resumed it and finished the minaret, the dome, and the wall decorations, according to the inscription on the gateway. The first two were finished in 1821, according to the inscription, while the ornaments and landscapes were finished in 1823. Haxhi Et'hem bey constructed the large clock tower of Tirana immediately following the completion of these projects, although its top portion has undergone revisions ever since.

The eastern portion of the portico of the mosque of Haxhi Et'hem Beu is represented in a picture of A. Kahn. The prayer hall, the porch with arches or sofa, the minaret, the purification well, the two graves at the entry, the greenery and the fenced yard make up this mosque's structure (figure 9.1). At the beginning of the 20th century, the yard expanded and added a cemetery to the greenery. The mosque has a straightforward rectangular layout with dimensions of 17.50 x 15.00 meters and a total size of around 260 m<sup>2</sup>, of which the prayer hall occupies about half. The L-shaped portico, which is situated in front of the hall in the northern direction and to the side in the eastern one, takes up the remaining space. The prayer room is square in shape and has an interior side of 7.75 meters. A dome with a diameter of around 8 meters that is clad in lead sheet is positioned above it. Twelve somewhat modest windows provide light to this area. From the inside, the shrine's cube and the dome's plastered roof combine to form practically an entire hemisphere. A reasonably large hallway that is

asymmetrical both with the hall's axis and with the arrangement itself is shown by the portico. Its front faces north and is made up of 15 full arches sitting on 2.90-meter-tall stone columns that are one piece, the same diameter, and have stylized capitals that differ from one another. The columns are profiled and supported by a stone plinth. There are three arcades on the west façade, seven arcades on the east facade, and four arcades on the north face. The hall's low and narrow gateway and the main entry portal appear one after the other a few meters behind the facade, aligned with the prayer hall. The hall's cube is partially covered by a four-bay roof. Between the arcades are wrought iron netting (Figure 9.1).

The outside and interior of the minaret are carved out of limestone. Its inside diameter is around

1.40 m, and its entire height is 33.44 m. The tombs of the founder and his wife (Et'hem Beut and Belkizes) are located at the portico's entry and on each side.

Et'hem Bey paid for the Clock Tower's initial construction, while Tirana residents assisted in its completion. Although the exact dates for the founding and completion of the tower are unknown, it is known that construction on it started after the mosque was completed. The clock tower, which has a quadrilateral shape, (figure 9.2) is situated 20 meters to the southeast of the mosque (3.68 x

3.60 m). Similar to the mosque, it is constructed from carved stones (Miho, 1987). The steps' interior size is  $1.72 \times 1.71$  meters, making them almost as tall as the mosque (30m). The tower's body is divided into two sections: the lower section, which extends from the base to the balcony and has windows through which it gets light, and the upper section, which is 6.37 meters high and extends from the balcony where the clock was set.<sup>xi</sup>

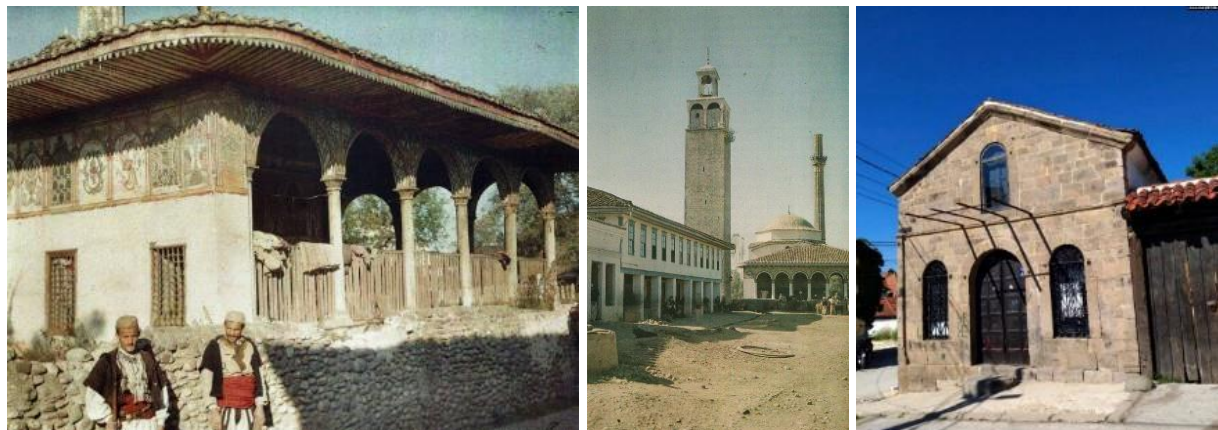


Figure 9.1 Tirana's mosque / 9.2 Rruga 28 Nentori, Tirane / 9.3 Prishtina Synagogue

The Prishtina synagogue (figure 9.3), which housed Jews from Spain during the 19th century, may be seen in the Kosovo photograph taken by A. Kahn. Around 500 Sephardic Jews, who emigrated from Spain and were transported to Kosovo by Sultan Selim, are said to have resided there before the Holocaust, in addition to all around the Ottoman Empire. This role no longer exists in the synagogue today. The Prishtina synagogue is surrounded by stone walls with regular forms, as seen in A. Kahn's photograph. Wrought iron railings were attached to

the windows' semicircular arches. A semi-circular arch spanned the entry gate's center. An arching gate is positioned in the upper portion, which finishes in a pediment. The heart of the synagogue and its entrance are highlighted by the balcony. A square with irregular cobblestones was created in front of it.

## SHKODRA CASTLE

In Albania, forts are massive defensive structures made up of solid outside walls, tall towers, and buildings as well as inner environments required for habitation and defense during a conflict. As early as the late Neolithic, between 2800 and 2700 BC, the first castles were erected in the Albanian territories. They were more widely diffused during the bronze age, but notably during the early iron age. There are a number of well-known Illyrian castles, including Rozafa near Shkodër, Berat Castle, Lis, Bylis, Amanti, Butrint, Antigone, etc. Then, throughout the fourth and sixth centuries of the new age, castles were also constructed in important locations and low-lying areas, including Durr's Castle, Gjirokastra Castle, Elbasan Castle, and afterwards Kruja Castle. up to the century, even during the Middle Ages. Many castles were constructed and restored during the nineteenth century, and as a result, they can be seen across Albania. The Albanian country benefits much from having these fortresses. They discuss its history in the Balkans, the art of construction, and its resilience over the years in the face of threats.



Figure 10.1 Castle of Shkodra and the customs in Bune / Figure 10.2 The walls of the castle from inside, showing the destruction after the war also of the Saint Stephen's Church wall

The Shkodra Castle is also referred to as "ROZAFI" and was captured by A. Kahn in figure 10.1 and 10.2 over the broad Buna River and above the city of Shkodra. It is prominently situated in the southern entrance to the city and is bordered by the three rivers Buna, Drini, and Kiri. A 35,000m<sup>2</sup> space is enclosed by 880m long encircling walls. It is one of the biggest fortresses in the Balkans and the biggest in Albania. The castle is one of the Shkodra basin's oldest towns, according to archaeological research, going back 4,000 years. The Labeatians and Ardians, two powerful Illyrian tribes, used to control it. It is initially attested as a fortified Illyrian city during the reign of King Ghent, and the historian Titus Livy (*Ab Urbe Condita Libri* 44-31), refers to it as "the strongest fortress of the Labeatians."<sup>xii</sup>



The Illyrian walls are overshadowed by the medieval ones. The walls from the Balshai era, which spanned the fifteenth century, were mortar-built and aligned with the broken ground. Three courtyards are located on the exterior of the castle and are distinguished from one another by gates. The Captain's Office, the Prison, and the passageways for covert departures outside it are mentioned in addition to the defensive system. Saint Stephen's Church (fig. 10.2) was also turned

into a mosque during the Ottoman takeover. Thanks to its strong walls and towers, Shkodra Castle was able to resist two sieges and Ottoman cannon in the years 1474 and 1478–1479.

Shkodra saw a significant development process in the 19th century, expanding away from the fortress, which by the middle of the century had completely lost all functions when the administration left it in 1865. The castle's relationship to the open city gradually deteriorated until it became a historical artifact about the middle of the 19th century. Shkodra as it is known now is situated on a plain to the northeast of the castle and is entirely cut off from it. As a dwelling, it is still rather new. The city, which included the neighborhoods of Oafe, Ajazme, Tabak, and Tepe, mostly extended on the eastern side of the castle, up to the Kiri River, until about the middle of the 18th century. The bazaar was located to the north of the castle. Two distinct events may be identified in the development of the new residential center in Shkodra today: first, the city's organic growth, which required new expansion surfaces, and second, the city's displacement from its original center for other reasons. The city's growth, particularly in the second half of the XVIII century, necessitated the development of additional residential neighborhoods. The land that now contains the city best suited the criteria for placing these sections there.

There is also the progressive displacement from the old center process. After 1860, it attained the decisive push that was the primary factor in the Drini river's reinstatement to its natural bed. The Tophane area was where the city's growth originally started, and then buildings started to go up in the Rus, Ndocaj, and Perash neighborhoods. Up to the first quarter of the twenty-first century, Shkodra was characterized by a distinct division between the residential core and the bazaar. The bazaar of Shkodra was situated at the base of the hill where the castle is situated, about three kilometers from the city in the direction of the flow of the Buna and the Lake. It consists of a main street and several side and narrow streets that remain immersed when the lake was swollen. The troops stationed at the port, close to customs and the bridge, were in charge of bazaar area at night. (Baldacci, A., 1913). <sup>xiii</sup>The port of Shkodra and the customs office were both close to the ancient of Buna Bridge. Both of these facilities were in use for a long time. Large warehouses, as well as large customs offices, banks, and about 1,500 businesses, were established there for the admission and departure of merchandise. The images taken by Shkodra master photographers like Marubi, Jakova, and Pici, who have given us living records of that time when Shkodra was a commercial hub, best illustrate this reality. (Panorama.com.al Jun 18, 2011)

## DWELLINGS

The urban landscape is dominated by the expansive ensemble of houses, shaped by the undulating terrain that guides the structures in a singular direction. Characterized by a half-story composition, these ensembles exhibit a close affinity to organic architecture, utilizing natural materials like stone, adobe, and wood, imparting a distinctive native physiognomy to the area.

In the historic heart of Prizren, located in the southern part of Kosovo, the "City of Lilies" boasts charming structures influenced by Ottoman and Byzantine architectural styles. Predominantly two-storey stone dwellings feature wooden strips between stone rows for seismic stability. Prominent shelters shield upper floors from rain, and windows with wooden sashes, crowned with wooden pediments, contribute to the decorative elements. Pseudo-isodomic stone walls define property boundaries, and double-hung gates lead to two-door minicats. Cobbled streets slope toward the center, with the silhouette of a minaret highlighting the metropolitan setting's cultural diversity.

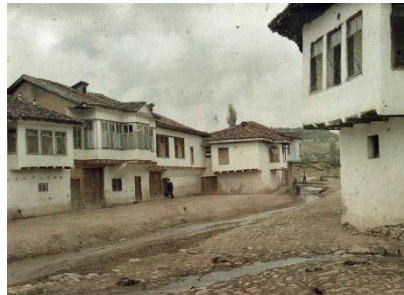


Figure 11 Prizren

In the 18th and 19th centuries, Shkodra witnessed urban expansion, resulting in Cardak-style residences in northeastern streets. These homes included courtyards, vegetable gardens, fruit trees, grass towers, and wells. The cardak served as the compositional core, connecting spaces and functioning as a living and agricultural processing area. The economic shift towards craft-commercial activities led to the enclosure of Shkodra apartments' cardaks during the second half of the 19th century. A. Kahn's color photographs capture this evolution, showcasing enclosed cardaks with large windows, wooden closures, and facades adorned with frescoes. This architectural transformation symbolizes the innovation of the late 19th century, as cardaks evolved into year-round residences rather than workspaces.



Figure 12.1 Open çardak. Banesa e Esat Pashe Toptanit, Tirane / 13.2 Close çardak, Shkoder

Figure 12.1 displays an open cardak in Tirana, contrasting with Figure 12.2 where the cardak on the front facade is enclosed. A. Kahn's color photographs highlight the facade's plastering as a representation of the late 19th-century innovation, marking the shift from a workspace to a year-round residence. The distinctive corner enclosure creates a living and waiting space, revealing the lower portion intended for warehousing or workshops. Architectural treatment on this floor features wide windows with wooden shutters, characteristic of the time.

## PEOPLE PORTRAITS

Albert Kahn meticulously captured portraits of individuals adorned in the distinctive attire emblematic of various locales, a rich tapestry reflecting deep-rooted traditions and offering insights into the cultural evolution of these regions. Beyond the vibrant display of traditional clothing, these photographs serve as historical windows, shedding light on the development of cities and the evolution of architecture. Serving as invaluable glimpses into the past, each image becomes a conduit for contemporary society to glean knowledge about culture, tradition, ways of life, and the intricacies of everyday social interactions. Within Kahn's lens, every picture encapsulates individuals immersed in diverse social or professional processes, creating a vivid tableau of the multifaceted aspects of human life.



Figure 13.1 Mbishkodra mountaineer wearing Xhublet /14.2 Both men and women wearing traditional costume, Shkoder/ 14.3, Tirane 14.4 Mens traditional costumes on the bazaar, Tirane

The initial photograph (Figure 13.1), sourced from the A. Kahn collection, showcases a mountaineer from Mbishkodra adorned in traditional attire, Xhubleta, set against the backdrop of a characteristic Shkodra home's exterior walls. Moving to the second image (Figure 13.2), both men and women are captured donning traditional costumes, while in the background, a house's perimeter wall stands tall, constructed from river stones bound together with lime mortar. The final two images (Figures 13.3/13.4) were taken during a bustling shopping day in Tirana.



Figure 14.1 Cobbled shopping streets Prizren / 15.2 Cobbled shopping streets Tirane

In Image 14.1, the cobblestone streets of Prizren's bustling market are vividly depicted, capturing the essence of a typical bazaar day. The scene showcases individuals gathered in the center, providing a glimpse into the lively atmosphere. Meanwhile, Figure 15 shifts our focus to the poignant remnants of the Franciscan Church in Shkoder. Ravaged during the tumultuous events of the 1913 War, the church's damaged walls are featured in a series of portraits.

These visual narratives offer a profound insight into the way of life, daily activities, and traditional costumes of the depicted individuals. Moreover, by examining the backgrounds of

both images (15.1 and 14.2), we gain valuable perspectives on the evolving dynamics of the Prizren bazaar and the cultural significance of the cult building in Tirana. The juxtaposition of these images becomes a compelling lens through which we can explore and understand the historical and cultural nuances embedded in the fabric of these two distinctive locations.



Figure 15 Franciscan Church in Shkoder. The walls show the damage done during the war. Today it is restored

## MEMORY AND TIME RELATIONSHIP

The shaping of space is intricately tied to architecture, with a profound interplay between time and space. Buildings, responsive to evolving consumer needs, undergo transformations that reflect the passage of time. The aging and deterioration of structures are not merely physical phenomena but also manifestations of perceived duration, entwined with the memories and temporal experiences of their inhabitants. This concept extends to the broader context of how individuals experience a building or a city, emphasizing the importance of memories and the notion that new developments should enrich the past, akin to a palimpsest. Architects, as creators and designers of time and space, play a pivotal role in shaping these experiences.

Henri Bergson, the visionary behind the Archives de la Planète, distinguished between the objective time of science and the subjective time of individuals in his seminal work, "Time and Freedom." The concept of "durée réelle" or actual duration, sustained by images in our memories, underscores the enduring nature of subjective time. A century has passed since the French photographic journey through the Balkans, marking a period of significant historical upheaval. The vivid and impressionistic photographs from this era, despite the violence and challenges faced by the Balkans, serve as enduring reflections of collective memory. They transcend the quantifiable time, offering a profound sense of historical depth that expands our perception of the past century.

Individuals interpret their lives subjectively in relation to time, and this subjective understanding is a crucial aspect of lifespan development. Architecture and city development, both rooted in the concept of space, are inherently connected to time.

The evocative photographs captured by A. Kahn serve as poignant reminders of locales such as Tirana, Shkodra, or Prizren. These historical spaces, integral to people's lives, are

irreplaceable, encapsulating a tapestry of history, popular memories, rituals, and customs. Preserving these elements is essential, as they form the soul of the city and contribute to the continuity of its cultural legacy.

## CONCLUSIONS

Embarking on a comprehensive historical exploration within this article, we resurrect pivotal moments through the lens of the first color images, shedding light on the city's development and the cultural heritage of the nation. Capturing unique architectural features and everyday activities, these images serve as a poignant catalyst for reviving or constructing forgotten memories across various cities in Albania. Through the study of these visual narratives, we gain insight into our nation's cultural legacy and discern the impact of global events on society, fostering a deeper understanding of our collective past.

Albert Kahn's meticulous documentation spans more than a century, yet the timeless quality of these images creates a temporal illusion, making significant events feel like they occurred just a few years ago. This perceptual shift prompts us to forge connections between historical occurrences and narratives from literature or familial accounts. While the unstoppable march of time ensures the continuous evolution of cities, individuals, and cultures, it is crucial, particularly in the era of globalization, to preserve and honor historical artifacts, commonplace memories, rituals, and traditions that have etched themselves into the collective heart. The intrinsic importance of memories in human nature beckons us to build upon the past rather than obliterate it entirely, acknowledging the irreplaceable role history plays in shaping our present and future.

Pictures 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15 are taken in Elsie, R., (2018), Albania and Kosova in colour 1913: the autochromes of the Albert Kahn collection (Shqipëria dhe Kosova në ngjyra 1913: autokromat e Koleksionit Alber Kahn, Skanderbeg Books, Tirana

## REFERENCES

<sup>i</sup> <https://actualnewsmagazine.com/english/the-albert-kahn-museum-in-boulogne-billancourt-reopens-its-huge-collection-of-autochrome-color-photographs-to-the-public/>

<sup>ii</sup> Freundlich, L., Elsie, R., Albanian Golgotha: The Exterminators of the Albanian People, in [http://www.albanianhistory.net/texts20\\_1/AH1913\\_1.html](http://www.albanianhistory.net/texts20_1/AH1913_1.html) in September 2022.

<sup>iii</sup> Heuzey, L., Daumet, M., (1986), Mission Arheologique de Macedoine, Paris pg. 349-392, in Zheku, K., (1997), Epidemia dhe Dyrrihu ne lashtesi ishin dy qytete te vecanta apo nje qytet i vetem me dy emra?. ILIRIA Nr. 1-2, 1997, in Iliria [https://www.persee.fr/doc/iliri\\_1727-2548\\_1997\\_num\\_27\\_1\\_1676](https://www.persee.fr/doc/iliri_1727-2548_1997_num_27_1_1676), Accessed in September 2022

<sup>iv</sup> Dankoff, R., Elsie, R., (ed.): Evliya Çelebi in Albania and Adjacent Regions (Kosovo, Montenegro, Ohrid), Leiden 2000, p. 127-153. Translated from the Ottoman Turkish by Robert Elsie and Robert Dankoff. in

[http://www.albanianhistory.net/1670\\_Chelebi3/index.html](http://www.albanianhistory.net/1670_Chelebi3/index.html), accessed in August 2022

<sup>v</sup> CHwB, 2011, Conservation and development plan for the historic zone of Prozren Kosovo, available in chrome-

extension://efaidnbnmnnibpcajpcglclefindmkaj/[http://qhpz.ecmandryshe.org/storage/uploads/QXW5eum2\\_gSNenElu94vvaw3ZMXoW95ZzcrdvUnJ7.pdf](http://qhpz.ecmandryshe.org/storage/uploads/QXW5eum2_gSNenElu94vvaw3ZMXoW95ZzcrdvUnJ7.pdf) (Accessed in August 2022).

---

<sup>vi</sup> Shkodra, Z., (1973), *Esnafet Shqiptare*, Tiranë, pg. 67

<sup>vii</sup> MITROJORGJI, J., 2017, *Monumentet*, 56, Tirane, pg. 20.

<sup>viii</sup> Dhamo, Thomai, *Aliaj*, (2016), *Tirana – Qyteti I Munguar*, Tiranë

<sup>ix</sup> Riza, E., (2009), *Qyteti dhe banesa shqiptare e mesjetës së vonë. Shek. XV-mesi i shek.XIX*, Akademia e Shkencave e Shqipërisë, Tiranë

<sup>x</sup> Lear, E., (1948), *Ditar udhëtimesh 1848-1849, "Plejad"*, Tiranë

<sup>xi</sup> Koço, M. (1987), *Trajta të profilit urbanistik të qytetit të Tiranës*, 8 Nëntori, Tiranë, fq. 94

<sup>xii</sup> Titus Livius (Livy), *The History of Rome, Book 44*, William A. McDevitte, Sen. Class. Mod. Ex. Schol. A.B.T.C.D., Ed, retrieved

in

<https://www.perseus.tufts.edu/hopper/text?doc=Perseus%3Atext%3A1999.02.0149%3Abook%3D44%3Achapter%3D31>, September 2022

<sup>xiii</sup> BALDACCI, Note statistiche sul vilayet di Scutari e la legge della montagna albanese, in «*Rivista geografica italiana*», VII, 1901 - <https://www.albanianews.al/cultura/storia/scutari-albania-antonio-baldacci-2-parte>

<sup>xiv</sup> Riza, E., (1972), *Monumentet* 4, Tirane, pg. 146

<sup>xv</sup> Meksi, A., Baçe, A., Riza, E., Karaiskaj, GJ., Thomo, P., *Historia e arkitektures ne Shqiperi*, by Kristalina-KH, Tirane, ISBN13: 9789928171375

# ADAPTATION OF SME-S IN THE FACE OF COVIDI-19, ALBANIAN REALITY

**Prof. Assoc. Valbona Cinaj**

Department of Mathematics and Informatics  
Faculty of Economics and Business Management  
Albanian University

**Prof. Dr. Artur Ribaj**

A University of Tirana

**Abstract** Small and medium-sized businesses (SMEs) are the soul and breath of an economy, but often these businesses are not financially strong enough to face challenges and atypical situations such as those caused by the COVID-19 pandemic. In this respect, this study is of a qualitative nature and aims to identify how SMEs in Albania adapted during and after the period of the COVID-19 pandemic. The interruption of many business activities as a result of the pandemic placed emphasis on the need for these businesses to survive in the market through lending, which on the other hand was not possible to do in a market where everything was at risk and where everything was also unknown. The paper starts with the in-depth review of the existing literature which provides more information on SMEs in this period and then continues with the practical contribution of the study by analyzing the data obtained from a sampling of 40 (forty) SMEs in Fier Country . The data are analyzed and interpreted, and on their basis the respective conclusions and recommendations are drawn.

Keywords: SMEs; the COVID-19 pandemic; adaptation; lending; Fier county

## 1. Introduction

The COVID-19 pandemic has imposed major health emergencies around the world. Since January 2020 over seven million people have been infected with the virus, almost no country in the region is safe from this pandemic (Van Damme, W., Dahake, R., Delamou, A., Ingelbeen, B., Wouters, E, Vanham, G., ... & Assefa, Y. (2020)). The COVID-19 pandemic: diverse contexts; different epidemics—how and why? (BMJ Global Health. Due to the highly contagious nature of the virus, almost all countries are forced to adopt social distancing measures along with quarantine. Which has led to a decline in aggregate demand for most goods and services around the world, leading to a decrease in exports, imports, and overall economic activity? Many countries in the world have restricted the movement of people through lockdowns and by closing public places, at the same time many countries have banned the import of goods due to the fear of the spread of the virus especially from China, which is one of the largest exporters of goods. This resulted in China's GDP falling by 6.8% in the first quarter of 2020. Currently (Devpura, N., & Narayan, P. K. (2020)). Hourly oil price volatility: The role of COVID-19. In Energy Research Letters, studied the effects of the COVID pandemic on the oil process, while the impact of COVID 19 on the performance of enterprises has had fewer studies. The hardest hit industries and companies seek support from governments in the form of financial support such as rescheduling or waivers. Minimizing the financial consequences to the business through Anti-COVID financial packages. BiznesAlbania (BA) with the technical support of the International Labor Organization (ILO)



and in partnership with the European Bank for Reconstruction and Development (EBRD) has conducted a survey of several companies to assess the impact of the COVID-19 pandemic on their activity in Albania. The survey was answered by n= 278 enterprises during the time period April 14-30, 2020.

For almost 30% of the enterprises surveyed, a period of 1 to 3 months would be needed to fully recover their operations, while for almost 20% more than 6 months. 18% anticipate their recovery efforts to take 1 to 4 weeks and 17% expect their business activity to resume in less than a week. 8% of respondents are looking at the possibility of closing their business temporarily or permanently. Within the selected sectors, the hospitality sector (41%) and the textile sector (29%) have the largest number of enterprises that anticipate a long recovery period of more than 6 months.

## **2. Literature review**

The spread of COVID-19 caused a severe global recession in 2020 that was far worse than that caused by the global financial crisis of 2008-2009. In a recent report, the Organization for Economic Co-operation and Development predicted that the outbreak of COVID-19 reduced global GDP growth by 24.2% in 2020.

So far, the epidemic outbreak has led to a decline in economic growth in China from 6.11% to 1.8%. Based on different scenarios of the impact of the pandemic, the ILO (2020) estimates that global unemployment could increase by almost 25 million.

In addition, the authors Hassan and Gavilanes (2021) study the impact of the COVID-19 contamination rate on the return of stock market indices and the prices of selected commodities, such as gold, platinum, silver. They show that a 1% increase in the virus infection rate reduces stock market returns by 2.3% on a daily basis. Based on their estimates, the largest drop is observed in the prices of a barrel of oil, where an increase in the rate of spread of the virus causes a decrease of 4.08% and 3.26% in oil prices.

As a result of the COVID-19 pandemic, many countries have banned or imposed restrictions on personal social and cultural interactions and international trade exchanges. There is a growing interest in understanding the main explanatory factors of differences between countries in the pattern of confirmed cases and fatalities from COVID-19.

According to a survey by the Organization for Economic Co-operation and Development (OECD), 50% of small and medium-sized businesses (SMEs) in the Western Balkans have completely stopped working due to the pandemic during 2020.

The pandemic appears to be a major blow to the current form of globalization, it slows down its speed, and may even create a new version of globalization that is more regulated. However, globalization, with the entire world starting to flow people, goods, money, information and ideas on a large scale and speed, may also be responsible for allowing the explosion to spread rapidly. For example, since the spread of the disease COVID-19 relies heavily on human-to-human interactions, the movement of people internationally can be a dominant driver of its outbreak.

There are studies that have examined the negative impact of globalization on health risks. In a recent study, Farzanegan et al. (2020) highlight the role of tourism in the spread of COVID-19. Governance index: governance can play a role in the management of COVID-19, the

crisis is also important and should be considered. Countries that are more prone to corruption, political instability, and lack of transparency and accountability of the state to the people may be less effective in managing the spread of COVID-19 and implementing measures to control the crisis. The COVID-19 pandemic caused a health emergency, but not only because the measures necessary to contain its spread had an impact on many spheres of life, including financial aspects, as it relates to the prohibition of the development of businesses in their typical form, the obligation that within a short period of time businesses must adopt e-commerce in an imposed manner, for which small business in Albania is not very familiar, the restrictions to develop trade and cooperate with foreign operators and to the drastic decline of income as a result of the decrease in purchases due to the situation of uncertainty. The long-term impact of the pandemic is very difficult to assess right now as we are in the midst of this crisis ( Craven, M., Liu, L., Mysore, M., & Wilson, M. (2020). COVID-19: Implications for business. McKinsey & Company, Research on the social, economic and cultural impact of such pandemics is very limited, although the world has gone through many such events in the past. After such events people tend to avoid investments and prefer to reduce their losses by withdrawing investments, which results in a decrease in the level of economic activity, leading to a decrease in overall economic growth. In the current situation, returns on investment are mostly negative as economic activity has almost stopped, it cannot be predicted whether or not people would show similar conservatism or not. Funk, Gilad, Watkins, & Jansen Funk, S., Gilad, E., Watkins, C., & Jansen, V. A. (2009). The spread of awareness and its impact on epidemic outbreaks. The current COVID-19 pandemic has forced the closure of many businesses and this has caused a major disruption in global trade, resulting in losses for almost all industrial sectors across the world. Some businesses such as retailers have faced and will face difficulties in the short term, but other businesses such as supply chain, manufacturing and healthcare are facing issues such as falling demand, reduced cash flow, reduced sales revenue, labor availability, and marketing issues. (Jordà, Ò., Singh, S. R., & Taylor, A. M. (2020)). These issues are compounded for start-up or small-scale business operations, as they freeze hiring new employees and even downsize. On the contrary, the situation has presented many companies such as online shopping, online entertainment and online communication with a huge opportunity, which has been properly cashed in by these businesses. (Donthu, N., & Gustafsson, A. (2020)). Thus, the ability of enterprises to recover varies from sector to sector and even between different segments within sectors depending on the impact of the crisis on their business activity and the restrictions imposed during the state of emergency. The hardest-hit sectors such as hospitality, transport and textiles will need a longer recovery period, while the information and communication sector anticipates a relatively quick recovery. The perception of enterprises in the agriculture, food and beverage and retail/sales sectors varies considerably depending on their type of business activity and position within value chains. According to the sectoral analysis, the companies that have significantly reduced the number of their workforce are from the hospitality sector (75%), transport (63%), textile (62%) and the agriculture sector (60%). The number of companies that were forced to lay off their employees is shocking. Specifically, enterprises that state that they have had to lay off more than a third of their workforce account for 80% of enterprises within the retail/sales sector, 74% within the hospitality sector, 60% within the of transport, and 50% within the food and beverage sector. Within the construction sector, 33% of enterprises have stated that the rate of departure of their employees ranges from 21% to 30%. The majority of enterprises within the agricultural sector (75%) have been forced to lay off between 1% and 5% of their employees. A similar percentage of employees (1% - 5%) have left their jobs mainly within the textile sector (50%), transport (40%), food and beverage (28%), construction (22%) and the retail sector. retail / sales (20%). Almost a year has passed since Covid-19 changed the economies

of the world, including the Kosovar economy that continues to remain fragile without a clear recovery plan. During the pandemic, consumers have moved dramatically to online channels and companies have responded in kind. The Covid-19 pandemic has created a new narrative for the way of doing business considering the changes caused to companies of all sectors (Konrad Adenauer, 2020). The potentials that digital transformation has for companies have been pointed out especially after the outbreak of the Covid-19 virus pandemic and as a result of the establishment of restrictive measures to prevent its spread. Kosovar businesses, whether they small, medium or corporate level, have faced numerous changes in the way of doing business and have found themselves in an unprecedented situation that necessarily requires reaction and change.

Referring to the Konrad Adenauer Stiftung - to the performance of SMEs in Albania, the period January-September 2020, it is submitted that an even more important problem to emphasize is the fact that 51% of businesses have not benefited from the financial measures offered by the Albanian government in pandemic response. This problem requires a special study to understand if these businesses did not know how to benefit or if the institutions did not pay them due attention. This is because the lack of financial assistance for this situation translates into a lack of opportunity to continue business, which damages not only business, but also the economic programs for economic growth presented by the government.

### **3.Methodology**

It is important to highlighting the lessons learned from this global pandemic, and highlighting the opportunities to get out of this situation or site

The main objective of this study is to identify the adaptation mechanisms of SMEs during and after the period of the COVID-19 pandemic. This main objective is broken down into the following objectives:

1. To analyze what were the challenges caused by the COVID-19 pandemic on small and medium businesses.
2. To highlight how SMEs adapted to stay in the market with limited liquidity opportunities.

We have referred to secondary data generated by central public institutions such as the Bank of Albania, the Ministry of Finance and Economy, or even by national or international organizations with the object of their activity being business in general or SMEs in particular. In addition to the analysis of secondary data, the practical contribution of the study lies in the application of the interview as a research instrument, which was carried out with 40 (forty) small and medium-sized businesses in the Fier District, an interview with 7 (seven) questions adapted from the existing questionnaires related to this object of study, but also from the set variables of the study.

The generated data will be presented in graphical form and will be analyzed and interpreted in order to draw relevant conclusions and recommendations. The main hypothesis of the work is: Hypothesis (1): The COVID-19 pandemic brought about changes in the business model of SMEs, due to limited liquidity opportunities.

H<sub>0</sub>: Null hypothesis of the study: The COVID-19 pandemic did not bring changes in the business model of SMEs, due to limited liquidity opportunities.

### 3. Impact of the COVID-19 pandemic on businesses, Albania performance

In 2018, the European Bank for Reconstruction and Development, within a project, concluded that small businesses make up 91% of the total number of businesses in the Albanian economy

Konrad Adenauer in 2020 in the study "Performance of SMEs in Albania" came to the following conclusion: "Albania is still a country that progressively increases the number of small and medium-sized businesses over the years. Currently 99% of Albanian businesses are SMEs, and this is apparently a good trend and a normal development of a small country. In international statistics, countries with economic development similar to Albania count the same standard of small and medium-sized businesses.

Referring to the data of the Institute of Statistics of the Republic of Albania, the data on business and legal form at the end of 2021 result as follows:

Table 1, Active enterprises according to legal form, albanina currency

<b>Total</b>	<b>29,152</b>
Farmers	14,206
Physical Persons	11,280
Legal Persons	3,666
Limited liability company	3,296
Joint Stock Company	18
Enterprise and public administration	34
NGO, Org. INTERNATIONAL LAW	221
Other companies	97

Source: INSTAT, 2021

As for economic activity and the size of businesses, at the end of 2021, referring to the official data of the Institute of Statistics, the data results as follows:

Table 2. Economic activity and size of businesses

<b>Economic activity</b>	<b>In total</b>	<b>Group by the number of employees</b>			
		1-4	5-9	10-49	50+
Total	29,152	28,028	689	376	59
Producers of goods	16,157	15,870	177	97	13
Farmers	14,206	14,206	-	-	-
Agriculture, forestry and fishing	199	195	4	-	-
iNdUSTRy	830	715	60	c	c
Building	922	754	113	c	c
Service producers	12,995	12,158	512	279	46
Business	4,472	4,294	128	c	c
Transport and storage	550	520	17	c	c
Accommodation and food service	1,950	1,683	201	c	c
Information and communication	1,252	1,151	38	50	13
Other services	4,771	4,510	128	105	28

Source: INSTAT, 2021

As we can see from the data above, presented in tabular form, the largest number of businesses in Albania are producers of goods, compared to producers of services, and the highest number of businesses are businesses with 1-4 employees. Small and medium-sized

businesses (SMEs) have long been recognized as engines of economic growth and development. The reason is that they not only offer numerous employment opportunities for different layers of society, but at the same time they are activities where money circulates faster, thus having a direct impact on the growth of the economy.

In order to give a more complete picture regarding SMEs in Albania, data from the Institute of Statistics of the Republic of Albania, related to the main indicators according to the size of enterprises in the years 2016-2021, were brought to the study and then analyzed.

Table 3. Key indicators by enterprise size, 2016-2021

INDICATORS	Number of enterprises					
	2016	2017	2018	2019	2020	2021
year						
Micro Enterprises (1-9 employees)	102,965	101,595	100,876	96,924	95,558	97,022
Small Enterprises (10-49 employees)	4,413	4,839	5,246	5,736	5,674	5,608
Medium Enterprises (50-249 employees)	996	1,077	1,147	1,251	1,173	1,227
SME (1-249 employees)	108,373	107,511	107,269	103,911	102,405	103,857
Large Enterprises (250+ employees)	152	166	181	179	169	174
in total	108,526	107,677	107,450	104,090	102,574	104,031

Source: INSTAT, 2021

To prevent the spread of COVID-19, the Government adopted a series of mitigation measures based on social distancing, national quarantine and the closure of non-essential businesses. The shutdown of the economy represented a major shock to almost all sectors. The corporate business segment faced significant difficulties, as it had to provide sufficient liquidity to cover operating costs, as a result of the lack of income. The Albanian Government made available through Normative Acts and Decisions of the Council of Ministers, two Financial Packages as social support for citizens and businesses.

**Package 1** consisted of financial assistance for employees in business entities with annual income of up to 14,000,000 ALL<sup>46</sup>, for the period after the cessation of economic activity due to the state of the pandemic caused by COVID-19, including self-employed natural persons. The Albanian government supports the private sector through the instrument of the Sovereign Guarantee in coping with the situation. Also, the Council of Ministers approved two Sovereign Guarantee instruments for a total amount of 26 billion ALL.

**Sovereign Guarantee I** in the amount of 11 billion Lek<sup>47</sup>, applied by Businesses to every second level Bank in the Republic of Albania; guaranteed 100% by the Albanian State; three months' salaries of employees of companies affected by the Covid-19 situation are paid; the interest is subsidized by the Albanian Government; grace period of 3 months.

**Sovereign Guarantee II** in the amount of 15 billion Lek<sup>48</sup>, is applied to businesses in all sectors of the economy for working capital needs and investments and constitutes an instrument that shares the risk with the banks, covering a percentage of the principal of each loan; there are preferential financing conditions, and a repayment term of up to 5 years. There is a grace period of 6 months.

In the graphs below, graph 1 (disbursements of Anti-COVID packages); 2 (Warranty 1-Value); and 3 (sovereign guarantee 2; number of businesses) official data according to the Ministry of Finance and Economy of the Republic of Albania regarding the profitability of these packages are presented.

Chart 1. Disbursements of Anti-Covid packages,  
Source: Ministry of Finance and Economy

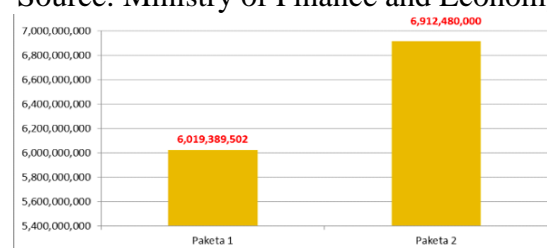


Chart 2. Warranty and Value,  
Source: Ministry of Finance and Economy

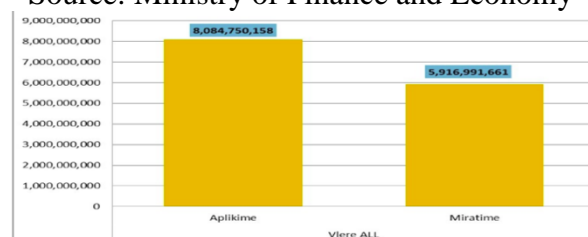
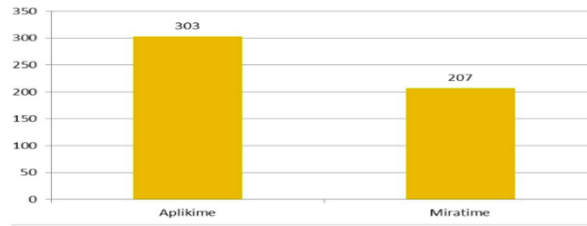


Chart 3. Sovereign guarantee and the number of businesses,  
Source: Ministry of Finance and Economy

<sup>46</sup> ALL is ALBANIAN LEK

<sup>47</sup> Is the Albanian currency

<sup>48</sup> Is the Albanian currency



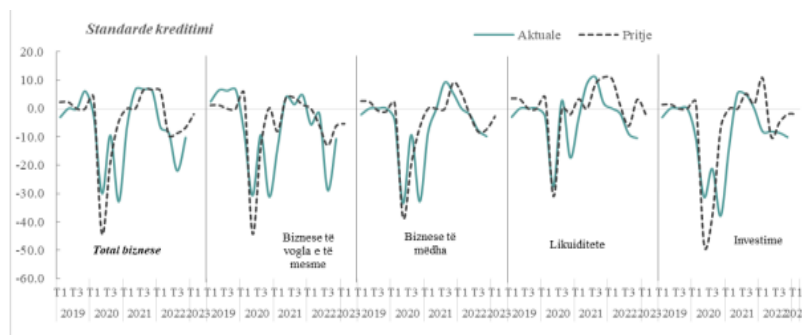
Official data show that there is nevertheless a significant difference between applications and approvals, taking into account the profitability (approvals) of the sovereign guarantee 2. On the other hand, the financial packages had many discussions regarding their effectiveness, but it should also be mentioned that these financial packages were given in the first moments of the pandemic and the total shutdown of the country (period March 2020-May 2020) while there were no other packages later when for the sake of truth it must be said that it was time for a better study of financial consequences and finding mechanisms to minimize them.

## 6. Lending to SMEs in Albania

Lending standards for businesses continued to be tightened even in the last quarter of 2022. The tightening of standards was carried out both in loans granted to small and medium-sized businesses, as well as in those for large businesses, as well as in loans for financing investments, as well as those for covering liquidity needs.

Chart. 4 Credit standards T1, 2019-2023

Source: Bank of Albania

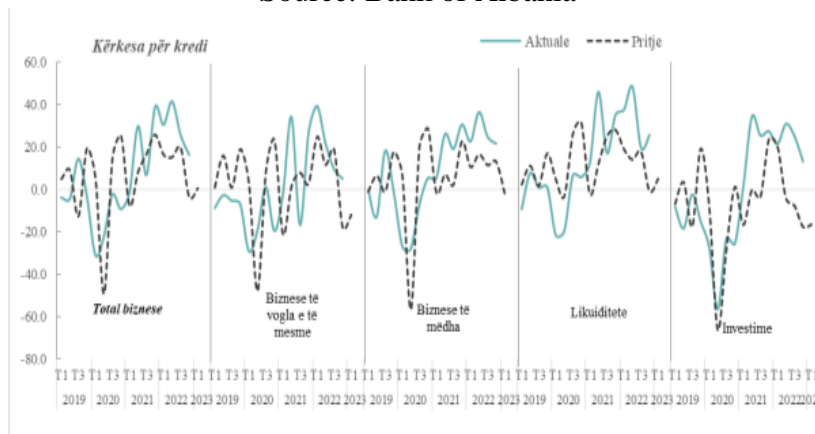


The factors that influenced the tightening of lending standards for businesses were mainly related to the perception of risk by the banks. More specifically, the perceived risk from the borrower's ability to pay, from the current economic situation in the country and the outlook for it, as well as the risk on the required collateral, led to the tightening of lending standards for businesses. Banks also showed a lower risk tolerance.

Business loan demand continued to be high in the fourth quarter as well. The increased demand for credit was most pronounced by large businesses, for all types of credit use.

Chart. 5 Request for loans 2019-2023

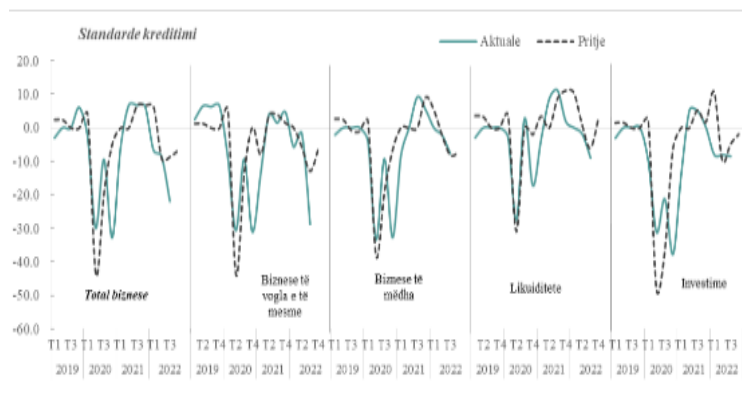
Source: Bank of Albania



Lending standards for businesses continued to tighten in the third quarter of 2022. The tightening of standards was manifested both in loans granted to small and medium-sized businesses, as well as in those for large businesses. Lending standards were tightened, both in loans to finance investments, and in those to cover liquidity needs.

Chart. 6 Credit standards 2019-2022

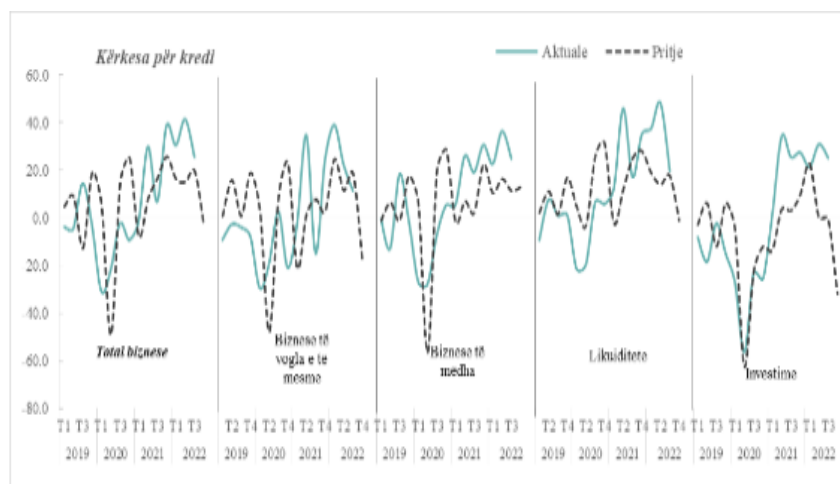
Source: Bank of Albania



The general conditions and terms on new loans disbursed to businesses continued to tighten in the third quarter. This tightening was achieved by both price and non-price elements. Thus, banks reported higher margins, both on normal and risky loans; reduced the size of loans granted to businesses; increased non-interest commissions; shortened the maximum maturity of the loan; as well as increased the number of conditions in the loan agreements signed between banks and businesses.

The approval rate for business loans was reported to be lower in the third quarter. The factors behind the increase in the rejection rate (decrease in the approval rate) for loans in this quarter were: the banks' perception of increased risk related to the perspective of the sector where businesses operate; the financial condition of businesses; with the solvency of the borrower; as well as the factors related to the framework of the banks' lending policies. In the decreasing direction of the rate of loan rejections, the history of business relations with banks and the history from the loan register were reported.





The economic sentiment indicator (TNE) during the second quarter of 2020 marked the lowest historical level since the beginning of its measurement in 2002. The contraction of the indicator by 50.2 points moved it close to the value of 52.6 and significantly below its long-term average.

Based on the assessment of commercial banks, lending standards were tightened in the second quarter of 2020. In reflection of the situation and the high uncertainty caused by the pandemic, banks applied tighter standards both to loans granted to businesses and to loans granted to individuals, in all constituent subcategories. In line with the standards, the banks also tightened the terms and conditions of lending in new loans for businesses and individuals.

The demand for credit was perceived to be in sharp decline by both businesses and individuals.

Lending standards for businesses were also tightened in the second quarter of 2020. Tighter lending standards were reported both in the small and medium business segment, as well as in the large business segment. Likewise, credit standards were reported to be tighter in loans granted to cover liquidity needs, or to finance investments.

Chart. 7 Credit standards 2017-2020

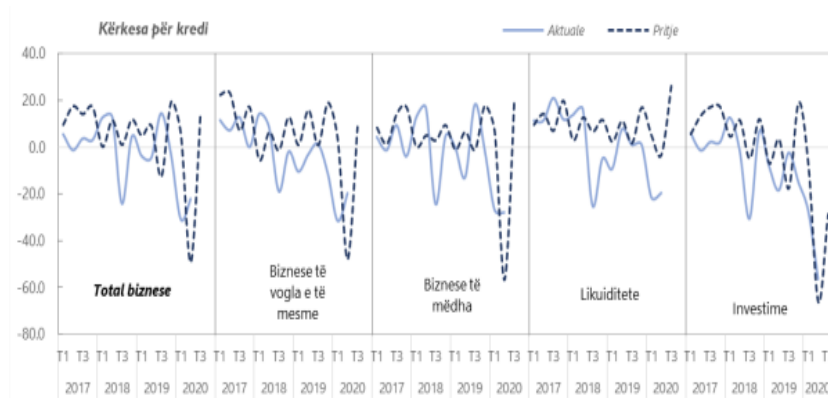
Source: Bank of Albania



Business credit demand was also reported to be down in the second quarter of 2020. Lower credit demand was spread across all business size categories. In addition, weak demand was assessed both for loans granted for the purpose of financing investments and for covering

liquidity needs. In the third quarter of the year, banks expect an increase in the demand for loans both from small and medium-sized businesses, as well as from the big one. In terms of the purpose of use, the expected increase in loan demand is concentrated only in loans for liquidity, while that for investments is expected to decrease again.

Chart. 8 Request for loans 2017-2020  
Source: Bank of Albania



## 7. Results and interpretations

In addition to the analysis of secondary data, the practical contribution of the study lies in the application of the interview as a research instrument, which was carried out with 40 (forty) small and medium-sized businesses in Fier County, an interview with 7 (seven) questions adapted from the existing questionnaires related to this object of study, but also from the set variables of the study.

**Regarding the first question:** The COVID-19 pandemic has had a significant impact on SMEs (small and medium-sized businesses). According to the data, some of the main impacts of the pandemic are: Business closure (18%): The database shows that some SMEs have suffered temporary or permanent closure during the pandemic. The restrictions and measures taken to curb the spread of the virus have forced many businesses to close their physical activity. This has caused huge loss of income and financial difficulties for these businesses. Changes in consumer preferences (21%): The pandemic has brought about changes in consumer preferences. Consumers have changed the way they buy and use products and services. Many consumers have preferred online shopping, searched for hygiene products and stayed at home more. This has required SMEs to adapt to these changes in consumer preferences and find new ways to offer their products and services. Lack of financial liquidity (61%): According to the data, a major impact of the pandemic has been the lack of financial liquidity for SMEs. Declining revenues and operational constraints have prevented access to sufficient sources of capital and income to sustain the business. This has led to difficulties in paying operating expenses, paying employees and maintaining normal business activity.

The pandemic has caused great challenges for SMEs, leading to a decline in activity and financial liquidity. Businesses are faced with the need to take special measures to adapt to the difficult conditions and find creative ways to continue their operations.

**Regarding the second question, some of the business sectors that have been most affected during the pandemic are:** Tourism (56%): The tourism sector has suffered the greatest impact during the pandemic. Travel restrictions, border closures, cancellations of travel bookings and a drop in demand for tourism services have caused a deep dent in the tourism industry. Hotels, travel agencies, tourist restaurants and other tourist activities have encountered great financial and operational difficulties. Bar/Restaurant (31%): The bar and restaurant sector is among the most affected sectors during the pandemic. Various restrictive

measures, such as the closure of premises, capacity restrictions and social distancing, have prevented the normal operation of bars and restaurants. This has led to a decrease in income, loss of jobs and difficulties in maintaining financial stability for many businesses in this sector. Transport (13%): The transport sector has also been deeply affected by the pandemic. Travel restrictions, the closure of airlines, the decrease in demand for public transport and tourist transport have brought about a large decrease in the activity of this sector. Bus companies, freight companies and other transportation services have encountered great difficulties to survive and continue their operations. These sectors have suffered the worst consequences of the pandemic, as a result of closures, restrictions and reduced activity. They have faced major financial and operational challenges, and need special efforts to recover and return to normal activity after the pandemic.

**Regarding the third question,** some of the ways small and medium-sized businesses have adapted their business model during the pandemic are: Transition to e-commerce (47%): Most small and medium-sized businesses have made the transition to e-commerce to better adapt their operations during the pandemic. This includes the creation of online stores, the development of online sales platforms and the use of online communication and marketing channels. The transition to e-commerce has allowed businesses to continue offering their products and services virtually and reach consumers securely and efficiently.

Home delivery services (23%): A number of small and medium-sized businesses have started offering home delivery services to better adapt to consumer demands during the pandemic. This includes delivering products or services to the customer's address, avoiding travel restrictions and providing a safe and comfortable experience for customers. Change of products/services offered (30%): Some small and medium-sized businesses have changed the range of products and services offered to better adapt to the needs and demands of consumers during the pandemic. For example, some have focused on manufacturing products in demand during the pandemic while others have developed new services that can be offered remotely. These business model changes have allowed small and medium-sized businesses to continue their operations and provide value to consumers while adapting to the conditions and demands of the pandemic.

**Regarding the fourth question,** some of the main challenges faced by small and medium-sized businesses during the pandemic are: Closure and limitation of activity (28%): The pandemic has caused closure of businesses and limitation of activity in many economic sectors. Travel restrictions, physical store closures, and other restrictive measures have negatively impacted business operations. This has caused great loss of income and difficulties in maintaining their activity. Financial difficulty (37%): Most small and medium-sized businesses have faced financial challenges during the pandemic. Falling income, increased spending on security and hygiene have reduced liquidity and caused financial difficulties. These difficulties have affected the ability of businesses to pay their bills, retain workers, and maintain normal operations.

Lack of financial credit (35%): In the period of the pandemic, small and medium-sized businesses have encountered difficulties in accessing financial credit. Banks and financial institutions have increased their criteria for granting loans and have shown reserve in financing high-risk businesses. This has hindered businesses from growing, securing the necessary capital and meeting their liquidity needs. These challenges have affected the stability and sustainability of small and medium-sized businesses during the pandemic. They have faced difficulties in maintaining their activity and financing, requiring special strategies and measures to survive in difficult conditions.

**Regarding the fifth question:** some of the strategies that SMEs have used to stay sustainable during the pandemic are: Business diversification (21%): Most SMEs have used this strategy to expand the range of products and services offered. This has allowed them to diversify their

sources of income and help protect against the risk of dependence on a particular sector. For example, some businesses have added new products, additional services or entered new markets to respond to different consumer demands during the pandemic.

**New business model (41%):** Some SMEs have identified new business opportunities and used this period to develop new business models that are better suited to pandemic conditions. For example, businesses that previously offered physical services have created online platforms to offer remote services, or created new products suitable for the current market. **Partnerships with marketing and distribution (38%):** Some SMEs have established partnerships with other companies to improve their market presentation and increase their influence. These partnerships are used to develop joint marketing campaigns, explore new markets and expand distribution channels. This strategy has allowed them to improve their brand awareness and exposure, focusing on increasing sales and finding new business opportunities. These strategies have helped SMEs remain stable during the pandemic by adapting their operations, diversifying income and expanding their market influence.

**Regarding the sixth question:** 56% of the sample indicated that there has been an increase in online shopping. This shows that their preference has changed from traditional shopping in physical stores to online shopping. Small and medium-sized businesses have responded to this change by investing in online platforms and offering home delivery services to improve the shopping experience for consumers. Also, 21% indicated that consumers have shown a high demand for hygiene products. This may be a result of increased awareness of personal hygiene and safety amid the pandemic. Small and medium-sized businesses have responded by adapting their product range to include hygiene products and promoting the safety measures they follow.

In addition, 23% of the sample stated that consumers requested remote services. This may include consulting, education, entertainment and other services provided through virtual platforms. Small and medium businesses.

**Regarding the seventh question,** according to the interpretation of the data, a majority of respondents (49%) define the diversification of income sources as the main way to improve the resistance of small and medium-sized businesses to future crises such as pandemics. This strategy allows businesses to reduce their dependence on a single market and have more sources of income from different markets. An important part of the respondents (28%) define the creation of financial reserves as a key step to improve the resilience of businesses. This enables businesses to cover operating costs for a certain period even in emergency cases, avoiding the risk of bankruptcy. Also, another part of the respondents (23%) mention the preparation of emergency plans and flexibility as a way to improve the resistance of businesses to future crises. This includes developing special plans to respond to emergencies and the ability to quickly adapt to sudden market changes. Combining these strategies can help small and medium-sized businesses be better prepared and resilient in the event of future crises such as a pandemic.

## **8..Conclusions and recommendations**

The COVID-19 pandemic caused a health emergency but also a financial emergency, putting especially at risk the sustainability of small and medium-sized businesses. The data at the theoretical level of the study and the secondary data showed that the COVID-19 pandemic was and acted as a test of liquidity and sustainability for many small and medium-sized businesses which found themselves in conditions of lack of liquidity decided to suspend or closed their activity.

The data related to the lending of the Bank of Albania during the years 2017-Q1 2023 showed that small and medium-sized businesses reduced their requests for loans even in the conditions of the lack of collateral or other requirements of banking institutions, but also in

the conditions of unexpected events and contingencies for which this business typology did not have a plan B.

On the other hand, in Q1 2020 and Q2 2020 banks tightened the granting of bank loans, and lending opportunities were significantly limited, while few government policies such as unemployment payments or government grants aimed to help SMEs to cope and overcome this moment critical of the continuation of the activity on their part.

The data at the practical level of the study showed that the main hypothesis of the study is confirmed and the COVID-19 pandemic influenced the creation of a new business model for SMEs providing yet another case from which lessons should be learned if repeated.

**Business closure:** About 18% of SMEs have experienced temporary or permanent closure during the pandemic. The restrictions and measures taken to contain the spread of the virus have created major operational and financial challenges for these businesses.

**Changes in consumer preferences:** The pandemic has brought about changes in consumer preferences, such as online shopping and high demand for hygiene products. Businesses have needed to adapt to these changes and provide products and services appropriately.

**Lack of financial liquidity:** The majority (61%) of SMEs have experienced financial difficulties and lack of liquidity during the pandemic. Declining revenues and operating constraints have affected these businesses' access to sufficient sources of capital and income.

The COVID-19 pandemic has had a major impact on SMEs. Businesses are faced with major operational, financial and strategic challenges. To adapt to these challenges, many businesses have taken various measures, such as switching to electronic commerce, business diversification, creating financial reserves and marketing and distribution partnerships.

It is also important that small and medium-sized businesses take appropriate measures to improve their resilience to future crises. This may include preparing contingency plans, diversifying sources of income and improving the flexibility of operations.

The pandemic has shown that resilience and adaptation are essential to survive and thrive in difficult conditions. Small and medium-sized businesses that have found ways to innovate and adapt are more likely to face challenges and recover in the post-pandemic period.

Regarding the recommendations of the paper, the following can be mentioned:

1. Providing efficient and appropriate financial policies to guarantee the liquidity of SMEs in the conditions of such crises;
2. Supporting the creation of financial reserves or emergency or flexibility plans in case of similar crises.

## REFERENCES

1. Andrews, D., Charlton, A., & Moore, A. (2021). COVID-19, Productivity and Reallocation: Timely evidence from three OECD countries.
2. Bagnera, S. M., Steinberg, M., & Edition, S. (2020). Sanitized practices for human resources in a COVID-19 environment. *Boston Hosp Rev*,
3. Baker, S. R., Bloom, N., Davis, S. J., & Terry, S. J. (2020). Covid-induced economic uncertainty (No. w26983). National Bureau of Economic Research.
4. Bremmer, I. (2020). The best global responses to COVID-19 pandemic. *Time*. Retrieved July, 22, 2020.
5. Coromilas, E. J., Kochav, S., Goldenthal, I., Biviano, A., Garan, H., Goldberg, S., ... & Wan, E. Y. (2021). Worldwide Survey of COVID-19–Associated Arrhythmias. *Circulation: Arrhythmia and Electrophysiology*, 14(3), e009458.
6. Devpura, N., & Narayan, P. K. (2020). Hourly oil price volatility: The role of COVID-19. *Energy Research Letters*, 1(2), 13683.
7. Donthu, N., & Gustafsson, A. (2020). Effects of COVID-19 on business and research.

8. Farzanegan, M. R., Feizi, M., & Gholipour, H. F. (2021). Globalization and the outbreak of COVID-19: An empirical analysis. *Journal of Risk and Financial Management*, 14(3), 105.
9. Gil-Alana, L. A., & Monge, M. (2020). Crude oil prices and COVID-19: Persistence of the shock. *Energy Research Letters*, 1(1), 13200.
10. Salman, A., & Qamar, R. (2011). Financial indicators for growth performance: Comparison of pharmaceutical firms in Pakistan. In *International Conference on Business and Economics Research* (Vol. 1, pp. 286-290).
11. Seetharaman, P. (2020). Business models shifts: Impact of Covid-19. *International Journal of Information Management*, 54, 102173.
12. Van Bavel, J. J., Baicker, K., Boggio, P. S., Capraro, V., Cichocka, A., Cikara, M., ... & Willer, R. (2020). Using social and behavioural science to support COVID-19 pandemic response. *Nature human behaviour*, 4(5), 460-471.
13. Van Damme, W., Dahake, R., Delamou, A., Ingelbeen, B., Wouters, E., Vanham, G., ... & Assefa, Y. (2020). The COVID-19 pandemic: diverse contexts; different epidemics—how and why?
14. Seetharaman, P. (2020). Business models shifts: Impact of Covid-19. *International Journal*<sup>1</sup>  
<https://albanianpost.com/oecd-50-e-bizneseve-ne-ballkan-nderprene-aktivitetin-gjate-pandemise/>
15. [2] Cinaj, Ribaj Valbona (2022) “Albania Versus Challenges of Covid-19 and European Funds “*World Journal of Business Research (WJBR)*, Vol. 2, No. 3, 2022, Pp 19-27
16. [3] Cinaj R. Valbona, Ribaj Rebeka “*Macroeconomic Impact of Natural Disasters in Albania*” ISSN-L 2393-3119 ISSN 2393-3127, Ovidius University of Constantza, Faculty of Economic Sciences, vol. 0(1), pages 59-66, August. 2021
17. [20] Cinaj Valbona, Luigi Pio Leonardo CAVALIERE “*Challenge and importance of e-banking in Albania*” *International CEO (Communication, Economics, Organization) Proceedings Book* Fq 305-320 December 2021 Ukraine fq *Social Sciences Congress*

# **REGIONAL DEVELOPMENT IN ALBANIA BETWEEN LAW AND EU MEMBERSHIP**

**Prof. Ass. Endirë Bushati**

Lecturer, Department of EU Law, Institute of European Studies, University of Tirana, Albania

ORCID: 0000-0003-0201-3393

**Elda Bagaviki**

PHD Candidate, Institute of European Studies, University of Tirana, Albania

ORCID: 0009-0007-0670-2512

## **ABSTRACT**

Examining regional development in Albania amidst existing legal frameworks and its EU membership pursuit reveals a complex interplay of factors. Albania's pivotal position at the crossroads of Eastern and Southern Europe necessitates a critical evaluation of current legal structures impacting balanced growth across diverse regions.

As Albania seeks EU membership, this paper explores how EU requirements shape regional development policies. The analysis delves into aligning Albanian legal frameworks with EU standards, emphasizing transformative processes for accession. Navigating the intricate relationship between national legislation and EU benchmarks, the study sheds light on challenges and opportunities in Albania's regional development journey.

The paper also assesses legal instruments addressing regional disparities, striving for an equitable and sustainable development landscape. Effectiveness of existing legal mechanisms in fostering collaboration between central and regional authorities is scrutinized, emphasizing the need for comprehensive frameworks.

In conclusion, this paper provides a nuanced overview of law, regional development, and EU membership in Albania. It delivers insights into challenges and opportunities, stressing the importance of aligning national legislation with EU standards for a harmonized, inclusive developmental trajectory.

**Keywords:** regional development, Albania, EU membership, local government

## INTRODUCTION

Discussion on regional development began as early as 2000 with the approval of the Decentralization Strategy and territorial administrative reform (2002), which defined the role and functions of the first and second levels of local governance. While the role of municipalities and communes before the 2015 Reform was somewhat clear, the government's approach to the second level of local governance, the County (Qark), was one of specifying its role at a later stage when the Albanian context would be more mature and the challenges of the first level of governance would be addressed. However, since 2001, at least by law, the County was positioned to play an important role in coordinating local development strategies formulated by the included LGUs within its territory.<sup>49</sup> The first comprehensive national strategy for regional development came in 2007, a year after Albania signed the Stabilization and Association Agreement (SAA) with the EU. However, this strategy was never implemented due to institutional ambiguity, lack of financial resources or a financing mechanism, and was not in line with EU principles for Regional Development.<sup>50</sup> On the other hand, as Albania was increasingly preparing for EU candidacy, Regional Development, as a means for further economic and social development in the country, was gaining greater importance from the perspective of accessing EU funds. In 2010, regional development gained significant momentum in light of Albania's progress towards EU membership by including the possibility of accessing IPA III components.<sup>51</sup> Candidate status was not granted to the country during the 2010-2011 period, leading to decreased government interest in regional development and the halting of the regional development reform process for several years.

In 2014, the implementation of the Territorial Administrative Reform began, resulting in the merger of 373 municipalities and communes (units of local self-government urban and rural) into 61 consolidated municipalities. This reform was followed by the preparation of a new Decentralization Strategy, aiming to give more power and autonomy to local self-government units in Albania, as well as the preparation of a Local Finance Law, which further addresses fiscal decentralization for municipalities. Meanwhile, the second level of local government, the County, was left out of the reform process due to possible implications both in terms of revisions needed to the Constitution of Albania and other political aspects related to the electoral system.<sup>52</sup> Due to all the aforementioned obstacles and the need to build consensus with the opposition, regionalization was postponed to a more suitable moment. In 2014, the Albanian Government undertook a reform to further postpone regional development and

<sup>49</sup> Imami, F., Bejko, A., & Shutina, D. (2018). Challenges of Regional Development in Albania. Retrieved from <https://www.co-plan.org/wp-content/uploads/2018/11/1.pdf>

<sup>50</sup> Council of Ministers. (2007, November 14). Sectoral Strategy for Regional Development. Decision No. 773. Retrieved from <https://shtetiweb.org/wp-content/uploads/2021/02/Strategjia-Nde%CC%88rsektoriale-e-Zhvillimit-Rajonal.pdf>

<sup>51</sup> Imami, F., Bejko, A., & Shutina, D. (2018). Challenges of Regional Development in Albania. Retrieved from <https://www.co-plan.org/wp-content/uploads/2018/11/1.pdf>, p.3.

<sup>52</sup> Imami, F., Bejko, A., & Shutina, D. (2018). Challenges of Regional Development in Albania. Retrieved from <https://www.co-plan.org/wp-content/uploads/2018/11/1.pdf>, p.4



developed a Regional Management Mechanism, aiming to promote common economic development. Consequently, in 2015, 4 Regional Development Zones (without administrative competences) were defined. In December 2015, the creation of several regional agencies was approved by a Decision of the Council of Ministers.<sup>53</sup> Thus, explicitly or implicitly, the Albanian government chose to separate regional development as a policy from regionalization and to pursue the Regional Development reform within the EU perspective and the need to fulfill the requirements of Chapter 22, also initiating a restructuring process for all line ministries and decentralized agencies at the county level through grouping and reorganizing many agencies according to the territorial division of regional development zones.

The Regional Development Reform in the legislative plan culminated with the approval of Law No. 102/2020 "On regional Development and Cohesion."

## **THE ALBANIAN LAW ON REGIONAL DEVELOPMENT AND COHESION**

The Albanian Law on Regional Development and Cohesion No. 102/2020<sup>54</sup> aims to:

a) Determine the specific instruments and institutional and financial framework for regional development and cohesion in the Republic of Albania; b) Establish the strategic and institutional framework for the formulation of long-term regional development policies in line with national policies, ensuring the promotion of balanced economic, social, and cultural regional development; c) Ensure that policymaking authorities coordinate their planning activities to encourage harmonized and integrated regional planning; d) Ensure the harmonization of sectoral strategies into a common regional development policy, supporting it with the corresponding budget.

The Law defines "Regional Development and Cohesion" as the process that encourages less developed regions to improve their economic, social, cultural, and environmental conditions by utilizing the potentials of regions in terms of physical and human capital.

According to the law, the territory of the Republic of Albania is divided into four development regions. The development regions are not administrative units in the sense of current legislation for local self-government and are defined as territorial units, encompassing several units of local self-government, considering their location and geographic position, socio-economic development characteristics, population size, and economic development prospects. The development regions and their boundaries are determined by decision of the Council of Ministers, taking into account the mentioned elements.

<sup>53</sup> National Agency for Regional Development, a Regional Economic Development Agency, and four Regional Development Agencies (RDAs) were established.

<sup>54</sup> Republic of Albania. (2020). Law No. 102/2020 "On regional development and cohesion". Official Gazette, Year 2020/ No.174. [www.qbz.gov.al](http://www.qbz.gov.al)

The aims of regional development, as defined by this law, are:

- a) Sustainable, balanced social and economic development, as well as territorial cohesion throughout the territory of the Republic of Albania;
- b) Reduction of disparities among and within development regions and improvement of the quality of life for all citizens;
- c) Enhancing the competitiveness of development regions through strengthening their innovative capacities, maximizing and evaluating natural resources, human resources, and economic features;
- d) Preservation and strengthening of the specific identity of the development region; e) Supporting inter-municipal, interregional, and cross-border cooperation of local self-government units for social and economic development of development regions.

The Law also establishes the principles of regional development, which are:

- a) The partnership principle for regional policy, involving participation, co-decision-making, and shared responsibility of public and non-public entities collaborating to determine regional policy priorities and contribute to its implementation, achieving specific objectives, as well as monitoring and evaluating it;
- b) The subsidiarity principle, implying the delegation of planning and implementation processes of regional policy at the lowest possible governmental and/or administrative level, ensuring the highest efficiency for the respective process;
- c) The sustainability principle, implying full commitment of regional policy to achieve sustainable development objectives in the Republic of Albania;
- d) The planning principle. Regional development planning must be done through development planning documents, as a prerequisite for the preparation of interventions and allocation of funds for regional development;
- e) The programming principle, ensuring the sustainability of objectives and financial planning of regional policy based on a multi-annual programming system at all levels;
- f) The transparency principle, implying that regional development planning processes and resource utilization decision-making processes will be public. The community will be informed about the availability of resources and achieved results;
- g) The concentration principle, implying that the allocation of funds and the use of other public financial resources in the territory will be in accordance with the objectives and priorities set by regional policy, aiming at sustainable and balanced social and economic development, as well as territorial cohesion;

h) The coordination principle, implying the harmonization of regional policy with other public policies that influence the region, as well as active involvement in the processes of formulation and implementation of this policy by all participants in development activities, especially local authorities.

Based on the partnership and responsibilities principle defined by this law, the responsible entities in implementing regional development policy are:

- a) Central government authorities;
- b) Local self-government authorities;
- c) Civil society;
- d) Private sector;
- e) Higher education institutions and research institutions.

Regional Development and Cohesion Policy is developed by the National Committee for Regional Development and Cohesion and is approved by decision of the Council of Ministers, upon proposal of the Deputy Prime Minister.

Regional policy is implemented through the following planning and development documents, coordinated between central government units and local self-government units:

- a) National Plan for Regional Development and Cohesion;
- b) Regional plans for regional development and cohesion;
- c) Operational program for regional development and cohesion.

The main documents serving as a basis for preparing the National Plan for Regional Development and Cohesion are:

- a) National Strategy for Development and Integration;
- b) National General Territorial Plan;
- c) Local general plans;
- d) Regional plans for regional development.

The National Plan for Regional Development and Cohesion is prepared for a 7-year implementation period by the National Committee for Regional Development and is approved by decision of the Council of Ministers.

The Regional Development Fund serves as a financing mechanism for the operational program and is primarily funded by the state budget contribution. The Fund may include any other financial resources from the public and private sectors at the local, regional, national, and international levels, including donor assistance programs.

The National Committee for Regional Development and Cohesion is established by the Council of Ministers and is responsible for the development, formulation, and implementation of regional development policy, as well as for coordinating the implementation of measures for regional development.

The managing authority of the operational program for regional development exercises its functions in accordance with the provisions of this law and the rules set out in the operational program for the implementation of measures/projects aimed at promoting and sustainable social, economic, and territorial cohesion.

The managing authority of the operational program for regional development may appoint one or more structures with legal personality as an intermediary body for the implementation of its specific functions in the implementation of the operational program for regional development.

Regional development monitoring boards are the main bodies that promote the interests of development regions and act as a joint body of local self-government units of the development region. The boards collaborate with central government authorities and other stakeholders involved in regional planning, programming, and implementation of regional policy, in accordance with the partnership principle. The composition, organization, activities, and procedures for the establishment and functioning are determined by decision of the Council of Ministers.

In order to implement the law, it is necessary to outline several non-legal acts that will detail its various aspects. Up to now, only two decisions of the Council of Ministers have been issued: Council of Ministers Decision No. 497/2022 "On the establishment, empowerment, organization, activities, and rules of operation of the National Committee for Regional Development and Cohesion" and Council of Ministers Decision No. 459/2021 "On the determination of development regions and their divisions". According to these decisions, the National Committee for Regional Development and Cohesion is established as an inter-institutional organ, consisting of 11 members and chaired by the Deputy Prime Minister. The other decision specifies 4 development regions and their territorial divisions, each region being divided into two levels.

## **EUROPEAN INTEGRATION OF ALBANIA AND REGIONAL DEVELOPMENT POLICIES**

The Stabilization and Association Agreement, which entered into force on April 1, 2009, paved the way for Albania's application for candidate status in the European Union, a status that was granted in 2014. According to Article 70 of the SAA, Albania commits to gradually align its legislation with the *acquis communautaire* during the transitional period specified in the agreement.

After 16 years from the signing of the Stabilization-Association Agreement in 2006, in July 2022 the negotiations between Albania and the EU were formally opened. The membership negotiations mark the key moment in the integration process of Albania in the EU.

Chapter 22 “Regional policy and coordination of structural instruments” provides that “Regional policy is the EU’s main tool for reducing regional disparities and investing in sustainable and inclusive socio-economic growth. It is operating through “shared management” between the Commission and EU Member States. The implementation of cohesion policy programmes requires appropriate administrative capacity on programme and project level, the establishment of systems of sound financial management and control and also the fulfilment of other EU *acquis* elements such as environmental or public procurement legislation.”<sup>55</sup>

In the annual report of 2023 of the European Commission, Albania is considered moderately prepared as regards regional policy and coordination of structural instruments. Limited progress was made over the reporting period. However, the adoption in July 2022 of implementing legislation based on the Albanian Law on regional development and cohesion with the setting up of the National Committee for Regional Development and Cohesion are worth noting, according to the report.

In the coming year, the country should prepare for effective implementation of the EU *acquis* under Chapter 22 and factor in the requirements of the future structural and cohesion funds in the institutional set-up and the financial management and control systems, ensuring that all its instruments and funds are gradually made compliant with EU requirements in terms of programming and partnership principles. The Report underlines the importance in implementing the national strategy for regional development and cohesion (2021-2027) and complete the regional development plans (2021-2024) and clarifying responsibilities between central and local authorities, and further strengthen administrative capacity in central, regional and local bodies, by ensuring adequate staffing, revising the local government salary structure and keeping fiscal decentralisation high on the agenda.

Also, on the institutional framework, relevant by-laws on establishing a comprehensive regional development system need to reflect the role and responsibilities of each of the bodies involved and ensure coordination between them. The authorities, according to the Report, should strengthen regional policy dialogue by making it more inclusive and improving coordination among ministries and with autonomous local governments. Albania also needs to address issues with strategic planning, implementation and monitoring capacity for infrastructure projects financed by the Western Balkans investment fund (WBIF) under the economic and investment plan (EIP).

<sup>55</sup> European Commission. (2023, November 8). Albania 2023 Report. Brussels. Retrieved from [https://neighbourhood-enlargement.ec.europa.eu/document/download/ea0a4b05-683f-4b9c-b7ff-4615a5fffd0b\\_en?filename=SWD\\_2023\\_690%20Albania%20report.pdf](https://neighbourhood-enlargement.ec.europa.eu/document/download/ea0a4b05-683f-4b9c-b7ff-4615a5fffd0b_en?filename=SWD_2023_690%20Albania%20report.pdf), p.318

The National Plan for European Integration (NPEI)<sup>56</sup> has a breakdown as detailed as possible regarding regional policies and the coordination of structural instruments.

The acquis for Chapter 22 of the accession negotiations mainly consists of framework and implementing regulations that do not require alignment with national legislation. These regulations establish rules for the preparation, approval, and implementation of programs of the Structural Funds and the Cohesion Fund, reflecting the territorial organization of each country.

According to this NPEI, Albania, during the accession negotiations for Chapter 22, will focus on:

1. Implementing Article 110 of the Stabilization and Association Agreement, which stipulates that the parties will endeavor to strengthen cooperation in regional and local development to contribute to economic development and reduce regional disparities.
2. Taking measures to reduce economic disparities by creating competitive regions with sustainable economic development, social development, environmental development, and consequently, the economic and social development of the country in line with EU standards.
3. Preparing Albanian institutional structures to implement the EU programs mentioned above upon accession. Regarding the requirements of EU legislation, economic, social, and territorial cohesion policies (regional policies) are part of the EU's second group of competencies. Article 4 of the Treaty on the Functioning of the European Union states that in this case, the European Union and the Member States have the right to adopt legislative acts. Member States may exercise their competencies in cases where the European Union does not exercise its competencies or has decided not to exercise them.

The acquis in this chapter mainly consists of framework and implementing regulations that do not require alignment with national legislation. These regulations establish rules for the preparation, approval, and implementation of programs of the European Structural and Investment Funds (ESIF), which will be reflected in the territorial organization of each country. The legal framework must be adopted to allow multi-annual programming at the national and local levels and budget flexibility, enabling co-financing capacity at the national and local levels and ensuring appropriate and efficient financial control and audit of interventions. Member States must generally respect EU legislation when selecting and implementing projects in areas related to regional policies and structural instruments such as public procurement, competition, environment, non-discrimination, and gender equality. The institutional framework includes the establishment and elevation of all structures at the national and local levels required by regulations, as well as the establishment of a clear task and responsibility assignment system for the involved bodies. The institutional framework also requires the establishment of an efficient mechanism for inter-institutional coordination

<sup>56</sup> National Plan for European Integration 2022-2024. [https://integrimi-ne-be.punetejashtme.gov.al/wp-content/uploads/2022/02/PLANI-KOMB%C3%8BTAR-P%C3%8BR-INTEGRIMIN-EVROPIAN\\_Final.pdf](https://integrimi-ne-be.punetejashtme.gov.al/wp-content/uploads/2022/02/PLANI-KOMB%C3%8BTAR-P%C3%8BR-INTEGRIMIN-EVROPIAN_Final.pdf)

as well as involvement and consultation in a broad partnership of organizations for the preparation and implementation of programs.

Establishing a monitoring and evaluation system involves setting up monitoring and evaluation structures in various relevant bodies as well as installing a comprehensive and computerized information management system (MIS) accessible and usable by all interested bodies. A separate framework for financial management and control, including auditing, must be established. This includes the establishment and elevation of all structures required by regulations, as well as the establishment of a clear task and responsibility assignment system for the involved bodies.

## CONCLUSIONS

Even though the law on Regional Development was accompanied by political and legal debates that largely revolved around respecting the constitution for local autonomy and local governance law,<sup>57</sup> the Law on Regional Development and Cohesion, ratified in 2020, represents a significant step towards harmonizing Albanian legislation with European standards. Despite its recent implementation, several challenges have emerged, which not only impede the effective enforcement of this legislative framework but, critically, also undermine regional development and cohesion – the core objectives of the law.

Our assessment has identified ten sub-legislative acts stemming from this law, encompassing the delineation of development regions, the establishment of monitoring bodies and the National Committee, programming and planning procedures, organizational structure and content, consolidation of managerial authority, intermediary mechanisms, financial frameworks, and databases. Regrettably, only two out of these ten acts have received approval from the Council of Ministers, underscoring the urgent need for comprehensive legal support.

Furthermore, to ensure the law's practical efficacy, it is imperative to enact complementary legal reforms across various sectoral domains. These reforms should delineate and refine the scopes of activity and competencies of both central and local governance, particularly in the realms of territorial planning and oversight, environmental conservation, pre-university

<sup>57</sup> Dosja.al. Meta returns the Law on Regional Development and Cohesion to the Assembly: division into arbitrary regions violates the Constitution. <https://dosja.al/meta-kthen-ne-kuvend-ligjin-per-zhvillimin-rajonal-dhe-kohezionin-bie-ndesh-me-kushtetuten-ndarja-ne-rajone-arbitrare>

President of the Republic Decree No. 11589, date 10.8.2020 "For the return of the law no.102/2020 'On regional development and cohesion'", [www.qbz.gov.al](http://www.qbz.gov.al)

education, as well as public and social services. In addition to legislative reforms, Albania must gear up for the effective implementation of Chapter 22 acquis, aligning institutional structures, financial management systems, and administrative capacities with the requirements of forthcoming structural and cohesion funds. This necessitates a gradual alignment of all instruments and funds with EU standards, rooted in principles of programming and partnership.

Our strategic approach must also prioritize improved coordination among agencies tasked with pre-accession assistance, alongside strategic planning, implementation, and monitoring of infrastructure projects, as per the economic investment plan. These initiatives aim to unlock the developmental potential of all regions in Albania, fostering decentralized interventions based on locally integrated plans and strategies.

Moreover, to bolster the administrative capabilities of central, regional, and local authorities, targeted legal amendments are imperative. These amendments will serve as the cornerstone for fostering a robust and effective governance framework conducive to sustainable regional development and cohesion.

## REFERENCES

1. European Commission. (2023, November 8). Albania 2023 Report. Brussels. Retrieved from [https://neighbourhood-enlargement.ec.europa.eu/document/download/ea0a4b05-683f-4b9c-b7ff-4615a5fffd0b\\_en?filename=SWD\\_2023\\_690%20Albania%20report.pdf](https://neighbourhood-enlargement.ec.europa.eu/document/download/ea0a4b05-683f-4b9c-b7ff-4615a5fffd0b_en?filename=SWD_2023_690%20Albania%20report.pdf)
2. Ministry for Europe and Foreign Affairs. (2022). National Plan for European Integration 2022-2024. Retrieved from [https://integrimi-ne-be.punetejashtme.gov.al/wp-content/uploads/2022/02/PLANI-KOMB%C3%8BTAR-P%C3%8BR-INTEGRIMIN-EVROPIAN\\_Final.pdf](https://integrimi-ne-be.punetejashtme.gov.al/wp-content/uploads/2022/02/PLANI-KOMB%C3%8BTAR-P%C3%8BR-INTEGRIMIN-EVROPIAN_Final.pdf)
3. Republic of Albania. (2020). Law No. 102/2020 “On regional development and cohesion”. Official Gazette, Year 2020/ No.174. Retrieved from [www.qbz.gov.al](http://www.qbz.gov.al)
4. Council of Ministers. (2022, July 27). Decision No. 497 “On the establishment, empowerment, organization, activities, and rules of operation of the National Committee for Regional Development and Cohesion”. Retrieved from [www.qbz.gov.al](http://www.qbz.gov.al)
5. Council of Ministers. (2021, July 30). Decision No. 459 “On the determination of development regions and their divisions”. Retrieved from [www.qbz.gov.al](http://www.qbz.gov.al)
6. Imami, F., Bejko, A., & Shutina, D. (2018). Challenges of Regional Development in Albania. Retrieved from <https://www.co-plan.org/wp-content/uploads/2018/11/1.pdf>
7. Government of Albania. (2016). National Strategy for Development and Integration. Tiranë, Albania: Official Publications Center. Retrieved from [www.qbz.gov.al](http://www.qbz.gov.al)
8. Council of Ministers. (2007, November 14). Sectoral Strategy for Regional Development. Decision No. 773. Retrieved from <https://shtetiweb.org/wp-content/uploads/2021/02/Strategjia-Nde%CC%88rsektoriale-e-Zhvillimit-Rajonal.pdf>
9. Monitor Magazine. (2023). Regional Development: Major Inequalities in Small Albania. Retrieved from <https://www.monitor.al/zhvillimi-rajonal-pabarazite-e-medha-ne-shqiperine-e-vogel/>
10. Dosja.al. (n.d.). Meta returns the Law on Regional Development and Cohesion to the Assembly: division into arbitrary regions violates the Constitution. Retrieved from <https://dosja.al/meta-kthen-ne-kuvend-ligjin-per-zhvillimin-rajonal-dhe-kohezionin-biendesh-me-kushtetuten-ndarja-ne-rajone-arbitrare>
11. President of the Republic Decree No. 11589, date 10.8.2020 "For the return of the law no.102/2020 'On regional development and cohesion'", retrieved: [www.qbz.gov.al](http://www.qbz.gov.al)



# **DISCUSSION ON SUSTAINABLE LAND MANAGEMENT (SLM) PRACTICES WITH A CASE IN THAILAND AND FARMERS PRODUCTIVITY**

**Phastraporn Salaisook**

Ministry of Agriculture and Cooperatives Thailand

ORCID: 0009-0004-0664-7670

**Dinh Tran Ngoc Huy (corresponding)**

School of Management, Asian Institute of Technology, Thailand,

**Pham Anh Dung (corresponding)**

Apollos University, Montana, US

**Pham Hung Nhan, Master**

Political School of Ca Mau Province, Vietnam

**Dinh Tran Ngoc Hien, BSc**

Electrical Department, HCM University of Technology, Vietnam

## **Abstract**

Land degradation is one of the major constraints of agriculture worldwide including Thailand. Sustainable land management (SLM) practices have been promoted over many decades for helping farmers to increase land fertility, reduce cost, increase crop yield and earn a stable income to meet the standard of living. However, SLM practices are not widely adopted by farmers especially in the Northeast region of the country. The main constraints of doing this practice according to farmers who adopt and adopt-non adopters is the digestion of rice straw which bring about insect destroyed product in the field. Also, if they do it more than one time, it increases production cost. Some of them give up to adopt because of these constraints and turning back to field burning because of it easy to manage. On the other hand, Many farmers learned from the training and believed that this practice would improve soil quality and reduce the cost of fertilizer

**Key words:** Farm structure, Farm management practices, SLM practices; Thailand

## 1. Introduction

First, from long time ago it is known that Thailand is an agricultural country. After harvesting, particularly rice straw was burned in the cultivated area and some was left as rice straw and stuff before incorporated into soil. Rice straw compost incorporation plays an importance role on soil nutrients fertility by adding soil nutrient. The composition of fresh rice straw included nitrogen (14.26 kg ha<sup>-1</sup> ), phosphorus (1.86 kg ha<sup>-1</sup> ), and potassium (35.34 kg ha<sup>-1</sup> )(Saothongnoi et al, 2014). These components are retained and accumulated in the soil. The nutrients and soil abundance has increased when rice straw was incorporated into soil for several years (Pomnamperuma, 1984).

The results showed that many factors, including education, experience, land tenure security, vegetable producing, water availability, livestock raising, and farming plan, all positively influence SLM adoption. However, there are many limiting factors in adopting SLM practices. One of the significant factors is the farm organization when farmers hire labor in all farm processes. The findings can contribute to improving better policy toward an increasing adoption rate of SLM. For addressing the issue of reduced-farm labor, there is a need of policy supporting the development of farm structures in which farmers can get sufficient farm income so that it makes sense for them or for the young generation to adopt farming as the main career.

Hence we choose this topic:

**“How to improve productivity of Thailand agriculture and farmer activities”.**

## 2. Previous studies

We look at below table:

Table 1- Previous studies

<b>Authors</b>	<b>Year</b>	<b>Content, results</b>
Saothongnoi et al	2014	Effect of rice straw management on soil properties in rice soil was conducted in this study. The Pathumthani rice variety was planted in pot experiment by using Kamphaeng Saen soil series (Typic Haplustalfs). The experiment was designed by Completely Randomized Design (CRD) with three treatments of soil preparation which included 1) soil without rice straw or rice straw ash application (control) 2) soil with rice straw

		<p>incorporation and, 3) soil with rice straw ash incorporation. The rate of rice straw used in treatment 1 and 2 were 13.15 kg m<sup>-2</sup>. Soil properties such as soil pH, %OM, %OC, available P, extractable K, bulk density, Total N, Total C and C/N ratio were determined after growing season and compared with its properties before growing period. Control treatment presented less %OM, %OC and K than soil with rice straw and soil with rice straw ash. Rice cultivation in soil with rice straw incorporation presented highest %OM, %OC compared with other. Phosphorus and potassium contents in rice straw treatment were higher than that control treatment. In addition, lowest bulk density has been observed in soil with rice straw applied. These results implied that rice straw induces soil fertility which is useful for plant growth.</p>
Yao et al	2015	<p>Soil puddlability, a measure of susceptibility of soil to puddling, affects regeneration of soil structure during the rice growth period, but the intrinsic controlling factors are unclear. It was hypothesized that rice straw incorporation and tillage depth influence soil puddlability and soil mechanical and hydraulic properties during the rice growth period as they</p>

		<p>influence soil organic carbon (SOC) in the plough layer. Using a three-year experiment, the objectives of this study were (1) to determine the effects of rice straw incorporation and tillage depth on root growth traits, sinkage resistance after puddling, and tensile strength, shrinkage capacity, water retention curve and penetration resistance during the rice growth period, and (2) to determine whether mechanical properties from puddling tillage, through the rice growth period, to harvest are correlated with SOC concentration. Rice straw was incorporated partially (C1) and fully (C2) to different depths of plough layer by shallow tillage (ST) and deep tillage (DT). Compared with no rice straw incorporation (C0), rice straw incorporation decreased the sinkage resistance after puddling (<math>C2 &lt; C1 &lt; C0</math>) and increased SOC concentration and aggregate stability. Shallow tillage increased the penetration resistance more than deep tillage irrespective of rice straw incorporation. The difference in tensile strength and total porosity were small among the rice incorporation treatments at the 1st drainage (<math>C2 \geq C1 \geq C0</math>), but became more profound with increasing number of</p>
--	--	---

		<p>drainage because the tensile strength and total porosity decreased in C0, increased in C2, particularly under ST. The root weight was lower, and the root length was longer in C1 than in C2 particularly at the deeper depth of the plough layer under ST, suggesting the impedance of root growth due to higher sinkage and penetration resistances. SOC concentration was weakly correlated with the sinkage and penetration resistances and the tensile strength after the 1st drainage, but not with the tensile strength after the 2nd and 3rd drainages. In conclusion, rice straw incorporation is important to maintain SOC and then improve soil puddlability and the recovery of pore structure during the rice growth period.</p>
Deng et al	2014	<p>observed that the amount of dispersed aggregates decreased with increasing intensity, but was offset by organic amendments, which was attributed to formation of stable macroaggregates with <u>macropores</u> in the organic amended soil.</p>
Arunrat et al	2023	<p>Rice straw and stubble burning is widely practiced to clear fields for new crops. However, questions remain about the effects of fire on soil bacterial communities and soil properties in paddy fields. Here, five adjacent farmed fields were investigated in central Thailand to assess</p>

		changes in soil bacterial communities and soil properties after burning
--	--	---

(source: author synthesis)

### 3. Methodology

Authors mainly use quantitative analysis combined with qualitative analysis (synthesis and inductive methods).

### 4. Main findings

#### 4.1 Incorporation tillage of rice straw in soil

Farmers who adopt and willing to adopt each of 11 SLM practices were asked about the reason of adoption (only adoption farmers) and constraints of adoption (adopters and non-adopters who aware and willing to implement). Table below showed the reasons and constraints of adopting each SLM practices areas

We see:

**Fig 1 - Reasons and Constraints of Adopting Practices**

SLM practices	Reason to adopt		Challenge to adopt		Challenge to adopt	
	From adopters				From farmers who want to adopt	
<b>1. Soil sampling and analysis</b>	<b>58 adopters</b>				<b>15 people</b>	
	get support from government/ learning center	32	depend on government officer/ difficult to contract	45	I do not know where I can do it	5
	want to know soil status in order to manage in the right way	50	have to collect soil sampling by myself sometimes I confuse how to collect	28	It takes many steps to do it	9
			take time to see the result	21	depending on the services of government	5
<b>2. Incorporation tillage of rice straw in soil</b>	<b>63 adopters</b>				<b>22 people</b>	
	believe in the good result that learns from training	52	no	13	My family does not agree to do	4
	less time spend/ easy to do/ use machine	49	take time	24	Afraid to lose productivity but want to try	10
	better than burning because not kill good soil bacteria	31	insect	48	Cost of tillage machine	8
	want to improve soil quality	37	crab	1	Drought problem	14
			weed	6		
			neighbor farm burning	16		
		digestion of straws	43			

(source: Phastraporn Salaisook , Thesis 2019)

## What reasons for farmer to adopt or not adopt the Incorporation

tillage of rice ?

We will analyze in the below table:

Costs	Benefits
<p>-Out of 150 farm study, there are 15 farms adopt all 11 practices while 47 farms do not adopt any practices. The data showed the different level of adoption and constraints to adopt of farmers</p> <p>- this practice requires specific knowledge and have to buy some raw materials, require more time/labors for implementing, and take time to see the good results.</p> <p><b>-using traps for insects so increase costs and hard to do</b></p> <p><b>- tillage the soil</b></p> <p>- The main constraints of doing this practice according to farmers who adopt and adopt-non adopters is the digestion of rice straw which bring about insect destroyed product in the field.</p>	<p>- The adding animal dung for improving soil fertility (63%) is the practice that most farmers are adopting, while bio-pesticide (18%) are the less adopting</p> <p>- Many farmers learned from the training and believed that this practice would improve soil quality and reduce the cost of fertilizer</p>

Rice straw incorporated into soil was then slowly decomposed and induced reduction rate of nitrogen immobilization result in low nitrogen content in soil. Directly affect occurred to rice plant which was presented as yellow leaves, dark roots, low nutrient uptake efficiency and low rice grain yield (Broadbent, 1979).

According to farmers, this practice is easy to do because nowadays most of them use the machine for plowing the land. In the study areas farmers tillage the soil before growing plant, some of them use the small machine if the land is small, and some of them use a big machine. For the reason why farmers adopt this practice, it is because they heard that these practices would enhance soil fertility and better than burn the field. Many farmers learned from the training and believed that this practice would improve soil quality and reduce the cost of fertilizer. The constraints observed in the field is some farmers do it one time per year; some farmers do it two time or three times per year. It feels like they are confusing about how many time they have to do it as an efficient recommended by experts and it seems like many of them do not know the right way to do.

If farmers implement it only one time and see the efficiency of soil quality improvement, they will adopt.

Since adopting does not increase the cost of land plowing (usually farmers have to plow the soil 2 times before growing rice even though they are putting a fire or not, if this practice not require more plowing than 2 times and not required any labors, and bring farmer the good result, farmers will adopt). The main constraints of doing this practice according to farmers who adopt and adopt-non adopters is the digestion of rice straw which bring about insect destroyed product in the field. Also, if they do it more than one time, it increases production cost. Some of them give up to adopt because of these constraints and turning back to field burning because of it easy to manage.

About 90 of interviewees use tillage machine for plowing the soil in order to save time and labors. This practice has been introduced for solving paddy field burning after harvesting rice season. Only 4% of interviewees do not know about these practices, and 42 of them already adopt these practices. Farmers who adopt this practice believed in the cost-benefit of it in term of soil quality improvement. They know to maximize the benefit of this practice. However, for farmers who adopt and give up, the main constraints observing is the knowledge of farmers to make this practice efficient. Farmers plow the straw without

using bio-liquid fertilizer for help to decompose the straw in the soil. They are confusing about the number of time needed to do tillage for the effective result of the practice. Many of them give up to adopt onetime implementation because the rice straw does not decompose which brings about insect destroyed the crop and low yield. Usually, farmers have to do tillage only 2 times, while adoption this practice, some of them tillage 3 times which is cost increasing. Farmers who fail to adopt this practice, they do not spray liquid fertilizer before tillage. They do tillage only 2 times as usual. Some adoption farmers stressed that

neighbors' farm burning is one of the constraints of doing this practice. For farmers who see the good result from adoption farmers, they willing to adopt but the main constraints according to them are the cost of the tilling machine, family agreement because they are afraid to lost profit.

## 5. Conclusion

Moreover, most of them do not know about the soil free test services by LDD since they have to contact by internet. These can be significant constraints of this innovation. The result of the soil test of farmers who register on the LDD website will be sent to ALC or head of village for distributing to farmers. By the way, many of them have not known the result of soil test of their land yet while many farmers have no ideas to do soil test without supporting of government. Farmers aware and want to implement these practices, but they do not have sufficient information and face some constraints such as they have to collect

the soil sampling which requires the specific knowledge to do it. Even though, they aware and willing to implement the practices, they are struggling with the way of soil sample collecting



and sometimes for the old farmers they lack of power and incentive because of the practice depending on government services.

Many farmers do not know where they can do soil test while those who aware but not willing to adopt because it takes many steps and takes time to see the results. They do not want to spend time collecting soil and waiting for the result of a soil test. They said that they know the condition of the soil and the soil constraints have occurred on their farm for many decades. These farmers do not believe that soil test can solve the soil problems in their farm and they are not interested and do not see the cost and benefit of adoption.

Thus, the main factors influencing in this practice is the numbers of training and meeting. The more farmers participated in the meeting, the more they adopt these practices. For farmers who aware and want to implement, their main constraints are the information sharing about where they can get the service with the complicated step of contracting LDD staffs.

According to farmers, adding animal dung is local knowledge which material can find at local. Farmers know the benefit of these practices for many decades. However, for bio-pesticide, this practice requires specific knowledge and have to buy some raw materials, require more time/labors for implementing, and take time to see the good results. That is a reason why the only vegetable producing's farmers adopt this practice for getting a certificate and selling as a geed price.

Some practices are appropriate for the small size of land if it requires a big quantity per rai whereas some practices appropriate for all farm size. Farmers' adoption level of each practice depends on raw material, labors available, knowledge, and budget to buy the input.

Our finding is in line with the study of Stuart et al. (2018), the major's key challenges faced by rice farmers are labor shortage, increased input cost, reduced availability of water, and a degrading environment. In Southern of Thailand, determinants of adoption of crop diversification by smallholder rubber producers were depended on the quantity of water, attendance at agricultural training, price fluctuations, savings, and schooling period.

(Longpichai, 2013). Moreover, Kersting and Wollni (2012) found that farmers are more likely to adopt if they are better educated and more experienced, and if they have access to female family labor, improved farming technology, and information and extension services support by organization and institution are vital to enable small-scale farmers to adopt the standard.

Fig 2 - Thailand agriculture



(source: Phastraporn Salaisook , Thesis 2019)

#### Acknowledgement

Content: Phastraporn Salaisook

Writing: Dinh Tran Ngoc Huy, Pham Hung Nhan, Pham Anh Dung

Revised: Dinh Tran Ngoc Hien

#### REFERENCES

Anusontpornperm, S., Thanachit, S., Suddhiprakarn, A., & Kheoruenromne1, ., (2015). Degraded sandstone and siltstone-derived soils in Northeast Thailand: the attempts to improve their quality. Global Soil Security 2015, TX A&M: International Conference on 'Collective Progress of Soil Science in the International Year of Soil, and Planning of the Nexus

Decade' December 3-5, 2015. Department of Soil Science, Faculty of Agriculture Kasetsart University, Bangkok, Thailand, Retrieved July 21, 2018, from <https://dl.sciencesocieties.org/files/publications/meetings/sss/gsss/somchai.pdf>

Asian Institute of Technology. (2013). Report of an expert consultation workshop on Sustainable Land Management (SLM) regional action programme formulation to respond to climate change in Synergy with the Three Rio Conventions. Thailand

Asia-Pacific Economic Cooperation. (2011). Scientific workshop on Sustainable Land Management (SLM) to enhance food production of APEC members ... (n.d.). Retrieved July 23, 2018, from <https://aimp2.apec.org/sites/PDB/Lists/Proposals/DispForm.aspx?ID=352>

Asrat, P., & Simane, B. (2017). Household-and plot-level impacts of sustainable land management practices in the face of climate variability and change: empirical evidence from Dabus Sub-basin, Blue Nile River, Ethiopia. *Agriculture & food security*, 6(1), 61.

BT Suu, DTN Huy, NT Hoa. (2021). Sustainable value chain issues, insect traps and solutions for coffee berry borer in the north of Vietnam, *Plant Cell Biotechnology and Molecular Biology* 22 (55&56), 74-83

BT Suu, VQ Giang, VP Lien, DTN Huy, HT Lan. (2021). The auto-infection trap with the native entomopathogenic fungus, Beauveria Bassiana for management of coffee berry borer (Stephanoderes Hampei Ferrari) in the northwest region, *Alinteri Journal of Agriculture Science* 36 (1), 191-198

Bangkok Post. (2018). Survey finds 40% of farmers live under poverty line. Retrieved August 3, 2018, from <https://www.bangkokpost.com/news/general/1475901/survey-finds-40-of-farmers-live-under-poverty>

Dat, P. M., Mau, N. D., Loan, B. T. T., & Huy, D.T. N. (2020). Comparative China Corporate Governance Standards after Financial Crisis, Corporate Scandals and Manipulation. *Journal of security & sustainability issues*, 9(3).

Deng et al. (2014). Effects of simulated puddling intensity and pre-drying on shrinkage capacity of a paddy soil under long-term organic and inorganic fertilization *Soil Till. Res.*, 140 (2014), pp. 135-143

DT Ngoc-Huy, NT Hang, P Van Hong. (2021). Food and drink processing from lychee products in the northern provinces of Vietnam-and roles of agriculture project financing, *Revista de Investigaciones Universidad del Quindío* 33 (1), 187-195

DT Tinh, NT Thuy, DT Ngoc Huy. (2021). Doing Business Research and Teaching Methodology for Undergraduate, Postgraduate and Doctoral Students-Case in Various Markets Including Vietnam, *Elementary education Online* 20 (1)

Hanh, P. T. M., Hang, N. T., & Huy, D. T. N. (2021). Enhancing Roles of Banks and the Comparison of Market Risk and Risk Policy Implications in Group of Listed Vietnam Banks During 2 Stages: Pre and Post-Low Inflation Period. *Revista geintec-gestao Inovacao e Tecnologias*, 11(2), 1723-1735.

ThiHoa, N., Hang, N. T., Giang, N. T., & Huy, D. T.N. (2021). Human resource for schools of politics and for international relation during globalization and EVFTA. *Elementary education online*, 20(4), 2448-2452.

Hoa, N. T., Huy, D. T. N., & Van Trung, T. (2021). Implementation of Students's Scientific Research Policy at Universal Education Institutions in Vietnam in Today Situation and Solutions. Review

Le, T. H., Huy, D. T. N., Le Thi Thanh Huong, N. T., & Hang, S. G. (2021). Recognition of user activity with a combined image and accelerometer wearable sensor. *Design Engineering*, 6407-6421.

Limtong, P. (2012). Status and priorities of soil management in Thailand. Presented in Workshop on Managing Living Soil, 5-8 December 2012. FAO, Rome, Italy.

Longpichai, O. (2013). Determinants of adoption of crop diversification by smallholder rubber producers in Southern Thailand: Implications on natural resource conservation. *Kasetsart Journal of Social Science*, 382, 370-382.

Lorsirirat, K., & Maita, H. (2006). Soil erosion problems in northeast Thailand: A case study from the view of agricultural development in a rural community near Khon Kaen. *Disaster mitigation of debris flows, slope failures and landslides*, 675-686.

Land Development Department. (2018). Main projects of land development department (n.d.). Retrieved July.22.,2018., from [http://www.ldd.go.th/EFiles\\_html/main%20project/Mainproj.htm#13.%20Soil%20and%20Water%20Conservation](http://www.ldd.go.th/EFiles_html/main%20project/Mainproj.htm#13.%20Soil%20and%20Water%20Conservation)

LT Hue, NT Thuy, DTN Huy, NV Binh, DTT Huyen, NTM Thao. (2020). Factors affecting the access to bank credit of smes in northeastern region, vietnam, *International Journal of Entrepreneurship* 24, 1-12

Nam, V. Q., Tinh, D. T., Huy, D. T. N., Le, T. H., & Huong, L. T. T. (2021). Internet of Things (IoT), Artificial Intelligence (AI) Applications for Various Sectors in Emerging Markets-and Risk Management Information System (RMIS) Issues. *Design Engineering*, 609-618.

NT Hang et al. (2021). Educating and training labor force under Covid 19: Impacts to meet market demand in Vietnam during globalization and integration era, *JETT* 12 (1), 179-184

NT Diep, TD Trang, LT Hue, DTN Huy. (2022). Analysis of Marketing Strategy of Food and Milk Products for Children in Vietnam Market-And Legal Matters of Protecting Rights of Consumers Who Are Children in the Economy, *International Journal of Early Childhood Special education* 14 (3)

PT Anh, NTN Lan, NTM Hanh, DTN Huy, BTT Loan. (2020). SUSTAINABLE CONSUMPTION BEHAVIORS OF YOUNG PEOPLE IN THE FIELD OF FOOD AND DRINKS: A CASE STUDY, *Journal of Security & Sustainability Issues* 9

Ponnamperuma, F.N. (1984). Straw as a source of nutrients for wet land rice, 117-136. *Organic Matter and Rice*. International Rice Research Institute. Los Banos, Philippines

Saothongoi, V. et al. (2014). Effect of Rice Straw Incorporation on Soil Properties and Rice Yield, *Thai Journal of Agricultural Science* 2014, 47(1): 7-12

TTH Ha et al. (2019). Modern corporate governance standards and role of auditing-cases in some Western european countries after financial crisis, corporate scandals and manipulation, *International Journal of Entrepreneurship*, 24(1S)

VQ Nam, DT NGOC HUY.(2021). Solutions to Promote Startup for the Youth in Minority and Mountainous Region of Thai Nguyen Province-Vietnam, *Journal of Contemporary Issues in Business and Government* 27 (3), 2113-2118

Binh, V. T., & Huy, D. T. N. (2021). Further Analysis on Solution Treatment for Diabetes of Patients at Hospitals in Vietnam. *NeuroQuantology*, 19(8), 88-93

Yao , S et al. (2015). Effects of rice straw incorporation and tillage depth on soil puddlability and mechanical properties during rice growth period, Soil and Tillage Research Volume 146, Part B

## **CROWDFUNDING AND FINANCIAL REGULATION**

**Tamara AGARZAYEVA**

Academy of Public Administration under the President of the Republic of Azerbaijan; Faculty of Political Administration; Law; Baku; Azerbaijan.

ORCID ID: <https://orcid.org/0009-0005-1540-4248>

**Adil QURBANOV**

Academy of Public Administration under the President of the Republic of Azerbaijan; Faculty of Political Administration; Law; Baku; Azerbaijan.

ORCID ID: <https://orcid.org/0009-0002-8965-9364>

### **ABSTRACT**

Crowdfunding has a special place among the methods of financing innovative ideas and projects. It is based on the principle of voluntarism. Historically, this method has been widely used, but it is only in recent times that the term has been coined. Different crowdfunding methods are employed, and as a result, innovative campaigns attract funding. Although this method has some positive qualities, it also carries certain risks. Therefore, it is important to regulate this system. Regulatory activities are carried out in different ways in various countries.

**Keywords:** crowdfunding; campaign; project; risk; regulation.

### **INTRODUCTION**

Finance plays an extremely important role in improving public welfare, societal standards, and addressing common issues and perspectives. It is crucial to accurately assess the role of finance in managing, safeguarding, and enhancing societal assets. Throughout history, several financial innovations, such as insurance, mortgages, and social security pensions, have contributed to societal development. American economist Robert Shiller also emphasizes the potential of discovering methods that can benefit society by working on innovative financial ideas and adapting them to societal needs. In other words, the power of finance can be harnessed to create a more developed society<sup>58</sup>.

<sup>58</sup> [https://www.researchgate.net/publication/285988972\\_Finance\\_and\\_the\\_good\\_society](https://www.researchgate.net/publication/285988972_Finance_and_the_good_society)

In this article, we will discuss crowdfunding, which holds a significant place among financial innovations. We will delve into the concept of crowdfunding, exploring its characteristics, unveiling its features, discussing its history, both positive and negative aspects, the inherent risks in this system, examining crowdfunding regulations in different countries, assessing the level of awareness on this issue, and conducting a comparative analysis.

## **METHOD**

The aim of the research is to find an answer to the question "What is crowdfunding as an alternative financial instrument and how is it regulated?". The article contains information obtained by searching various internet sources, analyzing a large number of articles and legislative regulations of different countries.

Using the comparative method, we have tried to highlight the differences in crowdfunding regulations in different countries. The countries we have compared include the US, Azerbaijan, the UK and others. The comparative method was also used to reveal the positive and negative aspects (risks) of crowdfunding.

The historical development of crowdfunding is also reflected in the article. This section shows the points of differentiation from modern crowdfunding.

Crowdfunding types are classified and their characteristics are presented to the attention of the readers of the article. The classification is based on the results of analyzing data from various sources.

## **RESEARCH AND FINDINGS**

### **What is Crowdfunding?**

The 2008 global financial crisis, innovations in the financial field, the development of modern technologies, and the financial needs of businesses and individuals have led to the implementation of alternative and more flexible financing methods.

When legal or natural persons turn to banks for financial security, they face pre-standardized services and high interest rates under certain conditions. However, crowdfunding can be more easily adapted to individual needs if the right relationship is established between those being financed and those who want to invest<sup>59</sup>.

Crowdfunding is an activity to attract financial resources for a project, business or other purposes from a large number of people on a voluntary basis. Crowdfunding aims include philanthropy, providing financial and other assistance to those in need, supporting

<sup>59</sup> Monika K., Gabor M. Crowdfunding. Public Finance Quarterly. 2014/3.

entrepreneurship, landscaping, organizing events and trainings, and other social and environmental goals<sup>60</sup>.

Crowdfunding is usually done through websites. There are even different platforms for this. We will provide information about these platforms soon.

Let's talk about how the process works. Both legal and natural persons (creators, entrepreneurs or other individuals) plan various projects, programs, etc. they need capital for implementation. Thanks to crowdfunding, these people or organizations have the opportunity to reach a wide audience and get financial support.

## **History of Crowdfunding**

Although crowdfunding is a relatively new term in our language, its roots can be traced back to ancient times. In the Middle Ages, similar instruments were used in maritime trade, where an agreement was reached between sailors and merchants. Merchants undertook to pay for any damage to the goods carried by sailors. If the goods were not lost, the proceeds from the sale were divided equally between them.

In 1713, Alexander Pope aimed to publish Homer's Iliad but lacked sufficient funds. This led him to employ a method known as the "subscription method," which, in many ways, resembled crowdfunding. Alexander Pope promised to include the names of people who invested in the book in the acknowledgments section.

In 1783, the renowned composer Mozart adopted a similar approach. Wanting to give three piano concerts, including one in Vienna, he offered manuscripts to those who agreed to donate. Although Mozart fell short of his funding goal in his first attempt, he succeeded in his second attempt a year later with 176 supporters, raising enough money to start a concert tour and including the names of each donor on the manuscripts<sup>61</sup>.

An example of somewhat modern crowdfunding is the \$100,000 raised in 1885 for the Statue of Liberty. Expenses were incurred for the installation of the Statue of Liberty, a gift from France to the United States. Joseph Pulitzer initiated a campaign in his newspaper, The New York World, to cover these costs. More than 160,000 businessmen, young people, and politicians participated in this campaign, raising over \$100,000<sup>62</sup>.

Supporters of the British rock band Marillion managed to raise \$60,000 through an online campaign to finance Marillion's 1997 US tour. Marillion later used these techniques to record and release popular albums such as Anoraknophobia, Marbles, and Happiness Is the Road.

<sup>60</sup> <https://enterpriseazerbaijan.gov.az/cfprojects/about>

<sup>61</sup> <https://medium.com/@ImpactGuru/12-key-moments-in-the-history-of-crowdfunding-so-far-3f614273d95>

<sup>62</sup> <https://www.bbc.com/news/magazine-21932675.amp>

In the United States, crowdfunding became widely used for political purposes after the 2000s. Barack Obama raised \$750 million in his pre-election campaign in 2008. Of this amount, \$600 million was donated by 3 million people through [www.barakobama.com](http://www.barakobama.com)<sup>63</sup>.

As evident from these examples, crowdfunding has historical roots and has become a widely used tool in various areas of life today.

### **Types of Crowdfunding<sup>64</sup>**

A review of different sources<sup>65</sup> shows that crowdfunding is categorized differently. We can link the following to the types of crowdfunding:

1. Equity-based crowdfunding
2. Charity-based crowdfunding
3. Reward-based crowdfunding
4. Debt-based crowdfunding
5. Crowdfunding with conditional returns

Let's take a look at the characteristics of each.

- Equity-based crowdfunding - investors provide financial assistance to small businesses or start-ups and become shareholders in the business.
- Charity-based crowdfunding - raising funds by a large number of people to support charitable causes, environmental and social projects. It is not currently intended to reward these people or generate income in any way.
- Reward-based crowdfunding - supporters provide financial resources to projects, start-ups or companies in exchange for receiving products or services.
- Debt-based crowdfunding (peer-to-peer lending) - the lender lends money for a project or business and the borrower agrees to pay it back over a set period of time (where interest rates can be set).
- Contingent crowdfunding - the producer raises funds for the purchase of a specific product (production, development, etc.) and other purposes. After a certain period of time, he delivers the product to the person financing his business, usually at a price below the market price.

### **Crowdfunding Platforms**

<sup>63</sup> <https://crowdsourcingweek.com/blog/a-framework-for-political-crowdfunding-lessons-from-president-obama/>

<sup>64</sup> <https://enterpriseazerbaijan.gov.az/cfprojects/about>

<sup>65</sup> Monika K., Gabor M. Crowdfunding. Public Finance Quarterly. 2014/3.



As we said before, in the crowdfunding system, financing is provided online. There are a wide range of platforms and sites for this. Let's focus on some of the most popular ones.

- Kickstarter - founded in 2009 in New York. The platform accepts projects in many fields: Art, Music, Dance, Comics, Design, Fashion, Crafts, Film and Video, Games, Journalism, Food, Photography, Technology, Publishing and Theater. The project must not include or create new things that are not allowed by law, and the information about them must be accurate, not distorted, and available for charity or donation purposes initiated by non-profit organizations. Projects must not offer investment opportunities<sup>66</sup>.
- CrowdCube - one of the best crowdfunding platforms created in the UK. It has a security system that protects depositors' information from fraudsters.
- Eureeca is one of the most well-known crowdfunding platforms in the UAE. This platform helps small and medium-sized businesses raise capital from a group of investors. In exchange for capital, they can build both success and capital from angel investors and corporate firms.
- Simbid is the world's first equity-based crowdfunding platform. Founded in 2011 in the Netherlands. They provide financial support to hundreds of entrepreneurs throughout the year by issuing shares<sup>67</sup>.
- Fongogo - one of the leading crowdfunding platforms in Turkey. It is a marketplace that makes the capital needed to create all kinds of projects available to the community. Project owners offer products and services related to their projects in exchange for support. Fongogo provides development for project owners to realize their campaigns. Legalize both equity-based and rewards-based crowdfunding<sup>68</sup>.

### **Advantages and Risks of Crowdfunding**

The main importance of crowdfunding is that it allows those who do not have enough capital to realize their projects. Let's imagine that individuals or legal entities, entrepreneurs, businesses find it difficult to use traditional methods to finance their projects or campaigns. At this moment crowdfunding will play a special role as an alternative source of financing for them.

Crowdfunding is a very powerful financing method, provided that the project leader is not a bad person. Because the financial support comes not from one person, but from a whole audience. This creates a more democratic system and the project achieves its goals more efficiently. The fact that this support is provided by a single person or company increases

<sup>66</sup> [https://www.kickstarter.com/rules?ref=learn\\_faq](https://www.kickstarter.com/rules?ref=learn_faq)

<sup>67</sup> <https://kiiky.com/az/wealth/crowdfunding-platforms/>

<sup>68</sup> <https://istfonbul.iu.edu.tr/Home/YerliKitleseleFonlama> ; <https://fongogo.com/>

their control over the project. In addition, any problems that arise in the activities of that organization or person do not affect the project.

If the project presented to the community attracts public interest, it is implemented at the expense of the funds raised. This can contribute to the development of a certain sector. For example, crowdfunding shows that there is demand for a particular product or idea in the market. Thus, the market, created on the basis of supply and demand, adapts to objectively formed demands.

In addition to the positive features of crowdfunding, there are also some risks. Sometimes it takes a long time to raise funds for projects. This results in the project manager losing interest in the project. Sometimes, even if projects are funded, they fail to achieve their goals. In this case, in some types of crowdfunding where a certain obligation is imposed on the project manager (e.g. debt-based crowdfunding), the investor is left in a difficult situation.

The risks don't always seem so innocent. Crowdfunding also involves the threat of fraud. For example, the funds raised may be misused by a corrupt project leader or used for purposes other than those of the project. This is not only a misuse of people's financial resources, but also a misuse of their trust and confidence. Or a person may raise money for a charity by providing false or distorted information about themselves.

One of the main risk possibilities arises in connection with crowdfunding platforms. This means that crowdfunding platforms that have a large number of users and are being developed can be attacked by cybercriminals. Our research shows that this is called crowdphishing<sup>69</sup>.

Cybercriminals can use these platforms to trick users into believing they are doing legitimate crowdfunding and to obtain their personal, financial and other information, including embezzlement. But how can this be prevented? How is the crowdfunding system regulated?

Firstly, users need to be informed about crowdfunding platforms. They should be educated by platforms on how to recognize fake platforms, how to protect their data, and how to verify the legitimacy of submitted requests.

On the other hand, platforms should strengthen their security measures and use passwords and other authentication tools to protect against phishing risks.

They should design their algorithms to be able to monitor users' activities without going beyond the legal limits on their privacy.

Finally, regular reporting by both platforms to users and users to platforms can minimize phishing threats.

<sup>69</sup> <https://www.socialeurope.eu/crowdfunding-or-crowdphishing>

## **Regulation of Crowdfunding**

While the regulation of crowdfunding differs from country to country, different regulatory rules can be determined according to the type of crowdfunding and the volume of financial resources. In some countries, crowdfunding is regulated by legislation, while in others there is no special mechanism regulating this system. Let us compare the US and Azerbaijan in this respect.

In the US, a special law (The Jumpstart Our Business Startups - JOBS) was adopted. This law regulates the offering and sale of securities through crowdfunding. According to this law, the obligation to register for the offer and sale of securities up to 5 million dollars through crowdfunding is not defined. If the amount exceeds \$5 million, registration with the US Securities and Exchange Commission (SEC) is required<sup>70</sup>.

Azerbaijan has not adopted any legislation on crowdfunding and its regulation. However, this does not mean that relations in this area are not generally regulated. There is simply no specific law on this area, as in the United States. Relationships arising in connection with crowdfunding are regulated accordingly in civil, fiscal and other areas of law. In cases of phishing or other fraud, the relevant norms of the Criminal Code will apply. For example, Article 178 may provide for liability for fraud (taking another person's property or obtaining property rights through breach of trust or deception) or the relevant cybercrime norms contained in Chapter 30.

The question may arise whether collecting taxes from the population is considered crowdfunding. The answer would be no. Taxes and other government payments to finance the activities and services of the state or government are imposed by the state on everyone as a mandatory obligation, while crowdfunding is a voluntary financial investment by the public to support any project or projects. In other words, paying taxes is a duty and paying for crowdfunding is a right. As you can see, crowdfunding and taxation differ in purpose and substance.

Another example is UK. Financial regulation of crowdfunding in the UK is an evolving area. The recent emergence and proliferation of many crowdfunding platforms has made financial regulation in this area important. This regulation is carried out by the Financial Conduct Authority (FCA) in the United Kingdom. Crowdfunding platforms can operate after obtaining an official licence from the FCA. Crowdfunding platforms must operate in accordance with the rules set by the FCA<sup>71</sup>.

In Japan, the Financial Services Agency (FSA) regulates crowdfunding and is responsible for the country's financial markets and services. The mechanisms established by the FSA are geared towards protecting investors and ensuring the resilience and transparency of the

<sup>70</sup> <https://www.investor.gov/introduction-investing/investing-basics/glossary/regulation-crowdfunding> ; <https://www.sec.gov/securities-topics/crowdfunding>

<sup>71</sup> <https://www.lexisnexis.co.uk/legal/guidance/the-regulation-of-crowdfunding-platforms>

crowdfunding system. For crowdfunding platforms to operate legally in Japan, they must comply with licensing or registration requirements and related regulations. These rules are governed by the Financial Instruments and Exchange Act (FIEA) and the Payment Services Act (PSA)<sup>72</sup>.

Although crowdfunding is a globally accepted alternative to business or project owner financing, it still faces some challenges from an Islamic perspective. While there is no problem with crowdfunding based on donations and rewards, crowdfunding based on equity and loans must have adjustments to their instruments to ensure that they are consistent with Shariah principles and rules. If entrepreneurs in Islamic countries want to use crowdfunding, they need to adapt their financial instruments to Sharia and religious rules. As a result, Shariah crowdfunding in accordance with Islamic law can be used as an alternative to usury-free banking<sup>73</sup>.

## CONCLUSION

There is a dynamic relationship between financial law and society and this relationship is constantly developing. Consumer protection, public welfare and the development of economic relations point to the multifaceted nature of this relationship, and it is seen that legal regulation is needed to protect financial stability, development and efficiency in the economic field. In order to utilise the power of finance more effectively, it is necessary to adapt it to the social and environmental goals of society. One of the most useful methods for this is crowdfunding. Crowdfunding means giving people and businesses an equal opportunity to participate in economic life.

There are currently many ways to finance any project or business. Entrepreneurs often turn to banks or look for investors. However, banks examine a number of conditions when lending to individuals and impose many conditions for financing projects with uncertain income. High interest rates and the availability of collateral are also a burden on borrowers. In such a situation, crowdfunding is the best alternative financing tool.

<sup>72</sup> <https://scalingyourcompany.com/crowdfunding-in-japan/>

<sup>73</sup> R. E. Pratiwi, N. Meirani, Khumairah. Crowdfunding: As an Alternative to Islamic Funding.

## REFERENCES:

1. Monika K., Gabor M. Crowdfunding. Public Finance Quarterly. 2014/3.
2. Criminal Code of the Republic of Azerbaijan. [https://e-qanun.az/framework/46947#\\_Toc89058529](https://e-qanun.az/framework/46947#_Toc89058529)
3. R. E. Pratiwi, N. Meirani, Khumairah. Crowdfunding: As an Alternative to Islamic Funding.
4. R. S. Shiller. Phishing For Phools: Crowdfunding or Crowdphishing?. 2015. <https://www.socialeurope.eu/crowdfunding-or-crowdphishing>
5. R. S. Shiller. Finance and the good society. 2013. [https://www.researchgate.net/publication/285988972\\_Finance\\_and\\_the\\_good\\_society](https://www.researchgate.net/publication/285988972_Finance_and_the_good_society)
6. <https://www.sec.gov/securities-topics/crowdfunding>
7. <https://kiiky.com/az/wealth/crowdfunding-platforms/>
8. [https://www.kickstarter.com/rules?ref=learn\\_faq](https://www.kickstarter.com/rules?ref=learn_faq)
9. <https://www.investor.gov/introduction-investing/investing-basics/glossary/regulation-crowdfunding>
10. <https://enterpriseazerbaijan.gov.az/cfprojects/about>
11. <https://istfonbul.iu.edu.tr/Home/YerliKitleseIFonlama>
12. <https://fongogo.com/>
13. <https://medium.com/@ImpactGuru/12-key-moments-in-the-history-of-crowdfunding-so-far-3f614273d95>
14. <https://www.bbc.com/news/magazine-21932675.amp>
15. <https://crowdsourcingweek.com/blog/a-framework-for-political-crowdfunding-lessons-from-president-obama/>
16. <https://www.lexisnexis.co.uk/legal/guidance/the-regulation-of-crowdfunding-platforms>
17. <https://scalingyourcompany.com/crowdfunding-in-japan/>

# TRENDS OF MALARIA IN 2024

**Zhang, Ruochen Alexandra**

**Ulya Shirinzade**

basis international

## **Abstract**

This article includes several trends of Malaria in recent years. Malaria is one of the most severe diseases and has significantly impacted humans for a long time. Scientists and researchers spend decades finding treatments to cure Malaria. Fortunately, the overall trends are going in positive ways. In the year 1960, people discovered Malaria Vaccines. Literature review methods were used to research current trends. Nowadays, the development of treatment is far beyond Malaria Vaccines since researchers invented Malaria chip-disease model. In addition, the community is enhancing the prevention of Malaria for pregnant women. Before, places like Brazil, India, and Africa didn't have complete systematic prevention of Malaria, which caused a high death rate. However, as more advanced developments appear and more patrons support these poor places, Malaria cases decrease significantly. People all around the world put lots of effort into eradicating Malaria.

## **1. INTRODUCTION**

Malaria is one of the deadliest diseases caused by Plasmodium, an animal parasite. Plasmodium lives in an animal's body, then spreads to humans through Anopheles mosquitoes. Once the Anopheles mosquito attaches to the human body, the sporozoites will pass to liver cells, then they start duplicating in the cells, and Merozoites will be released. After that, they will become trophozoites and, eventually, schizonts. Schizonts repeatedly reproduce in the human body. Four types of Malaria parasites are *P. vivax*, *P. ovale*, *P. malariae*, and *P. falciparum*. Although it has been a long time since Malaria appeared, the total death caused by Malaria in 2021 is 61900. Seventy-seven percent of deaths are children, and every minute five children die due to Malaria. In 1880, a French doctor called Alphonse Laveran found Plasmodium in a Malaria patient's blood.

## 2. IMPACT AND CAUSES OF MALARIA

**2.1 Why mosquitoes bite people:** In human blood, there's a special protein that female mosquitos need to spawn. Second, carbon dioxide attracts mosquitoes. When people are breathing, mosquitoes find them. Third, they like the smell of a mixture of bacteria and sweat, and that's why mosquitos like people's ankles and feet. Unfortunately, pregnant women are more attractive than more people to mosquitos since pregnant women exhale 21% more air than non-pregnant women and their body temperature is higher. Researchers also find that blood type AB and O are more attractive to mosquitoes than other blood types. Children are more vulnerable to Malaria because they haven't developed complete immune systems to defend against Plasmodium [1].

**2.2 Symptoms:** After people are infected by Malaria, they may have headaches, fever, and shivering after a few days. But these symptoms are not for every patient because some people have asymptomatic infections. Asymptomatic infection is very dangerous because if patients don't get cured after 24 hours, they will get worse.[2] Children have more symptoms than normal adults if they are infected with Malaria. Children will have gastroenteritis, encephalitis, or pneumonia followed by fever. What happened in patients' bodies when they are having fever? When they are having fever, erythrocyte schizonts release merozoites. *P. falciparum* is one of the four types of Malaria parasites, and it is the most dangerous one since it causes more complications. For children, the most common complications are CM and SMA. The symptoms of CM are coma, epilepsy, or even loss of awareness. Despite some children can be awake after 24 hours, but still, 10% of them will retain neurological sequelae, such as epilepsy [3].

**2.3 Spreading:** Malaria cannot infect from human to human, and it mainly spreads by *Anopheles* mosquitos. There are 400 types of *Anopheles* mosquitos, and 10% of them can spread Malaria. Also, the spreading depends on different areas and the types of mosquitoes. For example, tropical countries have a higher rate of Malaria infection since high temperature and moist air cause mosquitoes easier to reproduce. Some people are easier infected by Malaria than others like children under 5 and people have poor communities. Not all patients are infected by mosquitoes, some of them have congenital malaria, and *Plasmodium vivax* is the most common congenital parasite. [4]

Species				
Stages	P. Falciparum	P. Vivax	P. Malariae	P. Oval
Ring Stage				
Trophozoite				
Schizont				
Gametocyte				

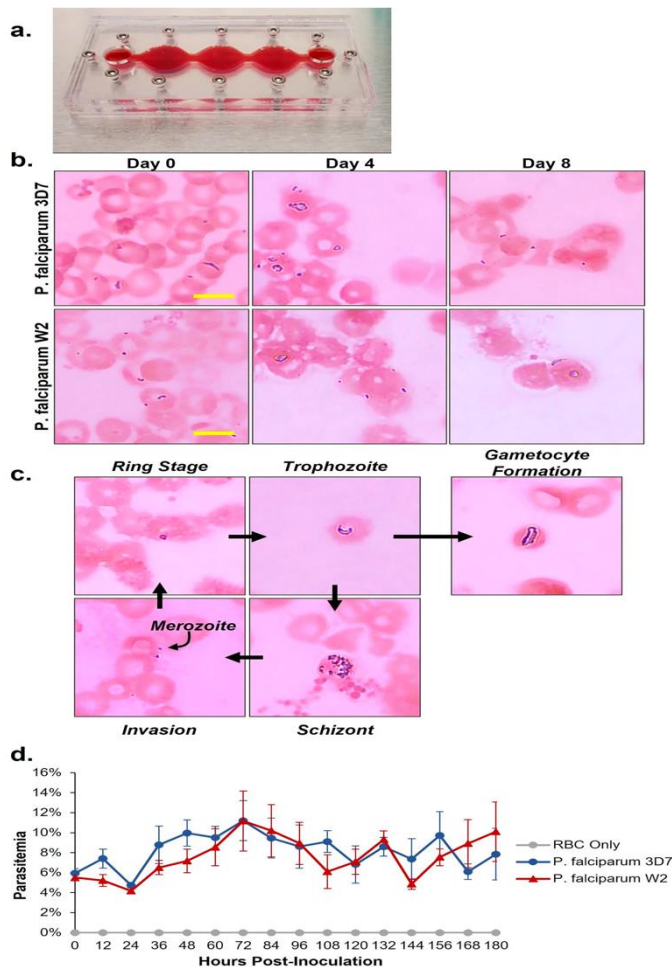
This picture shows 4 stages of Malaria parasite, and 4 types of Malaria parasites.

### 3. TREATMENTS OF MALARIA

Besides Malaria vaccines, there is a complete system of diagnosis of Malaria, such as blood testing, that shows which type of Malaria the patient gets, etc. Via blood tests, doctors can regulate drugs depending on the characteristics of the patients, like age and symptoms. The common medicines are Chloroquine, Quinine sulfate, Hydroxychloroquine, and Mefloquine.

**3.1 High Technology of Treatment:** Researchers have invented a multi-function, multi-organ, serum-free system used to culture *P. falciparum*. This system simulates four human organs (liver cells, spleen, endothelial cells, and recirculating red blood cells). This malaria-on-a-chip disease model tests the efficiency of various drugs and off-target toxicity. Researchers must check the cells' viability and morphology for seven days to achieve the target. For the experiment, scientists added two strains of *P. falciparum*, the 3D7 strain, and the W2 strain; one is chloroquine-sensitive, and one is chloroquine-resistant. This result shows the 3D7 strain palindromic at day five, whereas the W2 strain reduces its level after injecting chloroquine. The experiment testifies the chip model's functions are practical since it can test both drug's effectiveness and the responses of immune organs on *P. falciparum* [5].





(a) is the Malaria chip-disease model, the 3 red dots are representing the simulators of liver cells, spleen cells, and endothelial cells. (b) The conditions of both *P. falciparum* W2 and *P. falciparum* 3D7 on day 0, day 4, and day 8. Clearly, the parasites decrease every 4 days, which means chloroquine is effective to cure *P. falciparum*. (c) indicates the cycle of Malaria's stages, and it includes a special staging which is gametocyte formation. Gametocytes are formed in blood cells and usually in a shape like a sausage.

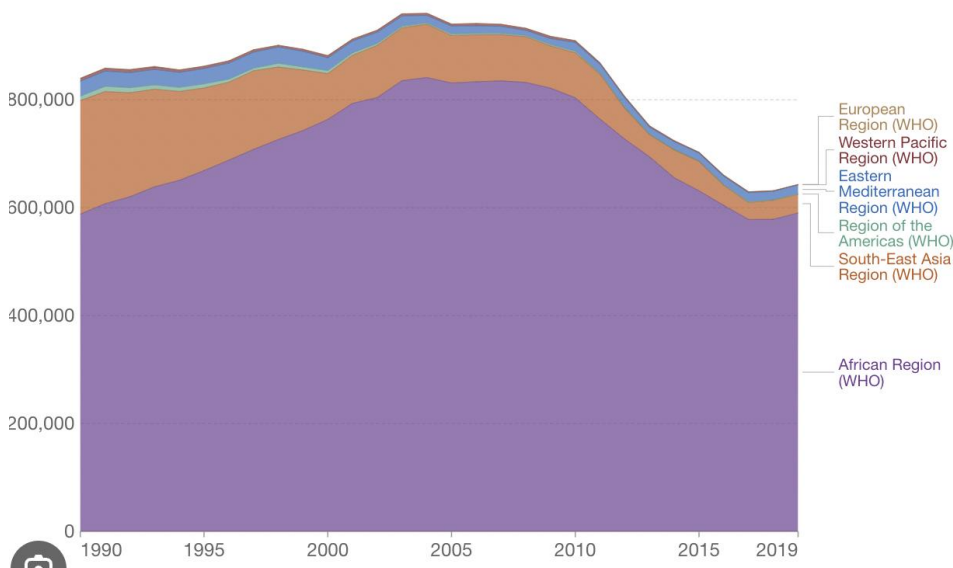
**3.2 Particular Areas:** According to the 2021 World Malaria Report research, 87 countries still have Malaria risk. Places in Brazil, Africa, and India still have severe problems due to Malaria. However, in recent years, the number of deaths from Malaria has decreased significantly. The Pan America Health Organization supports treatment in America. For example, Brazil reduces Malaria deaths by 61% down and hospitalization down 84%. In addition, Honduras's Health Surveillance expands diagnostic coverage and treatment. Paraguay's National Program creates a strategy of "3T" (Testing, Treating, and Tracking). Based on the "Malaria Champions of America, Brazil, and Haiti put effort into reducing Malaria cases. From 2013 to Oct 2017, Malaria cases decreased from 8000 to 126 [6]. Not only do PAHO and HHSU work on preventing Malaria, but some investments also support defeating Malaria, for instance, Bill and Melinda Gates Foundation's strategy and "Malaria Zero" in America. Gates Foundation has donated 258.3 million dollars for Malaria vaccines

and drugs, and they also have granted money for buying Mosquito nets and then sent them to poor areas [7].

In China, there are 60 types of Anopheles mosquitoes. Plasmodium sinensis is a special type of Malaria parasite that only appeared in China, but it's not very effective in spreading. Plasmodium sinensis is common in mountains. Another type of parasite in China is An. Anthropophagus and it emerges in Yunnan, Guizhou, and Liaoning. Researchers found An.dirus in Hainan province since 2010. China Health Organization recommends using ITNs and LLIN to prevent Malaria. During the period 1960-1979, Malaria cases increased quickly in China, and An. Minimus is the primary vector. China did have a strategy for prevention, for instance in 1983, China started to train and test. IRS and LLINs support the prevention of Malaria. Luckily, from 2000-2009, Malaria cases were reduced. To eliminate Malaria, 13 ministries and commissions established the "China Malaria Elimination Action Plan" which accelerated the elimination of Malaria cases in China. Since 2010, mosquito nets have become the most important tools for preventing Malaria. In 2020, the National Health Commission published "Administrative Measures for Preventing Re-establishment of Transmission by Imported Malaria" [8]. During the process of reducing Malaria in China, Tu Youyou, a great pharmacologist found artemisinin in 1972. In the 1960s, chloroquine was ineffective against Malaria, and lots of people dies from Malaria. She led her team to extract the antimalarial components in artemisinin by using a low boiling point solvent. Artemisinin saved a million lives in China.

Malaria deaths by world region, 1990 to 2019

Annual number of deaths from malaria across all ages and both sexes.



The image shows the trends of Malaria cases in different regions, the total number of cases was increasing till 2005, then it started to decrease after 2015. After that, there was an increasing trend from 2016 to 2019, but it is not serious as in 2005.

**3.3 Pregnancy treatment:** It is pretty dangerous for pregnant women having Malaria, especially *P. falciparum*. Malaria may harm the baby through the placenta; for example, it will cause women anemia. Today, it is very difficult to discriminate whether a person has congenital malaria or is infected by mosquitoes. In Africa, more than 13 million pregnancies were exposed to Malaria infection. To help pregnant women prevent Malaria, CHWs will send every pregnant woman the sulfoxide-pyrimethamine, a medicine that helps to prevent Malaria. 2012 WHO guidance asserted that each pregnant woman must receive three doses of preventive treatment (IPTp) [9].

## CONCLUSION:

There are positive signs that the fight against malaria is yielding results, and we may see a sustained reduction in malaria cases and deaths globally by 2023. The reason for this is that there is more funding for preventive measures, better access to treatment, and innovative tools such as insecticide-treated bed nets and vaccines. Nevertheless, it's critical to stay watchful and maintain these efforts to eliminate malaria entirely. By collaborating, we can establish a healthier and safer world for everyone.

## REFERENCES

- [1] <https://www.verywellhealth.com/reason-mosquitoes-bite-some-people-more-others-4858811>
- [2] <https://www.sciencedirect.com/science/article/pii/S1110016822006391>
- [3] <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3507524/>
- [4] [https://www.who.int/news-room/questions-and-answers/item/malaria?gclid=EAIaIQobChMIjdKXy6qQgAMVCppmAh0s8wbBEAAYAiAAEgJut\\_D\\_BwE](https://www.who.int/news-room/questions-and-answers/item/malaria?gclid=EAIaIQobChMIjdKXy6qQgAMVCppmAh0s8wbBEAAYAiAAEgJut_D_BwE)
- [5] <https://www.nature.com/articles/s41598-023-35694-4>
- [6] [https://www3.paho.org/hq/index.php?option=com\\_content&view=article&id=11419:country-efforts-toward-malaria-elimination-america&Itemid=0&lang=en](https://www3.paho.org/hq/index.php?option=com_content&view=article&id=11419:country-efforts-toward-malaria-elimination-america&Itemid=0&lang=en)
- [7] <https://www.gatesfoundation.org/ideas/media-center/press-releases/2005/10/gates-foundation-commits-2583-million-for-malaria-research>
- [8] <https://idpjournal.biomedcentral.com/articles/10.1186/s40249-022-00971-3>
- [9] <https://www.who.int/news-room/feature-stories/detail/community-health-workers-can-help-to-fill-the-gap-in-malaria-prevention-for-pregnant-women>

# TITLES AND PRIVILEGES ENJOYED BY THE NAYAR COMMUNITY IN TRAVANCORE

**AISWARYA GIREESH**

Research Scholar Department Of History University Of Kerala Kerala, India

## **Abstract**

Kerala's Nayar community was deeply ingrained in the state's culture. It wasn't always a caste group; they were a race with many subcastes known by their names. They knew about their traditions and society, which had been around for a long time. Regarding caste, they were classified as Savarna Hindus, meaning they were from the higher castes and were warriors, landed gentry, and yeomen of Kerala. Today, they work as bureaucrats, writers, artists, administrators, and diplomats. An interesting thing about them in the past was that they were one of the prominent matrilineal communities in pre-modern Kerala. The Nayars derived gratification from a plethora of titles and privileges granted to them by the ruling class. The rulers of Kerala society continuously granted favours to the Nayar community, conferring titles and associated privileges upon them. The monarchs conferred titles upon the Nayars as a kind of acknowledgement for their military service and other noteworthy achievements to the nation. This research paper examines the titles and privileges granted by kings, utilising archival and secondary data.

**Key Words:** Nayars, Subcastes, Privileges, Titles

## **Introduction**

During the pre-British era, the Nayars possessed numerous privileges and significant authority. While their numerical representation likely did not exceed 20 or 25% of the population, they were classified only as Sudras in terms of ritual status. The Nayars enjoyed a position of privilege till the mid-19th century. The predominant landowners in most villages were Nayars and Nambudiries. The Nayars were entrusted with upholding law and order within the society. They held an important position in the governance of the land as well. The matrilineal inheritance enables them to preserve the family's entire lands. Travancore Nayars had the distinction of being the largest upper-class Hindu group in terms of population.

## **Findings And Analyses**

### **Titles and the Privileges of the Nayars**

The Nayars, who were formerly known as a martial race, had been serving in the land's militia for generations prior to British administration. The individuals who comprised the nobility, magistracy, government officials, soldiers and police, affluent farmers, merchants, and skilled artisans constituted distinct groups within society. Nevertheless, their primary responsibility was to engage in warfare. The Nayars, being the governing elite, possessed significant advantages. During the 11th and 12th centuries, the civilization in Travancore had adopted a feudal structure. The Nayars constituted the feudal elite, possessing the majority of the land. As the Nayar mobility increased, a class called Madampis or Nayar Jennies emerged. They rented out their lands to lower caste individuals, whom they then subjugated as their tenants. The term "Jenmam right" originally referred to the right that one possesses during their lifetime. By the 11th century A.D., it started to signify the entitlement to inherit via birth.

However, it was indisputable that a significant proportion of the top class Nayers were Jenmies.

Regarding the genesis of the Jenmi system, Elamkulam states that prior to the hereditary trusteeship of temples, there was a transitional era where the role was held by an individual during their lifetime, known as their Jenmam. The term "Jenmi" was developed from that particular word Jenmam. Initially, a select group of influential individuals were designated as trustees. This appointment had a predetermined duration. Whether by deliberate choice or other means, they were repeatedly reappointed. Initially, it was feasible for an individual to serve as a trustee for their entire life., it became the norm for a trustee to occupy the position for the duration of their lifetime. The authority of a select group of trustees over the land under their supervision was restricted to their Jenmam right. Subsequently, it became normal for the legal heir of a trustee to be appointed as their successor, resulting in the hereditary nature of the trusteeship. The Nambudiri Jenmies were likely to be quite tolerant towards Nayar tenants due to the marriage connections between the Nambudiries and Nayers. Their social lives was closely intertwined with that of their tenants. Marthanda Varma's consolidation of smaller principalities into Travancore led to a scenario where a significant number of tenants and subtenants under Nambudiri Jenmies became landholders under the government.<sup>i</sup> This provided an indirect assistance to Nayers. The Jenmi system in Travancore was undergoing transformation due to this intervention. State regulation of land ownership and usage. The revolution resulted in the creation of an increasing number of government positions, and the Nayers were the ones who gained from this transformation. They had complete control over the revenue administration, from top to bottom. The Jenmies possessed full legal authority to displace the tenants. It is accurate to state that the dominance of Nayers in legal ownership significantly declined. The immediate consequence of the land changes in Travancore was therefore advantageous for the Nayers. However, in the long term, these changes had a negative impact on the Nayers as a significant portion of land was transferred from Nayar taravads. Due to the implementation of the Jenmi system, the Nayers attained a position of aristocracy and exerted their dominance until the mid-20th century.

Nayers received pleasure from a multitude of titles and privileges bestowed upon them by the governing elite. The rulers of Kerala society consistently provided patronage to the Nayar community, bestowing upon them titles and accompanying benefits. The monarchs bestowed titles upon the Nayers in recognition of their military service and other significant contributions to the nation. The Nayers established military factions and served as the king's defenders against external assaults. The Nambuthiri's influence occasionally exerted authority on the king, and they developed worries about the dominance of the Brahmins. In addition, they sought the endorsement of the others to bestow prestigious titles upon the Nayers. By accepting these titles, the Nayers acknowledged the king's authority and remained devoted to him, serving as his spokespersons. They controlled the internal issues opposing the king and upheld the rule of law throughout the state.<sup>ii</sup>

Brahmanisation in Kerala has resulted in the establishment of Nayar domination within society. They elevated the social position of the Nayers from being Sudras to that of Kshathriyas, thereafter assuming the roles of landowners and guardians of the Brahmins. The janmis of Kerala are the upper-caste Subsequently Hindus. In order to safeguard themselves from potential uprisings by the martial group, the rulers granted titles to the Nayar dominance, which occasionally posed a danger to their status. During the Perumal era in Kerala, the Nayers were granted authorization to serve in the military. They assume the role of bodyguards for the monarchs and function as the defenders of the nadus. They enforced law and order in some regions within their jurisdiction. During the rule of the Perumals, the Nayers were designated as a permanent military force in Kerala.<sup>iii</sup>

The titles conferred a position of higher social status onto their holders, who were regarded with respect by others. Occasionally, the Nayars acquired titles from the ruling dynasty by providing them with a sum of money known as Adiyara. The titles elevated the social standing of the Nayars. These titles granted them certain benefits such as the possession of land without having to pay rent and the status of local landowners. The Nayars were bestowed with a range of titles by the rulers of Kerala. In the Malabar region, individuals held titles such as Moopil Nayar, Nayanar, Kurup, and Adiyodi. Menon and Marar are located in Cochin. The individuals with the surnames Unnithan, Valiyathan, Karanavar, Kurup, Adhikari, and Chempakaraman are found in the Travancore region. Occasionally, they obtained titles such as Kaimal, Kartha, Thampan, etc. These titles were a consequence of their amicable association with the rulers and Brahmins, or their assistance to them.

Travancore enjoyed a superior social standing compared to others. The Nayars held a prominent social status in Travancore, surpassing that of other regions in Kerala. Travancore is a geographically diverse region and a nation characterized by notable disparities, situated in the southernmost part of India. Travancore stands out due to its distinctive physical characteristics, social organization, and intricate cultural composition. It is a very caste-dominated and tradition-bound region of the country. Travancore is a really scenic region in India. The region was governed by the Travancore royal family, also known as the Venttudayavar or Vancheesanmar, who were the offspring of the Perumals. The Travancore state comprises numerous Nayar Tharawads, Desavazhys, Naduvazhys, and Nayar Swaroopams. The Nayars provided support to the rulers and played a crucial role in upholding the law and order inside the ruling territory. They provide significant military and economic assistance to facilitate the annexation and defeat of both domestic and foreign forces.

They were designated as the esteemed accountants known as Pillas to ensure the improved management of the nation. The Nayars serve as guardians and benefactors of the temples in Travancore. They are also responsible for being trustees and participants in the boat races, the oldest festival celebrated in Travancore. During the 19th century in Travancore, approximately 20% of the population comprised the Nayars. Travancore Nayars, the largest Hindu caste in a state devoted to a Hindu deity by the king, were granted special privileges and held significant authority. The position of the Nayars in Travancore's history closely aligns with the definition of a dominant caste. They held a prominent status due to their significant control over land, authority to grant land and employ other castes, establishment of a large clientele, and even maintaining armed forces. They also held power in the administration of justice, essentially possessing a monopoly over authority. The significant titles employed by the Nayars in Travancore are as follows:

### **Tampi**

The title of Tampi was historically bestowed by the ruler as a mark of distinction for outstanding contributions of an extraordinary character, and might be likened to that of a prince. This exceeded the Chempakaraman's title, which was introduced by Marthandavarma of Travancore. The title was predominantly utilized in Travancore. Currently, the unique suffix is added to the names of the Nayar sons of the ruler of Travancore. They were granted many advantages, such as being able to ride palanquins, appearing before the king without wearing a head dress, and having the ability to see their royal cousins, who were their father's heirs according to the Marumakkathaayam law, without the need for a formal announcement beforehand.

The consorts of the Maharajas are often chosen from Tampi households. If the selection extends beyond these families, the consorts are formally adopted into one of them either before or shortly after the marriage union. The Maharajas of Travancore embraced the matrilineal tradition and system of inheritance that was widespread in the region during the

14th Century AD.<sup>iv</sup> Consequently, upon the death of a monarch, his nephew or sister's son would assume the role of the next ruler, while his own son, born from his Nair bride, would be referred to as Thampis, with the honorific title "Sri" denoting the mother's lineage and Thampis serving as the given name. The daughters of the Maharajas were commonly referred to as ponnammass or Kochammass, with the title "Ammaveetil Srimathi" denoting their mother's family name, and "Pilla Kochamma" representing their personal name. Other female members are referred to as Tankachies. The consort is referred to as the Amma or Ammachi. Due to the Marumakkathayam system of matrilineal succession in Travancore, the offspring of these individuals would only be referred to as Thampis (for males) and Thankachis (for females), without any additional distinguishing titles.

### **Pillai**

The term "Pillai" was commonly used throughout the medieval era as a prestigious title given to influential officials who served in different royal courts in South India, specifically among the Nairs in Kerala. Originally associated with individuals of higher social standing and aristocratic lineages, the name gradually got embraced as a family name by a wide range of Tamil peasantry in the 19th and 20th centuries. Pillai is a subcategory or lineage within the Nair community in Kerala. Pillai was a prevalent honorific bestowed upon the Nairs and Pattaryas, two Hindu castes residing in North Travancore. The title of Pillai was conferred through a ceremonial ceremony called Thirumugham Pidikkuka, which involved presenting the King with his likeness and paying a price known as Adiyara. Prior to bestowing the title, the monarch conducted a thorough investigation of the individuals or their family, their social status, their service to the government, and their social background. Upon receiving this title, the individual is granted the honorific title of Pillai as a suffix, and the distinguishing title of Kanakku, which signifies accountant in the Tamil language, as a prefix to their name. The individual being recognized is bestowed with the title "Tirumughathu Kanakka" as a prefix to their name. Nevertheless, the names Kanakku and Pillai were never combined. Instead, an individual named Krishnan would be addressed as Krishnan Pillai or Kanakku, followed by his maternal uncle's name, and then Krishnan. The latter style was employed in royal writs and correspondence. The privileges provided by this title were of such significance that even in 1814, a Brahmin named Sanku Annavi, who had previously served as the Dewan of Travancore, could gain the same title from the Maharajah. The Ettu Vittil Pillamar of Travancore were prominent figures among the Pillas of medieval Kerala.

### **Chempakaraman Pillai**

Chempakaraman is a prestigious title or honour that holds a higher rank than Pillai and can be considered equivalent to knighthood in Western countries. It mostly served as a designation in the Travancore regions. The title is bestowed upon individuals who have provided commendable services to the state. In Travancore, the title was occasionally granted to a family for a lifetime.<sup>v</sup> The title above the typical Pillai was Chempakaraman Pillai, a creation of Maharaja Marthanda Varma of Travancore. The person whom the ruler chose to honor was initially escorted by the nobles and ministers of Travancore, riding on an elephant, around the primary four roads of Trivandrum city. Subsequently, the individual was welcomed inside the palace by the Prime Minister and seated beside him. The ritual concluded by offering him Paan Supari as a treat. A person who is honored in this way would use the title "Kanakku" followed by "Chempakaraman" instead of their maternal uncle's name, and then their own name. For example, they would be called "Kanakku Chempakaraman Krishnan."

### **Unnithan**

The Nayars hold the title of Unnithan in Travancore and is a contemporary version of the previous title of Thankal. The Unnithans held a prominent position within the Nair aristocracy in the Travancore area of Kerala. The women of the Unnithan family are commonly referred to as Kunjammass. The Kunjammass from the Edassery Pattaveetil lineage frequently entered

into matrimonial alliances with the Rajahs or princes belonging to esteemed royal lineages like as Mavelikara, Ennakad, Prayikkara, and others. Their origins are predominantly from Central Travancore. Unnithans were consistently referred to by their family names, preceded by the title of Eman (a kind of Lord), and even by the Maharajas, rather than being addressed by their personal names during meetings. The women of their group were granted the honorific title of Kunjamma, which denoted their elevated position within the Nair community. In contrast, all women in the community were uniformly addressed as Amma. While individuals from different castes, such as Panicker and Pillai, used other noble titles, the titles of Unnithan or Thankal were exclusively reserved for the highest social class within the Nair aristocracy. In the past, all individuals with the surname Unnithan were addressed formally as Thankal, but the term Unnithan was commonly used as a surname. The Nairs of these castes held significant influence over Kerala's civic, administrative, and military sectors throughout the pre-British period. The prohibition of their kalaris and private military forces by the British and the implementation of land reforms in the early 1900s resulted in a significant decline in their social status and influence due to the loss of land ownership. Nevertheless, these individuals persisted as feudal landlords and retained ownership of extensive properties until the implementation of the Land Reforms ordinance by the Kerala State Government. This ordinance established a limit on the amount of land an individual or family could possess. Notably, the Kerala State Government was the first Communist ministry to be democratically elected in India. Consequently, many of these families were abruptly plunged into poverty.

According to Edgar Thurston, the titles Unnithan and Valiathan were exclusively held by specific affluent and influential families in central Travancore. To a certain degree, they acted as judges of peace and resolved all common conflicts that arose in the Kara or the village where they lived.

### **Valiyathan**

Valiyathan is the equivalent title for Unnithan. The Rajah of Kayamkulam bestowed the title of Thankal upon the Nair nobles of his dominion. During the 18th century, Marthanda Varma of Travancore bestowed the title of Valiya Thankal, or the Senior Thankal, upon the Vattaparambil dynasty, which later became known as Valiathan.<sup>vi</sup> Consequently, the remaining Thankals were referred to as Unni Thankals, Junior Thankals, or Unnithans. The Vattaparambil family initially resided in Kayamkulam and held various positions like as ministers and commanders, serving the Kayamkulam Rajah. Additionally, numerous rulers from the Kayamkulam lineage had entered into matrimonial alliances with women from this particular family.

During the early 18th century, Travancore faced internal issues as the authority of King Marthanda Varma was contested by the Ettuveetil Pillamar. The nobility expressed their opposition to a royal adoption that took place in 1718. Due to concerns for her safety, the princess, who was the adopted sister of Marthanda Varma, resided in exile in Harippad with her four-year-old son, who later became known as Dharma Raja. Despite her affiliation with the Travancore Royal Family, the princess frequently faced financial and resource constraints. The eldest woman of the Vattaparambil family showed her support for the princess and her son, and it was the young prince who first called her Valiyamma, which is the phrase used to address one's maternal aunt. Subsequently, the eldest female member of the Vattaparambil family acquired the title of Vattaparambil Valiyamma.

### **Kurup**

The Kurup is a professional designation among the Nair community in Kerala. They fulfilled roles as warriors, generals, and warlords under the authority of kings. The title was a prestigious hereditary appellation bestowed upon specific Kshatriya clans of Kiryathil Nairs



in the Malabar areas. The title of Kurup was also bestowed upon a group of Nairs who held the position of overseers at temples and pagodas.

In previous centuries, certain individuals from Kaniyar Panicker families in north Malabar were bestowed with the prestigious title of Nambi Kurup. The Kaniyar people of south Malabar are known as "Kalari Kurup" or Kalari Panicker, which is a prestigious title given to their ancestors due to their role as instructors of the martial art form known as kalari.<sup>vii</sup> The individuals belonging to a distinct segment of the population residing in central Travancore, who were engaged in the professions of barbering and conducting funeral rituals for the Ganaka community, were commonly referred to as Pothuvan Kurup, Kani Kurup, or Kurup.<sup>viii</sup> Later on, Sri Narayana Guru converted certain families of them into the Ezhava group. The surnames Panicker and Kurup are also adopted by the Maarans of Central and South Travancore.

The titles and privileges were bestowed upon the members of powerful families since the era of Marthandavarma of Travancore up until the present day. Marthandavarma assumed the throne in 1729, and the socio-political and economic state of Travancore deteriorated significantly. The feudal lord yogakkar and the Pillamar pose significant challenges within the royal family of Travancore. Marthanda Varma effectively quelled the rebellions and resolved the issues with firm authority, ultimately establishing an effective and controlled government. He implemented numerous improvements in the governance and administration of Travancore. The land revenue settlements underwent reforms, resulting in the implementation of new levies aimed at improving the country's economic conditions. Throughout the era, numerous titles and privileges were bestowed upon the Nayars community. The primary objective of bestowing titles and privileges was to foster dedication and loyalty among the prominent Nayars and to enhance the economic state of the region. The churna and the Neettu Records document the bestowal of titles and privileges upon the Nayars.

In 1743, the monarch bestowed the title of Marthanda Panikkar upon Mannor Achu Marthandan, a resident of Attingal. He made a contribution of 108 panam in exchange for the title. The churna record indicates that it was the initial land grant bestowed during the reign of Marthandavarma of Travancore.<sup>ix</sup> The document, identified as ola number 357 and dated in 1745, delineates the specific privileges bestowed to an individual named Kesavan Marthandan. According to historical records, his name was changed to Marthandan Pillai. This change in name granted him certain rights, such as the use of a horse, umbrella, and a Veerachangala. The Veerachangala was a golden chain symbolizing the privilege bestowed upon him by the royal authority. He remitted a sum of 1000 panam as an Adiyara fee for the grant.<sup>x</sup>

The Mathilakam record, dated 1758, documents the bestowal of a privilege to an individual named Narayanan from Ulloor, who belongs to the Nayar community. This record has a detailed account of the special honor bestowed upon Ulloor Thever Narayanan, in the shape of a royal knife adorned with gold and a narayam. The possession of this knife and the narayam bestows a distinctive social standing upon the individual within both society and the Nayar community.<sup>xi</sup> Under the reign of Karthika Thirunal Ramavarma, the bestowal of titles and associated privileges persisted. Referred to as Dharma Raja. In 1763, Valiyaveetil Eechan Padmanabhan, who resided at Vatiyur Kavu Adhikaram, was granted a privilege. The individual who received the title "Pillai" was presented with a knife adorned with a layer of gold, serving as a sign of royalty. The Mathilakam Records indicate a payment of 200 panam as the Adiyara Q2.<sup>xii</sup> In 1766, Mathevan Kumaran, a member of the Kathiyan Karakonathu in Palkulangara Adhikaram, was granted the honor of receiving a gold knife and narayam from the monarch of Travancore. He paid 100 panam as the Adiyara fee to obtain this privilege.<sup>xiii</sup> The churna record of the ME 941 states that Thennadan Kurup of Thekkumbhagam

Adhikaram received 200 panams as a net transaction with Adiyara, granting him a certain rank. It also discloses the quantity and the uranma condition to the Kurup.<sup>xiv</sup> Occasionally, the titles are bestowed upon the entire family through the purchase of approximately 30000 panam, known as the Adiyara. This occurred only after the year 1824. The ola record from the Kollam era of 1004 mentions the titles received by the individuals Kochupillai and Velupillai, who were accountants at the Hujur Treasury. They were granted 1334 panam as the Adiyara each per the record. A royal letter was addressed to Dewan Venkittarayar by Neettu.<sup>xv</sup> In the year 1020 of the Malayalam era, Krishnaraman, belonging to the Kollam adhikaram, was bestowed with the title of tirumugham by the ruler. The Neettu Records sought to confer the status of thirumugham onto Panapilla, a member of the Krishanaramans tarawadu, due to his affiliation with the Ottapilakkal Veedu. In Kannimelsery, Kollam, he paid a sum of 29134 panam as Adiyara to obtain the tirumughasthanam for the entire family. The royal Neettu was recorded by the monarch and dispatched to Dewan Janardhana Rayar Venkittarayar.<sup>xvi</sup>

### Conclusion

The Mathilakam Records and Neettu Records listed above document the bestowal of titles and privileges upon members of the Nayar community. Occasionally, the king bestowed the title upon them in recognition of their military service as part of their administrative strategy to garner the support of the Nayars in governance. The titles were bestowed upon the Nayars, who were either member of the higher caste or those with a favourable economic status. Government officials were entitled to receive titles, and their Adiyara payment was lower than others. The Adiyara, a fee levied by the government for purchasing titles from the royal authority, was widely prevalent in the kingdom. These titles and privileges enhanced the authority of individuals inside the community. The titles bestowed upon the upper caste Nayars and their families can be regarded as a tactic employed by the kings of Travancore to generate income and accumulate wealth for their nation. These titles confer upon them a distinct position, serving as mere symbols of grandeur and prestige.<sup>xvii</sup>

### References

- <sup>1</sup> P.N. Elamkulam Kunjan Pillai, *Studies in Kerala History*, Trivandrum, 1970, pp. 348-361.
- <sup>1</sup> K Madhavan Nair, *Nayar Pazhama*, (Mal) p.44.
- <sup>1</sup> *Ibid.*, p.45
- <sup>1</sup> Samuel Mateer, *The Land of Charity*, p. 388.
- <sup>1</sup> V. Nagam Aiya, *The Travancore State Manual*, Vol. I, p. 368.
- <sup>1</sup> *Ibid*, p. 369.
- <sup>1</sup> *Ibid.*, p. 368.
- <sup>1</sup> Edger Thurston, *Castes and Tribes of Southern India*, Vol.IV, pp.168-170.
- <sup>1</sup> Central Archives Fort Trivandrum (here after C.A.F.T), *Mathilakam Records Here After (MR) Churuna No.2270, Ola 1014, Year 924(1749)*, 1/5
- <sup>1</sup> C.A.F.T, MR, Churuna No.2252, ola 357, Year 920(1745).
- <sup>1</sup> C.A.F.T, MR Churna no:2013, ola no;24/29, Year. 933(1758).
- <sup>1</sup> C.A.F.T, MR Churna no:1659, ola no;1/7, Year. 938(1763).

- <sup>1</sup> C.A.F.T,MR Churna no: 2376,ola no;15,Year. 941(1766).
- <sup>1</sup> C.A.F.T,MR Churna no: 1544,ola no;92,Year. 941(1766).
- <sup>1</sup> CAFT ,Neettu Records,Vol 21,p.96,neetu dated on28/04/1004.
- <sup>1</sup> CAFT ,Neettu Records,Vol 50,p.15,neetu dated on13/01/1020.
- <sup>i</sup> P.N. Elamkulam Kunjan Pillai, *Studies in Kerala History*, Trivandrum, 1970, pp. 348-361.
- <sup>ii</sup> K Madhavan Nair, *Nayar Pazhama*,(Mal) p.44.
- <sup>iii</sup> *Ibid.*, p.45
- <sup>iv</sup> Samuel Mateer, *The Land of Charity*, p. 388.
- <sup>v</sup> V. Nagam Aiya, *The Travancore State Manual*,Vol. I, p. 368.
- <sup>vi</sup> *Ibid*, p. 369.
- <sup>vii</sup> *Ibid.*, p. 368.
- <sup>viii</sup> Edger Thurston, *Castes and Tribes of Southern India*, Vol.IV,pp.168-170.
- <sup>ix</sup> Central Archives Fort Trivdrum(here after C.A.F.T), Mathilakam Records Here After (MR) *Churuna* No.2270,Ola 1014,Year 924(1749),1/5
- <sup>x</sup> C.A.F.T, MR,*Churuna* No.2252,ola 357,Year 920(1745).
- <sup>xi</sup> C.A.F.T,MR *Churna* no:2013,ola no;24/29,Year. 933(1758).
- <sup>xii</sup> C.A.F.T,MR *Churna* no:1659,ola no;1/7,Year. 938(1763).
- <sup>xiii</sup> C.A.F.T,MR *Churna* no: 2376,ola no;15,Year. 941(1766).
- <sup>xiv</sup> C.A.F.T,MR *Churna* no: 1544,ola no;92,Year. 941(1766).
- <sup>xv</sup> CAFT ,*Neettu* Records,Vol 21,p.96,*neetu* dated on28/04/1004.
- <sup>xvi</sup> CAFT ,*Neettu* Records,Vol 50,p.15,*neetu* dated on13/01/1020.

# RECENT CHANGES IN THE EMPLOYMENT MARKET AND EMPLOYMENT DEMOGRAPHIC PROJECTIONS IN TURKEY

**Prof. Dr. Ahmet Niyazi ÖZKER**

Bandirma Onyedi Eylul University, Faculty of Economics and  
Administrative Sciences, Public Finance Department 10200-TÜRKİYE  
ORCID ID: 0000-0001-5313-246X

## ABSTRACT

The recent changes in the employment level in Turkey and the process of adaptation of these changes to the reform policies in question bring to the agenda some crucial goals at the level of globalization, especially with a structure compatible with the change in the democratic structure. While these targets are also meaningful with recent economic growth projects in Turkey, they also reveal projections for increasing the employment volume with reformist measures taken regarding the employment level. Undoubtedly, labour-based demographic characteristics have recently been the subject of significant developments, especially regarding our subject and some reformist policies regarding the labour-education relationship. On the other hand, this issue also shows an essential coordination based on target economic variations and variations in employment volume. These correlations have been the subject of some multi-directional correlation models, mainly depending on macroeconomic developments rather than being unidirectional, and have also shown that the increases in employment volumes at all levels in recent years require a vital basis that further deepens the structural relationship. At this stage, especially when looking at the relationship between demographic structure and labour force employment protectively after 2023, even if there are expectations for a proportional increase in the employment level of young people in Turkey, there is a significant financial change process in these terms.

**Key Words:** Demographic Projections, Economic Growth Policies, Employment Market, Employment Reforms, Fiscal Policies.

**JEL Codes:** H32, H43, J18.

## INTRODUCTION

Recent developments in Turkey have been subject to significant deviations in recent years, especially regarding multi-speed variables at the workforce level. Together with youth employment in Turkey, the problems of increasing the level of employment in ensuring the participation of the young population in employment, the recent financial integration and the increasing joint coordination of economic growth goals also bring about the inevitability. This phenomenon, especially the problems related to the characteristics of the elderly population in Turkey and the number of regions reaching retirement age, also raises crucial vicious circle problems that may be associated with this ongoing structure. (Karagel, 2011). The problematic structure of the female labour force and the level of education in Turkey, especially the educational level of the young population among highly educated individuals, has also turned into important employment problems on Dec. Some significant problems have remained far from a sufficient level regarding these characteristics of the potential young population that

should be found in the labour markets and are often raised as one of the main issues of employment policies (Aşçı & Öz, 2019).

This position of the employment problem in Turkey related to the demographic structure has affected economic growth trends as a structural change process that prioritizes the increase in employment volumes expressed by economic growth policies but results in significant deviations in qualification values. In this context, the dynamics of recent demographic changes are shaped by structural change policies, where regional development policies are a priority. Although the future projections of employment and demographic policies often bring up different global interpretations, on the other hand, the characteristics considered at the level of structural differences have made it inevitable from the point of analysis that demographic relations at the employment level need a more rational information system. In particular, the existence of an integration structure in which social factors will take priority in increasing women's employment in terms of income and economic growth is aimed at reforming the target employment level by raising the level of education (Aslan & Kula, 2014). This problematic structure directly means that the risk of poverty increases and is affected by the social and unstable structure. In particular, the inadequacy of policies that encourage entrepreneurship and sectoral diversity is essential for more robust cooperation between educational institutions and the business world and better preparation for the needed skills (Song & Wu, 1998). Policies and supports that encourage employment-increasing entrepreneurship, directly related to the level of education, are the priority dynamics of establishing new business diversity intended to create employment in Turkey.

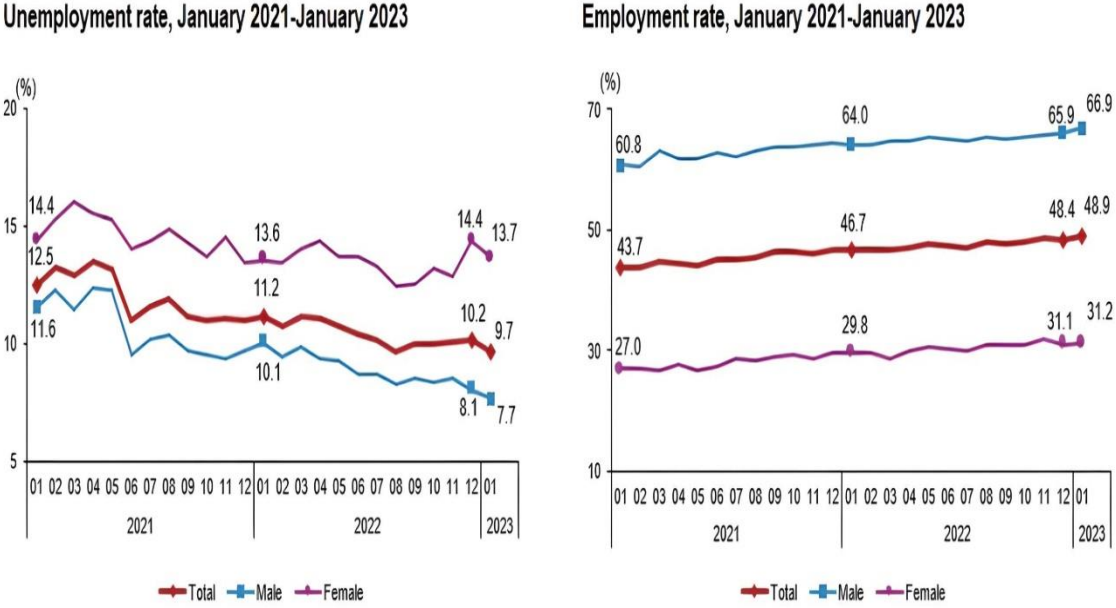
## **CHANGES BETWEEN THE EMPLOYMENT LEVEL AND DEMOGRAPHIC RELATIONS IN TURKEY RECENTLY**

In understanding the close relationship between the analysis of the employment level in Turkey, especially in recent years, and the unemployment level in Turkey, the structure and changes based on the unemployment level should be particularly emphasized. In this context, the changes in unemployment rates in Turkey in recent years and 2023 reveal a very significant awareness of variability, and the fact that they are subject to some considerable differences every month reveals an integrated significant correlation regarding demographic variations.

### **Outlook of Recent Employment Rates in Turkey and Their Distribution Levels by Gender**

This negative effect has brought structural impact, especially in urban areas and industrial service sectors, to a more concrete level in recent years, especially in expressing rural and urban employment dynamics along with some existing values in Turkey. Again, this structure in question has put forth the necessity of global harmonization, a structure in which the population pyramid shapes deviations in gender and the level of the employment system (Baykal, 2022). However, balance procedures in employment have negative impact characteristics that can be expressed mainly by increasing values regarding the employment level and sustainability, which have been growing recently (Baykal & Divrik, 2023). In this context, it is observed that employment-related projects come to the fore, and the development of a new pension reform policy structure, especially with a higher proportional increase in employees over 65, draws attention as a projection in forming structural democratic policies. In understanding the demographic structure and employment level in Turkey, it should be emphasized that these variations in the unemployment level reveal a significantly volatile structure at different values. It is observed that the position of this structure, especially in terms of change in the last 2022 and 2023, creates various levels of impact and causes it to be interpreted at multiple levels in terms of economic growth and the population pyramid. It is significant to watch the monthly

changes in unemployment rates in a structure that includes 2023 and 2024 projections in Chart 1 below:



Source: Turkish Statistical Institute (2023), *Labour Force Statistics - January 2023*, <https://data.tuik.gov.tr/Bulten/Index?p=Labour-Force-Statistics-January-2023-49386&dil=2> (Accessed January, 25.2024).

**Graphic 1. Outlook of Changes in Turkey's Recent Employment Rates and Its Division as of Gender**

As seen in Chart 1 above, there is a significant difference between the employment and unemployment rates of the male and female population, especially demographically. On average, the almost similar proportional distribution of the male and female population in Turkey is not seen at the level of employment within the same structure. In other words, this issue, which can be described as a demographic deviation in the recent period, is noteworthy that there is no higher decrease in the period after 2022, when the female employment level, especially the unemployment rates, is at the highest level compared to the number of male employees (Turkish Statistical Institute, 2022). The unemployment rate at the female level, which is around 15% in 2020, represents a notably higher structure in terms of male employment, based on the workforce pyramid projection. According to Graphic 1 as Labour Force, the number of unemployed persons aged 15 years old and over decreased by 166 thousand to 3 million 424 thousand persons in January 2023 compared to the previous month, which is predominantly male population.

It is difficult to say that unemployment related to the same level of female employment will show a significant downward trend as an unemployment rate in 2023. In a structure where the female unemployment rate is not subject to proportional differences demographically and continues at a constant rate, and there is no significant increase in female employment, it is observed that the unemployment rate remains the same, but it reveals a negative stagnation in the labour force rates demographically, and this can be expressed. This is an unstable demographic negative situation, which understood that its position continues to increase with sectoral negative impact scales (Kara et al. 2023). The unemployment rate has been estimated at 9.7% compared to the previous year; it has been estimated at 7.7% for men and 13.7% for women as of 07 2024 projections. Looking at the issue demographically, the employment

participation rate, based on 2023, reached 54.1 percent with an increase of 0.2. This rate was 72.5 percent for men and 36.1 percent for women.

However, when we look at the issue demographically, it is observed that the percentage of the workforce comes to the agenda with some differences, albeit small, especially in terms of 2023 and 2024 projections. Projectingly a demographic-based approach predicts the lowest labour force participation rate to be 8.7% in 2024. When we look at the monthly frequency distribution, it indicates that the contribution value of the demographic employment power of the 9.1% structure in the monthly frequency distribution for each month will increase further. However, another agenda that can be expressed is the meaningfulness, difference and variability of the change process according to age groups, especially regarding the distribution of the young population, the population over 65 years of age and the active population.

### Unemployment Rates and Employment Levels Recently and Projections in Turkey by Number of Active People

The fact that the period over the age of 65 in Turkey turns into an increasing rate of labour force participation draws attention to a scale effect that gradually increases with the impact of rising inflation and deviations in purchasing power in the significantly that there is a decrease in the increase in the number of working populations. In other words, the differences in the labour force employment rate, which may decrease significantly for the young population in the following years, are interpreted as the result of an economic recession process in which an inevitable increase in the rates, especially for those over the age of 65, will increase further (Turkish Statistical Institute, 2021). The most significant decrease in the proportional values as a percentage of the total population is the decreasing effect on the future employment projections of the young population. This significance can be expressed mainly in the period between 2024 and after 2024, when the young population will be employed by decreasing the total population, and the demand for the workforce will fall with the technological infrastructure brought by the automation process (Yakut & Kara, 2021). However, it is stated that the employment of people over 65 may be possible due to the gradual increase in the labour force, mainly due to a replacement income effect on the purchasing power of economic conditions. Table 1 below reveals the Unemployment Rate and Number of Active People and Forecasts in Turkey:

**Table 1. The Overview Unemployment Rate and The Number of People Actively and Projections in Türkiye (as of 2023)**

<i>Actual</i>	<i>Previous</i>	<i>Highest</i>	<i>Lowest</i>	<i>Dates</i>	<i>Unit</i>	<i>Frequency</i>
9.00	8.60	14.20	8.00	2005 - 2023	percent	Monthly
<i>Calendar</i>	<i>GMT</i>	<i>Reference</i>	<i>Actual</i>	<i>Previous</i>	<i>Consensus</i>	<i>Forecast</i>
2023-12-11	07:00 AM	<i>October</i>	8.5%	9%	--	9.1%
2024-01-10	07:00 AM	<i>November</i>	9.1%	8.6%	---	8.7%
2024-02-12	07:00 AM	<i>December</i>	8.7%	9%	---	9.2%

**Source:** Trading Economics (2023), *Turkey Unemployment Rate*, <https://tradingeconomics.com/turkey/unemployment-rate> (Accessed January, 25.2024).

As seen in Table 1 above, the values updated as average values, especially between 2005 and 2023, reveal that Turkey's unemployment rate is around 8.6% and 9%, respectively. When we look at previous years for this rate, there is a situation where it rises to 11%, especially between 2005 and 2023. However, these rates decreased significantly in the following years, especially with the structural change values in 2023 among all the current. Again, it is significant in terms of chronic unemployment and demographic labour force deviation in Turkey, as it has fallen to its previous stable structure with an unemployment rate of around 9%. The loss of workforce, which is about 9% in the last months of 2023, reveals an average value of approximately 8.6%

in 2024, and the percentage value increases will continue as a stable unemployment rate and loss in employment power in 2024.

The fact that the current value in previous years is also consistent with the average value between 2005 and 2023 also reveals that social policies and the tendency to create a workforce can make a meaningful impact on unemployment. This means labour policies are not subject to structural transformation policies as an efficient value regarding demographic policies (Biçer, 2021). Undoubtedly, questioning the demographic working and contribution values of the male and female population and evaluating the active level only as the young population and the working population over 65 is insufficient to analyse the demographic structure-employment relationship in Turkey. This phenomenon has turned into a negative substitution effect in reducing the value of contribution to the workforce. This negative substitution effect reveals that demographically, some negative implementation results, which continue to work before and move expectations from social policies beyond the approaches, motivate the workforce over 65 to operate. This negative effect of social policies creates a significant decrease in the working population rates, showing parallelism with the values of fiscal policies such as taxes and social policies regarding some substitution effects (Bodur, 2019). Primarily, the “*Tax Wedge*” phenomenon on the workforce, which creates a very high tax emphasis per capita in Turkey demographically, has become far from encouraging, especially for the young population to work and employ.

### **Employment Rates and Recent Employed Labour Force Limits in Turkey Based on Demographic Changes**

In particular, approaches to wages and labour costs related to wages have been subject to minor deviations for 2023, especially in wages in the production sector. Even though the increases in unemployment directly affect employment and have entered a tiny downward trend in percentage terms, it is far from saying that it significantly impacts the increasing labour force rate equivalent to the rising population. The number of unemployed people in Turkey as of 2023 is around 3 million. Even though there has been minimal percentage change in the proportion of the labour force participating in the production, this approach, which can be expressed with minimal percentage values that can be defined as 0.15%, reveals that it does not create significant value. Especially when compared to the population, this proportion means there are no considerable unemployment rates compared to the previous year, 2022. In summary, it is difficult to say that a 0.40% increase in employment rates creates a significant impact. It is possible to see in Table 2, the general breakdown of employment dynamics related to the demographic structure regarding population proportional values for 2022 and 2023 comparisons:



**Table 2. Employed Labour Rates and Demographic Changes in Turkey  
in The Recent Period**

Unemployment Rate	9.00	8.60	percent	Nov 2023
Employed Persons	31611.00	31847.00	Thousand	Nov 2023
Unemployed Persons	3116.00	3001.00	Thousand	Nov 2023
Labor Force Participation Rate	52.90	53.10	percent	Nov 2023
Youth Unemployment Rate	16.50	16.20	percent	Nov 2023
Labour Costs	1109.32	921.40	points	Sep 2023
Wages	4050.00	3960.00	TRY/Month	Dec 2020
Wages in Manufacturing	1356.88	1041.51	points	Sep 2023
Population	85.28	84.68	Million	Dec 2022
Employment Rate	48.20	48.60	percent	Nov 2023

**Source:** Trading Economics (2023), *Turkey Unemployment Rate*, <https://tradingeconomics.com/turkey/unemployment-rate> (Accessed January, 25.2024).

As seen in Table 2 above, it is controversial that the number of increases in unemployment rates has increased by approximately 236 thousand in 2022 and 2023, and is considered an essential demographic relationship, especially in the percentage rate in 2023. In particular, the decrease in unemployment rates as a proportion of the population does not constitute a substantial increase in the population ratio in our country in 2022 to the population in 2023 can be interpreted as there is almost no significant increase. Again, this may mean that there has not been a severe increase in the number of people employed recently (International Labour Organization, 2022).

The issue that needs to be considered and interpreted here, especially within the scope of Table 2, is that comparing the percentage equivalence coefficient of the increases in the employment level with the population growth rates in the period before 2022 and 2023 appears as an important clue. Although the proportional value employed compared to the population in Turkey in 2022 is interpreted as a small positive contribution value with a proportionate decrease of 0.9%, the number of employed people is very close to this value, with an increase of approximately 1.01%, and the number of employed personnel is a significant difference in the comparison of 2022 and 2023. As a correlation relationship, it can be interpreted that unemployment remains constant compared to the increasing population and that the stable state of unemployment represents a fragile impact value demographically. In particular, the question that needs to be asked here is whether Turkey's increasing population structure contributes to the employment level based on the structurally young population structure (Ministry of Labour and Social Security, 2014).

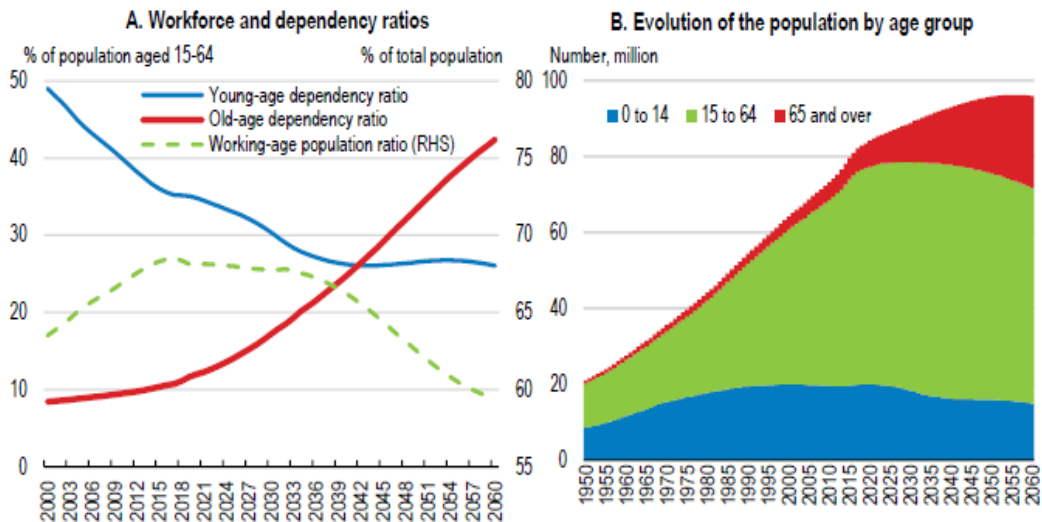
Significant deficiencies in the compatibility of education level and labour demands and the integration of the labour market reveal a negative employment trend level, as the increases in the employment level parallel to the increasing population are quite incomplete policies to bring the current population structure into employment. However, while Turkey's young population is considered a significant advantage, the weakness of integrating education into labour

markets, which can increase potential economic activity, can be viewed as an essential demographic deviation (Süral, 2007). When the issue is considered based on education level, it is observed that higher education segments will provide a significant competitive advantage to the sectors and that a substantial level of contribution towards services with higher added value and structurally advanced technology will be created (Kettunen, 2003).

The level of impact of this negative phenomenon and the stagnation it causes have recently brought to the fore the existence of a low-educated population and unqualified workforce in terms of employment policies and demographic relations of current labour force employment in Turkey. This structure, in which low-wage employment can create lower added value in value-added sectors, is an essential reason for the stagnation in ongoing labour force rates. It should be emphasised that Turkey's existing employment structure significantly negatively impacts migration movements from rural areas to cities, especially in terms of reducing labour force qualifications. There is a significant consensus that this phenomenon is one of the basic facts that frequently brings to the agenda the existence of a production process that is directly negatively affected by the demographic structure. However, apart from the high birth rates, it is difficult to state that the controlled structure of the population growth is taking advantage of the location that may trigger the demand for the labour force. However, the intended employment policies have not been achieved, especially regarding gender distribution and a healthy demographic situation, and in creating a more productive employment force for the female population regarding demographic gender inequality (Uşan, 2018).

## **DISCUSSION**

The negative effects of labour productivity in the social health situation have created a significant financial cycle, and economic burden, together with increasing health expenditures, has also found a place in the process as an essential negative growth potential dynamic. Demographic planning dynamics, in which health status and gender distribution are considered together with other variables that need to be considered in economic policies and demographic planning, especially regarding the workforce, reveal that the increase in the workforce makes it inevitable that social policies can support it (International Labour Organization, 2019). This current structure means that it will find a place in the process with workforce employment that will decrease even more in line with increasing tax rates, which negatively affects the employment of the young population. While it is the case that the population constitutes approximately 50% of the working active population between the ages of 15 and 64, which can be expressed as the active population for the year 2000, the young population creates a particularly significant decline effect. In Chart 2 below, it is possible to see the demographic distribution of the workforce by age group and the change rates recently after 2000:



**Source:** Dennis Dlugosch (2023), *Labour Market and Education Reforms are Needed to Create More and Better Jobs in Türkiye*, OECD Economics Department Working Papers No. 1782, Paris: OECD, 2023, p. 6.

## Graphic 2. Workforce Change Rates and Development of the Workforce by Demographic Age Group

Undoubtedly, the main reason for the debate here is the existence of policies that are not aimed at creating employment in terms of cooperation with the business world in increasing employment and encouraging entrepreneurship. Policies that encourage employment, especially social assistance and unemployment support, are perceived as a fundamental unemployment problem dynamic with an n Turkey's sectoral diversity framework (European Commission, 2021). Distribution of distributions according to gender and age ratios in irrational combinations in human resources management has become quite complicated recently, especially with the negative impact of collaborations between the business world and educational institutions. It is understood that the education systems, the international global position of skill adaptation, and foreign trade relations, as external economic factors, are especially effective on unemployment and make the existence of sectors in which employment volume will be created inevitable. Besides, fiscal policies need to be changed further for correct foreign trade policies to positively affect employment (Şahin, 2021).

In addition, problems of compatibility of the number of qualified personnel over a certain age with current technological variables directly related to educational institutions and levels and technical perception problems have also found a place in the process as a structure that negatively affects the process. Sectoral diversity, especially with the inadequacy of policies that encourage entrepreneurship, undoubtedly the main reason for the debate here is the existence of policies that are not aimed at creating employment in terms of cooperation with the business world in increasing employment and encouraging entrepreneurship. The increasing need of the labour markets for the educational level of the young population within the scope of R & D in this regard has experienced significant deviations from the desired level in the last decade, resulting in the reflection of problems in expressing the global current. The structure of social policies and the democratic structure in different values have different negative impact scales on employment decadency. In understanding the relationship between demographic structure and employment, Turkey must consider reflecting on the relationship between unemployment rates and poverty, especially regarding existing values. This means remembering the balances in terms of labour markets and considering these balances at a level that can indicate the economic consequences of a demographic structure.

Thus, changes are remarkable compared to the total population as a demographic-working labour correlation, which will turn into fiscal costs. Comparing the less employable structure of the young population with the percentage rates of the total population reveals a future projection in which this rate, around 80% in 2000, will drop to approximately 65% of the total population. This phenomenon, which can be considered as a significant labour-labour deviation demographically, also reveals that a structural change that can be expressed with different values, along with increases in the total number of the actual working population, especially in a period when tax rates and financial burden on wages increase, does not turn into a significant effective reform result. On the other hand, when the issue is considered again regarding the number of the working population, a substantial increase in the population ranking according to age groups predicts that the employable workforce between the ages of 15 and 64 may enter a significant downward trend demographically in Turkey after 2024. In contrast to this decrease, the existence of the working and employed population over the age of 65 after 2020 is directly related to the target change themes of public finance-based policies. However, the ongoing workforce structure that can be considered between 0 and 4 years old, which may be unregistered, can be interpreted as continuing the state recession structure, which feels the negative impact process more with social influence. Policies encouraging employment, especially social assistance and unemployment support, are perceived as a fundamental unemployment problem dynamic within Turkey's sectoral diversity framework. Distribution of distributions according to gender and age ratios in irrational combinations in human resources management has become quite complicated recently, especially with the negative impact of collaborations between the business world and educational institutions. In addition, problems of compatibility of the number of qualified personnel over a certain age with current technological variables directly related to educational institutions and levels and technical perception problems have also found a place in the process as a structure that negatively affects the process (Erçetin et al. 2019).

## CONCLUSION

The recent process in which employment policies are intended to be effective in Turkey reveals an employment trend that can be expressed with different values in its relationship with the demographic structure. In other words, it is understood that Turkey, which has a different structural-demographic structure and dynamics within the global economic development targets, cannot rationally benefit from the human capital and dynamics in its demographic infrastructure. This process also reveals deviations from a process in which labour force qualifications are high, especially with the influence of social policies in the development process, which can be interpreted differently and aims to increase the employment volume. Considering all these issues, current demographic values, especially regarding gender discrimination, show that the contribution values to women's employment volume are not at the desired level and that the demographic gender dynamics are almost equal in a balanced structure. This situation shows that different contributions and added values emerge with a separate trend at the gender level.

This phenomenon makes it inevitable for egalitarian social policies and more rational and effective structural transformation policies to be brought to the agenda regarding employment volume values based on gender differences. The position of social policies, which mainly stimulate people's motivation to work, is far from encouraging, especially for the young population, as irrational and weak policies in Turkey. It is seen that the employment of a workforce in which social costs are constantly increasing is a significant cost element in Turkey, and at the same time, it creates a substantial handicap in terms of the cost of providing better quality and qualified personnel. However, despite everything, ensuring a more balanced

participation rate, primarily based on gender, requires the integration of a political unity in which equality at the education level is provided, and social policies between genders support equal competence values. Despite all these issues, the process in which the employment volume in Turkey is considered to have increased within the scope of current unemployment rates also confirms that the static structure of unemployment rates continues and that the desired level of employment volume cannot be created. This structural contradiction and the stagnation in ongoing employment trends reveal that proportional employment increases due to demographic structure do not make a positive impact value and a structure that continues statically. However, it is essential to emphasize that along with higher population growth, higher skills and higher labour force employment have not yet been achieved. It is understood that the tax burden on labour negatively affects employment by increasing the opportunity to find work in low-skilled and short-term sectors, especially with different levels of impact on both employees and employers. This situation suggests that an increased negative process will negatively affect Turkey's intended employment future, and permanent employment matters may occur. Demographically, the lack of a severe decrease in unemployment rates and the fact that there has been a severe monthly absolute decrease in wages due to their characteristics also mean a significant demographic deviation in real terms. It is understood that the education system and the international global position of skill adaptation and foreign trade relations, as external economic factors, are especially effective on unemployment and make the existence of sectors where employment volume will be created inevitable. Fiscal policies need to be changed further to correct foreign trade policies to positively affect employment.

## REFERENCES

- Aslan, A., & Kula, F. (2014). Unemployment Hysteresis in Turkey: Does Education Matter? *International Journal of Economics and Financial Issues*, 4(1): 35-39.
- Aşçı, M. S. & Öz, S. (2019). “A Research on Employment and Unemployment: Case in Turkey”, *İşletme Araştırmaları Dergisi*, 11(4): 3221-3244.
- Baykal, E. & Divrik, B. (2023). “Employee Involvement in Sustainability Projects in Emergent Markets: Evidence from Turkey”, *Sustainability*, 15, 1-20. <https://doi.org/10.3390/su151813929>.
- Baykal, E. (2022). “Ensuring Business Continuity and Supporting Workforce During COVID-19: Turkey Example”, . In *Business in the 21<sup>st</sup> Century*; Berrones-Flemmig, C.N., Contreras, F., Dornberger, U. (Eds.), Bingley; Emerald Publishing 2022, pp. 63–79. <https://doi.org/10.1108/978-1-80382-787-220221020>.
- Biçer, M. (2021). “Lider-Üye Etkileşimi ve Yenilikçi Davranış İlişkisinde Personel Güçlendirilmenin Aracılık Etkisi”. *İşletme Araştırmaları Dergisi*, 13, 330–342.
- Bodur, M. Y. (2019). “Ebeveyn İşsizliğini Önlemede Türk İş Hukukunda İş-Yaşam Dengesi Uygulamaları”, *İnönü Üniversitesi Hukuk Fakültesi Dergisi*, 10(1): 210-223.
- Dlugosch, D. (2023), *Labour Market and Education Reforms are Needed to Create More and Better Jobs in Türkiye*, OECD Economics Department Working Papers No. 1782, Paris: OECD, 2023.
- Erçetin, Ş. Ş., Açıkalın, Ş. N., Akbaşı, S., Çevik, M. S., Görgülü, D., Güngör, H. & Çelik, M. (2019). *Main Problems of Turkish Education System and Current Discussions on Education*, International Science Association, Ankara: International Science Association Publishing, 2019.

European Commission (2021). *Commission Staff Working Document Turkey: 2021 Report*, 2021 Communication on EU Enlargement Policy, Strasbourg: European Commission, The European Economic and Social Committee and the Committee of the Regions, 2021.

International Labour Organization (2019). ILO. (2019). *Convention Concerning The Elimination of Violence and Harassment in The World of Work*, Geneva: International Labour Organization, 2019. [https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100\\_ILO\\_CODE:C190](https://www.ilo.org/dyn/normlex/en/f?p=NORMLEXPUB:12100:0::NO::P12100_ILO_CODE:C190).

International Labour Organization (2022). *Youth Employment in Turkey: Structural Challenges And Impact of The Pandemic on Turkish and Syrian Youth*, Geneva: International Labour Organization (ILO), 2022).

Kara, E.; Akbaba, M.; Yakut, E.; Çetinel, M. H. & Pasli, M. M. (2023). “The Mediating Effect of Green Human Resources Management on the Relationship between Organizational Sustainability and Innovative Behaviour: An Application in Turkey”, *Sustainability*, 15(3), 2068. <https://doi.org/10.3390/su15032068>.

Karagel, D. Ü. (2011). “The Distribution of Elderly Population in Turkey and The Factors Effecting This Distribution”, *International Journal of Social Sciences and Humanity Studies*, 3(1): 59-69.

Kettunen, J. (2003). *Competitive Strategies in Higher Education*, [https://www.researchgate.net/publication/253588765\\_Competitive\\_Strategies\\_in\\_Higher\\_Education](https://www.researchgate.net/publication/253588765_Competitive_Strategies_in_Higher_Education) (Accessed January, 23.2024).

Ministry of Labour and Social Security (2014). *National Employment Strategy (2014-2023) and Action Plans (2014–2016)*, Ankara: Ministry of Labour and Social Security General Directorate of Labour, 2014.

Song, F. M. & Wu, Y. (1998). “Hysteresis Unemployment: Evidence from OECD Countries”, *The Quarterly Review of Economics and Finance*, 38, 181–192.

Süral, N. (2007). “Economic Implications of Employment Protection Legislation In Turkey: Has Turkey Found Its Juste Milieu?”, *Dokuz Eylül Üniversitesi Hukuk Fakültesi Dergisi* 9, Özel Sayı, 2007, 75-113.

Şahin, Ö. (2021).” Regional Analysis of Skills-Mismatch in Turkish Labour Markets”, *İktisat Politikası Araştırmaları Dergisi*, 8(1): 1-27.

Trading Economics (2023), *Turkey Unemployment Rate*, <https://tradingeconomics.com/turkey/unemployment-rate> (Accessed January, 22.2024).

Turkish Statistical Institute (2021). *Labour Statistical*, Ankara: Turkish Statistical Institute, 2021.

Türkiye İstatistik Kurumu (2022). *Eğitim Durumuna Göre İşgücü İstatistikleri*, Ankara: Türkiye İstatistik Kurumu, 2022.

Turkish Statistical Institute (2023), *Labour Force Statistics - January 2023*, <https://data.tuik.gov.tr/Bulten/Index?p=Labour-Force-Statistics-January-2023-49386&dil=2> (Accessed January, 25.2024).

Uşan, F. (2018). “Working Conditions of Women in the Turkish Labour Law”, *A Comparative Study of Women Issues*, Norderstedt: Norderstedt Books, 2018, 25-36.

Yakut, E. & Kara, E. (2021). “Determining Role of Employee Empowerment and Perceived Organizational Support in The Effect of Sharm on Job Satisfaction and Turnover Intention”, *Ege Akademik Bakış*, 2021, 22, 17–31.

**THE EFFECT OF NEIGHBOURHOOD CULTURE ON URBAN CONSCIOUSNESS:  
THE CASE OF SEYRANI NEIGHBOURHOOD**

**MAHALLE KÜLTÜRÜNÜN KENTLİLİK BİLİNCİNE ETKİSİ: SEYRANI  
MAHALLESİ ÖRNEĞİ**

**Tuğçe AYATA DOĞAN**

Erciyes University, Faculty of Letters, Department of Sociology,  
Kayseri, Turkey

ORCID ID: <https://orcid.org/0009-0004-4575-5973>

**İlkay ŞAHİN**

Erciyes University, Faculty of Letters, Department of Sociology, Applied Sociology, Kayseri,  
Turkey

ORCID ID: <https://orcid.org/0000-0002-9751-0271>

**ABSTRACT**

**Introduction and Purpose:**

The aim of this study is to investigate the impact of neighborhood culture on the formation of urban consciousness. This research attempts to explain the relationship between neighborhood culture and urban consciousness, which has become a significant issue in urban life. A neighborhood is not only a physical space but also a culture. Each neighborhood has its own unique culture and way of life. The traditions and customs of the people living in the neighborhood play a significant role in the formation of neighborhood culture. In addition to the residents, the spaces within the neighborhood also influence the formation of neighborhood culture. People living in the neighborhood voluntarily establish relationships with their neighbors for their own peace and happiness. Residents in neighborhoods are in a spirit of solidarity and mutual assistance.

This neighborhood spirit, starting with neighborly relationships, contributes to the formation of urban consciousness. The first step in the formation of urban consciousness occurs within the neighborhood. The most important condition for the formation of urban consciousness is individuals developing a sense of belonging by knowing that they are factors that can change the qualities of the city they live in. The accelerated population growth due to migration from rural areas to cities has given urbanization a narrow meaning. Urbanization is a comprehensive process of change in all aspects of societies. The intense population in the city has led to the coexistence of groups with different socio-cultural and economic opportunities. This study

believes that by preserving neighborhood culture and neighborly relationships, indirectly, people will love the neighborhood they live in and, consequently, love the city they belong to, contributing to their sense of belonging.

Therefore, in the context of the concepts of neighborhood culture and neighborly relationships, it is crucial to examine the dimensions of changing social relationships within neighborhood boundaries. This study explores the neighborly relationships formed by individuals living in the Seyrani neighborhood, examining the changing lifestyles of children and adults.

### **Materials and Methods:**

This study was conducted to determine the sense of belonging to the city, awareness of urban consciousness, urbanization processes, and factors influencing urban consciousness in individuals aged eighteen and above residing in Kayseri's Seyrani neighborhood. Qualitative research method was used in this study. Semi-structured interview technique was used as the research technique. The interviews were recorded, and notes were taken. At the end of the interviews, the data were classified, analyzed, and interpreted. The sampling technique used is purposive and snowball sampling. It is aimed for the participants to have different socio-economic backgrounds and to show diversity in age range. Books, articles published in journals, and theses related to the topic will be reviewed, and then interviews will be conducted and analyzed during the implementation phase.

### **Results:**

As a result of the interviews, it was observed that individuals born in Kayseri adopted the attitudes and behaviors representing urban consciousness. It was also found that the duration of residence increased neighborly relationships and the sense of urban belonging.

### **Discussion and Conclusion:**

According to the research, it is observed that the variables of neighborhood culture affect urban consciousness. Therefore, the formation of neighborhood culture influences urban consciousness. According to the research, participants who were not born in Kayseri struggled to adopt attitudes and behaviors specific to the city. It was observed that participants born outside the city had difficulty forming urban consciousness and struggled to feel a sense of belonging to the city they live in. Therefore, it can be said that the place of birth affects urban consciousness.

**Keywords:** Neighborhood, Neighborhood Culture, City, Urbanization, Urban Consciousness"



## ÖZET

### Giriş ve Amaç:

Bu çalışmanın amacı; mahalle kültürünün, kentlilik bilincinin oluşma sürecine etkilerinin araştırılmasıdır. Bu çalışma ile kent hayatının önemli problemlerinden biri haline gelen kentlilik bilinci ile mahalle kültürü arasındaki ilişki açıklanmaya çalışılmıştır. Mahalle bir mekân ama aynı zamanda da bir kültürdür. Her mahallenin kendine özgü bir kültürü, yaşam biçimi vardır. Mahallede yaşayan insanların gelenek ve göreneklere mahalle kültürünün oluşmasında etkilidir. Mahalle kültürünün oluşmasında mahalle sakinleri kadar mahalledeki mekanlar da etkilidir. Mahallede yaşayan insanlar kendi huzur ve mutlulukları için diğer mahalle sakinleriyle yani komşularıyla gönüllü olarak bir ilişki kurmaktadır. Mahallelerde yaşayan insanlar birbirleriyle bir dayanışma ve yardımlaşma içindedirler.

Komşuluk ilişkileriyle başlayan bu mahallelik ruhu kentlilik bilincinin oluşumuna katkı sağlar. Mahallede kentlilik bilincinin ilk adımı oluşur. Kentlilik bilincini oluşturan en önemli koşul, bireylerin yaşadıkları kentin niteliklerini değiştirecek bir etken olduklarını bilerek aidiyet duygusu geliştirmeleridir. Kırsal alandan kente göçüştürte yaşanan nüfus artışının hızlanması kentleşmeye dar bir anlam kazandırmıştır. Kentleşme toplumlarda her yönden gerçekleşen bir değişim sürecidir. Kentte oluşan bu yoğun nüfus farklı sosyo-kültürel ve ekonomik imkanlara sahip grupların bir arada yaşamasına neden olmuştur.

Yapılan bu çalışma ile, mahalle kültürünün ve komşuluk ilişkilerinin korunarak insanların yaşadıkları mahalleyi sevmesinde ve bunun beraberinde buldukları kenti de sevmeleri ve kendilerini bu kente, mahalleye ait hissetmelerine dolaylı yoldan sebep olunacağına inanılmaktadır.

Dolayısıyla bu bağlamda mahalle kültürü ve komşuluk ilişkileri kavramları kapsamında, mahalle sınırları içerisinde değişen sosyal ilişkilerin boyutunu incelemek oldukça önemlidir. Bu çalışma ile Seyrani mahallesinde yaşayan bireylerin oluşturdukları komşuluk ilişkileri, çocukların ve yetişkinlerin değişen yaşam biçimleri incelenmiştir.

### Gereç ve Yöntem:

Bu çalışma Kayseri'nin Seyrani mahallesinde ikamet etmekte olan 18 yaş ve üzeri bireylerin yaşadıkları kente olan aidiyet duyguları, kentlilik bilinci farkındalıkları, kentleşme süreçleri ve kentlilik bilincini etkileyen faktörleri tespit etmek amacıyla gerçekleştirilmiştir. Yapılan bu çalışmada nitel araştırma yöntemi kullanılmıştır. Araştırma tekniği olarak ise yarı yapılandırılmış görüşme tekniği kullanılmıştır. Görüşmeler kaydedilmiş olup aynı zamanda da not alınarak görüşme sonunda, görüşme verileri sınıflandırılmış, analiz edilmiş ve yorumlanmıştır. Örneklem tekniği amaçlı ve kartopu örneklemedir. Çalışmaya katılan

katılımcıların farklı sosyo-ekonomik arka planlara sahip olmaları ve yaş aralığına göre çeşitlilik göstermesi hedeflenmiştir. Çalışma kapsamında konu ile ilgili yazılmış kitaplar, dergilerde yayımlanmış makaleler ve tezler taranıp daha sonra uygulama aşamasında görüşmeler yapılarak analiz edilecektir.

### **Bulgular:**

Yapılan görüşmeler sonucunda Kayseri doğumlu olan kentli bireylerin kentli bireylerin kentlilik bilincini temsil eden tavır ve davranışları benimsedikleri gözlemlenmiştir. Aynı zamanda da bireylerin ikamet sürelerinin de komşuluk ilişkilerini ve kentsel aidiyet duygusunu arttırdığı tespit edilmiştir.

### **Tartışma ve Sonuç:**

Yapılan araştırma sonucunda, mahalle kültürünün değişkenlerinin kentlilik bilincini etkilediği görülmektedir. Dolayısıyla mahalle kültürünün oluşumu kentlilik bilincini etkilemektedir. Yapılan araştırmaya göre; doğum yeri Kayseri olmayan katılımcıların kente özgü tavır ve davranışları benimsemekte zorlandıkları gözlemlenmiştir. Yaşadıkları kentin dışında başka bir yerde doğan katılımcılarda kentlilik bilinci oluşumunun zorlaştığı ve bu katılımcıların kendilerini yaşadıkları kente ait hissetmekte zorlandıkları gözlemlenmiştir. Dolayısıyla doğum yerinin kentlilik bilincini etkilediği söylenebilir.

**Anahtar Kelimeler:** Mahalle, Mahalle Kültürü, Kent, Kentleşme, Kentlilik Bilinci

# KADIN YÖNETİCİLERE YÖNELİK TUTUMLARLA ÇELİŞİK DUYGULU CİNSİYETÇİLİK ARASINDAKİ İLİŞKİNİN AKADEMİSYENLER ÖRNEKLEMİNDE İNCELENMESİ

## ANALYSING THE RELATIONSHIP BETWEEN ATTITUDES TOWARDS FEMALE MANAGERS AND AMBIVALENT SEXISM IN THE SAMPLE OF ACADEMICS

**Dr. Öğr. Üyesi Senem GÜRKAN**

Ondokuz Mayıs Üniversitesi Sosyal Hizmet Bölümü, Türkiye

<https://orcid.org/0000-0002-2061-6385>

### ÖZET

Araştırma, akademisyenlerin kadın yöneticilere yönelik tutumlarıyla çelişik duygulu cinsiyetçilik düzeyleri arasındaki ilişkiyi inceleme amacıyla yapılmıştır. Araştırmanın katılımcılarını, Ondokuz Mayıs Üniversitesinde görev yapmakta olan 217 akademisyen oluşturmaktadır. Nicel araştırma yöntem ve tekniklerine göre yürütülen çalışmada veriler Demografik Bilgi Formu, Kadın Yöneticilere Karşı Tutum Ölçeği ve Çelişik Duygulu Cinsiyetçilik Ölçeği aracılığıyla toplanmıştır. Araştırmanın sonuçları, akademisyenlerin kadın cinsiyetine ilişkin olumsuz cinsiyetçi bir yaklaşıma sahip olduklarını; kadın akademisyenlerin erkek akademisyenlere oranla kadın yöneticilere karşı daha olumlu tutum sergilediklerini ortaya koymuştur. Ayrıca bulgular, akademisyenlerin düşmanca cinsiyetçilik algıları arttıkça, kadın yöneticilerin profesyonel çalışma davranışlarına ilişkin olumlu tutumlarının önemli düzeyde düşeceğini ve aynı zamanda kadın yöneticilere karşı genel olumlu tutumlarında da düşüş olacağını göstermektedir. Yine akademisyenlerin düşmanca cinsiyetçilik ve cinsiyetler arası tamamlayıcı farklılaştırma algılarının kadın yöneticilere karşı tutumlarının %36'sını açıkladığı saptanmıştır. Kısacası, akademisyenlerin düşmanca cinsiyetçilik algılarının kadın yöneticilere karşı olumlu tutumu tetiklediği; ancak cinsiyetler arası tamamlayıcı farklılaştırmanın ise kadın yöneticilere karşı olumlu tutuma neden olacağı şeklinde anlaşılmalıdır.

**Anahtar Kelimeler:** Kadın yönetici, toplumsal cinsiyet, Kadın Yöneticilere Karşı Tutum Ölçeği, Çelişik Duygulu Cinsiyetçilik Ölçeği

### ABSTRACT

The research aims to examine the relationship between academicians' attitudes towards female managers and their levels of ambivalent sexism. The participants of the research are 217 academics working at Ondokuz Mayıs University. In the study, which was conducted through quantitative research methods and techniques, the data was collected through a demographic information form, Attitudes Towards Women Managers Scale and Ambivalent Sexism Scale. The findings of the research demonstrate that academics have a negative sexist approach

towards female gender; and female academics have more positive attitudes towards female administrators than those of males. Additionally, the findings show that as academics' perceptions of hostile sexism increase, their positive attitudes towards the professional work behavior of female managers decrease significantly, and their general positive attitudes towards female managers also decrease. It was also observed that academics' perceptions of hostile sexism and complementary differentiation between genders explained 36% of their attitudes towards female managers. In short, it can be understood that academics' perceptions of hostile sexism trigger positive attitudes towards female administrators; however, complementary differentiation between genders leads to positive attitudes towards female managers.

**Keywords:** Women managers, gender, Attitudes Towards Women Managers Scale, Ambivalent Sexism Scale

## GİRİŞ

Toplumun bireyleri kadınsılık ve erkeksilik özelliklerinden ileri gelen görevler, roller ve sorumluluklara göre gruplandırmasına işaret eden toplumsal cinsiyet rolleri, sosyalizasyon sürecinin her adımında karşılaşılan bir olgu olagelmıştır. Eğitim, hukuk, çalışma yaşamı, sağlık, din, aile, ekonomi, siyaset gibi birçok alanda etkisini gösteren toplumsal cinsiyet eşitsizlikleri, erkeği de etkilemekle beraber kadın üzerinde ataerkil sistemin baskısının çok daha çetin bir şekilde hissedilmesine yol açar (Yaşın-Dökmen, 2016; Bora, 2016; Bhasin, 2003).

Kadınların toplumsal cinsiyet eşitsizliklerine dayalı ayrımcılığa maruz kaldığı alanlardan biri de çalışma hayatıdır. Tarihsel çerçevede, sanayileşme öncesi dönemde üretim alanının hane içinde, sanayileşme sürecinde ise kapitalist üretim ilişkileriyle hem üretim hem de yeniden üretim alanının aynı mekanda olmasının, cinsiyete dayalı işbölümü kavramının ortaya çıkmasına neden olduğu görülmektedir (Bora, 2016; İlkaracan, 2010). Sosyolojik çerçevede ise, bir bireye ve/veya gruba yönelik önyargılar sonucunda oluşan olumsuz tutum ve davranışlar (Göregenli, 2012) olarak ifade edilebilen ayrımcılık nosyonu, kadının işgücü piyasasında karşılaştığı güçlükler bağlamında çalışma hayatının erkeğe ait kamusal alanla ilişkilendirilmesi, cinsiyetçilikle ilgili önyargılar ve özellikle yöneticilik olgusunun erkeğe özgü olarak atfedilmesi (Asar, 2014; Arıkan, 1999; Kocacık ve Bilican-Gökkaya, 2005) gibi konularda kendini göstermektedir. Konuyu daha geniş bir coğrafyada ele alan Uluslararası Çalışma Örgütü, Dünyada İstihdam ve Sosyal Görünüm Eğilimler 2024 Raporu uyarınca belirtilen güçlüklerin yanında (ILO, 2024), kadınların meslek içinde yükselmeye yaşanan sorunlar ve aile ve çalışma hayatının uzlaşısı gibi birçok alanda sorunla karşılaşabilmekte olduğunun altını çizmektedir (Bilican-Gökkaya, 2018). Dünya genelinde yöneticilik pozisyonlarının yalnızca %6'sını kadınların oluşturmasının yanında (Terzioğlu ve Taşkın, 2008), Türkiye'de ise Dünya Ekonomik Forumu'nun (WEF) bu yıl hazırladığı Küresel Cinsiyet Eşitsizliği Raporu, Türkiye'nin de içinde bulunduğu Avrasya ve Orta Asya bölgesinde mevcut ilerleme hızında cinsiyet eşitliğine ulaşılmasının 167 yılı bulabileceği belirtilmiştir (WEF, 2023). TÜİK'in güncel mevsim etkisinden arındırılmış istihdam verileri, işgücüne katılma oranının erkeklerde %71,5 iken kadınlarda %36,6 olduğunu göstermektedir (TÜİK, 2024). Hanehalkı İşgücü Araştırması sonuçlarına göre ise, 2022 yılında 15 ve daha yukarı yaştaki nüfusun istihdam oranının ortalama %47,5 olduğu, bu oran kadınlarda %30,4, erkeklerde ise %65,0 olduğu belirtilmektedir (TÜİK, 2022).

Bu genel ifadelerin yanında, konumuz bağlamında daha özel bir anlatımla, yönetim ve yöneticiliğe ilişkin algının erkeklere yönelmesi (Arıkan, 2003); yönetimin eril bir alan sayılmasına neden olmaktadır. Dahası, etkili karar alma, cesaret, rekabet gücü gibi yönetsel özelliklerin erkeğe yönelik olduğuna ilişkin kalıp yargılar (Üstün ve Bahçivan, 2021),

cinsiyetler arasındaki işbölümünü pekiştirerek, kadının iş dünyasına katılımının gittikçe zorlaştığını gösteren işaretlerdir.

Literatürde “Cam Tavan Sendromu” şeklinde kavramlaştırılan, kadınlarla üst yönetim arasında, kadınların yönetim basamaklarında ilerlemesini engellediği varsayılan bu engeller (Burke and Vinnicombe, 2005; Dreher, 2003), kadınların yönetsel pozisyonlardaki varlığını etkiler duruma gelmesine neden olmuştur. Türkiye çapında yapılan *Women Matter Türkiye 2016* araştırması (McKinsey & Company, 2017) , kadınların işe giriş oranlarının %42 iken, üst yönetim pozisyonları için %25, genel müdür pozisyonu için ise %15 oranında olduğunu göstermektedir. Yine alanyazındaki çalışmalar, çeşitli sektörlerde çalışan kadınların ayrımcılığa maruz kaldıklarını ve erkekler tarafından cam tavan uygulamalarına maruz bırakıldıklarını gösterir niteliktedir (Bingöl ve diğerleri, 2011; Limon ve Paçacı, 2022; Yılmaz vd. 2021; Özeyer ve Azizoğlu, 2014; Yılmaz, 2016). İlaveten, erkek yöneticilerin kadınları iş performansı bakımından yetersiz bulduklarını ortaya koyan çalışmalar da mevcuttur (Dalkıranoglu ve Çetinel, 2015).

Araştırmanın odağa aldığı bir diğer kavram olan çelişik duygulu cinsiyetçilik ise, temelinde, birkaç paragraf yukarıda sunulan toplumsal cinsiyet temelli ayrımcılığın yattığı, genellikle kadınların olumsuz olarak etkilendikleri “cinsiyetçilik” kavramına yaslanmaktadır (Yaşın-Dökmen, 2016; Sakallı- Uğurlu, 2002; Ecevit, 2011; Glick ve Fiske, 1996). Söz konusu bu cinsiyetçilik olgusunun toplumda düşmanca ve korumacı olarak iki şekilde görünmekte olduğunu belirten Glick ve Fiske (1996), düşmanca cinsiyetçiliğin kadınlara ilişkin negatif tutumları, kadınları erkeklere nazaran güçsüz ve düşük seviyede algılamayı; korumacı cinsiyetçiliğin ise, güçsüz ve zayıf addedilen kadının korunması, sevilmesi, yüceltilmesi gerektiğine dair tutumları içermekte olduğunu öne sürmüşlerdir. Dolayısıyla yalnızca olumsuz tutumlar değil, olumlu tutum ve kalıp yargılar da cinsiyetçiliğe yol açmaktadır. Bu durum çelişik duygulu cinsiyetçilik olarak isimlendirilmektedir. Düşmanca cinsiyetçiliğin, heteroseksüel düşmanlık, baskıcı ataerkillik ve cinsiyetler arası farklılaştırmadan oluştuğu; öte yandan korumacı cinsiyetçiliğin ise heteroseksüel yakınlık, korumacı ataerkillik ve cinsiyetler arası tamamlayıcı farklılaştırmadan ileri geldiğinin altını çizilir. Taşdemir ve Sakallı (2010), Chapleau, Oswald and Russell (2007), Topkaya, vd. (2016), Aydan (2015), Erkurt (2015) ve Alptekin (2014), çelişik duygulu cinsiyetçiliğe yönelik çalışmalarında, özellikle cinsiyet değişkenini ön plana çıkarıp karşılaştırma yaparak alana katkıda bulunmuşlardır.

Tüm bu veriler ışığında, bu araştırmanın temel problemi, yeni nesillerin yetiştirilmesinde öncü olan meslek elemanlarından akademisyenlerin, kadın yöneticilere yönelik tutumları ve çelişik duygulu cinsiyetçilik düzeylerini karşılaştırmak üzerine şekillenmiştir. Buradan hareketle araştırma, akademisyenlerin kadın yöneticilere yönelik tutumlarıyla çelişik duygulu cinsiyetçilik düzeyleri arasındaki ilişkiyi inceleme amacındadır. Bu bağlamda, aşağıdaki araştırma sorularına yanıt aranmıştır:

Akademisyenlerin;

1. Çelişik duygulu cinsiyetçilik düzeyleri nasıldır?
2. Kadın yöneticilere yönelik tutumları ne düzeydedir?
3. Çelişik duygulu cinsiyetçilik düzeyleri ile kadın yöneticilere ilişkin tutumları, cinsiyetlerine göre anlamlı bir farklılık göstermekte midir?
4. Çelişik duygulu cinsiyetçilik düzeyleri ile kadın yöneticilere ilişkin tutumları arasında anlamlı bir ilişki var mıdır?
5. Çelişik duygulu cinsiyetçilik düzeyleri, kadın yöneticilere ilişkin tutumlarını yordamakta mıdır?

## YÖNTEM

Nicel araştırma yöntem ve teknikleri kullanılarak yapılandırılan araştırma, “iki ve daha çok sayıdaki değişken arasında birlikte değişim varlığını ve/veya derecesini belirlemeyi amaçlayan araştırma modeli” (Karasar, 2005: 80) olarak tanımlanan ilişkisel tarama modelinde betimsel bir çalışmanın ürünüdür.

### 1. Çalışma Grubu

Ondokuz Mayıs Üniversitesi merkez kampüsünde görev yapmakta olan 217 akademisyen, bu araştırmanın çalışma grubudur. Araştırmanın çalışma grubunu, araştırmacının maliyet, zaman, katılımcılara kolay erişilebilirlik gibi faktörleri dikkate alarak çalışma yapacağı örnekleme belirlediği bir örnekleme türü olan (L. Cohen ve diğerleri, 2007) uygun örnekleme yoluyla seçilmiştir.

Tablo 1. Araştırmacıların Demografik Özelliklerine Göre Dağılımı

Değişkenler	Kategoriler				Toplam
<b>Cinsiyet</b>	<b>Kadın</b>	<b>Erkek</b>			
	n=121 % 56	n=96 % 44			n=217 % 100
<b>Ünvan</b>	<b>Arş./Öğr. Gör.</b>	<b>Dr. Öğr. Üyesi</b>	<b>Doç. Dr.</b>	<b>Prof. Dr.</b>	
	n=81 % 37	n=54 % 25	n=49 % 23	n=33 % 15	n=217 % 100
<b>Kadın Yöneticiyle Çalışma Durumu</b>	<b>Evet</b>	<b>Hayır</b>			
	n=205 % 94	n=12 % 6			n=217 % 100

Tablo 1, araştırmaya katılan 217 akademisyenin demografik özelliklerine dair bilgileri göstermektedir. Buna göre, katılımcıların 121'i (%56) kadın, 96'sı (%44) erkektir. 81 akademisyenin (%37) ünvanı araştırma görevlisi veya öğretim görevlisi; 54 katılımcı (%25) doktor öğretim üyesi; 49 katılımcı (%23) doçent doktor ve 33 katılımcı (%15) profesör doktor ünvanlarına sahiptir. Katılımcıların 205'i (%94) bir kadın yöneticiyle çalışmış ve/ya çalışmakta, 12'si ise (%6) çalışmamıştır.

### 2. Verilerin Toplanması

Araştırmada, katılımcıların korumacı ve cinsiyetçilik düzeylerini ölçmek için Çelişik Duygulu Cinsiyetçilik Ölçeği, kadın yöneticilere yönelik tutumların ölçülmesi amacıyla Kadın Yöneticilere Yönelik Tutum Ölçeği ve katılımcıların sosyo-demografik özellikleri konusunda veri toplamak için Demografik Bilgi Formu kullanılmıştır.

**Demografik Bilgi Formu:** Katılımcıların cinsiyet, ünvan ve kadın yöneticiyle çalışıp çalışmamalarına ilişkin bilgileri içermektedir.

**Çelişik Duygulu Cinsiyetçilik Ölçeği:** Sakallı-Uğurlu (2002) tarafından Türk diline uyarlanan ölçek, aslen Glick& Fiske (1996) tarafından geliştirilmiştir. Ölçek, korumacı ve düşmanca cinsiyetçilik olmak üzere birbiriyle çelişen iki alt boyuttan oluşmaktadır. Ayrıca korumacı cinsiyetçilik alt boyutunun; koruyucu ataerkillik, cinsiyetler arası tamamlayıcı farklılaştırma ve

heteroseksüel yakınlık gibi üç adet alt faktörü bulunmaktadır. Ölçek yirmi iki maddeli, 6'lı Likert tipindedir ve onbir madde korumacı, onbir madde ise düşmanca cinsiyetçiliği ölçmeye yönelik hazırlanmıştır. Ölçekte yer alan ifadeler katılım düzeyleri ile ilgili ortalamaların yorumlanmasında; 5.20-6.00 Çok yüksek; 4.36- 5.19 Yüksek; 3.52-3.35 Biraz Yüksek; 2.68-3.51 Düşük; 1.84-2.67 Biraz Düşük; 1.00-1.83 Çok Düşük puan aralıkları kullanılmıştır.

Kadın Yöneticilere Yönelik Tutum Ölçeği: Aycan, Bayazit, Berkman & Boratav (2011) tarafından geliştirilen ölçek, 7'li Likert tipindedir. Profesyonel Çalışma Davranışları, İnsanlar Arası İlişkiler ve Çalışma Ahlakı olmak üzere üç alt faktörü bulunan ölçeğin on dört olumsuz, on üç olumlu olmak üzere toplam yirmi yedi maddesi bulunmaktadır. Ölçekte yer alan ifadeler katılım düzeyleri ile ilgili ortalamaların yorumlanmasında; 6.16-7.00 Çok Yüksek, 5.30-6.15 Yüksek, 4.44-5.29 Biraz Yüksek, 3.58-4.43 Orta, 2.72-3.57 Düşük, 1.86-1.2.71 Biraz Düşük, 1.00-1.85 Çok Düşük puan aralıkları kullanılmıştır.

### **3. Prosedür**

Veriler, 28-31 Ocak 2024 tarihleri arasında, çevrimiçi ve yüz yüze yollarla toplanmıştır. Araştırmaya katılmayı reddeden bir katılımcı olmamıştır. Veriler, ortalama 20 dakikada toplanmıştır.

### **4. Verilerin Analizi**

Veri analiz sürecindeki tüm işlemler SPSS 24 (Statistical Package for the Social Sciences, 24 v.) programı ile gerçekleştirilmiştir.

Çalışma kapsamında elde edilen çelişik duygulu cinsiyetçilik ölçeğine ait verilerin normallik testi Kolmogorov Smirnov analizi sonucunda, verilerin dağılımının istatistiksel anlamda normal olduğu anlaşılmış, ( $p < 0,05$ ), bu bakımdan parametrik analizler yapılmıştır.

Yine kadın yöneticilere karşı tutumlara ait verilerin normallik testi Kolmogorov Smirnov analizi sonucunda, verilerin dağılımının istatistiksel anlamda normal olduğu anlaşılmış, ( $p < 0,05$ ), bu bakımdan parametrik analizler yapılmıştır.

### **Etik Konular**

Bu araştırmanın Etik Kurul Onayı, Ondokuz Mayıs Üniversitesi Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulundan, 26.01.2024 tarihinde 2024-53 nolu kararla alınmıştır. Ayrıca, anket uygulaması süresince katılımcılara, katılımın gönüllü olduğu, verilen cevapların gizli kalacağı, verilerin araştırma amacı dışında kullanılmayacağı ve araştırmadan istedikleri zaman herhangi bir yaptırıma uğramadan çekilebilecekleri hakkında bilgi verilmiştir.

## BULGULAR

### 1. Akademisyenlerin korumacı ve düşmanca cinsiyetçilik düzeylerine ilişkin bulgular

Tablo 2. Akademisyenlerin Çelişik Duygulu Cinsiyetçilik Ölçeği Maddelerine İlişkin Betimsel İstatistikler

Ölçeğin Alt Boyutları	n	$\bar{X}$	SS
Düşmanca Cinsiyetçilik	217	3,49	1,22
Heteroseksüel Yakınlık	217	3,54	1,29
Koruyucu Ataerkillik	217	3,29	1,17
Cinsiyetler Arası Tamamlayıcı Farklılaştırma	217	3,05	1,32

Tablo 2, akademisyenlerin çelişik duygulu cinsiyetçilik ölçeğinin boyutlarına ilişkin betimsel istatistiklerin sonuçlarını göstermektedir. Buna göre akademisyenlerin puanlarının aritmetik ortalamaları 3,05 ile 3,54 arasında değişiklik göstermektedir. Akademisyenler, ölçek maddelerine göre en yüksek ortalama ile heteroseksüel yakınlık alt boyutunu, en düşük ortalama ile cinsiyetler arası tamamlayıcı farklılaştırma alt boyutunu değerlendirmişlerdir. Akademisyenlerin cinsiyetçilik düzeyleri incelendiğinde, düşmanca cinsiyetçilik düzeylerinin düşük seviyede ( $X=3,49$ ), heteroseksüel yakınlık düzeylerinin biraz yüksek seviyede ( $X=3,54$ ), koruyucu ataerkillik düzeylerinin düşük seviyede ( $X=3,29$ ) ve cinsiyetler arası tamamlayıcı farklılaştırma düzeylerinin düşük seviyede ( $X=3,05$ ) olduğu belirlenmiştir.

### 2. Akademisyenlerin kadın yöneticilere karşı tutumlarına ilişkin bulgular

Tablo 3. Akademisyenlerin Kadın Yöneticilere Karşı Tutumlarına İlişkin Betimsel İstatistikler

	n	$\bar{X}$	SS
Profesyonel Çalışma Davranışları	217	4,30	1,41
İlişkileri Yönetme Davranışları	217	4,81	1,29
İş Ahlakı	217	4,02	1,32
Kadın Yöneticilere Karşı Tutum Ölçeği (Toplam)	217	4,72	,92

Tablo 3, akademisyenlerin kadın yöneticilere karşı tutumlarına yönelik betimsel istatistikleri göstermektedir. Buna göre, puanların aritmetik ortalamaları 4,02 ile 4,81 arasında değişiklik göstermektedir. Akademisyenlerin kadın yöneticilere ilişkin tutumlarında en yüksek ortalama ile ilişkileri yönetme davranışları alt boyutunu değerlendirirken, en düşük ortalama ile iş ahlakı alt boyutunu değerlendirmişlerdir. Katılımcıların kadın yöneticilere ilişkin tutumlarına bakıldığında ise, profesyonel çalışma davranışları düzeylerinin orta seviyede ( $X=4,30$ ), ilişkileri yönetme davranışları düzeylerinin biraz yüksek seviyede ( $X=4,81$ ), iş ahlakı düzeylerinin orta seviyede ( $X=4,02$ ) ve kadın yöneticilere karşı tutum düzeylerinin de biraz yüksek seviyede ( $X=4,72$ ) olduğu belirlenmiştir.



### 3. Akademisyenlerin çelişik duygulu cinsiyetçilik düzeyleri ile kadın yöneticilere ilişkin tutumlarının cinsiyetlerine göre dağılımı

Tablo 4. Akademisyenlerin çelişik duygulu cinsiyetçilik düzeyleri ile kadın yöneticilere ilişkin tutumlarının cinsiyetlerine göre dağılımını belirlemek üzere yapılan t-testi sonuçları

Ölçeklerin Alt Boyutları	Cinsiyet	n	$\bar{X}$	SS	t	sd	p	d
Düşmanca Cinsiyetçilik	Kadın	121	3,01	1,14	8,742	374	,000*	,12
	Erkek	96	3,48	1,08				
Heteroseksüel Yakınlık	Kadın	121	3,42	1,24	6,043	374	,001*	,04
	Erkek	96	4,16	1,26				
Koruyucu Ataerkillik	Kadın	121	3,09	1,33	5,472	374	,000*	,07
	Erkek	96	4,02	1,31				
Cinsiyetler Arası Tamamlayıcı Farklılaştırma	Kadın	121	3,37	1,28	-2,247	374	,006*	,01
	Erkek	96	3,71	1,19				
Profesyonel Çalışma Davranışları	Kadın	121	4,57	1,31	-4,719	374	,001*	,06
	Erkek	96	4,33	1,37				
İlişkileri Yönetme Davranışları	Kadın	121	4,29	1,14	-4,652	374	,000*	,02
	Erkek	96	4,14	1,33				
İş Ahlakı	Kadın	121	4,74	1,21	-3,519	374	,003*	,03
	Erkek	96	4,11	1,23				
Kadın Yöneticilere Karşı Tutum Ölçeği (Toplam)	Kadın	121	4,91	,96	-5,634	374	,000*	,06
	Erkek	96	4,35	,81				

\*P<0,05

Tablo 4'te görülen, akademisyenlerin çelişik duygulu cinsiyetçilik düzeylerinin cinsiyetlerine göre dağılımını belirlemek üzere yapılan t-testi sonuçlarına göre, Çelişik Duygulu Cinsiyetçilik Ölçeği'nin tüm alt boyutları, cinsiyete göre farklılaşmaktadır ( $p<0,05$ ). Daha detaylıca ele alınırsa, erkeklerin düşmanca cinsiyetçilik düzeyinin (erkekler  $\bar{X}=3,48$ ; kadınlar  $\bar{X}=3,01$ ); heteroseksüel yakınlık düzeyinin (erkekler  $\bar{X}=4,16$ ; kadınlar  $\bar{X}=3,42$ ); koruyucu ataerkillik düzeyinin (erkekler  $\bar{X}=4,02$ ; kadınlar  $\bar{X}=3,09$ ) ve cinsiyetler arası tamamlayıcı farklılaştırma düzeyinin (erkekler  $\bar{X}=3,71$ ; kadınlar  $\bar{X}=3,37$ ); kadınlardan daha yüksek olduğu saptanmıştır. Yapılan etki analizi sonuçlarına göre ise, cinsiyet değişkeninin düşmanca cinsiyetçilik düzeyini yüksek seviyede ( $d=,12$ ), koruyucu ataerkillik ( $d=,07$ ) orta seviyede; heteroseksüel yakınlık ( $d=,04$ ), ve cinsiyetler arası tamamlayıcı farklılaştırma ( $d=,01$ ) boyutlarını ise düşük seviyede etkilediğini göstermiştir.

Yine Tablo 4'te görülen, akademisyenlerin kadın yöneticilere ilişkin tutumlarının cinsiyetlerine göre dağılımını belirlemek üzere yapılan t-testi sonuçlarına göre ise, kadın akademisyenlerin, kadın yöneticilerin profesyonel çalışma davranışlarının (erkekler  $\bar{X}=4,33$ ; kadınlar  $\bar{X}=4,57$ ), ilişkileri yönetme davranışlarının (erkekler  $\bar{X}=4,14$ ; kadınlar  $\bar{X}=4,29$ ), iş ahlakının (erkekler  $\bar{X}$

=4,11; kadınlar  $\bar{X}$ =4,74) ve kadın yöneticilere karşı tutum ölçeğinin (erkekler  $\bar{X}$ =4,35; kadınlar  $\bar{X}$ =4,91); erkeklere göre daha olumlu bir düzeyde olduğu saptanmıştır. Cinsiyetin akademisyenlerin kadın yöneticilere yönelik tutumunu belirlemek adına yapılan Eta-kare ( $\eta^2$ ) etki büyüklüğü hesaplamasına göre, cinsiyetin kadın yöneticilerin profesyonel çalışma davranışlarına ( $d$ =.06) ve kadın yöneticilere karşı tutumları ( $d$ =.06) üzerinde orta düzeyde; ilişkileri yönetme davranışları ( $d$ =.02) ve iş ahlakı ( $d$ =03) üzerinde ise düşük düzeyde etkisinin olduğu anlaşılmaktadır. Ayrıca t değerleri uyarınca, alt boyutların cinsiyet grupları arasında farklılığı istatistiksel olarak %95 güven düzeyinde anlamlı bulunmuştur ( $p<0,05$ ).

İlişkisel tarama modelindeki araştırmanın bu bağlamında, “H1: Akademisyenlerin çelişik duygulu cinsiyetçilik düzeyleri ile kadın yöneticilere ilişkin tutumları arasında, cinsiyetlerine göre istatistiksel açıdan anlamlı bir farklılık vardır.” hipotezine karşılık, akademisyenlerin çelişik duygulu cinsiyetçilik düzeyleri ile kadın yöneticilere ilişkin tutumları arasında, cinsiyetlerine göre istatistiksel açıdan anlamlı bir farklılık saptanmıştır ve H1 hipotezi kabul edilmiştir.

#### 4. Akademisyenlerin korumacı ve düşmanca cinsiyetçilik düzeyleri ile kadın yöneticilere ilişkin tutumlarına yönelik t-testi sonuçları

Tablo 5. Kadın Yöneticilere Karşı Tutum Ölçeği ve Çelişik Duygulu Cinsiyetçilik Ölçeği ve Alt Boyutları Arasındaki Pearson Çarpım Momentler Korelasyon Matrisi

Değişkenler	1	2	3	4	5	6	7	8
Düşmanca Cinsiyetçilik	1	,457**	,483**	,316**	-,573**	,024	,214**	-,325**
Heteroseksüel Yakınlık		1	,594**	,468**	-,376**	,324**	,437**	,087
Koruyucu Ataerkillik			1	,476**	-,451**	,326**	,415**	,213*
Cinsiyetler Arası Tamamlayıcı Farklılaştırma				1	-,364**	,387**	,397**	,472**
Profesyonel Çalışma Davranışları					1	0,78	-,087*	,384**
İlişkileri Yönetme Davranışları						1	,901**	,748**
İş Ahlakı							1	,814**
Kadın Yöneticilere Karşı Tutum Ölçeği								1

\* $p<,01$ ; \*\* $p<,05$

Tablo 5, korelasyon matrisi tablosunu göstermektedir. Akademisyenlerin çelişik duygulu cinsiyetçilik ölçeği düşmanca cinsiyetçilik alt boyutu puanı ile profesyonel çalışma davranışları alt boyutu [ $r=-,573$ ] arasında negatif yönde, iş ahlakı alt boyutu [ $r=.214$ ] arasında pozitif yönde, kadın yöneticilere karşı tutum ölçeği puanı [ $r=-,325$ ] arasında negatif yönde anlamlı ilişkiler saptanmıştır. Akademisyenlerin çelişik duygulu cinsiyetçilik ölçeği heteroseksüel yakınlık alt boyutu puanı ile profesyonel çalışma davranışları alt boyutu [ $r=-,376$ ] arasında negatif yönde,

ilişkileri yönetme davranışları alt boyutu [ $r=.324$ ] arasında pozitif yönde, iş ahlakı alt boyutu [ $r=.437$ ] arasında pozitif yönde anlamlı ilişkiler saptanmıştır. Akademisyenlerin çelişik duygulu cinsiyetçilik ölçeği koruyucu ataerkillik alt boyutu puanı ile profesyonel çalışma davranışları alt boyutu [ $r=-.451$ ] arasında negatif yönde, ilişkileri yönetme davranışları alt boyutu [ $r=.326$ ] arasında pozitif yönde, iş ahlakı alt boyutu [ $r=.415$ ] arasında pozitif yönde, kadın yöneticilere karşı tutum ölçeği puanı [ $r=.213$ ] arasında pozitif yönde anlamlı ilişkiler saptanmıştır. Akademisyenlerin çelişik duygulu cinsiyetçilik ölçeği cinsiyetler arası tamamlayıcı farklılaştırma alt boyutu puanı ile profesyonel çalışma davranışları alt boyutu [ $r=-.364$ ] arasında negatif yönde, ilişkileri yönetme davranışları alt boyutu [ $r=.387$ ] arasında pozitif yönde, iş ahlakı alt boyutu [ $r=.397$ ] arasında pozitif yönde, kadın yöneticilere karşı tutum ölçeği puanı [ $r=.472$ ] arasında pozitif yönde anlamlı ilişkiler saptanmıştır.

İlişkisel tarama modelindeki araştırmanın bu noktasında, “H2: Akademisyenlerin çelişik duygulu cinsiyetçilik düzeyleri ile kadın yöneticilere ilişkin tutumları arasında istatistiksel açıdan anlamlı bir ilişki vardır.” hipotezine karşılık, akademisyenlerin çelişik duygulu cinsiyetçilik düzeyleri ile kadın yöneticilere ilişkin tutumları arasında istatistiksel açıdan anlamlı bir ilişki saptanmıştır ve H2 hipotezi kabul edilmiştir.

## 5. Akademisyenlerin çelişik duygulu cinsiyetçilik düzeylerinin kadın yöneticilere ilişkin tutumlarını yordamasına yönelik bulgular

Tablo 6. Akademisyenlerin Çelişik Duygulu Cinsiyetçilik Düzeylerinin Kadın Yöneticilere Karşı Tutumlarını Yordamasına Yönelik Çoklu Regresyon Analizi

Ölçeğin Alt Boyutları	$\beta$	Std. Hata	t	p	Tolerans	VIF	F	F (p)
Düşmanca Cinsiyetçilik	4,52	,126	38,973	,000*	,654	2,01		
Heteroseksüel Yakınlık	-,368	,027	-20,357	,000*	,496	1,89	41,23	,000*
Koruyucu Ataerkillik	,033	0,19	,561	,762	,611	1,89		
Cinsiyetler Arası Tamamlayıcı Farklılaştırma	,078	,057	1,439	,123	,681	1,43		

\* $p<0,01$ ;  $R^2 = 0,36$ , Durbin Watson= 1,87

Tablo 6, akademisyenlerin çelişik duygulu cinsiyetçilik düzeylerinin kadın yöneticilere karşı tutumlarını yordamasına yönelik çoklu regresyon analizini göstermektedir. Bu bağlamda bağımsız değişkenler düşmanca cinsiyetçilik, heteroseksüel yakınlık, koruyucu ataerkillik, cinsiyetler arası tamamlayıcı farklılaştırma; bağımlı değişken ise kadın yöneticilere karşı tutumdur. Bu bağlamda yordayıcı bağımsız değişkenlerle bağımlı değişken arasındaki ilişkinin anlamlı ( $F= 41,23$ ;  $p=,000$ ,  $p<0,01$ ) olduğu saptanmıştır. VIF değerlerinin 10'un altında

olmasının çoklu bağıntı probleminin olmadığını, Durbin Watson değerinin 2'ye yakın olması oto korelasyonun olmadığını işaretler. Düşmanca cinsiyetçilik alt boyutu ( $t=-20,357$   $p=,000$   $p<0.05$ ) ve koruyucu atarlılık ( $t= 1,439$ ;  $p=,123$   $p>0.05$ ) alt boyutlarının ise anlamlı yordayıcılar olmadığını sonucuna varılmıştır. Akademisyenlerin düşmanca cinsiyetçilik ve cinsiyetler arası tamamlayıcı farklılaştırma algılarının kadın yöneticilere karşı tutumlarının %36'sını açıkladığı görülmüştür.

Buna ilişkin regresyon eşitliği: Kadın Yöneticilere ilişkin tutum=  $4,52 + (-0,368*$ düşmanca cinsiyetçilik) + (  $0,117*$ cinsiyetler arası tamamlayıcı farklılaştırma)

## TARTIŞMA ve SONUÇ

Araştırmada elde edilen çelişik duygulu cinsiyetçiliğe yönelik bulgular, akademisyenlerin düşmanca cinsiyetçilik, koruyucu atarlılık ve cinsiyetler arası tamamlayıcı farklılaştırma düzeylerinin düşük seviyede; heteroseksüel yakınlık düzeylerinin ise biraz yüksek seviyede olduğunu göstermiştir. Bu durum, cinsiyet değişkeninin kadınlara yönelik tutumları açıklamada anlamlı bir etkisinin bulunduğunu gösterir (Özkan, 2006). Alanyazındaki mevcut diğer çalışmalarla örtüşen bir diğer saptama ise, akademisyenlerin kadın cinsiyetine ilişkin olumsuz toplumsal cinsiyet yaklaşımına sahip olduklarıdır (Yılmaz, 2016; Asar, 2014; Sakallı- Uğurlu, 2002).

Ayrıca, akademisyenlerin kadın yöneticilere karşı tutumlarına yönelik betimsel istatistiklerle, profesyonel çalışma davranışları ve iş ahlakı düzeylerinin orta seviyede; ilişkileri yönetme davranışları ve kadın yöneticilere karşı tutum düzeylerinin de biraz yüksek seviyede olduğu belirlenmiştir. Cinsiyet değişkenine göre ise, kadın akademisyenlerin erkek akademisyenlere oranla kadın yöneticilere karşı daha olumlu tutum sergilemesi, literatürdeki verilerle aynı çizgide ilerlemektedir (Berkman, 2005; Uçan, 2012; Asar, 2014).

Akademisyenlerin çelişik duygulu cinsiyetçilik düzeylerinin cinsiyetlerine göre dağılımını belirlemek üzere yapılan t-testi sonuçlarına göre, Çelişik Duygulu Cinsiyetçilik Ölçeği'nin tüm alt boyutları, cinsiyete göre farklılaşmaktadır. Erkek akademisyenlerin çelişik duygulu cinsiyetçiliğe yönelik tüm alt boyutları, kadın akademisyenlere nazaran daha yüksek düzeyde bulunmuş ve bu saptama, literatürdeki çalışmalarda bazı alt boyutlarda erkeklerin düzeylerinin yüksek çıktığı çalışmalarla benzerlik göstermiştir (Kontaş ve Özen, 2024; Yılmaz, 2016).

Yine akademisyenlerin kadın yöneticilere ilişkin tutumlarının cinsiyetlerine göre dağılımını belirlemek üzere yapılan t-testi sonuçlarına göre ise, kadın akademisyenlerin, kadın yöneticilerin profesyonel çalışma davranışlarının, ilişkileri yönetme davranışlarının, iş ahlakının ve kadın yöneticilere karşı tutum ölçeğinin erkeklere göre daha olumlu bir düzeyde olduğu saptanmıştır.

Bir diğer araştırma sorusuna cevaben, akademisyenlerin korumacı ve düşmanca cinsiyetçilik düzeyleri ile kadın yöneticilere ilişkin tutumları arasında; çelişik duygulu cinsiyetçilik ölçeği düşmanca cinsiyetçilik alt boyutu puanı ile profesyonel çalışma davranışları alt boyutu arasında negatif yönde, iş ahlakı alt boyutu arasında pozitif yönde, kadın yöneticilere karşı tutum ölçeği puanı arasında negatif yönde anlamlı ilişkiler saptanmıştır. Diğer bir deyişle, akademisyenlerin düşmanca cinsiyetçilik algıları arttıkça, kadın yöneticilerin profesyonel çalışma davranışlarına ilişkin olumlu tutumlarının önemli düzeyde düşeceğini ve aynı zamanda kadın yöneticilere karşı genel olumlu tutumlarında da düşüşün olacağını göstermektedir.

İlaveten, katılımcıların çelişik duygulu cinsiyetçilik ölçeği heteroseksüel yakınlık alt boyutu puanı ile profesyonel çalışma davranışları alt boyutu arasında negatif yönde, ilişkileri yönetme davranışları alt boyutu arasında pozitif yönde, iş ahlakı alt boyutu arasında pozitif yönde

anlamli iliskiler saptanmistir. Bu durum, akademisyenlerin heterokseksuel yakınlık algılarının arttikça, kadın yöneticilerin profesyonel çalışma davranışlarına ilişkin olumlu tutumlarının düşeceğine; öte yandan iliskileri yönetme davranışları ile iş ahlakına ilişkin tutumlarının artacağına işaret etmektedir.

Bir diğ er bulgu olan, akademisyenlerin ç elişik duygulu cinsiyetç ilik ölçeđ i koruyucu ataerkillik alt boyutu puanı ile profesyonel çalışma davranışları alt boyutu arasında negatif yönde, iliskileri yönetme davranışları, iş ahlakı ve kadın yöneticilere karşı tutum arasında pozitif yönde anlamlı iliskiler bulgulanmıştır. Bu durum, akademisyenlerin koruyucu ataerkillik algıları arttikça, kadın yöneticilerin profesyonel çalışacaklarına ilişkin olumlu tutumlarının düşeceğini, öte yandan iliskileri yönetme davranışlarına ve iş ahlakına ilişkin tutumlarının artacağını belirtmektedir. Akademisyenlerin ç elişik duygulu cinsiyetç ilik ölçeđ i cinsiyetler arası tamamlayıcı farklılaştırma alt boyutu puanı ile profesyonel çalışma davranışları alt boyutu arasında negatif yönde, iliskileri yönetme davranışları, iş ahlakı ve kadın yöneticilere karşı tutum ölçeđ i puanı arasında pozitif yönde anlamlı iliskiler saptanmıştır. Bu durum, akademisyenlerin cinsiyetler arası tamamlayıcı farklılaştırma algıları arttikça kadın yöneticilerin profesyonel çalışacaklarına ilişkin olumlu tutumlarının düşeceğini, diğ er yandan iliskileri yönetme davranışlarına ve iş ahlakına ilişkin tutumlarının ise artacağını göstermektedir.

Son olarak, akademisyenlerin ç elişik duygulu cinsiyetç ilik düzeylerinin kadın yöneticilere ilişkin tutumlarını yordamasına yönelik bulgular çoklu regresyon analizi, yordayıcı bağımsız deđ işkenlerle bağımlı deđ işken arasındaki ilişkinin anlamlı olduğunu göstermektedir. Düşmanca cinsiyetç ilik alt boyutu ve koruyucu ataerkillik alt boyutlarının ise anlamlı yordayıcılar olmadığı sonucuna varılmıştır. Akademisyenlerin düşmanca cinsiyetç ilik ve cinsiyetler arası tamamlayıcı farklılaştırma algılarının kadın yöneticilere karşı tutumlarının %36'sını açıkladığı görülmüştür. Buna göre, akademisyenlerin düşmanca cinsiyetç ilik algılarında bir birimlik artışın kadın yöneticilere karşı genel tutum üzerinde 0,368 birimlik olumsuzluğa neden olacağı, bunun yanında cinsiyetler arası tamamlayıcı farklılaştırma algılarının bir birimlik artışın ise kadın yöneticilere ilişkin genel tutum üzerinde 0,117 birimlik olumlu artışa neden olacağı şeklinde yorumlanabilir. Diğ er bir sesle, akademisyenlerin düşmanca cinsiyetç ilik algılarının kadın yöneticilere karşı olumlu tutumu tetiklediđ i; ancak cinsiyetler arası tamamlayıcı farklılaştırmanın ise kadın yöneticilere karşı olumlu tutuma neden olacağı şeklinde anlaşılmalıdır.

## **SINIRLILIK**

Araştırma, yalnızca bir üniversitede görev yapan akademisyenler üzerinde uygulanmıştır. Akademisyenlerin yeni nesillerin yetiştirilmesinde öncü olan meslek elemanlarından olmaları kabulüyle, insanlarla sürekli iletişimde bulunan diğ er meslek alanlarında da benzer çalışmaların yapılmasının alanyazına katkı sağlayacağı düşünülmektedir.

Yine araştırmada yalnızca nicel veriler toplanarak, dolayısıyla nicel araştırma paradigmasının yöntem ve süreçlerine başvurularak bulgulara ulaşılmıştır. Bu noktada çalışmada, katılımcıların deneyimlerine dayanan, derinlemesine görüşmelerle elde edilecek nitel verilerin kullanılmasının, benzer çalışmalara daha farklı bakış açıları sağlayarak zenginlik kazandırabileceđ i düşünülmektedir.

## KAYNAKÇA

- Alptekin, D. (2014). Çelişik duygularda toplumsal cinsiyet ayrımcılığı sorgusu:üniversite gençliğinin cinsiyet algısına dair bir araştırma. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 32, ss. 203-211.
- Arıkan S (1999). Yönetmel kademelerde kadın yöneticilerin karşılaştıkları güçlükler. *Polis Bilimleri Dergisi*, 1, 4.
- Asar, R. (2014). Eğitim Kurumlarında Kadın Yöneticilere Karşı Tutumların Değerlendirilmesi. (Yüksek Lisans Tezi). Erciyes Üniversitesi Eğitim Bilimleri Enstitüsü, Kayseri.
- Aycan, Z., Bayazit, M., Berkman, Y., ve Boratav, H.B. (2011). Attitudes towards women managers: Development of a new measure. *European Journal of Work and Organizational Psychology*, 21(3), 426-455.
- Aydan, E. (2015). Kadına yönelik şiddet: çelişik duygulu cinsiyetçilik, yetkecilik ve sosyal baskınlık yönelimi açısından bir inceleme. Yayınlanmamış yüksek lisans tezi, Ankara Üniversitesi, Sağlık Bilimleri Enstitüsü.
- Berkman, Y. A. (2005). Attitudes towards women managers: development of a new measure. (Yayınlanmamış Yüksek Lisans Tezi). Koç Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Berkman, Y. A. (2005). Attitudes Towards Women Managers: Development of a new measure. Koç Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.
- Bhasin, K. (2003). *Toplumsal cinsiyet "Bize yüklenen roller"*. Kader Ay (çev.), İstanbul: Kadınlarla Dayanışma Vakfı Yayınları.
- Bilican-Gökkaya, V. (2018). "Kalkınmanın önündeki engel: Toplumsal cinsiyet, kadın ve ekonomi". Yeşim Kubar ve Handan Karakaya (eds.). *Toplumsal cinsiyet algısına ekonomik ve sosyolojik bir bakış*. (s. 221-269). Ankara: Gazi Kitabevi.
- Bingöl, D., Aydoğan, E., Şenel, G., ve Erden, P. (2011). Cam tavan sendromu ve kadınların hiyerarşik yükselmelerindeki engeller: TC. Enerji ve Tabii Kaynaklar Bakanlığı Ankara Merkez Teşkilatı örneği, *Dokuz Eylül Üniversitesi İşletme Fakültesi Dergisi*, 1,115-132.
- Bora, A. (2016), Kadınların Sınıfı: Ücretli Ev Emeği ve Kadın Öznelliğinin İnşası, İstanbul: İletişim Yayınları.
- Burke, R. ve Vinnicombe, S. (2005). Advancing women's careers, *Career Development International*, 10(3), 165-167.
- Chapleau, K. M., Oswald, D. L., and Russell, B. L. (2007). How ambivalent sexism toward women and men support rape myth acceptance. *Sex Roles*, 57(1-2), 131-136.
- Cohen, L., Manion, L. and Morrison, K. (2007). Research methods in education (Sixth edition.).
- Dalkıranoglu, T. ve Çetinel, F. G. (2015). Konaklama işletmelerinde kadın ve erkek yöneticilerin cinsiyet ayrımcılığına karşı tutumlarının karşılaştırılması. *Dumlupınar Üniversitesi Sosyal Bilimler Dergisi*, 20, 277-298.
- Dreher, G. F. (2003). Breaking the Glass Ceiling: The Effects of Sex Ratios and Worklife Programs on Female Leadership at the Top, *Human Relations*.
- Ecevit, Y. (2011). Toplumsal cinsiyet sosyolojisine başlangıç. Ed.: Yıldız Ecevit ve Nadide Karkıner, Toplumsal Cinsiyet Sosyolojisi içinde, s. 2-29. Eskişehir: Anadolu Üniversitesi Yayınları.

Erkurt, A. (2015). Çelişik duygulu cinsiyetçilik, yetkecilik ve sosyal baskınlık yönelimi açısından bir inceleme. Yayınlanmamış yüksek lisans tezi, Ankara Üniversitesi Sağlık Bilimleri Enstitüsü.

Glick, P. and Fiske, S. T. (1996). The Ambivalent Sexism Inventory: Differentiating hostile and benevolent sexism. *Journal of Personality and Social Psychology*, 70(3), 491–512. <https://doi.org/10.1037/0022-3514.70.3.491>

Göregenli, M. (2012), “Ayrımcılığın Meşrulaştırılması”,Ayrımcılık Çok Boyutlu Yaklaşımlar. İstanbul: İstanbul Bilgi Üniversitesi Yayınları.

ILO (2024). Dünyada İstihdam ve Sosyal Görünüm: Eğilimler 2024 chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---ilo-ankara/documents/publication/wcms\_908201.pdf Son Erişim: 12.02.2024.

İlkkaracan, İ. (2010). “Uzlaştırma Politikalarının Yokluğunda Türkiye Emek Piyasasında Toplumsal Cinsiyet Eşitsizlikleri”, (ss. 21-59). Emek Piyasasında Toplumsal Cinsiyet Eşitliğine Doğru İş ve Aile Yaşamını Uzlaştırma Politikaları, İstanbul: Mega Basım.

Karasar, N. (2005). Bilimsel Araştırma Yöntemi. Ankara: Nobel Yayın Dağıtım.

Kocacık, F. ve Bilican-Gökkaya, V. (2005). Türkiye’de çalışan kadınlar ve sorunları. *C.Ü. İktisadi ve İdari Bilimler Dergisi*, 6.

Kontaş, Z. ve Özen, Fatmanur (2024). Toplumsal Cinsiyet Algısının Kadın Yöneticilere Karşı Tutumlara Etkisi: Eğitim Örgütleri Örneği. *Uluslararası Eğitime Özgün Bakış Dergisi*, 2, 1, 35-62.

Limon, S., ve Paçacı, M. (2022). Kadın hekimlerin gözünden kadın yöneticiliğinin röntgeni: kadın olmak güzel, yönetici olmak zor. *Süleyman Demirel Üniversitesi Fen-Edebiyat Fakültesi Sosyal Bilimler Dergisi*, 56, 202-220.

Mckinsey&Company (2017). Women matter Turkey 2016. Turkey’s potential for the future: women in business.

Özkan, D. (2006). The relationship between attribution related to acquisition of managerial position by women. ODTÜ, Ankara.

Özyer, K. ve Azizoglu, Ö. (2014). İş hayatında kadınların önündeki cam tavan engelleri ile algılanan örgütsel adalet arasındaki ilişki, *AİBÜ-İİBF Ekonomik ve Sosyal Araştırmalar Dergisi*, 10(1), 95-106.

Sakallı, U. N. (2002). Çelişik Duygulu Cinsiyetçilik Ölçeği: Geçerlik ve Güvenirlik Çalışması. *Türk Psikoloji Derneği*, 17(49), 47-58.

Sakallı-Uğurlu, N. (2002). Çelişik Duygulu Cinsiyetçilik Ölçeği: Geçerlik ve güvenirlik çalışması. *Türk psikoloji dergisi*, 17(49), 47-58.

Taşdemir, N. ve Sakallı-Uğurlu,N. (2010). The relationships between ambivalent sexism and religiosity among Turkish university students. *Sex Roles*. 62:420–426DOI 10.1007/s11199-009-9693-6

Terzioğlu, F., ve Taşkın, L. (2008). Kadının Toplumsal Cinsiyet Rolünün Liderlik Davranışlarına ve Hemşirelik Mesleğine Yansımaları. *C. Ü. Hemşirelik Yüksekokulu Dergisi*, 12(2), 62-67.

Topkaya, N., Şahin, E., Gürkan, S., Özkanca, M., ve Ünlü S. (2016). Korumacı ve Düşmanca Cinsiyetçiliğin Yetişkin Kadınlarda Cinsiyet Rol Tutumları ve Farklı Cinsiyet Rolleriyile

İlişkisi. *VI. Uluslararası Canik Sempozyumu- Psikolojik Danışma ve Rehberlik. Hedefe Doğru*, Samsun.

TÜİK (2022). Hanehalkı İşgücü Araştırması.

TÜİK (2024). Ücretli Çalışan İstatistikleri. <https://data.tuik.gov.tr/Bulten/Index?p=Ucretli-Calisan-Istatistikleri-Ocak-2024-53576> . Son Erişim: 20.01.2024.

Uçan, M. (2012). İlköğretim Okullarında Görev Yapan Öğretmenlerin Kadın Yöneticilere Yönelik Tutumları ile Kadın Yöneticilerde Algıladıkları Liderlik Stilleri Arasındaki İlişki. (Yüksek Lisans Tezi). Yeditepe Üniversitesi Sosyal Bilimler Enstitüsü, İstanbul.

Üstün, A., ve Bahçıvan, H. Z. (2021). Kadın okul yöneticilerinin liderlik becerilerine ve yönetim süreçlerinde karşılaştıkları cinsiyetçi yaklaşımlara ilişkin tutumları. *Social Sciences Research Journal*, 10(3), 657-677.

WEF (2023). Global Gender Gap Report 2023. <https://www.weforum.org/publications/global-gender-gap-report-2023/> Son Erişim: 18.01.2024.

Yaşın-Dökmen, Z. (2016). *Toplumsal cinsiyet sosyal psikolojik açıklamalar*. (7. Basım). İstanbul: Remzi Kitabevi.

Yılmaz, S. (2016). Okul yöneticileri ve öğretmenlerin toplumsal cinsiyetçiliğe ve kadın yöneticilerin liderlik becerilerine yönelik görüşleri. Anadolu Üniversitesi Doktora Tez, Eskişehir.

Yılmaz, A., Kandak, M., Demir, E., Çelik, A., Kaya, H., Demir, M. (2021). Eğitim alanında kadın yöneticilerin kariyer engellerinin incelenmesi. *Türkiye Mesleki ve Sosyal Bilimler Dergisi*, 5, 90-104. <https://doi.org/10.46236/jovosst.891723>

Yılmaz, S. (2016). Okul Yöneticileri Ve Öğretmenlerin Toplumsal Cinsiyetçiliğe Ve Kadın Yöneticilerin Liderlik Becerilerine Yönelik Görüşleri. (Doktora Tezi). Anadolu Üniversitesi Eğitim Bilimleri Anabilim Dalı, Eskişehir.



# DEVELOPMENT OF HIGHER EDUCATION WITH ARTIFICIAL INTELLIGENCE APPLICATIONS

**Mudasir Ali Rind PhD**

Scholar School of Education Khazar University Baku Azerbaijan

**Pirali Aliyev**

Baku Slavic University Baku Azerbaijan

## **Abstract**

Applications of artificial intelligence are utilized within the many working sectors where these applications can bring the newness in the development of these sectors and for enabling the sectors for challenges that are created while new technologies have been utilized within these sectors. In healthcare AI applications have provided newness in process of medication and other important functions that are related to health sector. According to the UNICEF emerging technologies similar artificial Intelligence to meet specific learning needs for learners as well as for educators by developing the personalized learning instructions and personalized learning ways that help the learners to develop the content learning strategies. In those countries where there is shortage of resources UNICEF helps the education sector to provide better arrangements for learners as well as for teachers through AI applications. This research study focused on the learning of learners through the applications of artificial intelligence and interaction of learners with applications of artificial intelligence and knowledge gaining processes through the AI applications. This study investigates the main results about the interaction of learners with AI applications from the higher educational institutions where the learners have shown the potential and positive motivation towards the AI application and effectiveness of AI applications brought the newness in the learning ways of learners from higher educational institutions. This study further analyzed that mostly learners have shown optimistic response to the applications of artificial intelligence developed the confidence level in learning and applications of artificial intelligence have developed the personalized learning skills in learning process. This study concludes that interaction of learners with AI will bring newness in learning process and will help the learners in learning procedures. This study suggested that learning skills will be more developed if there are training sessions arranged for learners to develop more and more interaction with AI applications.

**Key Words: Artificial Intelligence and Education, Learning attributes, Higher Educational institutions, Artificial Intelligence applications and learners**

## **1. Introduction**

The AI applications brought the newness of learning skills where the development of actual critical thinking that make betterment in the development of content learning areas where the learners can get the good and meaningful content for learning development. The application of artificial intelligence has brought the new learning capabilities in the learners which enable

them to be able for learning systems of twenty -first century in the profitable of knowledge that will begin by learners for learning development.

The adoption of applications of artificial intelligence have shaped the new atmosphere for effective learning skills in the learning beside this the applications have redesigned the actions of learning with innovative designs for betterment of education sector. AI applications have developed the adoptive cultural way of learning where learners can absorbed the engagement with applications of Artificial Intelligence and develop the active learning ways by which learners can made the new critical thinking ways and new problem solving ways which learners to develop central idea with learning content and engagement with AI applications can brings the best experiences for gaining the knowledge with develop the advanced ideas that will bring the secure way to gain good experience with developmental ideas of learning.

## **I. Literature Review**

In this article researcher analyzed the effective usage of AI tools that help the university students to understand the English learning and teaching process. This manuscript identified main AI application and the strategies for using the AI applications. The results of this research paper shows that the low level of AI (OCR) applications was employed there is need of effective usage of AI application for teaching and learning English language. This study concluded that there should be training sessions for better usage of AI applications. (Khalid, A, 2017).

This stuff is about the potency of chat boot for learning of students and their memory retention buy applying the chat boots. In this article a case study was selected for university students and measures the difference between general search engines and chat boot systems that affect learning and memory retention. It was concluded that students learning, and retention is more in chat boot and less in general search engines. (Abbasi, S, kazi, 2014).

This paper explains the new progress of AI applications in the field of education; he has explained the technology of china in AI applications for education. (Lufeng, H.2018) also explained that due to the AI applications education system have been modernizing. This paper also explores the role of AI applications helping to modernize the education system.

Electronic learning is becoming vital day by day, different types of internet based LMS are being used to communicate with learners by face to face and manner of transmitting the learning materials have enhance the students own learning studies (Xin-hua Zhu(2005).

Learning efficiency of learners increasing by pick out the strong pedagogical techniques and updating the course materials on time by using gaming and strong teaching methods that will enhance the learning motivation of students on ( Esalmi,F,*et al*,2010).

## **II. Research methodology:**

In this research study quantitative research methods are used. For quantitative the questionnaire tool is used to collect the primary data. Secondary data will be collected from research articles, reports, books and from newspapers. Research design is a process of research methods and techniques that are used by researchers to collect information and verify information. Research design explains the type of research and subtypes of research. Research design explains what kind of tools are used in research study and how these tools will be used in research study. A purposeful research design will usually create minimum

bias in collection of data and raises the trust in collected data. Research design deals with logical problems not logistical problems. Research design will help in predicting the outcomes of a research study that will be drawn through the suitable research design (Yin, 1989).

### **III. Data Analysis.**

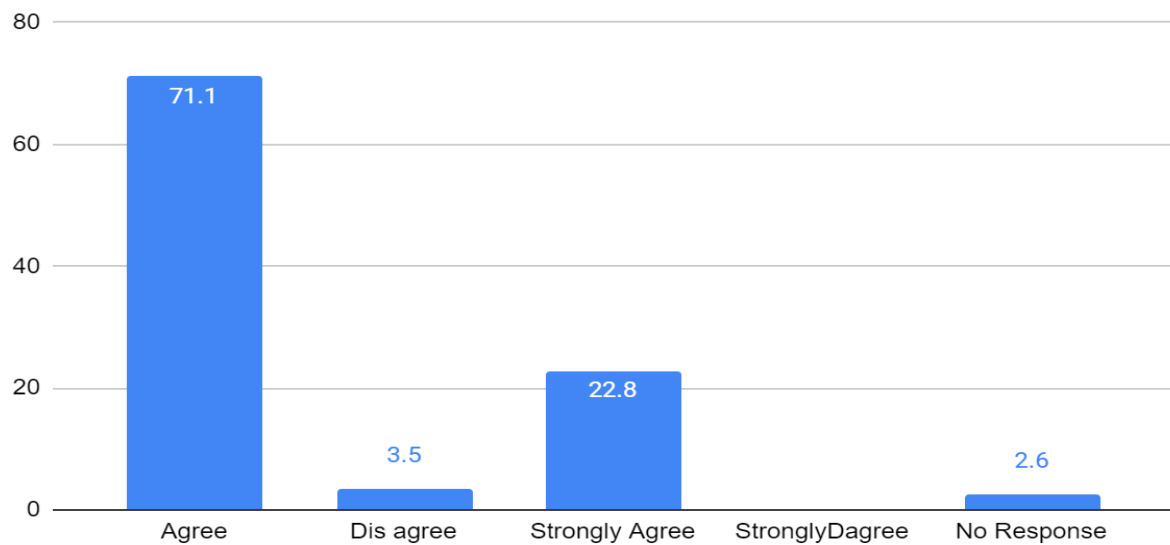
Data analysis is the techniques by which the researcher must obtain the data and that data will be organized, represent, describe, evaluate, and interpret the data with different technology that are used to find out the results for new advances that will help the researchers to appraise the collected data and provide the feasible findings for better research interest. The data that has been collected before this it has been designed with different research, method, and research designs for collection purposes where these all steps are used to collect the data with primary and secondary resources that will help the researchers to also get the knowledge about the data gathering process. It's also the process of checking, cleansing, converting, and patterning data with goal of the detecting the useful information drawing conclusions and supports the decision making with effective analyzing skills and future predictions for development of the newness of that study. Furthermore, data collection is utilized with the ground supporting ideas with effective ways of analyzing that has been done through the different methods and designs and different ways of analysis of the data.

Data analysis shows the advancement of research and development with effective idea that will help in providing the new ideas with effective analyzing skills which determine the support with effective ways that help the researcher to develop and interpret the data with different ways that support the objective and research questions with new analysis that help the researcher to formulate the different ways to express the results with future prediction and future recommendations that will help, new researchers for develop new ways for data analysis methods (Tavani, J, L,2018)

### **IV. Results about the adopting Artificial Intelligence content. Applications can improve your performance in learning content.**

This question is about AI applications and data for this question collected from university students by sending the questionnaire to them and this question is also explaining performance of learners from the AI applications. This inquiry explains a way of learning with AI applications that is specifically about improvement of learner's learning developmental styles with AI applications. The data for this question is collected from university correspondents from different five universities of Sindh Province.

What do you think by adopting Artificial Intelligence learning applications can improve your performance in learning content?



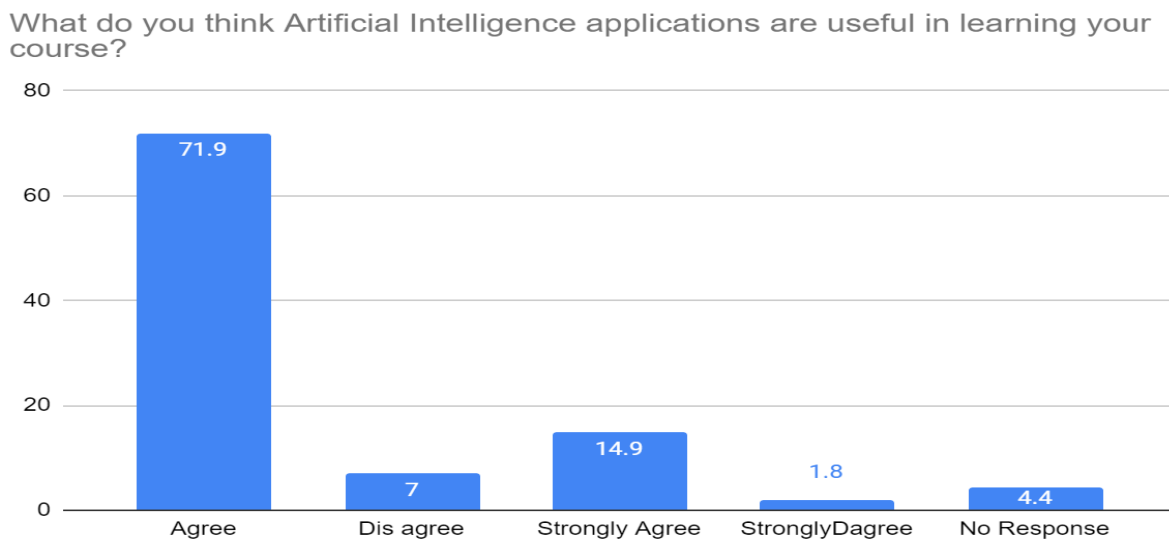
**Figure 1: Above figure shows the results about the AI learning applications.**

The above figure shows results of samples that are collected from correspondent regarding AI applications performance in learning contents from AI applications. That above question also shows response rate of respondents. According to this question that is about the AI applications that have good response rate from respondents whereas total one hundred twenty-one respondents are randomly selected from different universities every question has separate rate of response for this question one hundred fourteen responses are received from respondents. Moreover, this question has positive responses regarding AI applications from respondents. This question has 71.1 % responses are in agree with this question whereas 22.8% are in strongly agree with this question while 3.5% are in the ratio of disagree with AI applications likewise no response has 2.6% from the correspondents. This question has not been touched on by respondents in the option of strongly disagree towards AI applications. Overall, this item has had a positive response from the respondents.

Previous research has been operated on AI applications in different fields of education and with different content areas of learning. The study analyzed learning behavior of school students with teachable agent for conceptual development of school students regarding content of mathematics. This study analyzed that with those teachable agents the learning quality of school learners has increased with interaction to teachable agent. Students get more and more ideas about the content of mathematics. This study also found that by utilizing this type of learning styles students can get more knowledge with interesting ways and the curiosity in learning the content. This teachable agent increases the motivational powers of learners and worked on the deep thinking about the learning styles of learners. These teachable agents can produce the vital source of learning among the new learners in the field of mathematics and this study also suggests that by the help of this teachable agent the engagement of learning with this agent increased. (Pareto, L ,2014).

**V. Discoveries about Artificial Intelligence applications are useful in learning your course.**

Above item expressing about AI applications that are used in learning development in favor learners from which these can get knowledge learning skills. This question is about specific points of AI applications that I asked from university students about AI applications. This question represents the way of learning in style of usefulness in learning procedures. Interactions of learners with AI applications have been measured from university students regarding course learning from AI applications.



**Figure 2: Above Figure shows the results about the AI learning applications.**

The above figure is expressing the learning capabilities of learners with respect to AI applications from university students from Sindh Province and this question sent to respondents for measuring motivation about AI applications with respect to learning styles and learning techniques that are used by learners while learning from AI applications. This question has also good response rate from respondents. One hundred twenty-one questionnaires have been sent and the return rate is one hundred fourteen from respondents. This item has obtained all the options from the questionnaire about AI applications. All options are agreed, disagree, strongly agree, strongly disagree and no option.

According to this question mostly respondents agree with this question and strongly agree option is in positive sense. This question showing that 71.9 % have agree with question whereas 14.9% are showing strongly agree with this question and 7% are showing disagree with this question while 1.8 % showing strongly disagree with this item and other option is no response that have 4.4% value with this question. These all questions are regarding motivation of respondents towards AI applications with respect to usefulness of AI applications towards learning procedures. Bygone research papers have identified the role of AI with education systems and found importance of AI with this sector in school, college and in higher education. Most of past papers have highlighted AI in utilizing the systems in providing knowledge with tutoring systems and other AI enabled systems. The study analyzed the IT'S intelligent tutoring systems that are utilized by the learners in development of knowledge regarding teaching and learning. This review study mostly focused on communal information about ITS regarding teaching and learning and effectiveness of ITS in process of providing the knowledge towards learners. This review study has manipulated many studies about teaching systems with respect to evaluation of these ITS systems that how

much these systems are beneficial for learners and how much these systems are fruitful for learners in wisdom development (Colby, 2017).

## **VI. CONCLUSION AND SUGGESTIONS:**

Teaching and learning are an art to deliver the content through step-by-step process and convert the learner to have the good content learning acquaintance. This system of teaching and learning has the different steps that can be done through the teaching process. Moreover, these steps are followed by the educator to enhance the information that are planning, explaining, and interpreting the questions of students with feedback. These all steps are very helpful in the learning process with the knowledge reflection process. Likewise, self-reflection and understanding the content are the major ways for explaining and understanding the content rather than memorizing the content. With AI systems the learning abilities and understanding skills are being increased by the systems that are governed by machine learning systems. AI enabled applications have the stuff to provide better ways of understandings. Most of the research works are carried out for encouragement the learning systems. Most of the research works have given the important findings that AI applications can bring innovative changing in learning systems but lot of other studies have paid attentions to the recommendations for learners to have some trainings for AI applications for effective usage in learning procedure other studies have also the conclusions that there should be proper usage of AI applications for development of learning process with smart content developments with tutoring systems and with AI made systems that will enhance the learning capacities. Lot of other studies have also neurotic the different points in teaching and learning process that AI systems that work with students learning have the specific ability to determine main weakness of child and will also engage with students to able that learner try to overcome from those learners. Besides this, in the teaching and learning process a lot of efforts must be made to foster the learning system.

## **References**

- Nilsson, Nils J. 2009. *The Quest for Artificial Intelligence: A History of Ideas and Achievement*. Cambridge: Cambridge University. Press. <https://doi.org/10.1017/CBO9780511819346>
- Williams, R., Park, H. W., Oh, L., & Breazeal, C. (2019). *PopBots: Designing an Artificial Intelligence Curriculum for Early Childhood Education*. Retrieved from <http://robotic.media.mit.edu/wp-content/uploads/sites/7/2019/02/EAAI-WilliamsR.25.pdf>.
- Chatterjee, Rupen. (2020). Fundamental concepts of artificial intelligence and its applications. *Journal of mathematics, problems, equations and statistics* ESSN, 2709-9407 pp,13.24[https://www.researchgate.net/publication/354178618\\_Fundamental\\_concepts\\_of\\_artificial\\_intelligence\\_and\\_its\\_applications](https://www.researchgate.net/publication/354178618_Fundamental_concepts_of_artificial_intelligence_and_its_applications).
- Keleş, Pinar & Aydın, Suleyman. (2021). University Students' Perceptions About Artificial Intelligence. *Shanlax International Journal of Education*. 9. 212-220. [10.34293/education.v9iS1-May.4014](https://doi.org/10.34293/education.v9iS1-May.4014).
- Pujari, Vinayak & Sharma, Yogeshkumar & Burate, Mr & Prof, Asst & Jagdishprasad, Shri & Tibrewala, Jhabarmal.(2021). *Application in Artificial Intelligence*

Mathew, Lynch, 2019). Ways that artificial intelligence (ai) is transforming education for the better. <https://www.theedadvocate.org/26-ways-that-artificial-intelligence-ai-is-transforming-education-for-the-better/>.

Alimohammadi, Khalid & Hagra, Hani & DaniyalAlghazzaw, & Aldabbagh, Ghadah. (2017). A Survey of Artificial Intelligence Techniques Employed for Adaptive Educational Systems within E-Learning Platforms. *Journal of Artificial Intelligence and Soft Computing Research*. 7. 47-64. 10.1515/jaiscr-2017-0004

Abbasi, Suhni & Kazi, Hameedullah. (2014). Measuring Effectiveness of Learning Chatbot Systems on Student's Learning Outcome and Memory Retention. *Asian Journal of Applied Science and Engineering*. 3. 57-66. 10.15590/ajase/2014/v3i7/53576.

Xin- hua Zhu, “Designing an open component for the Web-based learning content model”, *Journal of Educational Technology & Society, IFETS*, Vol. 8, No. 2, pp.1436-4522, 2005.

Tavani, J, L (2018). *Ethic and technology, controversies questions and strategies for ethical computing* ( 5<sup>th</sup> Edi).